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PROPUESTA DE INTERVENCIÓN EDUCATIVA

TIEMPO DE VIAJAR

ENTENDIENDO DISTINTAS CULTURAS CUANDO SE VIAJA

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

RAMONA BAUTISTA BECERRA

ASESOR:

ELIN EMILSSON INGVARSDOTTIR

México, DF. a 19 Junio 2022

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PROPOSAL FOR EDUCATIONAL INTERVENTION

TIME TO TRAVEL

UNDERSTANDING CULTURAL DIFFERENCES WHEN TRAVELLING

RECEPTIONAL WORK

TO OBTAIN THE DIPLOMA OF

SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING

PRESENTS:

RAMONA BAUTISTA BECERRA

TUTOR: ELIN EMILSSON INGVARSDOTTIR

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Table of Contents

INTRODUCTION 1
CHAPTER 1 PHILOSOPHY AND THEORY 3
1.01 Teaching identity and Philosophy 3
1.02 THEORIES IN TEACHING PRACTICE AND IDENTITY 5
1.02.01 The Communicative Approach 5
1.02.02 Taxonomy of Learning Domains 6
1.02.02.01 Knowledge or Remembering 6
1.02.02.02 Comprehension or Understanding 7
1.02.02.03 Application or Applying 7
1.02.02.04 Analysis or Analyzing 7
1.02.02.05 Evaluation or Evaluating 7
1.02.02.06 Synthesis or Creating 7
1.02.03 Task Based Approach 8
1.02.04 Zone of Proximal Development (Vygotsky) 9
1.02.05 Stephen Krashen's Hypothesis 10
1.02.05.01 The Input Hypothesis 10
1.02.05.02 The Affective Filter Hypothesis 10
CHAPTER 2: METHODOLOGY AND PRACTICE 11
2.01 A PRACTICAL AND USEFUL LESSON PLAN 11
2.01.01 Lesson Plan Identification Cell 11
2.01.02 Introduction to the Lesson 12
2.01.03 Intercultural skills Development 13
2.01.03.01 Reading Lesson Plan 13
2.01.03.02 Writing Lesson Plan 15
2.01.03.04 Listening Lesson Plan 16
2.01.03.04 Speaking Lesson Plan 18
2.01.04 Intercultural Component 19
2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS THE PROGRESS OF STUDENTS 20
2.02.01Instruments of learning assessment 20
2.02.01.01 Rubric for Listening Assessment 20
2.02.01.02 Rubric for Writing Assessment 21

2.02.01.03 Check List Listening Self-Assessment 22
2.02.01.04 Rubric for Speaking Assessment 23
2.03 ATTACHED EVIDENCES 25
2.03.01 Evidences Reading Lesson 25
2.03.02 Evidences Writing Lesson 27
2.03.03 Evidences Listening Lesson 28
2.03.04 Evidences Speaking Lesson 29
2.04 EVIDENCE OF THE DESIGNED TOOL TO ASSESS THE STUDENTS 30
2.04.01 Assessing Reading 30
2.04.02 Assessing Writing 31
2.04.03 Assessing Listening 31
2.04.04 Assessing Speaking 32
2.05 PERFORMING AND RECORDING THE ACTIVITIES 33
CHAPTER 3: EXPERIENCE REPORT 33
3.01 DESCRIPTION AND ANALYSIS 33
3.01.01 Report of the lesson given 33
3.01.01.01 Reading Report 34
3.01.01.02 Writing Report 35
3.01.01.03 Listening Report 36
3.01.01.04 Speaking Report 38
CHAPTER 4: CONCLUSIONS 39
4.01 Conceptual 39
4.02 Methodology 40
4.03 Observation 41
4.04 Analysis 42
CHAPTER 5: APA STYLE REFERENCES AND APPENDIXES. 43
5.01 REFERENCES 43
5.02 APPENDIXES 45
5.02.01 Appendix 1 Wheel Game 45
5.02.02 Appendix 2 Power Pont Presentation 45
5.02.03 Appendix 3 Vocabulary Worksheet 46
5.02.04 Appendix 4 Reading Comprehension Worksheet 46
5.02.05 Appendix 5 Geneally Presentation 47

5.02.06 Appendix 6 Writing Worksheet 47
5.02.07 Appendix 7 Audio Track 48
5.02.08 Appendix 8 Audio Talking about holidays plans 48
5.02.09 Appendix 9 Educaplay Video 49

INTRODUCTION

The present work is the outcome of a year in The Specialization in English Language Learning and Teaching, where every module expanded the scope of what English language teaching entails, from the foundations of second language acquisition to the various theories in teaching.

To begin with module one, it was necessary to analyze the materials and compare them to the various theories reviewed and discussed in forums. In module two, these foundations were used to focus on the methodologies of each skill and their particularities, using new technologies to develop original materials that complete the picture. Finally, in module three, the elements mentioned in the previous modules were combined to add intercultural communication, which is regarded as the most important aspect of this project for several reasons: First, it is acknowledged that it is a new aspect that needs to be thoroughly developed; second, it is recognized that students have an intercultural need to be expanded; and finally, the intercultural component is essential for learner to be aware of their cultural limitations that do not allow people from learning more than basic functions without taking into account the vast array of various perspectives on language.

The current project takes into account the learned aspects of the three modules in order to create a project in which students can learn beyond the four skills required to be communicative and interculturally competent by analyzing traditions and everyday life of Japanese people and at the same students could develop analytical skills regarding their own cultural background. The students improved in every skill they dealt with new and challenging knowledge that helped them to understand new realities and other ways of thinking from people around the world.

The project is divided into five chapters. The first chapter, Philosophy and Theory, includes an autobiography in which it is briefly discussed how the experience as a student has influenced the teaching practice. This chapter describes the teaching context where the project took place, as well as the roles of the teacher and students. A teaching philosophy and a personal point of view on teaching and learning English as a second language is included.

The second chapter, Methodology and Practice, includes a practical and useful

lesson plan based on the Communicative Approach and consolidating the grammar topics of Present Simple. It is important to note that the intercultural component is always presented with the topic “Time to travel understanding cultural differences when traveling” throughout the entire lesson.

The procedures and expected outcomes of each lesson are explained. In this second chapter it is also described the theoretical foundation of tools to assess the progress of students and the three rubrics and a self- assessment check list to evaluate receptive and productive skills are also included along the rationale behind their design. The outcomes of the assessment tools are being analyzed, and several images are being shown as evidence of the tools used in the lesson. It was also created a video in which the sequence of the final lesson plan is shown; the link to that video is in this chapter as well.

The third chapter is titled "Experience Report." This chapter describes a detailed reflection and analysis of the teacher's experience implementing and carrying out the lesson plan.

In addition, In Chapter 4, A Conclusion of the teacher's work during the specialization and in the preparation of this Final Project is presented from four different perspectives as conceptual, methodological, observation and analysis considerations.

In Chapter 5: Appendices and APA Style References are included as a guide and observation of the work done during the Specialization.

CHAPTER 1 PHILOSOPHY AND THEORY

1.01 Teaching identity and Philosophy

When I first began teaching, I believed there was a technique to master. However, I realized that there was neither the best way nor a combination of methods for teaching a successful lesson. After 20 years on the field, I have experienced that learning from my students, coworkers, and the school community is an important part of my teaching practice. This is a never-ending process in which I have discovered new strategies, techniques methods, concepts, and philosophies. During my teaching practice, a lot of input has been enriching my teaching philosophy which has evolved, and that is fine. That simply implies that I have matured and gained new knowledge.

My teaching philosophy at the beginning was based directly on my personal experiences as a student, but then I understood that both teachers and students play an integral role in the teaching and learning process.

“Learning is a lifelong process”. I believe that one of the best things about life is that we never have to stop learning. There are always new skills to learn and techniques for us to adopt. During my learning process in this specialization. I have done a lot of changes that have helped me to improve my teaching process.

First, have discovered that teaching English is more than merely teaching lists of vocabulary, grammar tenses, leading choral repetitions, or pushing pupils to read or listen to something in English just because that's how you learn to speak or write English. Now that English has become the lingua franca in many locations, I understand that teaching English opens the door to learning about other cultures all around the world. As an English teacher, I must ensure that my students are aware of this.

Secondly, prior to this specialization, the approach I used more to teach English to beginners was Presentation Practice Production, which I led through many drills. I used to think that PPP was the most appropriate method when students have a low level of English. However, as part of my specialization studies, I decided to try out some lessons based on the Task-Based Learning Approach. The results have been positive, and not only the students, but also myself, have learnt from them.

Additionally, I believe that the most significant change I have experienced as a result of this specialization is not just the use of technology to plan and teach lessons, but also the way I assess productive and receptive skills. Now through the use of rubrics, I

think my students' outcomes will improve considerably.

In my view, there is no one "best" way to teach. My philosophy and pedagogy depend on my students´ learning needs. I try to engage students by making real-life connections. I try to make learning interesting and relevant for students. I find this effective because the students can put into practice in real life what they have learned in class

Vigotsky (1986) said once “By giving our students practice in talking with others, we give them frames for thinking on their own.” This thinking applies perfectly to our classroom situation, where, we as teachers and students have to follow the school programs as they are stated. We must accept that sometimes we simply follow the instructions without understanding the objective of our programs and books.

Throughout my teaching courses, I have seen that books have a lot of restrictions in terms of my students' needs, and it is my responsibility to go above those limitations to provide more than just a straightforward lesson but to provide the students with enough tools and skills to meet their individual needs. This means that the instruction they received will become the knowledge they employ on their own in communicative language situations.

In my teaching practice, I try to apply new ideas and approaches. Most of the time I teach lessons without the coursebook. I use some authentic material to enhance students´ interest. I also include technology as far as I can by using new web pages and colorful slides and videos which I adapt to my context. I always try to be inclusive and flexible to reach my students learning styles, needs, and requirements.

