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**Planeación integral para niños con el uso de la
tecnología.**

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

PRESENTA:

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INTEGRATIVE LESSON PLAN FOR CHILDREN WITH THE USE OF TECHNOLOGY

PEDAGOGICAL INTERVENTION PROJECT



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Introduction

This final project is the result of the learning acquired and the teaching practice made it during the Specialization in teaching and learning English as a foreign language run by The Universidad Pedagógica Nacional Unidad Ajusco. The teacher reformulated and reflected about the teaching practice, her own teaching philosophy, the pedagogical perspectives and the concept of interculturality. It shows the diverse theories and approaches that were reviewed about Linguistic, Second Language Acquisition, the 21st century skills and the Intercultural concept in education.

This work is done from the social constructivism perspective proposed by Lev Vygotsky. He followed the work of John Piaget – who is attributed as the roots of constructivism. While Piaget focused on stages of child development and individual construction of knowledge, Vygotsky identified the greater socio-cultural context. Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior. It asserts three major themes regarding social interaction, the more knowledgeable other and the zone of proximal development (ZPD). Vygotsky felt social learning precedes development. He states: “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level”. (Jones & Araje, 2002). The concepts of accommodation and assimilation from Piaget were taken in mind to plan the class's presentation and to design the worksheets for the students.

The *Figure 1* is a diagram that shows the four dimensions that were taken in mind to design the lesson plan. All the concepts remarked in yellow are the ones that were integrated in the planning.

Figure 1

The four-dimension diagram to teach English

Linguistic axis

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It is based on the notion of communicative proficiency – the increasing ability to communicate and operate effectively in the target language. The descriptions of levels are skills-based and take the form of Can Do statements. These descriptions of ability focus on communicative purpose and make for a very practical approach, which looks at what people can do – rather than on specific linguistic knowledge. (Cambridge University Press, 2013). According to the CEFR, the following linguistic and communicative competences are evaluated to define the level of the students:

Linguistic skills

- **General Linguistic range**
- **Vocabulary range**
- **Grammatical accuracy**
- Vocabulary control
- Phonological control
- Orthographical control
- Sociolinguistic

Communicative language

- **Listening comprehension**
- **Reading comprehension**
- Audio Visual / Watchin Tv or films.
- **Spoken Interaction**
- **Written interaction**
- Spoken Production
- Written Production

Adapted from Cambridge University Press. [Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers], 2013. <https://www.englishprofile.org/the-cefr>

Interculturality

Hegemonies of power have oppressed and silenced communities and groups that do not share their same aims. In response to that, interculturality uses critical thinking skills to respectfully analyze, discuss, and question the functions and relationships among languages, cultures, society, and political parties through history until the present times. Individuals who have developed their intercultural competence are self-aware, know about others, and are able to explain with arguments why there are certain cultural practices and perspectives. They interact, reflect, and make exchanges with people from diverse ethnicities, beliefs, languages, nationalities, and religions in a polite and sensible ambiance. They also generate ideas to adequately participate in social and cultural relationships with people from other cultures without losing their essence and identity (Torres, 2021).

According to that definition the purpose of introducing this concept is to make students aware of their rich culture, to not compare with other cultures but to take the good of each one, keeping their own values.

21st century skills

Learning and Innovation

- Core subjects
- Critical thinking
- Problem solving
- **Communication and collaboration**
- **Creativity and innovation**

Digital literacies

- Information literacy
- Media literacy
- **Information and communication technology literacy**

Life and career skills

- Flexibility and adaptability
- Initiative and self-direction
- **Social and cross-cultural interaction**
- Productivity and accountability
- Leadership and responsibility.

Adapted from Battelle for Kids. [Partnership for 21st Century Learning], 2019. <https://battelleforkids.org/>

Digital skills

Technical skills

- Digital literacy
- **Information/media literacy**
- Learning management systems fluency and awareness
- **Digital engagement**
- Data and analytics competences

Human skills

- **Digital curiosity**
- Interpersonal communication
- **Confidence**
- Flexibility/adaptability
- Digital engagement

Adapted from Ivus et al. (2021). 21st Century Digital Skills: Competencies, Innovations and Curriculum in Canada. Information and Communications Technology Council (ICTC). <https://www.ictc-ctic.ca/>

To teach a language it is necessary to understand the elements that compose it. Linguistic is the scientific study of the language and is one of the four dimensions that integrate this lesson plan. According to the CEFR, the international standard for describing language ability, “describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language” (Cambridge University Press, 2013). Each level evaluates different skills of the student and what he or she can do with the language. The second dimension is the interculturality concept that in this work is focused on develop in the students the capacity to identify and recognize parts of the Mexican culture with the intention that they achieve self-awareness, and identify positive elements of its own country avoiding the hierarchy of one's own culture below the others. Mexico needs citizens that know and recognizes its own culture.

The third dimension included is the 21st century skills which are mandatory implement in the classroom. The lesson plan focuses mainly on: collaboration, communication, creativity and digital skills. Finally, the fourth dimension used in this work is the appropriate use of digital skills with the purpose of create digital material and innovate using their creativity and curiosity.

This lesson plan is applied to 3rd graders who study in a bilingual private college where it is mandatory to speak in English. The access to the technology is quite wide, they have electronic devices at home.

CHAPTER 1. PHILOSOPHY AND THEORY

1. Identity and teaching philosophy

The teacher studied with different methods during her student life, in different institutions with different cultures and approaches about language and classroom management. Defining teaching philosophy as the set of values, goals and beliefs regarding teaching and learning, one of the principal goals as a teacher is to build good relationships with the students, make them feel that the teacher and the whole group is a big team that works, helps and respects each other. In classrooms where a sense of community is built, students are active agents and more engaged.

In any collective which operates as a community, all participants are active, so in the classroom community students are treated as active agents in collaboration to promote learning. The exercise of human agency is about intentional action, exercising choice, making a difference and monitoring effects. The sense of school community can be enhanced for both students and teachers, and the route is through the classroom rather than through extra-curricular programs or activities (Watkins, 2005). The *Figure 2* illustrates the four main elements of the teacher philosophy.

Figure 2

Teaching philosophy elements



Build a healthy environment inside a classroom where the students feel confidence is not easy at all but is something that will always be worth it. At the beginning of the teacher practice the most important part was that the students could behave well and listen to the class. Now the teacher recognizes that a student's interest and motivation to learn is needed and the teacher's role is to be a guide and facilitator of the knowledge. but they also need each other to have meaningful experiences.

