



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

#### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

## **APLICANDO EL ENFOQUE COMUNICATIVO PARA DESARROLLAR COMUNICACIÓN E INTERCULTURALIDAD EN EL ÁULA**

### **TRABAJO RECEPCIONAL**

#### **QUE PARA OBTENER EL DIPLOMA DE**

#### **ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

**PRESENTA:**

**GERARDO JARAMILLO ORTIZ**

**ASESOR: GERNOT RUDOLF POTENGOWSKI**

México, DF. a 30 DE JUNIO DEL 2022



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

### **UNIDAD AJUSCO**

**EDUCATIONAL INTERVENTION PROPOSSAL**

# **APPLYING THE COMMUNICATIVE APPROACH TO DEVELOP COMMUNICATION AND INTERCULTURALITY IN THE CLASSROOM.**

## **RECEPTIONAL ASSIGNMENT**

**ESPECIALIZATION IN ENGLISH TEACHING AND LEARNING AS A FOREIGN  
LANGUAGE.**

**STUDENT: GERARDO JARAMILLO ORTIZ**

**TUTOR: GERNOT RUDOLF POTENGOWSKI**

**México, DF. A 30 DE JUNIO DEL 2022**

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## INTRODUCTION

Teaching and learning English is a complex process that has to be planned in detail. Teachers have to use a variety of resources in order to achieve the goal of making students learn and acquire a second language. When teaching English, we must work on developing the different skills that we have, which are listening, speaking, reading and writing, all of them are important when learning a second language.

Throughout the years teaching English has been improved and modified taking into account the changes that have occurred in the society and the needs that students have, as well as the different contexts where learning takes place. There are many schools of thought, approaches and methods to teaching and learning a second language. It is important that teachers know about the teaching and learning process in order to take the best decisions to plan the class. As we know, the Mexican curriculum has been modified in different occasions and nowadays the communicative approach is being used. The idea of using the communicative approach is to give students opportunities to communicate. Due to the fact that this approach is based on functional language, the class is based on the functions of the language and sociolinguistic approaches to give students opportunities to use real world language.

It is extremely important that students work with the functions of language in order to acquire the language and in order to achieve task that they will encounter in the real world. There are many approaches that are based on communication and the use of language for social communication, some examples of this are the communicative teaching and learning approach, the task based learning approach, Kolb's model of experiential learning, Halliday's functions of language etc.

As we have seen, the decisions that the teacher takes in the classroom as well as the methodologies, approaches and techniques that he or she uses to teach the language, will depend on many factors such as his or her own learning experience, teaching identity and philosophy, the context of the school and classroom and many others. In México sometimes it is difficult for the teacher to select his own methods and approaches to the language teaching because the schools have their own philosophy and they already have a methodology and because of that, the teacher that works at that school has to follow that methodology and teach the classes following certain rules and regulations when teaching.

In this project I will present my teaching philosophy and I will explain how it has changed after taking this specialization. I will present a lesson plan that I designed and the theoretical foundation behind it. In the lesson plan I will make a series of activities which were developed to help students improve their English by communicating and using the communicative approach. The activities are introduced in a way that helps students perform well due to the fact that they start from easy to more difficult and students schema is activated and they have pre-listening activities that prepares them for the while listening, post-listening and the speaking activities that come after. I also present my analysis on this activities and why I decided to include them as well as a report on how they worked in the class and how students benefited from them.

I will present a video that shows how the lesson plan was applied in a lesson that took three sessions. I will describe how each activity from the lesson plan worked out when done in the classroom and I will also include information about assessment and evaluation and I will include some examples of rubrics that were used to assess students. I will also talk about the results of the lesson and the experience I had when working on it as well as this specialization.

# **CHAPTER 1: PHILOSOPHY AND THEORY.**

## **1.01 Teaching identity and philosophy**

### **MY CURRENT WORK SITUATION.**

I currently work as an English teacher at a private language school which teaches English as a second language. I have worked as a teacher for 20 years, I started teaching in the year 2000. When I started teaching I did not have any kind of experience doing it, but I enjoyed it from the first moment. After sometime I decided to study something related to teaching in order to become a better teacher. I took the teacher's course at UNAM. I think that taking that course helped me a lot. Once I finished the course I worked in the language Center at FES Cuautitlan. I worked there for 2 years only.

At the school where I currently work we only have classes on line. Due to the pandemic the school decided to close the branches and offer on line classes only. I work with teenagers who are studying high school or young adults who study the university. In this moment I do not have many groups because of the situation that we are facing in our country.

I think that the fact that I work with people who want to learn the language and are willing to work to achieve their goals is a very big advantage because it facilitates their learning process and it facilitates the process of teaching as well.

### **MY IDEA OF TEACHING ENGLISH.**

I think that good teaching implies caring for students and guiding them to achieve their goal. I believe that nowadays teaching is not about telling students what to do and having them repeat words or sentences and answer their books. I think that teaching is guiding students in their own learning process and helping them achieve their objectives. I believe that teachers have to be facilitators, and providers and be there for students. In the years that I have worked as a teacher, I have learned that teaching English implies teaching different aspects about the language, such as culture about the countries where the language is spoken. I have learned that students want to learn English because they have specific needs, maybe they need a promotion or maybe they want to understand music in English, or travel to other countries .I believe that it is very important that we help students achieve their goals. In the end, they need to be able to use their English to communicate in society, and the task that they want to achieve



has to do with real contexts in the real world. I believe that the role of the teacher nowadays is to help students to get their goals and we need to make sure that they learn how to be independent learners. I believe that if we achieve this, we will have given them a very important tool that they will use for the rest of their lives.

### **METHODS AND APPROACHES I USE.**

In my classes I apply different teaching methodologies, I believe that in order to achieve our goal as teachers, we have to be open to different ideas, methods, approaches and techniques which we have to apply when we teach. I really like the communicative language teaching and learning approach. I believe that this approach prepares students to solve problems they will encounter in the real world. In the last few years I have been using the task based learning approach which in my opinion gives students the ability to communicate in a free way and find ways to solve problems by using communication strategies. I have noticed that by doing these kind of activities, students feel motivated to speak and they get involved in the activities and at some point just start giving ideas in order to do the task. I have also noticed that the task based learning approach helps students become critical thinkers.

### **HOW MY TEACHING PHILOSOPHY HAS CHANGED AFTER TAKING THIS COURSE.**

I believe that taking this specialization has opened my eyes to a whole new world of possibilities when teaching. I think that I have learned a lot of information and I have also reviewed things that I already knew. I can say that as a teacher I will never stop learning new things and I believe that it is very important to be updated on the new techniques and approaches that can be used in our classes.

I don't think that my teaching philosophy has changed completely, but I believe that now I am more aware of the things that are important for me as a teacher and I pay more attention on what I do in my classes in order to always do the best that I can to help my students achieve their goals.

