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APRENDIENDO SOBRE LA IGUALDAD DE DERECHOS

USANDO EL PASADO SIMPLE.

TRABAJO RECEPCIONAL

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

PRESENTA:

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UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

LEARNING ABOUT EQUAL RIGHTS USING THE SIMPLE PAST

RECEPTION WORK

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

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Introduction

I studied the bachelor 's degree in Pedagogy at the Universidad Pedagógica Nacional. Despite this, I have always wanted to become an English teacher. And I did; I have been an English teacher for two years.

This journey of being an English teacher had led me to a lot of great experiences, and I am sure that they are going to continue.

I teach in a private primary school located in the north of México City. My groups are third graders and I have two groups: one of them is virtual and the other one is a hybrid (half presential and half virtual). I could say that my work with them is a continuous challenge, but their enthusiastic, inventive, and playful nature has won me over. Thus, I try to make their experience with English as pleasant as possible, even if I am aware of the fact there is always room for improvement.

My teaching philosophy, despite my lack of experience as a teacher, is that my students will be able to enjoy and bring out the best of this learning process to be capable of using this language in real-life situations. That this learning can be significant to them, and of course that they can be able to USE IT with confidence and whenever is necessary.

How frequently do we reflect in our teaching practice, even more, how frequently do I think about what I teach when I am teaching English? The answer came to me through the different modules of the EEAILE; and I consider that as English teachers, being able to reflect on this question and all the other content, made me become more language-aware, meaning that I am understanding and noticing the challenges that present to teach a language –in this case, English-.

In my view, there is no one "best" way to teach. And neither consider that there is only one approach that we can use for teaching. My philosophy and pedagogy fit well with my own personal traits and attributes, but I still have much to learn. I am constantly evolving as a

teacher as well as a student and a person, and this is because I'm learning to reflect in my own practice and think in "What do we teach when we teach English?". Because as Liberman & Miller (2000) said:

Teachers learn much about teaching by doing, watching, experimenting, and thinking. They constantly think about what was successful about their lessons and what needed to be improved. They think about their students – the ones who are learning well and the ones who seem to be having difficulty and how they can better help them learn.

[...] Like looking into a mirror, a reflection is something that allows teachers to look at their own selves, teaching practice, and personal context and decide to accept what they have done and continue doing it or change it in the future. (pp. 47-66)

Therefore, the present reception work is the result of one year in the three modules course of the Specialization in English Language and Teaching as a Foreign Language, also, conveys the purpose to take into account everything the learned in the different modules; where every module added a wider panoramic of what English language teaching involves, from the basis of second language acquisition to the diverse theories in teaching in module one it was necessary to analyze the materials comparing them with the different the discussed in forums and video conference sessions; module two used these basis to focus on the methodologies of every skill and their particularities using new technologies to develop original materials that complete the labor of a teacher; finally, in module three the elements aforementioned in the previous modules were integrated to add the intercultural communication.

This final Project takes into consideration the previous mentioned learned aspects of the three modules, and is centered on designing carefully a lesson plan where the students could learn beyond the usually considered four skills in order to be communicative and

intercultural competent showing a situation of the real world. It was selected the subject of “The battle for equal rights” in order to take account of the curricula of the school and including the intercultural competence, where the students progressed in every skill dealing with new challenging knowledge that helped them to understand new realities and other ways of thinking from people around them.

Chapter 1: Philosophy and theory

1.01 Teaching Identity and Philosophy

*“Our job is to teach the students we have. Not the ones we would like to have.
Not the ones we used to have.
Those we have right now. All of them.”*

Dr. Kevin Maxwell

My teaching philosophy, despite of my lack or beginner experience as a teacher is that my students can be able to enjoy and bring out the best of this learning process. A significant learning to them, and of course that they can be able to USE IT with confidence. In my view, there is no one "best" way to teach. My philosophy and pedagogy fit well with my own personal traits and attributes, but I still have much to learn. I am constantly evolving as a teacher, and this is because I'm learning to reflect in my own practice. Because as Liberman & Miller (2000) said:

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After looking over the several modules of the EEAILL and also over the different theories and approaches involved in Language Teaching it is clear to appreciate that one teacher's identity and philosophy are not only the result of one's own personal background, it is also the historical evolution of the teaching theories that have been the base to develop new methodologies and

approaches according to the new learning necessities and that has made the language teaching as it is nowadays. This means that teacher create their identity and philosophy according to the background and historical moment unconsciously because they influence their molding as educator, most of the time by recreating the same teaching situations in which they were educated, it is more than a mere behavior's repetition, it is a conception of what teaching should be.

It is still possible to find teachers using grammar-translation method inasmuch as this method was the effective method for those teachers in their personal life. It does not mean that GTM should be avoided; however, this method worked for specific proposes that worked in its time, so it does mean that the use of GTM or any other method should be evaluated to be considered the viability according to the learner profile, needs, cognitive development, and objectives. That is to say that the teacher's identity and philosophy have to be related to the students' ones since teaching is centered in learner nowadays and not to the guru's authority.

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

The reviewed theories here are originated from different contexts and they reflect the necessities that researchers, teachers and finally of learners had in that time. This situation resulted in different and in many cases, antagonist models of learning, so teachers have had to identify the different necessities that learners have in order to elaborate a program according to these needs. The teachers' job has become a researcher that experiments for solutions to solve the problem in different situations with different learners. Teachers also redo experiments to get the best result in learning for students.

First at all, in previous experiences, it was necessary to adapt from many circumstances that had enriched the repertoire of techniques and experiences but there always have been a lack basing reasons moreover the pragmatic results gotten in a more intuitive way with the help of peers and

book suggestions more than theoretical reasons. It is more possible to clarify explicit reasons why the collaborative works meaningfully. According to the students' needs and mine, it has been possible to establish some elements in common to develop a class. The main point has been to get an agreement with students about the kind of dynamic they feel more comfortable according to the needs in the situation in which they are involved.

When students have an active role, they can develop mental abilities for participating in the elaboration of constructs and orientating other students with their deductive and inductive capacities in a cultural context. The role of the teacher is to provide advice to those learners that want to develop higher levels of mental functions that contribute to academic purposes step by step. It means that teachers have become student's facilitators in various contexts so that teachers have to master several theories of learning in various context.

As for Kolb's Model of Experiential Learning, it has allowed students to be more encouraged to the class, they report that they have felt more conformable when they are tired and let them forget their worries. Starting with the experience has helped to catch the students' attention in order to guide them to the high cognitive processes using a meaningful topic for them and developed by themselves instead of by the teacher's choice.

TBL has a lot of possibilities to language learning since it is based on an unrestricted exposure to language that guarantees learners acquire L2 efficiently. Learners are the developers of their context from the experiences they had in the process, so the use meaningful and relevant language for them, in other methods context must be created and depends on the teacher, this could create an unnatural language.

The use of Communicative approach has opened the opportunity to listen to students about what they really need, something that has been new for them, mainly for soldiers that are used to follow instructions and not to question, because students are accustomed to following pre-chosen book's instructions that are decontextualized from their reality and there is not any book created to their specific and diverse profiles.

The best way for these cases is to adapt materials using the basic information from the book and complement with other resources made especially for the particular students that a teacher has. It is highly recommendable to use authentic materials with the contribution of the students since they are also the creator of their knowledge.

Teachers should consider the Features of Language (EEAILE, 2011) that enable students to communicate in order to different aspects as displacement, students could use language to talk about fictional events; arbitrariness, students were able to differentiate language in its own logic as the case of the difference between phonetics and writing system; productivity, students could comprehend and were creative with language's combinations creating conversations; polysemy, students had plenty of repertory of meanings in vocabulary according to the use and changed meaning by oral variations; and cultural transmission, students detected various aspects of the transmitted code from a foreign book with different customs.

For a teacher who has not a defined method of teaching the experience along the process was a challenge to develop, it involved a relearning of the teaching practice and a new lesson plan had to be created from SLA theories. This time the resulting plan was an eclectic method, the plan was, in fact, tested for the first time and there will be more opportunities to improve in the future to include more concepts of a particular SLA theory. This experience has been central to realize the importance of the coherence in the teaching practice as professionals and be capable to propose and evaluate materials depending on the kind of students we have and we want they become. More theories will come for the following teachers, and the following generations will do a contribution developing approaches, methods, procedures, materials, etc., finally, the teaching practice has to be updated to test those proposals with foundations.