In my first lesson plan of module two (reading and writing) of the specialization was focused on reaching the objectives stated. The activities were planned, as I believe they would be the most effective, trying to follow the theories seen in units one and two. But when I applied the lesson, I realized that some changes had to be made to reach my students´ needs and mine. I knew then that I needed to design my lessons around the required elements while maintaining my teaching style. I consider that the key goal is to reach an understanding with students about the type of dynamic they feel more comfortable based on the necessities of the situation in which they are involved. However, in the listening and speaking lesson plan, it became viable to integrate activities that my students enjoy doing in class while also considering my teaching philosophy and style.

I truly believe that I learn from students as much as they learn from me. One way I

emphasize this philosophy in my classes is by incorporating regular feedback from students. For example, I ask students to fill out a mid-course evaluation of the class, in which they reflect on the course goals and provide feedback on whether or not the course is helping them meet the goals. Students have been reflective providing me with valuable feedback on what is working in class and where I can improve. I believe that we never stop learning, and I want my students to understand that we can learn from each other.

According to Harmer (2001), The important factors in learning English do not only depend on how good the teacher uses the appropriate approaches, methodologies, strategies, and techniques in class, but also three other factors identified such as language environment, language system, and the student him/herself. From the three factors, the most important one is the *student.*

1.02 THEORIES IN TEACHING PRACTICE AND IDENTITY

Second language Learning Teaching has evolved in many ways and a variety of methods and approaches have been applied, according to (Brown 2007, as cited in EEAILE, n.d.) *a method* can be understood as “a generalized set of classroom specifications for accomplishing linguistic objectives focused on the role of the teacher and student, sequencing material and how they can be used in many different learning contexts”. In the same cited document, *Approaches* are defined as the “theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings”. In the next section, the theoretical foundations, principles, hypothesis, approaches, methods, techniques that have guided my actual teaching style are stated.

1.02.01 The Communicative Approach

This method is identified by several researchers as one of the most influential and effective language teaching methodologies that increases students´ communicative competencies. The Communicative Approach is based on the idea that learning a language successfully comes through having to communicate real meaning.

The Communicative Language Teaching approach (CLT) stresses interaction and communication to teach a second language effectively. CLT is based on the idea that learning a language successfully comes through having to communicate real meaning. When students are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. (ESL Speaking, n.d.). Listening and speaking skills are stressed from the very beginning of language learning. This does not mean that the skills of reading and writing are ignored, however. The grammar and vocabulary items are seen as means to achieve the goal of effective communication.

The teacher in a CLT context acts as a facilitator and a guide and must be seen as someone who encourages students to construct meaning through interactions between classmates and teachers. (EEAILE, n.d.). According to (Larsen-Freeman,1986 as cited in EEAILE, n.d.) The role of the student is mainly as a communicator, with more responsibilities since it implies being a cooperative, collaborative, and an active participant in his or her learning process.

Role-play, interviews, group work, and opinion sharing are popular activities practiced in communicative language teaching, along with a wide range of games to promote interaction among students. This approach was considered as the main basis to structure this project.

1.02.02 Taxonomy of Learning Domains

Another contribution for CLT is in the Taxonomy of Learning Domains originally proposed by Bloom. (EEAILE, n.d.). He states six hierarchical steps have to be set one by one in the following way.

1.02.02.01 Knowledge or Remembering

It is the remembrance of earlier learned input. For example, learning is taken when the student memorizes an aspect of English Vocabulary, it can be vocabulary, a specific grammar structure, a song, or a phrase. They can repeat or they can have some clues of the language.

1.02.02.02 Comprehension or Understanding

It consists of comprehending the input. The learner can put the material in their own words. For instance, it is more complex for students to understand the meaning of what they are learning. In this case, we can refer to deductions that students do about the meaning and predict etymologies or anything that demonstrates that they are not just memorizing but comprehending.

1.02.02.03 Application or Applying

The use of the learned input in new circumstances. The learner can use and make an abstraction of the material in a concrete context. For example, when students have proved they understand in a verbal examination, but they haven't in a practical situation so that this step takes place. Teachers merge students into situations to demonstrate they can use the previous knowledge in a simulated or practical situation as well as buying in their own or making a real conversation.

1.02.02.04 Analysis or Analyzing

It is to fragment the input in the components so that the organization can be comprehended. For example, students to analyze the English language in more complex scenarios, we use this tool when we as students make a lecture, a movie, or an essay that contains new elements, and they have to investigate what it refers to comprehend every element of the lecture, movie or essay. After they analyze, they can describe every component of the element on their own.

1.02.02.05 Evaluation or Evaluating

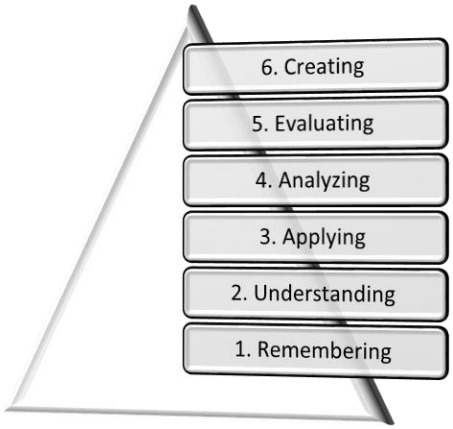
The learner can make judgments based on their knowledge about the value of methods and intakes for some purpose. For instance, students contribute with critical reflection and personal opinion talking about the importance of the process of learning. Students can also contribute with recommendations based on the experience they had when they were reading, observing, tasting, and writing about the material they had in charge of.

1.02.02.06 Synthesis or Creating

It places all of the fragments of the intake together to practice a whole the learner can put together old knowledge in new ways. Following the same examples, the students are available to say in simple words or a phrase the content of the elements that were analyzed previously. In this case, we can affirm that students build new material. They can

contribute to new ideas that are structured in a simple way and other students can understand.

The categories of cognitive processes, start from the simplest to the most complex. *Chart 1*. shows how hierarchical steps must be covered



1.02.03 Task Based Approach

Task-based learning is an approach that has a base in the communicative way of language teaching. Teaching and learning happen through several communicative tasks that involve lots of teamwork among students. Well-designed tasks within this approach should elicit the target grammar and vocabulary naturally.

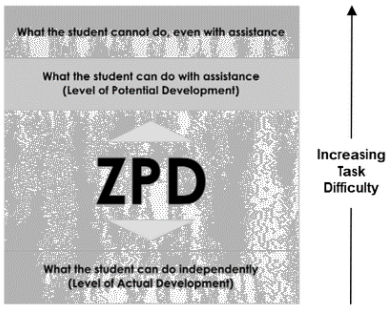
A task-based activity is one in which students have to use language to achieve a specific outcome. The best TBL activities reflect real life and allow students to use whatever language they want as long as they can complete the task.

Expanding on this topic, Leaver and Willis (2004, p. 3) comment that “TBI [task-based instruction] is not monolithic; it does not constitute one single methodology. It is a multifaceted approach, which can be used creatively with different syllabus types and for different purposes.”

1.02.04 Zone of Proximal Development (Vygotsky)

Vygotsky (1986) defines Zone of Proximal Development as “the place at which a child's empirically rich but disorganized spontaneous concepts meet the systematicity and logic of adult reasoning.” It means that any person can learn a language under the guidance of a more experienced peer. The process of learning is “a result of the meeting, the weaknesses of spontaneous reasoning are compensated by the strengths of scientific logic.” It means that people are able to learn a language firstin the social level, or inter-mental plane, and after socializing it is internalized into the mind, or the intra-mental plane.

Guidance can determinate the success in learning since there is a difference in learning from the previous stage to the following stage in which the student could improve solving tasks with the guide’s advice in the first stage and alone in the following stages (Vigotsky,1987). In the Constructivism the learner is conceived as a member of a part of a social space where his/her mind is modulated by the society, culture, human development and historical moments. These elements determinate language in the process of mediation, when an individual uses the symbolic tools to modulate his/her behavior through the Private Speech (the internalized language that every individual possess) it is possible to interact.



Lui A (2012)

When placing an advanced student with a student with weaknesses. The student with less abilities could feel more confident at having an interaction, that mean that the student achieved a level of Potential Development of the ZPD, which refers to what a” student is not able to do independently but able to do under adult guidance or in collaboration with more competent peers. Teaching should not happen at this level as it would not result in effective learning” (Lui a, 2012)

1.02.05 Stephen Krashen's Hypothesis

Stephen Krashen (1982) developed five Hypotheses about Second Language Acquisition that explain how people can learn an additional language analyzing the process that is involved. It will be shown two of the five hypothesis which were used in this final project.

1.02.05.01 The Input Hypothesis

It considers that language is learned when it is exposed as an understandable information learning happens. In other words, a comprehensible input that has to be anything above the actual learner's level to be understood and then learned (Krashen, 1982)

1.02.05.02 The Affective Filter Hypothesis

This hypothesis refers to the emotional factors that they need to be taken into accounts such as motivation, attitude, confidence, and anxiety. It is important to consider thata high filter interfere stopping learning, and otherwise, low filter promote learning. Teachers have to get actions that reduce anxiety, increase motivation, attitude and confidence in order to create adequate language environments (Krashen, 1982)

To sum up, my teaching identity and philosophy, as well as the theoretical foundations of my work, are covered in chapter Philosophy and Theory. The first expresses my teaching philosophy, while the second demonstrates my perspective on second language acquisition and teaching. This project has made me realize how my background has influenced my teaching identity and philosophy, which has evolved as my experiences as a teacher have grown and my studies to stay current in the field of teaching and learning English have progressed.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN

2.01.01 Lesson Plan Identification Cell	
Author	Ramona Bautista Becerra
Educational Stage	High school student level A1
Title of the Lesson Plan	Time to Travel
Learning Objective of the plan/Competency	Students will be able to express future holiday plans in written and oral form using present progressive form of the verb for future plans
Communicative skill considered	Reading / Writing / Listening and speaking.
State of the following options	Introduction to the topic
Functions	Read, listen and understand people' future plans Write and talk about owns future arrangements
Main grammar structure	Present Progressive
Other grammar structure	Be going to
Brief description of the plan	This lesson offers a variety of activities based on people travelling to different places around the world. Students practice reading, writing, listening and speaking about future arrangements. Then, they are asked to read and listen people´ travelling plans. They also write and speak about their travelling future plans.
Hours of the plan implementation	8 hours
Number of sessions	4 sessions of two hours each
Contents required for the lesson	Text, Video, sound track, Worksheets

Links of the content	Appendix 1 Wheel Game Appendix 2 PPT Presentation Appendix 3 Vocabulary WS Appendix 4 Reading Comprehension WS Appendix 5 Genially Presentation Appendix 6 Writing worksheet Appendix 7 Audio Track Appendix 8 Talking about holidays plans Appendix 9 Video Quiz
EEAILE tutor online	Elin Emilsson Ingvarsdottir

2.01.02 Introduction to the Lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	The teacher projects the image of a wheel game to motivate students and arouse interest and curiosity. (see appendix 1) The teacher writes on the board "Let´s travel"	The students look at the image and the information on the board.	1
During the class	The teacher welcomes the students. Teacher makes brief questions about the topics seen in previous class. Teacher tells students that they will play with a wheel game and explains the game. The wheel game shows some questions. Teacher asks for volunteers to spin the wheel the wheel. The chosen student will have to answer the question where the wheel stops The questions are related to Travel and vacations. Where will you go on your next vacation?	Students greet the class and verify they have all the materials to work with. Students answer the T questions about the topics seen in previous class. Ss listen the teacher instruction to play with the cards game. Ss shuffle the cards in the game and answer the deal questions.	

