



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Applying the sociocultural theory to develop the four  
skills of language**

**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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**México, DF. a 18 de junio de 2021.**



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**CAMPUS AJUSCO**

**Centro de Enseñanza y Aprendizaje de Lenguas**



Specialization in English Language Learning and Teaching  
(EEAILE)

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE  
INGLÉS COMO LENGUA EXTRANJERA**

**Final Project**

**“Applying the sociocultural theory to develop the four skills of language and  
interculturality as well”**

**Presented by**

**José Luis Ariza Calderón**

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**June 18<sup>TH</sup>, 2021.**

June 18<sup>TH</sup>, 2021

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<sup>1</sup> EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

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TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor.”<sup>2</sup>



José Luis Ariza

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<sup>2</sup> Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>

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## **Introduction**

“If You are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people” – Chinese Proverb

When you are and work as an English teacher, you have to take into count knowing the theories that explain second language acquisition. Comprehending these theories allow us the opportunity to explore some of them and they provide us with invaluable elements to understand how the second language acquisition research has evolved through different theories and hypotheses. I pretend to explain how perspectives were changing as new elements took place. The Second language acquisition theories went from considering language as the formation of habits; that is to say, learned through stimulus-response and feedback to be seen as information processing, considering different factors such as the role of input, the intake, and the acknowledgment of an affective filter which interferes how learners react to the L2, and finally to being considered a social practice in which interaction plays an essential role.

For language acquisition to happen, it is mentioned that there should be an input, an intake, and an output, according to the Input hypothesis and the Swain's output hypothesis, it is by studying about them when one understands why sometimes after having prepared what it seems a thoroughly planned lesson, sometimes a teacher does not always deliver a class as he /she had wished. Clearly, our input was not as good as to produce intake and in consequence output in our students; we can understand our learners' input as all the information, written and spoken material to which they are exposed to. All information must be a little higher beyond the level of knowledge that students have, so they can achieve a comprehensible input.

During this specialty I began to build up my daily teaching philosophy and what lesson planning is, and why it is quite important to handle it in our role as a teacher when we are delivering one, according to Savage (2015) “A lesson planning is the process of thinking through and writing down a plan for the teaching of, and learning within, a lesson that the teacher will be teaching to a group of students in a place at a time”

At the beginning of this specialty, I didn't have a precise method, technique, or enough skills to properly carry on the delivery of lesson planning. Nonetheless, I have realized before preparing and delivering a lesson plan, you should have an appropriate background, that is to say, a teacher should have an own teaching philosophy which will ease his/her practice, will discriminate the most convenient method to be used after the teacher has known the group's profile, the pace of the class and special needs if there were some.

During the preparation and development of the lesson plan, the teacher has to focus on some aspects to succeed, such as

- Identify learning objectives appropriate to the needs, age and ability level of the group
- Select and/or adapt materials and/or activities suitable for the learners and the lesson objectives
- Assign realistic timing to the stages in the lesson
- Anticipate potential difficulties with language and activities
- Present plans in language which is clear, accurate (including appropriate use of terminology), and easy to read
- Present materials for classroom use with a professional appearance and regard for copyright requirements. When I started this specialization course I had many weaknesses and few strengths in the teaching process, through this course I have learned new content and skills that I have immediately put into practice in my teaching, some years ago many times I applied them empirically since I was unaware its theoretical foundation, neither properly have a teaching philosophy, either did not follow a method or the few that knew I did not know how to develop or apply them according Include an appropriate variety of activity, interaction, and pace

to the profile of my group. From module one, I got involved in the basic concepts of learning theories and how to learn or acquire a second language.

In addition to the above, I have had the opportunity to know the research work of many authors such as Piaget, Vygotsky, Saussure, Krashen, Harmer, and most recently Brown who gives me a perspective of the evaluation that as every process must be evaluated to know what it can be corrected and improved in favor of student learning.

During the second module, I had the opportunity to delve into receptive skills (input), reading and listening, as well as productive skills (output) such as speaking and writing, I got to know the macro and micro-skills, the processes of delivery of a lesson plan and be able to reach the expected learnings, Nowadays I can distinguish the essential elements of the lesson plan, which will facilitate the teaching-learning process. I have also learned that it is not only enough to develop the four basic skills of the language (explicit curriculum), it must also include interculturality (hidden curriculum) which allows the student to be a member of the world and have an integral development.

Finally, I am aware to learning the concept of interculturality in the classes, has addressed a relevant topic that is evaluation, Brown's concepts of this important process in teaching, give us clarity between evaluation and assessment, in addition to the different instruments used to collect information that will allow us in the future to design and apply the best strategies for students' learning.

## **Chapter 1 Philosophy and theory**

### **1.01 Teaching identity and philosophy**

My name is José Luis Ariza Calderón, I studied for my bachelor's degree at the UPN headquarter Ajusco as a pedagogist, the major took me four years to conclude it, however formerly I had tried to get a degree but unfortunately, I had not been able to get it up to two years ago.

#### **How I learned English Language**

I used to attend a public school, during preschool and elementary school, I did not have any contact with L2, it was until junior high school that I had contact with the English language, the first teacher was kind of weird who wore a toupee, and he used to attend classes in an alcoholic state. he just taught vocabulary, the occasional song, lacking a method. During the second year the teacher's "method" was to fill in the textbook, to teach the verb "to be" in the present and past tense all the time, affirmative, interrogative, negative, and interrogative-negative forms, she tried to develop a PPP, but we only stayed in the presentation and there was never production, almost she sent me to an extraordinary exam since I didn't deliver the answered book. In the third year a new teacher arrived at school, who the same way had no idea what to teach, he used to take the whole class in order to scold us, the only class that he explained to us was the one about comparatives and future tense, making cards, but like the other school years, there was not any significant learning either oral production. a secondary level with almost no learning in the second language.

During High school, the first year was chaotic, learning a second language, the teacher had no idea how to teach a second one, she only used to write down a long list of vocabulary, which we had to repeat five times each word in our notebooks, the rest of the class was to talk about personal situations, jokes, and occurrences of the group. It was until the second year that I was attracted to the language, a teacher of Mexican descent who was born in the United States came to school, who used to

speaking English to us the whole class, he was a musician too who liked to play the accordion, he was a nice guy, who motivated me to learn a second language, maybe it was the subject that I liked the most, he was motivating and empathetic with our learning. A laboratory was built for the English class where the teachers used to reproduce the audios using vinyl discs, after 2 years of being in high school, we would be the first to use it, something unique for the time since it was a high school which offered a bilingual technical certificate. Throughout the third year we had to take the subject of writing documents in English, I already had a stronger knowledge in English in comparison with my mates, I began to communicate in the second language, we used a book called Idiomatic English (first edition, 1978), it was about a world of verb conjugations, phrases and idioms which helped me to develop the language, I consider myself that I already had more knowledge of the language than the same document writing teacher, who used to see his watch every 5 minutes, as if the time flew, to run away and not hear from us, never during class we wrote a document in English, the only thing that he wrote down on the blackboard were the parts of a business letter. Ending high school due to financial reasons I decided to look for work, but it was a decision for a beardless young man, without experience, not even an academic degree, it would be tough to achieve it, fortunately, I got a job as a crew member of a cruise ship, in the quartermaster area and with my scarcely English I was able to hold an interview, which I could get a one-year contract aboard a shipping company, onboard my life was miserable, long hours of work, without a day of rest, my lack of high knowledge of the language, it did not allow me to communicate with the rest of the crew where there were only 5 Spanish speakers, perhaps the most remarkable thing was that I learned to have a more fluent conversation in the second language. that's why I decided to disembark, came back to my hometown, and look for a new job.

## How I began to teach the English Language

When I came back to Mexico due to destiny I met a former high school teacher again, she told me that in another school where she worked they urgently requested an English teacher, she knew that I had been the "most advanced student in the class", the requirements were that I knew English and had a high school degree, they didn't ask me more aspects and skills about me during the interview such as if I knew how to do a lesson plan if I had solid knowledge about the language, they only told me to follow the index of an old English book, they gave me an eraser and two chalk. that was my syllabus, my lesson plan, and my didactic material, the payment would be 5 pesos per hour ...

I started teaching English in the eighties, many of my colleagues from those years only knew the second language because they had lived in the United States or Canada as legal or illegal immigrants who returned to their country and one way of generating incomes was as an English teacher, we did not have an idea or knowledge of didactics, most of us taught following the model of how we had learned in junior high or high school. The teachers who had knowledge about the methodology were those who used to attend the Mexican North American Institute of Cultural Relations, A.C. which was located at 115 Hamburg Street in the emblematic Pink Zone of Mexico City.

It was the most representative school to learn English since they had agreements with the embassy of the United States and most of the teaching staff were native, perhaps they had knowledge in pedagogy, but they were unaware of the theories of teaching a language. During that time, they began to offer a card that was a teacher's degree, which allowed you to teach the language and the "certification" of being an English teacher endorsed by this institution



**Facade of the Mexican North American Institute of Cultural Relations, A.C.**

During the eighties, there weren't English teachers who had well-defined linguistic and pedagogical skills. Their level of English was measured by an arbitrary way in percentages and not based on descriptors as currently established by the Common European Framework of Reference for Languages (CEFR)<sup>1</sup>.

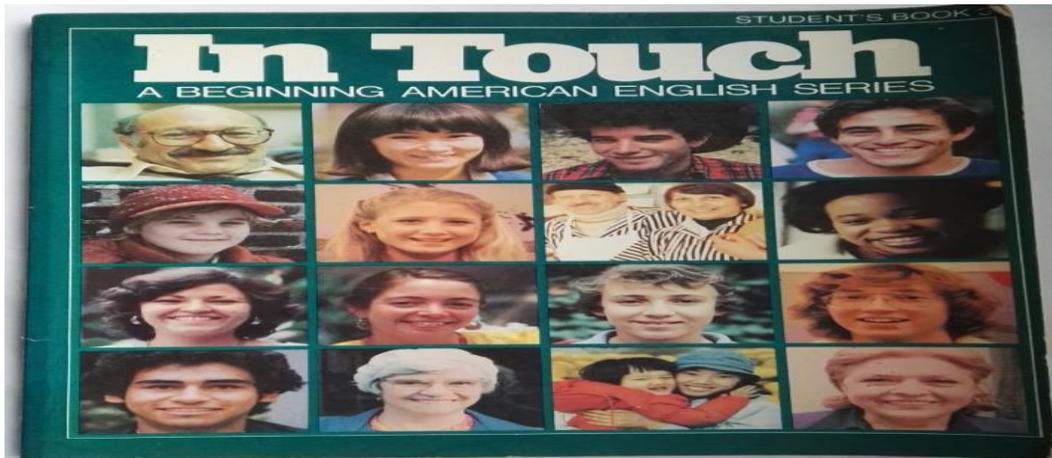
We used to rely on the empiricism of John Locke; Locke (1689) pointed out "that the human mind is like a blank canvas, at birth. He affirms that our knowledge of the world can only come from experience, through the senses. Then we are able to rationalize that knowledge to formulate new ideas "

The FES Acatlán belonging to the Autonomous University of Mexico (UNAM) and the University of Guadalajara (UAG) were the pioneers in designing the curriculum to offer the degree in teaching English, unfortunately, there were many applicants and few accepted ones, then we had to continue teaching as we thought or believed it was the best method for our students.

<sup>1</sup> The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

Most of the colleagues used to apply the following methods: the audio-lingual one, the silent way, the grammar-translation method, for this reason, many teachers believe that we used an eclectic method, since we used several methods or perhaps approaches and techniques, but unfortunately, we did not know how they were called, to give them

theoretical support that is why previously I refer to empiricism to give a context to our educational praxis. It was a difficult time, for learning and acquiring knowledge and skills, little bibliographic reference, there was no internet to consult information, download videos like today, for a listening practice I also used vinyl records and cassettes to reproduce the audios, an iconic book that many of us used at that time was **Basic English 1, 2 & 3** and the emblematic **In touch** book of a series of three books that defined the level of English of the students in basic, intermediate and advanced.



### **My current teaching context**

I teach at the preschool level in a kindergarten that is located in the east of the State of Mexico. The aforementioned kindergarten has five groups, two of 3rd grade, 2 of 2nd grade, and one of 1st grade, it is a newly created preschool that shares the space with the morning shift, however, this shift preferably serves the population of the nearby streets. This institution has a population of 125 children, 25 in each grade, I have 6 hours per week, I only teach to third grades 3 hours per group.



**The facade of the preschool "Gabriel García Márquez"**

I also teach at a primary called "Celerino Cano Palacio", which is located in Mexico City at Jardín Balbuena Neighborhood on Gerardo Iglesias Calderón third alley, this school year I am in charge of sixth and first graders, I have 12 hours per week. This institution has a population of 326 children, there are fourteen groups, I have two firsts and two sixths, three hours per group.



## **1.02 Theory and underlying your teaching practice and identity**

Part of being English teachers involves knowing the theories that explain L2 acquisition. I have understood how L2 acquisition research has evolved through different theories and hypotheses. I have also learned how perspectives were changing as new elements took place. Thus, L2 acquisition theories went from considering language as a habit-formation; that is to say, learned through stimulus, response and feedback to be seen as information processing considering different factors such as the role of input or the acknowledgment of an affective filter that interferes with how learners react to the L2, and finally to being considered a social practice in which interaction plays an essential role.

For language acquisition to happen it is mentioned that there should be an input, an intake, and an output (Input hypothesis, Swain's output hypothesis) and it is by reading about them that one understands why sometimes after having what it seems a thoroughly planned lesson, things do not always go as wished in the classroom. Clearly, our input was not as good as to produce intake and in consequence output in our students; we can understand our learners' input as all the information, written and spoken material to which they are exposed to. All information must be slightly beyond the level of proficiency that students have.