Something that I will start applying in my classes is the concept of interculturality. I believe that it is very important to do it so that our students become more effective at communicating and socializing with people from different countries in the target language.

## **INTERCULTURALITY IN MY CLASSROOM.**

The concept of interculturality is something that we as teachers have to develop in our classrooms. It is necessary that students became aware of their own culture in order to be able to understand other cultures and at the same time communicate better in the language. As we know, with globalization people have the necessity to interact with people from different countries or to move to other countries to study, work or even to live. If we include interculturality in our classrooms we will be providing our students not only with the language, but also with the necessary tools to communicate and interact with people from different countries who speak English.

## **THE COMMUNICATIVE APPROACH IN THE CLASSROOM.**

I believe that the idea of implementing the communicative approach in the classroom when teaching English is good because if implemented well, it can help students become fluent with the language. I think that we as teachers have to create a need for communication in our students. According to the approaches that we saw in this specialization, it is very important that when learning a second language, students have opportunities to express their ideas to communicate the way they would do it in a real social situation. The Mexican curriculum is based on THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES which sees language learning as action oriented; that is, students are participants of their own learning process, and they are learning a second language to communicate in the society, to accomplish specific task which requires knowing the language and most importantly being accurate at using it.

Now that I know Hymes' model of communication, I will try to implement it in my classes. I think that this model is important because it takes into account every single aspect of the communication process. The fact that I liked this model is because it even takes into account the speech acts and the social norms, I think these aspects of the language are very important because they reflect on the appropriate use of the language according to the circumstances we have.

## **USING ICT IN THE CLASSROOM.**

Information and communication technology has been an important topic for many teachers. It has been said that some devices such as cellphones distract our students and because of that, learning is affected. I believe that teachers need to apply strategies when using technology in the classroom. If the teacher uses strategies to integrate the new technologies in the learning process, the program will benefit and students will feel more motivated because they are used to using the new technology. I believe that they just need to be taught how to use it to improve their learning and knowledge instead of entertainment.

It is important to mention that the ITCs can be beneficial in many aspects in the learning process. They can help us communicate with our classmates or teachers, share information, store information, and many other things. The pandemic has been a perfect example. During the pandemic schools were closed and we were forced to teach classes on line and the new technology helped us teach in a way that without it would not have been possible. Many students took classes on their computers or their cellphones and they used apps such as what's app in order to keep communication with teachers or other classmates.

## **EVALUATION AND ASSESSMENT IN MY CLASSROOM.**

As we saw in the specialization assessment and evaluation are very important aspects of teaching. Assessment will help us know how our students are doing and as a result we will design better teaching strategies. In my courses I always try to include a wide variety of assessment such as questionnaires, check lists, and portfolios. Something that has worked for me is to create a portfolio with the different assignments that I give my students throughout the course and at the end they present their portfolio to the class and they reflect on their experiences and learning.

The formal evaluation that I do is at the end of the course. I always apply a formal exam in order to give them a grade which the school requires. The school where I work, requires a grade from a final written exam and a grade that reflects students' oral performance. What I do to evaluate their oral performance and abilities with the language is to use rubrics. I find them to be very effective at evaluation oral production.

## **WHAT I HAVE LEARNED.**

I believe that as a teacher I will never stop learning and I need to improve in order to have more knowledge about language teaching and learning. I believe that by learning new approaches and strategies as well as with the experience that I get I can be more effective at teaching English and I can become a better teacher. In this course I have learned a lot of new things about teaching English; For instance the concept on interculturality and how the use of technology in the classroom has become a necessary tool to teach the language. I believe that by using technology we enrich our classes. It is important to mention that the new generations of students are people who were born with technology and they are used to it. By using technology we are taking advantage of their interest in it and we can get their interest and use it as a tool to enhance our teaching and their learning.

## **KEY ASPECTS OF MY TEACHING PHYLOSOPHY.**

I believe that one of the most important aspects of my teaching philosophy are my students. Everything that I do in the classroom takes into account my students contexts, personalities, learning styles and more. I believe that we as teachers have to know our students in order to help them reach their goals. The methodology that is used is another key factor that as a teacher I use in order to teach effectively. The appropriate use of technology and the strategies that the teacher uses can also make a big difference when teaching and how students perceive the class and integrate the new knowledge to the one they already have. Finally a very important factor that is a part of my teaching philosophy is to take into account the kind of assessment that we apply with our students before the specialization I did assess my students, but I did not pay much attention to it, now I make sure that I assess them in different ways so that I help them and they reach their objectives with the language.

## 1.02 Theory underlying my teaching practice and identity

### THEORETICAL FOUNDATION.

#### Communication Strategies

Our use of language in communication is dynamic because people interacting with each other (even in written form) are trying to get their points across, expressing feelings, talking about different topics, expressing plans and ideas, etc. When we are in the process of interacting with others, we use the conventions of the language in a generative and creative way, co-constructing meaning with the people we are interacting with.

Having communicative competence in a language, or being able to communicate in a socially acceptable manner, requires language users to acquire a set of linguistic rules. These linguistic rules include knowledge of the aspects we have seen in this unit:

- Phonetics/Phonology (Pronunciation)
- Morphology and lexicon (Vocabulary)
- Syntax (Grammar)
- Semantics (Meaning)

Knowledge of these rules allows users to make use of language in a variety of contexts that establishes relationships between speakers and their contexts.

**Discourse competence** refers to the learner's ability to comprehend and generate discourse that goes beyond the sentence level. In other words, learners develop the ability to participate in conversations or create written texts, as we saw in chapters 1 and 2 in this lesson.

**Sociolinguistic competence** refers to learning to use appropriate language for different social contexts. It also deals with expressing, interpreting and negotiating meaning within a specific cultural environment and setting. The proper usage of this competence allows us to recognize and employ the suitable varieties of the language. We examined some of the aspects of sociolinguistic competence in Lesson 3 of this Unit.

**Strategic competence** refers to the development of strategies to help learners solve communication breakdowns or other linguistic "problems". These communication breakdowns tend to occur when learners are still learning the target language or social codes.

### THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES.

The common European Framework of Reference for Languages has modified the original perspective of communicative competence and establishes only three dimensions of competences, defined in the following way:

Linguistic competences: include lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system, independently of the sociolinguistic value of its

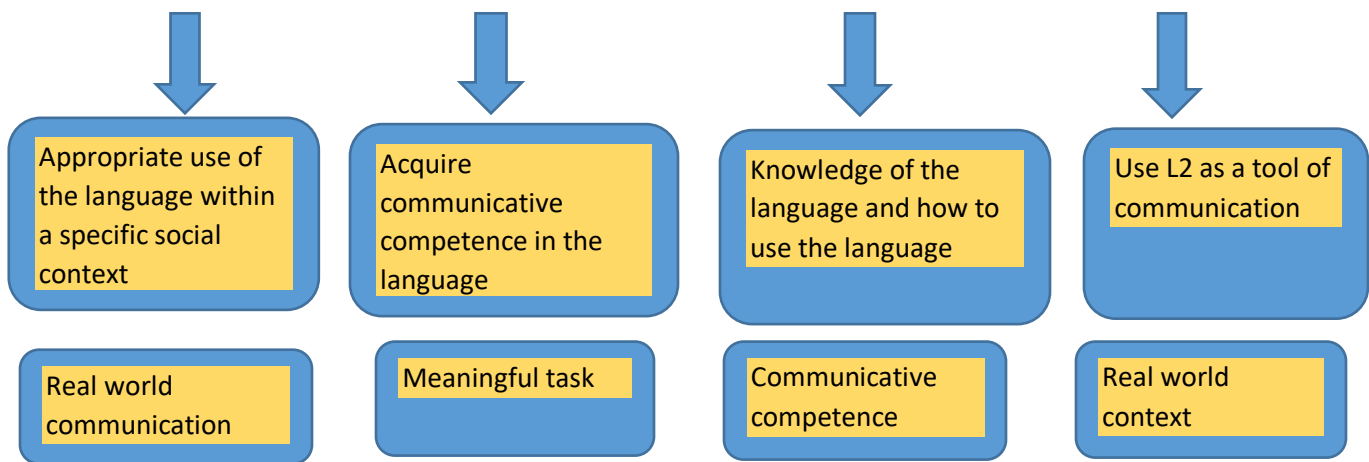
variations and the pragmatic functions of its realizations. This component doesn't only include aspects of the language system, (being able to construct grammatically correct sentences, for example), but also to the cognitive dimension of linguistic knowledge. How people activate and access information as well as cultural values placed on this linguistic knowledge.

Sociolinguistic competences refer to the sociocultural conditions of language use. These include work on social conventions such as rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community.

Pragmatic competences refer to the functional use of linguistic resources such as the production of language functions and speech acts, and work on scenarios or scripts of international exchange. They also include mastery of discourse, cohesion and coherence, the identification of text types and forms, irony and parody.

The Common European Framework of Reference for Languages.

## COMMUNICATIVE APPROACH



## Functions of the language

### HALLIDAY'S SEVEN FUNCTIONS OF LANGUAGE

- 1. The instrumental function:** using language to get things.
- 2. The regulatory function:** using language to control the behavior of others.
- 3. The interactional function:** using languages to create interaction with others.
- 4. The personal function:** using language to express personal feelings and meanings.
- 5. The heuristic function:** using language to learn and to discover.
- 6. The imaginative function:** using language to create a world of imagination.
- 7. The representational function:** using language to communicate information.

## CANALE AND SWAIN'S FOUR DIMENSIONS OF LANGUAGE.

- **Grammatical competence:** The ability to use grammar rules and lexicon to produce and understand a message.
- **Sociolinguistic competence:** The ability to use language depending on the social context, which involves time, place and social relationship.
- **Discourse competence:** The ability to connect a number of ideas together appropriately in order to interpret and to exchange messages.
- **Strategic competence:** The ability for learners to use strategies in communication when there is a lack of vocabulary and structures. The objective while using these strategies is to understand meanings and to be understood.

### ROLES

#### ROLE OF THE TEACHER

Facilitator, provider, guide, resource

#### ROLE OF THE STUDENTS

Communicator; active participant of the learning process

### MATERIAL AND ACTIVITIES

Authentic material, realia

Role plays; problem solving; information gaps; discussions;

### APPLICATIONS

FLUENT, MEANINGFUL, AUTHENTIC AND COMMUNICATIVE PRACTICES AND TASKS.



## **VYGOTSKY'S SOCIOCULTURAL THEORIES OF DEVELOPMENT**

Vygotsky's SCT of mind represents a seminal, well-established theory in developmental psychology which offers the most robust account of mental development to date (Lantolf, 2008; Vygotsky, 1998). Three seminal ideas form the basis of Vygotsky's SCT: (1) an emphasis on developmental or genetic analysis as a means to understand certain aspects of mental functioning; (2) the claim that individual mental functioning has *social* origins; and (3) an emphasis on the mediated nature of human action (Wertsch, 1991, p. 25). Implications of Vygotsky's SCT for understanding such concepts as knowledge and learning are profound.

First and foremost, Vygotskian thinking indicates that the origin of knowledge construction should not be sought in the mind but in the *social interaction* co-constructed between a more and a less knowledgeable individual (Lantolf, 2008). Moreover, the construction of knowledge is a socioculturally mediated process affected by the physical and psychological tools and artifacts (Lantolf, 2004). Walqui (2006, p. 160) lists the following assumptions as the core tenets underlying Vygotsky's SCT:

- (1) Learning precedes development.
- (2) Language is the main vehicle (tool) of thought.
- (3) Mediation is central to learning.
- (4) Social interaction is the basis of learning and development. Learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from the social into the cognitive plane.
- (5) The zone of proximal development (ZPD) is the primary activity space in which learning occurs.

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1252177>

## **NEGOTIATION OF MEANING**

Any model of human communication will recognize that for a real communication process to take place, there is always the possibility of miscommunication.

We go through a process of “**negotiation of meaning**” when we are not clear what the other person said. Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other and the circumstances.

Even two people, who know each other very well and speak the same language, need to “negotiate meaning.” Some common “negotiation of meaning” activities are asking for clarification, rephrasing, and confirming what you think you have understood.

In a language course, the topic of strategies for communication becomes very important when we see language teaching as a way to enable students to communicate successfully in the target language.

## **THE INPUT HYPOTHESIS.**

Krashen suggested that language is acquired through exposure to comprehensible input. Comprehensible input refers to any written or spoken language that is beyond the speaker’s current linguistic development. To capture this idea Krashen defined the learner’s current level of development as “i” and the level just beyond as “i+1”. According to this theory it is very important to expose students to comprehensible input is that they really acquire the language.

## **AFFECTIVE FILTER HYPOTHESIS**

To account for individual differences, Krashen proposed various factors that are bound to influence the learning process in both positive and negative ways. These include motivation, attitude, confidence, and anxiety. All these factors affect how we learn an L2. To understand how these affective factors can influence the process of learning a language, Krashen proposed the Affective Filter hypothesis. He believed that when students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired. On the other hand, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that your students receive can be readily learned.

