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HOW LOVE IS EXPERIENCED: AN ENGLISH TEACHING AND LEARNING PROPOSAL

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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UNIDAD AJUSCO

SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE

MODULE 3
INTERCULTURAL COMMUNICATION, ASSESSMENT AND INTEGRATION

UNIT 2
LANGUAGE ASSESSMENT

Assignment Unit 2

ASSESSMENT AND EVALUATING TOOLS

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INTRODUCTION

Learning and teaching practices on language have experienced a transformation process through time, the same as language itself. The vision of language went from being recognized merely as a system or as an aisle instrument to transmit or communicate ideas, feelings, emotions, etc., to being considered the means to connect with others, know about other realities, reflect, get access to information, and continuously transform the own cognitive and social schema to become at some point a mediation subject between people from different cultures or countries. This reality is faced by learners every day and that is why teachers should take it into account.

The final project of the Specialization represents the sum of learning, sharing, and analyzing through an extensive and rich training process. It is an exercise on a lesson´s plan design, which incorporates linguistic, communicative, and intercultural components. The concepts of reading, writing, listening, speaking, culture, assessment, testing, learning, and teaching are part of the proposal too. It is designed for high school students from a public school in Mexico state (45 students in the class). The topic for the lesson plan is what love is…, and, the reason to choose the topic is the students' interests, the viability to work with the official program from the institution, and the opportunities identified to promote the development of competencies. Every decision taken is an intent to reach the main aim of the English IV Program, also for generic and disciplinary basic competencies to be developed.

The lesson plan looks at the expansion of students' thoughts about the concept of love through the analysis of different love stories regarding customs, ideas, and demonstrations in several cultures.

In general, the lesson plan starts with the recovery of previous knowledge and experiences related to the concept of love, at the same time vocabulary (past participle verbs and phrases connected to love) and grammar (present perfect simple tense) are considered in different activities through the development of communicative competencies (reading, writing, listening, speaking), and the concept of culture is integrated by means of analyzing a series of quotations from different writers and philosophers to make students aware of the diversity on the concept around the world, and to enhance this a formal speaking presentation is performed at the very end. To close with the whole lesson students, participate in a kind of reflection by making a collaborative poster on the board (includes drawings and words) to show what they think about the topic after the exposure to different resources, interactions, and learning experiences. Along with the lesson, students have learned different things, such as organizing their learning process, vocabulary, grammar, developing communicative skills, the concept of

love for different cultures, and working collaboratively with others to present a speaking presentation. Through this process, informal and formative assessments occur during every session. To include formal assessment the oral presentation and a portfolio are evaluated using scoring rubrics.

Learnings as a teacher after this academic experience come from theories, approaches, strategies, techniques, and experiences shared; the perception that everything a teacher does has a theoretical basis background, and, even when lessons are carefully planned certain things can happen during the application, so adjustments and decision-making are required and the most important thing, students learn more than language itself.

Finally, difficulties faced during the Specialization, have a presence here, as I was not formally formed to be an English teacher, I was not familiar with much of the theory we studied, it was hard due to the time, the many changes at work during the last two semesters, the suddenly back to school, the re-adaptation to face to face teaching, and to be a student once again demands to refresh on the use of certain tools and performing in a different way a teacher usually does.

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HOW LOVE IS EXPERIENCED: AN ENGLISH TEACHING AND LEARNING PROPOSAL

Chapter 1. Philosophy and theory

1.1 Teaching identity and philosophy

Being a student lets the opportunity to live learning experiences develop through lessons, but it is when becoming a teacher that someone realizes (in a certain way) that actions (techniques, resources, and learning and teaching decisions) may impact on students' behavior and their cognitive and social development. The way some teachers start teaching influences their perception of every single decision taken, and many of them (those who did not receive formal training to become teachers) start working without clear ideas on that. Working experience through years and constant training (short courses) is for some time the best way to continue on the way. As teachers, professionals notice the need to constantly learn, enrich and update their knowledge and the way they teach, the contact with learners (needs and interests) demands that naturally. Alternatives like this Specialization take an important and essential part in a teacher's career, the entire program suggests deep reflections on the language acquisition process, teaching and learning practices, resources, evaluation, assessment, interculturality, important concepts when learning a language, and use of technology; all in all to promote efficient, motivational, and meaningful learning experiences. The program challenges at every step as it demands the analysis from theoretical fundamentals, their discussion with colleagues and tutor, and their application in real practices in the working environment. That gives the chance to appreciate, learn, criticize, enrich, consider, modify and adopt strategies from objective and professional sources.

In module I, teaching philosophy is exposed through the examination of written and audio texts, along this exercise different concepts and authors are recovered, sign, signifier and signified from Saussure, the structuralism approach by the same author, the model of communication from Dell Hymes, ideal native speaker- hearer proposed by Noam Chomsky in the Generative Linguistics approach, and the definition from sentences as speech acts and the connection of them with the terms locutionary and perlocutionary.

An analysis of important concepts about how a second language can be acquired or learned, a reflection on how certain processes are observed during learning, and more specifically in the personal practice with students, based on observations, is part of the experiences lived during the Specialization; also, the contact with the high filter hypothesis and input hypothesis from the monitor model by Stephen Krashen, the concepts of collaborative work, second

language acquisition theories like Behaviorism, Sociocultural theory, Generative Linguistics, and Structuralism, and zone of proximal development by Vygotsky. By getting involved with theory, teachers are able to better understand how the learning process develops, through this understanding it is possible to reflect on the personal teaching philosophy and on how to influence in favor of students' needs, interests, and contexts.

By the end of the first Module, a deeper reflection of the personal teaching philosophy is brought back again to add personal language learning and teaching experiences, containing features from the teaching context and professional experience. Working on different language teaching methodologies and approaches, as well as techniques, are also included and they are followed by theoretical perspectives in classroom applications. To complete the analysis teacher and students' roles in context are described, and the result from all this is an enhanced version of the teaching identity and philosophy, thanks to the learning experiences through this training process. The terms approach, method, and technique are studied, and concepts of Grammar translation method, Direct method, Audiolingual method, and Communicative Language Teaching are explored to finally characterize the personal teaching philosophy as a combination of features from different approaches, methods, and techniques. There can be times when certain problems during the learning process should be solved in order to reach learning outcomes and it is precisely when a variety of proposals take place.

An interesting exercise on a lesson´s plan design, takes place during the second Module, this task incorporates concepts related to the reading, writing, listening, and learning and teaching, as well as punctual considerations from different authors that were analyzed during the first module, to support every stage, and the rationale behind all decisions taken are included, in order to provide arguments on how and why learning outcomes can be reached in the way they are presented. The lesson plan includes an analysis of the application of the activities and the resources to develop each stage. At this point, all the previous concepts and terms come to link in a complete learning-teaching proposal, and the teacher is recognized as an important actor whose role demands continuously trying to enhance his or her own communicative skills due to the importance to represent a model and pioneer when producing and teaching the language. It does not mean the teacher is a perfect version of the language production but the first contact with it in the classroom. The experience of designing and applying a complete lesson plan lets to different discoveries and adoptions; among them, the Cognitive Academic Language Approach (CALLA) provides an appropriate model to work with the reading part (it considers the recovery of previous knowledge and experiences, different activities are developed in order to reach learning goals, the teacher monitors the coverage of learning outcomes and development of skills, and students have the opportunity to verify

achievements and chances to improve through self-evaluation); the reading is an active, fluent process that involves the reader and the reading material in building meaning (Anderson, 1999); reading also requires knowledge of schema (Singhal, 1998); the Flesch Kincaid method can be used to validate texts´ difficulty and the tool enables us to make decisions when choosing materials; speaking is a skill made up of idea units, planned or unplanned interventions, which implies generic or vague vocabulary and errors, as well as reciprocity, there can be interactions between listening and speaking (Richards, 2008); speaking practice can be performed based on different degrees of control and techniques (Brown, 2007). It is important to connect reading and writing tasks according to Brown; writing requires a specialized version of the language (Weigle, 2002); writing also possesses a standardized system acquired by special instruction (Grabowsky, 1996); writing considers the selection, development, arrangement, and expression of ideas in units of discourse, including linguistic features, vocabulary and grammatical patterns, as well as cohesive devices (Hyland, 2002). In regards to the same author, writing can be controlled, guided, or free. Whereas Brown (2007) classifies three types of real writing as academic, vocational or technical, and personal; feedback is an important strategy to help students in progressing with writing, and comments from others are helpful to notice errors and achievements (Ferris, 2007); to become successful at listening, it is necessary for learners to have plenty of practice and exposure to adequate input, favoring the contact with real situations (Beare, 2010); it is suggested (Richards, 2008) a representative listening lesson integrates a pre-listening stage (involves previous knowledge, prediction, and revision of vocabulary), a while-listening section (comprehension through exercises) and a post-listening part (students express their opinions based on the topic); when working on listening, the recovery of contextual information and activation of previous knowledge is important (Mc Donough and Shaw, 2003); McErlain (1999) says that during the listening tasks, it is expected students experience the processes of perception (identification of sounds and its transformation into something with meaning), decoding (the creation of understanding) and prediction and selection (presence of guesses about what is about to come and identification of relevant information); teachers are responsible to choose relevant, authentic and meaningful material for students, it is necessary to take into account the students´ level, it is also important to check coincidence with the class's goals, instructions should be clear, students should be presented with different input (variety), and finally the connection between communicative abilities is important to stimulate learning (Rost, 2002); according Meskill (1996) and Miller (2003) technology can make the development of listening skills more meaningful, interesting or fun for learners, it promotes an active engagement and interaction with the input, which tends to let a more interesting and innovative application of technology in the learning process; when we speak, we do things with language, and thus change our world in a way that we change the sense of the things (Austin, 1960). To conclude

with the lesson planning task, the concepts of evaluation, assessment, and feedback are analyzed, and taken into consideration; the Monitor Hypothesis from the Monitor Model establishes learners´ production as a way to monitor their development, where the form of language, knowledge of rules and time to use them take an important role; Jenkins (2009) provides some description of the aspects which are commonly assessed in writing, such as content, organization, vocabulary, language use, and mechanics, all of them have been included; to assign numerical grades, to different criteria they should receive a value as suggested by Jacobs (1981).

The previous explanations account for all the work, analysis, study, and experiences through the modules from the Specialization, and also show the interesting and significant contributions that are already part of the teaching philosophy. Now with more supported ideas and decisions making, awareness of the many theoretical bases which stand behind the many practices performed over years.

Some beliefs still persist, such as the fact that it is essential to know students' background in order to strengthen their knowledge and abilities to let them have a good performance when communicating or using the language, based on certain goals (academic program, institutional aims, personal interests).

For a teacher, it is important to keep training, sharing and reflecting on the professional practice with the idea of enriching, innovating, improving and learning through different means and resources.

Also, it is relevant to take into consideration students' needs and interests, as well as resources (these aspects can vary depending on the context) to make the learning and teaching experience significant and meaningful for their lives.

Finally, language offers a world of personal, professional and work opportunities in a person's life, and teachers have the chance to open students' minds to recognize these advantages and at the same time increase students' motivation when learning. To have success during the learning process students should show intrinsic motivation and interest to build their own knowledge and abilities.

Chapter 2. Methodology and practice

2.1 Lesson plan fundamentals

2.1.1 Teaching context and learning outcomes

The lesson plan described in the following pages is designed for high school students studying at a public school. The formal program for the subject English IV, by Dirección General de Bachillerato, focuses on the use of social functions of language when communicating, explaining cause and effect situations related to natural phenomena and daily activities, the proposition of hypothetical situations in different contexts, presenting information about students´ past experiences with impact in their present, as well as arguing information about their likes and preferences, everything through different tools which promote an inclusive environment with assertive communication, critical thinking and effective decisions taking to get and consolidate learning.

The third part of the program (Block III "Life experiences") refers to the students´ ability to state past experiences with an effect on the present in an oral and written way, using the present perfect that allows the students to reflect on the consequences of their actions as social beings in their context. All of this is the fundamental basis to design the following learning activities connected with the communicative skills of reading, writing, listening, and speaking to be developed in class.

The lesson plan is thought for high school students from the fourth semester (the last time they study English, based on the subject´s Program), these students are from heterogeneous groups, but according to the English Program´s scopes, they are supposed to be from low intermediate level and groups were recently reunited (45-50 students), after the pandemic time which supposes a challenge for both, students and teachers working together, face to face again, a kind of re-adaptation process is taking place, that includes certain rules to manage with work at class (social distance, use of face mask, avoiding contact with materials, constant hands washing, etc.).

Based on the learning outcomes for Block III, the class activities are planned for three weeks (450 minutes, 6 lessons), the series of lessons is entitled What love is…, the aims for students are:

- To state past experiences with an effect on the present in an oral and written way, using the present perfect that allows the students to reflect on the consequences of their actions as social beings in their context.
- To distinguish past participle verbs and activities in different contexts.
- To express the present perfect, considering fluency, pronunciation, intonation, and coherence.
- To use the present perfect in a text taking into consideration appropriate coherence, syntaxis, and orthography.

