



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

TEACHING BY CULTURAL PLACES

TRABAJO RECEPCIONAL

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

PRESENTA:

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Table of contents	Pages
Introduction.....	2
The updated lesson plan.....	3
Theoretical foundation, which include the rationale behind your activities, materials and assessment.	10
The assessing or evaluating tools.....	14
Brief description of the development and outcome of the activities (Results of the lesson plan).....	23
Conclusion.....	29
References.....	30

Introduction

Through this reflection, it is possible to practice under a theoretical perspective that develops communicative Approach. Therefore this pedagogical proposal offers activities based on the studied notions.

Meanwhile, students learn and they can also apply technology to research and to know about other abilities not only to foreign language learning, but for different fields.

In this proposal, students can practice all the skills and they will be introduced in cultural contexts, that is the reason to work with subjects like significant features of the countries.

Cultural subjects can motivate students to start investigations and in this way, they are also applying their English knowledge to find information, using language als a tool to achieve an aim. Currently, foreign language learning is more important because our society needs suitable means to accomplish tasks, functions or activities in different levels of acquaintance. In this sense, the selected activities are designed under the Communicative Approach, that is the reason why the theoretical foundation considers only the framework of this particular methodology.

On the following pages, there is a selection of actions that are completing the theoretical funtion, but also can show an easy way to introduce the communication in a language English class, even if students have not a big English level, they are be able to express their opinions about any theme and to develop activities using English as lingua franca.

The updated lesson plan

1. Lesson plan identification cell.	
Author	Teacher Claudia Cipatli Bautista Fuentes
Educational stage	Level: Starter 4
Title of your Lesson plan	Working about the main subject: Teaching by Cultural Places
Learning Objective of the plan/Competency	Students will be able to interact knowing more about touristic or cultural places, using different skills.
Communicative skill considered	All the skills are considered Listening/Speaking/Reading/Writing.
State of the following options	Introduction of the topic
Functions	Giving opinions, describing places and introducing own presentations
Main Grammar structure	Imperative form
Other Grammar structures	Simple present
Brief description of the plan	Students will be introduced to the grammatical imperative form, they will practice this structure through expressions to give instructions and specific information through dialogues. Then pupils will accomplish different activities about the main topic: cultural places. Students read also texts about the main information about touristic places in Anglophone and in a global context.
Hours of the plan implementation	3 hours
Number of sessions	3
Contents required for the lesson	Reading/Audio/Video/
Link of the content (Video)	https://www.youtube.com/watch?v=W3GF7RAuT5g
EEAILE tutor on line	Alma Delia García Salazar

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	The teacher asks students about their favorite places. They must mention a word in English relates to the place and make this activity to integrate the group.	Students mention by turns a word that can describe the selected place.	1
Set the objective or competencies of the lesson	Teacher explains the activity and mentions some reasons to live in specific places.	Students must be able to explain the reasons to live in certain places.	1

3. Communicative skills development.

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	The teacher asks what are the touristic places that the students love to visit. It could be in Mexico or in the world.	Students work in teams, they must discuss about negative and positive advantages to visit places or to live there.	Some pictures as example of cultural places.	1	
Vocabulary introduction	The teacher writes on the board some vocabulary related to the topic.	Students must speak using this vocabulary.	Bord and markers.	1	
1st practice	Teacher asks the students if they prefer tourism in Mexico or in other lands.	Students discuss in the whole group and they show their argumentation.	Bord and markers.	1	

2nd practice or Social interaction	The teacher proposes to work in pairs and to play a dialogue with the topic: My favorite cultural place is...	Students play by pairs the dialogues and try to mention the reasons why they have chosen these places.	Bord and markers.	1	
Grammar Focus	Explantion of the imperative form, through grammatical exercises	Students must write some sentences in which imperative form is used.	Photocopies	1	
Summary	The teacher presents the topic and asks the students to participate in the group, to discuss and to make dialogues in pairs. The teacher explains the imperative form.	Students must participate and to express their opinion about the most interesting places to visit. They must resolve grammatical exercises.	Photocopies and boad and markers	1	The given opinion by the students represents their evaluation.
Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	The teacher proposes to watch a video in which there are interesting images of touristic places.	The students listen to the video and try to understand the general information.	Computer, Internet, YouTube	1	
Vocabulary introduction	The teacher writes on the board the new vocabulary that the	The students write the given vocabulary and try to	Bord, markers, computer, Internet, YouTube	1	