## CHAPTER 2: METHODOLOGY AND PRACTICE.

### 2.01 LESSON PLAN.

<p><b>LESSON PLAN IDENTIFICATION CELL.</b>  <b>AUTHOR:</b> Gerardo Jaramillo Ortiz  <b>EDUCATIONAL STAGE:</b> second and third grade of high school  <b>TITOL OF THE LESSON PLAN:</b>          communicative approach and interculturality in the classroom  <b>LEARNING OBJECTIVE OF THE LESSON PLAN/ COMPETENCY:</b>          Develop on students the ability to communicate their ideas freely within an intercultural topic.          Students will review new vocabulary as well as review and practice future possible.  <b>INTERCULTURAL OBJECTIVE:</b> guide students on the process of understanding themselves and their own culture as well as teaching them about cultural aspects of their country.</p>	
<p><b>SKILLS CONSIDERED:</b>          Reading, writing, speaking, listening.  <b>MAIN GRAMMAR STRUCTURE:</b> future possible  <b>FUNCTIONS OF LANGUAGE TO BE PRACTICED:</b>          Opinions, suggestions, recommendations, agreeing, disagreeing</p>	
<b>UNIT 7</b>	<b>TEACHER: Gerardo Jaramillo Ortiz</b>
<b>TOPIC: TRAVELING AND CULTURE</b>	<p><b>OBJECTIVE OF THE LESSON:</b>  <b>STUDENTS WILL PRACTICE WITH THEIR COMMUNICATIVE ABILITIES</b>  <b>GRAMMAR: FUTURE POSSIBLE.</b></p>
<b>SKILLS TO PRACTICE: READING, WRITING LISTENING AND SPEAKING</b>	<b>NUMBER OF CLASSES:</b> 3 -4
<b>Description of activities</b>	<b>TIME ALLOTMENTS</b>
<p><b>WARM UP</b>          The teacher asks students to mention different places of places where people normally take vacation. He ask them questions about these places and about vacation in general.          e.g.          Look at these pictures, what do you think about when you see these places?          In which of these places would you prefer to be?          What is your favorite place to take vacation?</p>	<p>5 MINUTES</p>

In the following classes we will be talking about vacation and activities people do on vacation.

**PRE-READING.  
VOCABULARY.**

The teacher tells students to think about vacation and to mention all the **VOCABULARY WORDS** that come to their minds when they think about taking vacation. The teacher makes a list on the board  
The objective of this activity is to activate schema, and to have the vocabulary for the following activities ready as well as to pre-teach the vocabulary that students might not know.

10 MINUTES

**ACTIVITY 1. READING SPEAKING**

The teacher asks students if they think they all like to go to the same kind of places for vacations and if they like to do the same things when they travel.  
The teacher tells students that they will get a questionnaire and they have to work in small groups and ask and answer the question on the questionnaire in order to compare if they are similar or different kind of travelers.  
While students are working, the teacher monitors them and gives them help when they need it.

15 minutes

**ACTIVITY 2. LISTENING AND NOTE TAKING.**

<https://www.youtube.com/watch?v=0OXWaqFUhx0>  
The teacher asks students if they know many touristic places in Mexico. The teachers listens to students ideas and elicits some general information about the places students mention.  
The teacher tells students they will watch a video about ten touristic places in Mexico and that they have to listen to each of them and they have to take notes about the characteristics of each place.  
The teacher gives students a sheet with the names of the places so that they can complete the information.

20 minutes

**ACTIVITY 3. GRAMMAR REVIEW  
FUTURE POSSIBLE.**

The teacher reviews the first conditional with students  
The teacher writes an example for students to see.  
The teacher elicits the grammar rules for future possible by asking questions to different students.  
The teacher makes more examples with students' help.

10 MINUTES

**ACTIVITY 4. SPEAKING. SEMI-CONTROLLED  
ACTIVITY.**

The teacher asks students if they need to plan many things when they take vacation. The teacher asks students to tell him what things they need to plan for vacation and makes a list on the board.

The teacher tells students that they will take turns selecting some of the ideas from the board and tell their classmates what they will, can, may or have to do when they take vacations. Students have to use future possible in their examples .e.g.

if you take vacation you may swim  
if you go to the beach you have to go swimming  
if you take vacation you will need a suit case

cues:

take tours	go shopping	make new friends
eat seafood	stay at a hotel	spend money
buy souvenirs	go with you family	take pictures
relax	wear swimming clothes	

15 minutes

**ACTIVITY 5. SPEAKING.**

The teacher asks students if they like to go on vacation and how they chose the place they will visit for vacation. The teacher tells students to imagine that they are planning a vacation trip with a group of classmates but the problem is that each member of the group wants to go to a different place of Mexico. They need to convince the other members to go to the place they want by telling them what they can do there and the advantages of going to that place.

E.g. If we go to Cancun, we will swim every day.

15 minutes

**ACTIVITY 6 .SPEAKING.**

The teacher asks students if they normally stay at a hotel when they travel. The teacher asks them how they select the hotel and what things they look for in the hotels where they stay. The teacher makes a list on the board with students' ideas.

The teacher tells students to imagine that one of them is the receptionist at the hotel and the other is the customer asking for information about the characteristics of the hotel in order to make a reservation. The teacher tells students to use the ideas they have on the board in order to ask if the hotel has or offers those things.

15 minutes

**ACTIVITY 7 READING- SPEAKING**

The teachers asks students if they know xcaret. The teacher lets students mention what they know about the place.

The teacher tells students they are going to read some information about xcaret and that they need to answer some questions from the text.

When students are done the teacher checks on the answers by asking different students to read.

**FOLLOW UP- The teacher tells students to work in pairs and tell each other what activities they would like to do in xcaret and if the think it is a fun place.**

20 minutes

**ACTIVITY. 8. SPEAKING**

The teacher asks students what country they would like to visit. The teacher tells them to make a list of the characteristics of that country such as food, language, currency. Customs, traditions, celebrations, and any other information they know about the country they like.

The teachers tells students that they have work in small groups and tell their group members information about the country they selected and what they can do there if they visit it.

15 minutes

**ACTIVITY 9. GAME**

The teacher ask students if they know a lot of things about touristic places from Mexico and from other countries.

The teacher tells students they will get the link of a game by what´s up and they have to open the link and play the game in order to see how much they know

LINKS TO BE SHARED WITH STUDENTS  
<https://wordwall.net/resource/32226349>  
<https://wordwall.net/resource/32210411>

15-20 minutes.

**ACTIVITY 10. SPEAKING**

Designing a tour.

The teacher asks students if they know what a tour is.

The teacher asks them if they have ever taken one.

The teacher asks students if there are many places in Mexico city that would be interesting for tourists. The teacher writes a list on the board with students ideas of touristic places

The teacher tells students they will work in pairs and they need to design a tour in Mexico city. They need to include the places they think tourists would enjoy and they need to mention what they can do or see in those places.