Inside the classroom, the sources of information are the teacher and the material the teacher uses to teach, such as videos, images, realia, books, magazines, posters, songs, and learners themselves (classmates' communication). Outside of the classroom, students have other sources of information like video games, movies, social networks, and more. Learners have to internalize the information (intake) to apply what they learned in a project, presenting a topic, speaking with a classmate inside or outside the classroom, answering questions, and more social practices we can find for them. During this process, adjustments are made, like the modified input, the rhythm, adaptation of the speaker so that the receiver can comprehend the message.

The Silent Way, the Direct Method, the Audio-Lingual Method, Suggestopedia, Community Language Learning, Communicative Approach, the Grammar-Translation Method, and Total Physical Response (TPR) are some of the methods used by teachers during their praxis. Many of them are exploited sometimes by taking characteristics of one and the other and merging them so our teaching adjusts to the needs of our learners.

Throughout the years we have learnt that very young and young learners work the best under the Direct Method, the younger the student the less the focus in grammar, reading and writing. The second language acquisition begins in a similar way in which the L1 was acquired. Teachers must stay away from the explanations that are even solicited by older students and learners.

Very young and young learners learn through the singing, playing games, interaction with each other, through repetition and proper correction in due time. There must always be an environment of confidence and especially love and caring actions from the teacher.

At the preschool level, the material to be used must be varied, colorful, attractive to the students, besides all the material must be concrete, which means that it must be manipulated by the learner, the material around our context also adds to this teaching-learning process. Nowadays on the internet, we find countless videos, virtual games and varied material that satisfy children's learning styles. There is material for every intelligence, from the kinesthetic, visual, social, and more; by using appropriate materials we avoid translation.

The role of the teacher has switched across time, teachers used to be the only source of knowledge in the classroom and students had a more passive role, the teacher talked, the students listened, memorized, and that was it. Our students nowadays have lots of sources and are constantly surrounded by input that may or may not come from the teacher. So, we are merely guiding, our role is more passive and our students' role is more active. We want them to analyze, participate, understand and come up with their own deductions of the information provided to them.

## METHODS AND APPROACHES

METHOD/ APPROACH	RATIONALE	PRINCIPLES
<b>THE DIRECT METHOD</b>	No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids.	<ul style="list-style-type: none"> <li>➤ Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts (e.g., the students study geography and cultural attitudes).</li> <li>➤ Objects (e.g., realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.</li> <li>➤ The native language shouldn't be used during class.</li> <li>➤ The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.</li> <li>➤ The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).</li> </ul>
<p><b>THE AUDIO-LINGUAL METHOD</b></p>	<p>It was thought that the way to acquire the sentence patterns of the target language was through conditioning –helping learners to respond correctly to stimuli through shaping and reinforcement. This method, like the Direct Method, is also an oral-based approach. However, it is very different in that, instead of emphasizing vocabulary</p>	<ul style="list-style-type: none"> <li>➤ Language forms do not occur by themselves; they occur most naturally within a context.</li> <li>➤ The native language and the target language have separate linguistic systems. They should be kept apart so that the ss’ native language interferes as little as possible with the students’ attempts to acquire the target language.</li> <li>➤ One of the T’s major roles is that of a model of the target language. Ts should provide ss with a good model. By listening to how is supposed to sound, ss should be able to mimic the model.</li> </ul>

	<p>acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns.</p>	<ul style="list-style-type: none"> <li>➤ Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning. Positive reinforcement helps ss to develop correct habits. Ss should learn to respond to both verbal and nonverbal stimuli.</li> <li>➤ It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors occur, they should be immediately corrected by the teacher.</li> <li>➤ Particular parts of speech occupy particular “slots” in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.</li> <li>➤ Each language has a finite number of patterns. Pattern practice helps students to form habits which enable ss to use the patterns.</li> </ul>
<p><b>THE SILENT WAY</b></p>	<p>Teaching should be subordinated to learning. To teach means to serve the</p>	<ul style="list-style-type: none"> <li>➤ The teacher should start with something the students already know and build from that to</li> </ul>

	<p>learning process rather than to dominate it. This principle is in keeping with the active search for rules ascribed to the learner in the Cognitive Approach. Learning is a process which we initiate by ourselves by mobilizing our inner resources (our perception, awareness, cognition, imagination, intuition, creativity, etc.) to meet the challenge at hand. In the course of our learning, we integrate into ourselves whatever “new” that we create, and we use it as a stepping stone for further learning</p>	<p>the unknown. Languages share a number of features, sounds being the most basic.</p> <ul style="list-style-type: none"><li>➤ Language learners are intelligent and bring with them the experience of already learning a language. The teacher should give only what help is necessary.</li><li>➤ Language is not learned by repeating after a model. Students need to develop their own “inner criteria” for correctness –to trust and to be responsible for their own production in the target language. Students should engage in a great deal of meaningful practice without repetition.</li><li>➤ Students’ actions can tell the teacher whether or not they have learned. The teacher can gain valuable information from student feedback; for example, he can learn what to work on next. Students learn how to accept responsibility for their own learning.</li></ul>
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		<ul style="list-style-type: none"><li>➤ Students should learn to rely on each other and themselves. Students gain autonomy in the language by exploring it and by making choices. Students need to learn to listen to themselves.</li><li>➤ The teacher works with the students while the students work on the language. Meaning is made clear by focusing students' perceptions, not through translation.</li><li>➤ The teacher makes use of what students already know. The more the teacher does for the students what they can do for themselves, the less they will do for themselves.</li><li>➤ Learning involves transferring what one knows the new contexts. Language is for self-expression. At the beginning, the teacher needs to look for progress, not perfection. Learning takes place in time. Students learn at different rates.</li></ul>
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<b>SUGGESTOPEDIA</b>	<p>Language learning can occur at much faster rate than ordinarily transpires. The reason for our inefficiency is that we set up psychological barriers to learning: We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. One result is that we do not use the full mental powers that we have.</p>	<ul style="list-style-type: none"><li>➤ Learning is facilitated in a cheerful environment.</li><li>➤ Students can learn from what is present in the environment, even if their attention is not directed to it (peripheral learning).</li><li>➤ If students trust and respect the teacher's authority, they will accept and retain information better.</li><li>➤ Teachers should recognize that learners bring certain psychological barriers with them to the learning situation. They should attempt to "suggest" these.</li><li>➤ Assuming a new identity enhances students' feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person.</li><li>➤ The dialog that the students learn contains language they can use immediately.</li><li>➤ Songs are useful for "freeing the speech muscles" and evoking positive emotions.</li></ul>
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		<ul style="list-style-type: none"> <li>➤ The teacher should integrate indirect positive suggestions (“there is no limit to what you can do”) into the learning situation.</li> </ul>
<p><b>COMMUNITY LANGUAGE LEARNING</b></p>	<p>This method advises teachers to consider their students as “whole persons”. Whole-person learning means that teachers consider not only their students’ intellect, but also have some understanding of the relationship among ss’ feeling, physical reactions, instinctive protective reactions, and desire to learn.</p>	<ul style="list-style-type: none"> <li>➤ Building a relationship with and among ss is very important. Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere. Learners feel free to lower their defenses and the learning experience becomes less threatening.</li> <li>➤ Any new learning experience can be threatening. When ss have an idea of what will happen in each activity, they often feel more secure. People learn non-defensively when they feel secure. Students feel more secure when they know the limits of an activity.</li> <li>➤ The superior knowledge and power of the teacher can be threatening. If the T does not remain in the front of the classroom, the threat is reduced and Ss’ learning is facilitated. Also,</li> </ul>

		<p>this fosters interaction among ss, rather than from student to teacher.</p> <ul style="list-style-type: none"> <li>➤ Teacher and students are whole persons. Sharing about their learning experience allows learners to get to know one another and to build community.</li> <li>➤ The teacher “counsels” the students. He does not offer advice, but rather shows them that he is really listening to them and understands what they are saying. By understanding how students feel, the teacher can help students gain insights into their own learning process as well as transform their negative feelings, which might otherwise block their learning.</li> <li>➤ The students’ native language is used to make the meaning clear and to build a bridge from the known to the unknown. Students feel more secure when they understand everything.</li> </ul>
<p><b>TOTAL PHYSICAL RESPONSE (TPR)</b></p>	<p>The fastest, least stressful way to achieve understanding of any</p>	<ul style="list-style-type: none"> <li>➤ Meaning in the target language can often be conveyed through actions. Memory is activated</li> </ul>

	<p>target language is to follow directions uttered by the instructor (without native language translation).</p>	<p>through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The target language should be presented in chunks, not just word by word.</p> <ul style="list-style-type: none"> <li>➤ Ss' understanding of the target language should be developed before speaking.</li> <li>➤ Ss can initially learn one part of the language rapidly by moving their bodies.</li> <li>➤ The imperative is a powerful linguistic device through which the teacher can direct student behavior.</li> <li>➤ Ss can learn through observing actions as well as by performing the actions themselves.</li> <li>➤ It is very important that students feel successful. Feeling of success and low anxiety facilitate learning.</li> </ul>
<p><b>COMMUNICATIVE LANGUAGE TEACHING</b></p>	<p>Being able to communicate required more than linguistic</p>	<ul style="list-style-type: none"> <li>➤ Authentic language (language as it is used in a real context) should be introduced.</li> </ul>

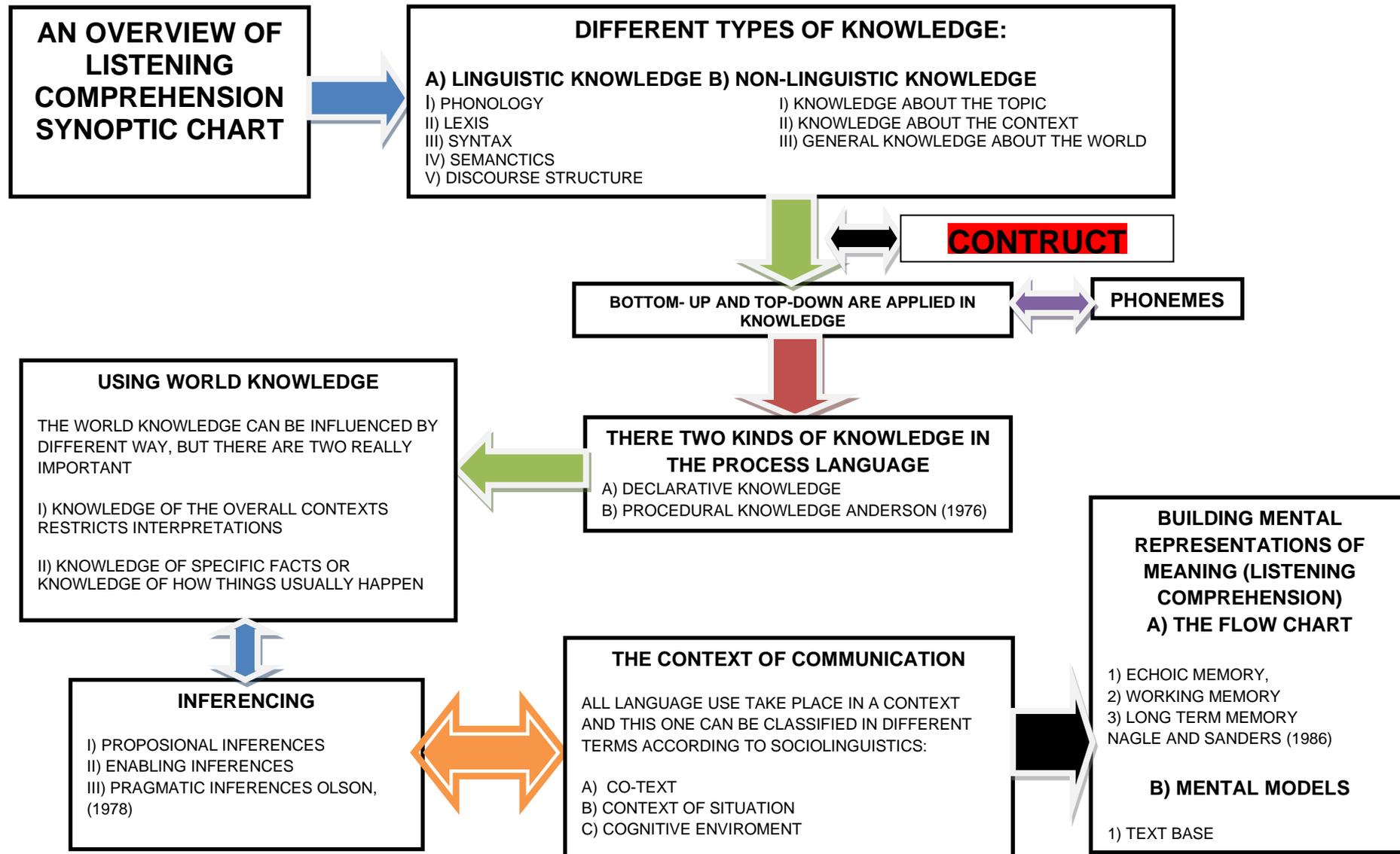
	<p>competence; it required communicative competence: knowing when and how to say what to whom. Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.</p>	<ul style="list-style-type: none"><li>➤ Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.</li><li>➤ The target language is a vehicle for classroom communication, not just the object of study.</li><li>➤ One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.</li><li>➤ Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.</li><li>➤ Games are important because they have certain features in common with real communicative events: there is a purpose to exchange. The speaker receives immediate</li></ul>
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		<p>feedback from the listener or whether or not he or she has successfully communicated. In this way they can negotiate meaning.</p> <ul style="list-style-type: none"> <li>➤ Students should be given an opportunity to express their ideas and opinions.</li> </ul>
<p><b>THE GRAMMAR-TRANSLATION METHOD</b></p>	<ul style="list-style-type: none"> <li>➤ It was hoped that through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A fundamental purpose of learning a foreign language is to be able to read literature written in it. Literary language is superior to spoken language. Students' study of the target culture is limited to its literature and fine arts.</li> <li>➤ An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners.</li> <li>➤ The ability to communicate in the target language is not a goal of foreign language instruction.</li> <li>➤ The primary skills to be developed are reading and writing. Little attention is given to</li> </ul>