It is remarkable that during the specialty a lot of input has been enriching this personal philosophy adding points of view that had not been thought or even considered as the theoretical basis and the intercultural competence. There was a mere idea of the justification for the procedures in the books but the idea became clearer through the development of the specialty of how every perspective and the diversity of theories that support the books. It could be realized that books are different among them for the diverse approaches that follow these books.

1.02 Theory underlying your teaching practice and identity

Second Language Acquisition (SLA) research is a field of study that deals with how learners go about acquiring a language other than their first language (L1). This, as second language (L2) teachers result important because, understand the main concepts of SLA is useful to notice what is behind our teaching, and the more important behind the learning of our students.

As seen through the Unit 2 of the EEAIL course, research on how exactly learners acquire a new language spans several different areas, and each theory, area or perspective conceive learn a second language (L2) differently.

	Behaviourism	and	Generative Linguistic	Sociocultural Theory
Differences between acquisition and learning considering the different theorists.	Structuralism			
	Language acquisition as a process of new habit formations through a reiterative stimulus-response-reinforcement process		Language is learned as a result of interactions between social and cognitive factors.	Acquisitions and learning are considered as separately processes. The language is acquired when it can be performed. And the language is learned when it can be used as a backup to monitor or inspect the production.

Table 1. Differences between acquisition and learning considering the different theorists.

The Krashen Monitor Model and other SLA researchers emerge through these different theories, Krashen and others state that students have two different ways of developing skills in a second language: learning and acquisition. The term acquisition is described by Krashen (1985) as a subconscious process identical to the one used in first language acquisition. It involves the naturalistic development of language proficiency through understanding language and through using language for a meaningful communication (Richards & Rodgers 1986:131). The acquirer is

usually not aware of acquisition taking place or the results of it. Acquisition occurs because of participating in natural communication where the focus is on meaning (Ellis 1985: 261).

In other words, Repová (2004) mention that the term acquisition is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. The term learning, however, applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar, of a language, typically in an institutional setting. (Mathematics, for example, is learned, not acquired.)

ACQUISITION	LEARNING
Similar to first language acquisition	Formal knowledge of language
Picking up a language	Knowing about a language
Subconscious	Conscious
Implicit knowledge	Explicit knowledge
Formal teaching does not help	Formal teaching helps

Table 2. Acquisition/learning distinction. Information extracted from Repová (2004).

Language is something that people do in their daily lives and something they use to express, create, and interpret meanings and to establish and maintain social and interpersonal relationships. If language is social practice, then is not enough for language learners' just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to understand the communication of others too. Meaning that a language-in-use perspective in the teaching classroom; can provide us the reflection to of how our students use or can use features of the language system for their own purposes and intentions; not that they only know grammar rules and how to produce language sentences.

In spite of , we may pay much attention to the what (vocabulary, grammar, skills, etc.) and the how is thought (approaches, methods or techniques) and how is learnt (learning strategies).

For start, I consider necessary mention that the concept of didactics is related to the denomination of approach and method; on teaching English there is a wide variety of approaches and methods. Given this, Richards & Rodgers (2003) affirm that choosing the correct method and approach is a key piece in the teaching-learning of a second language, since “the quality of the teaching of languages will improve if teachers use the best approaches and methods available” (p.24).

These authors point out that the methods involved in the process of teaching-learning of the English language is determined mainly by the responsibility of the teacher to consider what would be the best way to teach and get their students to learn more and better (Richards & Rodgers, 2013).

That is why I consider that our role as teachers is to identify the approach or method that best fits with the didactic planning and with the material developed in class. Choosing an approach or a method involves defining the nature of the second language, curriculum design, teaching and learning activities, the role of the teacher, the student, and the role of the materials to be used.

Both approaches and methods refer to a coherent set of procedures and standards that define best practices in language teaching. And the basic idea of didactics is that the approaches and methods if followed precisely, will lead to levels of language learning more effective than other alternative modes of teaching; since it is believed that “the improvement of language learning will be achieved through changes and improvements in the teaching methodology” (Richards & Rodgers, 2003, p.24).

To clarify the possible confusion between the term's "approach", "method" and "technique"; Richards & Rodgers (2003) explain their differences and characteristics, from I can mainly recover that:

- Approach. They are the theoretical assumptions about the nature of the language and their learning is the source on which the teacher will base their performance. Set of beliefs about how to teach and learn second languages. Upon the basis of an

approach there can be many methods.

- Method. It is a didactic action plan that includes the determination of the objectives, the selection of the contents and the way to put them into practice through specific activities.
- Technique. It is the procedure or the application; what happens in the classroom. Usually, the technique must be consistent with the method and with the approach.

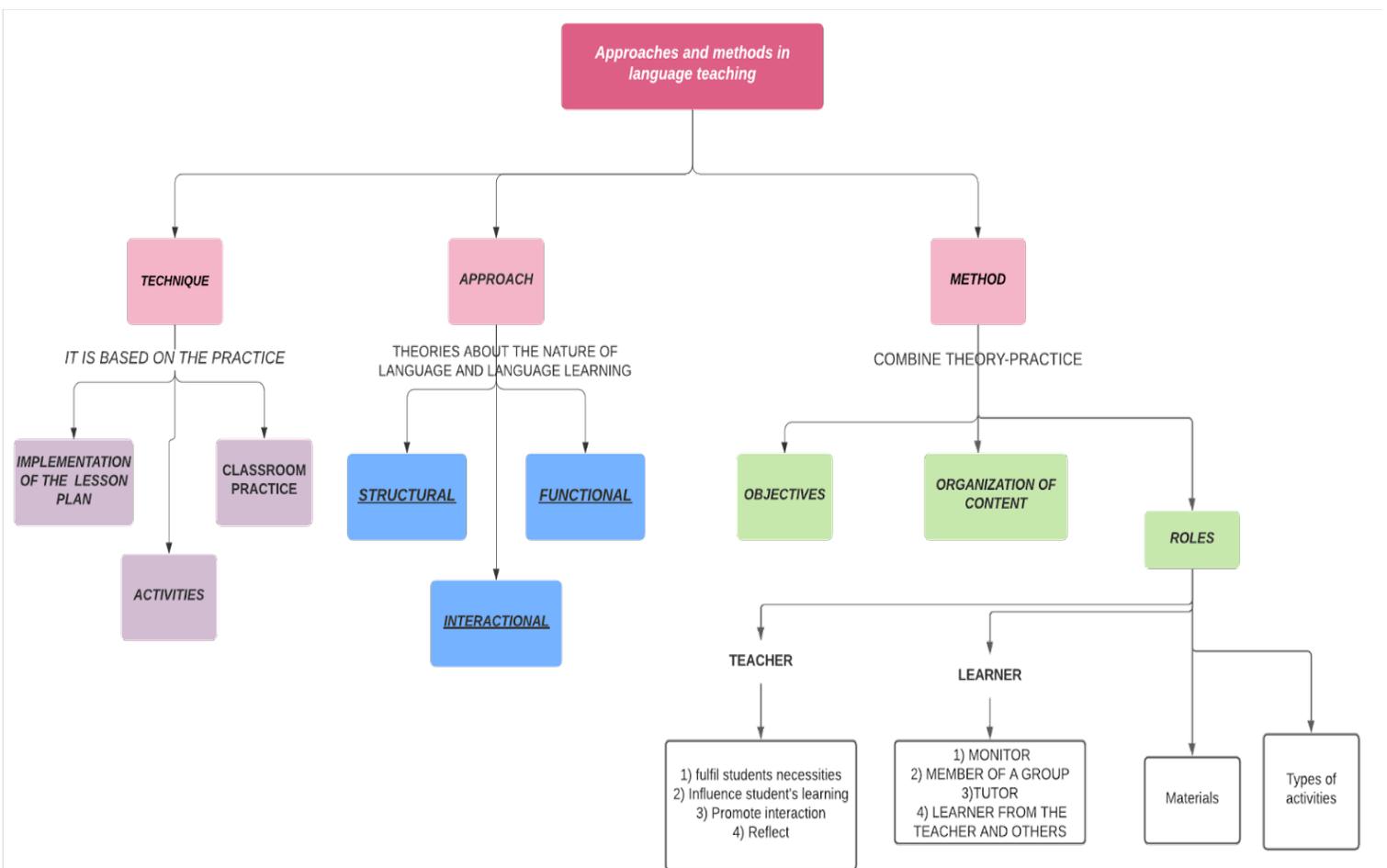


Figure 1. Mind map of the Approaches, Methods and Techniques in language teaching.