15 minutes

**ACTIVITY 11. WRITING.**

The teacher asks students in they think that people from other countries would like to come to Mexico for vacations and if they had a friend in another country who wanted to visit Mexico what places would they recommend. The teacher tells students that they need to write an email to a friend who is planning to come to Mexico soon and thy need to tell them what places they should visit and what activities they can do there.

15-20 minutes

**INTERCULTURAL COMPONENT**

In all the different activities in this lesson the intercultural component is taken into account by making students talk about their culture and learn more things about their culture and their preferences when talking about cultural places.

**EVALUATION**

Being that this lesson is focused on developing communicative skills on students, the evaluation will mostly be done with rubrics. The evaluation done on listening and writing activities will be done by checking on students' ability to understand and answer the questions and the writing will be checked by the teacher and evaluated based on the quality of it taking into account, grammar, vocabulary objective, punctuation and others.

**CONCLUSION**

Students will reflect on their own learning about different aspects related to culture as well as reflect on what the purpose the lesson was and if they achieved it and at what extent. The students will interact with each other and share and understand their knowledge of their own culture.

**FOLLOW UP ACTIVITIES**

The teacher reviews his students' writings and gives them a feedback then students will make a final version of their products taking into account the teachers' suggestions. Students might let their classmates read their work if they would like.

**CHARACTERISTICS OF THE GROUP.**

In this class my students are teenagers. They are in an intermediate level. In general they can express their ideas well. In general they participate in class and will give their point of view if asked to.

**2.02 DESCRIPTION AND ANALYSIS OF THE PROCEDURE OF THE LEARNING ACTIVITIES.****WARM UP.**

The warm up has the objective of activating students' schema. By using pictures of places for vacation they become more interested and remember previous vacation they took. When the teacher asks them questions related to their vacation they remember their previous experiences on the topic and as a result it becomes meaningful to them.

In general in this warm up students were interested in the topic and the result was as expected, students got to answer the questions and at the same time their schema was activated.

**PRE-READING ACTIVITY-VOCABULARY.**

The objective of this pre- activity is to get students ready with new vocabulary as well as make them remember the vocabulary they already know. Students get to work on a shared document



on line which at the same time is using technology to work on vocabulary. Since this activity is a group work activity, everyone gets to review and learn then vocabulary.

### **ACTIVITY 1. READING SPEAKING.**

In this activity students get a questionnaire with some questions which they have to ask to each other. By asking and answering the questions they get to know their own preferences as well as their classmates' preferences when they travel. This activity is and intercultural activity due to the fact that students learn to socialize and become aware of similarities and differences that might exist among the members of the group.

The teacher tries not to interfere on students' performance. The idea is that they feel free to express their opinions and preferences. They also learn to delegate with each other.

### **ACTIVITY 2. LISTENING AND NOTE TAKING**

The first objective of this activity is for students to learn some cultural facts about some touristic place sin Mexico. By learning this information they become aware of their own culture and the second would be to apply interculturalism in the activity. Students get to practice and develop this listening skills by listening for specific information about each of the places described. By taking notes students will learn to take notes and use them to rephrase information. The teacher will play the audio two times if necessary. The point of doing this is to give students a chance to get as much information as possible so that they can use it to rephrase it later.

This listening is done with a video in you tube. The video is authentic and as a result students will listen to real English which was designed for the purpose of attracting tourist to visit Mexico.

### **ACTIVITY 3. GRAMMAR REVIEW.**

The objective of this grammar review is to remind students of the structure of future possible. They will be using this grammar structure for the rest of the lesson and they need to use it correctly. The teacher will elicit from students the most important elements of the future

possible, by doing this students become active participants of the grammar review. They also will remember the information better because they were part of the process.

#### **ACTIVITY 4. SPEAKING SEMI-CONTROLLED ACTIVITY**

The goal of this activity is to make students understand the correct grammar of future possible. By doing this semi-controlled activity students get to create complete and logical sentence using the target grammar structure. When the students make a mistake the teacher will provide help and correction. By using this correction technique students get to understand what they should say and they will be able to identify the mistakes.

By eliciting clues from students at the beginning of the activity, the teacher makes them realize that the sentences they are creating are their own ideas and because of that they will be more motivated and they will perform better and will take this ideas in the following activities.

#### **ACTIVITY 5. SPEAKING**

The goal of this activity is to develop students' fluency as well as the ability to delegate and express their opinions. Students learn to delegate and agree or disagree with each other. The idea is that students give arguments on why they prefer a certain place for vacation. In this speaking activity students get to show their communicative abilities and at the same time they learn to interact with others by accepting others ideas, suggestion or even criticism.

It is important to mention that in the free speaking activities the teacher does not interrupt. He offers help only when students ask for it. The teacher acts as a provider, he monitor students work.

#### **ACTIVITY 6. SPEAKING.**

I decided to include this activity because I believe that students need to know how to make a hotel reservation and investigate the specific characteristics they want from a hotel where they would like to stay. I did it as a survival dialog in which the take roles performing the receptionist and the client. I believe that it is important to do this kind of survival dialog in the classroom because students get to learn how to deal with some specific situations they will encounter in the real world.

### **ACTIVITY 7. READING-SPEAKING.**

The goal of this reading is to expose students to a real text. This is a text about Xcaret, it was taken from the homepage of the resort. This activity was selected because of the interculturality it represents. By doing this reading students will learn a lot of information about the culture of the place. Basically students have to read and answer some questions by scanning the text to look for specific information.

By doing a follow up students get to talk about what they learned from the text and express their opinion about it as well. It is important to mention that this kind of activities usually combine different skills like reading and speaking in this case.

### **ACTIVITY 8. SPEAKING.**

In this activity students have to select a country of their choice and talk about some specific characteristics of that country. The characteristics they mention have to do with cultural factors such as the language they speak, the currency they use, the traditions, music, food and many other things. The idea is for students to share what they know about the country and to learn from other students. The country was selected by students which gives them a chance to select the one they know some information about. They also had the chance to ask the teacher for any information they needed before actually speaking about it.

### **ACTIVITY 9. GAMES.**

The objective of this game was to include technology in the classroom and to have fun while reviewing general facts about culture in Mexico and in other countries. As we saw technology is an important part of teaching now a day as we as teachers have to take advantage of it in order to teach our students. The fact that students are used to technology and they all like using their cellphones made it fun for them to play this game and since it was a game they enjoyed playing them.

### **ACTIVITY 10. SPEAKING.**

The goal of this activity was to develop students' creativity. Basically what they had to do was to integrate all the information they had learned about touristic places in order to design a tour in Mexico.

In this activity students integrated interculturality, culture, knowledge about places, the target grammar structure, vocabulary and their communicative skills. I decided to include this free speaking activity at the end so that they could integrate all. This was one of the most important activities regarding speaking assessment.

### **ACTIVITY 11. WRITING.**

The purpose of this writing activity is to improve students' writing abilities. The teacher gives them a situation and a writing task with specific instructions. Students have already seen how to write an e-mail and a letter previously so they should not have any major problem writing.