It is well known that Mexico has needs in many areas of its educational system. Since the political, economic, cultural until the families and teachers that build the school community. Knowing the teacher role and clarifying my identity as a teacher is useful to not get lost between all the demands that are received in our jobs. One of the biggest challenges in Mexico is teamwork. Teachers, administrators, family and consequently children, are used to working individually and there is a notorious lack of empathy at the time of work. That's why creating the sense of community in the classroom should be a priority, a place where everybody learns from the others, that is real life and that is very related with the actual theories about teaching language, the communication, the interaction between student-student and the dialogue.

Another teaching need in México about English is the little globalization of the language. Although in the North of Mexico, English is well known and many citizens know them or have the interest to learn it, in the center and south of Mexico it's still being little recognized, people believe it is only the language that "gringos" speak and they are not interested for many cultural reasons. Culture is the key, we get interested in learning something if it is attractive for us, and culture is part of the human being, but apart from that, there is still not enough access to basic education for many Mexicans children, that demanding the English language learning becomes a second, third or fourth priority.

As more teachers, directors, administrators and educational systems get more actualized it becomes more possible to pass from traditional teaching to functional learning. There have been many changes and many schools that do their best, but definitely there is still a lot of work to do in our schools, with the families and with our communities.

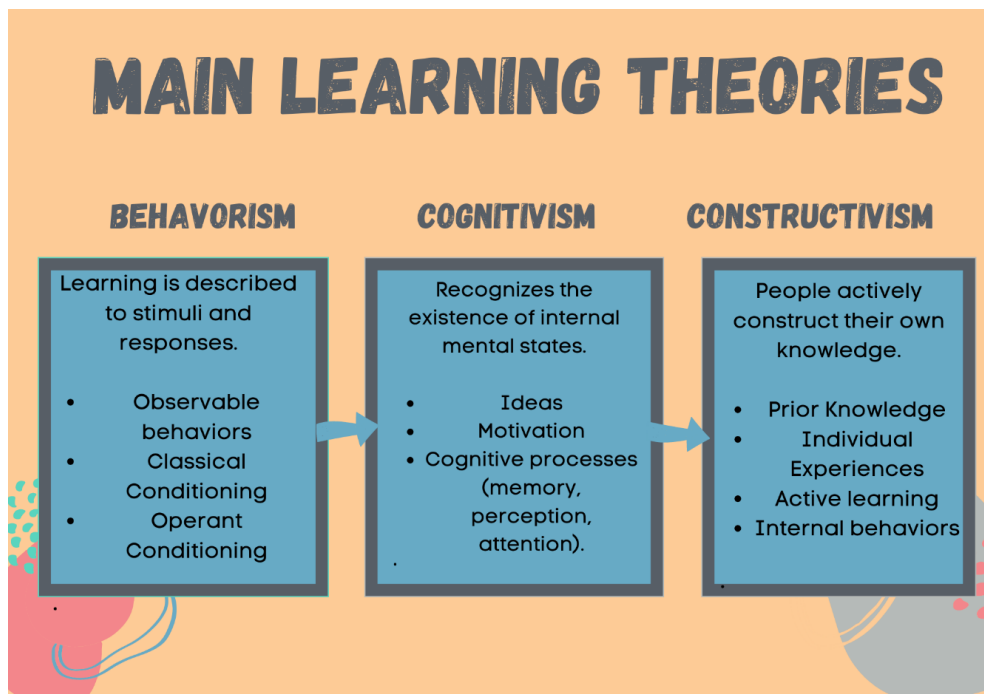
1.2 Theoretical foundations

There has been an evolution of learning perspectives with the past of the years. In the early 1900's the education was primarily focused on changing the behavior of the students, they played a passive role in the classroom and the teacher showed the stimulus for the students to

acquire knowledge. De Corte (2010), says that “an important development in American Psychology was initiated in the late 1950s and has become known as the cognitive revolution; this resulted in the shift from behaviorism to cognitive psychology, people are no longer conceived as collections of responses towards external stimuli but essentially as information processors instruction. Personal resources, mental states and internal behaviors started to be recognized and valued, schools and teachers had to design more complex assignments that helped the students to acquire and process the information. The learner is an information-processor who absorbs information, performs cognitive operations on it and stores it in memory. accordingly, lecturing and reading textbooks are the preferred methods of instruction”. The *Figure 3* shows the evolution of the behavioral theory to the constructivist theory.

Figure 3

Main Learning Theories



Note: Cognitivism and Constructivism elements were used in this work.

During the 1970s and 1980s the idea that learners are not passive recipients of information came up, rather, they actively construct their knowledge and skills through interaction with the environment and through reorganization of their own mental structures (De Corte, 2010).

Learners were seen as sense-makers. Now students are seen as builders of knowledge, and it also allows them to think that there are different ways to solve a problem, although these advances we don't see in the classrooms. The evolution of learning theories is not parallel with the practice. In Monterrey, schools where the teacher had worked there still had a prevalence of behaviorism and cognitivism methods. Berliner (2008) has called "the great disconnect" between research and practice still the order of the day. Some teachers still focus on filling the textbooks and finishing all the topics of the curricula no matter what.

1.3 Theoretical basis about language, language learning and language teaching.

Language structure

A central characteristic of human language is that the connection between words and what they mean—between signifier and signified—is largely arbitrary. Given the arbitrary relationship between linguistic signs and what they represent, languages must be highly organized systems in order to function as reliable vehicles of communication. A language is a set of elements and a system for combining them into patterned expressions that can be used to accomplish specific tasks in specific contexts. Know to use the pattern language in a correct way it is called grammatical competence. (Finnegan, 2008).

For children and adults, using any word requires information about sounds, meanings, related words, and use in sentences, and that information must be stored in the brain's dictionary. (Finnegan, 2008). Through the designed lesson plan the teacher expects the students can make use of their lexicon to understand Reading class, recognizing the words that are used to give a story sequence (first, next, then, finally), also to identify the past tense of verbs in the Grammar activity and be able to write simple sentences using the correct structure.