With the above, it can be understood that the approach is the level at which the theoretical referents such as assumptions and beliefs about the language and its learning; the method is the level at which the strategy that puts the theory into practice is designed and at which decisions about the specific skills to be taught, the content to be taught, and the order in which this content is presented; technique is the level at which they are described and the teaching procedures apply. (See Figure 1)

As a way of resume, the approach is considered in my opinion as a set of theories and beliefs about the nature of language and language learning, and in this emerge the principles for our teaching. While a method is a teaching-learning strategy that is based on a concrete theory of language and language learning. Which contains specifications on the content, the role of the teacher and the student, the procedures, teaching techniques and activities; so, the teacher must follow the method and apply it in a precise way to achieve the learning purposes we have.

In other words, the method is the option that the teacher makes to organize the process of teaching-learning, considering a series of factors, such as: the logic of the class, the level of maturity of the learners, the purposes or objectives persuaded, the resources available, the curriculum, the relationship between the curricular areas, their own professional thinking and the response or reaction of the students.

Sánchez (2009) mentions that “the choice of an appropriate method for teaching English as a second language is one of the basic questions that every teacher must arise. The choice by one or the other method will substantially determine the result of the educational process” (p. 61).

For Abad and Toledo (2006) there are three fundamental factors in teaching and learning from a second language: “First, the emphasis on language skills related to the level of language of the student; second, the integration of language content and communication skills, and finally it is recommended to attend to the needs real and specific to the student through the method that the teacher chooses”. (Ramírez Gómez, 2017, p.19).

This last aspect related to the selection of the method is considered in my point of view important because they represent the objectives you have for the learning of your students in the L2; and their correct application, based on their beliefs and pedagogical principles, would allow positive results in the learning process.

Once the differences between these key concepts have been explained, we can talk about the various existing methodologies for the teaching-learning of a second language.

The approaches vary in how specific they are about views on language and language learning and their typical classroom practices. Some are more developed in some areas than others. These features change and individual teachers use them differently.

As already reviewed, the foreign language methodology has evolved offering a series of methods to facilitate, improve or solve educational and learning problems that arose in the teaching-learning process of second languages. According to Martin (2009):

The implementation of the different educational methods meant a slight improvement in the learning of the target language and also the need to find answers to the methodological problems presented by the teaching and learning of English as a foreign language. (p.62)

As a summary and to retrieve in a more specific way the description and

The features of the methods explained above is provided the following table (Figure 2); which I like to mention that was a recuperation of my thesis of grade for the bachelor's degree.

ENFOQUE	MÉTODO DEL ENFOQUE	CARACTERÍSTICA PRINCIPAL	ROL DEL ESTUDIANTE	ROL DEL DOCENTE	ROL DE LOS MATERIALES	ACTIVIDADES
Enfoque tradicional	Gramática-Traducción	Se basa en la memorización de reglas y datos; usualmente proporcionado en la lengua materna y no en la lengua que se enseña.	El alumno desempeña un papel pasivo, se limita a recibir los conocimientos transmitidos por el profesor y realiza las actividades propuestas de manera individual.	Él es quién imparte conocimientos, da las instrucciones necesarias, y corrige errores de los alumnos.	Centrados en la descripción gramatical de la lengua.	Se enfatizan actividades controladas de memorización de reglas gramaticales y de listas de vocabulario, traducciones y ejercicios de formación de frases.
Enfoque natural	Directo	Se basa en que el aprendizaje de la lengua extranjera (LE) ocurre de forma semejante a la que se aprende la lengua materna, es decir, de una forma innata al exponer al estudiante al idioma verbalmente.	El alumno es un receptor activo y participativo, capaz de comunicarse en situaciones cotidianas.	El profesor organiza y guía la clase, pero no de manera autoritaria; y va involucrando al estudiante en el proceso de comprensión y producción oral y escrita.	El material debe realizar conexiones directas entre los significados o los objetos en la lengua materna del estudiante y el inglés, sin traducción.	Realización de ejercicios como dictados, simulación e interacción con preguntas y respuestas, y ejercicios de pronunciación.
Enfoque estructural	Audio-lingual	Se basa principalmente en que el aprendiz se pueda comunicar en contextos cotidianos, priorizando la comprensión auditiva y la articulación de los sonidos.	El alumno participa activamente al ser capaz de interactuar con materiales de contextos auténticos.	El docente guía la clase, controla la dirección y el ritmo de aprendizaje, y comprueba y corrige la actuación de los alumnos.	El material debe ser el especificado en los planes de estudio, por lo que los materiales cobran un papel protagónico por que permiten concretar el diseño curricular.	Actividades que utilicen materiales considerados auténticos, por ejemplo: cintas de audición, videos, imágenes, audio, etc. (ya que permiten que los estudiantes reciban la información tal como sucede en la realidad)
	Estructural-situacional	Considera esencial conocer la estructura gramatical del idioma para poder hablar dando prioridad a lo oral antes que a lo escrito.	El alumno escucha y repite lo que el profesor dice. Responde a las preguntas del profesor. No tiene control sobre el contenido.	El docente plantea situaciones en las que exista la necesidad de usar la estructura que corresponda gramaticalmente.	Los materiales se centran y promueven el uso de la gramática.	Realización de actividades que ayuden a predecir la lengua a través de situaciones específicas.
Enfoque comunicativo	Comunicativo	Se basa en la utilidad del idioma como medio de comunicación (aprender la lengua es aprender a comunicarte).	El alumno es responsable de su proceso de aprendizaje; por lo que desempeña roles activos y pasivos	El docente funciona como organizador de los recursos y de las actividades que se realizan en el aula considerando las necesidades y aptitudes que desea desarrollar el alumno	Los materiales empleados deben de ser auténticos, para proporcionar un intercambio de información y una interacción real.	Se diseñan actividades de clase para realizar tareas utilizando la lengua para negociar, dar información y compartirla.
Enfoque humanístico	Sugestopedia	No destaca una función o un contenido gramatical, sino brindar los elementos para que los estudiantes accedan al conocimiento dentro de un contexto positivo.	El estudiante ejerce un rol pasivo (no debe intentar averiguar, manipular o estudiar el material presentado, sino que debe conservar un estado pseudopasivo, que permita que el material lo envuelva) y activo a la vez, ya que, en actividades concretas se fomenta su participación.	El docente es el creador de situaciones en donde el estudiante se encuentre más relajado y receptivo, para así presentar el material con el que se trabaja y obtener una mayor retención positiva por parte de los alumnos.	Los materiales deben conducir a un mínimo de explicaciones gramaticales, mientras que el uso de la música o de las entonaciones debe predominar.	Se hace énfasis en el uso de la habilidad de escucha a través de la memorización u repetición de palabras, diálogos, canciones o textos leídos en voz alta.

Elaboración propia basada en la bibliografía consultada.

For example, **Kolb's model of Experiential Learning**. Kolb's experiential learning theory presents a way of structuring a session or a whole course using a learning cycle. The different stages of the cycle are associated with distinct learning styles. Individuals differ in their preferred learning styles and recognizing this is the first stage in raising students' awareness of the alternative approaches possible.

According to Kolb (1984:9) , “Learning is a process, in which knowledge is created through transformation of experience.” His theories present a way of constructing and alternation during study and provide concrete understanding of how a class or a whole course of study can be taught to have better learning by the students. The Experiential Learning theory involves studying in four phases connected with doing, sensing, observing, reflecting, thinking, and planning. An important characteristic of the theories is that different phases relate to particular learning styles. People differ in their own learning styles. Accepting this is an important premise that enables the students to realize the possible alternative approaches and to become more flexible in different learning situations. I truly consider that teachers also need to realize their own learning style as a basis for development of effective teaching and study strategies.

Kolb's experiential learning theory has a vast range of application, including helping students realize themselves, helping teachers become reflexive teachers, identifying learning styles of students, and development of key teacher's skills.

In another perspective, there is also the **task-based approach**. Task-based learning is an approach to language learning where learners are given interactive tasks to complete. To do this, they need to communicate. Once the task is complete, then the teacher discusses the language used. This is a procedure in which students must use the target language in order to achieve a specific outcome.

One of the main task-based learning advantages is that the activities allow students to use the language they know freely and exploratively if they can complete the overall task. In my case, I usually use task-based language teaching and task-based activities in the online classroom. I have my students submit their work and share the results with the group. Then, everyone can work together on the main task that you previously set.

Tasks provide an organizational structure for a teacher who believes in the Communicative Approach. Tasks provide meaningful communication and an opportunity to acquire language through real language use.

About the other approach mentioned in the EEALILE, there is the **communicative approach**; this one is based on the idea that learning language successfully comes through having to communicate real

meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

I use this approach in the classroom by practicing question forms; for example, by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication. What I like about this approach is that classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials.