	What country would you like to know? Which do you prefer, going to the beach or going to a city? What do you prefer, sunny days or cold days? Would you rather visit another country or travel within your own country? Which do you prefer to staying in a hotel or going camping?		
Set the objective or competencies of the lesson	The teacher projects and explains the lesson objectives and asks students to write them in their notebooks.	Students read the learning objective of the lesson, ask questions to clear doubts.	

2.01.03 Intercultural skills Development

2.01.03.01 Reading Lesson Plan					
Step of the Lesson	**Teacher Activities**	**Students Activities**	**Materials**	**Session number**	**Evaluation**
Task 1 **Activating Schema** Schedule slides	Teacher projects through a PPT presentation a travelling schedule to build up students´ schemata about present progressive for future arrangements (see appendix 2) Shows students another illustration and have them supply examples with the present progressive for future. Asks students to give examples based on what they are doing the next day at a particular time	Ss watch the PPT presentation and analyze the information in the schedule shown. Ss answer the T questions about Mrs. Smith future plans. Ss give own examples about their future plans	Computer PPT presentation Copies vocabulary WS Reading WS "A big fish in the Philippines"	1	Task 2 Vocabulary Worksheet Task 3 Reading WS
Pre-reading Teaching Vocabulary **Task 2**	Gives students a photocopy of vocabulary worksheet, students review vocabulary about travelling, holidays and vacations. (See appendix 3) Reviews the vocabulary and asks students to repeat the vocabulary orally.	Students review vocabulary about travelling, holidays and vacations Ss practice pronunciation of the vocabulary. Answer the vocabulary worksheet where students			

	Monitors the class and checks answers with students. The teacher introduces the topic of the reading "A big fish in the Philippines" asking the students what ideas they can infer from the reading. T guides students to Task 3 https://es.liveworksheets.com/1-dp2327591eu (See appendix 4) Asks students to read rapidly to get a general overview of the material. Guides students in the reading practice explaining the skimming techniques. Asks students to answer the TRUE and FALSE statements Calls on some pairs to read the answers. Reviews and summarizes the text. Asks questions about the reading. Gives instruction for next session	will use the expression from the box to label the pictures. Ss compare results Ss follow the T instructions and answer the questions about the prediction they have about the text. Ss read quickly the text "A big fish in the Philippines" to get a general ides. Ss answer the TRUE and FALSE statements. Ss answer the T questions. .			
Reading **Task 3** **Closing** **Post Reading**					

2.01.03.02 Writing Lesson Plan					
Step of the Lesson	**Teacher Activities**	**Students Activities**	**Materials**	**Session number**	**Evaluation**
Warm-up **Development** Vocabulary and structure Review **Task 4** **Writing**	The teacher writes on the board "Places I would like to go on vacations". T writes the name of the places and countries given by the students. T asks students questions about their choices. Reviews the topic present progressive with a Genially presentation. (See appendix 5) Answers Ss questions. Takes participation. Directs students to the writing digital worksheet where students will write about their future arrangements about travelling. (See appendix 6) Asks students to look in the internet for information about the country chosen. For example, best season to go, food, accommodation, tours, transportation. Gives instructions and monitors the class, verifies students work.	Ss participate in the brainstorm activity. Ss answer the T questions. Ss analyze and review the vocabulary, expressions and structures of the present progressive for future arrangements. Ask questions and clear their doubts. Answer the T questions. Analyze the information in the worksheet and write their own sentences with the information given. Students choose a country they would like to visit, and write about their plant for travelling. Students look for more information on the internet.	Markers Computers Internet connection Projector Genially presentation Writing WS	3	Students´ participation Task 4 Writing WS
Closing	Teacher projects some students writing and asks students to find common aspects in classmates travelling arrangements. Gives final conclusions and recommendations	Students participate and compare similar aspects on classmates' writings.			

2.01.03.04 Listening Lesson Plan					
Step of the Lesson	**Teacher Activities**	**Students Activities**	**Materials**	**Session number**	**Evaluation**
Pre-listening Activation BK	Teacher starts the class telling the students that learning about the culture is another important part of travel and sightseeing. Writes on the board the next questions and asks students to answer them in their notebooks? What customs should visitors be aware when visiting another country? What should and shouldn't people do? Asks students to share their answers to the class.	Ss write the questions in their notebooks and answer them. Ss share their answer to the class	Board Markers	5	Students´ participation
While listening **Task 5** Bottom-up Listening Top-Down Listening	The teacher writes on the board the words (you, nice, this, anywhere are year, this) Asks students to read the list of words and write them in their notebooks. Plays a small audio track. The students will listen to the phrase "*Are you going anywhere nice this year*? (see appendix 7) Instructs Ss to order the word they wrote in their notebooks. The teacher plays the video she has prepared and tells Ss to listen carefully. At the end, the T asks the Ss to come up with a good title for the video and to identify the main idea of the video they have just watched. (see appendix 8) T writes down on the blackboard all possible titles. Makes students vote for one.	Students read the vocabulary. Write the words in their notebooks Listen to the small track and write the words in the order they listen. The students will listen to a complete sentence. "*Are you going anywhere nice this year?* Students identify the sound of each word and write a complete sentence with the words given. Ss listen and watch the video. Ss answer the T question and give options. Students vote for the best title.	Computers Internet Connection Speaker Soundtrack Notebooks Markers Projector Video "Talking about holiday plans"	5	Task 5 Exercise listening to the phrase Participation

Task 6 Bottom-up	Teacher shares a link where students will have more listening practice through an Educaplay video quiz (see appendix 9) Teacher checks the results online and shows them to the group. The best score and time will win a prize.	Students listen carefully and answer the Video Quiz. Students can repeat the video multiple times.	Edupuzzle Video Quiz link Photocopies Of transcript	6	Task 6 Educaplay Activity
Post Listening **Task 7** Reviewing the Transcript	The T provides each student with a copy of the transcript Tells the class to underline any sections of the transcript that they think they understand but have some uncertainty about. Also, instruct them to circle any sections which they don't understand at all. T puts them in groups of 4 to discuss the parts they underlined and circled. Finally, ask students to write on the board any phrases or sentences they still can't understand. The T goes over the sentences with the class.	Ss analyze the video transcript and underline phrases or words they understood. Ss circle vocabulary or sections he/she did not understand. Work collaboratively and discuss the parts they underline and circle.			Task 7 Transcript

2.01.03.04 Speaking Lesson Plan					
Step of the Lesson	**Teacher Activities**	**Students Activities**	**Materials**	**Session number**	**Evaluation**
Information Processing Activity **Structure and Vocabulary Review**	Teacher explains that the class is a consolidation class. Therefore, students have to use and remember what they have seen in previous lessons. Reviews sentences and vocabulary from previous lessons like present continuous / going to questions and answers.	Ss discuss what they have seen: *Present progressive going to vocabulary about holidays and vacations*.	Board Markers	7	
Task 8	Teacher instructs students to work in pairs. Asks to use their writing activity (task 4 WS). Asks students to share the place students have chosen to travel (writing activity) Each student is going to ask questions about their plans for example. Where are you going on holidays? Where are you staying? Which places are you visiting? What activities are you doing there? Who are you travelling with? Are you travelling by plane? Student A will have questions and Student B the answers. T asks students to report their classmates´ information in front of the class.	Students work in pairs and listen to the teacher's instructions. Students work with the information they wrote in task 4. Students work in pairs and share information about their travelling plans by asking and answering the questions proposed by the teacher. Ss take notes about the information given by the Student B. Reports the information to the class.	Questions Task 4 Notebooks	7	Speaking practice
Closing	Teacher gives feedback	Students share their experiences and talk about the way they felt in the speaking practice.			

2.01.04 Intercultural Component

The intercultural component was added from the first phase of the lesson planning, which was based on knowing on travelling around the world. In this planning students read and listened about travelling and holidays in different places in the World. travelling vocabulary and transportation means were introduced through the receptive skills (Reading and Writing). Furthermore, students continued working on the intercultural component throughout the productive skills (Writing and Speaking) in these phases students wrote about travelling future plans and interesting facts of other countries with the aim of developing analytical skills regarding their own cultural background.