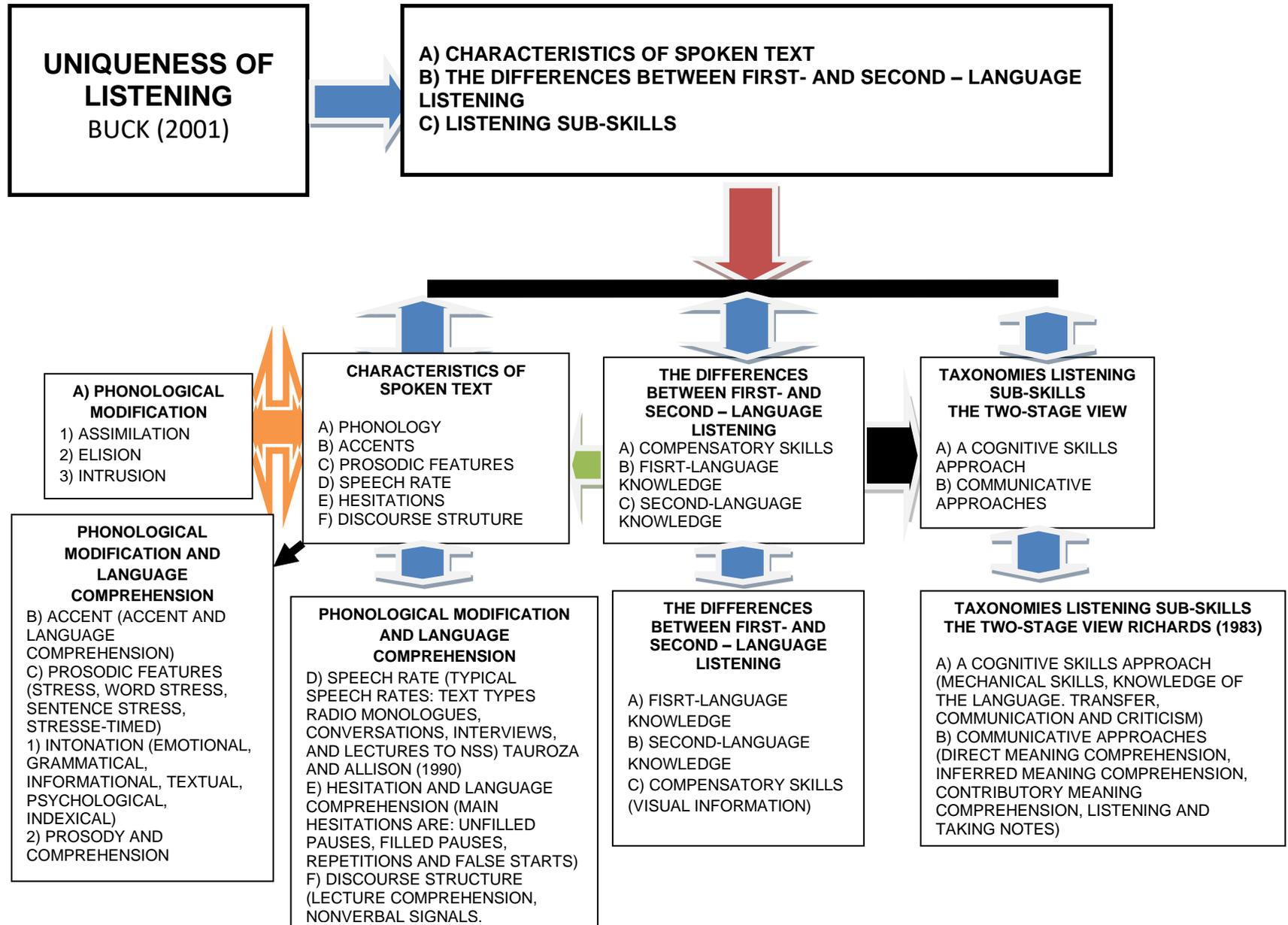
		<p>speaking and listening, and almost none to pronunciation.</p> <ul style="list-style-type: none"><li>➤ The teacher is the authority in the classroom. It is very important that students get the correct answer.</li></ul>
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## 1.03 Listening Comprehension

Comprehending the listening process is a hard task so it has to be understood as a construct passing through a long process and various steps.



**UNIQUENESS OF LISTENING**



## **Characteristics of the speaker and the listener as well as the listening processes**

Most learners will spend considerably more time in listening to the foreign language than in producing it themselves. It is not only that they must understand what is said to them during face-to-face interaction. Littlewood (1981). Listening is very important skill, when we are talking about language learning, because learners can gain valuable language input and acquire good speaking habits as a result of the spoken English they heard and helps improve them pronunciation.

When the learners listen, they have to extract the meaning and must understand the message, so the teacher must prepare and help them to allowed security of listening; the interactive model of listening comprehension Clack & Clarck, (1977) describes eight processes where interaction takes place immediately after listening stage as the listener becomes speaker in a response of some kind, using effective techniques to improve comprehension.

There are different types of spoken language, monologues when the one speaker uses spoken language, and dialogues involve two or more speakers, they are important in teaching listening comprehension, because listening activities can vary a number of factors in the spoken text, the teacher must to considerate eight special characteristics of spoken language, in order to make not listening difficult, I want to mention these characteristics, clustering is when we break down speech into small groups of words, redundancy, reduce forms, performance variables, colloquial language, rate of delivery, stress, rhythm intonation, and interaction. The learners must become accustom to speech which is not perfectly planned, which characterize most everyday speech and need to understand speakers who vary in time of speech, clarity of articulation and regional accent, teacher must expose them to speech with vary linguistic and situational characteristics.

## Listening Strategies

Hemingway (1951) used to state “When people talk, listen completely. Most people never listen”.

It is essential for teachers to help our pupils become effective active listeners. How would we do it?

First of all, modeling listening strategies and providing active listening practice.

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening intake. They also can be classified by how the listener process the input.

These can be top-down, bottom-up and metacognitive.

Top-down refers to the use of background knowledge in understanding the meaning of the message. This background consists of context, the situation, the topic, and context.

The bottom-up strategy is to know about details and segments, it concentrates on forms and structure, thus this activity is more related to academic study. English learning students use this activity to enhance to their listening ability.

Taylor (1999) defines “metacognition as an appreciation of What one already knows, together with a correct apprehension of the learning task and What knowledge and skills it requires.

## Teaching Listening

As we mention formerly listening is a receptive skill that deals with students' ability to understand spoken English, listening is one of the hardest skills to develop because it combines reduced or missing visual input with a lack of predictability, add to that less frequent exposure to spoken English and student may struggle. Listening instruction, like Reading instruction, must go beyond teaching content and helping students to understand the current listening text. It must teach them strategies to approach each new listening text or interaction a Little more effectively than the last and train the ear through frequent and meaningful exposure to the language.

There are a number of ways people apply listening skills in everyday life such as engaging in conversations and another face-to-face interaction, being entertained through songs, radio, TV, movies, podcasts, and videos, following instructions and directions, to respond to questions, to learn information in a class and to understand announcements.

Listening activities that incorporate this authentic task may keep students interested in practicing.

### **Guidelines for Developing Listening Activities**

The guidelines that we must take into account when we deliver a listening lesson are firstly the profile of graduates of basic and upper secondary education in addition the Common European Framework of Reference for Languages (CEFR), also to know the achievement descriptors of each level, and in them, we base our expected learning, if we follow these guidelines, the objective of what is planned in each activity will surely be achieved, in this case about listening skills.

## **Authentic Materials for Listening Comprehension**

One of the well-known surprises of arriving in a foreign country on a first visit is the fact that, in spite of a year of language study at a school, one is unable to understand what is being said, the lessons learned in the classroom do not seem to have been adequate preparation for the “real life”. It is now generally accepted that students need to practice listening to the kind of speech they will actually encounter in real life so that they will be able to understand and respond to what English speakers are saying.

Since the 1980s there has been much debate about what constitutes authentic speech and about the value of using authentic speech in listening work. According to Forman (1986) states, “any text is authentic if it was produced in response to real-life communicative needs rather than as an imitation of real-life communicative needs. The term can be applied to any sort of text”

## **Technology and Listening**

Today, compared to the teaching of listening in the last century, teachers can rely on information technology to deliver a listening lesson. In my teaching practice, I rely a lot on the [www.forvo.com](http://www.forvo.com) website to clarify and verify rhythm, stress and pronunciation of words, the use of applications such as CAKE and DUOLINGO have become indispensable tools for the development of listening skills in our students. Nowadays, the tendency of language schools to focus more on the fact that the most important thing is to produce (output) leaving aside the grammatical and academic context, focusing that the language should be functional, communicative and social, and the background of the coherence and cohesion are left behind. why do I mention the above? Most of the new language teaching institutions base their teaching on digital tools, but will they be sufficient to achieve the objectives?

## 1.04 Reading Comprehension

### **The interactive model of Reading**

According to Grellet (1981) these are some of his definitions about reading: “reading is understanding a written text and extracting the required information as efficiently as possible”.

Another definition is “reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the meaning of these messages.”

These are some aspects of the nature of Reading:

1. We need to perceive and decode letters to read words.
2. We need to understand all the words to understand the meaning of a text.
3. The more symbols (letters or words) there are in a text, the longer it will take to read it.
4. We gather meaning from what we read.
5. Our understanding of a text comes from understanding the words of which it is composed.
6. When there is a meaningful context, we tend to bring our interpretation to the word according to its general shape instead of its exact component letters.
7. We need to understand some words to understand the meaning of a text, but by no means all (we naturally skip, misread words to make sense of the whole more quickly or conveniently).
8. If smaller sense units (words, sentences) are combined into bigger ones (sentences, paragraphs), the whole is much faster to read.

9. Our understanding of a text does not simply depend on a reception of words. rather, the process of reading would be better defined as constructing meaning from a written text.

The construction' of meaning is a combination of bottom-up processes (decoding, understanding words, phrases and sentences in the text) and top-down ones (our expectations, previous knowledge constructs ('schemata') of the text context and genre).

Reading activities should stress reading for understanding rather than exact decoding of letters. Teaching should not insist too strongly on learners understanding every word, but go for overall meaning.

Learners will read more successfully if given whole meaningful units of text to read rather than 'disconnected bits. also, learners should be encouraged to combine top-down and bottom-up strategies in reading, i.e., discussing the topic before reading, raising expectations, eliciting connections between references in the text and situations known to the one of the most important tools when learning to read in a foreign language is having the appropriate strategies. most people have their strategies, which might be effective or ineffective. These strategies of Reading may be:

pre: raising expectations, triggering 'schemata'.

while:

guiding 'comprehension'.

post:

reacting to the text.

Together with the PRE-WHILE-POST approach, there is a variety of reading techniques, through which students can develop different effective reading strategies, and this could be the genesis of a piece of writing

## **Schema theory**

The construction of meaning is a combination of bottom-up processes (A schema is a mental structure for representing generic concepts stored in human being's memory, this schema is created by experience acquired from people, objects of their environment. This experienced can be considered as the previous knowledge. That leads reader to expect or predict aspects in our interpretation discourse.

Cook (1989) states "Human's mind is stimulated by key Word or phrases in the text or by the context activates a knowledge schema.

According to Plastina (1997) The individual is piecing bits of knowledge together attempting to make sense of them.

According to Rumhart (1980) "schema can be divided into three types: linguistic, content and formal schema" Chumming (1990) defines to linguistic schema as the previous language knowledge of readers, which means is about language vocabulary and grammar knowledge. Content schema contains two aspects; one is the context or social environment related to Reading material; the other is the background knowledge that readers have already known. Formal schema refers to the discourse form, the frame and rhetorical structure of the article.

With the development of schema theory, more and more scholars apply it to Reading comprehension, and they further study the relationship between schema and Reading comprehension. The presentation of schema theory improves the speed and quality of Reading, It helps students to build their Reading knowledge framework from all aspects, and also facilitates the future application of students in other areas.

### **The importance of cross-cultural awareness for Reading**

Reading is a process where several subjects are involved, it is important when the teacher designs a reading activity, it is linked to different areas of knowledge, this will allow the student to activate previous knowledge, vocabulary, grammar, but also permit to expand his knowledge. the following exercise involves the development of the three schemata mentioned above: linguistic, content and formal.

### **1.05 Vocabulary**

To develop the vocabulary's understanding, it will depend mainly on school age and context, it will not be the same to teach children of preschool to university students, starting from basic thinking skills (LOTS) to higher thinking skills (HOTS). For the beginning of this process, we should refer to the development of language, that is; phonetics, phonology, morphology, syntax, semantics and pragmatics.

Also, when the teacher is in the delivery of vocabulary, he should not forget that each word has form, pronunciation, and meaning, these aspects will facilitate the understanding of the vocabulary that is in the context of the reading.

### **1.06 Writing**

Ken Hyland (2002) defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse also suggested six approaches of writing: Language structures, Discursive structures, Creative expression, writing processes, Content and Genre and context of writing and there are some stages to develop writing:

**Controlled stage:** At basic levels, this stage is the most appropriate since the molding (potential zone of development) established by the teacher will be a trigger for the pupil to interfere at the beginning of writing. tracing letters and words, filling in drills, are excellent exercises.