- To identify the present perfect in auditory segments.

The subject´s program also considers the teacher to be an important actor whose role helps students in the development of different competencies (attitudes, abilities, and knowledge) through the design of significant learning activities. The document establishes the following competencies to be acquired through the progress of lessons:

Generic competencies

- The student applies different communicative strategies according to listeners, context, and pursue objectives.
- The student communicates in a second language in everyday situations.
- The student assumes a constructive attitude, congruent with the knowledge and abilities he/ she has in different work teams.
- The student assumes that the respect for the differences is the beginning of integration and coexistence in the local, national and international contexts.

Disciplinary basic competencies (Communication)

- The student produces texts considering the normative use of the language, considering the intention, and the communicative situation.
- The student identifies and interprets the general idea and possible development of an oral or written message in a second language, appealing to previous knowledge, nonverbal elements, and context.
- The student communicates in a foreign language, through an oral or written logical speech, congruent with the communicative situation.
- The student uses information and communication technologies to investigate, solve problems, produce materials, and transmit information.

Classrooms have been adapted with big screens for academic use, internet connectivity is allowed in the whole school and teachers count on the appropriate equipment to develop learning activities through technology tools.

2.1.2 Lesson plan development

The study of how people learn languages started not exactly with the intention to know about it, but different authors from different disciplines started doing research on areas that were connected little by little to the field of languages. Once the Second Language Acquisition started as a formal area, different approaches emerged. At first, contributions were centered

on what learners were able to do with the language, the interest was more oriented on the processes taking place during the learning of L2 (a different language from the one that was first learned), the kind of resources used to expose learners to different teaching and learning experiences, the levels of domain learners could reach and their achievements or difficulties experienced through the way, everything turned around cognition. After these approaches set the basis to get closer to the understanding of how someone learns a language, some authors incorporated the social dimension and interactions between the mind and the social environment which were finally taken into account as previously they had been ignored.

Sociocultural Theory comes with a modern vision where the process of learning has to do not only with cognitive factors but with interaction with the social environment. It focused on learning with others and the connection between the learning process and the teachers in classroom practices. The theory is based on the contributions of Lev Vygotsky (1978) with the renowned concept of the Zone of Proximal development (what someone can learn or achieve with the assistance from a more expert peer) and the Genetic Method (related to the mind development because of its interaction with the social world through different physical and symbolic tools). The concept makes us think of the importance of interactions within collaborative work; in fact, Vygotsky considers that it is between them, in the social plane, that teachers can get information on the students' stage of development. The previous information supports the kind of work suggested for students during the development of their academic activities, as they tend to be more collaborative than individual.

A detailed explanation and the rationale behind all activities integrated into the format from Appendix 1 are presented on the next pages, it is important to keep in mind that decisions to design meaningful learning activities are made taking into consideration the results of practices in the previous modules; also, the adaptation of resources and level of difficulty are contemplated, as well as theoretical aspects studied through the Specialization. All in all, the proposal promotes the development of linguistic, communicative, and intercultural competencies among students.

Through the lesson plan, it is possible to observe the interconnection between skills, this leads to a more integrative and supportive way of the teaching and learning processes, where the contact, exposure, and interactions through the target language are present with interesting variety. It is important to be aware that the teacher is the first listening factor in the classroom (Fang, 2008) for students when giving directions, introducing the lesson, asking for participation, guiding, and giving feedback, so this receptive skill is present during all the sessions.

2.1.3 Linguistic and communicative competencies

The first week is thought to work mostly in activities to develop linguistic competence. Noam Chomsky (1965) defines this term as the knowledge of language someone has and uses to perform, the process is unconscious as we acquire our first language naturally without noticing rules (his studies point at first language acquisition). In the field of second languages, linguistic competence is also called grammatical competence, referring to the knowledge of the grammar of a language without focusing on the context.

To start, a brainstorm entitled What is love? is the way for the teacher to encourage students to recover the previous knowledge and personal points of view they have on the concept of love. Taking into consideration what Mc Donough and Shaw (2003) mention about the recovery of contextual information and activation of previous knowledge, students are invited to collaborate in the activity, if possible, the teacher tries to conduct the participation to guide the contributions to explore about knowledge or experiences learners have had on specific situations from their context, regarding the topic of love, this activity promotes students´ participation, and engaged for the first time with the lesson´s content. Students count on the occasion to listen to their partners´ interventions as a part of their listening practice. This activity can be guided using the following questions:

Figure 1 Chá*vez, N. 2022 Brainstorm What is love?*

What is love? **Can you mention some words or expressions connected to love?**

Since the first lesson, students are informed about the competencies they are about to develop, the contents and abilities considered to work, and the outcomes they are expected to reach; also, they are informed about the evaluation procedures, and they are integrated into teams. Students are invited to choose a movie to start watching (they can propose a movie they like or they want to analyze to change the teacher's suggestions) in order to be ready when the time to design the final project comes, and very important, learners are advice on the time the lesson plan is taking place with the intention to help them organize their evidence of learning.

Intake may take place when students appropriate or understand certain input (resources), thus it can be seen or shown at the moment when students follow instructions, perform tasks,

participate in class, collaborative work with other students, ask questions to clarify instructions, in a way that let us know knowledge has been learned (rubrics, following directions, expected learning outcomes from institutional programs, performance during interactions), all in all, producing language (in oral or written forms). Intake is present along with the lesson, and the teacher acts as the means to generate this appropriation. Something similar happens with interaction, students are expected to have contact with different materials and people every time a learning activity comes. Getting involved with another person or with something is called interaction, and it is part of the learning process, it may take place to let students develop a second language. When students go through interaction another process called negotiation of meaning appears, it lets students adjust to the interactional contacts or tasks in order to make the learning easier, this is because of input (resources), internal learning capacities, selective attention, and in productive ways connection. Signs of interaction occur during individual work (contact with resources, with other students, or with the teacher) and collaborative work.

The next activity suggested is a word search with past participle verbs (Appendix 2), all of them are irregular ones, and the idea is to familiarize students with these terms. First students look for the words, then with the teacher´s guidance write the infinitive form of the verbs and to expand on vocabulary (and continue looking for previous knowledge) write some short phrases connected with actions related to love and relationships. To conclude, the teacher expands on an explanation about regular and irregular verbs and presents some examples (at the same time, asks students different questions to build important details on the topic). At all times, students can collaborate and share their ideas.

In an intent to promote intake and give students the chance to build a sort of basis with the necessary elements to design their projects, and to develop a more complex and varied vision on the topic, they are presented with the necessary linguistic, communicative, and intercultural features to connect progressively through the lessons. A deeper analysis of past participle verbs is recommended here. Students should fill a chart (Appendix 3) considering the infinitive, the past simple, and the Spanish translation (this is to cover all difficulties students could present when integrating the words in further tasks) of the verbs previously analyzed. This activity brings the opportunity to recover previous learning experiences, as in past semesters learners had the chance to study topics including this form of the verbs. The task also considers a sort of contrast and comparison exercise to identify a certain logic between the spelling of verbs.

It is said that listening is considered a critical and receptive skill that learners use to comprehend; in this case, it is also a non-interactive activity since students listen to and watch about a situation connected with the topic of love and don't interact between them but as a

whole and unique group when expressing their opinions and ideas to complete the task. This part of the lesson provides students the opportunity to be in contact with what is called authentic material, to be precise a movie segment, Perterson and Coltrane (2003) say that authentic materials have been produced for reasons not directly related to language teaching; however, these materials let teachers to engage students in genuine cultural experiences. In regards to Beare (2010) about learners to become successful at listening, it is necessary to have plenty of practice and exposure to adequate input, which supports the decision to choose and use the selected material to develop listening skills. The chosen resource is a movie segment about different activities performed by the main characters of the story (they used to be lovers).

It is important to keep in mind what Kolker (2008) and Richards (2008) suggest on the structure of activities when working on the development of listening skills. On the one hand, the first author considers that to help students understand the language, tasks should follow certain stages, starting from the recognition of the target language (based on the new sounds), recognition of isolated words, recognition of phrase boundaries, listening for the main idea and finally doing the true listening experience. On the other hand, the second author thinks that a representative listening lesson should include a sequence consisting of pre-listening (during this stage students are prepared with activities that involve previous knowledge, predictions, and revision of vocabulary), while- listening (comprehension through exercises takes place) and post-listening (during this part students have the chance to express their opinions based on the topic). The present lesson follows the last structure, however, signs from the first proposal are integrated during the activities´ development. Initially, students are presented with a collection of words and pictures which illustrates the vocabulary included in the exercise, at this moment they are able to take notes or ask for doubts; later, they watch the movie segment for the first time and determine which one of the main characters performs the activities, before having a review on the results from this section, students are allowed to watch the movie segment for a second time. Students' participation is essential to check the answers here; after this, an example of how to express the activities performed by the characters is presented. The present perfect simple structure is used, but students are not informed about this for a while. They are asked to complete the description of activities and they can be aware of the use of past participle verbs because of the analysis previously done.

The chosen material responds to what Rost (2002) recommends when selecting resources to develop listening activities; according to the author, teachers are responsible to choose relevant, authentic, and meaningful material for students, it is necessary to take into account the students´ level, it is also important to check coincidence with the class' goals, and

instructions should be clear, students should be presented with different input (variety), and finally the connection between communicative abilities is important to stimulate learning (listening, speaking, reading, writing). The task with the movie segment is appropriate in different ways; it is an authentic resource, contains sound and images at the same time (which easily stimulates comprehension), relates to the topic of love (appropriate context), and gives students the opportunity to practice listening (listen to the language, listen to instructions and other students contributions), writing (when taking notes and describing what is required), speaking (students´ participations, asking for doubts) and reading skills at a time (instructions and ideas presented in the printed material).

About the writing skill here, Weigle (2002) thinks this requires a specialized version of the language, also he considers that writing differs from spoken language in form and use; in regards to Grabowsky (1996), writing possesses a standardized system that is acquired through special instruction; at last, Hyland defines writing as a process in which a person chooses, develops, arranges and expresses ideas in units of discourse. The previous contributions let us know how important knowledge, linguistic basis, and in general cognitive background are when writing. Until now, the practice of writing is in a certain way natural and controlled, grammar rules are not explained yet and students discover a certain logic in the sentences.

According to Hyland (2002), four stages conform Language Structure approach; Familiarization, which considers when the teacher teaches grammar and vocabulary elements; Controlled Writing, which is when learners write following patterns and substitute or change some ideas; Guided writing, in here imitation of models takes place; and Free writing, the use of patterns they have already learned. This lesson takes students to most of these stages, they familiarize themselves with the present perfect simple structure and with vocabulary related to past participle verbs (to describe activities). After watching the movie segment, learners also follow patterns and imitate models without deep explanations on grammar, just by looking at sentences built by the teacher; and finally, students count on certain freedom to write their own examples, based on their own ideas and on the precedent material they receive to prepare their formal presentations, based on the movie they have chosen to do so.

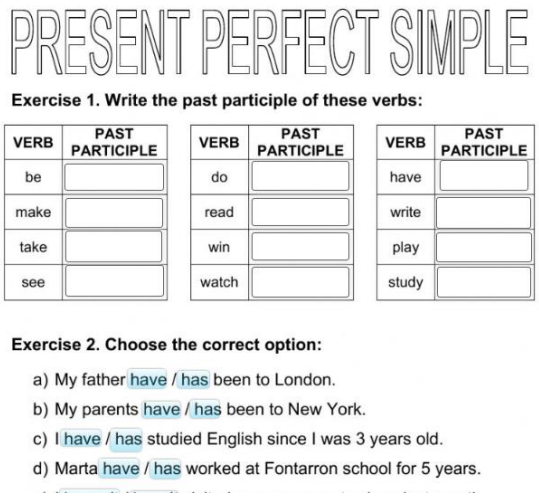
An opportunity to practice grammar comes (Appendix 5). Students, with teacher guidance, start from the sentences in the previous activity, to build a conscious analysis of the grammatical structure of the present perfect simple, considering affirmative, negative, and interrogative ideas. Now, students complete a list of different sentences using what was

previously reviewed. Finally, students and the teacher check the answers for all the examples presented and the last one provides feedback when necessary. At this moment, teacher explanations are fundamental to help students organize and clarify doubts about the grammar structure.

A kind of conclusion is developed through a listening task (Appendix 6). The idea is to expose learners to a song whose lyrics are full of present perfect simple structure. Students recall some past simple and past participle verbs (they are included in the exercise), after they classify all verbs into regular and irregular ones, they listen to the song (3 times) with the intention to complete the lyrics. It is expected that through listening, learners experience different processes while building a message and being exposed to certain input. According to McErlain (1999) perception (identification of sounds and their transformation into something with meaning), decoding (the creation of understanding), and prediction and selection (presence of guesses on what is about to come and identification of relevant information) are those processes which the listening skill conducts.
When the lyrics are complete, the teacher asks students to read the text and mention the answers they discovered, if necessary, feedback takes place. The kind of speaking practice here, as Brown (2007) describes, has to do with a technique that is totally controlled by the teacher and requires a specific response from the students. Manipulative technique is the term, it includes reading aloud. That is what students are asked to do in order to check their choices.