2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS THE PROGRESS OF STUDENTS

2.02.01Instruments of learning assessment

2.02.01.01 Rubric for Listening Assessment

	Criteria	Excellent / Very Good	Good/Average	Fair /Poor	Very Poor
Points		4	3	2	1
BEFORE	Activate prior knowledge	Makes numerous connections that activate prior knowledge	Connects prior knowledge with selection	Accesses prior knowledge when prompted	Requires activities to activate prior knowledge
DURING READING	Use of the skimming reading technique	Reads quickly to get the gist.	Reads moderate quickly to get the gist.	Shows difficulty to read quickly but achieves to get the gist	Requires a lot of time to get the gist.
	Use of the scanning technique	Reads quickly to find a particular word, idea, or piece of information	Reads moderate quickly to find the information required	Shows difficulty to find the information required	Requires a lot of time to find information needs translation of some words.
	Solve the reading exercises.	Answers the questionnaire correctly	Answers the questionnaire with few mistakes	Solves the questionnaire with more than 4 mistakes	Needs help to understand the questions.
AFTER READING	Summarize with a classmate	Shares his/her answers with a classmate using vocabulary correctly	Shares his/her answer with a classmate with few mistakes in the use of the vocabulary	Shares his/her answers with a classmate showing difficulty in the use of vocabulary	Does not share his/her answers with a classmate

2.02.01.02 Rubric for Writing Assessment

Students´ name _____ Period: _____ Score: _____/100

	0-3	4-5	6-7	8-9	10
CONTENT **20%**	Completes only part of the task; minimal detail	Completes only part of the task; a few supporting details	Completes task; a few supporting details	Completes task and provides most supporting details	Completes task and may have gone above and beyond requirements
ORGANIZATION **10%**	Is disorganized and difficult to follow	Contains few developed paragraphs and are unclear in places	Contains some developed paragraphs writes only paragraphs describing history and customs of the country chosen	Contains mostly clearly developed paragraphs writes partially two paragraphs describing history and customs of the country chosen	Contains clearly developed paragraphs in a logical sequence. writes two paragraphs describing history and customs of the country chosen
VOCABULARY **30%**	A very limited range of vocabulary is used. It is hard to understand his/her description upon specific cultural practices.	A limited range of vocabulary is to express his/her description upon specific cultural practices.	The right choice of words is used to express his/her description upon specific cultural practices.	The right choice of words is used to express his/her description upon specific cultural practices.	A wide range of vocabulary about his/her description upon specific cultural practices.
LANGUAGE USE **20%**	Makes so many errors that communication is LOST; language usage inaccurate	Makes a SIGNIFICANT NUMBER of errors in language usage; consistent mistakes	Has SOME PROBLEMS with language usage & made multiple mistakes	Makes only a COUPLE mistakes using grammar, spelling, & word order correctly	Uses grammar, spelling and word order correctly throughout the paragraphs
MECHANICS **20%**	Serious errors interfere with understanding	Several errors are evident and interfere somewhat with the understanding	Some errors are evident but don't interfere with the understanding	Few errors in conventions of the English language	The understanding of the text is clear all mechanics are presented correctly

2.02.01.03 Check List Listening Self-Assessment

SELF ASSESMENT LISTENING CHECK LIST

Name:_____ Date_____

Check the things that you do OFTEN

A. Before listening:

- ❑ 1. I think about the topic.
- ❑ 2. I think about what I already know.
- ❑ 3. I think about what I might learn.
- ❑ 4. I don't get nervous.

B. While I listen:

- ❑ 1. When I have trouble understanding, I try to concentrate more.
- ❑ 2. When I have trouble understanding, I give up and concentrate less.
- ❑ 3. When I have trouble understanding, I try to watch the person closely.

- ❑ 4. I try to understand the basic idea.
- ❑ 5. I try to understand every word.
- ❑ 6. I try to listen for specific information.

- ❑ 7. I use what I know to help guess the meaning.
- ❑ 8. I get stuck thinking about the words I don't know.

- ❑ 9. I don't get nervous.
- ❑ 10. I get nervous.

C. After I listen:

- ❑ 1. I keep thinking about what I heard to try to understand it more.
- ❑ 2. I ask questions to help myself understand.
- ❑ 3. I think about how I can understand more next time.

D. Is listening in English hard?

- ❑ 1. People talk too fast.
- ❑ 2. It's hard to know where one word ends and the next one starts.
- ❑ 3. Words don't sound the way they look.

- ❑ 4. I don’t understand all the words.

2.02.01.04 Rubric for Speaking Assessment

	Excellent / Very Good	Good / Average	Fair/ Poor	Very Poor
Points	4	3	2	1
Is the student’s pronunciation clear enough to be understood?	The student's pronunciation is clear enough and does not produce mistakes.	The student's pronunciation is clear but with some mistakes.	The student´s pronunciation generates a lot of mistakes	The student´s pronunciation is practically unintelligible
Do the students speak with fluency?	The student can communicate noticeably without difficulty.	The student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.
Is the student able to comprehend?	The student wholly comprehends all questions and answers correctly.	The student comprehends most of the questions and answers acceptable.	The student presents little comprehension of the questions and asked for repetitions.	The student is not able to comprehend questions even when they were repeated.
Can the students talk about the content?	The student gives correct answers with good information in responses to questions.	The student gives correct answers but responses are limited in information.	The student gives very limited information in the answers.	The student does not give a response to any question.

2.02.02 Rationale behind the designed materials

The assessment in the above lesson plan has both formative and formal assessment. The former was used through activities that are marked automatically by the interactive digital materials used; such as Liveworksheets, and Educaplay allowing students to know their results when they submit their answers. In this way the use technology can be a considerable support in teaching and learning by improving the ability to offer formative assessment of the learners' skills and knowledge during the teaching process. The importance of the immediate feedback during the formative assessment process, can improved the students' performance when analyzing and correcting the mistakes. Irving (2015) asserted that these tools "assist in the formative assessment process by supporting classroom environments that allow students and teachers to assess learning and providing mechanisms to present information about student learning during instructional sequences"

Moreover, the rubrics presented were created to evaluate formally the productive skills, writing, and speaking. Reading was also evaluated with a rubric along with a formative assessment. It is also important to mention that a self- assessment tool for listening was incorporated taking in consideration that listening is the most challenging skill for the students. The check list self-assessment helped to know how were the students feeling towards the listening practice

It is well known, that teachers are required to evaluate students' performance continuously. In this sense assessment could be stressful because most of the time teachers work with large classes, so evaluating students becomes a time-consuming activity that obstructs timely feedback.

After reflecting on this issue and as a result of this specialization, it is critical to recognize how useful assessment tools can be not only for teachers, but also for students. As a result, three rubrics were developed: one for writing, another for speaking, and a third for reading. It is believed that the use of rubrics facilitates the assessment process and contributes significantly to the improvement of students' understanding and performance in productive skills such as writing and speaking, which may be more difficult to evaluate than receptive skills such as reading and listening.

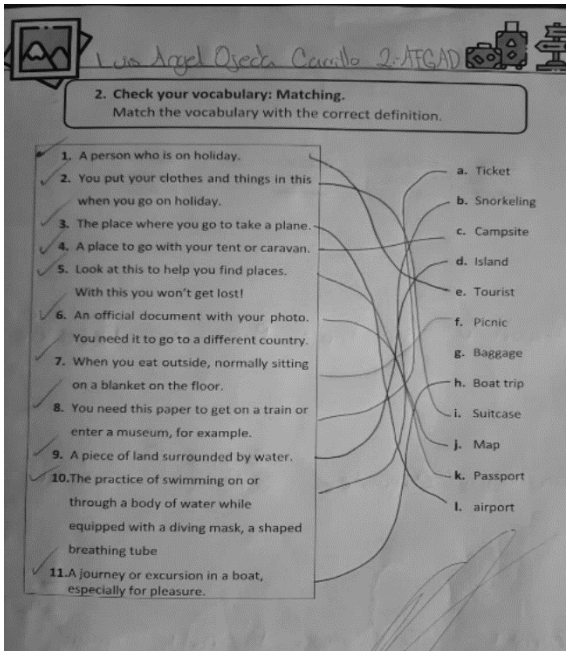
The use of rubrics has multiple advantages. The most significant advantage is that they help to reduce subjectivity and increase transparency in the assessment. Another advantage of providing a rubric ahead of time is that students' understanding and performance will improve significantly because they will know what is expected from them. Furthermore, the evaluation is faster and feedback can be provided on time, allowing students to understand their strengths and weaknesses and improve in the future.

2.03 ATTACHED EVIDENCES

2.03.01 Evidences Reading Lesson

First, students´ schemata was activated by the teacher through open questions. The teacher used a Power Point presentation as a visual aid to elicit students´ answers.

In the pre-reading stage students answered a vocabulary worksheet with vocabulary related to travelling.

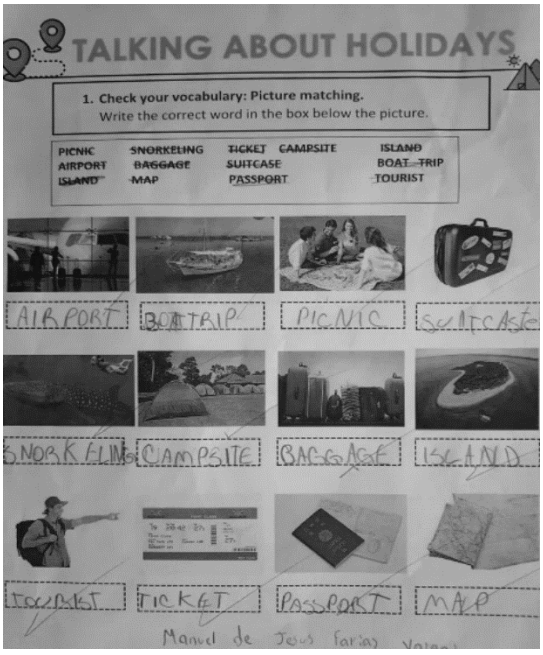


Luis Angel Ojeda Carrillo 2ºAFGAD

2. Check your vocabulary: Matching.
Match the vocabulary with the correct definition.

1. A person who is on holiday.
2. You put your clothes and things in this when you go on holiday.
3. The place where you go to take a plane.
4. A place to go with your tent or caravan.
5. Look at this to help you find places. With this you won't get lost!
6. An official document with your photo. You need it to go to a different country.
7. When you eat outside, normally sitting on a blanket on the floor.
8. You need this paper to get on a train or enter a museum, for example.
9. A piece of land surrounded by water.
10. The practice of swimming on or through a body of water while equipped with a diving mask, a shaped breathing tube
11. A journey or excursion in a boat, especially for pleasure.