**Guided writing:** This stage is similar to the previous one but the writer has more freedom, he is ready to begins to write documents such as letters, invitations, recipes, emails. following the patterns or formats.

**Free writing:** The student is ready to write his own papers, he has achieved autonomy, he will be able to write more elaborate essays or documents, he has achieved his proximal zone of development.

## Different ways to guide and evaluate writing

Writing maybe is the most difficult process of a human being has to accomplish, writing is a productive skill but if the writer does not have enough background knowledge, his production will be poor, that is to say, before writing it necessary to foster reading and listening skills since they are receptive skills, which will support the process of writing.

According to Jeremy Harmer (1989) states when you are assessing writing, avoid over-correcting, because this bad habit might affect student's motivation to produce a paper. Also, Harmer recommends designing a code so that the teacher uses it when is assessing

the paper, these codes may be, (s) spelling, (wo) word order. (gr) grammar, etc. then students will begin to familiarize themselves with this code and it will make easier the correction for the students in their texts'. Richards' (1995) also recommends to follow the steps of the writing process so that we can have a worthy paper, these steps are:

1. Prewrite, in this stage we have to choose a topic, set a purpose, collect facts, and organize ideas, to use a graphic organizer would be excellent.
2. Draft, during this step we write a draft that will be improved later, here sentences and paragraphs begin to take form.
3. Revise. Here we have to revise what we have written and proofreading is mandatory.
4. Edit. after we have read our paper, we have to correct spelling, grammar, add new ideas and details to enrich our piece of writing
5. Publish, finally after these four-step our final copy is ready to be published.

## 1.07 Speaking

According to Brown (W/D), there are a number of special characteristics of spoken language that need to be taken into consideration, he cites eight factors that can make the listening process difficult. He states “in spoken language due to memory limitations and our predisposition for chunking or clustering, we break down speech into smaller groups of words, that is why in teaching listening process, teachers need to help students to pick out manageable clusters of words”

**Redundancy** spoken language has a good deal of redundancy, learners can train themselves to profit from it by first becoming aware of it.

**Reduced forms** of spoken language has many reduced forms and sentence fragments; reduction can be phonological, morphological, syntactic, or pragmatic.

**Performance variables** in spoken language hesitations, false start pauses, and corrections are common. There are also many ungrammatical forms and dialectic differences.

**Colloquial language** idioms, slang, reduced forms and shared cultural knowledge are all part of spoken language.

**Rate of delivery**, according to Richards (1983) states that the number and length of pauses are more crucial to comprehension than sheer speed.

**Stress, rhythm, and intonation** English is a stress-timed language, also intonation patterns are meaningful for interpreting questions, statements, emphasis, praise, etc.

**Interaction** of the spoken word is subject to rules of interaction, negotiation, clarification, attending signals. To learn to listen is also to learn to respond and to continue a chain of listening and responding.

## **1.08 Interculturality**

Byram (1997) defines intercultural competence as “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self.

### **Intercultural attitudes**

#### **(*savoir être*)**

Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativize one's own values, beliefs, and behaviors. Ability to “decenter”.

### **Knowledge of social groups**

#### **(*savoirs*)**

Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.

### **Skills of interpreting and relating**

#### **(*savoir comprendre*)**

Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

### **Skills of discovery and interaction**

#### **(*savoir apprendre/faire*)**

Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

### **Critical cultural awareness**

#### **(*savoir s'engager*)**

Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

## CHAPTER 2 Methodology and practice

### 2.01 A practical and useful lesson plan

#### Lesson Plan

Cycle	Grade	Block	Period
3 <sup>rd</sup>	6th	IA	August-September
Learning Environment		Social Practice	
Familiar and Community		Participate in commercial transactions	
Specific Competency	Comprehend and produce expressions about the purchasing of basic need items		
Product	"Bullet point sheet" for buying and selling transactions of basic needs items.		

#### Achievements and contents

Achievements	Doing with the language	Knowing about the Language	Being through the language
<ul style="list-style-type: none"> <li>• Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.</li> <li>• Identifies topic and purpose.</li> <li>• Identifies sentences used by speakers.</li> <li>• Plays the role of a speaker.</li> <li>• Writes expressions for a transaction dialogue.</li> <li>• Reads sentences used for the purchasing of items aloud.</li> </ul>	<p><i>Listen to dialogues.</i></p> <ul style="list-style-type: none"> <li>• Predict general sense.</li> <li>• Identify speakers and the way they address each other.</li> <li>• Identify places where items are purchased and sold.</li> <li>• Perceive the differences in the tone, pause, and intonation of each speaker's discourse.</li> </ul> <p><i>While listening, understand expressions used by speakers in dialogues.</i></p> <ul style="list-style-type: none"> <li>• Compare content of expressions.</li> <li>• Discriminate expressions to ask for or indicate prices and characteristics of items.</li> <li>• Distinguish questions from answers, based on intonation.</li> <li>• Identify products based on the description of their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of dialogues.</li> <li>• Topic, purpose, and intended audience.</li> <li>• Contextual clues.</li> <li>• Speech register.</li> <li>• Acoustic characteristics.</li> <li>• Repertoire of words necessary for this social practice of the language.</li> <li>• (vocatives –<i>sir, mister, ma'am, miss, etc.</i>–, weight and volume units, etc.).</li> <li>• Type of sentences.</li> <li>• Connectors.</li> <li>• Punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an honest behavior in commercial transactions.</li> <li>• Identify cultural differences in commercial transactions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Assume the role of a speaker to practice pronunciation in dialogues.</li> <li><i>Write expressions for a dialogue.</i></li> <li>• Select expressions used to ask for diverse products and their prices.</li> <li>• Write questions about the characteristics and price of products.</li> <li>• Write expressions used to ask for or offer information about different products.</li> <li>• Complete sentences used to close a transaction.</li> </ul> <p><i>Read sentences aloud</i></p>		
	Reading Skills	Writing Skills	
	Listening Skills	Speaking Skills	

Stage of the Product	Setting up		
Achievements	Doing with the language	Knowing about the Language	Being through the language
<ul style="list-style-type: none"> <li>• Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.</li> <li>• Identifies topic and purpose.</li> <li>• Identifies sentences used by speakers.</li> </ul>	<p><i>Listen to dialogues.</i></p> <ul style="list-style-type: none"> <li>• Predict general sense.</li> <li>• Identify speakers and the way they address each other.</li> <li>• Identify places where items are purchased and sold.</li> <li>• Perceive the differences in the tone, pause, and intonation of each speaker's discourse.</li> </ul> <p><i>While listening, understand expressions used by speakers in dialogues.</i></p> <ul style="list-style-type: none"> <li>• Compare content of expressions.</li> <li>• Discriminate expressions to ask for or indicate prices and characteristics of items.</li> <li>• Distinguish questions from answers, based on intonation.</li> <li>• Identify products based on the description of their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of dialogues.</li> <li>• Topic, purpose, and intended audience.</li> <li>• Contextual clues.</li> <li>• Speech register.</li> <li>• Acoustic characteristics.</li> <li>• Repertoire of words necessary for this social practice of the language.</li> <li>• (vocatives –<i>sir, mister, ma'am, miss</i>, etc.–, weight and volume units, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Show an honest behavior in commercial transactions.</li> <li>• Identify cultural differences in commercial transactions.</li> </ul>
	Reading Skills	Writing Skills	

	Listening Skills	Speaking Skills
# of Sessions	2 sessions.	
Assessment Criteria		

Session:		1 of 2	Date:
Time	Group Organization	Material	Activities
10 min	Whole group	Video/audio	T shows a video or audio about commercial transactions. At the end T asks Ss: <ul style="list-style-type: none"> <li>• WWhat are they doing?</li> <li>• WWho are they? (Use of vocatives)</li> <li>• WWhere are they?</li> <li>• DDo you buy or sell things?</li> <li>• WWhat do you need?</li> </ul>
10 min	Whole group / Volunteers	Sentence strips	T sticks on board sentences that appear on the conversation, play the video or audio and Ss identify the sentence when they hear it. (A volunteer points at the sentence) Assess Listening.
15 min	Team work	Sentence strips	T draws a big question mark and asks Ss what is it and what is it used for, What is missing? (answer). Show several questions about a product and let Ss answer. Divide board on 2 parts with the headings QUESTION and ANSWER. Ask 4 students to classify the sentence strips under the correct heading. Match the Q with its answer. Ss copy in Nb 2 questions and answers they like.
8 min	Whole group	Sentence strips Video/audio	T plays again the video or audio and ask 2 volunteers helped by the whole class to order the conversation.
7 min	Whole class	Sentence strips	T unstick the answers of the chart and show a picture of a different product. Ss read the questions aloud (focusing on pronunciation and intonation) and T answers. Encourage them to answer too. Ss copy on their notebooks all the questions. (explain Hw)
Homework		Ss choose a different product and answer the questions about it. Bring offer brochures from supermarkets, furniture stores, Electronic shops, etc.	
Assessment Criteria			

Session:		2 of 2	Date:
Time	Group Organization	Material	Activities
10 min	Whole class Pairs	Homework	T asks Ss to take out their homework and show it to their partners. Choose a partner and ask each other about their product. Walk around classroom and check pronunciation and homework.
10 min	Whole group / Volunteers	Sentence strips Products pictures	T sticks several products pictures with prices ask them to identify their characteristics, price, discount, etc. a S takes a sentence and ask to other classmate.
15 min	Team work (3 persons)	Offer Brochures Paper Color pencils	Ss choose a new product, stick on a piece of paper, brainstorm characteristics about the product (check vocabulary) T assess writing and spelling. Decorate the miniposter.
8 min		Miniposter	Teams stand in front of the class and the whole group asks about the product characteristics.
7 min		Classroom Portfolio	Teacher gathers all the miniposters and make a booklet with the products. T explains that they would be part of their class portfolio.
Homework		No homework	
Assessment Criteria			

Stage of the Product	Select the format for the bullet point sheet					
Achievements	Doing with the language	Knowing about the Language	Being through the language			
Writes expressions for a transaction dialogue.	<ul style="list-style-type: none"> <li>• Select expressions used to ask for diverse products and their prices.</li> <li>• Write questions to obtain information about the characteristics and price of products.</li> <li>• Write expressions used to ask for or offer information about different products.</li> <li>• Complete sentences used to close a transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Sstructure of dialogues.</li> <li>• Ttopic, purpose, and intended audience.</li> <li>• Ttype of sentences.</li> <li>• Ppunctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Show an honest behavior in commercial transactions.</li> <li>• Identify cultural differences in commercial transactions.</li> </ul>			
				Reading Skills		Writing Skills
				Listening Skills		Speaking Skills
# of Sessions	2 sessions.					
Assessment Criteria						

Stage of the Product	Check the sequence of questions and answers and make sure they comply with spelling conventions.					
Achievements	Doing with the language	Knowing about the Language	Being through the language			
Writes expressions for a transaction dialogue.	<ul style="list-style-type: none"> <li>• Select expressions used to ask for diverse products and their prices.</li> <li>• Write questions to obtain information about the characteristics and price of products.</li> <li>• Write expressions used to ask for or offer information about different products.</li> <li>• Complete sentences used to close a transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of dialogues.</li> <li>• Topic, purpose, and intended audience.</li> <li>• Repertoire of words necessary for this social practice of the language.</li> <li>• Vocatives</li> <li>• Type of sentences.</li> <li>• Connectors.</li> <li>• Punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an honest behavior in commercial transactions.</li> <li>• Identify cultural differences in commercial transactions.</li> </ul>			
				Reading Skills		Writing Skills
				Listening Skills		Speaking Skills
# of Sessions	2 sessions.					
Assessment Criteria						

<b>Session:</b>		<b>1 of 2</b>	<b>Date:</b>
<b>Time</b>	<b>Group Organization</b>	<b>Material</b>	<b>Activities</b>
15 min	Whole Group / Volunteers	Bullet point list Realia	A pair of Ss roleplay their bullet point lists.
10 min	Pairs		Ss roleplay their projects in their places.
15 min	Pairs Volunteers		T asks 5 pairs of students to act in front of the class.
10 min		Assessment checklist	Self-Evaluation. T shows a checklist and Ss self-assess their performance.
<b>Homework</b>		<b>Don't forget the bullet point list.</b>	
<b>Assessment Criteria</b>			

## **2.02 Theoretical foundation and the rationale behind activities**

My teaching philosophy is based primarily on Lev Vygotsky's sociocultural theory which states that the student's environment plays a fundamental role in the development of their learning. According to Vygotsky, the learning process involves three key themes: culture, language, and the "zone of proximal development."

In addition to the above, the language approach must also fulfill three important aspects, it must be functional, communicative, and social, as Vygotsky conceived it.

Vygotsky believed that language develops from social interactions, for communication purposes. Vygotsky viewed language as man's greatest tool, a means for communicating with the outside world.

### **Sociocultural Theory**

This theory talks about the different roles where the individual acts such as ethnicity, gender and the mental processes. According to Vygotsky (1978) "this theory explains how the cognitive development of a child is emerged in different cultures, about their contexts and the people who influence in his teaching process". Vygotsky also states and emphasis how social factors support the child's cognitive development.

Vygotsky presents the determining impact that the social environment of the individual has on the development of his psychological faculties. The essence of Vygotsky's thought focuses on the way psychology is humanized, emphasizing social processes, holding that the higher mental processes of the human being are related to the sociocultural space in which it manifests itself.

In this way, it is not possible to have a complete understanding of the psychological maturation of the human being without studying the contribution of the social environment in which they develop, culture provides the material to structurally organize the inherited natural impulses that influence the behavior of the human being.