Language use

The capacity that enables us to use language appropriately is called **communicative competence**. It enables us to weave utterances together into narratives, apologies, requests, directions, recipes, sermons, jokes, prayers, and all else we do with language. Being a fluent speaker presumes both communicative competence and grammatical competence. The language has three components: meaning, expression and context. Expression encompasses words, phrases, and sentences, including intonation and stress. Meaning refers to the senses

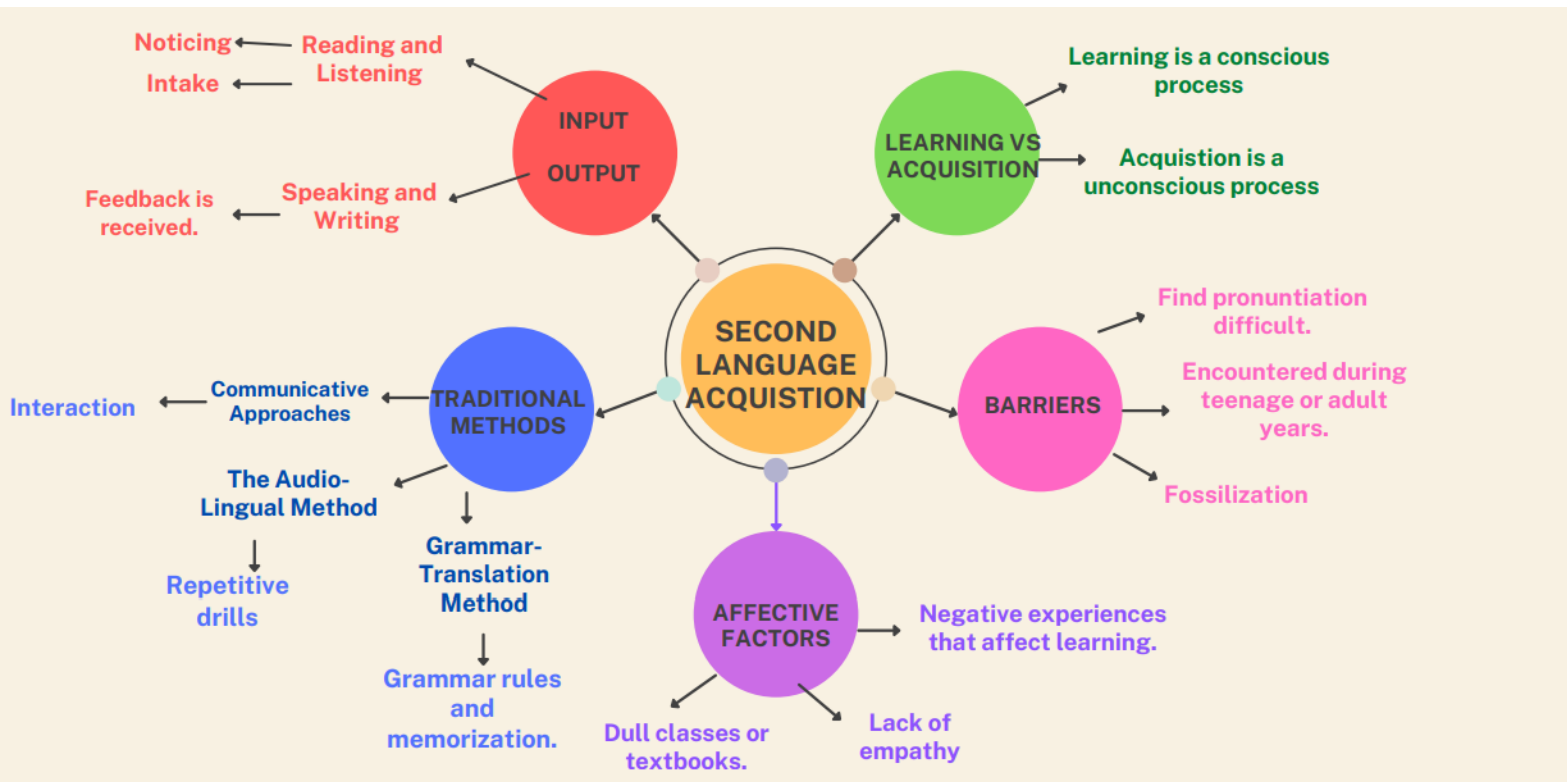
and referents of these elements of expression. Context refers to the social situation in which expression is uttered and includes whatever has been expressed earlier in that situation (Finnegan, 2008). Achieve grammatical competence and communicative competence are the two goals that the teacher pretends to develop in her students.

1.4 Second Language Acquisition

As in learning theories, second language learning and teaching approaches have also evolved. Starting with traditional methods focus on the input, repetition, memorization of the grammar rules, vocabulary and pronunciation until you see the language with a communicative purpose and think of the use and its function. *Figure 4* described some elements of SLA such as the barriers the students face when learning an L2, the affective factors, the three main methods of teaching and the concepts input, intake and output that are important to take in mind when developing our lesson plans. Students need to receive information, process it and use it to acquire meaningful knowledge.

Figure 4

Second Language Acquisition Diagram



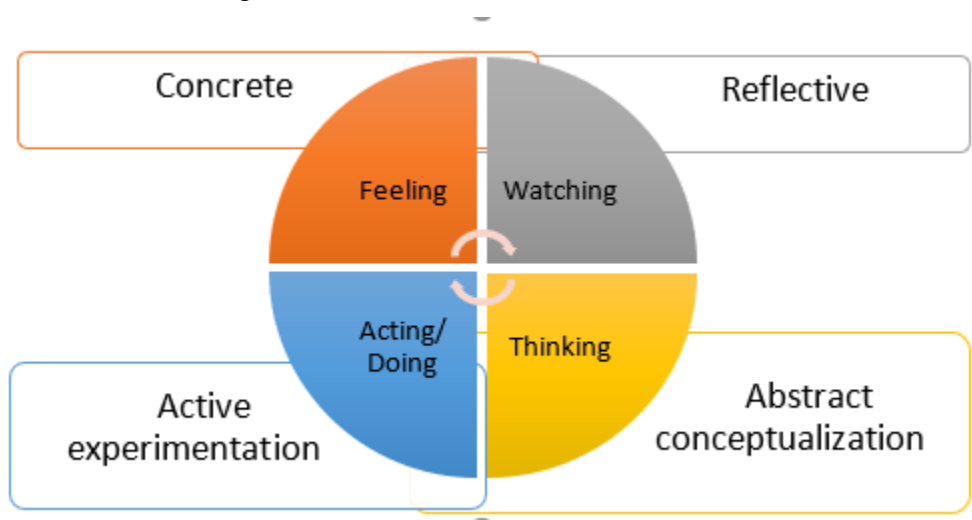
According to the Communicative Approaches there are two theories that I preferred to use when developing my tasks. They are Kolb's model and Task Based Learning.