a. Ticket
b. Snorkeling
c. Campsite
d. Island
e. Tourist
f. Picnic
g. Baggage
h. Boat trip
i. Suitcase
j. Map
k. Passport
l. airport



TALKING ABOUT HOLIDAYS

1. Check your vocabulary: Picture matching.
Write the correct word in the box below the picture.

~~PICNIC~~ ~~SNORKELING~~ ~~TICKET~~ ~~CAMPSITE~~ ~~ISLAND~~
~~AIRPORT~~ ~~BAGGAGE~~ ~~SUITCASE~~ ~~BOAT TRIP~~
~~ISLAND~~ ~~MAP~~ ~~PASSPORT~~ ~~TOURIST~~

AIRPORT BOAT TRIP PICNIC SUITCASE
SNORKELING CAMPSITE BAGGAGE ISLAND
TOURIST TICKET PASSPORT MAP

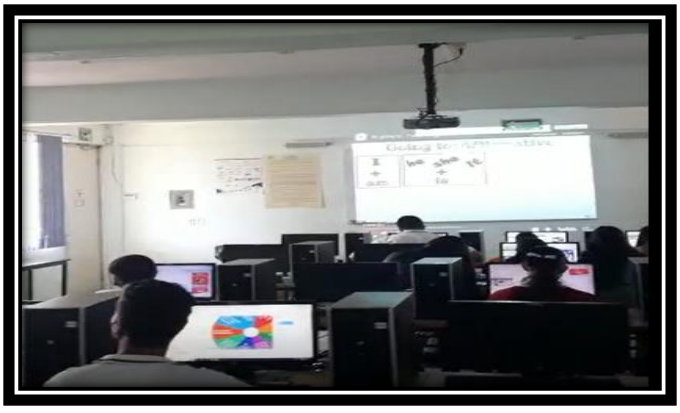
Manuel de Jesus Farias

Finally, the teacher directed students to the text where students applied the skimming and scanning techniques to answer a digital worksheet. Finally, in the Post-reading section, the teacher asked questions about the text

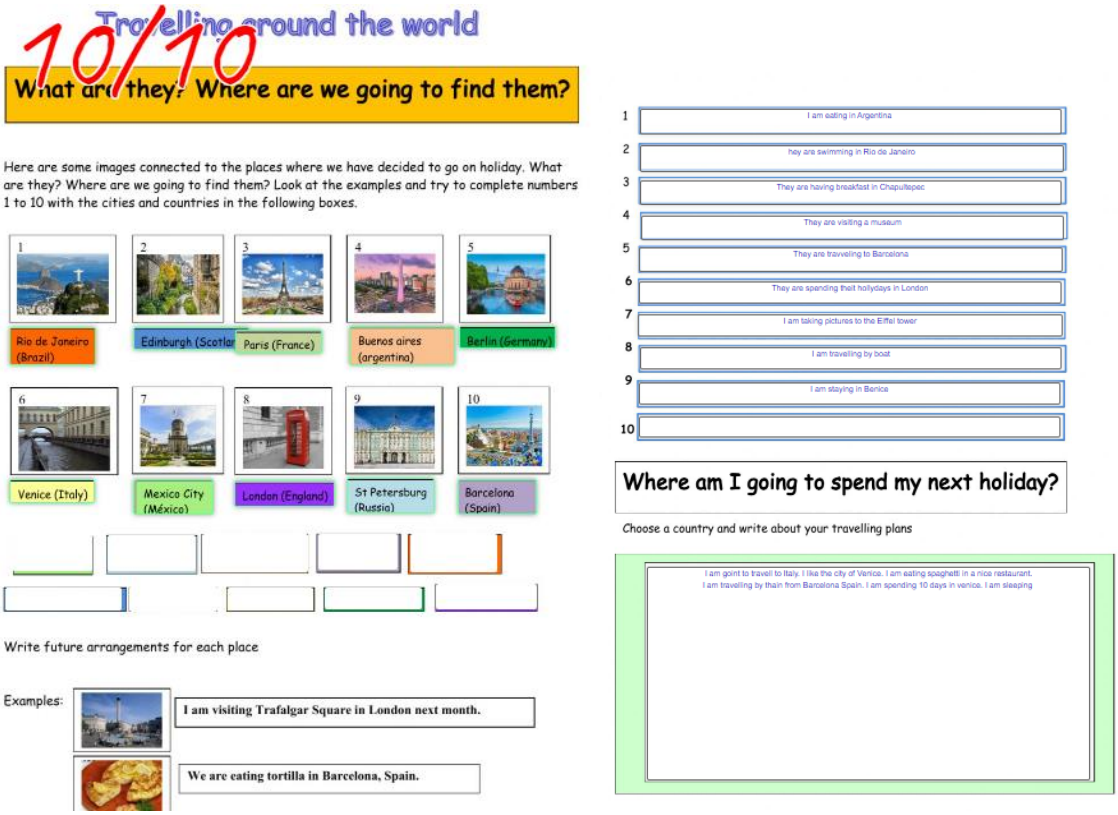
Students could go over the reading several times to make sense of the lecture content. They could elaborate on their own strategy by using the internet sources they had or by asking a classmate or the teacher.

2.03.02 Evidences Writing Lesson

The class began with with a Q&A session. The teacher makes questions about. Then reviews vocabulary with visual aids.

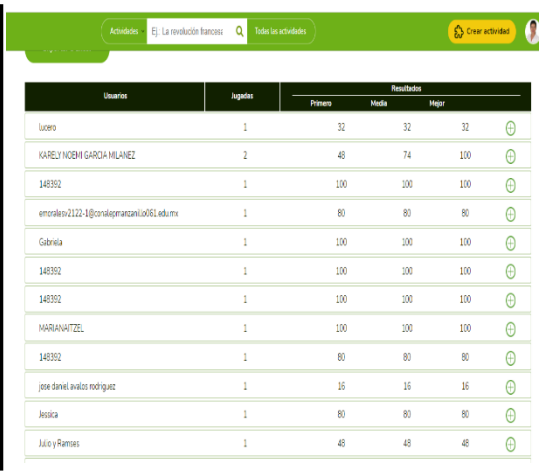


In the second section the teacher intents to develop macro-skills throughout a controlled writing activity. In the activity proposed, students were asked to choose a country they would like to visit and write about their imaginary plans in that country analyzing its customs and traditions and famous places.



2.03.03 Evidences Listening Lesson

Then student listened some audios to practice the bottom up and top-down skills. Then students were directed to a video Quiz where they listened a video and answered some specific questions to check students understanding.



Usuarios	Jugadas	Resultados		
		Primero	Media	Mejor
lucero	1	32	32	32
KARELY NOEMI GARCIA MILANEZ	2	48	74	100
148392	1	100	100	100
emoralesv2122-1@conalepmanzanillo061.edu.mx	1	80	80	80
Gabriela	1	100	100	100
148392	1	100	100	100
148392	1	100	100	100
MARIANAITZEL	1	100	100	100
148392	1	80	80	80
jose daniel avalos rodriguez	1	16	16	16
Jessica	1	80	80	80
Julio y Ramses	1	48	48	48

2.03.04 Evidences Speaking Lesson

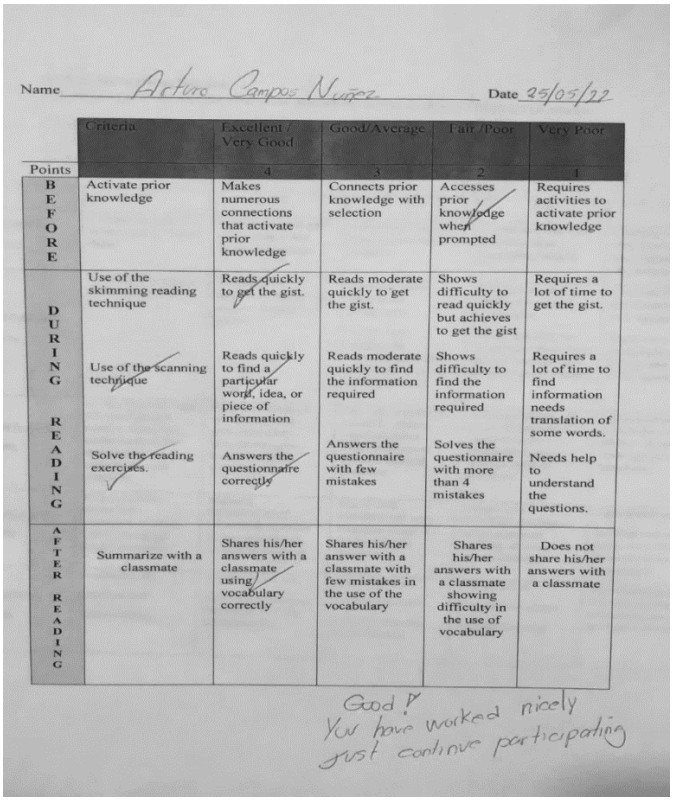
In the development of the speaking activity, Students were gathered into pairs and were asked to role play a conversation by organizing questions and answers. Students made social interaction by asking and answering questions to build a complete a conversation.

2.04 EVIDENCE OF THE DESIGNED TOOL TO ASSESS THE STUDENTS

2.04.01 Assessing Reading

The outcomes of this lesson were similar most of the students could finish the reading very fast without any doubt showing correct answers. There were students who read slowly but could finish the exercises correctly.

Both formative and formal assessment were used in this lesson. The vocabulary and reading activities were automatically marked and graded. For formal assessment, a rubric was used to assist the teacher in evaluating students' performance before, during, and after reading. It is important to note that assessing formally with rubrics with 40 students in the classroom is extremely difficult; thus, the use of digital worksheets that provide immediate feedback to students is recommended.