### **Zone of Proximal Development**

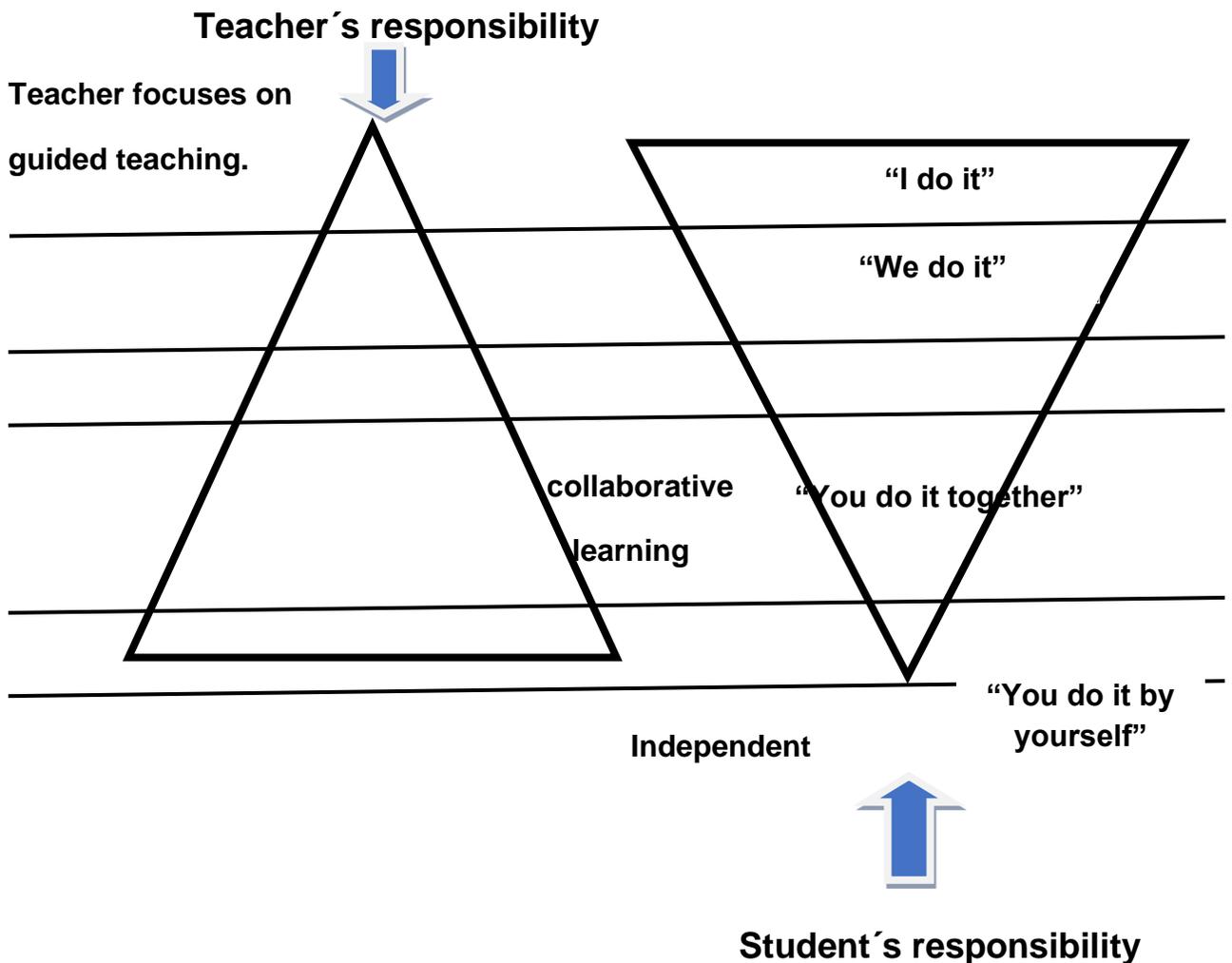
For Vygotsky, development and learning are a unit: there is no learning without a previous level of development and there is no development without learning, so he raises a relationship between learning, development and social interaction, where the three aspects influence each other, since that considers that the students have a real evolutionary level and this can be

evaluated individually and an immediate potential for the development of that domain, and the difference between the levels is called the Zone of Proximate Development.

The ZPD is defined as the distance between the actual developmental level determined by independent problem solving and a potential developmental level determined by solving a problem with the help of an adult or a more capable partner.

According to Fisher and Frey (2008).

### Scaffolding (Zone of proximal development)



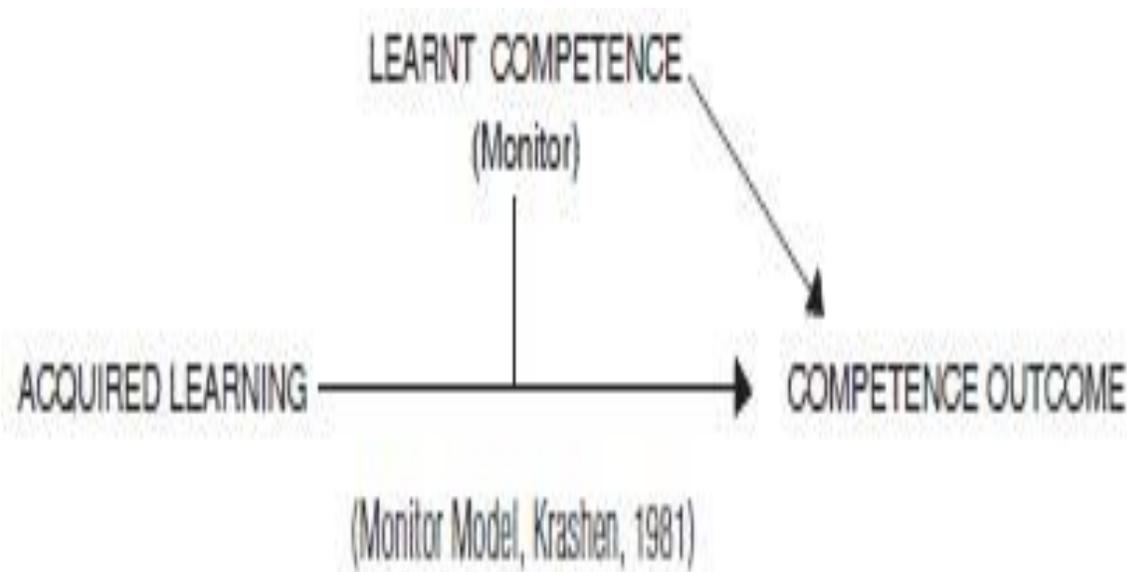
## SLA Theories

SLA is a process where the individual develops the knowledge and use of a language who have already known at least his mother tongue.

### Krashen's Hypotheses

Krashen (1982) states 5 hypotheses which after time they are still applied in the linguistics field, they are:

- The natural order hypothesis in this theory it does not matter if learner is a L1 or L2 both of them go through a series of predictable stages in their acquisition about linguistic features.
- Monitor Hypothesis, this theory differentiates between acquisition and learning, It considers learning functions as a monitor or editor and it focuses on the form of language. On the other hand, acquisition focuses on fluency,
- Input hypothesis. This theory states that learning in both L2 or L1 occur as a result of exposure to written or spoken material in a foreign language.
- Acquisition learning hypothesis, this theory establishes that acquisition is an unconscious development of the language through exposure, that is to say, implicit, meanwhile learning is a conscious effort to develop language through study and practice, that means in an explicit way.
- The affective filter hypothesis. There are three relevant elements which may limit the learning of an acquisition of a second language: anxiety, motivation and self-confidence; that is to say: learners' feeling or their attitude may block input, which is necessary during acquisition, that is why is strongly recommended when a student is learning or acquiring a second language, he should have motivation, self-confidence and reduce the level of anxiety during the process.



This group is integrated by twenty-five students (fourteen boys and eleven girls), they are between eleven and twelve years old, they are sixth graders, Their level of English is really low, they only understand basic instructions, but they do not produce at all, except two of them, one boy who was born in USA, and lived there for seven years and other girl has already the three certifications of young learners (starters, movers and flyers), and this year she wants to take KET exam, she had been studying from kindergarten until fifth grade in a bilingual school, but this year she had to move to a public school due to the COVID-19 pandemic. These are the two students who interact in English, speak, read and write in the second language. When we have virtual class by MEET. Most of them are real beginners, only the other two are between A1 and A2.

The course is "I'm ready 6" activity book by Angela LLanas and Libby Williams, Macmillan Press (1). The title of the unit 1 A is "The store and more". This unit 1A is about commercial transactions. Students have to identify and use expressions in order to buy or sell a product, for example when they go to a supermarket or a restaurant and they have to purchase a product, using lexical items about this topic. Firstly, students had to familiarize with expressions such as *Can I help you?*

I use in this lesson text-based framework, so that Ss can engage with a new method and set the context of "The store and more" through visuals.

### **Lesson plan delivery**

For this lesson planning, I decided to use TBL (Task-based learning) is an approach to language learning in which students are given interactive tasks to complete. To do this, they need to communicate. Once the task is completed, the teacher with his learners analyzes the language used.

I used this approach. Since it is very adaptable to the needs of the student and the teacher, most of my students have level A1 (currently are sixth graders) The main objective of my planning was to identify the elements for a commercial transaction. It was planning where the four language skills were developed including interculturality because these expressions of trading form our cultural background to become citizens of the world.

## 2.03 Designing tools to assess the progress

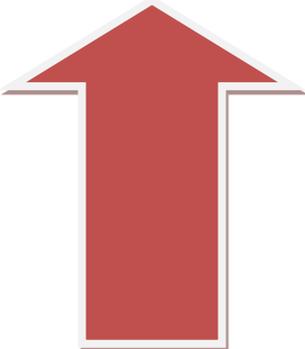
### THE ASSESSING OR EVALUATING TOOLS

There are five principles of assessment:

- ✚ practicality.
- ✚ reliability.
- ✚ validity.
- ✚ authenticity.
- ✚ washback.



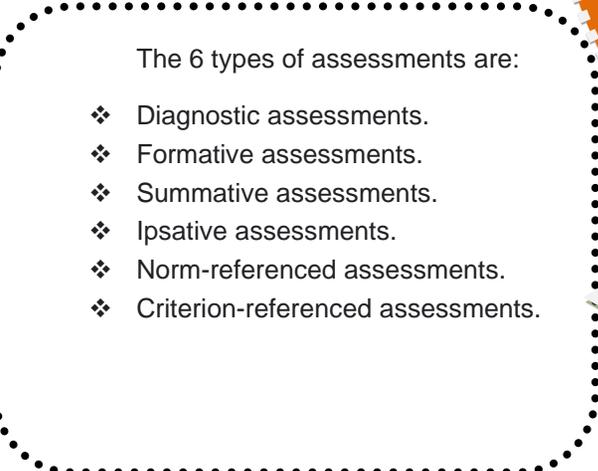
According to Brown (2003) assessment is an ongoing process that encompasses a much wider domain. To do an assessment, a teacher should consider many aspects in determining the final scores of the students. In addition to the mid-semester and final semester scores, the teacher should also pay attention to the students' participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc. Test is a method of measuring a person's ability, knowledge, or performance in a given domain



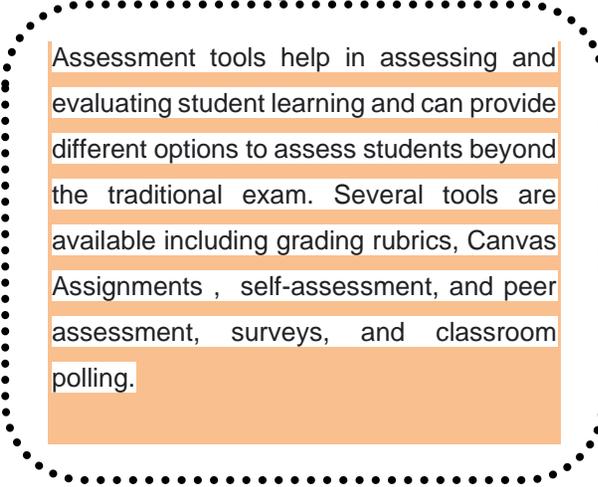
An assessment tool is made up of the following components:

- ✚ The context and conditions for the assessment;
  - ✚ The tasks to be administered to the learner;
  - ✚ An outline of the evidence to be gathered from the learner;
  - ✚ The evidence criteria used to judge the quality of performance, for example, the decision-making.
- 

The 6 types of assessments are:

- ❖ Diagnostic assessments.
  - ❖ Formative assessments.
  - ❖ Summative assessments.
  - ❖ Ipsative assessments.
  - ❖ Norm-referenced assessments.
  - ❖ Criterion-referenced assessments.
- 

Assessment tools help in assessing and evaluating student learning and can provide different options to assess students beyond the traditional exam. Several tools are available including grading rubrics, Canvas Assignments, self-assessment, and peer assessment, surveys, and classroom polling.



## Rubric

General information		
<b>School</b>	Celerino Cano Palacio	<b>Grade</b>
<b>Social practice</b>	Commercial transactions	6°
<b>Specific Competency</b>	Comprehend and produce expressions about the purchasing of basic need items	
<b>Product</b>	“Bullet point sheet” for buying and selling transactions of basic needs items.	