	students find in the video.	identify it in the video			
1st practice	The teacher shares new information. In this case, it is a recorder about the importance of the cultural and touristic places.	The students listen to the recorder and then try to restructure the heard message.	Bord, markers, recorder, iPhone	1	
2nd practice or Social interaction	The teacher proposes to make a collective exercise. The group must be divided in two parts. Each one must present a summary about the recorder information. The most complete, wins.	The students must share information to complete the exercise	Bord, markers, computer	1	The presentation of the most complete exercise means the evaluation.
Grammar Focus	The teacher explains the use of negative imperative	The students resolve interactive exercises	Bord, markers	1	
Summary	The teacher introduces different listening exercises and proposes to listen and to catch the main information.	The students must listen and reproduce the same heard information. Later they must solve the interactive exercises.	Bord, markers, computer, Internet, YouTube	1	

	For the grammatical point, the teacher explains the negative form of the imperative form.				
Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	The teacher gives to the students a reading about cultural places (individually). They must read it and underline the unknown vocabulary and complete the text with the correct words.	The students must read the text and identify the unknown words. Then try to understand the text by the context.	Reading about interesting cultures	2	
Vocabulary introduction	The teacher asks to the group about the unknown vocabulary, and writes it on the board.	The students mention the accentuated vocabulary and they try to give the right meaning.	Board and markers	2	
1st practice	The teacher asks to summarize with 5 words the reading.	The students create a group summarize and the teacher writes it on the board.	Bord, markers	2	
2nd practice or Social interaction	The teacher proposes to work in pairs and the students must	The students , in pairs, must describe the most important	Reading	2	

	share their information.	information of the texts.			
Grammar Focus	The teacher remembers another important structure: simple present.	The students must identify in the text the use of simple present and give some examples.	Reading	2	
Summary	The teacher introduces to the students a reading (different for each one), to work the cultural topic.	The students must mainly read and underline the unknown vocabulary, then must share the subject and to narrate the partner the focal information.	Reading	2	The narration is the main subject for evaluating
Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	The teacher asks to the students to write ideas about the most interesting city that they know.	The students write their opinion in a piece of paper and then the teacher reads each participation. The whole group must guess who has written that message.	Notebook	2	
Vocabulary introduction	The teacher presents some cards with specific vocabulary related to the trips and gives	The students must show the card and relating to the word they must describe a	Cards of vocabulary	2	

	one to the students.	place with this characteristic.			
1st practice	The teacher asks to write a short story using the vocabulary of each card.	The students, by turns, create a short story using the designed word, considering places as the main subject.	Cards of vocabulary	2	
2nd practice or Social interaction	The teacher asks to the students to choose a cultural place, then they must describe it using the learnt vocabulary.	The students must design, by the whole group, a big card with the complete information of the touristic place.	Cards, markers, auto,	2	
Grammar Focus	The teacher invites to the students to use correct language and expression in their written works.	The students will write with the correct grammar the card for presenting the selected place.	Cards	2	
Summary	The teachers invites the students to write in different ways about cultural places, even to create an informative card.	The students create an informative card of a cultural place and they include the learnt vocabulary.	Cards	3	The card is the element for evaluating.

4. Intercultural component: I will introduce a topic in which the most important element is cultural places. Each activity has been created to know more about different places, cities, even countries. The reading and listening material represent the multiplicity of contents that develop the subject: culture.

5. **Evaluation:** In general, the evaluation was include into the developed activities. Then until the end, it was easy to evaluate the activities.
6. **Conclusion:** At the end, I will provide students a general feedback about their gifts and weaknesses associated to grammar and other skills; I will recognize and value if they have a good presentation in front of the group or in their writings, their tone of voice, pronunciation, punctuation, spelling, etc.; if they have a repetitive mistake I will explain the correct form and I will tell them those aspects in which they may need improvement.
7. **Follow up activities:** For homework, students must design a triptych about a cultural place and to present it, they can do it in group or individually.