Here is the end of the first week of work, to close with activities and going back to the CALLA approach, the concept of self-evaluation is seen as a strategy that gives the learner the opportunity to notice how well he/ she has achieved the purpose for reading, and in this specific case, the aim is to check how well the grammatical structure has been comprehended. That is why a quick exercise is proposed, in order to let students, recognize how much from the topic they have acquired. The activity suggests the completion of different sections referring to past participle verbs and auxiliaries (figure 2). The exercise can be completed by printing it, or it can be found on a webpage that hosts not just the text but the technological procedures to give feedback immediately after the students have finished practicing.

Figure 2 Adapted from Liveworksheets 2022 https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_perfect/Present_perfect_simple_em143476nz



PRESENT PERFECT SIMPLE

Exercise 1. Write the past participle of these verbs:

VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
be		do		have	
make		read		write	
take		win		play	
see		watch		study	

Exercise 2. Choose the correct option:

a) My father have / has been to London.
b) My parents have / has been to New York.
c) I have / has studied English since I was 3 years old.
d) Marta have / has worked at Fontarron school for 5 years.

2.1.4 Culture

The concept of culture is deeply analyzed by Martin and Nakayama (2010), the authors find that culture can mean refinement and mannerism, civilization, the arts, shared language, beliefs and values, and dominant culture. Martin and Nakayama also state some characteristics of culture, saying that it is shared by a group of people, culture is contextual due to it emerges in a specific context, environment, and history, it is dynamic as it changes because of contextual factors, culture is learned from other people and institutions, it is an imitation of what someone learns; finally, culture is unconscious as it is learned from common stimulus someone receives from the context. Culture is taken here as shared language, beliefs and values, and it is important to know about it, as it lets us know who we are, why we think or react the way we do to it in every situation we face, and also, to recognize and respect other ways of thinking.

The second week of work takes place with an activity to reflect on the topic of love from different points of view and from different cultures (Appendix 7). Students should analyze some quotations from different people and find relevant words which represent important ideas for them. Afterward, students use these expressions to build a definition of the concept of love. The Cognitive Academic Language Learning Approach (CALLA) provides an appropriate model to work with the reading part; first previous knowledge and experiences are recovered through the work with vocabulary (this is done at the beginning of the whole lesson plan); after, several activities related to reading are developed (which is the part of the quotations´ reading), each one has a certain purpose to reach the main aim and teacher monitors to verify

that learning outcomes are covered and skills are developed; finally, students have the opportunity to verify achievements and opportunities to improve their performance (the design of the definition leads to verify that comprehension).

According to Singhal (1998), reading requires knowledge of schema, and this schema represents all the topic´s background learners have acquired through experience, so reading gives students the chance to connect previous experiences with the new content implicit in texts. Singhal (1998) and Meyer (1975) also recognize three types of the schema; the schema related to knowledge someone has about a topic and it enables to make connections between old and new information (content schema); the schema that someone possesses to recognize different organizations of texts; for example letters, postcards, etc. (formal schema); and the schema which has to do with the information we have kept to decode words and their meaning, examples from this schema are the recognition of regular past tense or progressive form in verbs due to their endings (linguistic schema). At this point students count on certain vocabulary to face the reading experience successfully, also from previous reading experiences and exposure to a variety of materials, they are expected to be familiar with this task. They participate in the brainstorming on the topic, and formal schema helps them to recognize the type of text they analyze. Linguistic schema is connected with the revision of verbs and the grammatical structure studied. The design of their own definition represents an opportunity to incorporate additional elements from the quotations they analyze. The definitions are presented through speaking, attending the semi-controlled technique of narration (Brown, 2007).

2.1.5 Interculturality

Students now have the time to work on the design of their formal presentations. At this moment students are expected to know about the story of the movies they choose to work on; also, they have some basis on grammar and vocabulary, and they count on some ideas on the topic of the lesson. The design of the presentation considers more writing practice. According to Hyland (2002), writing requires linguistic features, vocabulary, and grammatical patterns, as well as cohesive devices. Brown (2007), on his side, highlights the importance of incorporating collaborative work when writing, as one of the main principles he lists to develop the ability. He remarks on the opportunities to exchange ideas and the understanding of what makes a good writer through interaction with others. The approach of Writing processes from Hyland (2002) is a model that follows a certain order to enable learners to go to the writing process successfully, noticing the different moments producing ideas take. The model considers the following steps: selection of a topic, prewriting (brainstorming, outlining, etc.), composing,

response to draft, revising, response to revisions, proofreading and editing, evaluation, publishing and follow up tasks. This approach is implicit here in a certain way. A topic and movie has been selected by the teacher and students, students start writing using their previous background and the ideas they have already built through the contact with different resources and activities, they compose experiences and a brief introduction on the descriptions they are about to present based on the information they receive and on the movies they have watched, teacher gives assessment when monitoring and this assessment has its fundamentals on the rubric to evaluate the final presentation, students take into account the orientations and find improvements to their writing, evaluation takes place and students present the result of their work; finally students have strengthened their ability to work on writing.

To help students with the writing task, it is recommended to teach them the practices for efficient writing that Brown (2007) observes in one of his principles. The principle of learning and using the habits of good writers includes focusing on the goal, spending some time to plan the writing, letting ideas flow and recover them on paper or the screen, asking for and using feedback from others, and reviewing the work in repeated times to make improvements when necessary. The author also focuses his work on teaching strategies, from them, the one that has to do with the formal presentation for the lesson is real writing. This kind of writing requires the use of specific information.

In regards to Ferris (2007) feedback is an important strategy to help students in progressing with writing, comments from others are helpful to notice errors and achievements. Attending to Ferris' suggestions the following lines are taken into consideration to give appropriate feedback to students during the lesson:

- Peer revision.
- Oral comments.
- Focus on key aspects to reach the main aim of the lesson.
- Making comments in a "soft" way to be careful of students' emotional needs.
- Taking care of students' personal creations, avoiding the teacher's personal style.
- Encourage students to develop the task without forgetting critical aspects to help them improve on their mistakes.

In conclusion, students write a brief introduction on the movie they have watched (title, plot, year, director, main characters, cultures involved), and they write about the experiences characters have had through the stories (connected with love demonstrations), using the

present perfect structure and the past participle verbs. During the session, students receive assessment from the teacher and they have the chance to give feedback on their proposals.

2.1.6 Intercultural communication in the language classroom

Until here, according to Brown (2007) the speaking practices have been developed using controlled (reading aloud, asking and answering display questions) and semi-controlled techniques (brainstorming, asking and answering referential questions, narration) along with the lesson plan. During the third week of the lesson plan students count on the time to share what they have discovered and analyzed in the previous weeks. Through an oral presentation, according to Brown (2007), another semi-controlled technique, students (integrated into teams) participate in a series of expositions on the content of the movies they have already watched, they show general details on the selected films, project video segments and describe in detail the experiences or activities the main characters have done along with the stories. It is expected students present a planned speaking practice and manage with the demands of the situations as established by Bygate (1987), relating the descriptions of a functional activity (sub-division from the communicative activities).

All movies relate love stories from different cultures and contexts, these experiences give students the opportunity to expand their knowledge on the topic using linguistic resources and what Dell Hymes (1971) calls communicative competence, he considers that competence in a language includes grammar, words, sounds, and social knowledge of when and how to use them appropriately.

On his side, Richards (2008) says on the characteristics of speaking that it is a skill made up of idea units, planned or unplanned (for this task planned), the implication of generic or vague vocabulary is here too, as well as errors.

The last thing, as Austin (1960) shows, when we speak, we do things with language, and thus change our world in a way that we change the sense of things. So, students learn and develop not just the language itself, but they also get knowledge from the topic, from their partners´ contributions, and from the input they are exposed to.

The exposure to the speaking presentations gives students an interesting scenario to learn about the concept of love in different contexts, cultures, and times. The proposal here is to develop a kind of analysis with contrasts and comparisons on love demonstrations relating to the different stories presented. Students fill in a chart identifying the name of the movie, the cultures referred and the type of love demonstrations they can notice. Little by little students´ points of view expand and transform. Figure 3 shows the required details during the

expositions. This activity lets all students be involved at all times and know and enrich their knowledge and ideas about the topic.

Figure 3 Chávez, N. 2022 Analysis on love demonstrations

Movie	**Cultures**	**Love demonstrations**

The previous analysis helps students in building their intercultural competence. Spencer-Oatey, and Franklin (2009) explain that the term has to do with communicating effectively in a range of cross-cultural contexts. Also, Byram, Gribkova, and Starkey (2002) propose a model of intercultural competence, the proposal considers intercultural attitudes (curiosity and openness), knowledge of social groups (by experiencing differences one is learning more about the own culture), skills of interpreting and relating (ability to interpret events from another person's point of view), skills of discovery and interaction (using the information in real contexts, finding and integrating new knowledge with what someone already knows, eventually being able to act as a mediator between people of different identities and origins) and critical awareness, that is to say, the ability to evaluate critically the own and other cultures´ perspectives, practices, and products.

Byram, Nichols, and Stevens (2001) believe that teachers have the role to make students´ values explicit and conscious for them in any evaluative response to others. Besides, teachers should promote a position of respect for human dignity and equality of human rights as the democratic basis for social interaction.

At last, the teacher invites students to think about what love is and learners are required to express their opinions using words, phrases, and even pictures to share their ideas. The result from this final reflection is presented on the board or in a poster. The aim is to promote the final thoughts on the topic.

2.1.7 Assessment and evaluation tools

Krashen (1982) establishes in his Monitor Model, one of the most important theories in Second Language Acquisition, the Monitor hypothesis, this premise considers learner´s production as a way to monitor learning development, where the form of language, knowledge of rules and time to use the rules take an important role. During the lesson plan different processes can be developed with the intention to validate or modify the teacher´s strategies, find or solve difficulties; and also, let students be aware of their performance.

Brown (2004) says that assessment can be considered as a process related to what a person has learned and how that knowledge can be applied; the author mentions that the concept is also used to refer to specific measures or tests mainly standardized. Brown (2004) also introduces the types of assessment a teacher can use. The informal and formal assessment. The first one considers the continuous evaluation in the class, it is displayed with comments and answers to students without previous planning. This assessment looks for advances in competencies out of the need for registration. Formal assessment is connected with processes previously planned and developed by the teacher. The author finds that assessment can be formative or summative. Formative assessment tends to be in progress and informal, provides teachers with information about students' development, it requires the teacher to make certain adjustments from time to time, it is also a self-reflective process that seeks knowledge and understanding. The summative assessment considers an evaluation at the end of a certain period of time and the result from this evaluation helps the teacher to determine students´ progress, this assessment involves keeping and analyzing the students´ learning evidence at a particular moment, it tests general ability.

For this lesson, informal and formative assessments take part during every single session. Students and the teacher check the development and result from all activities (brainstorm, word search, chart, video segment, present perfect features, exercises on the present perfect tense, song, analysis of quotations, designing of a draft for a speaking presentation, and the conclusion of the lesson). To assess speaking production, it is necessary to count on strategies to elicit students' participation. O´Malley and Valdez (1996) suggest incorporating video clips and presentations. During a class, a video segment is projected and used as a resource to promote speaking contributions and to familiarize students with the topic and with the grammatical structure of the present perfect. Also, to include formal assessment an oral presentation and a portfolio are evaluated using scoring rubrics. According to McKay (2006), rubrics contain instructions. They are a guide to keeping the learning from students, they

contain criteria, and certain directions to score; the author suggests observing the connection between skills and tasks to be assessed.

Two rubrics (Appendices 8 and 9) have been designed in order to provide the assessment for the final tasks students are supposed to develop. The formal presentation is evaluated by the teacher and the portfolio´s rubric is done by students. The description for the evaluation criteria is taken from the site RubiStar, as well as the criteria to evaluate their attitudes through collaborative work and performance during the final presentation and for the portfolio they design. The site provides a wide and clear explanation of the level of production. To assign numerical grades, each criterion has received a value as suggested by Jacobs (1981).

The rubric to evaluate the speaking presentation includes the indicators for attitude, contributions, focus on the task, and working with others, this criteria presents the chance to assess students' performances before the presentation takes place; also, students receive informal and formative assessment when designing the resources for their exhibitions. Introduction, content, volume, vocabulary, and supportive resources are the rest of the aspects that the rubric integrates, and they are precisely what is evaluated during the speaking presentations. The importance of assessment on vocabulary and grammar is exposed by Read (2000) when he says that vocabulary is necessary to build blocks of language and grammar is required to create larger structures such as sentences, paragraphs, or whole texts. Both areas are considered to be present when producing or comprehending language. A way to evaluate and assess grammar and vocabulary is through an online exercise to support what the author mentions about the need to evaluate in order to know what students know, and what they have learned.