Kolb's model of experiential learning

Kolb's model is a 4 steps cycle of learning, the philosophy of this model is that learning is an endlessly recurring cycle. In contrast with the traditional method where ideas were just deposited in passive learners, this model believes that experiencing is necessary for learning, activation is important and students are both receivers and creators of information. As the cycle repeats continuously, the knowledge evolves. The brain is built for experiential learning. The *figure 5* illustrates the cycle of Kolb's model stages.

Figure 5

Kolb's model stages.



Task Based Learning

As seen in *Figure 6*. Task-based language learning is an approach where the planning of learning materials and teaching sessions are based around doing a task, and it is a cycle. In this field, task refers to an activity where communication is necessary, for example; deciding something, solving a problem, organizing something, or telling someone to do something.

Figure 6

Task Based Learning cycle.

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Note: Retrieved from “Task-Based Language Learning: Old Approach, New Style. A New Lesson to Learn” (p.1), by M. Rodríguez & J. Rodríguez, 2010, *Scielo*, 12 (2).

1.5 Interculturality

Globalization, increasing migration, the development of the transportation systems, the advance of information technologies, international employment, study exchange programs, interdependent economies, foreign travel, political alliances and global peace threats are bringing together people of different cultures and religions with an unprecedented regularity and urgency. Intercultural communication is an essential requirement in the critical efforts to ensure world peace, stability, necessary to improve relationships between countries, ensure resource sustainability and promote values like tolerance and diversity (Bălcescu, 2019).

The definition of Bălcescu (2019) is a very nice perspective but real life in our country is very different. “Even though there are positive strategies, governmental institutions' speeches are about democracy, equality, and protection for all students, the reality is entirely different. Governments do not care about minority groups because one embedded subjectivity in Mexico and Colombia is that they are not valuable human beings. They consider them as unproductive people who do not contribute anything relevant to society. This conception is also subtly disseminated in propaganda, newspapers, and textbooks, highlighting the supremacy of foreign lifestyles, languages, and cultures through discourses or images. The consequence is

the reproduction of racism, stereotypes, and conceptions that hierarchize cultures, countries, and races, impacting the population's attitudes, beliefs, and actions". (Torres, 2021).

There is a hierarchy of cultures in the world but also in the education system. It is important to know the diversity of traditions, beliefs and values from other parts of the world, but it is necessary that before take a look outside, students can observe inside their own country, their cities, their neighborhoods, to respect the differences of their neighbors, friends, relatives, create awareness of the needs of their living place, create a strong identity and follow the values that are healthy and help them keep growing.

1.6 The 21st century skills

Compounding the advances of educational research, the globalized world and the digital age that the students and teachers live in, nowadays it is necessary to introduce and develop 21st century skills. According to the International School in Serbia (2022), school systems are expected to do more for students than just focus on preparing them for academic tests and improving their test scores. From a holistic point of view, schooling should be helping to equip young people with the tools they need to become engaged thinkers, resilient and resourceful learners, creative problem solvers and active members of their communities. The *figure 7* shows three categories of the 21st century skills: learning skill, literacy skills and life skills.

Figure 7

21st century skills

21st Century Skills

How today's students can stay competitive
in a changing job market

Learning Skills



critical thinking



creativity



collaboration



communication

Literacy Skills



information



media



technology

Life Skills



flexibility



leadership



initiative



productivity



social skills



Note: Retrieved from AESEUCATION [Image], by Stauffer, 2012. <https://bit.ly/3R2Pkzg>

1.7 Digital skills

The digital age is here to stay and has changed the roles of the teacher and the students.

The evolving relationship between educators and new technology. An ongoing pedagogical transformation in teaching principles reflects the ongoing shift in the role and importance of technology in the classroom. One respondent with 15 years of teaching experience noted that students are often more familiar with the technologies being leveraged than their instructors. This transition has amplified the value and importance of the educator as the facilitator of learning, and poses a challenge to finding unique ways to connect technology to the curriculum (Ivus et al, 2021). In the lesson plan the teacher's goal is to develop information media literacy, digital curiosity and confidence .

Information media literacy: Media and Information Literacy consists of the knowledge, the attitudes, and the sum of the skills needed to know when and what information is needed; where and how to obtain that information; how to evaluate it critically and organize it once it is found; and how to use it in an ethical way. The concept extends beyond communication and information technologies to encompass learning, critical thinking, and interpretative skills across and beyond professional and educational boundaries. Media and Information Literacy includes all types of information resources: oral, print, and digital (University of Redlands, 2019).

Digital curiosity: We need to encourage a learning culture by promoting the message that learning doesn't only happen inside a classroom and technology can be an enabler of this. To heighten this curiosity, we need to ensure that technology fits the needs of those using it. Often the technology is chosen first, and the people are expected fit around it, which often doesn't work (Venkatesh et al, 2003).

CHAPTER 2. LESSON PLAN

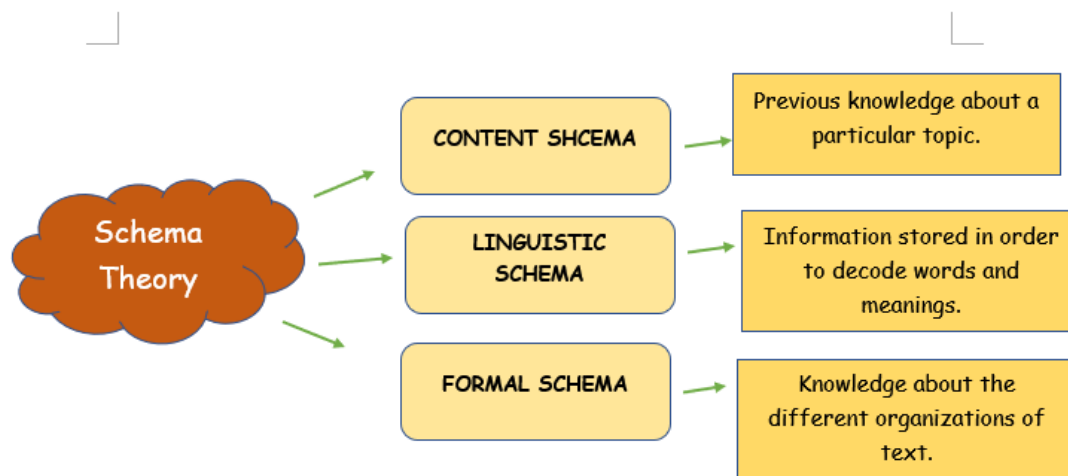
2.1 Designing a lesson plan

The next lesson plan is designed according to the topics of the third graders program. Activities require the use and application of the 4 language skills: Reading, Writing, Speaking and Listening. It is a didactic sequence, which according to Soller et al (2013) "a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production".