I am inclined towards the communicative approach because it considers essential the student's participation to get involved in the class; this approach considers that the student learns through interaction (through practical and useful situations for him); in addition, it considers the teacher as a guide or facilitator of communicative situations in the class, so the teacher must generate situations that motivate students to appropriate the language. The teacher is a "companion, a guide, advisor and participate as a companion, elaborate materials, etc." (García Salazar, 2011, p.60)

Most of the time, in my teaching context I can communicate my message successfully to the learners using the target language, accompanied by gestures where appropriate. However, in some situations, particularly with young learners it is necessary for me to use the mother tongue or L1 from time to time. These situations include:

- problems with discipline, for example the teacher needs to quickly stop a situation from getting out of control
- possible injury or danger to a learner, for example the teacher notices that a learner's chair is broken
- looking after a learner, for example a learner is very upset for personal reasons
- repeating instructions in L1 after they have been given in the target language, for example with a beginner young learner group
- checking understanding of more abstract vocabulary, for example with an advanced class.

It is not a good idea for teachers to use more L1 in the classroom than is necessary. If they do, learners can become more unwilling to use the target language because they are used to hearing (and perhaps using) L1.

As a way of summarize, I could say that many language teachers these days do not use one single approach. We may use one approach one week and a different approach the next, or they may include in one approach practices typical of another. For example, I sometimes see a communicative lesson in which the learners are asked to do a drill on a common mistake. This 'mix and match' approach is called an eclectic approach, i.e. an approach which mixes techniques from different approaches.

Many teachers, coursebooks and syllabuses use an eclectic approach because they think that it is not clear exactly how languages are learnt, so it may not be helpful for learners to use only one approach. Also, different learners have different learning styles and different ideas about how language should be learnt. Using an eclectic approach can allow the teacher to teach learners more appropriately. Experience shows that some approaches work better in some contexts than others. What works in one teaching context may not work in another.

In the same line, Richards & Rodgers (2003) mention that "approaches and methods can be studied not as teaching recipes, but as a source of well-used practices, which teachers can adapt or put into practice according to their own needs" (p.26). That is why I consider that experiment and use different approaches and methods can provide teachers with basic teaching skills that can increase or complete as they develop their teaching experience.

Therefore, I consider that as teachers we need to behave in different ways at different stages of the lesson to manage the classroom and successfully guide learners through the lesson. These different ways of behaving in and managing the class are called teacher roles. Teachers adopt (use) several different roles in every lesson. Teachers' roles vary depending on the teaching approach (way of teaching) used and on the teachers' and learners' preferred learning styles and learning needs.

According to the Cambridge University Press (2011), there are several roles that a teacher often uses:

<i>Role</i>	<i>The teacher:</i>
1 Planner	prepares and reflects on the lesson before teaching, anticipates problems and selects, designs and adapts materials.
2 Manager	organises the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behaviour and interaction .
3 Monitor / Observer	goes around the class during individual, pair and group work activities, checking learning and providing support as necessary.
4 Facilitator	provides opportunities for learning, helps learners to access resources and develop learner autonomy .
5 Diagnostician	works out the causes of learners' difficulties.
6 Language resource	can be used by the learners for help and advice about language.
7 Assessor	evaluates the language level and attitudes of the learners by using different means of informal and

Recovered from: The TKT Course Modules 1, 2 and 3 Online by Mary Spratt, Alan Pulverness and Melanie Williams © Cambridge University Press 2011

The teacher roles adopted by each one of us, have to be appropriate for the teaching and learning context, the teaching approach, the lessons aim, the stage of the lessons, the type of activity and the age, level and attitude of the learners.

What we say, how we say it and what we do; make our teacher roles clear to learners. When planning lessons, it is useful to first identify the roles we are going to take on during the lesson and then to think about what we are going to say and do to convey that role clearly to the learners.

In my experience I think that it takes practice and experience to know which teacher roles are appropriate according to which class, the students, and the activities. Less experienced teachers (as is my case) may feel comfortable using a limited number of roles at first and then gradually extending our range; because it may be kind of confusing to try figure it out this at first.

It is important to mention the significance that being flexible in the teaching moment has, because sometimes roles need to be changed because of circumstances in the lesson. For example, when we are monitoring a task and realize that learners have not understood the key language, we take on the role of language resource to clarify the language point so that learners can continue with the task.

In other hand, another important aspect to consider are the learners characteristics, these ones include a learner's motivation, learning style, learning strategies, maturity, and past language experience. They are factors which influence learners' attitude to learning a language, how they learn it, how they respond to different teaching styles and approaches in the classroom, and how successful they are at learning a language. In this aspect, is important that the teacher knows the learning styles that better suit to their students. Here are some commonly mentioned learning styles:

visual	the learner learns best through watching and looking
auditory	the learner learns best through listening and hearing
kinaesthetic	the learner learns best through being physical, while moving or touching things
group	the learner learns best through working with others
individual	the learner learns best through working alone
reflective	the learner learns best when given time to consider choices
impulsive	the learner learns best when able to respond immediately
analytic	the learner learns best when given the opportunity to analyse things
autonomous	the learner likes to decide what he/she learns and how to learn

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Of course, this table is just an example, and every learner is different, so any one learner may or not fit exactly into these descriptions. The descriptions are generalizations that show likely, but not a fixated characteristic.

Through the EEALIE, it was mentioned the importance that the teacher and learners' roles has to the second language teachers; and it help me to realize that this is because when planning our lessons, these roles helps to determine and decide which way of grouping learners or interaction patterns to use.

The interaction patterns we choose depend on the learners and their learning styles, our own teaching style(s) and preferences, the teaching approach, the learning context, the type of activity, the aim or learning purpose of the activity and the stage in the lesson. There are many different interaction patterns to choose from, e.g., whole class (the teacher leads the class, and the learners focus on the teacher), individuals, open pairs (two learners do a pairwork activity in front of the class), closed pairs (learners all do an activity at the same time working with a partner), groups, teams, mingles. Very often, the activity itself suggests a particular interaction pattern.

Other learner characteristics which can vary from learner to learner are their level of language, their motivation, and their general personality. Are they, for example, shy, outgoing, patient, curious, sensitive, etc.? All these qualities will affect how and how much each learner engages in different kinds of activities in the classroom. One of the more significant in my perspective is the motivation. There are several different factors which can influence motivation. These one include:

- The usefulness to us of knowing the language well. Many people want to learn a language because it can help them achieve practical things such as finding a (better) job, getting onto a course of study, getting good marks from the teacher, or booking hotel rooms.
- Our interest in the target language culture (the culture of the language we are learning). We may also be interested in the target culture because we want to become part of that culture, perhaps because we are moving to the country. In this case we might be interested in aspects of the country's customs and lifestyle and

see the target language as a key to understanding and becoming part of that culture.

- Feeling good about learning the language. If we are successful at something, that success makes us want to continue doing it and achieve greater things. Managing to communicate in a foreign language can make us want to communicate more and better. Confidence (feeling that we can do things successfully), learner autonomy/independence (feeling responsible for and in control of our own learning) and a sense of achievement (being successful at something we have worked at) are all part of feeling good about learning a language. If we think we are good at something, we want to do it
- Encouragement and support from others. We may live in a country or family or go to a school where learning a foreign language is highly valued and much encouraged. This helps us to realize the importance of the foreign language and gives us emotional support as we learn. People who live in a country where people can't see the point of learning a foreign language may have little motivation to learn a foreign language.
- Wishing to communicate fully with people who matter to you. People may have friends, boy or girlfriends, business partners, etc. who speak another language. They want to develop their relationship with them. This is a strong motivation to learn a language.
- Our interest in the learning process. Sometimes we want to learn a foreign language simply because we enjoy our language class; we like the teacher, how he/she teaches, the classroom activities, the coursebook or maybe the topics the class deals with. All these are factors related to learning itself, which come from the classroom

We can see that there are different kinds of motivation. Some come from inside the learner and some come from the learner's environment. Learners may differ in their motivations; some may

have strong motivation of one kind but little of another, other learners' motivation may be a mixture of kinds. There are also learners, of course, who are unmotivated, i.e. who have no motivation or are demotivated, i.e. they have lost their motivation. And motivation can change, too. A learner may, for example, be quite uninterested in learning a particular language, then meet a teacher who helps them love learning the language. Motivation can change with age, too, with some factors becoming important as learners get older.

Very similar to learners' motivation, the learner's needs can affect many things related to their learning, e.g. which methods or approaches they like the teacher to use, what topics interest them, what language and skills they need to focus on, what materials they prefer, etc. Meeting learners needs helps to motivate learners, making their course more relevant to them.