Although a final product regarding the writing skill is not considered when providing the assessment, the four stages proposed by O'Malley and Valdez (1996) are followed in order to guide students' learning development during the design of a draft containing the required information for their speaking participation. The stages show students a certain path to go through a prewriting moment (stage 1), the writing process (stage 2), post-writing or revising their creation complemented with the teacher´s or peers´ assessment (stage 3), and the editing part for the final delivery, in this case, the use to design resources and the basis to study and be ready for the presentation (stage 4).

The rubric to evaluate the portfolio integrates the demonstration of learning artifacts, organization, the mastery of knowledge and skills application of learning, presentation of completeness and quality of the portfolio, and reflection on learning aligned with course learning outcomes. The evaluation is guided by the teacher as it is completely written in English. The portfolio according to Byram (1997) is meant to keep what has been experienced and learned, and it helps students to have consciousness on their learning process.

Chapter 3 Experience report

3.1 Results of application

The whole exercise of integrating theoretical basis, the personal teaching philosophy, students´ context, the comments and contributions along the Specialization, the intercultural competence, the institutional curriculum and its learning outcomes in a lesson plan designing, represents a big and important challenge in a teacher's training, also it is a significant academic and professional experience, due to the many learning moments. Definitely the personal vision transforms and enriches, one can see the many theories involved in the everyday practice, and the type of refreshment one can have from all this, allows to see the wide range of possibilities and ideas a teacher has to build meaningful learning experiences for students to influence their academic, professional and personal lives.

The application of the proposal permits to deeply see, recognize, analyze and reflect on the actions teacher and students perform during classes, discoveries gained from this teaching and learning experiences, and application are described in the following lines.

Groups were reunited again at the beginning of the application of the lesson plan, students were used to work in groups of 20-25 people after the pandemic, but now they are 45-50 learners in class. There was a time of re-adaptation for both students and teacher, and that means it should be taken into account. Also, school continues with certain rules to take care of people's health. So physical contact was avoided as possible, as well as collaborative activities in small teams or even students lending their material to each other. Another situation was the fact that many activities and programs are run through the semester, and occasionally classes are used for students to participate, losing regular rhythm of lessons.

Figure 4 Chávez, N. 2022 Brainstorming 1

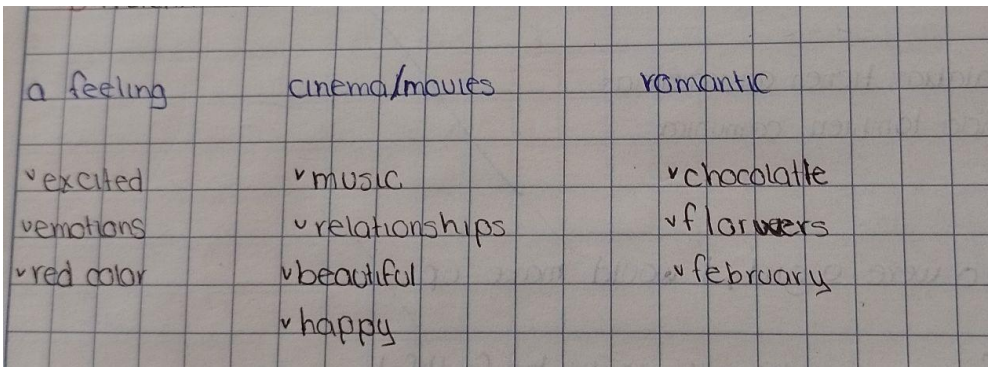
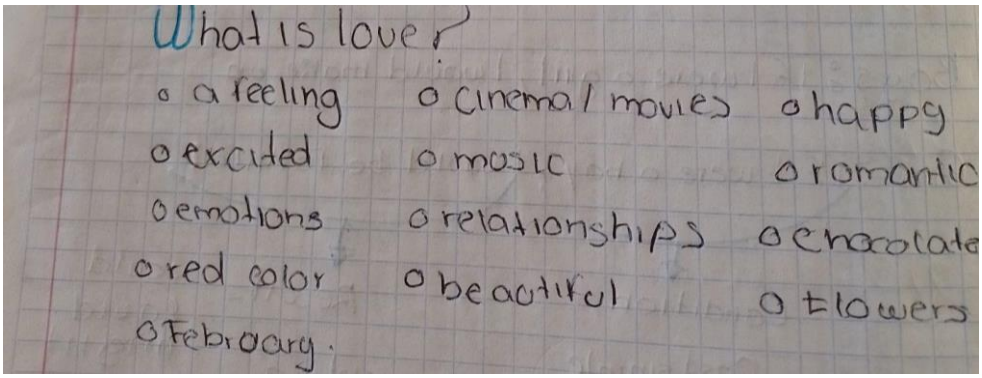


Figure 5 Chávez, N. 2022 Brainstorming 2



Figures 4 and 5 show a certain pattern, this could tell us that students follow the teacher's guide with precision and they organize their notes following what is presented on the board, but also, it could inform about how dependent on the teacher they are. This could also mean that students are waiting for the teacher to choose, present or validate information to be considered on the brainstorming activity. However, every single word included here, was taken from the students´contributions.

Figure 6 Chávez, N. 2022 Wordsearch

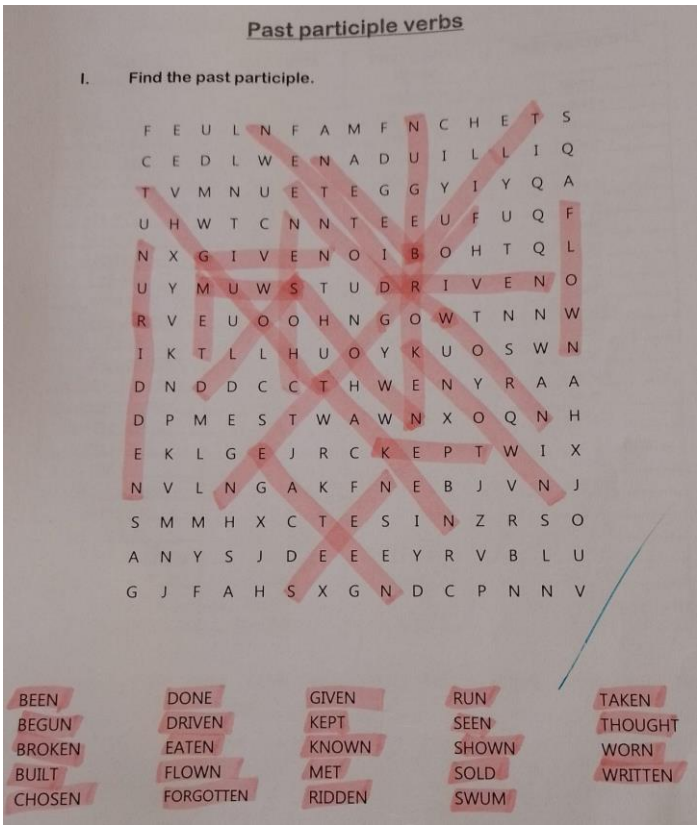
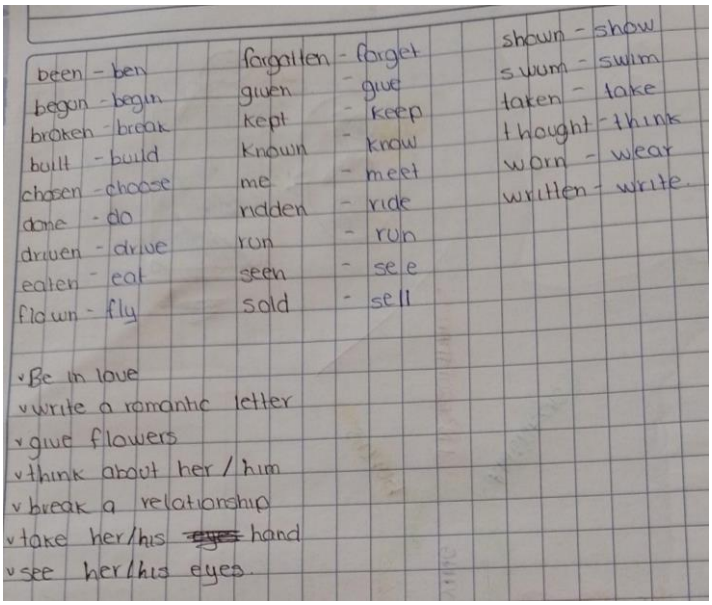


Figure 7 Chávez, N. 2022 Verbs and phrases



been - ben
begun - begin
broken - break
built - build
chosen - choose
done - do
driven - drive
eaten - eat
flown - fly

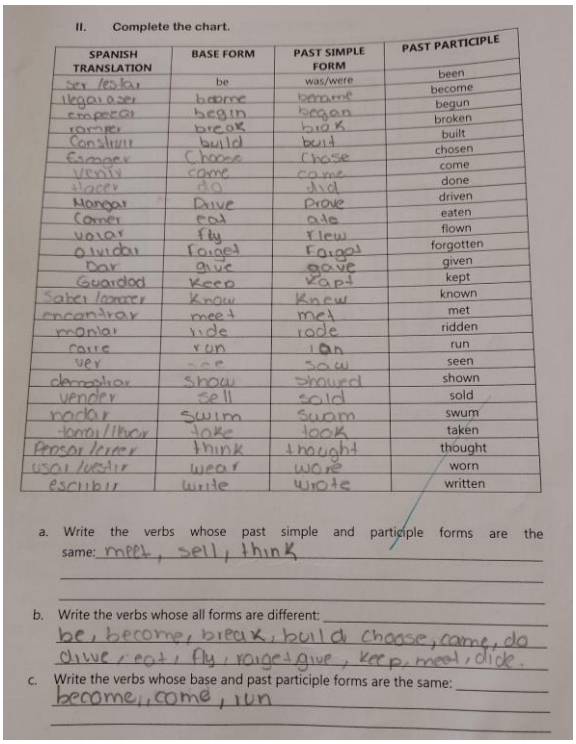
forgotten - forget
given - give
kept - keep
known - know
me - meet
ridden - ride
run - run
seen - see
sold - sell

shown - show
swum - swim
taken - take
thought - think
worn - wear
written - write.

- Be in love
- write a romantic letter
- give flowers
- think about her / him
- break a relationship
- take her/his ~~eyes~~ hand
- see her/his eyes.

The wordsearch is an activity that students enjoy a lot, they focus their attention in solving it and recognize the spelling of some verbs in past participle form. The identification of the infinitive forms gives students the time to recover past experiences and activate previous knowledge. Also, the time spent to form phrases related to love and relationships offers students the opportunity to use the language they know to connect and form ideas in an intent to familiarize with the topic.

Figure 8 Chávez, N. 2022 Chart



II. Complete the chart.

SPANISH TRANSLATION	BASE FORM	PAST SIMPLE FORM	PAST PARTICIPLE
ser /estar	be	was/were	been
llegar a ser	become	became	become
empezar	begin	began	begun
romper	break	broke	broken
construir	build	built	built
escoger	choose	chose	chosen
venir	come	came	come
hacer	do	did	done
manejar	drive	drove	driven
comer	eat	ate	eaten
volar	fly	flew	flown
olvidar	forget	forgot	forgotten
dar	give	gave	given
guardad	keep	kept	kept
saber / conocer	know	knew	known
encontrar	meet	met	met
montar	ride	rode	ridden
correr	run	ran	run
ver	see	saw	seen
demostrar	show	showed	shown
vender	sell	sold	sold
nadar	swim	swam	swum
tomar / llevar	take	took	taken
pensar / creer	think	thought	thought
usar / vestir	wear	wore	worn
escribir	write	wrote	written

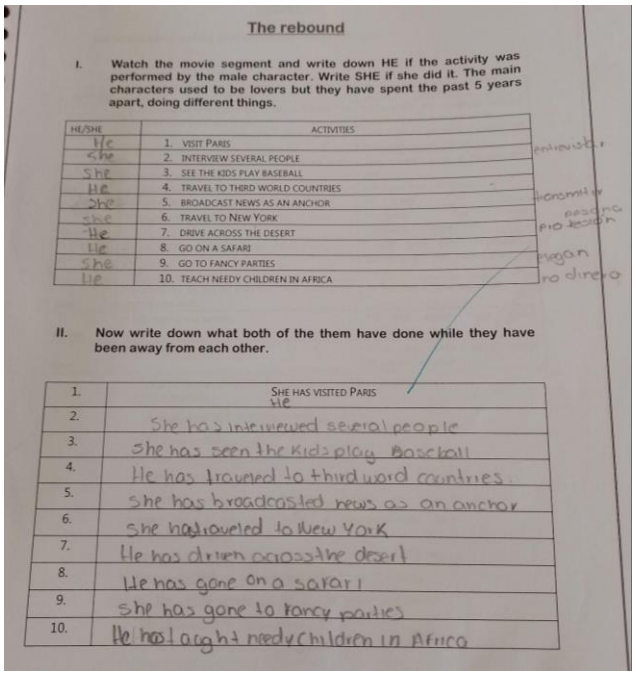
a. Write the verbs whose past simple and participle forms are the same: meet, sell, think

b. Write the verbs whose all forms are different: be, become, break, build, choose, come, do drive, eat, fly, forget, give, keep, meet, ride.

c. Write the verbs whose base and past participle forms are the same: become, come, run

The chart is filled in by taking into consideration students´ contributions, some of them know the form of the verbs, some others look for the information in their dictionaries or use their cellphones to complete the task. Every part is complete and assessed in order to let students count on the appropriate information for future activities. The classification of verbs gives the class the idea of certain forms they can find and the format contains an easy structure to present information clearly. The task is guided and feedback at every moment, learners count on the possibility to make corrections or competitions, so at then they finish with complete and proper details.