During each class the teacher uses schema theory in order to activate the student's background knowledge. Iran (2000), "states that schemas are elemental building blocks or monoliths, and all information processing depends on the prior availability of such building blocks in long-term memory. This suggests that no learning can occur without an incoming string of input information and a relevant pre-existing schema". The *figure 8* summarizes the three stages of the schema theory.

Figure 8

Schema Theory Mental map



Activity number 1 has the objective to introduce the topic of Mexico and its culture so that it will be developed in social studies class (Activity number 2). The English teacher worked in collaboration with the teacher of Technology to make use of the computers and one application to create a collaborative touristic guide with different states of Mexico. The name of the app is <https://bookcreator.com/>.

Finally the Activity #3 It was developed in Grammar class, in which students make use of irregular verbs to talk in the past about the last place they visited in Mexico and what they do.

The lesson plans will be shown below, as well as the assessment tools used.


2.2 Lesson planning

ACTIVITY 1:	READING CLASS
Author	Rosa Beatriz Ramírez Rodríguez
Educational stage	Third grade. Elementary school
Title of your lesson plan	Mexico celebrations
Learning objective	Remember important celebrations.
Reading strategy	Sequence of events
21st skill	Collaboration
Intercultural competence	Discuss about how we celebrate holidays such as Independence Day and others at home.

READING CLASS					
Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
<u>Before Reading</u>	Teacher showed disorder pages from a book that they needed to accommodate in the correct order by teams. Show them the cover page.	Observe the title and form teams of 3 and 4.	<ul style="list-style-type: none"> E-book printed Audio 	1	Oral evaluation Printed book
<u>During Reading</u>	Teacher goes to observe each team and ask them what the reading is about?	Students read and look at the images to accommodate the pages in the correct order.			
<u>After Reading</u>	Teacher plays the audio from the e-book so they can evaluate the sequence of the pages.	Students listen to the e-book while they re-accommodate the pages in order.			

ACTIVITY # 2:	SOCIAL STUDIES CLASS
Author	Rosa Beatriz Ramírez Rodríguez

Educational stage	Third grade Elementary school
Title of your lesson plan	Our Mexico states.
Learning objective	Identify different places, food and regions of Mexico country
21st century skill	Creativity, Collaboration, Communication and digital skills.
Language skills	Reading, Writing, Speaking.
Intercultural competence	Create awareness of different places and traditions we have in Mexico.

SOCIAL STUDIES CLASS					
Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
<u>Before</u>	Teacher asks the students which states of Mexico they have visited and what they know of each other. Teacher explains the research homework.	Brainstorming	<ul style="list-style-type: none"> Laptop/tablet State research 	1	Oral and worksheet evaluation.
<u>During</u>	Teacher asks the students to fill the worksheet with the elements they need to investigate.	Students will use their technological skills to make research about typical food, weather and 3 tourist places from the state they chose.	 <p>worksheet</p>		

<u>After</u>	Teacher supervises and gives feedback to the students.	Students will share to the group what they find making a cardboard project. Students will expose what they investigated in the classroom.			
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SOCIAL STUDIES CLASS					
Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
<u>Before</u>	Teacher asks the students if they know what an e-book is.	Brainstorming	Laptop/Tablet State research Worksheet	2 & 3	Rubric evaluation that contains: -Title -Creativity -Content -Organization -Research skills
<u>During</u>	Teacher tells the students that they will make a collaborative e-book that will contain images and information about the state they investigated before.	Students will use the app https://bookcreator.com/ to create the e-book together.			
<u>After</u>	Teacher supervises the students work, solve	Students observe the final result and share			

	questions and give feedback to improve their work	the places they would like to visit and food they would like to try.			
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ACTIVITY 3:	GRAMMAR CLASS
Author	Rosa Beatriz Ramírez Rodríguez
Educational stage	Third grade Elementary school
Title of your lesson plan	Irregular verbs Past tense
Learning objective	Know and use the irregular verbs to talk in the past.
21st century skill	Communication
Language skills	Writing, Speaking.
Intercultural competence	Communicate in both ways, written and oral activities the different places they have visited in their own country.

GRAMMAR CLASS					
Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
<u>Before</u>	Teacher reminds the students which are the irregular verbs and how they changed in the past.	Brainstorming	Worksheet	1	-Group discussion -Feedback
<u>During</u>	Students will fill the worksheet that contains the next questions: -What was the last place you visited in Mexico? -Who did you go with? -What did you eat?	Students have 10 minutes maximum to answer the questions and ask questions about their doubts with the vocabulary.			

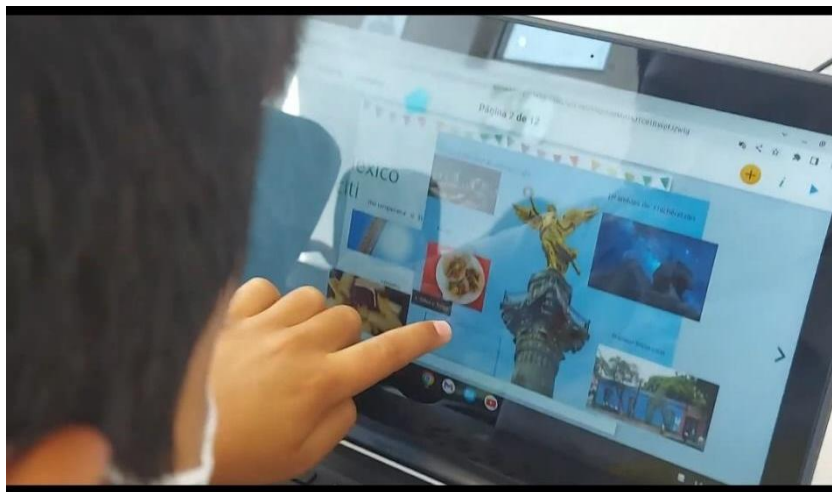
<u>After</u>	<p>-Mention some activities you did:</p> <p>One by one the students will pass to the front to share what they wrote.</p>	<p>Students pass to the front with or without their worksheet to share with the group what they wrote.</p>			
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2.3 Application

This section has the intention to show to the reader detailed images of the application of the lesson plan as well as, one video recorded and edited by the teacher that displays relevant moments in the classrooms and illustrates how the students and teacher worked. All the recordings were made in a natural environment. The images 9, 10, 11 & 12 illustrate part of the application process.