The writing was uploaded in a classroom platform which gives the teacher a chance to use technology to assign a task as well as correct.

Students also have the chance to read other students' work and they can give feedback to each other.

It is important to mention that writing is a skill that needs to be developed in the lessons so that students can express their ideas in a written form.

## **2.03 ASSESSMENT**

### **ASSESSMENT AND EVALUATING TOOLS.**

An assessment tool is a method or technique that is used to evaluate how much a person knows or has learned from a given course. There are different kinds of assessment and teachers have to select the one that they think is the best one for a specific purpose. In the case of Language teaching and learning, the teacher can use an assessment element to evaluate reading, speaking, writing or listening as well as vocabulary or grammar.

Assessment is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher." This leads us to suggest that, whenever we discuss testing, and whenever we are faced with the task of designing a test, we should always bear in mind our larger commitment to assessment. Indeed, "tests are simply instruments or procedures for

gathering particular kinds of information, typically information having to do with students' language abilities." Knowing about the different tools, their particularities, and the kinds of information that they can help us obtain is of little help if we do not have an idea of the greater task or job that we are attempting to accomplish by means of those tools.

## **FORMAL AND INFORMAL ASSESSMENT**

Informally telling learners about what they are doing well and what they need to work on is a form of assessment – not a test. Other types of informal assessments include pronunciation feedback, learning strategies, and day-to-day student-teacher interaction. Formal assessments, as the name entails, are much more official and hence formal. **Brown** explains that formal assessments are “systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement”. How does this help us understand the difference between tests and assessments? We can argue that all tests are formal assessments; but, not all formal assessments are tests.

## **FORMATIVE VS. SUMMATIVE ASSESSMENT.**

The second distinction that is useful is between the functions of the test. One of the functions is to provide some formative assessment. The primary goal of formative assessment is to add to the students' learning experience by evaluating them in the process of acquiring the language. The key word here is process. When providing learners with some formative evaluation, the assumption is that the assessment is about the students' current level of performance to inform future learning. In order to provide formative assessment it is imperative for the teacher to provide the learner with some feedback on their performance.

A second function of assessment is to measure the students' current abilities. This function is termed summative assessment. Usually, this type of assessment occurs at the end of a course – this type of assessment serves to illustrate or measure what the learner has acquired over the course of a semester.

## WHAT IS THE OBJECTIVE OF ASSESSING STUDENTS?

- To measure language proficiency.
- To discover how successful students have been in achieving the objectives of a course of study.
- To diagnose students' strengths and weaknesses, to identify what they know and what they don't know.
- To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability".

## FIVE PRINCIPLES OF TESTING:

**Practicality** As you know, teaching is a very time-consuming profession. When devising tests then, it is important for teachers to think in practical terms. Having said this, one of the key principles of language tests is that tests need to be practical. Brown argues that tests should not be too expensive, be created to meet time constraints, be easy to administer, and follow an appropriate and accurate scoring procedure.

**Reliability** When considering the reliability of a test, teachers should ask themselves whether the tool is consistent and dependable. A test that provides consistent evaluations of student performance and that is dependable is considered to be a reliable test. However, reliability can be affected by several factors including the following:

- Student-related reliability.
- Rater reliability.
- Inter-rater reliability.
- Intra-rater reliability.
- Test administration reliability.

- Test reliability (7).

**Validity** The third principle that we will explore is test validity. Validity can be defined as “the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment”.

**Authenticity** One way to think about authenticity is to consider the reasons why people decide to learn a second or foreign language. One of the goals of learning a second or foreign language is to be able to communicate and realize real-world tasks using the target language. Therefore, when devising a test, it is useful to try to develop a test that is going to match what the learner is expected to do in a real or authentic situation. If the tasks on the test simulate what the learner may do in a real life situation, then we can say that the test is authentic. Brown argues that authenticity of a test is met if the test includes natural language, present items in a contextualized manner (as opposed to isolated test items), includes relevant or interesting topics that will meet the learners’ needs, and try to emulate real world tasks.

### **Washback**

The fifth principle is washback. When implementing a test in a classroom, it is important for the teachers to think about the impact of the test on teaching practices and on student learning. Before moving on, we want to highlight that washback can be a positive outcome of testing but it can also be a negative outcome. Let’s see how washback has positive impacts on teaching and on learning. After completing a test, learners receive information about their current performance level. Learners can use that information to work on areas identified as more problematic. Similarly, the teachers can use the information to devise future lessons. In this way, washback is positive because it informs what students and what teachers should focus on. To maximize washback effects, teachers must provide students with specific and generous feedback with respect to their performance. If tests are returned to learners and no comments are provided, the learner may not understand what they should focus on. In turn, if students receive a lot of feedback, they are then able to change their learning strategies or focus.

**Some characteristics of a good assessment tool are:**

- A good assessment tool should provide a window for high-quality feedback.
- It is feasible and accounts for equivalence.
- It should motivate participants to be involved in the testing.
- It should be transparent, non-discriminatory, and match expectations.

As we have seen assessment is very important when teaching a language. Teachers need to select appropriate kinds of assessment that fit the kind of skill that they want to assess or evaluate. It is important to mention that we can evaluate the four skills reading, speaking listening and writing as well as other things such as vocabulary, grammar, pronunciation etc.



## 2.04 EVIDENCE OF ASSESSMENT TOOLS:

<b>RUBRIC TO ASSESS SPEAKING IN CLASS</b>				
	<b>10</b>	<b>8</b>	<b>7</b>	<b>5</b>
<b>FLUENCY</b>	Has great fluency. Always speaks with good fluency and is able to get his point across well	Has good fluency. Rarely slows down to think about what he will say or to think about an idea of what to say	Usually has low fluency and struggles to get his point across	Has no fluency at all and can't get his point across. Has no ideas of what to say
<b>GRAMMAR</b>	Always uses the correct grammar structures to express his ideas. Remembers the previous grammar and integrates it well.	Usually uses the correct grammar structures to express his ideas. Remembers the previous grammar and integrates it well.	Sometimes confuses grammar structures and sometimes forgets the grammar previously learned.	Never uses the correct grammar structure to express his ideas and makes grammar mistakes most of the times.
<b>PRONUNCIATION</b>	Has great pronunciation and people always understands what he says.	Almost never mispronounces words or confuses sounds in English	Usually mispronounce words and it is difficult to understand what he says.	Always mispronounce words and it is not possible to understand what he says.
<b>VOCABULARY</b>	The students always integrates previous vocabulary to express his ideas	the students usually uses previous vocabulary to express his ideas	The students almost never integrates previous vocabulary	The student never integrates vocabulary.
<b>CREATIVITY</b>	The students is very creative when speaking	The students is somehow creative when speaking	The student struggles to be creative when speaking	The student is never creative when speaking.