Figure 9 Chávez, N. 2022 Movie segment



The rebound

I. Watch the movie segment and write down HE if the activity was performed by the male character. Write SHE if she did it. The main characters used to be lovers but they have spent the past 5 years apart, doing different things.

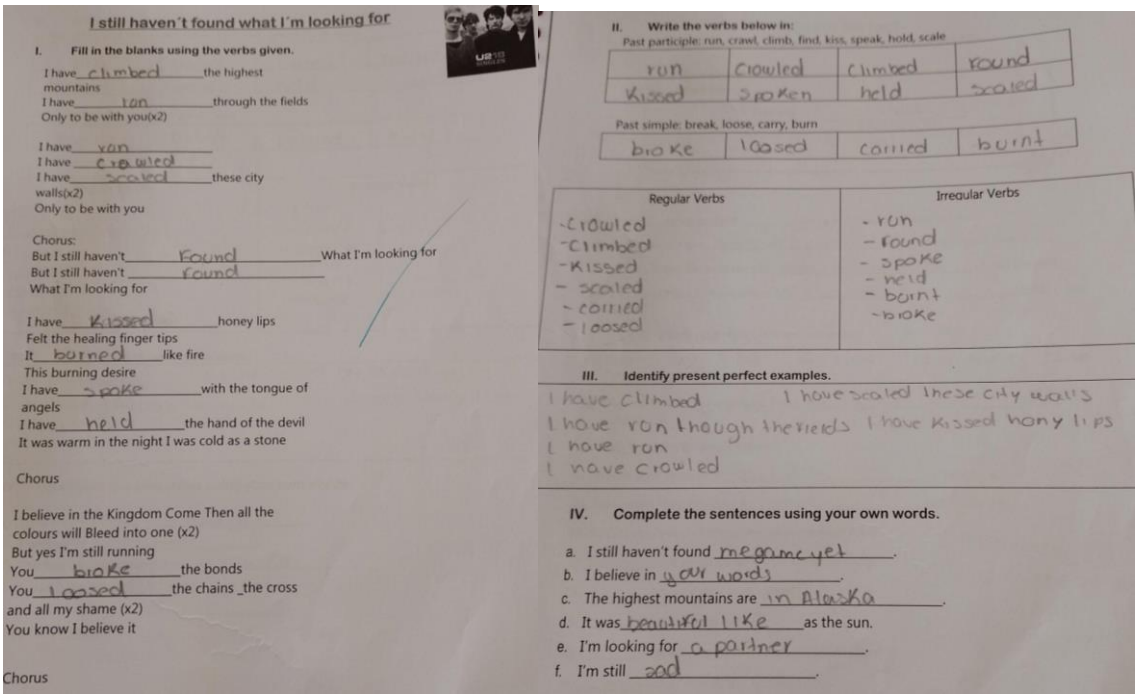
HE/SHE	ACTIVITIES
He	1. VISIT PARIS
She	2. INTERVIEW SEVERAL PEOPLE
She	3. SEE THE KIDS PLAY BASEBALL
He	4. TRAVEL TO THIRD WORLD COUNTRIES
She	5. BROADCAST NEWS AS AN ANCHOR
She	6. TRAVEL TO NEW YORK
He	7. DRIVE ACROSS THE DESERT
He	8. GO ON A SAFARI
She	9. GO TO FANCY PARTIES
He	10. TEACH NEEDY CHILDREN IN AFRICA

II. Now write down what both of the them have done while they have been away from each other.

1.	SHE HAS VISITED PARIS He
2.	She has interviewed several people
3.	She has seen the kids play Baseball
4.	He has traveled to third word countries.
5.	She has broadcasted news as an anchor
6.	She has traveled to New York
7.	He has driven across the desert
8.	He has gone on a safari
9.	She has gone to fancy parties
10.	He has taught needy children in Africa

The movie segment activity is the first intent to work with the present perfect simple without explanations on the grammatical structure. Here, students are more focused on identifying activities performed by the two main characters in the story, which is not a problem for them since a previous revision on vocabulary was made and they count on certain previous knowledge that help them to have an appropriate performance. In the first section some students make annotations referring to the new vocabulary that is presented, these notes mean students don't comprehend the ideas completely and they require certain assessment to do it, the other thing is that the use of pictures when presenting vocabulary tends to facilitate understanding. In the second section of the worksheet, after watching the movie segment and have comprehensible ideas of the activities performed, learners are able to use auxiliaries and verbs in past participle naturally succeeding teacher models on how to complete the examples.

Figure 10 Chávez, N. 2022 Song



I still haven´t found what I´m looking for

I. Fill in the blanks using the verbs given.

I have climbed the highest mountains
I have ran through the fields
Only to be with you(x2)

I have ran
I have crawled
I have scaled these city walls(x2)
Only to be with you

Chorus:
But I still haven't found What I'm looking for
But I still haven't found
What I'm looking for

I have kissed honey lips
Felt the healing finger tips
It burned like fire
This burning desire
I have spoke with the tongue of angels
I have held the hand of the devil
It was warm in the night I was cold as a stone

Chorus

I believe in the Kingdom Come Then all the colours will Bleed into one (x2)
But yes I'm still running
You broke the bonds
You loosed the chains _the cross
and all my shame (x2)
You know I believe it

Chorus

II. Write the verbs below in:
Past participle: run, crawl, climb, find, kiss, speak, hold, scale

run	crawled	climbed	found
kissed	spoken	held	scaled

Past simple: break, loose, carry, burn

broke	loosed	carried	burnt

Regular Verbs	Irregular Verbs
-crawled -climbed -kissed - scaled - carried - loosed	- run - found - spoke - held - burnt - broke

III. Identify present perfect examples.

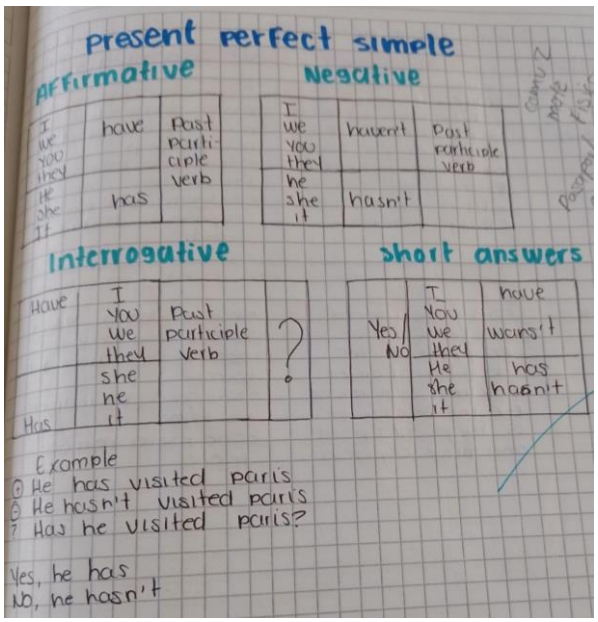
I have climbed I have scaled these city walls
I have run though the fields I have kissed hony lips
I have run
I have crawled

IV. Complete the sentences using your own words.

a. I still haven't found me game yet.
b. I believe in is our words.
c. The highest mountains are in Alaska.
d. It was beautiful like as the sun.
e. I'm looking for a partner.
f. I'm still sad.

Once students have had the first approach to grammar content, they count on the occasion to recover previous knowledge of verbs again, identify examples of the present perfect simple and use their schema to express their own ideas as they complete fragmented extracts taken from he lyrics, but the most meaningful part in here is the recognition of the present perfect simple structure when they listen to the song. They show enjoyment and certain familiarization with content so it concludes being a nice activity to take part in.

Figure 11 Chávez, N. 2022 Notes 1



Present perfect simple

Affirmative

I we you they	have	Past participle verb
he she it	has	

Negative

I we you they	haven't	Past participle verb
he she it	hasn't	

Interrogative

Have	I you we they	Past participle verb	?
Has	she he it		

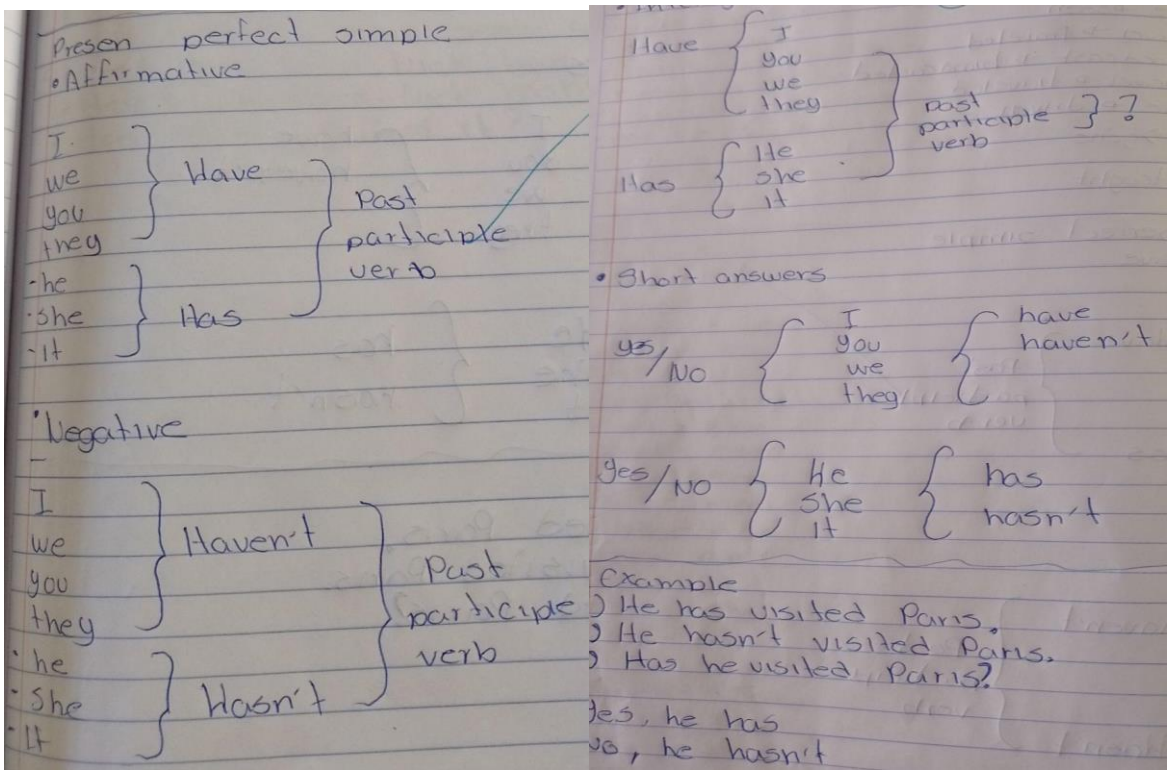
Short answers

Yes / No	I you we they	have haven't
	He she it	has hasn't

Example
+ He has visited paris
- He hasn't visited paris
? Has he visited paris?

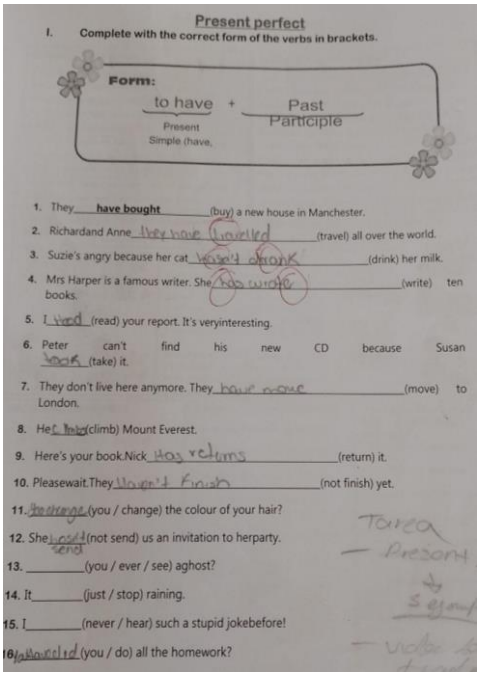
Yes, he has
No, he hasn't

Figure 11 Chávez, N. 2022 Notes 1



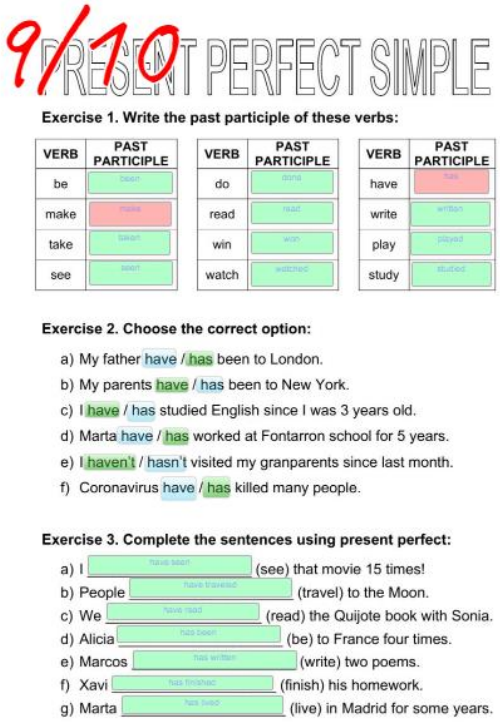
Figures 11 and 12 show how students take notes from the analysis made with the teacher and the whole class, despite the information being exactly the same, every student chooses how to organize it. That can relate to students finding their own way to order and comprehend knowledge.