Figure 9

Student using book creator app.



Note: The student is applying the digital skills learned in Technology class for the e-book project.

Figure 10

Students' worksheets



Figure 11

Activation time

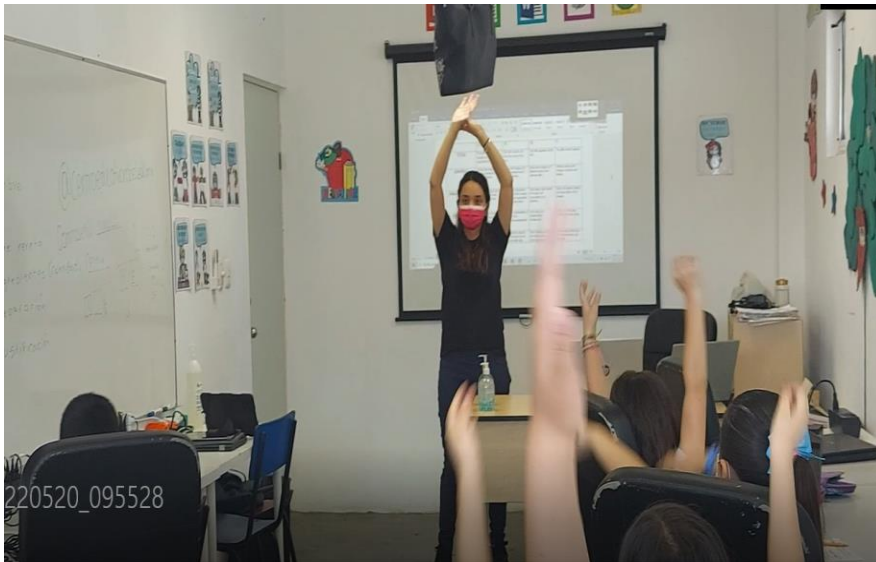


Figure 12

Students in writing class



2.4 Video class

The next link is the class-video includes all three subject activities designed by the teacher. It starts with the Reading class and the team work activity, then it shows the teacher and the students working in the Technology classroom making use of the computers from the school using the application *book.creator*. Finally, it shows a little bit of the Grammar class, where students make use of the Writing, Speaking and Listening language skills.

Link to access the video

<https://drive.google.com/file/d/1HOF8-7M1N8gUmLULppmOs2XkpyMr21Uw/view?usp=sharing>

CHAPTER 3. DESIGN OF ASSESSMENT TOOLS

3.1 Rationale behind the Assessing and or Testing tool

Evaluation Model

Educational program evaluation is a series of activities carried out on purpose to see the level of success of educational programs. Evaluating educational programs is an activity that is intended to find out how much success the planned action is. In conducting the evaluation, a model is needed to measure and assess the educational program that will be evaluated (Rusmiati, 2006). The evaluation model was selected according to the teacher's context.

Formative and Summative Assessment tools were designed and applied. This type of model includes techniques for both short and long evaluation processes.

Formative and Summative Assessment

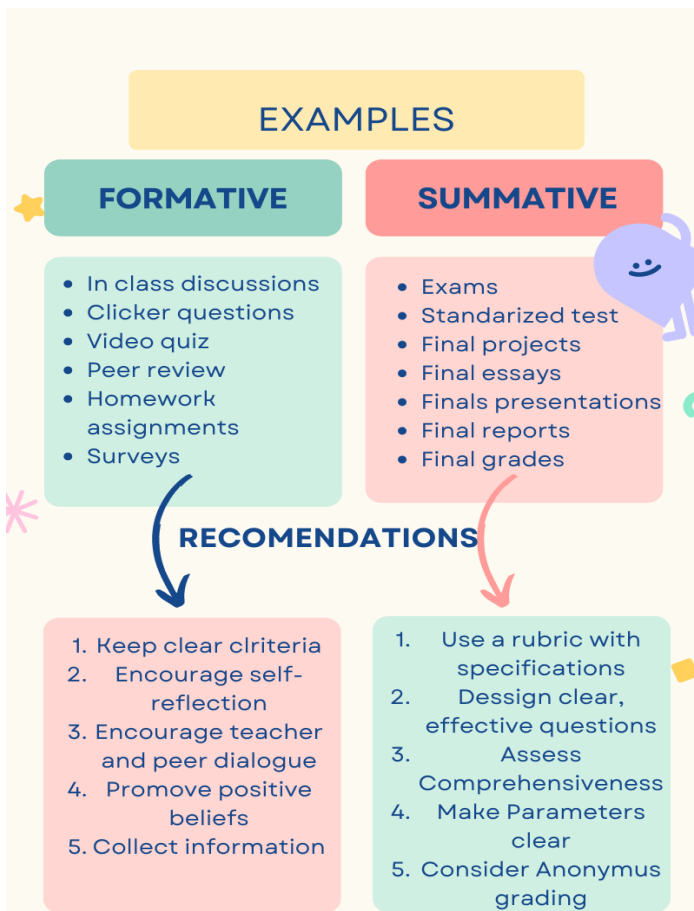
Formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback for both student and teacher that focus on the details of content and performance (Ahmad & Jeelani, 2019). Formative assessment helps students to learn and practice, teachers do it throughout the course, it helps to identify gaps and improve learning. I use formative assessment when I review homework's and daily activities of writing, math, grammar and reading. I assess their oral expression all the time giving feedback in the moment the student is presenting the mistake.

Summative evaluation refers to the assessment of participants where the focus is on the outcome of a program. Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period typically at the end of a project, unit, course, semester, program, or school year (Ahmad & Jeelani, 2019). This assessment collects evidence of student knowledge and their skills. I use this assessment when I deliver a project to review one entire chapter of a book that we were reviewing in classes. I add technological skills to create something that challenges students.

In the *Figure 8* there are general examples about how it can be put in practice the evaluation model and some recommendations.

Figure 17

Formative and Summative assessment tools.



For the social studies project one summative assessment tool was used; a grading rubric where the evaluation criteria is described based on the expected outcomes and performances of the students. The rubric consists of a set of scoring criteria and point values associated with these criteria. The categories of the rubric are: title, content, organization, creativity and technological skills.