Aspectos	Comprensión: Auditiva Expresión: Oral Multimodalidad	Comprensión: De lectura Producción: Escrita Multimodalidad	Comprensión: De lectura Producción: Oral . Multimodalidad y Actitudes hacia el lenguaje y la
Clave del descriptor	A	B	C
<b>Descriptor de logro</b> (define aquello que los alumnos demostrarán al concluir este periodo escolar)	<p>Identifica expresiones usadas para preguntar por productos y sus precios.</p> <p>Comprende expresiones y repertorios de palabras relacionadas con la compra y venta de productos de uso cotidiano.</p> <p>Interactúa y sigue el hilo en una conversación de compra y venta asumiendo diferentes roles.</p> <p>Escribe expresiones de un diálogo de compra y venta.</p>	<p>Responde a mensajes orales siguiendo algunas rutinas convencionales de la oralidad.</p> <p>Realiza ajustes de tono y entonación para transmitir un mensaje.</p> <p>Contesta preguntas y responde durante una interacción comercial.</p> <p>Emplea estrategias verbales y no verbales para demostrar que algo no se ha comprendido o para clarificar el mensaje de otros.</p> <p>Utiliza algunas estrategias conocidas para iniciar o terminar una conversación.</p>	<p>Comprende la secuencia de interacción en un diálogo de compra-venta.</p> <p>Detectar información específica y predecible en un diálogo de compra-venta escrito. Anticipa el sentido general de un diálogo de compra y venta a partir de práctica previa y vocabulario correspondiente.</p> <p>Interactúa y reacciona positivamente a los intentos de interacción oral y en el desarrollo de la misma.</p> <p>Utiliza lenguaje corporal, muestra una actitud solidaria, cooperativa además d</p>

Escala de Valor				
6	7	8	9	10
No interactúa de forma alguna en ninguna de las actividades de las secuencias didácticas. No comprende y no muestra interés por el uso de la segunda lengua.	En ocasiones comprende e interactúa usando la lengua materna e intentos de lenguaje corporal; muestra poco esfuerzo e interés por utilizar la segunda lengua.	Comprende textos orales y escritos, pero interactúa y responde únicamente usando la lengua materna. Muestra interés por el uso de la segunda lengua, pero no se esfuerza lo suficiente para hacerlo.	Comprende y responde usando la segunda lengua la mayoría de las veces pero requiere constante apoyo para hacerlo de manera independiente y correctamente además muestra interés por el uso de la segunda lengua y utiliza recursos extralingüísticos para involucrarse en su aprendizaje (lenguaje corporal, indaga en lengua materna y segunda lengua)	Comprende y responde usando la segunda lengua de manera independiente y correctamente a un nivel básico además muestra interés por el uso de la segunda lengua y los patrones de conducta propias de las situaciones comunicativas (valores actitudinales integrados en el proceso de comunicación).

## **CHAPTER 3 Experience report**

### **3.01 Results of my lesson plan**

My lesson plan has some improvements in comparison of the former ones; it is more detailed, specifying each single stage, activity answering the question; what for? Times and interactions also are specified, since my personal point of view, this lesson plan has less unsuccessful areas.

#### **Class delivery**

I liked to work with this small group, honestly my first assumption about this group was: “they were not going to participate”, and my second class was going to be dense and bored, but fortunately, they like to participate, ask and pay attention to the class. Those aspects helped me a lot in order to achieve the learning outcomes. Furthermore, they provided me confidence and vice versa.

The class flowed freely and fast; T could establish a good rapport with all the Ss. I consider they were engaged with the topics.

### **Use of English**

Through the activities SS could practice the TL taught in class. They appropriated of the language, besides using the grammatical Point. Most of them can hold a conversation in a second language, so there wasn't any interference of L1.

Although one of my recommendation in my feedback was: I should let Ss to practice more their speaking skill instead of writing one, When they were personalizing language, but I wanted to make sure they had comprehended and acquired TL, so I preferred avoiding the risk.

### **Action points**

I should consolidate my ICQS and CCQS for future lesson plans.

Pronunciation is one of my more relevant weaknesses, so I have to work on it and take more courses about this skill of language.

I should foster the speaking skill instead of just witting. I am sure Ss can perform this activity since they have an acceptable level of English

I do not forget to scaffold each single activity; I should provide and verify ICQS.

I am in process of learning, making mistakes, and admitting, in order to improve and do my best each single class.

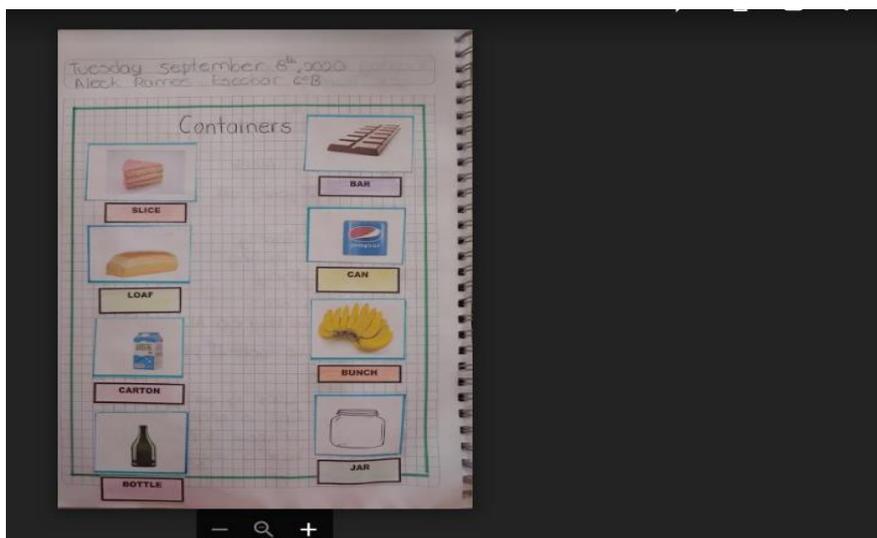
### 3.02 Reflection

During this project, I have tried to include all the knowledge acquired during this course of specialization, some topics were new to me, others were in the process and others have strengthened my teaching practice, mainly in this time of pandemic that teachers have to innovate in order to have a double impact on our students. Asynchronous education marks a new milestone for all educators, firstly becoming familiar with ICT, handling them, and putting them into practice during the delivery of our planning, today it is not enough to handle didactic, techniques and methods, the added value of our classes are given by interculturality and the use of different technologies and digital resources, although my major degree focuses on pedagogical innovation, every moment new challenges arise that the millennial teacher must overcome, and this course has strengthened and enriched my teaching practice.

### 3.03 Attached evidences

#### EVIDENCE 1

Delivering the lesson plan. The context is commercial transactions, teaching vocabulary: containers



Tuesday, September 8th, 2020  
Nick Ramos Escobar 6\*B

Containers

	
SLICE	BAR
	
LOAF	CAN
	
CARTON	BUNCH
	
BOTTLE	JAR

Entregada el 8 sept 2020 a las 11:09  
[Ver historial](#)

IMG\_20200908\_105103.j...

IMG\_20200908\_1...

Calificación

100/100

Comentarios privados

Aleck Ramos Escobar  
8 sept 2020 a las 11:09  
Hello teacher I send my activity of this week have a good day! Thanks  
Aleck Ramos Escobar 6\*B

José Luis Ariza Calderón  
14 sept 2020 a las 14:12



can = lata  
 loaf = pan  
 slice = rebanada  
 jar = tarro  
 bottle = botella  
 bunch = manejo  
 carton = cartón  
 container = contenedor  
 Bar = barra

Activity 2 (9 sep 2020 2:4...)

Activity 2 (9 sep 2...)

Calificación

100/100

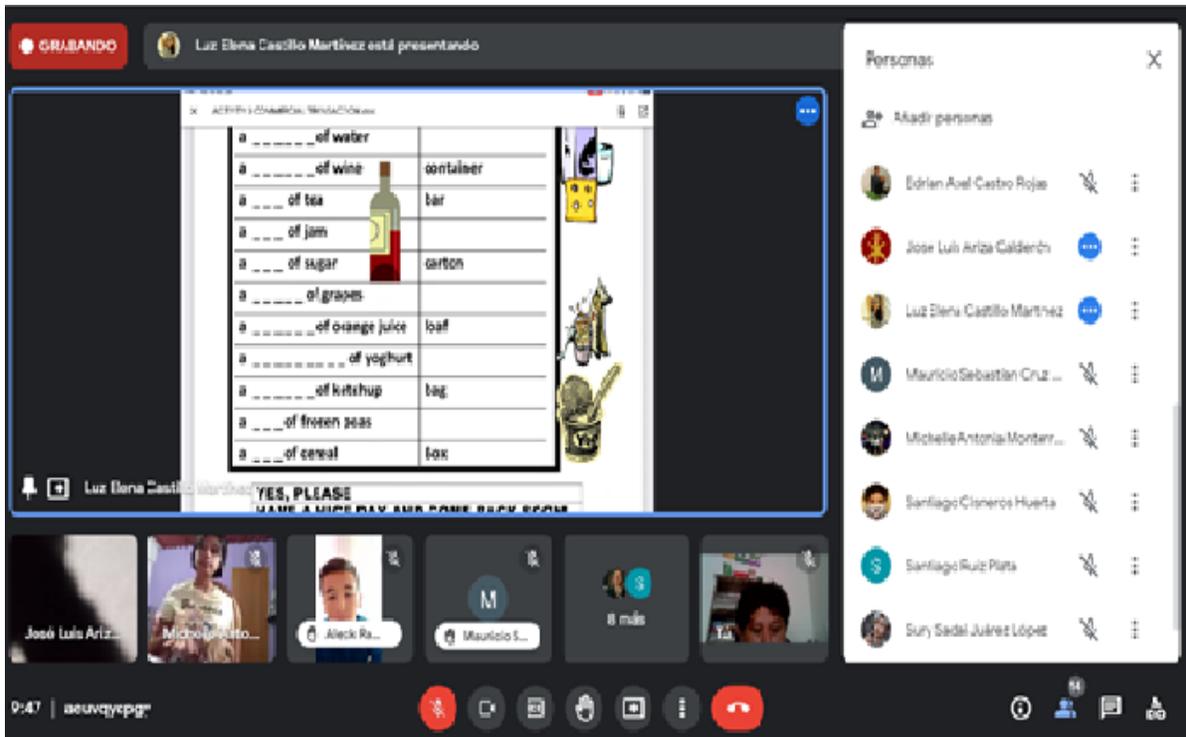
Comentarios privados

 Camila Juárez Sosa  
 9 sept 2020 a las 14:43  
 Hello teacher, I hope this good, gave you the job, good day 🙏🙏🙏

 José Luis Ariza Calderón  
 14 sept 2020 a las 14:22  
 Hello there, I appreciate your big effort and work, go on like

## EVIDENCE 2

Applying the former vocabulary in order to fill up a shopping list.



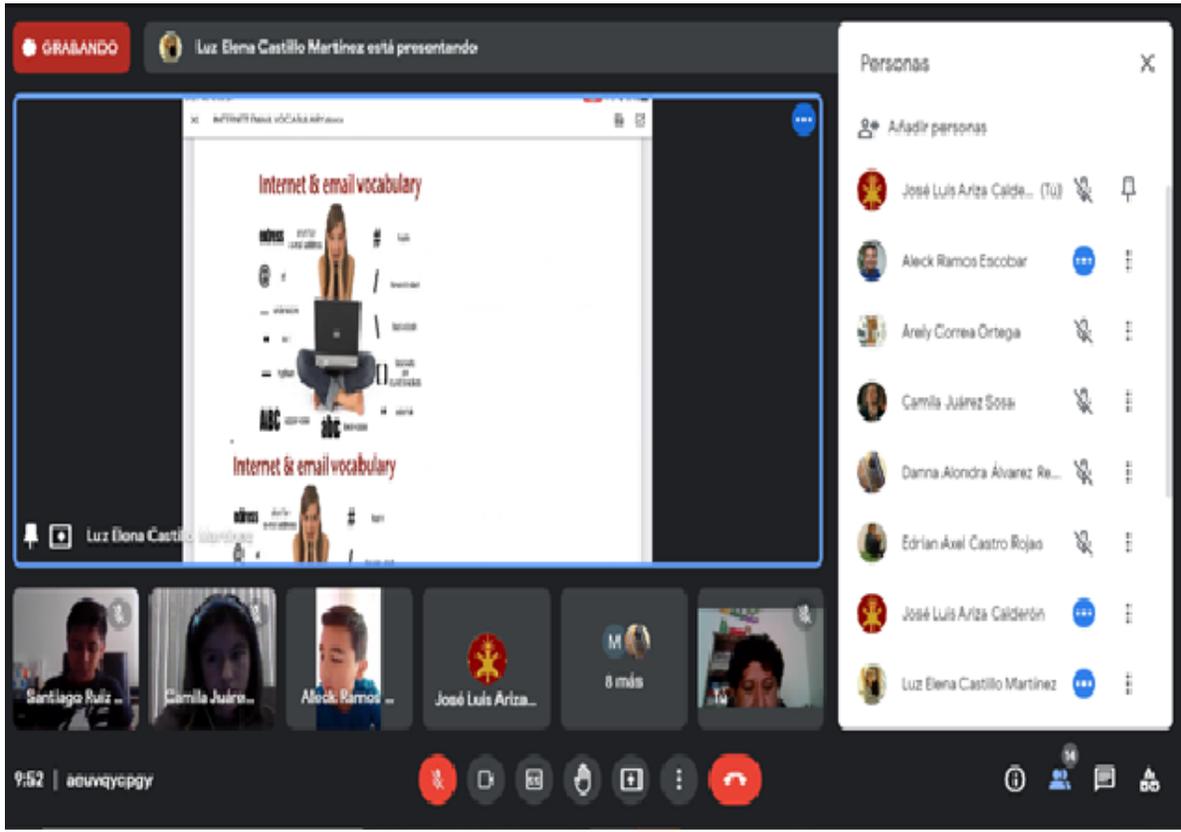
GRABANDO Luz Elena Castillo Martínez está presentando

a ___ of water	container
a ___ of wine	bar
a ___ of tea	carton
a ___ of jam	
a ___ of sugar	
a ___ of grapes	
a ___ of orange juice	loaf
a ___ of yoghurt	
a ___ of ketchup	bag
a ___ of frozen peas	
a ___ of cereal	box