Theoretical foundation

In the last section about my teaching philosophy, I emphasized to the Communicative Approach which makes reference to language teaching, it sees learning as a whole of strategies of social interaction that makes possible and necessary the cultural conciliation of significances. It is also crucial the relationship between these social conditions and the linguistic use in a particular collective context. In this methodology fluency and accuracy are conceived as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. (Aguilar, 2011)

Applying a Communicative Approach, students develop competences related to linguistic, pragmatic, discourse and sociolinguistic abilities. So that, the acquisition of the linguistic code is not the only feature that is taught, but also the how to act in a determined situation of interaction (*savoir-faire*), where all skills are involved and that has to do with cultural framework, interactional skill and intentions of meaning.

Generally, theoretical principles affirm that English teaching must consider the students as the center of learning; they must learn to be, learn to do and learn to learn, concepts that remember the current political education.

In this sense, in Ausubel's perspective learning theory highlights that any learning situation can be meaningful if learners have a meaningful learning set, that is a disposition to relate the new learning task to what they already know, and the learning task itself is potentially meaningful to the learners, that is relatable to the learners' structure of knowledge. (Brown, 200)

Respect to the experience, during this Speciality, I have learned different categories of methodologies seen in implicit or in a non implicit way. In spite of as teachers we have academic autonomy, it is essential to take into account the real communicative needs of students. That is the reason why, for achieving the communicative target, it is also pertinent to explore and to apply different approaches that intervene in the teaching learning English process. Since my experience, as I told before, the Communicative Approach, is one of the theories that offers a real panorama to act, through real learning situations in which students be able to:

- *Emphasize their communicative learning through the social interaction.*
- *Apply authentic texts into the learning situation.*
- *Practice language learning with language activities outside the classroom.*

For Florence Myles (2013), theories of foreign or second language learning and teaching are built on sets of ontological and epistemological assumptions about the real life .

To introduce the main structures of the selected theory in the teaching process, it is also necessary to reference the language role.

For instance, one very accepted notion of language was defined by Noam Chomsky (1968): “Language serves essentially for the expression of thought”.

And for announcing other elements, it is also decisive to ponder grammatical conventions in natural languages, creating a set of rules and linguistic treaties to give a logical sense to the language.

In consequence, this language learning is involved with the language acquisition, in which all the mentioned elements can integrate the accepted code to communicate.

Furthermore, its theoretical framework is focused on Social Interactionist theory that means students work with the feedback process to learn foreign language.

This assumes that the beginners find themselves in an L2-dominant atmosphere with plenty opportunities to participate in real-life L2 conversations and other language-related activities. Concerning to the teacher’s role, this one is conceived as facilitator in Communicative Language Teaching lessons.

On the other hand, other advantages in using this approach are mentioned by Malone (2012):

- **Cooperative learning (small groups, pairs):** Regularly used in Task Based Language Teaching (TBLT) and features small group activities that promote positive interaction. Students benefit by seeing the learning strategies used by their classmates.
- **Language Experience Approach:** Teacher and students share an experience of some type and then discuss it in the L2. The teacher suggests that the pupils make up a written story/text of the experience. For L1, this is a literacy learning activity. In L2, this is an activity that promotes the learners’ transfer of their literacy knowledge and skill to the L2 writing system.

- **Dialogue Journals:** This activity creates a written “conversation” between the learner and the teacher. Teacher and students decide on topics of personal or group interest. Students write about the topic in the L2 in their “journal” and the teacher responds, in their journal. This provides the teacher with an opportunity to evaluate what the learner has written, but also to model correct language and provide a non-threatening opportunity for students to communicate in writing with someone more proficient in the L2.

- **Academic Language Scaffolding:** This involves the process of providing the learner with L2 input that is a little bit beyond his or her current level. The teacher or more advanced classmate act as the “support” or “scaffold” for the learner, to build the L2 vocabulary and fluency, providing positive and negative feedback, often in the process of completing a shared task.