Formative Assessment

Peer-review

Formative assessment tools were also used for the grammar class as observation and discussion. At the beginning of the class, the teacher tells the students that she will evaluate three points in the activity: volume of the voice, pronunciation and correct use of verb tense. After each student finishes their performance the teacher asks the whole group, if they listened

well, what did they notice on the performance and teacher and students discuss briefly what they all noticed and give feedback to the student.

3.2 Testing tools for activities

Grading Rubric

The *figure 13* shows two pages that the students made in the social studies project, and they were assessed according to: creativity, organization, title, digital skills and content.

Figure 13

Works of students.



Note: The first image got 90 points out of 100 because the organization is a little confused and the names in color black are barely visible, while the second image got 100 points because it met all the requirements of the rubric. Source: Students elaboration.

Figure 14

E-book grading rubric.

ITEMS	20	15	10	5
TITLE:	The title extremely stands out from the rest of the text.	The title stands out from the rest of the text.	The title appears on the text.	The title doesn't appear.
CONTENT:	Name and images of 3 different places, 3 different dishes, and the weather.	Name and images of 2 different places, 2 different dishes and the weather.	Name and images of 1 different place, 1 different dish and the weather.	Without names and images of places and dishes.
ORGANIZATION:	The description of all the images is clear and separated one from each other.	Most of the description and name of the images are clear and separated one from each other.	Description and names of images are incomplete or in disorder.	Does not appear names and description of the images.
CREATIVITY:	Combination of colors and background is outstanding and it has a very creative style.	Use good combination of colors and an appropriate background.	Poor style and inappropriate background.	Does not show any background and colors.
TECHNOLOGICAL SKILLS:	Show skills to achieve text format and use of fonts without help.	Show skills to achieve text format and use of fonts with little help.	Show skills to achieve text format and use of fonts with constant help.	Needs help all the time to achieve format and font text.

Note: Ramírez, R (2022).

Figure 15

Reading rubric

Fluency	1 Poor	2 Good	3 Excellent
Rate	Student reads familiar text too quickly or student has long paused and sound out each word.	The student reads most of the familiar text smoothly, and pays attention to some punctuation	The student reads all of the familiar text smoothly. The student pays attention to punctuation.
Accuracy	The student makes frequent errors	The student makes occasional errors.	The student read without making mistakes or self-corrections.
Expression	The student does not read familiar text with expression	The student reads familiar text with changes in voice and expression but doesn't always match the tone of the text.	The student reads familiar text and changes voice and expression to add dramatic emphasis and matches the tone of the text.

Note: Ramírez, R (2022).

Figure 16

Writing rubric

	Excellent	Proficient	Needs improvement.
Content , text is related to the topic and follow the instructions.			
Punctuation , use period and commas when needed.			
Grammar , use subject, verb agreement, write complete sentences.			
Spelling , write sight words correctly and apply spelling rules			
Creativity , shows use of the imagination.			

Note: Ramírez, R (2022).

CHAPTER 4. EXPERIENCE REPORT

4.1 Results and Analysis

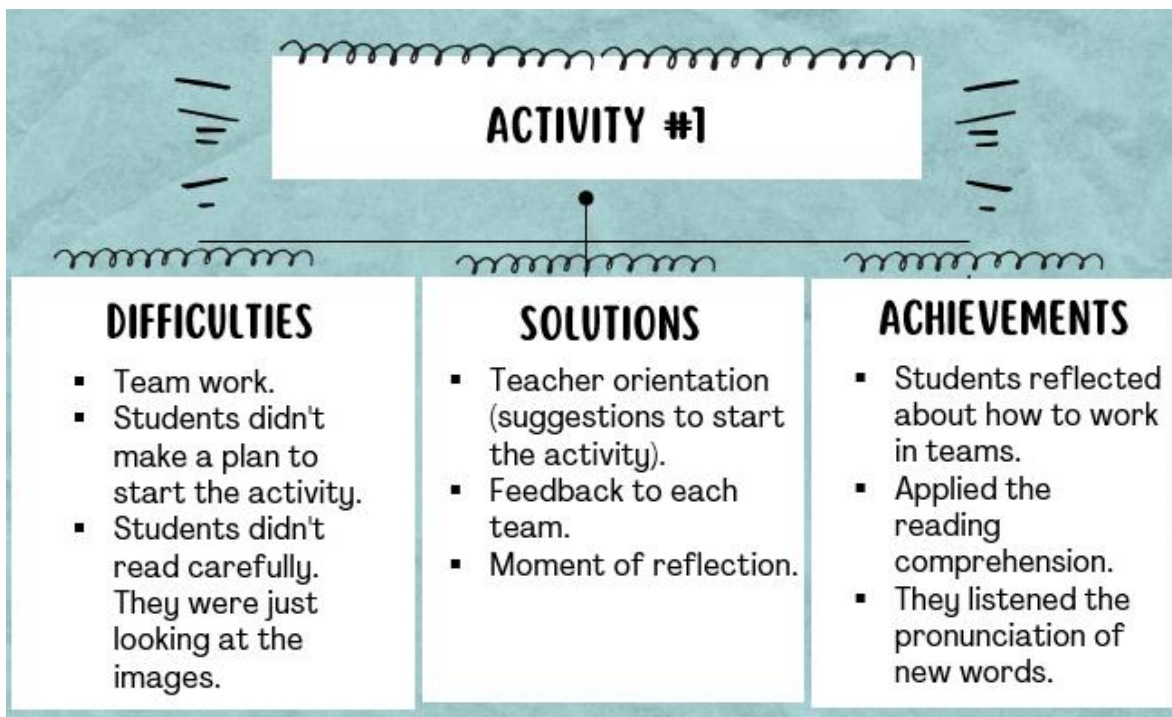
During the application of the lesson planning, strengths and areas of opportunity were found in the students and in the institution. In general terms it was observed that the students have a very good level of English according to their ages (8-9 years old), teachers can give a complete English class where the students follow the instructions and develop the activity. Another strength was the accessibility to digital resources.

As an opportunity area it was noticed that the institution has a very traditional method where it is mandatory to focus and finish all the textbooks, even if the activities are not attractive for the students or is not meaningful for them, also some difficulties in the social and personal skills were found.

Figures 18, 19 and 20 illustrate the results regarding the following elements: difficulties, solutions and achievements for each activity.