As a summary of this chapter; an approach to language teaching may refer to our view of language and our view of how language learning takes place. The perspective of what to teach when we teach a language is related to our beliefs and theoretical perspectives as well as to the reasons students have for learning language. This last it is, because it is important that students feel engaged in the process of using language to communicate. Thus, there is okay to not feel engaged with only one approach or one perspective; teaching as it is and teaching specifically a foreign language it is never going to be easy; but questioning and reflecting about our teaching practice and increasing our knowledge about the same it is always going to keep us evolving.

The mentioned above is an interpretation of my thoughts, beliefs and teaching context, and it is important to recall that those different things or situations can affect how L2 is acquired; for example, learning styles, learning strategies, motivation, past learning experience and age.

Chapter 2: Methodology and practice

Second, the teacher should be given extensive liberty in the selection of the material to be taught and the methods of teaching employed by him. For it is true also of him that pleasure in the shaping of his work is killed by force and exterior pressure.

-Albert Einstein

2.01 A practical and useful lesson plan.

Date & Place: May 7th, 2022, Mexico City.

2.01.01 Lesson plan identification cell.	
Author	Sosa Megchun Brenda Felipa
Educational stage	3rd grade-Primary School
Title of your lesson plan	The battle for equal rights (Past Events)
Learning objective of the plan / Competency	<p>Language purpose</p> <ul style="list-style-type: none"> The Student will develop listening comprehension skills, in a narration of past events, as well as speaking about the history of past facts, by identifying main ideas; adding new vocabulary and the reinforcement of vocabulary seen, as well as the acquisition of specific information for the use and obtaining of communication skills in the English language. <p>Formative-intercultural purpose</p> <ul style="list-style-type: none"> Students will research a protest or movement that has changed the world for the better.
Communicative skills considered	Reading, Writing, Listening and Speaking
State of the following options	Introduction to the topic and Recycling topic.
Functions	Talk about past events, give opinions, explain and justify.
Main grammar structure	Talk and describe past facts about "The battle for equal rights"
Other grammar structure	Past events
A brief description of the plan	In this session, the students of 3rd-grade of the Justo Sierra primary school will be welcomed, and review the vocabulary and verbs for the lesson of the week. Mention to students that during the upcoming week, we will focus on research a protest or movement that has changed the world or better for example: Martin Luther King Jr. movement.

Hours of the plan implementation	5
Number of sessions	4 (online sessions) of 4 hours working.
Contents required for the lesson	The student book and reading book. Web games. Web online materials.
Link of the content	https://drive.google.com/drive/folders/11QeXBxjrjTu6GEICsV6JppdlovqnODE4?usp=sharing
EEAILE tutor online	Rosa María Castillo

2.01.02 Introduction to the lesson

Step of the lesson	Teacher activities	Student activities
Activation before the lesson	The teacher provides to the students with the basis to develop the necessary skills and strategies.	The student is actively contributing to the class conveying meaning, providing examples, giving answers, and explaining ideas.
At the end of the Unit.	The teacher creates a book report sheet for the students fill in with the information seen in the week.	Students must complete the book report using the skills adquired in the week.
Set the objective or competencies of the lesson	The teacher works as an advisor to guide the student to construct in his/her knowledge so that the teacher provides the necessary feedback in class.	The student is able to engaged with the history of the battle for equal rights using simple past: regular and irregular verbs. And pronunciation: -ed endings.

2.01.03 Communicative skills development

It is important to mention that in the next lesson plan the order has been changed and it has different names (according to the curricula of the school where this project take place).

Week Subject: Who can speak out?				
	Step of the lesson	Teacher activities	Student activities	Materials
Witty Reading	Vocabulary introduction	The teacher shows the “Daily Routine” with the vocabulary of the week. This involves the use of links to practice.	Students practice vocabulary and pronunciation	PowerPoint presentation “Daily Routine”
	1st practice	Ask students to open to the first page of “The Battle for Equal Rights” in their Awesome Reader. Have them look at the pictures, read the title, and read the first paragraph. Ask: What is the topic of this reading? (people who fight for equal rights)	Students will use the skimming tool as a 1st approach to the text.	Awesome Reader (book)
	2nd practice	Tell students to review the story in their Awesome Reader and highlight key information about each leader to complete the activity mentioned.	Students will answer the True and False questions in order to organize the information (Appendix 5.01)	Awesome Reader
Quick Language	Vocabulary introduction	The teacher shows the “Daily Routine” with the vocabulary of the week. This involves the use of links to practice.	Students practice vocabulary and pronunciation	PowerPoint presentation “Daily Routine”
	1st. practice	Review sentence structure with students. And provide explanations and examples of conjunctions. Tell students to work in pairs and look back at “The Battle for Equal Rights” in their Awesome Reader. Have them circle conjunctions and determine if they connect words, phrases, or complete sentences.	Students will practice the use of conjunctions with the previous reading.	Students book (Learning Log)

Week Subject: Who can speak out?				
	Step of the lesson	Teacher activities	Student activities	Materials
	2nd. practice	The teacher will tell the students that they will practice conjunctions by writing sentences about Martin Luther King.	Have students write three sentences about Martin of Luther King Jr. that use conjunctions and share them with a classmate. (Appendix 5.02)	Students book (Learning Log)
Clever Writing	Vocabulary introduction	The teacher shows the "Daily Routine" with the vocabulary of the week. This involves the use of links to practice.	Students practice vocabulary and pronunciation	PowerPoint presentation "Daily Routine"
	1st. practice	Ask students to reflect on what they might write in an editorial about a civil rights issue. It can be an issue they read about in their Student Book, in their Awesome Reader, or in the news. What would they write for their opinion? What facts would they give? How would they persuade their readers to agree with them?		
	2nd practice	The teacher will recall some information about MLK and complete the activities.		
	Vocabulary introduction	The teacher shows the "Daily Routine" with the vocabulary of the week. This involves the use of links to practice.	Students practice vocabulary and pronunciation	PowerPoint presentation "Daily Routine"
	1st. practice	Play the audio once all the way through. Tell students to just listen for the general		

Week Subject: Who can speak out?				
	Step of the lesson	Teacher activities	Student activities	Materials
Sharp Speaking	2nd. practice	<p>idea. Play the audio a second time and tell students to complete the information. Teaching Tip: Go over answers as a class by having volunteers write the qualities in a list on a large sheet of paper. Then, ask other volunteers to come up and add to the list by writing other qualities mentioned in the reading. (dishonest, energetic, busy, active, etc.) Post the list in the class for students to refer to throughout the lesson. Continue the activity by having students follow the Differentiated instruction suggestions.</p> <p>Ask students to think about the qualities Martin Luther King Jr. had. They might also do the same for Thurgood Marshall and Rigoberta Menchú.</p>		
Consolidation	<p>1st. practice</p> <p>2md practice</p>	<p>Interpret and record data obtained from the reading “</p> <p>Answer reading comprehension questions.</p>	<p>Students will write and expose about Martin Luther King movement in order to achieve the purpose of the lesson that it is to know about an intercultural component that has changed the world for better. (Appendix 5.02.05)</p>	<p>Book report.</p> <p>Reading in MyOn (plataform online)</p>

2.01.04 Intercultural component

The intercultural component is inserted from the topic of the lesson, the lesson is about “The battle for equal rights”, in this case, it was studied the history of this topic. To do this we talk about the context of the USA in the year 1960, and we think about the different activists in Latin America and if the history is the same as the USA.

2.01.05 Evaluation

The evaluation criteria are based on the process placed on a rubric, it is stated the expected development in students categorized in attitude, knowledge, and ability. The activities are set as exercises in the student book, as a requirement of the school where this work took place.

2.01.06 Conclusion

It is planned a two categories conclusion where language development is focused on the use of second language & intercultural development where students will use their knowledge in their own perspectives and point of views to developing more intercultural competencies.

2.01.07 Follow up activities

Students will follow the activities with the sheet “Book report”, were they can recycle the elements of the lesson to research more information about the topic learned

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

A test is a “product” that measures a particular behavior or set of objectives. Meanwhile, assessment is seen as a procedure instead of a product. Assessment is used during and after the instruction has taken place. Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes, and beliefs. And a test is used to examine someone’s knowledge of something to determine what that person knows or has learned.

- Testing is a measuring tool. We can use a test, an examination, or a quiz to challenge the student’s ability or knowledge.
- Assessment implies gathering information and observing progress. We can document attitudes, knowledge, and skills.