Figure 13 Chávez, N. 2022 Grammar exercise



Despite the review of the elemental features of the present perfect simple tense, most students don't catch the rules at the first time, practice, feedback and assessment are necessary in order to make them aware of the use and sense of the examples. Fill in with the appropriate auxiliary and the verbs in past participle form could seem easy to do, but, the truth is, that for students it represents a challenge to remember the correct use of those terms. It is when the teacher provides assessment and the final review of the exercise, that finally students get what is expected and comprehension takes place.

Figure 14 Chávez, N. 2022 Online practice



9/10

PRESENT PERFECT SIMPLE

Exercise 1. Write the past participle of these verbs:

VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
be	been	do	done	have	had
make	made	read	read	write	written
take	taken	win	won	play	played
see	seen	watch	watched	study	studied

Exercise 2. Choose the correct option:

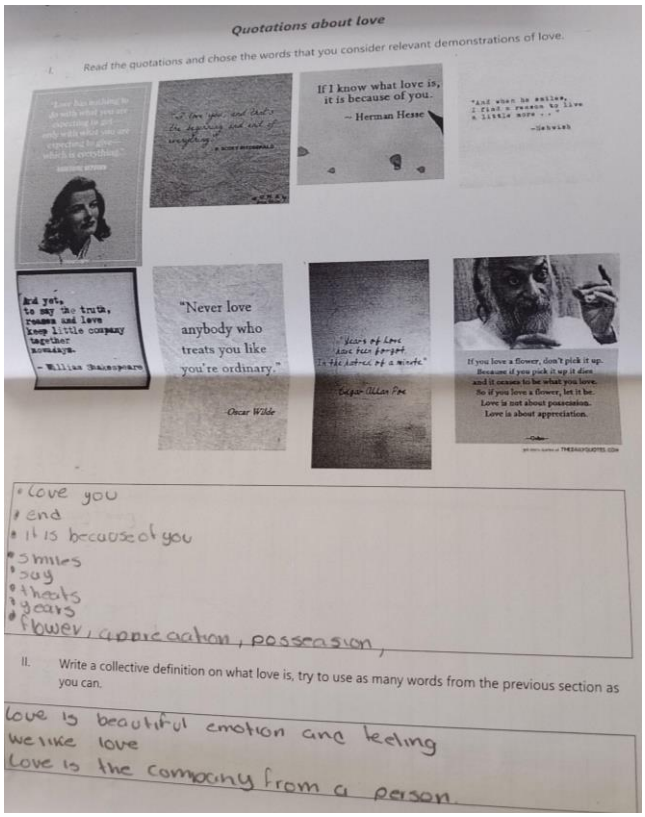
a) My father have / has been to London.
b) My parents have / has been to New York.
c) I have / has studied English since I was 3 years old.
d) Marta have / has worked at Fontarron school for 5 years.
e) I haven't / hasn't visited my granparents since last month.
f) Coronavirus have / has killed many people.

Exercise 3. Complete the sentences using present perfect:

a) I have seen (see) that movie 15 times!
b) People have traveled (travel) to the Moon.
c) We have read (read) the Quijote book with Sonia.
d) Alicia has been (be) to France four times.
e) Marcos has written (write) two poems.
f) Xavi has finished (finish) his homework.
g) Marta has lived (live) in Madrid for some years.

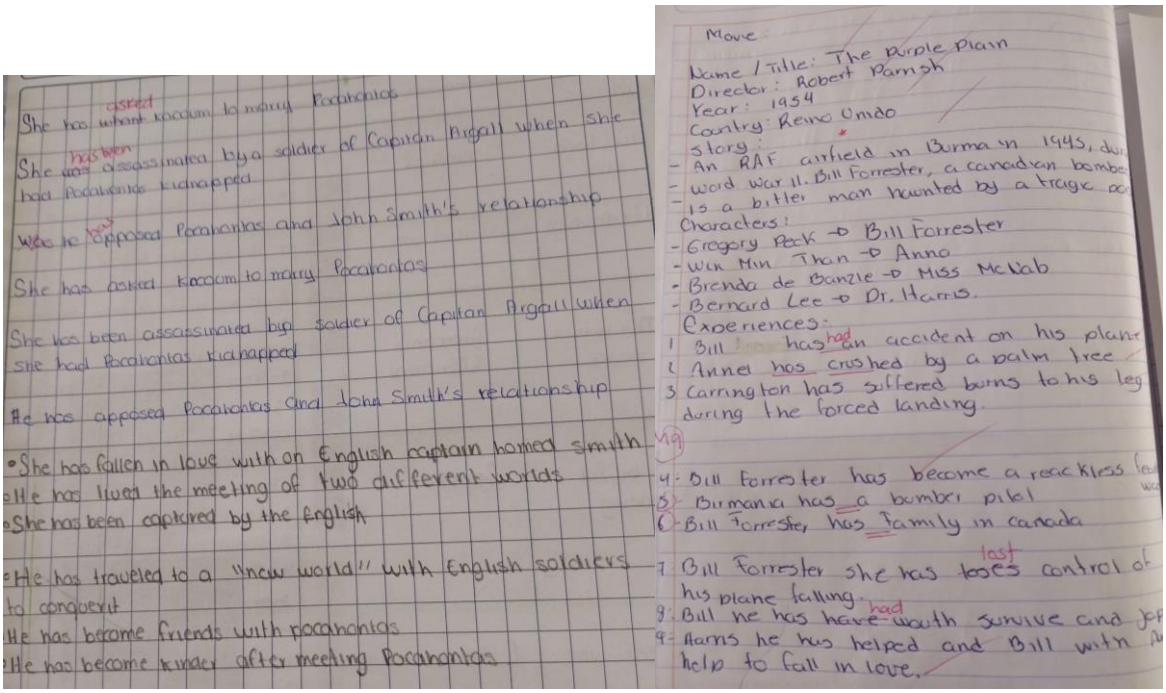
After the previous activity, students have another try, they can join in an online practice to reaffirm what they have learned through the course of the sessions. The exercise shown in figure 14 comes like a conclusion of all the previous work. Here students count on the chance to get feedback immediately after they finish with the exercise; on one side students recognize what they have clearly learned, and on the other side, they can have as many tries as they determine in order to get better scores.

Figure 15 Chávez, N. 2022 Quotations



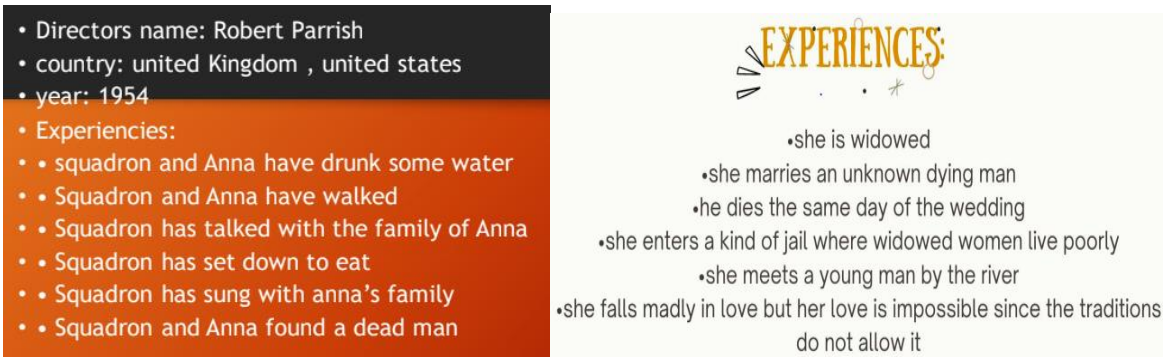
The idea of presenting students with different quotations related to love, gives them the time to reflect on what it can mean to different people, for different cultures and in different times. When students choose the terms they consider more representative, they are telling us what love represents for them; in fact, they start choosing familiar words and continue by choosing unknown or less familiar expressions. At the very end when the definition is written, students keep using the words they know and try to incorporate new terms, the definitions represent a more complete version of what they think love is.

Figure 16 Chávez, N. 2022 Draft



Informal and formative assessment take place when students write their drafts to prepare for the formal speaking presentation. Intake is present, and students develop the activity successfully, they recover general details from the movie they were assigned or the one they choose. The majority of the annotations to their drafts have to do with the grammatical structure of the present perfect simple, sometimes auxiliares are missing or wrong and, sometimes they don't include verbs, when expressing the experiences characters have had through the story of each movie. Learners have clear ideas on what is expected from them and the drafts are the basis for their presentations and the resources they decide to design to use during their expositions.

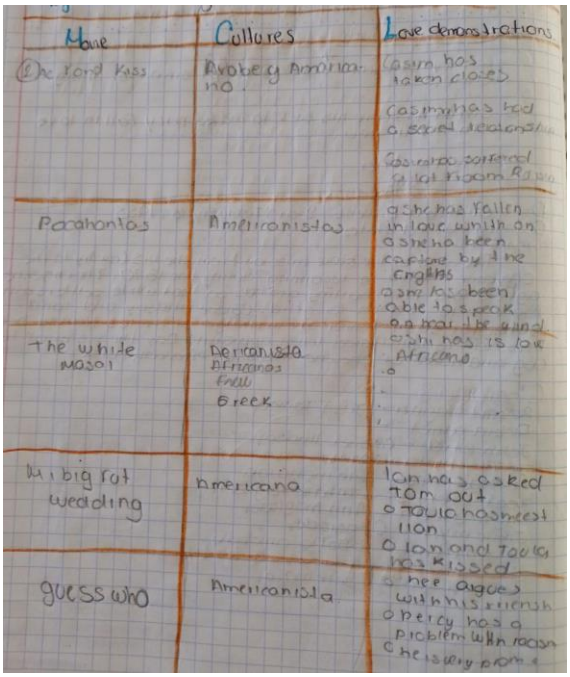
Figure 17 Chávez, N. 2022 Electronic presentations



By looking at the electronic presentations students design to support their speaking presentations, it is possible to see they have developed certain competencies to transmit ideas

referring experiences despite sometimes they don´t use the grammatical structure expected properly, they reach the goal to communicate what is required. Although learners have received assessment in previous sessions, spelling, grammar and punctuation require attention, this could mean that these features require certain time to be acquired during the learning process, it is possible that constant assessment and testing help to do so. Eventually it is possible to notice that learners finish learning grammar, vocabulary, general ideas on the topic, use technology to investigate and produce materials, also they learn of collaboration with others to reach their goals.

Figure 18 Chávez, N. 2022 Table



When speaking presentations take place, all students in the class are involved in an analysis. They should take notes to identify the cultures related to each movie and the experiences connected to love characters have had along the stories. This is the last intent to make students aware of the diversity people have to express and mean love around the world. This activity represents an important task to develop the intercultural competence through the previous recognition.

Figure 19 Chávez, N. 2022 Final reflection

Figure 19 shows the final activity developed in the lesson plan. This is the closing of all the sessions, here students conclude with the final ideas on what love is. Many of their opinions and demonstrations are part of this reflection, but as in definitions building, here they continue to familiarize themselves e with what they know.

One thing that was noticed through the majority of the lessons was the fact that students require a lot of guidance in every single activity, which makes thinking on the appropriate level of language or activities included; sometimes, personal perception makes them realize that students require much time to perform tasks although they can conclude them successfully.

There are some times when students' speaking participation is limited, despite the fact that during the classes teacher tries to elicit oral contributions, the idea of thinking about alternatives to facilitate or make students feel confident when speaking is imminent.

Students use Spanish as a way to clarify or contribute to the class, they tend to use the language frequently when working with other students. A way to enhance students´practice and use of the English language is to be sure about the information they receive, and check for doubts before every task is required or developed.

Chapter 4 Conclusions

The language allows not only to communicate ideas, but also to understand them, connect with other thought forms and enhance to transform the cognitive and sociocultural schema from the one who learns and teaches. This transformation considers the way students think, react and interact with different ways of living and thinking.

By getting involved with theory, teachers are able to better understand how the learning process develops, through this understanding it is possible to reflect on their own teaching philosophy and on how to influence in favor of students' needs, interests and contexts.

When designing learning strategies to help students to develop language skills, it is necessary their application in real contexts to verify how well they work. So, there is the opportunity to keep on working in certain ways, feel confident to develop different ways to work or make adjustments if necessary. Here authentic materials are great resources to take students into interesting and meaningful experiences.

Students' responses are so varied that it is a great deal for teachers the task to analyze, select, implement, adapt or create appropriate learning experiences for all types of learners and situations, here knowledge and experience become strong advisers.

Knowledge on theory can help teachers to predict the kind of responses students can have towards learning experiences, and therefore can anticipate certain problems in performance. Collaboration tends to give students more chances to interact, recognize strengths and weaknesses, be aware of their own learning styles, increase autonomy and achieve better levels of development.

Vocabulary is a key aspect of reading comprehension, and promoting the use of different tools to learn it, tends to strengthen students' background.

Working on the recovery of previous knowledge in every single learning activity is essential. This process lets teachers have a clear idea on the students´ background and learners can feel part of the activity through their contributions. Teachers´ responsibility is to choose appropriate materials and resources to support the students´ learning process (linked with reality as much as possible), and being conscious of the students´ needs and scopes (have real expectations).

Students learn more than language, they learn to work with others, they learn about different topics, they learn about the use of technology, and they learn about different ways of thinking.

CHAPTER 5 APPENDICES & REFERENCES

Appendix 1 Teaching sequence template

1. **Lesson plan identification cell.**	
Author	Nancy Chávez Alvarez
Educational stage	Highschool (4th semester)
Title of your Lesson plan	What love is…
Learning Objective of the plan	To state past experiences with an effect on the present in an oral and written way, using the present perfect that allows the students to reflect on the consequences of their actions as social beings in their context.
Communicative skill considered	Listening: directions, classmates´ participations, video segment, song Speaking: asking for doubts/ clarification, expressing opinions. (participations), formal presentation. Reading: directions, text, printed/ electronic materials. Writing: expressing ideas, solving exercises, producing products.
State of the following options	Introduction of the topic/Recycling topic It is the first time, during the semester and the previous three semesters students worked on the topic; also, it is the first time the grammar structure is studied.
Functions	Talking about experiences
Main Grammar structure	Present perfect simple
Other Grammar structures	

Brief description of the plan	The plan looks for the expansion of students' thoughts about the concept of love (referring their own experiences) through the analysis of different love stories regarding customs, ideas and demonstrations in several cultures. Through the analysis, students have the opportunity to work on linguistic and communicative competences, as well as, to fulfill the institutional English program outcomes.
Hours of the plan implementation	9 hours
Number of sessions	6
Contents required for the lesson	[Reading/audio/Video/Interactive/Other] Electronic presentation to guide sessions Song file Video segment Worksheets design (printed) for present perfect practice and quotations Links with trailers Movies´ files
Link of the content	Movies https://docs.google.com/document/d/17pzYnGxJoyqewc32Dsu4Kh70gVAucV03iXT5PJ7I0sg/edit?usp=sharing Worksheets https://drive.google.com/drive/folders/1XTJDw2wjisxQxLNGvLxrzBIXTtmpAEA5?usp=sharing Video segment https://drive.google.com/file/d/1eTnf9ccBXouBGzoPX6yrxep0E-n6iUTP/view?usp=sharing Review on present perfect simple https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_perfect/Present_perfect_simple_em143476nz Song

	https://drive.google.com/file/d/10nBr6ue4TkIhk-kgXPT955SNjnzrCY8i/view?usp=sharing

2. Lesson development

Step of the lesson	Teacher activities	Students' activities	Session number
Introduction activity [Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	**Teacher asks for students´ opinions about love (if students find difficulty, teacher can use verbs from the next activity in order to encourage students´ participation).** **Short explanation on past participle verbs. Guide the analysis about verbs and the use of them.** **Projecting a video segment and explain what is expected to do. Also introduces vocabulary.** **Encourage students to use the present perfect tense, pointing at auxiliaries, verbs, affirmative, negative and interrogative ideas.** **Giving directions and guiding through the activity.**	**Brainstorm what they think about the concept of love (aisle words, phrases)** **Solve a wordsearch on past participle verbs and complete a chart to analyze different verb´s forms and present some examples of phrases connected with love.** **Students determine the experiences characters have had through their love story and write present perfect sentences.** **Identify and practice the structure of the present perfect tense through the complementation of different ideas (writing).** **Identify the past simple and past participle form of some verbs. Listening to a song and complete the lyrics. Identify some examples with the present perfect structure and write some ideas based on personal experience and relating some extracts from the song. Complete a quiz on present perfect structure.**	**1, 2**

Set the objective of the lesson [Describe how you will present the objective of the lesson]	**By encouraging brainstorming on the concept of love, and little by little expand on it, through the exposure to different learning experiences.**	**Brainstorming on the concept of love.** **Describe experiences.** **Give personal opinions.** **Analyze famous quotes about love (from different authors around the world).** **Designing a formal presentation on experiences related to love stories from different cultures (based on different movies).**	**1,2,3,4**
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]		**Brainstorming (whole class)** **Wordsearch and chart (individually)** **Video segment writing (individually)** **Present perfect simple grammar practice (individually)** **Song (individually)** **Quotations´ analysis (group)** **Design and delivery of formal presentation (teams)** **Analysis of formal presentations (teams)** **Closure group activity (whole class)**	**1,2,3,4,5,6**
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]			**1,2**
1st practice [Describe the students activities to practice what			**1,2**

was presented to them]			
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]		**Quotations´ analysis. Design of formal presentations. Delivery of formal presentations. Analysis of formal presentations and closure through s poster´s design by the whole class.**	**3,4**
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	**Present perfect tense requires past participle verbs, they are divided in regular and irregular ones, as in the past simple, they share the same characteristics. The present perfect simple tense is used to express activities which started in the past (the time is not precise) and have impact in the present time. These activities can be described as experiences.**		**1,2**

Summary [Describe how you summarize what was presented on the lesson]	**The lesson started by recovering previous knowledge and experiences from students related to the concept of love. They are guided to work with linguistic, grammatical and intercultural competences through the exposure to different input (wordsearch, chart, grammar practice, song, video segment, movies, formal speaking presentations, quotes) and through their contributions in different activities. The main point is to make students aware of the diversity on the concept of love around the world by analyzing the activities characters perform in different movies (love stories- in different cultures). Students have the opportunity to choose the information they find relevant (from their stories).**		**4,5,6**

3. Evaluation

Using a rubric, students, peers, and the teacher can participate in the evaluation process in order to get a more complete view of the performance and achievement of outcomes. The rubric considers every contribution, tas,k and product design during the learning process which can give signs of the developed competencies.

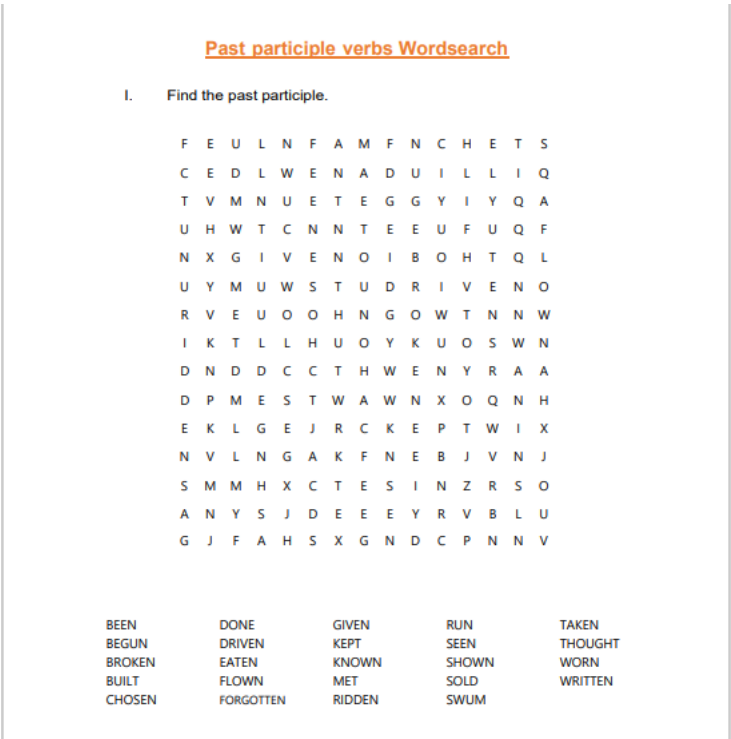
4. Conclusion

As closure activity students design a poster (the whole class) to show what they think about the topic after exposure to different resources, interactions and learning experiences.

5. Follow up activities

The lesson gives students the chance to enrich their view on what they think about the topic. They can be more critical about certain situations connected with their lives; also, they can have more idea on how to react to different love demonstrations.

Appendix 2 Wordsearch on past participle verbs (irregular)



Past participle verbs Wordsearch

I. Find the past participle.

F E U L N F A M F N C H E T S
C E D L W E N A D U I L L I Q
T V M N U E T E G G Y I Y Q A
U H W T C N N T E E U F U Q F
N X G I V E N O I B O H T Q L
U Y M U W S T U D R I V E N O
R V E U O O H N G O W T N N W
I K T L L H U O Y K U O S W N
D N D D C C T H W E N Y R A A
D P M E S T W A W N X O Q N H
E K L G E J R C K E P T W I X
N V L N G A K F N E B J V N J
S M M H X C T E S I N Z R S O
A N Y S J D E E E Y R V B L U
G J F A H S X G N D C P N N V

BEEN BEGUN BROKEN BUILT CHOSEN
DONE DRIVEN EATEN FLOWN FORGOTTEN
GIVEN KEPT KNOWN MET RIDDEN
RUN SEEN SHOWN SOLD SWUM
TAKEN THOUGHT WORN WRITTEN

Appendix 3 Chart on past participle verbs

Past participle verbs (chart)

I. Complete the chart.

SPANISH TRANSLATION	BASE FORM	PAST SIMPLE FORM	PAST PARTICIPLE
	Be	was/were	been
			become
			begun
			broken
			built
			chosen
			come
			done
			driven
			Eaten
			Flown
			Forgotten
			Given
			Kept
			Known
			Met
			Ridden
			Run
			Seen
			Shown
			Sold
			Swum
			Taken
			Thought
			Worn
			Written

a. Write the verbs whose past simple and participle forms are the same:

b. Write the verbs whose all forms are different:

c. Write the verbs whose base and past participle forms are the same:

Appendix 4 Movie segment The rebound

The rebound (movie segment)

I. Watch the movie segment and write down HE if the activity was performed by the male character. Write SHE if she did it. The main characters used to be lovers but they have spent the past 5 years apart, doing different things.

HE/SHE	ACTIVITIES
	1. VISIT PARIS
	2. INTERVIEW SEVERAL PEOPLE
	3. SEE THE KIDS PLAY BASEBALL
	4. TRAVEL TO THIRD WORLD COUNTRIES
	5. BROADCAST NEWS AS AN ANCHOR
	6. TRAVEL TO NEW YORK
	7. DRIVE ACROSS THE DESERT
	8. GO ON A SAFARI
	9. GO TO FANCY PARTIES
	10. TEACH NEEDY CHILDREN IN AFRICA

II. Now write down what both of the them have done while they have been away from each other.

1.	HE HAS VISITED PARIS
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Appendix 5 Present perfect simple grammar

Present perfect simple

I. Complete with the correct form of the verbs in brackets.

Form:

Have/ has + Past Participle

1. They **have bought** (buy) a new house in Manchester.
2. Richard and Anne _____ (travel) all over the world.
3. Suzie's angry because her cat _____ (drink) her milk.
4. Mrs. Harper is a famous writer. She _____ (write) ten books.
5. I _____ (read) your report. It's very interesting.
6. Peter can't find his new CD because Susan _____ (take) it.
7. They don't live here anymore. They _____ (move) to London.
8. He _____ (climb) Mount Everest.
9. Here's your book. Nick _____ (return) it.
10. Please wait. They _____ (not finish) yet.
11. _____ (you / change) the colour of your hair?
12. She _____ (not send) us an invitation to her party.
13. _____ (you / ever / see) a ghost?
14. It _____ (just / stop) raining.
15. I _____ (never / hear) such a stupid joke before!
16. _____ (you / do) all the homework?

Appendix 6 Song

I still haven´t found what I´m looking for

I. Fill in the blanks using the verbs given.

I have_____the highest
mountains
I have_____through the fields
Only to be with you(x2)

I have_____
I have _____
I have_____these city
walls(x2)
Only to be with you

Chorus:
But I still haven't_____What I'm looking for
But I still haven't _____
What I'm looking for

I have_____honey lips
Felt the healing finger tips
It_____like fire
This burning desire
I have_____with the tongue of
angels
I have_____the hand of the devil
It was warm in the night I was cold as a stone

Chorus

I believe in the Kingdom Come Then all the
colours will Bleed into one (x2)
But yes I'm still running
You_____the bonds
You_____the chains the cross
and all my shame (x2)
You know I believe it

Chorus

II. Write the verbs below in:

Past participle: run, crawl, climb, find, kiss, speak, hold, scale

Past simple: break, loose, carry, burn

Regular Verbs	Irregular Verbs

III. Identify present perfect examples.

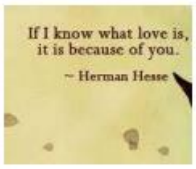
IV. Complete the sentences using your own words.

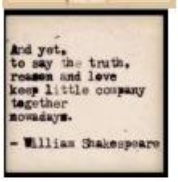
a. I still haven't found_____.
b. I believe in_____.
c. The highest mountains are_____.
d. It was_____as the sun.
e. I'm looking for_____.
f. I'm still_____.

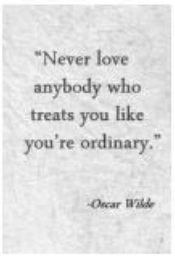
Appendix 7 Quotations

Quotations about love

I. Read the quotations and chose the words that you consider relevant demonstrations of love.

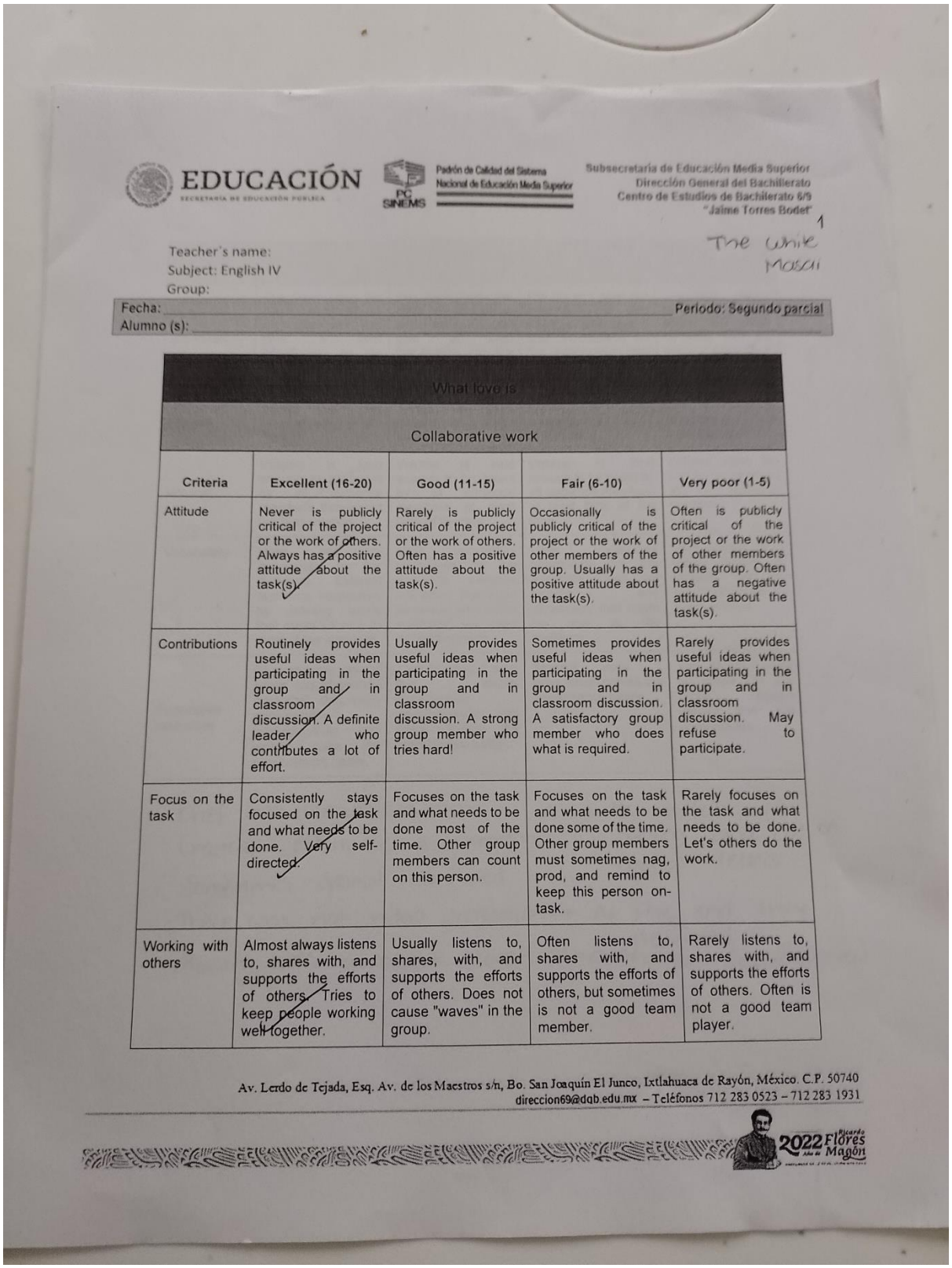






II. Write a collective definition on what love is, try to use as many words from the previous section as you can.

Appendix 8 Rubric Speaking presentation



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Dirección General del Bachillerato
Centro de Estudios de Bachillerato 6/9
"Jaime Torres Bodet"

1

Teacher's name: The wife Mossi
Subject: English IV
Group:

Fecha: Periodo: Segundo parcial
Alumno (s):

What love is				
Collaborative work				
Criteria	**Excellent (16-20)**	**Good (11-15)**	**Fair (6-10)**	**Very poor (1-5)**
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Let's others do the work.
Working with others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

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direccion69@dgb.edu.mx – Teléfonos 712 283 0523 – 712 283 1931

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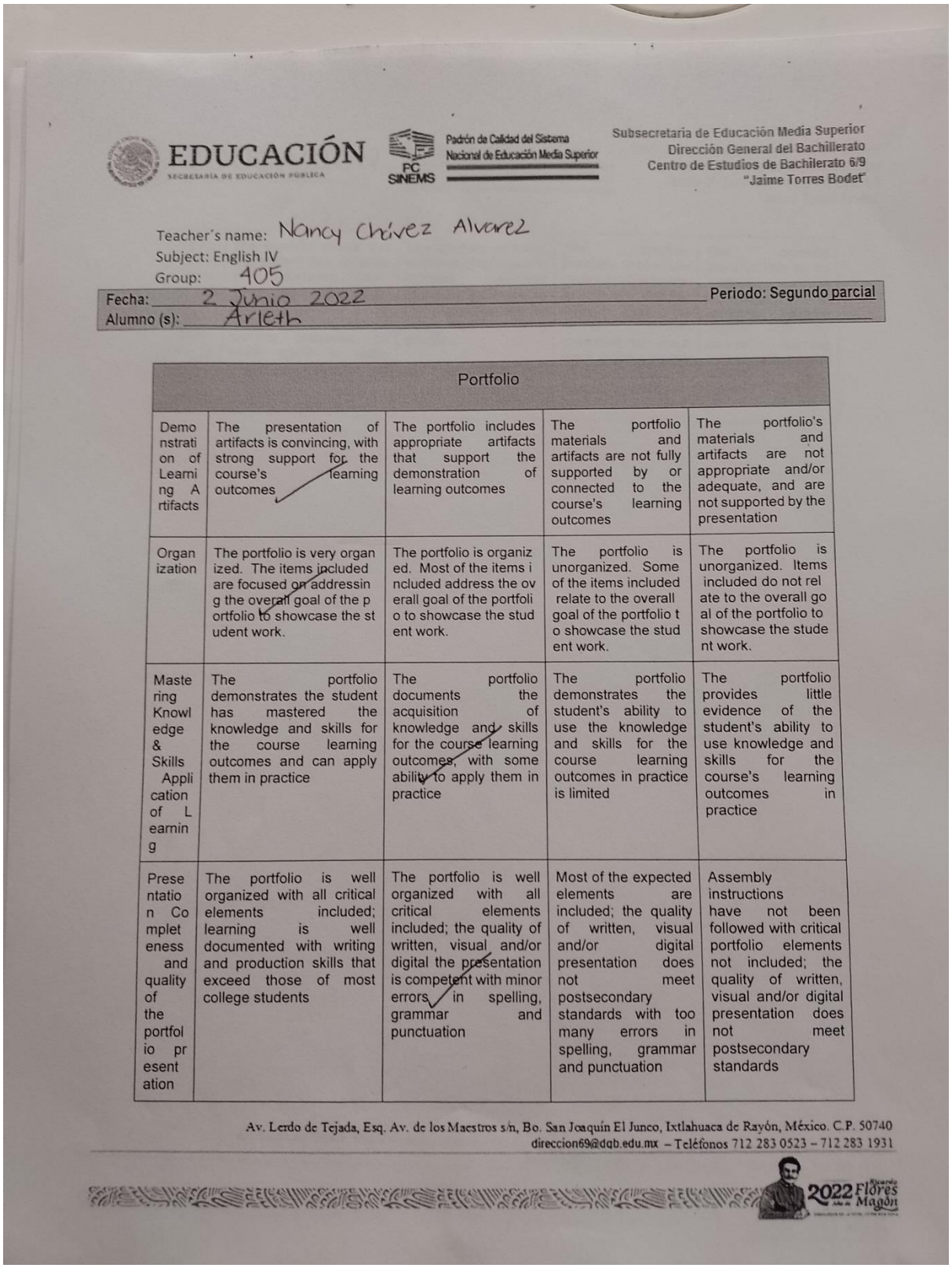
Centro de Estudios de Bachillerato 6/9
"Jaime Torres Bodet"

Formal presentation				
Introduction	The team greets the class, introduce all the members and give a brief introduction on the information they are about to present.	The team greets the class or introduces all the members and give a brief introduction on the information they are about to present.	The doesn´t greet nor introduces all the members and give a brief introduction on the information they are about to present.	The team shares minimal or doesn´t share information on what they are about to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Supportive resources	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.

Bref but nice introduction.
Creative electronic presentation.
Sometimes spanish is used.
There was not video projection → At the end they presented it.
Missing talking about love demonstrations (experiences)

Be careful with spelling and use of capital letters

Appendix 9 Rubric Portfolio



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Dirección General del Bachillerato
Centro de Estudios de Bachilerato 6/9
"Jaime Torres Bodet"

Teacher's name: Nancy Chávez Alvarez
Subject: English IV
Group: 405
Fecha: 2 Junio 2022 Periodo: Segundo parcial
Alumno (s): Arleth

Portfolio				
Demonstration of Learning Artifacts	The presentation of artifacts is convincing, with strong support for the course's learning outcomes	The portfolio includes appropriate artifacts that support the demonstration of learning outcomes	The portfolio materials and artifacts are not fully supported by or connected to the course's learning outcomes	The portfolio's materials and artifacts are not appropriate and/or adequate, and are not supported by the presentation
Organization	The portfolio is very organized. The items included are focused on addressing the overall goal of the portfolio to showcase the student work.	The portfolio is organized. Most of the items included address the overall goal of the portfolio to showcase the student work.	The portfolio is unorganized. Some of the items included relate to the overall goal of the portfolio to showcase the student work.	The portfolio is unorganized. Items included do not relate to the overall goal of the portfolio to showcase the student work.
Mastering Knowledge & Skills Application of Learning	The portfolio demonstrates the student has mastered the knowledge and skills for the course learning outcomes and can apply them in practice	The portfolio documents the acquisition of knowledge and skills for the course learning outcomes, with some ability to apply them in practice	The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is limited	The portfolio provides little evidence of the student's ability to use knowledge and skills for the course's learning outcomes in practice
Presentation Completeness and quality of the portfolio presentation	The portfolio is well organized with all critical elements included; learning is well documented with writing and production skills that exceed those of most college students	The portfolio is well organized with all critical elements included; the quality of written, visual and/or digital the presentation is competent with minor errors in spelling, grammar and punctuation	Most of the expected elements are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with too many errors in spelling, grammar and punctuation	Assembly instructions have not been followed with critical portfolio elements not included; the quality of written, visual and/or digital presentation does not meet postsecondary standards

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Reflection on Learning Aligned with course learning outcomes	The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the course learning outcomes for which credit is being sought	The portfolio provides evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides inadequate evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides little or no evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought

Appendix 10 Carta

DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

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Título del trabajo recepcional o tesis:	How love is experienced: an English teaching and learning proposal					
Tipo:		X	Trabajo recepcional			Tesis
Presentado para obtener el grado de:		X	Especialidad		Maestría	Doctorado
Programa de posgrado:	Specialization in English language and teaching as a foreign language.			Tutor(a), Asesor(a) o Director(a):	Gabriela Ruiz De la Rosa	
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Atentamente,
Ciudad de México a 23 de Junio de 2022.

Nancy Chávez Alvarez

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