Figure 18

Reading class results



During the Listening and Reading activity students struggled to work as a team, some students got desperate easily when they noticed that the rhythm of their classmates is different to theirs. Others felt frustrated because their peers didn't do what they said and they felt not listened, and some others preferred to not participate and just observe. Also, the students started working without the end in mind, wanting to do the activity fast and easy, not putting enough effort. To solve and help the students, the teacher made suggestions to each team about how to start accommodating the pages, and the importance of reading carefully and calmly. At the end it was necessary a moment to talk and reflect about how they feel and which are the most appropriate reactions to communicate what a person needs. This was made with the participation of everyone.

Figure 19

Social studies class results

ACTIVITY #2		
<p>DIFFICULTIES</p> <ul style="list-style-type: none"> •Little time. •Use of capitalization and punctuation. 	<p>SOLUTIONS</p> <ul style="list-style-type: none"> •Students finished their work at home. •Teacher orientation (monitoring their work). 	<p>ACHIEVEMENTS</p> <ul style="list-style-type: none"> •Students applied the digital skills that they learned in Technology class. •Students learned different meals and places from other states. •Students used their creativity.

One of the difficulties of the Project “Touristic guide of Mexico states” was the little time to use the computers in the classroom and the correct writing of the students. These problems were solved easily, and the achievements were many. It was a motivating and interesting project for the students, they could apply digital skills previously learned, use their creativity, collaborate with the whole group and it was also a good experience for the teacher to work with another teacher to create this work.

Here is the link to the final e-book.

<https://read.bookcreator.com/k3OE3spHzVQHVOgcDIO5n44zYwy2/-kEhIji-RhWy5y5LmD23NQ>

Figure 20

Grammar class results

ACTIVITY #3		
<p>DIFFICULTIES</p> <ul style="list-style-type: none"> •Students wanted to read instead of speak. •Volume . •Forgot to apply the past tense of the verb when they spoke. 	<p>SOLUTIONS</p> <ul style="list-style-type: none"> •Teacher made extra questions according to what they were sharing. •Teacher orientation. 	<p>ACHIEVEMENTS</p> <ul style="list-style-type: none"> •Students applied the use of past tense •Students made a performance in front of the group. •Students shared real experiences.

During these activities Writing and Speaking skills were required, students were motivated and enjoyed the task. They made use of the present tense in a real situation and express their own experiences. Teacher orientation was needed during the oral performance just to correct the voice volume and to expand the ideas of the students.

CHAPTER 5. CONCLUSIONS

The goal of this project was to demonstrate the theory and practice integrated in the realization of a lesson planning. The pedagogical perspectives (cognitivism and constructivism) used to develop this lesson plan were favorable and work as a good complement. Teacher uses the cognitivism concepts to develop class presentations and to design worksheets in order to identify the better ways that students can assimilate, accommodate and incorporate new information. But at the moment of putting the knowledge in practice or to make the students acquire meaningful information, making that the students participate actively is necessary. Teacher was surprised at how the same students can teach each other in a very easy way.

Making use of the schema theory during the classes was also meaningful. Building background and activating prior knowledge of the students help them to relate the new topics or task with something of its own, which increases their curiosity and interest to know more.

Moving from a traditional teaching method to an updated teaching method is a process that continues and that is not easy to integrate. In many contexts the institution is still working with ancients' methods and students lose interest very easily. In the case of private colleges, it is notorious that directors and coordinators are very worried about the parent's expectations that can lead to ignoring the student's needs. Including technology as an innovative way of creating learning and to do research was something that the students enjoyed and captured their interest, also the 21st century skills chosen to develop with the students were an important part of the classes. The discoveries of how they struggled when working on teams was important, but also positive things were observed. Students play an active role when working collaboratively, they are the ones who have to solve the task with the help of their classmates and when necessary, with the guidance of the teacher.

The lesson plan required much creativity, communication and collaboration with the teamwork and with the students. Processing all the information, putting it into practice and making a deep analysis of what has been done was a challenge but also a very rich one.

The obtained results are favorable because they provide information to use for future lesson planning designs.

The activities were enjoyable for the students, they were motivated, and they learned from themselves and from others.

The learning acquired during the Specialization and the contributions of the tutor and classmates has positively impacted the teacher's teaching philosophy, methodology and teaching perspective. Theoretical foundations to support the teaching practice were acquired.

6. APPENDIXES

6.1 Materials

Reading Class

This is the platform we use for Reading Class. You can find the book in the link below.

<https://www.raz-plus.com/>




Carlos's Family Celebration

Realistic (fiction), 340 words, Level K (Grade 2), Lexile 480L, Fiction Series

Carlos's Family Celebration follows Carlos and his sister, Selena, as they prepare to celebrate Mexican Independence Day with their family. They decorate the house, practice their dancing, and dress in their special party clothes. Illustrations support the text.

 Assign

 Add To...

<https://drive.google.com/file/d/1GUOHmSwh6g4ogPJ1Os8fRPNbuY7bxzit/view?usp=sharing>

Social studies class

This is the app to create the e-book.

<https://bookcreator.com/>

Grammar material

This video below was used to introduce the topic of Irregular verbs and the next list of verbs was used.

<https://www.youtube.com/watch?v=oJZdkhclusQ>

Figure 21

Irregular verbs list

IRREGULAR VERBS		
PRESENT	PAST SIMPLE	PAST PARTICIPLE (after a helping verb)
come	came	come
sing	sang	sung
go	went	gone
eat	ate	eaten
sing	sang	sung
do	did	done
say	said	said
run	ran	run
give	gave	given
begin	began	begun
bring	brought	brought
grow	grew	grown
see	saw	seen

Figure 22

Student's evidences of Writing class

Name: Enliano

I. Write your answer, remember to use PAST TENSE.

1. What was the last place you visited in México?
the last place is Saltillo I saw horses and pigs and I came to see the horses
2. Who did you travel with?
I travel in a car and I came with car
3. What did you eat there?
I ate chicken with my mom and soup
4. Mention some activities you did in that place:
I saw horses and pigs and I swam in the river

Name: Sam

I. Write your answer, remember to use PAST TENSE.

1. What was the last place you visited in México?
Park missisipi 😊
2. Who did you travel with?
my dog and my brother and my chihuahua dog
3. What did you eat there?
well first I dranked an drink named tortilla de charo then I went to the store and bought some chips turning hot and an blue gatorade
4. Mention some activities you did in that place:
well first I went to the tortilla store then I went to the park and I played on the swings and the giant park

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