<b>RUBRIC TO ASSESS WRITING</b>				
STUDENT: BRANDON SAN PEDRO				
	10	8	6	5
	Always	usually	rarely	never
USES DIFFERENT PARAGRAPHS TO PRESENT A TEXT				
WRITES COMPLETE AND LOGICAL IDEAS				
USES THE CORRECT GRAMMAR TO EXPRESS HIS IDEAS				
USES A WIDE VARIETY OF VOCABULARY				
USES THE CORRECT PUNCTUATION				
USES CONNECTORS AND SEQUENCE MARKERS				
WRITES USING AN ADEQUATE STYLE.				

**EXAMPLE OF FORMAL ASSESSMENT.**

**FINAL EXAM**

**SECTION 1- MULTIPLE CHOICE**

Read the sentence and select the letter that completes the blanks correctly.

**1. - Is this Tom´s sweater?**

**No. it isn´t \_\_\_\_\_ sweater.**

- a) My
- b) Your
- c) His
- d) her

**2. - Do you like coffee?**

**Yes, \_\_\_\_\_ a lot.**

- a) I like it
- b) You like it
- c) They like it
- d) I like them

**3. - \_\_\_\_\_ study English?**

- a) Is he
- b) He is
- c) Does he
- d) He does

**4. - Jenny \_\_\_\_\_ eat anything last night.**

- a) didn't eat
- b) didn't ate
- c) wasn't eat
- d) ate

## **Section 2. Vocabulary**

**Read the conversation and complete the blank with the word that best fits.**

took	saw	like	loved	had	played	take	expensive	found	love
see	find	play	liked	have	cheap				

John: What did you do on your last vacation?

Lucy: We \_\_\_\_\_ a trip to Acapulco

John: Is that In Mexico?

Lucy: Yes, it is, it's in the state of Guerrero. We \_\_\_\_\_ many beautiful places and we swam a lot.

John: Did your kids \_\_\_\_\_ it there?

Lucy: Yes, they \_\_\_\_\_ it. They \_\_\_\_\_ a great time there. They \_\_\_\_\_ with other children at the hotel and they had a lot of fun.

John: Was it \_\_\_\_\_ to go to Acapulco??

Lucy: No, not really, we \_\_\_\_\_ a really cheap package

## **2.05 REPORT OF THE EVALUATION RESULTS.**

The lesson that I created was focused on developing on students their communicative skills in order to achieve communication, I used different means such as including activities to practice the four skills, as we saw in this specialization, The different skills are evaluated and assessed in different ways that is we can use different tools to evaluate.

To evaluate speaking I used rubrics. I decided to use rubrics in order to be objective when evaluating. In my rubric to evaluate speaking I took into account the most important elements of speaking a language such as fluency, creativity, use of grammar, use of vocabulary. I believe that in general the rubric was effective because it helped me have a good idea of students' performance and quality of communication in a spoken way.

The listening activities were evaluated taking into account students' ability to perform the different tasks. In the activity that I did, students had to listen and take note in order to report what they had understood about the video. In this case when students reported I was able to know how much information they had understood. At the same time I could evaluate their ability to report information in a spoken form. For this I used my rubric to evaluate speaking as well.

To assess writing, I decided to pre-teach how an email and a letter were written. The elements that have to be included and I went over punctuation with my students. I believe that we as teachers have to guide our students on the writing process and that we have to do it before we ask them to write something so that when they write they feel confident and know what to do due to the practice in writing they had before.

In the writings that I assigned to my students I noticed that some of them did not proofread after they had finished because I noticed that they had many basic spelling mistakes and punctuation as well. I decided to go over the writings with them so that they could understand the importance of checking their work before submitting it.

The reading activity was evaluated by taking into account students' ability to scan a text in order to find the answers to some questions. As well as the listening, the reading is usually followed by a speaking activity in which students have to report what they read or give their opinion about it. Doing a speaking activity as a follow up helped me realize how much information students had understood from the text.

## 2.06 video and description on the lesson activities

LINK OF THE VIDEO. <https://youtu.be/P7SRf4-Z5Pk>



## **DESCRIPTION OF THE VIDEO.**

SECOND 17. INTRODUCTION AND SCHEMA ACTIVATION.

SECOND 50. USING A SHARED DOCUMENT TO INTRODUCE VOCABULARY

MINUTE 1:00 SPEAKING AND READING. QUESTIONNAIRE

MINUTE 2:15. LISTENING SPEAKING

MINUTE 3:33. GRAMMAR REVIEW FUTURE POSSIBLE.

MINUTE 4:28. SEMI-CONTROLLED ACTIVITY TO PRACTICE FUTURE POSSIBLE

MINUTE 5:00 DOING SPEAKING ACTIVITIES TO DEVELOP FLUENCY

MINUTE 6:00 SPEAKING TALKING ABOUT THE CULTURE OF A COUNTRY.

MINUTE 8:25 READING-SPEAKING

MINUTE 9:16 USING TECHNOLOGY TO PLAY GAMES AND REVIEW INFORMATION

MINUTE 9:30 USING CLASSROOM TO DO A WRITING ACTIVITY

MINUTE 10:02 ASSESSMENT TOOLS

MINUTE 10:08 THEORETICAL FOUNDATION

MINUTE 10:31 CREDITS AND REFERENCES.

## **CHAPTER 3: EXPERIENCE REPORT**

It is important that for this section you deeply reflect and analyze the results of carrying out the activities and it is a must to compare and contrast the results of the expected outcomes, as well as, to provide possible solutions.

### **DESCRIPTION OF THE OUTCOME OF THE ACTIVITIES FROM THE LESSON PLAN.**

After doing the different activities from my lesson plan in my classes, I can say that in general the activities worked out well. My goal was to develop different activities to practice with the

four different skills and the most important thing was for students to develop their communication abilities. I believe that in general the goal of the lesson plan was achieved. Before doing each of the activities I activated students' schema and that helped them a lot because they were able to relate to the activities and when it was time to perform they were able to do it.

At the beginning of the lesson plan I did a warm up which helped my students to get familiarized with the topic. I then did an activity to elicit vocabulary related to the topic. I noticed that students didn't mention a lot of vocabulary, I expected them to mention more words. What I did was to help them in order to have a longer list because they would need those words for different activities.

The speaking activity that I did after checking vocabulary, worked out pretty well. Since I gave students a questionnaire, they used it to make the questions and they just had to come up with the answers. I noticed that they were very creative when answering and always gave extra information in their answers. The objective of the activity was reached because students did a great job.

The listening activity worked out pretty well, in general students were able to get a lot of information from the audio. They got to learn some facts about cultural places in Mexico and although the audio was not easy because it was authentic material students were able to understand enough to report the characteristics of each place. I was surprised with the results of this listening because I did not expect students to get as much information as they did.