- **L1 support for 2LA:** The mother tongue is therefore the greatest asset people bring to the task of foreign language learning and provides an indispensable Language Acquisition Support System. (Butzkamm, 2007)

- **Culture studies:** The students’ prior knowledge that they bring to the 2LA learning experience is learned in their L1. Building on that knowledge makes sense from a learning theory perspective as well as from 2LA theory. Also, much of the learners’ cultural knowledge is embedded in their mother tongue. Second language learning also requires a transfer of L1 cultural knowledge to knowledge of the L2 culture. (Malone, 2012)

By the way, to develop the cognitive process to learn a foreign language through Communicative Approach, it is important to contemplate:

- *Personality will affect both the quantity and quality of second language learning.*

- *Learning a second language implies learning its culture.*
- *Errors show the learner is learning, and teachers and learners can gain insight from them.*
- *A theory of second language acquisition must be comprehensible in including as many relevant factors as possible while at the same time it must have a practical application in the real world.*

In a pedagogical perception, in which the focal target is to create social and cultural links, the Communicative Approach designs elements to increase the opportunities for expressing and understanding codes through different skills.

The assessing or evaluating tools

The selected activities were considered in the previous assessment Unit2A. They were applied as I was pondered. Nevertheless, I added a session more, to develop all the actions (exercises, explanations, dialogues and final work). In general, all the activities accomplished the main aims, and the evidences and the reflections will be described below.

Reading

In the students' book there are always readings and activities that have at least a slight touch of interculturality. However another kind of reading is also possible, something that does not belong to the didactic context and that is related to the main subject: cultures. That is why I decided to use the readings that were included. It deals with the different places that are in other countries and some landscapes that people see there. After reading they complete the text.



, with 8 million people, is by (*far/long*) the biggest city in the United Kingdom, and is one of the most (*famous/fame*) cities in the world. With close to 300 languages spoken within its boundaries, it (*truth/truly*) is an international city. is one of the (*cultural/cultured*) capitals of the world. Its collection of museums, galleries, and historic landmarks (including Buckingham Palace, Piccadilly Circus, St Paul's Cathedral, Tower Bridge, Trafalgar Square, and many more) is beyond (*impressive/impressed*). The city (*boosts/boasts*) four World Heritage Sites, including the Tower of and Westminster Abbey. is also one of the world's leading (*financing/financial*) centres, and is second (*just/only*) to New York City in this regard. The famous Underground is one of the most (*extensive/extended*) underground railway networks in the world, second (*just/only*) to the Shanghai metro in (*term/terms*) of total miles.





Toronto is the capital of the Canadian province of Ontario, and the most [] (*populous/populist*) city in the country. It is also the economic capital of Canada, and one [] (*in/of*) the world's [] (*topped/top*) financial centers. Toronto has always [] (*attracted/attained*)

immigrants due to its high standard of living and [] (*relative/relatively*) low crime rate. This is why the city has one of the highest percentages of foreign-

[] (*birth/born*) residents in the world.

Almost half of Torontonians were born []

(*abroad/afloat*). Toronto is a []

(*busting/bustling*), cosmopolitan metropolis with a

[] (*wealth/fortune*) of cultural attractions, including great restaurants, world-[] (*class/level*) museums, theaters, and much more.



Dublin is the capital and largest city of the Republic of Ireland. Apart from being the [] (*administered/administrative*) centre of Ireland, Dublin is the country's cultural and financial centre as well. Dublin's [] (*recently/recent*) emergence as an important international city [] (*Thais/ties*)

in to Ireland's "Celtic Tiger" period of economic growth. This period, which started in the mid-1990s, also saw a lot of immigration from both Europe and

[] (*outside/beyond*). Modern-day Dublin is

a [] (*youth/youthful*) city, with one of the

highest (50%) under-25 populations in all of Europe. This ties

in [] (*good/well*) with the fact that Dublin,

with its [] (*lots/many*) good pubs, clubs,

cafes, and restaurants, is a great place to go out. Being the cultural capital of

Ireland, Dublin has a lot to [] (*offer/afford*) in terms of good

museums, theaters, and other such attractions. What's []

(*plus/more*), the city's literary history is so rich, it has []

(*yearned/earned*) it has earned Dublin the distinction of "UNESCO City of Literature".



Listening

The decision to use a YouTube Video or the recorder is because authentic listening indicates that “training in ICT skills is crucial in implementing ICT integration in the teaching and learning of English and the extent to which teachers are given time to access to pertinent training to use computers to support learning plays a major role in determining whether or not technology has a major impact on achievement.” (Motteram, 2013).