Luz Elena Castillo Martínez: YES, PLEASE  
 MAKE A LIST BUY THE HOME BODY BODY

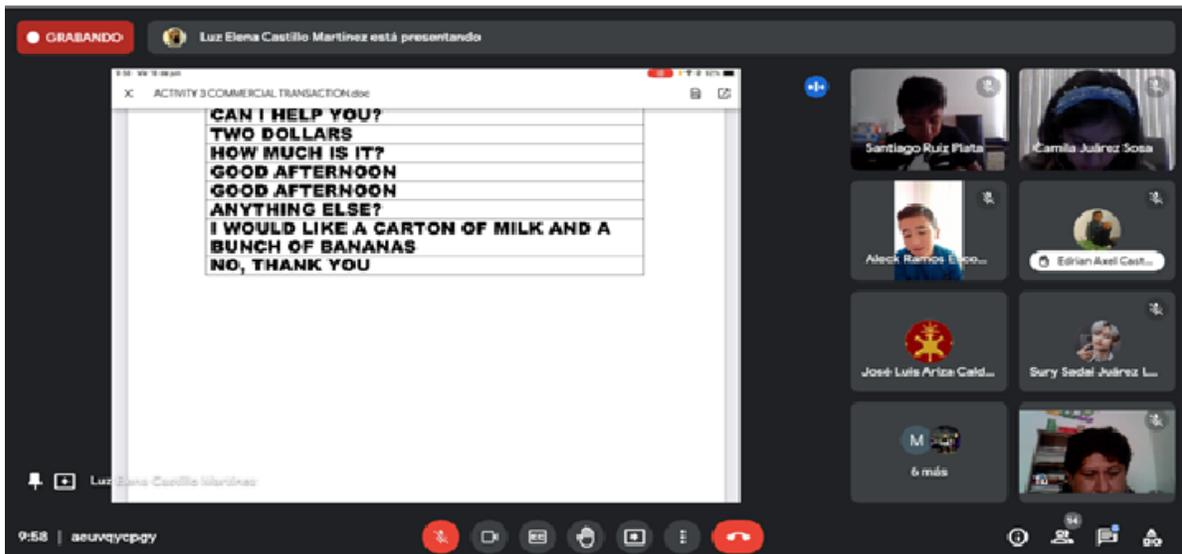
Personas: Edrian Axel Castro Rojas, Jose Luis Ariza Calderón, Luz Elena Castillo Martínez, Mauricio Sebastian Cruz..., Michelle Antonia Monter..., Santiago Cisneros Huerta, Santiago Ruiz Plata, Sany Sadaal Juárez López

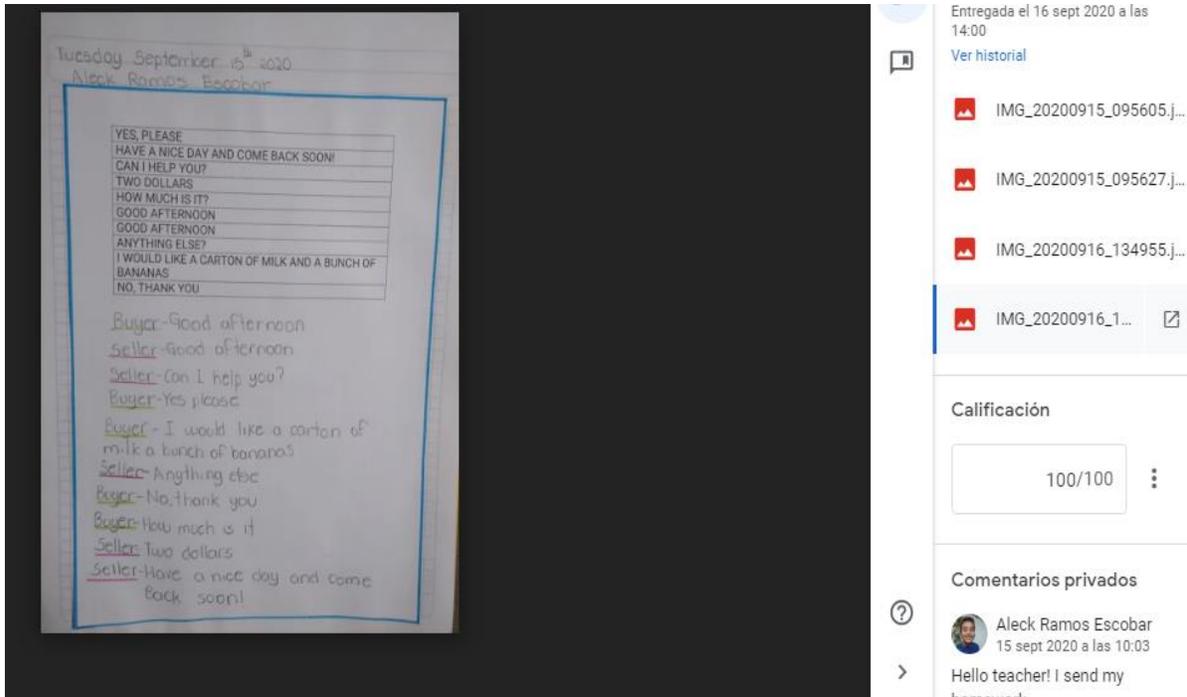




#### EVIDENCE 4

Oral practice, a dialogue between a seller and a customer using the vocabulary and expressions learned





Tuesday, September 15<sup>th</sup> 2020  
 Aleck Ramos Escobar

YES, PLEASE
HAVE A NICE DAY AND COME BACK SOON!
CAN I HELP YOU?
TWO DOLLARS
HOW MUCH IS IT?
GOOD AFTERNOON
GOOD AFTERNOON
ANYTHING ELSE?
I WOULD LIKE A CARTON OF MILK AND A BUNCH OF BANANAS
NO, THANK YOU

Buyer- Good afternoon  
 Seller- Good afternoon  
 Seller- Can I help you?  
 Buyer- Yes please  
 Buyer- I would like a carton of milk a bunch of bananas  
 Seller- Anything else?  
 Buyer- No, thank you.  
 Buyer- How much is it?  
 Seller- Two dollars  
 Seller- Have a nice day and come back soon!

Entregada el 16 sept 2020 a las 14:00  
 Ver historial

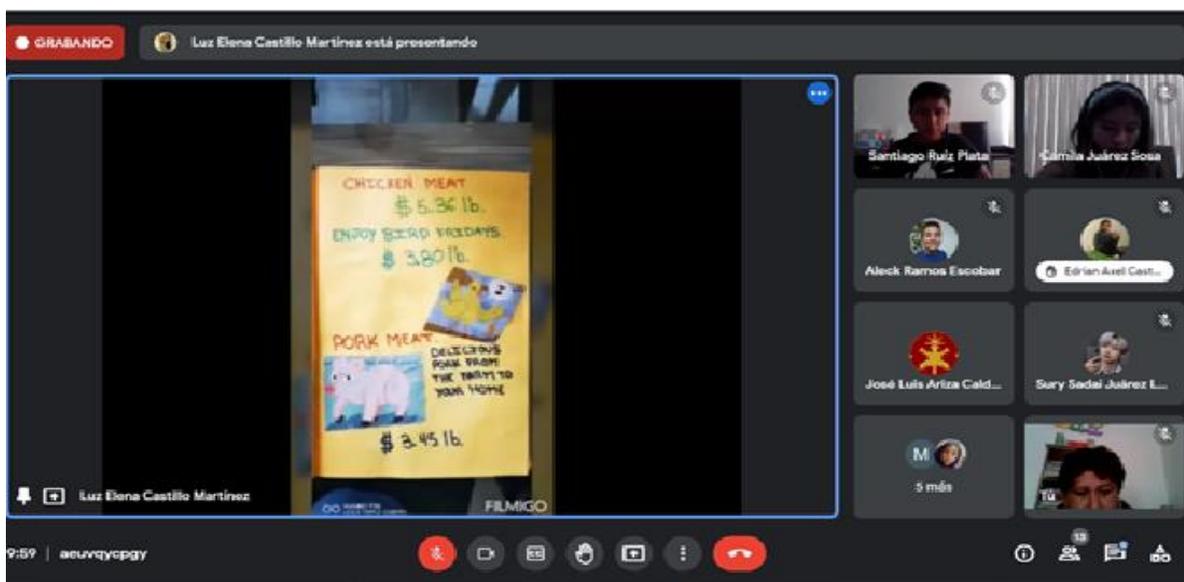
- IMG\_20200915\_095605.j...
- IMG\_20200915\_095627.j...
- IMG\_20200916\_134955.j...
- IMG\_20200916\_1... [Enviar]

**Calificación**  
 100/100

**Comentarios privados**  
 Aleck Ramos Escobar  
 15 sept 2020 a las 10:03  
 Hello teacher! I send my homework

## EVIDENCE 5

Our product, developing and doing a catalog offering different products



GRABANDO Luz Elena Castillo Martínez está presentando

CHICKEN MEAT \$ 5.36 lb.  
 ENJOY BEER FRIDAYS \$ 3.20 lb.  
 PORK MEAT DELICIOUS PORK FROM THE BARRIO TO YOUR HOME \$ 3.45 lb.

Luz Elena Castillo Martínez

Santiago Ruiz Plata  
 Garmila Juárez Sosa  
 Aleck Ramos Escobar  
 Ederlan Axel Cast...  
 José Luis Ariza Cald...  
 Sury Sadai Juárez L...  
 5 más

9:59 | aeuuqyopgy



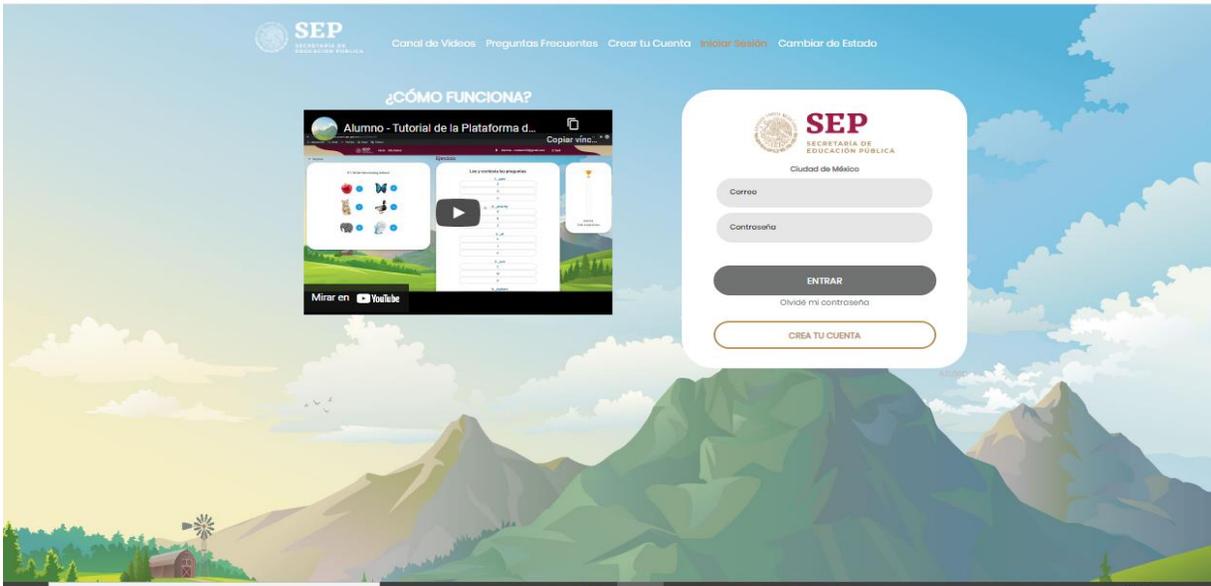
Entregada el 22 sept 2020 a las 14:17  
Ver historial

- IMG\_20200922\_135612.j...
- IMG\_20200922\_135649.j...
- IMG\_20200922\_135756.j...
- IMG\_20200922\_135901.j...
- IMG\_20200922\_135928.j...
- IMG\_20200922\_135943.j...
- IMG\_20200922\_1... [📎](#)

Calificación [?](#)

## EVIDENCE 6

The PRONI platform supports and enriches vocabulary and use of English for this social practice