The grammar review helped students remember the future possible and to use the structure in the rest of the activities. I noticed that they knew the structure and in general used it quite well. I decided to elicit the important grammar points by asking questions to students because I believe that by making them participate in the grammar review they would remember better.

After the grammar explanation I did a semi-controlled activity. This activity helped students to use the target structure correctly. The fact that I cued the activities to students helped them to create correct and logical sentences. The outcome of this activity was as expected. The type of correction I did was immediate, I did not give them the correct answer, but made them come up with the correct sentence themselves by providing help.

The reading activity was intended to teach students about culture in Mexico. I selected a reading about Xcaret because this is a place where many people go and it is considered a place that teaches about the Mexican culture. In general this reading worked out well. Students were able to get the answers to the questions and they seemed to be interested in the place. The goal of this reading task was to practice scanning and also for students to learn about culture in Mexico by reading about a very touristic place on Quintana Roo.

In the speaking activities students performed well they spoke a lot and in general they practiced their communicative abilities and they expressed their ideas well. In this activities I applied different types of correction, most of it was immediate. If a student made a mistake I rephrased the sentence saying the correct sentence. I did this because I wanted them to notice that they had said a mistake without making them feel uncomfortable about it. I also did some correction at the end of some activities by mentioning some of the mistakes they had made without putting them in the spot. I also used a rubric in order to evaluate their speaking abilities. I designed the rubric taking into account the most important elements of speaking such as fluency, pronunciation, grammar, vocabulary. I think that a rubric is the best option when evaluating speaking because it gives us the chance to be objective when assigning a grade.

I created some games so that students could have fun and remember some facts about touristic places as well. I decided to include the games on an application so that students could use technology in the classroom I sent the link to students and they played the game on their cell phones.

The last activity was the writing activity. In this writing students had the chance to express their ideas in a written form and to improve their written skills as well. I used classroom to develop this activity. Students had to do it and upload it in the platform. I checked their work and gave them feedback. I think that most of the works they met the expectations. They had the chance to read other peoples writings so that they could give feedback to each other as well.

### **EXPECTATIONS VS OBTAINED OUTCOMES.**

When I designed the lesson plan I included different activities which I believe would develop on students their communicative abilities. I included activities in which they could practice with the different skills people have and I integrated technology as well. I believe that most of the



activities worked out well. As a teacher I would have liked to do more to help my students, but I believe that the results of all the work I did was very good. I think that the fact that I designed my lesson plan taking into account my students' level of English, abilities, contexts and learning styles was reflected in how each of the activities worked out in class.

## **CHAPTER 4: CONCLUSIONS**

In this Specialty I learned very important information starting from the different schools of thought of teaching English. I believe that knowing about the different methods, approaches, techniques and strategies to teaching English will help me become a better teacher.

Sociolinguistics and functional linguistics are two concepts that I believe are very important. The fact that we use the language for a purpose and with language we do and get things. The fact that we studied about interculturalism was an important factor in the development of my lesson. I believe that the communicative approach.

I decided to use the communicative approach as the main methodology to develop my activities because I believe that the goal of the class should be to develop on students' different abilities to communicate in the real world and I think that the communicative approach with the sociocultural approach as well as the task based learning approach can achieve that. I tried to implement as many of the elements that I learned in this course such as using technology in the classroom, using the concept of interculturalism, assessment and many others.

I have noticed that education has been changing throughout the years. It has been adapted to the changes that happen in society. The new generations have a context that is different from the one that we had. Now a days that we have many new tools that we can use to teach the language, but at the same time we have other drawbacks that we have to consider such as students' lack of interest. Many students do not want to make an effort to achieve their goals they think that it is possible to get a goal without working for it. I believe that the new social networks that they use and the over protection that parents give them are responsible for that.

After taking this specialization I realize that the decisions that the teacher takes when selecting the strategies to teach the language is very important. Teachers need to take into account many aspects of language teaching and learning such as students, the context, the methodologies and approaches that exist, interculturalism, assessment and many other characteristics. The choices that the teacher takes will be reflected on how much learning takes place in the classroom.

Working on this lesson plan was very challenging because I had to pay attention to different aspects at the same time. I had to consider students, and the objective of the class which was to develop on students communicative abilities. Another aspect that I tried to take into account was interculturality. My goal was to create a class in which students could learn about their own culture and they could communicate talking about different characteristics of their culture in Mexico.

I also tried to include technology in my lesson plan, I did this by including a video in order to practice listening. By watching a video, the listening activity becomes more interesting and fun to do. I created a game which I think students will enjoy playing and they will learn some facts about Mexico while doing it so.

I think that by including the four skills in my class students will get to practice in a more effective way. It is important to practice with all the skills because the integration of all of them will increase students' communicative abilities.

In every activity that I did, I always activated students' schema. I believe that it is very important to do this because students will recall on their previous experiences and as a result they will be able to perform better. The evaluation that I did for each of the activities was appropriate and in general it helped my students realize what needed to be corrected, but most of all it helped me notice how my students were doing regarding the four different skills that were practiced in this lesson. As a final conclusion I can say that the goal of the lesson which was to develop students' communicative skills and interculturality was reached

I realize that the different activities that we do in class need to have a specific procedure in order to work well and help students achieve their goals. The activities whether they are readings, listenings or writings, need to have a pre, while and post activity in order to help students maximize their performance. By taking advantage of each activity we do in are

ensuring that our classes are well planned and as a result the goal of our lesson plan will be achieved.

It is important to mention that assessment is an important part of the class as well , we need to make sure that we asses our students´ performance in order to know how they are doing and what they need so that we can help them more effectively.

We must plan our classes implementing our teaching philosophy and we need to make sure that we also take into account our students´ learning styles, needs, context, personalities and any other characteristic that might affect their learning process.

It is also important to know that there are many resources that we as teachers can use in order to develop our classes such as technology and media. Using the new technology will help us reach our goals and make our classes more dynamic and interesting. The new generations of students are used to the new technology and social media a swell and if we know how to take advantage of that, we can enrich our classes by including activities where technology will help our students´ progress with the new language.

### **REFLECTION ON THE ACQUIRED KNOWLEDGE DURING THE SPECIALIZATION**

I believe that taking this specialization has made me a better teacher, teacher who is more aware of all the elements that have to be taken into account not only when designing the lesson plan but also when teaching the class. I think that this course has enriched my knowledge about teaching and learning the language and although we as teachers never stop leaning, the knowledge that I have acquired is something that will be reflected in my teaching from now on. Something that this course taught me that I think is very important is the fact that we need to be sensitive to our students´ needs.

## CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES.

In this section you can attach any extra materials if needed. The list of references must cover the six APA citation reference style.

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