Assessment should be a continuous process, gathering information in every lesson and getting to know our students more and more each day, both their personal and academic profiles. In order to evaluate this data, we can use simple checklists, a classroom diary, grids, or similar instruments, as well as the activities themselves.

In other words, assessments are at the core of the educational process because they have a direct impact on the learning processes of students. Summative assessments help to establish whether our students have attained the goals set for them. Formative assessments provide prescriptive feedback to assist students in reaching their goals (Birenbaum, 1996).

Examples of types of assessment used in this assignment are performance assessment (with the use of rubrics) and self-assessment. Self-assessment and peer assessment are ways to involve students in assessment. These types require learners to think critically about what they are learning, to identify appropriate standards of performance and to apply them to their own work (Dochy, Segers, & Sluijsmans, 1999)

During self-assessment, students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise. Self-assessment is formative—students assess works in progress to find ways to improve their performance.

One way to support thoughtful self-assessment is to provide a rubric or create one with students. A rubric is a document that lists criteria and describes varying levels of quality, from excellent to poor, for a specific assignment (Andrade, 2000). Many teachers use rubrics for scoring student work, but rubrics can do much more. In the hands of students, a good rubric can orient learners to the concept of quality as defined by experts in a field, inform self-and peer assessment, and guide revision and improvement. Rubrics can be informative as well as evaluative.

As mentioned in point number 2.01.5. in the “Lesson plan” part, the evaluation criteria, in this case, are based on the process placed on a rubric, it is stated the expected development in students’ categorized in attitude, knowledge, and ability according to their own perspective, their classmates and the teacher. And in the project of “Super Me”, it’s also evaluated through a rubric considering also the coherence of the ideas and what they took into consideration in the provided feedback in the grammar.

2.02.01 Instruments of learning assessment

2.02.01.01 Rubric for Reading Session

Rubric for the Reading Session			
Category	Very good	Good	Average
Points	3	2	1

Is the student able to reflect on reading?	The student is able to make connections about the tragedy in Notre Dame to his life and the reading.	Student requires encouraging to make connections about the Reading to the content in class.	Students cannot make connections about the tragedy in Notre Dame to his life and the reading.
Does the student finish the questionnaire on time?	Questionnaire partially complete and turned in on time.	Questionnaire incomplete and turned in late.	Questionnaire incomplete neither turned in.
Does the student domains the vocabulary?	The student knows at least 20 words of the reading. The words are primarily at or above the current grade level. Definitions are correct.	The student knows less than 20 words of the reading. The words are at the current grade level. Definitions are correct but brief.	The student knows about 20 words of the reading. The words are below the current grade level. Many definitions are incorrect and brief.
Does the student comprehend the lecture?	Student reaffirms understanding of the subject and identifies supporting parts.	The student recognizes subject incoherently. Student sorts inferences when tutored or given hints from.	The student identifies the subject with supervision. The student is helped by others to comprehend inferences when described.
Score			

2.02.01.02. Rubric for Writing Session

Rubric for the Writing Session			
Category	Very good	Good	Average
Points	3	2	1

Relevant to the reader?	Writing-related, worth sentences, with slight or no details.	Writing is focused and absorbed. The piece contains certain details.	Writing is too limited in connecting knowledge, with no central
Is the text organized?	Uses correct text format. It includes a coherent closing.	Writing is chaotic and insecurely organized. Switches are weak and closing is fruitless.	Writing is disordered and underdeveloped with no switches or closing.
Is the vocabulary used correctly?	Usages a variety of word select to make writing stimulating	Shows some usage of diverse word select.	Uncaring or imprecise word select, which confuses meaning.
Are the grammar structures and conventions used correctly?	The composition has little spelling, punctuation, and grammatical errors allowing the reader to follow ideas clearly. Very few errors.	Most spelling, punctuation, and grammar correct allowing the reader to progress through the composition. Some errors remain.	Grammatical errors, and spelling, punctuation create interruption, making reading problematic. Errors are frequent.
Score			

2.02.01.03 Rubric for Speaking Session

Rubric for the Speaking Session			
Category	Very good	Good	Average
Points	3	2	1
Is the student's pronunciation clear enough to be understood?	The student's pronunciation is clear but with some mistakes.	The student's pronunciation generates a lot of mistakes.	The student's pronunciation is practically unintelligible.
Do the students speak with fluency?	The student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.

Is the student able to comprehend?	The student comprehends most of the questions and answers acceptable.	The student presents little comprehension of the questions and asked for repetitions.	The student is not able to comprehend questions even when they were repeated.
Can the students talk about the content?	The student gives correct answers but responses are limited in information.	The student gives very limited information in the answers.	The student does not give a response to any question.
Score			

2.02.01.04 Qualitative rubric evaluations of “Book Report activity” (For school purposes)

Rúbrica de evaluación:

Puntualidad	2.0
Cuestionario de inteligencias múltiples (Página 43 de tu libro, se trabajó en clase)	2.0
Presentación frente al grupo	2.0
Worksheet	2.0
Uso del inglés	2.0
Total	10

2.02.01.05 Self-assessment and peer-assessment rubric evaluation (For school purposes)

BE Aware of Your Progress

Write "yes" or "not yet" for each category.

Can I...?	According to me	According to my classmates	According to my teacher
make predictions			
summarize the story using a plot graphic organizer			
recognize school locations			
draw a school map and identify school locations			
read a model text and analyze it			
write a four-paragraph expository text about a celestial object using a graphic organizer			
ask and answer questions about actions now			
identify -nch and -fch in different words			

2.03 Expected Outcomes

2.03.01 Listening

As for the outcomes in the case of listening, there is no specific part for this skill. Because in several exercises of the other skills there is a little activity to improve this skill.

2.03.02 Speaking

As for the Lesson Planning for the speaking, it was connected to the listening part to produce orally as the native speakers do following instructions of pronunciation, but also of fluency. It was not pretended to speak like a native speaker, but to be understood by other listeners. This skill is also develop in the consolidation part because of the expositions of their book reports.

2.03.03 Reading

The Lesson Plan elaborated for the reading was based on the current theories taking into consideration that the strategies have to be based on an interactive reading approach in order to stimulate language production in the students. The elaboration of the reading was according to the school's program, using the activities and resources according to the school book. Readings were completed with visual materials to present vocabulary, it was added the Total Physical Response to show how the vocabulary works when necessary so that students tried not the use of L1 to understand the meaning and they are able to express the vocabulary in many cases.

2.03.04 Writing

The process of the writing elaboration was linked to the previous session in order to recycle the vocabulary and grammar structures. This outcome it's the most important in the work, because the main result that it's the project is worked in this same session and also to the students will recolect examples for the consolidation part.

2.03.05 Consolidation

This part of the lesson plan is for notice that every stage was linked, not only in vocabulary, grammar, and function but in complementary activities to produce orally in the written lesson and written on the spoken one.

The process of Consolidation was linked to all the previous sessions and to the different skills, in order to achieve the **Language purposes** mentioned in the point 2.01: The student will develop listening comprehension skills, in a narration of past events, as well as speaking about the history of past facts, by identifying main ideas; adding new vocabulary and the reinforcement of vocabulary seen, as well as the acquisition of specific information for the use and obtaining of communication skills in the English language and the **Formative-intercultural purpose**: Students will research a protest or movement that has changed the world for better. In order to achieve this, students fill the book report with information about the reading of Martin Luther King Jr. and also the learned in the sessions, using verbs in past, conjunctions and mentioning qualities.

2.04 Attached Evidence

Students have the opportunity of analyzing the reading many times to make sense of the lecture content. They could answer the activity for the reading using their own strategies to find the answers. At the end we convey answers in order to check the correct answers.



Let's reach equality! ① After reading the text, write one sentence describing each activist's most influential action. Justify your answer.

KEY WORDS
Guatemala
influential
justify



2 Do you think equality is a right or a privilege? Explain why to a classmate, and write your responses.

Do something nice for someone today.

Thurgood Marshall

Rigoberta Menchú

Martin Luther King Jr.



Witty Reading

The listening activity where students were required to be familiarized with the vocabulary to listen an audio and complete the sentences with the correct words.

1 Complete the sentence with the correct word from the box.

~~activist~~ ~~citizens~~ ~~equality~~
~~indigenous~~ ~~party~~ ~~rights~~

1. An **activist** is someone who speaks out and works to make political social change.
2. Human **rights** are the basic rights and freedoms that belong to every person.
3. **Indigenous** people are the native population in a country or an ancient community.
4. Political activists may fight for **equality**.
5. A political **party** is a group of people with similar ideas who work together to win elections.
6. People who were born in a certain country must be considered **citizens**.