Aleck Ramos Escobar	aleckramosesobar@gmail.com	Sexto	Pre A1	06-05-2021 13:23	5	0	20% (55 de 275)	8.7
Alisson Guadalupe Torres Pool	alig.torp7@aefcm.nuevaescuela.mx	Sexto	Pre A1	18-03-2021 17:34	3	0	.36% (1 de 275)	10
ALONDRA NAVA AGUILAR	alo.nava72@aefcm.nuevaescuela.mx	Sexto	Pre A1	-	0	0	1.45% (4 de 275)	9.5
Alondra Reyes	dana.alvr72@aefcm.nuevaescuela.mx	Sexto	Pre A1	04-05-2021 12:21	3	0	39.27% (108 de 275)	9.3
Angel Emmanuel Chavez Meza	ange.cham57@aefcm.nuevaescuela.mx	Sexto	Pre A1	07-05-2021 15:23	4	0	18.18% (50 de 275)	9.5
Anthony Francesco Blanco Sánchez	antf.bias83@aefcm.nuevaescuela.mx	Sexto	Pre A1	01-06-2021 15:07	5	1	33.45% (92 de 275)	9.1
Azul Naranjo	azuj.narp71@aefcm.nuevaescuela.mx	Sexto	Pre A1	06-05-2021 21:50	5	0	77.45% (213 de 275)	9.4
brandon pazos frances	bra.pazf73@aefcm.nuevaescuela.mx	Sexto	Pre A1	26-03-2021 13:07	7	0	99.27% (273 de 275)	7.6
Camila Juárez Sosa	cam.juas98@aefcm.nuevaescuela.mx	Sexto	Pre A1	28-05-2021 13:41	9	0	99.27% (273 de 275)	9.3
Carlos Vidal Rocha Carranza	carlosvrocha0@gmail.com	Sexto	Pre A1	01-06-2021 17:08	13	1	99.27% (273 de 275)	9
Cynthia Fernanda	16felicity@gmail.com	Sexto	Pre A1	25-05-2021 10:07	6	0	57.09% (157 de 275)	9.5
Edrián Axel Castro Rojas	edra.casr06@aefcm.nuevaescuela.mx	Sexto	Pre A1	28-05-2021 14:00	13	0	20% (55 de 275)	9.1
Eduardo Benitez	edu.beno56@aefcm.nuevaescuela.mx	Sexto	Pre A1	24-05-2021 11:18	6	0	17.09% (47 de 275)	9.2
Emmanuel Alexander Zarate Lobato	emma.zari82@aefcm.nuevaescuela.mx	Sexto	Pre A1	-	0	0	8.73% (24 de 275)	8.3
Esteban Delgado Sanchez	est.deis58@aefcm.nuevaescuela.mx	Sexto	Pre A1	12-05-2021 13:51	8	0	99.27% (273 de 275)	8.7
Fabrizio Sebastian Ramírez Álvarez del castillo	fabr.rama3@aefcm.nuevaescuela.mx	Sexto	Pre A1	-	0	0	1.45% (4 de 275)	10
Fernanda Sofia Moreno Díaz	fernandasofiamoreno01@gmail.com	Sexto	Pre A1	07-05-2021 15:04	2	0	99.27% (273 de 275)	8.9
Gerardo Giovanni Gómez Díaz	qerq.qom062@aefcm.nuevaescuela.mx	Sexto	Pre A1	-	0	0	% (0 de 275)	0

SEP Mis Alumnos Profesor - jose.ariza@aefcm.gob.mx Sair

← Regresar **Alumno**

Nombre: Camila Juárez Sosa  
 Email: cam.juas98@aefcm.nuevaescuela.mx  
 Nivel: Sexto  
 Nivel Inglés: Pre A1  
 Último Login: 5/28/2021 1:41:12 PM  
[Quitar Alumno](#)

9.6 9.2 9.4  
 Listening Use of English Promedio

Block 1 The Alphabet 1: A - L	Block 2 The Alphabet 2: M-Z	Block 3 Colours 1: Red and Blue	Block 4 Colours 2: Yellow, White and Black
Ejercicios 4	Ejercicios 4	Ejercicios 4	Ejercicios 4
Progreso 	Progreso 	Progreso 	Progreso 
Promedio 9.6	Promedio 9.2	Promedio 10	Promedio 8.8

## EVIDENCE 7

Google classroom our platform to interact online during this pandemic

ENGLISH WITH JOSÉ LUIS 2020 6° B Tablón Trabajo de clase Personas Calificaciones

Código de la clase: n7hn6zk

Enlace de Meet: <https://meet.google.com/lookup/aeuvqycpgy>

Seleccionar tema  
Subir foto

Próximas entregas  
Se entrega hoy  
23:59 - Activity 2 reforc...  
[Ver todo](#)

Anuncia algo a tu clase

José Luis Ariza Calderón  
Ayer  
Hello guys, thank you very much for your support and comprehension, tomorrow we will have a class at 9:30 AM, and these

ENGLISH WITH JOSÉ LUIS 2020 6° B

Tablón

Trabajo de clase

Personas

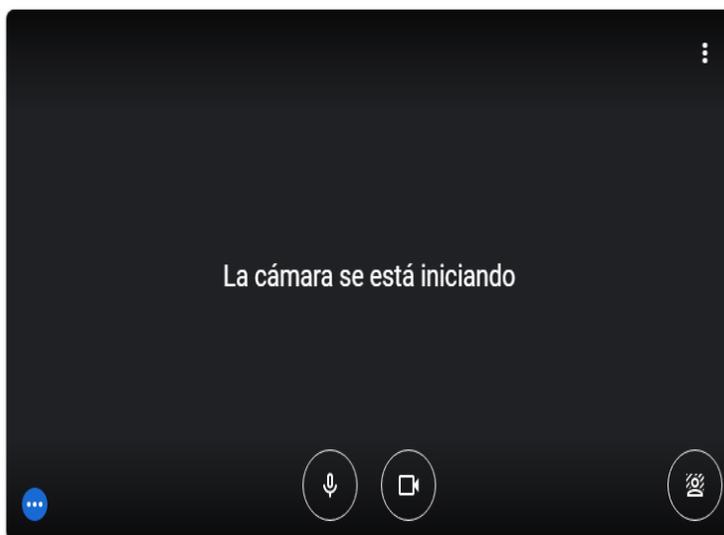
Calificaciones



Ordenar por apellidos	Hoy Activity 2 reinforce... de 100	11 jun Activity 1 Reinforc... de 100	28 may Activity 8 de 100	21 may Activity 7 de 100	14 may Activity 6 de 100	7 may Activity 5 de 100	30 abr Activity 4 de 100	23 abr Activity 3 de 100	16 abr Activity 2 de 100	26 mar Activity 1 de 100	5 mar Activity 12 de 100
Media de la clase	100	100	171,43	100	100	100	100	100	100	100	100
Alondra Alvarez Reyes		Sin entregar	Sin entregar	Sin entregar	100	100	100 Completada co...	Sin entregar	100 Completada co...	100	100 Completada co
Anthony Francesco Blanco...		Sin entregar	100	100	Sin entregar	100	100	100	100	100	100
Kristofer Capetillo	100/100	100	100	100	100/100	100	100	100	100	100	100
Luz Elena Castillo Martinez	100	100	100	100	100	100	100	100	100	100	100
Edrián Axel Castro Rojas	100/100	100	100	100	100	100	100	100	100	100	100
Santiago Cisneros Huerta		Sin entregar	Sin entregar	Sin entregar	Sin entregar	Sin entregar	Sin entregar	100	100	100	100 Completada co
Benjamin Antonio Coello C...		100 Completada co...	100	Sin entregar	Sin entregar	100	Sin entregar	Sin entregar	Sin entregar	100 Completada co...	100
Arely Correa Ortega		100	100	Sin entregar	100	Sin entregar	Sin entregar	100	100	100	Sin entregar

## EVIDENCE 8

MEET our virtual classroom



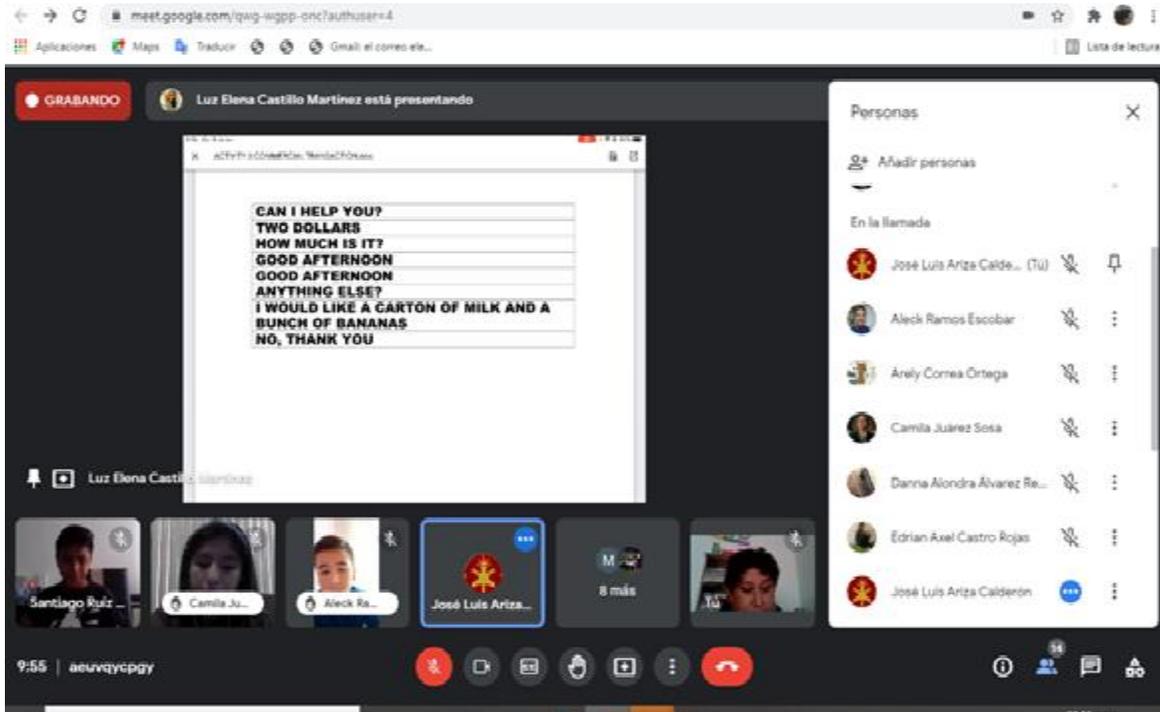
aevuqycpgy

Aún no ha llegado nadie

Unirme ahora

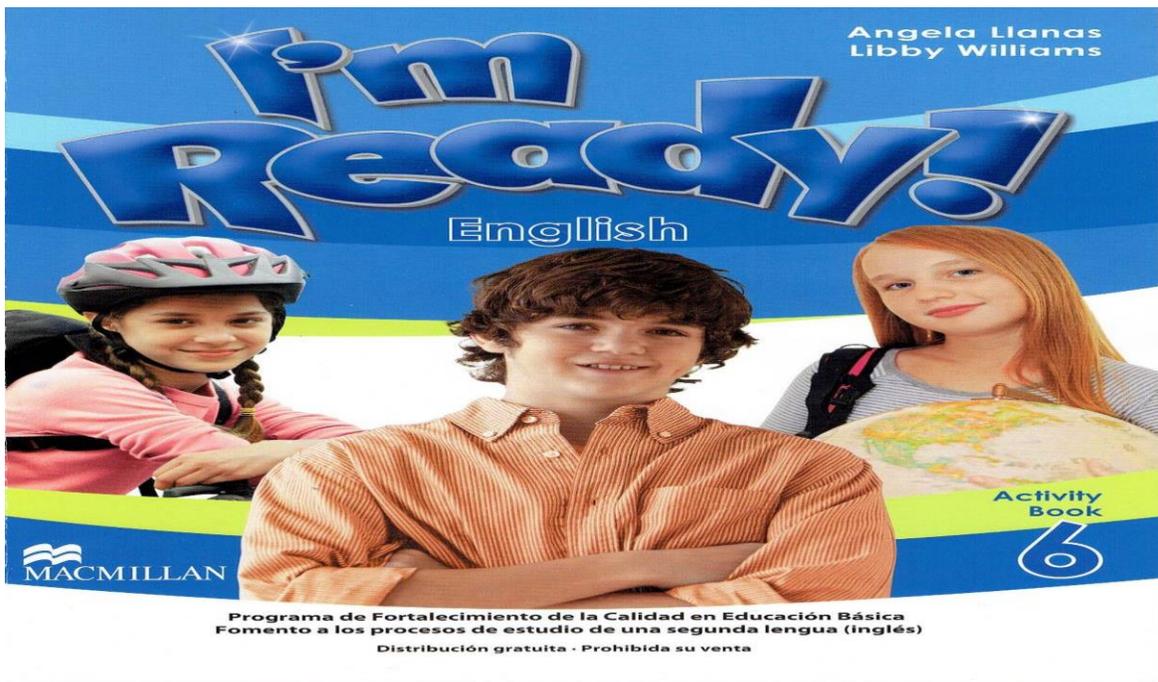
Presentar

Unirse y usar un teléfono para el audio



## **EVIDENCE 9**

Our text book





### 3.03 Recording of the activities

#### EVIDENCIA 10

[https://drive.google.com/file/d/1qXxS5xEN05DeVjFaiNK8rOLULMcCj0s\\_/view?usp=sharing](https://drive.google.com/file/d/1qXxS5xEN05DeVjFaiNK8rOLULMcCj0s_/view?usp=sharing)

## **CHAPTER 4 Conclusions**

Through this specialty, I have learned different topics which have greatly enriched my knowledge, and have been able to apply them during my teaching practice. As I mentioned before when I started to accomplish this beautiful and blessed career, I based my practice empirically, many times my classes were practices copied from my previous mentors, I did not follow any method or approach, the way of teaching was totally supported in my textbook, I did not carry out planning, I did not even know how to plan, the preparation of didactic material was scarce, I had no idea of the theories of the acquisition and learning of a second language, the first related author that I met was Piaget, in the field of language was Saussure I didn't have a teaching philosophy either.

With this specialty, I have been able to realize that there are different theories and approaches, that not all of them are suited to all planning, so I must be more careful when I am planning to select the best one according to the group profile, age range and subject by to teach.

With this course I have been able to expand my range of resources, to learn new theories. This has also allowed me to implement strategies to improve learning. Including anticipated problems in my planning has also helped me to anticipate and adjust the activities that could not function properly during class, it allows you to reorient at the same moment and learning becomes meaningful.

After having identified these theories, knowing how the four language skills are planned and taught, including aspects of interculturalism, it is now necessary to assess and evaluate with different instruments of assessment the teaching process to reorient and make the pertinent adjustments, this evaluation process is relevant, which provides us with parameters for future practices.





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