To take advantage of the appliances and of the technology is crucial to reaffirm the bond between social needs to create communicative opportunities.

As an assessment for the skill of listening, I decided to choose a presentation about different cultural places pictures, students have to listen and write the words that they recognize to increase their correct times. This exercise is considered as an assessment because vocabulary. It also will get an outlook about what my students have learnt up to this moment. The evaluation will be considered, when students use the words in their participations and it will allow me to know if the vocabulary has been consolidated or not. In this sense, the assessment is seen as a process of gathering information to know our students' performance in order to take a decision later if it is necessary or just to monitor their progress.



Speaking

This skill was practiced in each moment through their contribution, the dialogues and the final presentation. The students showed their interest and their ability to communicate, even if they are in a basic level. They could help themselves describing some pictures of natural and touristic places.

As evaluation, they presented their work in a short participation and they realize that they can explain a work although they are introducing themselves in a foreign language and in a foreign world.



Writing

This ability was considered one of the most detailed. That requires a concentration in grammatical use and in application of right terms through vocabulary.

For this didactic proposal, students wrote their previous participation and their dialogues, using the seen vocabulary.

They have also designed brochures with information about places they are interested in. So that, the brochure is the main aspect to evaluate their work. The material is their own productions.

Grammar

In fact, grammar is a subject that must be taught. I have explained it in previous sessions and it was only a grammatical revision. The students have answered exercises and they tried to use the imperative form in their dialogues or presentation.

They are two kinds of exercises one to reaffirm the positive and negative imperative form through specific sentences and the other one is to identify the use and complete with the correct form.

imperative

1. Complete the following instructions with these verbs: go, take, turn, cross.

Dialogue A

- Excuse me. How can I get to the bank?
- Go straight on, _____ the second turning on the left, then _____ at the pedestrian crossing, _____ past the post office and the bank is just next to it.

Dialogue B

- Good morning, can you tell me how I can go to the bus station?
- _____ up this road, _____ right at the corner, _____ along to the end of the street and you'll find it there.

2. Make the following instructions negative:











- a. Write a letter **Don't write a letter**
- b. Sit down
- c. Clean the room
- d. Make dinner
- e. Call your mother
- f. Put on your shoes

3. Make the following instructions affirmative:

- a. Don't send the parcel **Send the parcel**
- b. Don't make your bed
- c. Don't use the computer
- d. Don't close the window
- e. Don't take those books away
- f. Don't open the fridge

4. Match the two columns to make instructions:

- | | | | |
|---|-------|-------------------------------------|---------------------------------|
| a | Feed | <input type="checkbox"/> | have a drink |
| b | Wash | <input type="checkbox"/> | put on your jacket; it's hot |
| c | Don't | <input type="checkbox"/> | your bedroom |
| d | Do | <input type="checkbox"/> | go to class; it's eight o'clock |
| e | Let's | <input type="checkbox"/> | the dishes |
| f | Tidy | <input type="checkbox"/> | your homework |
| g | Don't | <input checked="" type="checkbox"/> | the bird |
| h | Let's | <input type="checkbox"/> | leave the door open |

<p>In the corridor</p> <p>1. </p> <p>_____</p>	<p>In the bin</p> <p>2. </p> <p>_____</p>
<p>In the classroom</p> <p>3. </p> <p>_____</p>	<p>In the park</p> <p>4. </p> <p>_____</p>
<p>In the park</p> <p>5. </p> <p>_____</p>	<p>At the lake</p> <p>6. </p> <p>_____</p>
<p>In the library</p> <p>7. </p> <p>_____</p>	<p>In the hospital</p> <p>8. </p> <p>_____</p>
<p>On the bus</p> <p>9. </p> <p>_____</p>	<p>In the park</p> <p>10. </p> <p>_____</p>

© Futonge Kisito, 2007

Vocabulary

For this part, the vocabulary is introduced through a list and then the students must use them in their final work or in dialogues.

AIRPORT
APARTMENT BUILDING
BANK
BARBER SHOP
BOOK STORE
BOWLING ALLEY
BUS STOP
CHURCH
CONVENIENCE STORE
DEPARTMENT STORE
FIRE DEPARTMENT
GAS STATION
HOSPITAL
HOUSE
LIBRARY
MOVIE THEATER
MUSEUM
OFFICE BUILDING
POST OFFICE
RESTAURANT
SCHOOL
MALL

SUPERMARKET
TRAIN STATION

**Brief description of the development and outcome of the activities
(Results of the lesson plan)**

The results have been very good. I realized that my students are interested in learning and even if they cannot express in a correct way, they have the intention to communicate and to share their opinion.

First of all, I introduced all my activities and my students did them, they apply their previous knowledge to answer the exercises, to comment and to complete the activities. I must also mention that the proposed order to develop my suggestions was different. But I did all that I wrote in the plannation.

The students participated in the reading exercise and they emphasised the unknown vocabulary, for using them in subsequent contribution.



In the listening activity, they could follow the video and they mentioned some ideas that summerized the topic. In this case, the video had subtitles, then the images and the closed caption were a vey important contribution to understand the description of the showed places. It was another listening exercise about a recorder and at the end, the pupils must write a summary that prove their understanding. In this

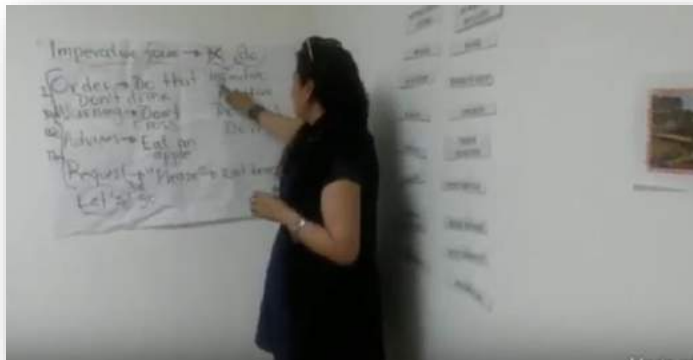
proposal, the audio was authentic, but the expositor was a person from Poland, so her English was slow and not so difficult to understand, therefore, pupils could finish the activity. This suggestion was a listening evaluation.



The speaking and the writing parts were related activities, even all the skills were consequences each other. The students wrote dialogues and express their ideas about the topic, at the end, and as a final evaluation, they present their work, considering the seen vocabulary and the grammatical explanations.



Grammar and vocabulary were also practiced. For the first one, students have learned the subject in a previous session, then they answered the exercises and used this form in their works.



As I clarified in the planning, vocabulary belonged to the context of places, consequently I proposed two main sources to learn vocabulary: the video and the cards. The first one was subtitled and the students could notice important words, for the second one, the selected words are used in a location context.

The students have used some of these words in their brochures and in their presentations.

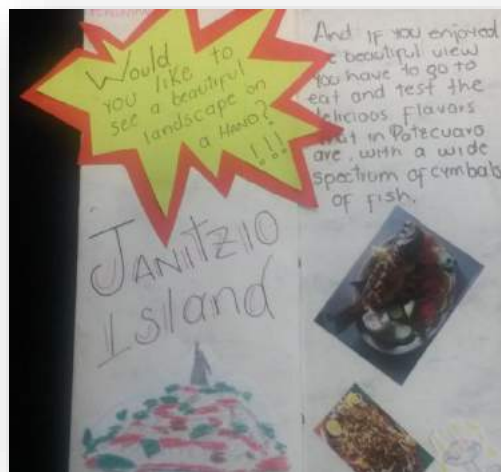
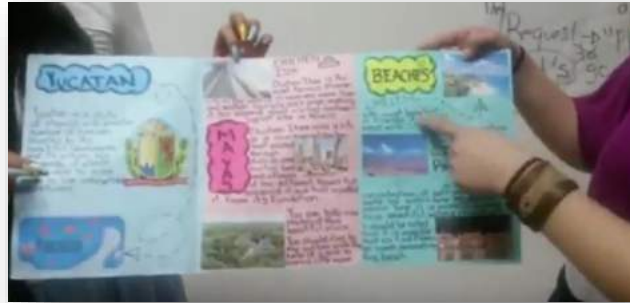


The final evaluation was not modified because the pupils presented their work, they made it in advance as homework and the brochures contain all the requested elements: vocabulary, grammatical aspects, cultural references, even creativity.

In my opinion, students learnt and they had enjoy with the activities. I realized they made effort to communicate and before each participation, they wrote their opinion to be sure in their speaking. The material was correct, although I could not show all

the development of the proceedings. I had a problem with the edition because I did not see that the length of the video was longer than required.

The sequences of the final work describe the progress of my planning lesson.



Rainbow

Agnes

Travel of Italy



The trip of your life!




GENERAL INFORMATION



The part of the world is one of the most important geographical features of the country. The history begins in 1959 when the state of Texas and the city of Houston were established.

The state that makes the growth was the construction of the Houston road which connects it with the international airport and that was based on the Government of Texas. In the last fifty years, the state has become a place of interest of the international world.

Without the state of Texas, the state would not have been established. The state of Texas is one of the major states in the United States since 1959. Without having a professional business, the state has learned to change from a state towards the future.





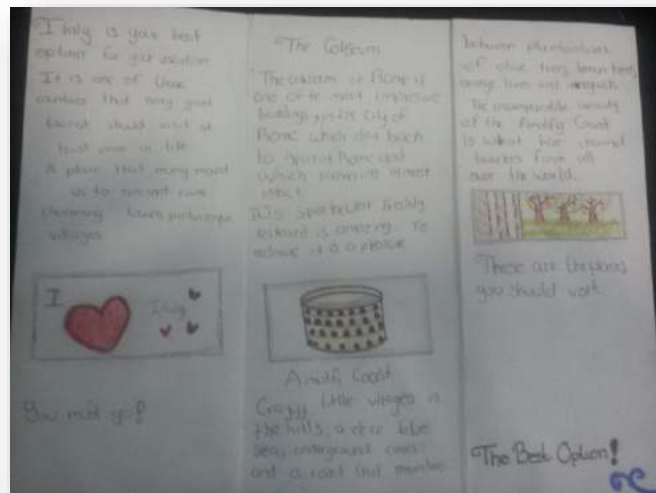
Travel to...

TECOLUILA VERACRUZ

In this state you can find the best of the world's most beautiful and interesting places. The state has the best of the world's most beautiful and interesting places. The state has the best of the world's most beautiful and interesting places. The state has the best of the world's most beautiful and interesting places.





As the last evidence of this Unit2B, I will introduce the link of the Video uploaded in YouTube called *UPN_eeaille_Teaching by cultural places*.

The URL is <https://www.youtube.com/watch?v=W3GF7RAuT5g>



Conclusion

Throughout my background and my experience as a teacher and a foreign language student, I have found numerous features that have increased my interest in teaching and learning process. One example is the intercultural exchange between differences and similitudes that native speakers present when they belong to the same linguistic group. The distinct accents or the regional expressions symbolize these characteristics, that they can also recognize and use as own ethnological representations. And it is precisely the point in which foreign language students find obstacles or problems in their understanding. I have considered these features to choose the main topic of the project, that is not only a kind of culture, but a real introduction into intercultural subjects to be developed in a language class.

Working with all the skills have allowed to appreciate the real acquisition of a second language in the students, it is believed that in order to become proficient in the linguistic competences, not only for the grammar or vocabulary, but for introducing the students into the common structures, idioms and expressions that followed by certain words. For that reason, it is important to work on these skills in the classroom and encourage students use the language in a meaningful way.

Putting into practice the activities described in the present work, it was a profitable experience since it was surprising for me how students can develop their ideas and creativity by designing their brochures.

I consider that sharing information about cultural or touristic places was an interesting activity in which pupils could see their learning objectified in presentations and writing contributions, all of their learning along the course was brought to life in a meaningful way.

On the other hand, I realized that they could use the imperative form, conjugations and adjectives to describe the selected places. They performed well and it was also a rewarding experience for me.

In some cases students had problems with the personal pronouns and with the conjugation of certain verbs. However, those topics were reinforced by writing and elaborating the brochures and in a great deal through the reading and then through the speaking presentation.

After the reading stage, I could realize about the reading comprehension of each student by asking them some questions and during the speaking presentation it was possible to check the areas where students need to need more practice for example in pronunciation.

They also need to improve their speaking skills, for this reason the following sessions I will provide them with more activities and exercises. Apart from that, I think that my students performed well and I consider that the goal was accomplished successfully.

References

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