Witty Reading

Leo Garcia
Rayito Riquelme Lopez
Cesar Ramon Riquelme con forsy Freddy
Prida Romina Morales Duran
Denise Caballero Lizama

Previously to the elaboration of activities of Quick Language and Sharp Speaking the conjunctions and use of verbs were explained to the students. For in this activity they could write a sentence about Martin Luther King using conjunctions and interacting between each others.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the nature of their character.

Danna Moreno Avendaño 3Va

I have a dream, a single dream, keep dreaming. To dream of freedom, to dream of justice, to dream of equality and I wish I no longer needed to dream them.

Usted ahora se encuentra en una sesión para grupos

Next to this activity the students complete information about Martin Luther King using the past simple to explain his accomplishments. Thing that they express very well.

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Who can speak out?

Last week, you learned about Martin Luther King Jr. and organized a survey. With the data you gathered, explain the general opinion on King.

Now discuss how and why Martin Luther King Jr. was not accepted by white people overall. Add your thoughts to the responses below.

- He was an incredible person that fought almost all his live to protect the civil rights of black and white people.
- He fought for peace and equality. He has such a big heart, and always supported all the black and white people.
- He helped a lot of people, no matter the color of their skin.

For the Writing activities the students were asked to reflect on what they might write in an editorial about a civil rights issue. It can be an issue they read about in their Student Book,

in their Awesome Reader, or in the news. What would they write for their opinion? What facts would they give? How would they persuade their readers to agree with them?

Team up with your group and research the struggle and achievements of Martin Luther King Jr. Answer the questions below.

years of life: January 15th, 1929 - April 4, 1968.

education: Crozer Theological Seminary, Boston University.

occupation: A minister and an activist of civil rights.

What did he fight for?
He fought for equal rights for blacks and white citizens.

What is "I Have a Dream," and why is it famous?
King delivered this speech to over 200,000 supporters at D.C. He asked people to support equal rights for people of all races.

Where and when did his struggle take place?
in the USA, during the 60's.

How did he fight the injustice?
He speak with people about the equal-rights and equality, by peaceful protests.

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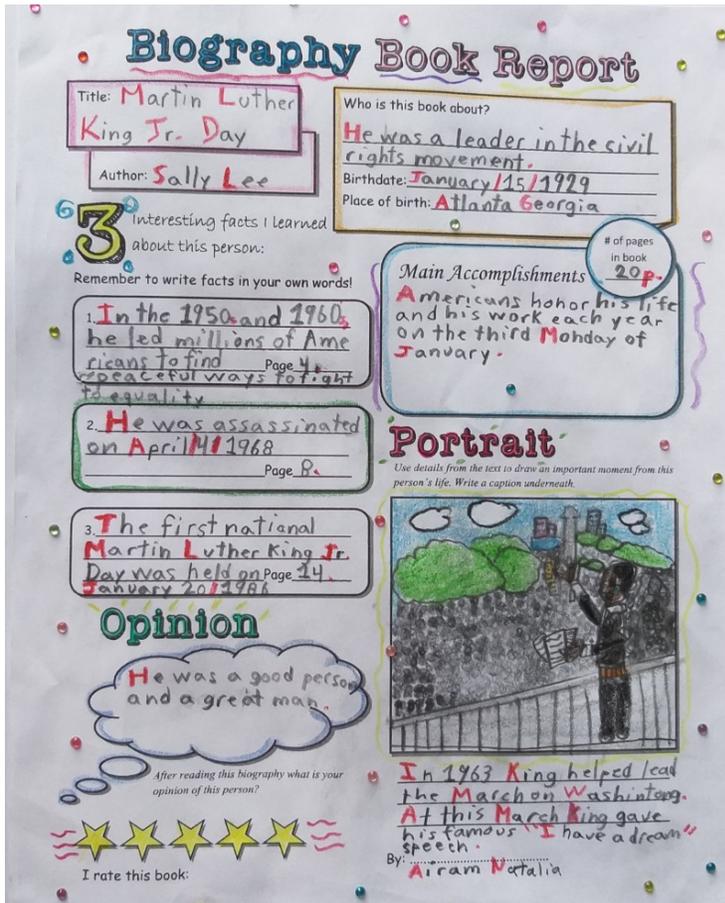
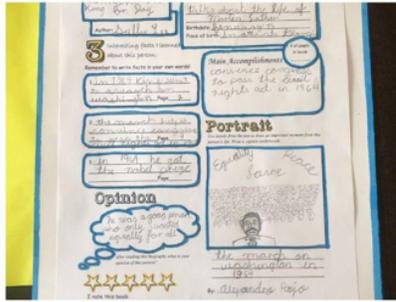
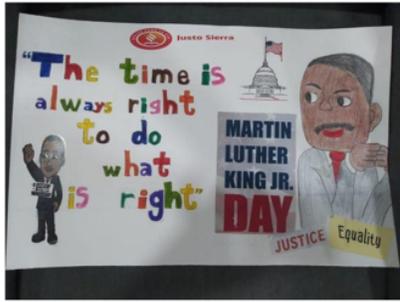
Marfin Luther King Jr.

Describe what King fought for:
MLK fought for the equal rights of white and black people.

Why didn't white people support King's efforts?
Because they were used to the segregation.
The whites enjoy that the blacks didn't had the same rights.

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For the Consolidation activity, the students accomplish perfectly the task assignment, with the correct use of information and the verbs.



Also, they were asked to do a poster about Martin Luther King jr. which was pasted outside the classroom after the presentation to the class.



2.04.01 Performing and Recording Activities

You can see the video of the performing of some parts of the Lesson plans in video:
<https://youtu.be/WZrcBChNoI0>

Chapter 3: Experience Report

You can teach a person all you know, but only experience will convince him that what you say is true.

–Richelle E. Goodrich

3.01 Description and Analysis

3.01.01 Report of the lesson given

The application was taken in a group of 3rd graders in primary school, with students from 8 to 9 years old. The group is almost homogeneous because the member of this has the same knowledge of contents, mentioning that their vocabulary is not that vast yet. The school is a biligual school, which allow to have spare time for the English classes.

In the application of the class, a session for each skill was considered taking into account an order where the activities and the skills could be followed one by one gradually. The sequence is stated in the following order: Witty Reading, Quick Language, Clever Writing and Sharp Speaking. The decision why this selection is that this order allows connecting the easiest skill in a simple activity to increase the difficulty for each skill and each activity and also respecting the curricula of the school where this project was made. The sequence and activities for each skill were stated in the Lesson Plan providing a session for each skill and asking for social interaction to practice agreeing in meaning between students in pairs and collectively.

3.01.02 Critical analysis

Although the sessions application were affected by a personal accident that did not allow me to record most part of the sessions, the activities could be integrated to develop the skills in every session. As for the methodology applied, it was an eclectic one since the approach was a mix. This means that it was necessary to adapt from many circumstances that had enriched the repertoire of techniques and experiences but there always have been a lack basing reasons moreover the pragmatic results gotten in a more intuitive way with the help of peers and book suggestions more than theoretical reasons.

One of the factors that could interfere in the sessions were the monolingual environment in which English as a foreign language is frequently learned does not facilitate practice outside of class hours, and also the age of the students. . However, it has to be considered a large number of sources that can be found on the internet as television programs, films, and another kind of video so easily obtainable can provide, outside of class, not only hours of listening practice and opportunities to acquire vocabulary, but also knowledge of other cultures and dialects, and moreover, entertainment. By presenting integrating skills as a full process, not as a product, and incorporating learning strategies into the planning, it can be possible to teach a complementary skills to the students to become autonomous listeners using technology, it is recommendable to focus more on the use of technologies of the information and communications for the following planning and take advantage that they are still young.

The results of the application were benefited for many students, however, quantification of this results by rubrics was a little ambiguous since the criteria could be improved adding quantitative instruments that could detect if there are specific errors on vocabulary, grammar, phonemes, idiomatical expressions, general meaning comprehension.

The self-assessment is an option that can help students to realize where the opportunities areas are found showing them what they can do to correct the errors and improve their skills that is one of the opportunities that the student book allow them to do.