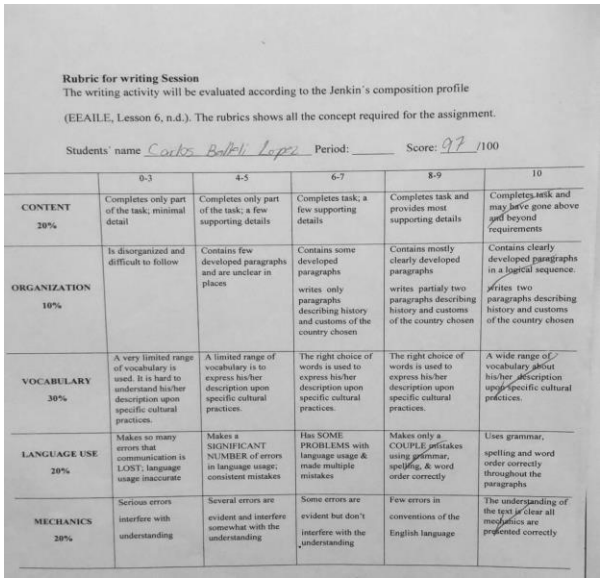
Name Arturo Campos Nuñez Date 25/05/22

	Criteria	Excellent / Very Good	Good/Average	Fair /Poor	Very Poor
Points		4	3	2	1
BEFORE	Activate prior knowledge	Makes numerous connections that activate prior knowledge	Connects prior knowledge with selection	Accesses prior knowledge when prompted	Requires activities to activate prior knowledge
DURING READING	Use of the skimming reading technique	Reads quickly to get the gist.	Reads moderate quickly to get the gist.	Shows difficulty to read quickly but achieves to get the gist	Requires a lot of time to get the gist.
	Use of the scanning technique	Reads quickly to find a particular word, idea, or piece of information	Reads moderate quickly to find the information required	Shows difficulty to find the information required	Requires a lot of time to find information needs translation of some words.
	Solve the reading exercises.	Answers the questionnaire correctly	Answers the questionnaire with few mistakes	Solves the questionnaire with more than 4 mistakes	Needs help to understand the questions.
AFTER READING	Summarize with a classmate	Shares his/her answers with a classmate using vocabulary correctly	Shares his/her answer with a classmate with few mistakes in the use of the vocabulary	Shares his/her answers with a classmate showing difficulty in the use of vocabulary	Does not share his/her answers with a classmate

Good! You have worked nicely just continue participating

2.04.02 Assessing Writing

This practice is considered the best practice students had. The guided activity helped them a lot to guide students´ writings. in general students did a great job thanks to the scaffolding built through the exercises made in the digital worksheets. Some other students had spelling mistakes but they structured correct sentences. Students enjoyed the activity, they showed motivation towards their writings and the chosen country

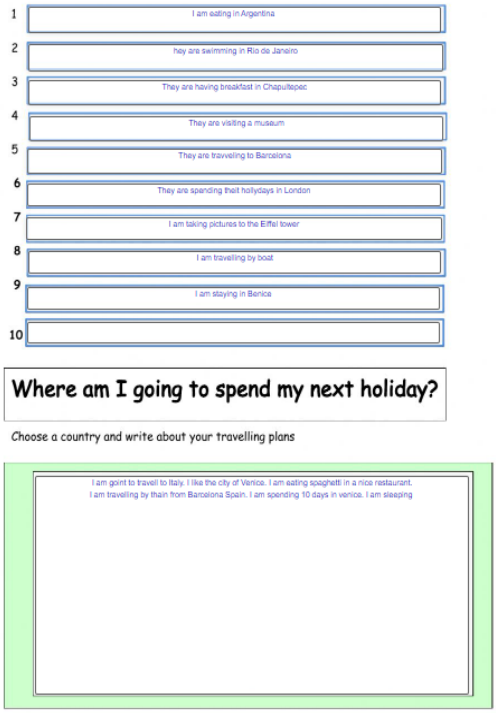


Rubric for writing Session
The writing activity will be evaluated according to the Jenkin´s composition profile

(EEAILE, Lesson 6, n.d.). The rubrics shows all the concept required for the assignment.

Students´ name Carlos Baltali Lopez Period: _____ Score: 97 /100

	0-3	4-5	6-7	8-9	10
CONTENT 20%	Completes only part of the task; minimal detail	Completes only part of the task; a few supporting details	Completes task; a few supporting details	Completes task and provides most supporting details	Completes task and may have gone above and beyond requirements
ORGANIZATION 10%	Is disorganized and difficult to follow	Contains few developed paragraphs and are unclear in places	Contains some developed paragraphs writes only paragraphs describing history and customs of the country chosen	Contains mostly clearly developed paragraphs writes partialy two paragraphs describing history and customs of the country chosen	Contains clearly developed paragraphs in a logical sequence. writes two paragraphs describing history and customs of the country chosen
VOCABULARY 30%	A very limited range of vocabulary is used. It is hard to understand his/her description upon specific cultural practices.	A limited range of vocabulary is to express his/her description upon specific cultural practices.	The right choice of words is used to express his/her description upon specific cultural practices.	The right choice of words is used to express his/her description upon specific cultural practices.	A wide range of vocabulary about his/her description upon specific cultural practices.
LANGUAGE USE 20%	Makes so many errors that communication is LOST; language usage inaccurate	Makes a SIGNIFICANT NUMBER of errors in language usage; consistent mistakes	Has SOME PROBLEMS with language usage & made multiple mistakes	Makes only a COUPLE mistakes using grammar, spelling, & word order correctly	Uses grammar, spelling and word order correctly throughout the paragraphs
MECHANICS 20%	Serious errors interfere with understanding	Several errors are evident and interfere somewhat with the understanding	Some errors are evident but don't interfere with the understanding	Few errors in conventions of the English language	The understanding of the text is clear all mechanics are presented correctly



1 I am eating in Argentina
2 hey are swimming in Rio de Janeiro
3 They are having breakfast in Chapultepec
4 They are visiting a museum
5 They are traveling to Barcelona
6 They are spending their holidays in London
7 I am taking pictures to the Eiffel tower
8 I am travelling by boat
9 I am staying in Benice
10

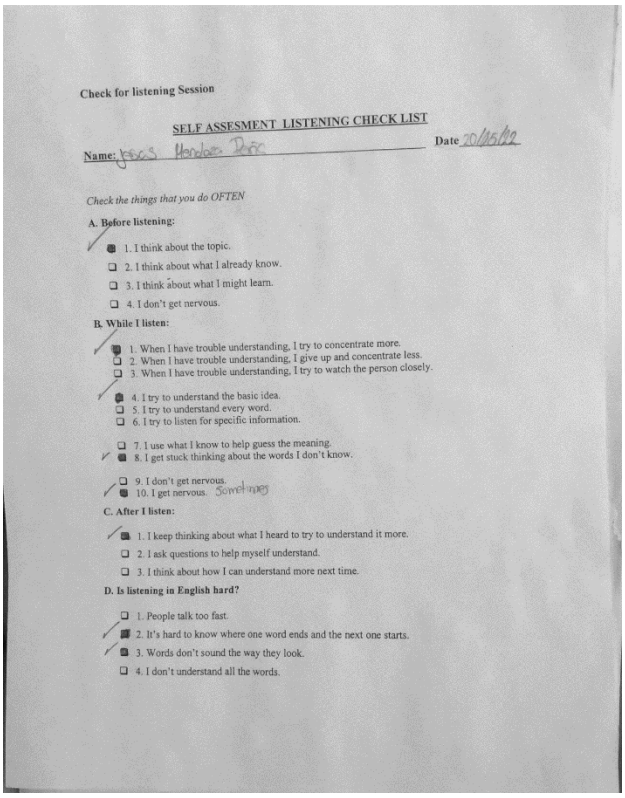
Where am I going to spend my next holiday?

Choose a country and write about your travelling plans

I am goint to travell to Italy. I like the city of Venice. I am eating spaghetti in a nice restaurant.
I am travelling by thain from Barcelona Spain. I am spending 10 days in venice. I am sleeping

2.04.03 Assessing Listening

The goal of implementing self-assessment in the listening lesson was to enable students to develop their own judgement. In the assessment students marked the way they felt during the three stages. In the Pre-listening stage, some students stated that they don´t usually think about what they are going to listen. During the listening stage, most of the students answered that they try to get the basic idea while they are listening. 70% of the students answered that for them listening is difficult because the words don´t sound the same way they are written. 60% of the class stated that while-listening, they feel people talk too fast. 90% of the students indicated that it is hard to know where one word ends and the next one starts.



Check for listening Session

SELF ASSESMENT LISTENING CHECK LIST

Name: [illegible] Date 20/05/22

Check the things that you do OFTEN

A. Before listening:

- [x] 1. I think about the topic.
- [ ] 2. I think about what I already know.
- [ ] 3. I think about what I might learn.
- [ ] 4. I don't get nervous.

B. While I listen:

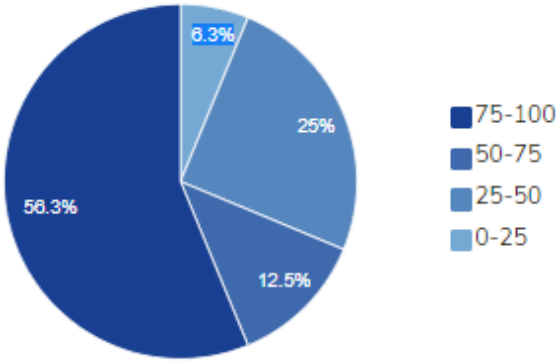
- [x] 1. When I have trouble understanding, I try to concentrate more.
- [ ] 2. When I have trouble understanding, I give up and concentrate less.
- [ ] 3. When I have trouble understanding, I try to watch the person closely.
- [x] 4. I try to understand the basic idea.
- [ ] 5. I try to understand every word.
- [ ] 6. I try to listen for specific information.
- [ ] 7. I use what I know to help guess the meaning.
- [x] 8. I get stuck thinking about the words I don't know.
- [ ] 9. I don't get nervous.
- [x] 10. I get nervous. Sometimes

C. After I listen:

- [x] 1. I keep thinking about what I heard to try to understand it more.
- [ ] 2. I ask questions to help myself understand.
- [ ] 3. I think about how I can understand more next time.

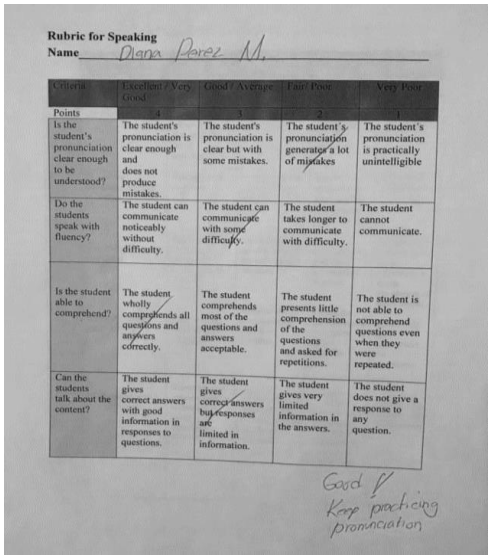
D. Is listening in English hard?

- [ ] 1. People talk too fast.
- [x] 2. It's hard to know where one word ends and the next one starts.
- [x] 3. Words don't sound the way they look.
- [ ] 4. I don't understand all the words.



2.04.04 Assessing Speaking

The results of the speaking were not as good as expected. Even though students actively participated, they still had issues with fluency and pronunciation, but they were willing to socialize and exchange roles in asking and answering questions. According to the rubric results and observations, pronunciation is an issue for 85 percent of the students. The results of the speaking Rubric direct the teacher to conduct additional repetition drills and pronunciation exercises to improve students' performance in this skill.



Rubric for Speaking

Name Diana Perez M.

Criteria	Excellent / Very Good	Good / Average	Fair/ Poor	Very Poor
Points	4	3	2	1
Is the student's pronunciation clear enough to be understood?	The student's pronunciation is clear enough and does not produce mistakes.	The student's pronunciation is clear but with some mistakes.	The student's pronunciation generates a lot of mistakes	The student's pronunciation is practically unintelligible
Do the students speak with fluency?	The student can communicate noticeably without difficulty.	The student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.
Is the student able to comprehend?	The student wholly comprehends all questions and answers correctly.	The student comprehends most of the questions and answers acceptable.	The student presents little comprehension of the questions and asked for repetitions.	The student is not able to comprehend questions even when they were repeated.
Can the students talk about the content?	The student gives correct answers with good information in responses to questions.	The student gives correct answers but responses are limited in information.	The student gives very limited information in the answers.	The student does not give a response to any question.

Good ✓
Keep practicing pronunciation

2.05 PERFORMING AND RECORDING THE ACTIVITIES

The four skills lesson plans were recorded, and the most important aspects of the students' performance were highlighted. The video displays basic information such as the project's name, tutor's name, and student's name. The lesson sequence is presented in an organized manner. The activities are presented in the order in which they were implemented in the classroom based on the lesson plan. Finally, the assessment tools for each skill are shown. The video contains titles and subtitles to guide the viewer through different stages.

For recording the video, it was used an editor called *Wondershare Filmora XI*. This software allows for trimming, cutting, bookmarking and applying special effects to a video. Layers can be added as well as audio effects to fade in and out and titles of a variety of kinds to make the edition more dynamic and enjoyable.
The video can be watched in the next YouTube Link

Video available at: https://youtu.be/5Z6eYIkKxNI

CHAPTER 3: EXPERIENCE REPORT

3.01 DESCRIPTION AND ANALYSIS

3.01.01 Report of the lesson given

The application was e implemented in a high school class of the second semester at school CONALEP 061, where the students have the basic resources needed in the classroom as a multimedia projector, whiteboard. The students take English lessons three times a week during five semesters. The group chosen is a monolingual group of teenagers between 15 and 17 years old, with different interests. The class is made up of 40 students.

In general, students get along with each other well, that makes teamwork organization easy and facilitates students' confidence in practicing the language.

Students have different levels of motivation within the English class, some want to improve their English level while some are satisfied to receive the minimum passing grade.

The topic for this project was chosen according to the CONALEP official program, which was adapted adding an intercultural component about knowing and understanding different cultures. In this planning students read and listened about Japanese culture with the objective that students know main tradition, customs, language, food and interesting facts of other countries, developing analytical skills regarding their own cultural background.

The lesson plan has been implemented in eight hours divided into four sessions of two hours each. (Two hours for each skill)

To begin with the structure of the lesson, an **INTRODUCTION** phase was included throughout a wheel question game. This activity was aimed to prepare students and imagine what will be the topic about. The teacher asked short questions to recover previous information that students have and it is an introductory activity to the task.

For this lesson plan, the communicative approach was considered. The sessions were worked in the following order: Reading, Writing, Listening and Speaking.

The decision for selecting this order is to connect reading with writing and listening with speaking. Reading is the first skill to be covered. It was considered to start with the easiest skill with simple activities to increase the difficulty for each activity and skill.

3.01.01.01 Reading Report

In the reading lesson plan shown above, the interactive model of reading which refers to the combination of button-up and top-down approaches (Rumelhart, 1985), was utilized to structure the class. The purpose of this model is that learners read according to the process of how the linguistics elements are understood by the cognitive system combining sensory and thinking aspects of reading.

The lesson plan shown is divided in two sessions, both sessions will be carried out in the English lab owing to students will be working with online digital activities.

The objective of the first session is to activate students´ schemata by answering teachers questions where students will choose the correct option according to the knowledge, they have about travelling vocabulary.

According to Roe, Smith, and Burns (2008), “Schemata are a person's organized clusters of concepts related to objects, places, actions, or events. Each schema represents a person’s knowledge about a particular concept and the interrelationships among the known pieces of information”

The second session is focused on the *Reading Part* where students are asked to apply the skimming and scanning techniques by looking at specific information and getting the general idea of the text.

Finally, in the *Post Reading* activity, students are asked to review and summarize the text about Japanese culture. Students are asked to mention what customs do they like the most and least. Promoting the development cultural awareness.

The obtained outcomes of this lesson were similar most of the students could finish the reading without any doubt showing correct answers. There were students who read slowly but could finish the exercises correctly. In general the activity was succesful students learned new vocabulary that eas used to complete the activities.

3.01.01.02 Writing Report

The writing-oriented lesson consists of two lessons. The first lesson´s objective is to activate vocabulary and structures of the prior lesson. In the first writing session students are asked to write some sentences with the present progressive structure and the new vocabulary.

The second section intents to develop micro and macro-skill throughout controlled writing activities, according to Verghase (1989 in Zarei 2015), controlled writing "is concerned with the organization of material which is given". In the activity proposed, students are asked to use the control writing to write a small paragraph about his/her future travelling plans

Ken Hyland (EEAILE, 2011) defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse” proposing six

approaches to teach writing: 1. Language structures that refer to the arrangement; 2. Discursive structures, that consists of the genre; 3. Creative expression, where the student makes a self-discovery; 4. Writing processes, that consists of the awareness, 5. The content referred to social issues; and 6. Genre and contexts of writing, that refers to recognizing the propose.

The writing process was guided through the writing small sentences with an specific grammatical structure s to help students organize the information in the paragraph. For this activity students had to look for information on the net strengthening cultural awareness.

It is considered that the students learn to write by writing, from interesting and inspiring topics. That perspective carries with it a notion of natural learning. The teacher is a facilitator who makes attractive reading materials available to students. Students emerge as active individuals, interacting with the literate environment (Hyland, 2002).

The outcomes of this lesson were satisfactory because students were very interested on the activity and in many ways most of the students had the structures correctly with some little spelling errors. There were some cases that went beyond and wrote a lot of interesting facts about the selected country. There were some students who could express their ideas using new words from their digital resources.

3.01.01.03 Listening Report

When students are made aware of the factors that affect listening, the levels of listening, and the components of the listening process, they are more likely to recognize their listening abilities and engage in activities that prepare them to be effective listeners. Karakas (2002) states that listening activities try to prevent failure so that they can support the learner´s interpretation of the text. Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities.

Pre-listening Activities Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Pre-listening activities usually have two primary goals:

(a) to help to activate students´ prior knowledge, build up their expectations for the coming information; and (b) to provide the necessary context for the specific listening task

While-listening Activities Listeners who participate actively in the listening experience are more likely to construct clear and accurate meaning as they interpret the speaker´s verbal message and nonverbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they heard.

Post-listening Activities: they extend students´ listening skills. Post-listening activities are most effective when done immediately after the listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences and encourage interpretive and critical listening and reflective thinking.

In the listening lesson plan shown above, the listening process was used to structure the class. The pre-listening, while listening, post listening stages were considered.

In the pre- listening section, the activities proposed _Appendix_2_ have the intention that students think about what they will hear through two vocabulary activities.

In the second stage, During-listening, the purpose of the, a top-down activity is that students use their prior knowledge to compensate the unknow vocabulary. Here, students are asked to listen two audio files and put a title to each listening files. In this way, the metacognitive processes are enhanced. (Thinking and Comprehension)

All the activities were developed and adapted from authentic teaching materials which are an important part of the listening process. Through AM, students are exposed to real language. Ur (1984, p.17-18) states that "if a word is pronounced differently in informal speech from the way it is said formally, or was said when it was learned, the listener may simply not recognize it as the same word, or may even miss its existence completely".

In the closing activity “Reviewing the video script”, students underlined the parts in the video-script they couldn´t understand and most of the student mentioned they understood the words in the text but they couldn´t identify them by listening the audios,

especially in the audio track with British pronunciation. Most of the students were not able to understand the general idea of the first audio, they could catch some isolated word.

The outcomes of the listening activity were stated in the platform of EDUCAPLAY. Most of the students played the audios several times to get the correct answer.

The assessment consisted in two parts formative assessment and a self-assessment. The self-assessment check list was the most interesting part of the evaluation. Here students could express what they do and how they feel ***Before, While*** and ***after*** the listening activities.

3.01.01.04 Speaking Report

According to (Larsen-Freeman,1986 as cited in EEAILE, n.d.) The role of the student is mainly as a communicator, with more responsibilities since it implies being a cooperative, collaborative, and active participant in his or her learning process.

Role-play, interviews, group work, and opinion sharing are popular activities practiced in communicative language teaching, along with games like scavenger hunts and information gap exercises that promote interaction among students.

In the speaking lesson plan a warm-up stage is presented with the objective of catching students´ attention. It was used aa PPT presentation to show some images related to daily the vocabulary and structures seen in previous lessons.

After obtaining students attention a T-Ss interaction was carried out through some direct questions to the class. In this stage, students could apply the *Remembering Stage* of the Taxonomy of learning domains.

Next, students were divided small groups in this stage the teacher gave them two cards to each member of the group where questions and answers were shown. The students made a social interaction by asking and answering questions to build a complete conversation. This activity was aimed to promote communication between students and to work on negotiating meaning and to have a T-Ss and Ss-Ss interaction. At this point, Ss were in the *Comprehension or Understanding* stage.

Finally, each student presented a conversation in front of the class. In this final part, we could say, that students were in the *Application or Applying* stage because after they analyzed information in the conversation, they could describe every component of the element on their own.

The outcomes of the speaking lesson plan were not as was expected. Students showed pronunciation problems and fluency. It is being considered, repetition drills and pronunciation session where students can practice some specific sounds

CHAPTER 4: CONCLUSIONS

4.01 Conceptual

This work summarizes my work throughout the specialization. I reflected deeply on how my previous experience as an English student and teacher formed the foundation of my teaching philosophy. Nonetheless, the study of this specialization has profoundly impacted my perception. I was not previously aware of the significance of including an intercultural component in lessons, as I am now. When teaching beginners, I used to believe that teaching grammar, vocabulary lists, and leading choral repetitions was sufficient. Nowadays, I teach grammar through meaningful texts, both written and oral, in which the intercultural component has to be present.

Furthermore, since I stopped using Power Point presentations to teach the grammar form of tenses deductively, the way I use technology to support my lessons has changed. Now, I have included online interactive activities and games to engage students in my lessons and activate their prior knowledge. I also changed the way I used to work in the laboratory, where students used to work individually; now, I group students so they can help each other by utilizing the Zone of Proximal Development. The development of rubrics to assess productive skills is another useful practice that I have recently implemented with positive results, as I am less stressed because I have better control over my students' performance and progress.

4.02 Methodology

In this work, we have discussed how our teaching and learning experience has influenced our current teaching practice. It was also analyzed some of the most common methods and approaches to teach and learn a language. We have seen that the teacher and students have several different roles and that the adoption of only one role is not enough to fulfill a successful teaching and learning process.

In former sections, this work presented the methods and approaches that involved the students in having a communicative purpose along with some examples in the teacher´s teaching practice.

After all, it is concluded that students and teachers should always be careful and pay attention to approaches, methods, and techniques that facilitate teaching and learning. A good combination of methods will allow students to improve their proficiency at learning English as a second language.

Depending on what teachers have to do in the classroom in language teaching, helping students master language skills and forms. Adopting just one method or theory is not ideal. What I find important is getting to know the language levels of students, motivation to learn the target language.

Despite the analysis of all theories and concepts, in addition to the exposure to the language, motivation, and the learning environment given to the learner are essential for success in learning a foreign language. We have seen that students are more effective students if they are provided with the sufficient target language exposure and motivation. Larson-Hall (2008) showed us that there is no linguistic advantage of SLA what its important is extremely exposure to the target language and motivation. Almost any second language learner who is provided with sufficient exposure to the target language will outperform SLA, those who are not giving the opportunity to practice the target language in a social environment. To influence second language students the teacher’s role is extremely important to achieve complete SL competence. Gardner and Lambert (1972) argued that motivation is an extremely influential factor in successful second language acquisition.

Moreover, by involving motivation in the learning process it will benefit the learner from learning.

As for students who are less skilled in acquiring language, teachers should patiently encourage them to express themselves properly and modify their language, so as to cultivate their communicative enthusiasm. Those students should have the belief that they can succeed as long as they study hard and practice properly. Most importantly, “i+1” mode is more suitable for students with knowledge base and curiosity to know more because they are able to connect with their internal knowledge when exposed to new knowledge.

Finally, language teachers should be aware of the student's personality as a factor to optimize their students' learning. Teachers can use different activities and assessment methods to match the different learning styles and strategies adopted by students. A good combination of these strategies and tools should be a way to achieve an effective language learning and effective language teaching, a goal we all want.

4.03 Observation

Students must socialize their learning using Language with an emphasis on language functions, students must socialize the language they are learning. Teachers can use the context of their students to create a more realistic communication goals and use specific functions to teach (Bardovi-Harlig, 2005). The general function in this case was to describe and analyze everyday life in other countries.

It is critical not to limit oneself to the activities in the book, as they are merely a guide that can be supplemented by the theories studied in the course, which assist teachers in filling in gaps in their teaching caused by books printed with excellent foundations and resources but lacking in knowledge about the specific context in which the students are situated. Theories do not specify the procedures to be taken, but they do provide indications for determining if the method is complete or needs to be finished. Anyone can teach and learn a language, but only language teachers must evaluate students, books, theories, methods, settings, and, most importantly, themselves in order to be successful in teaching and learning.

4.04 Analysis

When evaluating a teacher's performance, it is deduced that including explicit concepts related to specific activities improves teaching practice because the basis for these activities is based on theories rather than creativity or a non-planned class with improvisation. It is meaningful to base a class on specific theories because theories guide the way in which the class should achieve specific outcomes using specific methods; it is more than simply following an approach and procedure; as professional teachers, we can change or complete a step if it is not adequate for the objectives.

A lesson plan is a practical way to rationalize teaching because it requires predicting how the class will develop, what obstacles may arise, what elements can be used, how to organize the time available, how to deal with problems of organizing interactive activities, how to achieve, in a nutshell, that students burn the stages of learning in a foreign language classroom in direct proportion to the amount of effort and organization that the teacher brings. It also helps to design the lesson as a whole, with some objectives that must be met within the time.

It is essential to try to incorporate variety into the lesson plan; otherwise, the benefits of good planning are likely to be negatively affected. In multiple, real and illustrative situations, it is convenient to associate structures with functions and vice versa, plan different tasks referring to different skills, and even concatenate some tasks with others using the product of one as a basis for the realization of the next. Regarding audio-visual resources, keep in mind that there is a wide range available and that there is no reason to be afraid to try something new if it is expected to yield better results. The rhythm of the class must also be changed from time to time.

CHAPTER 5: APA STYLE REFERENCES AND APPENDIXES.

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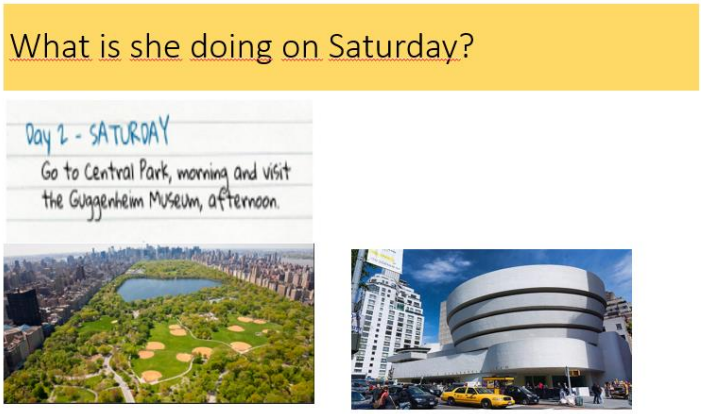
5.02 APPENDIXES

5.02.01 Appendix 1 Wheel Game

Link https://wordwall.net/resource/17916561

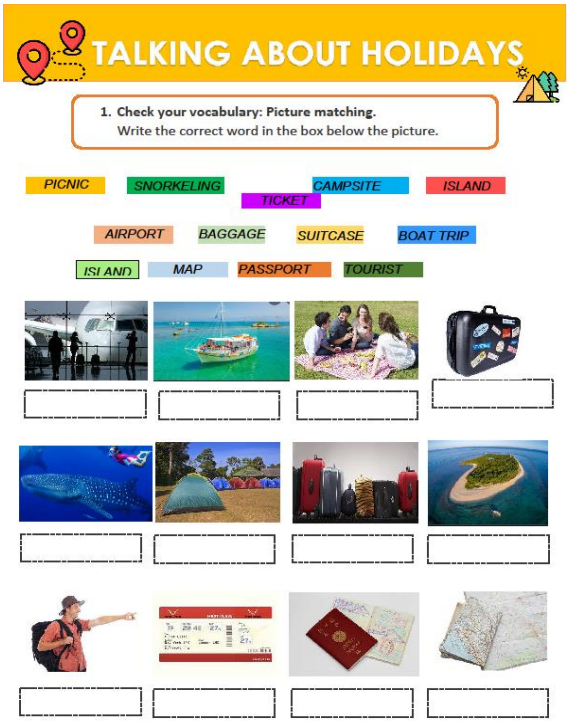
5.02.02 Appendix 2 Power Pont Presentation



Double click

Warm up.pptx

5.02.03 Appendix 3 Vocabulary Worksheet



Double click

106081905377415.pdf

5.02.04 Appendix 4 Reading Comprehension Worksheet

https://es.liveworksheets.com/1-dp2327591eu

5.02.05 Appendix 5 Geneally Presentation

https://view.genial.ly/5f1a62002b36990e389f80ed/presentation-present-continuous-for-future-arrangements

5.02.06 Appendix 6 Writing Worksheet

https://es.liveworksheets.com/1-iz2327744fl

5.02.07 Appendix 7 Audio Track

Short sentence audio.mp3

5.02.08 Appendix 8 Audio Talking about holidays plans

5.02.09 Appendix 9 Educaplay Video

Educaplay

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