Chapter 4: Conclusions

4.01 Conceptual

People speak English depending on several factors such regional and social dialects that outcome in diverse in intonation, pronunciation, vocabulary, and perceptions, if there were no mutual intelligibility, communication was not possible for not being the same language. On the other hand, there are social dialects that make differences in perception since there are differences in schooling, genre, age, social status. These differences have the effect of stereotypes where people have attitudes towards people who are different (EEAILE, 2011). All these factors should be taken into account if we want that students communicate through English because most teachers pretend that students speak a Standard English language, however, there is not such a thing as a Standard English but a diverse universe where each publisher tries to sell its English Dialect as the most appropriate for the consumer, in other words, “the student”. As teachers, we cannot forget to take this into consideration for our classes since we want students to speak English where regional variations, social dialects, regional variations, pronunciation, vocabulary, perceptions, and stereotypes will determinate the success to communicate efficiently.

4.02 Methodology

An aspect to be taken into consideration is the real necessity to take in consideration every element that is involved in communication, and this necessity can be covered by Hymes’ Model of Communication (Johnstone, 2010) considering the following elements to have a dynamic communication: setting scene, the place of speech and circumstances; participants, speaker and audience; ends, purposes, goals and outcomes; act sequence, form and order of the event; key, tone, manner, or spirit; instrumentalities, forms and styles of speech; norms, social rules; and genre, the kind of speech act or event. The

importance of using a model, where interpretation takes place, changes the mechanical conception from a message goes through a channel to be received to active people where they are negotiating meaning all time instead of receiving an intact message. People are transforming meaning constantly since they are asking for clarification, rephrasing and confirming understood sense in the whole process because the change of an element can change the meaning of the message. It was very enriching for the students to change meaning when they talked about their possessions; a variation of tone or manner referred to a different situation. It could be more interesting if they had experience outside the classroom or even with native English speakers.

Theoretical references also give more elements to create particular methods for particular necessities, more than the placed ones in a book, that should be taken as a reference, instead of the method itself. With behaviorist theory we can teach for specific outcomes in an elemental way, student's reflection is not considered in this theory and there is not a method to engage student's thought in it. Structuralism theory allows students' performance to analyze the form of the outcome to study the language itself; student's production is not seen as a function but as a reproduction of a native English speaker, even sounds, however, it does not allow the student to reflect about the use of English and it is typical of linguistic studies but not for ordinary people who want to speak English naturally. Sociocultural Theory of Mind is a theory that takes into account the development of language since childhood's stage; it also considers that adults learn differently, so the learning process of Second Language Acquisition differs and comes more naturally to learners. This theory has also limitations where intra-mental processes are not clear to proof explicitly, only by outputs and processes as the private speech cannot be externalized to be evaluated, we can only guess what learners are thinking and wait for the output, as the rest of the theories do.

4.03 Analysis

It's interesting to analyze that the phase that resulted in being interesting for the students was the speaking part, especially the different aspects of pronunciation at expositions which every simple detail about the variations and the ways English is spoken by native speakers in the recording and the way it is pronounced by students who speak English as a Lingua Franca. Although the pronunciation of Mexican Spanish phonetics interfered, it was possible the phenomenon of Mutual Intelligibility (J. K. Chambers, 1998, p. 3), where people are able to understand each other through English language.

4.04 Report

It is concluded that teaching practice ensures assessment supports learning when practitioners discuss with learners their existing knowledge and understandings and share with them the learning outcomes and success criteria for the activities in which they are participating. It may be complicated when the learners are beginners or children but this process is really important to achieve success.

It is also advisable that the teacher always keep in mind when planning his lesson that a general objective or aim is that students acquire the greatest possible domain of the spoken language and that this is achieved by the practice of this skill; therefore, the intervention time of the teacher and that of the students should be planned, taking care that the duration of the first one gradually decreases in favor of the students.

Classroom interaction and feedback provided by the teacher should assist learners to review their progress and plan the next steps forward.

Being able to take this specialization and to develop this assignment in such a meticulous way made me realize that effective assessment is integrating into ongoing learning from starting

a developmental learning sequence, unit or topic, learning the curriculum and demonstrating process and achievement, to planning the next steps in learning.

It is also advisable that the teacher always keep in mind when planning the lesson that a general objective or achieve is that students acquire the greatest possible domain of the spoken language and that this is achieved by the practice of this skill; therefore, the intervention time of the teacher and that of the students should be planned, taking care that the duration of the first one gradually decreases in favor of the students.

The evaluation must allow the determination of the students' achievements in one or several competencies, considering that this must be integrative and reflect the appropriation of knowledge, the strengths of the students and the improvement actions.

Personally, I consider that the rubric is a complete instrument for evaluation that allows to observe the performances of the students, if it is designed and applied in an adequate way it allows the integral evaluation of the knowledge for the development of the competencies, achieving a continuous improvement in the students since the evaluation it becomes a learning experience, since the deficiencies in the execution of the activities are identified, giving opportunity for the correction of errors. The rubric should not be considered as an instrument of prosecution of people, rather it is an effective tool that gives the opportunity to develop personal growth.

Finally, it important to mention that this work was possible for all the implemented things learned during the course in the specialty.

Chapter 5: Appendixes and APA style references.

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The TKT Course Modules 1, 2 and 3 Online by Mary Spratt, Alan Pulverness and Melanie Williams ©Cambridge University Press 2011.

5.02 Appendixes

5.02.01 Witty Reading activity.

Classify the Information

1. Thurgood or Menchú? Write T for Thurgood or M for Menchú. Use the parenthesis after the sentences.
 - a. This person was African American. ()
 - b. This person was indigenous. ()
 - c. This person won a Nobel Prize. ()
 - d. This person worked in the Congress. ()
 - e. This person sued a school for discrimination. ()
 - f. This person was born in 1959. ()
 - g. This person was a lawyer. ()
 - h. This person ran away to Mexico. ()



2. Had you ever heard about these people before? YES / NO
3. What school rights would you fight for?

Let's reach equality!

① After reading the text, write one sentence describing each activist's most influential action. Justify your answer.

K

KEY WORDS

Guatemala
influential
justify



② Do you think equality is a right or a privilege? Explain why to a classmate, and write your responses.



Handwritten-style lined paper for writing a response to question 2.

Thurgood Marshall

Handwritten-style lined paper for writing a response to question 1 for Thurgood Marshall.

Rigoberta Menchú

Handwritten-style lined paper for writing a response to question 1 for Rigoberta Menchú.

Martin Luther King Jr.

Handwritten-style lined paper for writing a response to question 1 for Martin Luther King Jr.

Do something nice for someone today.



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Witty Reading

5.02.02 Writing activities

What are some good reasons to speak out?



During these last weeks, you have studied and analyzed Martin Luther King Jr.'s life. Thinking back on everything you learned, discuss with your group what you believe was his most significant contribution to society. Write your thoughts below.

A cloud-shaped writing area with three horizontal lines for text.

Explain why you chose that particular contribution. Talk about how following Martin Luther King Jr.'s example could improve society today. Add your notes to the organizer.

Martin Luther King Jr.'s important contribution:

A rectangular writing area with three horizontal lines for text.

Describe how this contribution impacted society years ago:

A rectangular writing area with three horizontal lines for text.

Describe how this contribution could improve our life today:

A rectangular writing area with three horizontal lines for text.

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Biography Book Report

Title: _____

Author: _____

Who is this book about?

Birthdate: _____

Place of birth: _____

3 interesting facts I learned about this person:

Remember to write facts in your own words!

1. _____
_____ Page _____

2. _____
_____ Page _____

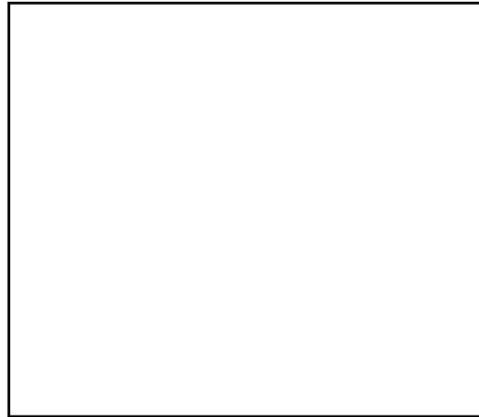
3. _____
_____ Page _____

Main Accomplishments

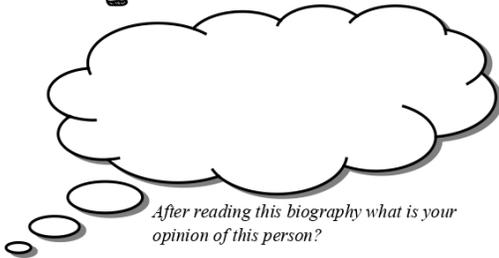
of pages in book _____

Portrait

Use details from the text to draw an important moment from this person's life. Write a caption underneath.



Opinion



After reading this biography what is your opinion of this person?



I rate this book:

By: