



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Integration of Intercultural Activities for Improving the Learning of the Four Linguistic Language Skills of my High School Students

TRABAJO RECEPCIONAL

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

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México, DF. a 19 de junio de 2022



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PROPOSAL FOR EDUCATIONAL INTERVENTION

Integration of Intercultural Activities for Improving the Learning of the Four Linguistic Language Skills of my High School Students

RECEPTION WORK

TO OBTAIN THE DIPLOMA OF

SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE, ONLINE MODALITY

PRESENTS:

YOSAHANDI ORIHUELA GUADARRAMA

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Mexico City, June 19th, 2022

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Introduction

Throughout history, we have been able to verify how since ancient times and in all periods of our society there has always been the need to be able to communicate with people from other parts of the world. The role that cultures play in learning languages is fundamental, good knowledge of this language will help us to deal with many situations that are going to be presented to us daily.

We live in a multicultural and completely globalized society, since our society is made up of different people who belong to different races, religions, or cultures and who one way or another are interrelated and coexist in society. As teachers of foreign languages, we must know all those cultural references that are fundamental in the teaching-learning process. In this way, students adopt an intercultural attitude towards the different cultures that are part of our society.

There are many teachers who are convinced to teaching a second language is currently happening at a time of significant changes caused by the appearance of the Internet. ICTs in the foreign language classroom allow the use of the target language in authentic contexts since the Internet provides easy and fast access to the use of real and current materials in the language studied and is always motivating for the student.

The present work is the effect of the Specialization in English Language and Teaching as a Foreign Language Course, which each module presents a panoramic image of what teaching English Language means and involves.

The elaborated project took place in the Centro de Bachillerato Tecnológico Industrial y de Servicios No. 203 (CBTIS No. 203), located in Metepec Estado de México, this school offers to the community 3 specialties, Electronics, Mechatronics and Chemical Laboratory, it has 1748 students, in groups from 50 to 55, teachers have the necessary resources, those are classrooms, Internet, whiteboards, printer, projector, computers. The students acquire a textbook each semester, this one was "Landmarks 2", they take English classes 3 hours per week.

The application was taken in a group of 55 students from second semester in High School level, at the beginning of the semester they realized a diagnostic test, they obtained different levels, between A1 and B1 level in the Common European Framework Reference.

In this work, it was considered the intercultural component from the topic Children's games, where the students investigated about games in their own contexts and the pre-Hispanic times in Mexico, the students develop skills like accept different ideas, and they were capable to interact finding new language and integrating their owns.

First, this project introduces the identity and the teaching philosophy because it is an integral part that can help educators focus on what really matters and, summarizing their strengths in the profession, includes the reflections and objectives as a teacher. We will talk about the theoretical foundations and the theories that support this project and the teaching and learning strategies that have been used in the practice.

The intervention for each skill was considered one by one in the following order: linguistic activated with vocabulary, grammar, reading, writing, speaking, and listening. The decision of this selection was because this order allows to connect linguistic with grammar and this knowledge makes the connection with the reading, at the end the connection between writing and speaking, at the last moment with a previous knowledge, the listening.

The corresponding part of Lesson Planning elaborated for vocabulary and grammar included ludic activities, where the student can learn and encourage their language playing games.

As for Lesson Planning in reading it was necessary to take the book and read the text "Games we loved to play", this skill has connection with the productive skills writing a fantastic story using their creativity to be invented it, and with the speaking to tell without jugged their stories in front of the group.

Each session was considered that includes intercultural activities didactic and methodological strategies to improve the four linguistic language skills, showing the teaching-learning process and evidence of how it was implemented in the class.

The results were significant because the students show the ability to participate in each part of the lesson, in some cases it was required more participation from lower-level students, but in general they understand the ideas creating a coherent composition.

When preparing the lesson plan, I consider the learning techniques and the assessment of the learning process, that throughout the course will be implemented. The assessment must be consistent with the educational approach.

This project is based on the Formative and Summative Assessment Model. The purpose of the formative assessment is to observe and analyze the learning process of the students, it focuses weaknesses and attitudes. The summative, gives information about the level of achievement in a particular learning content, also the results and judgments are gathered on objectives achieved over those planned in the lesson plan.

To assess speaking and writing, the productive skills, it might be necessary to have a look at the micro- and macro-skills, taken from Brown, H. (2004, cited in EEAILE).

In Micro-skills, the students produce chunks of language of different lengths, English stress patterns, reduced forms of words and phrases, use an adequate number of lexical units, use grammatical word clauses, system, word order, patterns, and rules.

On the other hand, the Macro-skills, the students use collective devices in spoken discourse, use appropriate registers, convey links and connections between events, develop and use battery of speaking strategies.

To assess reading and listening, the receptive skills, we use the Performance Based on Assessment (PBA), Kuhlman (2008) suggests these quadrants as a basis when collecting information from the four language domains. In this case, we just use two quadrants, the Observation of Process, the teacher should collect evidence of student's language achievements or performance during a certain period, that is, the teacher should look at the longer. In addition, the Observation of Product, refers to the focus on an assignment's final version. (EEAILE).

Finally, we will find the results and report of the personal experiences and those of the students which show the attitudes, values and knowledge acquired in the process.

Chapter 1. Philosophy and Theory

1.01 Identity and Teaching Philosophy

*“Education is not the learning of facts, but
the training of the mind to think.”*

-Albert Einstein

After studying different educational theories involved in Teaching Learning process, we can notice it is not only the result of one opinion, background, history, or investigation, is a set of ideas, methodologies, approaches that help teacher to create an identity and philosophy molding us as educators.

It does not exist a perfect theory that can describe all teaching process which cover all the necessities that students have in the education field, to reflect about them and to apply them, construct a good educator.

First alt all, the project is developed in the CBTis No. 203, it belongs to the Dirección General de Educación Tecnológica Industrial (DGETI), the CBTIS No. 203 is in Metepec Estado de México, it offers to the community two shifts morning and evening, and three specialties Electronics, Mechatronics and Chemical Laboratory. This school has 1,748 students of which I attend 5 groups with 50 to 55 students each group.

To realize this project, I worked with fifty-five students of second semester in a morning group, at the beginning of the semester, the students presented diagnostic tests which show that they are between A1 and B1 level in the Common European Framework Reference.

Regarding to my teaching philosophy, I studied Marketing. When I started in educational field, I used to do practices that teachers taught me when I was a kid, like rewrite texts, translate them or repeat words. Nowadays with all the information that I learned in the EEAILL program, I can make my own strategies and I can use methods that can help students to learn more effectively.

My teaching philosophy focuses on attending to the integral formation of students, not only from the cognitive field, but also in the social, emotional, and affective aspects for their full personal development.

I believe that the educational environment should promote exchange and interaction among students, mainly through the intercultural activities. As a teacher of foreign language, it is an objective to promote the use of the English language in the different contexts of the students.

Nowadays information is available everywhere: articles, books, television, internet; therefore, the teaching processes should focus on inquiry and investigation, the raising of conjectures and positions, the discussion and agreements of possible answers or solutions.

In this project it was developed values and attitudes, teaching is not just to give the student knowledge, is more than that, teaching involves creating and educate people in an integral education.

1.02 Theoretical Foundations

1.02.01 Concept of Second Language Acquisition

Stephen Krashen (1987) developed 5 Hypothesis about the Second Language Acquisition, which explain how people can learn the language unconsciously, the hypothesizes are the next mentioned:

- **Acquisition-Learning** hypothesis
- **Monitor** hypothesis
- **Input** hypothesis
- **Affective Filter** hypothesis
- **Natural Order** hypothesis.

We are centering in the first hypothesis, that says “the 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language”. (Krashen, 1988, cited in Schütz, 1998).

1.02.02 Concept of Linguistic Competence

The concept of Linguistic Competence was already used by Chomsky (1965, as cited in Sanhueza et al., 2012, p. 142) defining it as "a system of rules that, internalized by the student, make up his verbal knowledge (expression) and allow to understand an infinite number of linguistic statements (comprehension)".

To the above, the two mentioned authors, talk about the unconscious learning, the students acquire knowledge with mistakes, like their mother tongue or their first language.

1.02.03 Concept of Communicative Competence

The communicative competence theory, according to Hymes (1971), asserts that “competence in language includes not only grammar, words and sounds but also the social knowledge of when and how to use them appropriately” (Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera [EEAILE]).

1.02.04 Grammar Framework

Freeman (2001, cited in Shams, 2019) emphasizes on the change of simple and common practices of analyzing grammatical structures and applying grammar rules to the use of more communicative approach in which grammar is used as a means of communication. Freeman proposed, grammar can be considered through the “three-dimensional grammar framework” that includes form, meaning and pragmatics.

1.02.05 Concept of Interculturalism

Based on a model of foreign language teaching that provides pupils with linguistic, sociolinguistic and discourse competence, Byram suggests that the learner should become an intercultural speaker instead of aiming at a near-native capacity (Byram, M., Nichols, A. Stevens, D., 2001, p.30).

“Teaching about one’s own culture, like the theoretical endeavour to lift the Globe with a lever, depends critically on the choice of a starting point; if one proceeds from too close, the sweep of force is suspended; if alternatively, the levering bar is left too far, the objects scape the tool.” (Byram, M., Nichols, A. Stevens, D., 2001, p.44).

In teaching intercultural competences, we are going to encourage attitudes, skills of interpreting others, skills to relate with other people, curiosity, and openness to different ideas.

One of the most popular models of intercultural competence in language education has been developed in the work “*Developing the intercultural dimension in language teaching: a practical introduction for teachers*” by Michael Byram and his colleagues Gribkova and Starkey (2002), the framework consists in describing characteristics to have an intercultural class they mentioned:

- The intercultural attitudes
- The knowledge of social groups
- The skills of interpreting and relating
- The skills of discovery and interaction
- Critical cultural awareness. (EEAILE).

1.02.06 Concept of Assessment

Brown (2004) in his work "*Language assessment: principles and classroom practices*" makes a distinction between testing and assessment. Testing is defined as "a method of measuring a person's ability, knowledge, or performance in a given domain". Assessment is defined as "an ongoing process that encompasses a much wider domain". (EEAILE)

Those theories and hypothesis now are part of my new teaching style, they demonstrate alternative ways to manage my teaching process. Through these theories we have a global vision about education since different opinions and times, they helped me to establish an orientation about education, that allow to strengthen new structures of the knowledge.

Chapter 2. Methodology and Practice

2.01 Lesson Plan

Lesson plan		
Author	Yosahandi Orihuela Guadarrama	
Educational stage	2 nd semester high school	
Title of the lesson plan	Children's games (Past Continuous tense)	
Learning Objective of the plan/Competency	<p>Purpose of the language</p> <p>The student will be able to recognize vocabulary about children's games, develop the ability to describe situations that were happening in the past (past continuous tense). Comprehend readings that include descriptions about games they loved to play in different times.</p> <p>They will use the information and communication technologies with a critical thinking for different purposes.</p> <p>Formative-intercultural purpose</p> <p>Guide the participants to reflect on how they or their family played when they were children, the opportunity to investigate how in other pre-Hispanic periods people played different games.</p>	
Communicative skill considered	Reading /writing / speaking /listening	
State of the following options	Recycling topic simple past of the verb to be from the second partial	
Functions	<ul style="list-style-type: none"> - Collaborative work in classroom as a basis for the integration of intercultural learning. - Describing continuing situations in the past, we often interrupt a continuing situation with a sudden event. - How to identify important information in a text? 	

	- Identify the past continuous tense in a listening exercise.				
Main Grammar structure	Past Continuous tense				
Interculturality	Identifying games from pre-Hispanic and old times.				
Brief description of the plan	We use "Landmarks 2" book, lesson 10. In the activation activity, we reactivate vocabulary talking about games that the students investigated previously and showing some extra words. In the development an explanation of the use, the form, and the meaning of the past continuous tense. Subsequently, students read a text about "Games we loved to play", they write a story in teams using the previous investigation and the tense they already know. In the close activity, they pass in front of the class and tell us their story, they practice in the computer lab the listening skill with exercises that they have in the platform.				
Hours of the plan implementation	3hrs.				
Number of sessions	3 sessions (2hours in the classroom, and 1 in the computer lab)				
Contents required for the lesson	<ul style="list-style-type: none"> - Simple past of the verb to be review - Children´s games vocabulary - Past continuous tense - Previous investigation about pre-Hispanic and old games (interculturality) 			-	
Link of the content	http://deltalearningdigital.com.mx				
EEAILE tutor on line	Alma Delia García Salazar				
Step of the lesson	Teachers' activities	Students' activities	Session number	Evaluation	Material
	1) In the previous lesson the	1) As a homework the	30min		Whiteboard

<p>Warm-up</p>	<p>teacher asks the students to investigate how people played some games in the pre-Hispanic period and old times.</p> <p>2) The teacher makes teams and reactivates vocabulary knowledge through some children's games words. Making teams and giving them some games to do like marbles.</p> <p>3) After that, the teacher asks them to pronounce the vocabulary words and then they will practice in their books (pp.74).</p> <p>4) The teacher activates the</p>	<p>students investigate how people played some games in the pre-Hispanic period and old times.</p> <p>2) In teams the students will reactivate their vocabulary learning, They play some games that the teacher gives them.</p> <p>3) After that, they practice their pronunciation and then complete the vocabulary exercises (pp.74).</p>		<p>Formative assessment (Observation of process)</p>	<p>Laptop Book "Landmarks 2" Markers Projector Marbles</p>
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	<p>students' knowledge about simple past of the verb to be. Making questions easy to be answered. What were your favorite game? Was he a student? Were you a doctor?</p>	<p>4) Students remember simple past of the verb to be. And they answer the questions.</p>			
Development	<p>1) The teacher explains in a presentation the past continuous tense (form and uses). And shows some examples that the student will help to answer. The teacher asks the students to practice in their books, answering pp. 75.</p> <p>2) The teacher asks to four</p>	<p>1) The students take notes in their notebooks about the past continuous tense (form and uses). And help to the teacher to answer the examples. The students will answer the exercises in the book pp. 75.</p> <p>2) Four Students pass in front of the</p>	45 min	<p>Summative assessment (Writing rubric) Formative assessment (Observation of product)</p>	<p>Whiteboard Laptop Book "Landmarks 2" Markers Projector Notebooks Previous investigation</p>

	<p>students pass in front of the class and read the text "Games we loved to play" aloud.</p> <p>In groups read the comprehension questions and then asks them to answer those questions in their books.</p> <p>3) The teacher asks the students make teams (3-4 people) then the teacher asks them to make a fantastic story about pre-Hispanic games using the past continuous. For example. Tlaloc was sitting in his house when his friends called him to play a ball</p>	<p>class and read "Games we loved to play" aloud.</p> <p>In groups they read the comprehension questions and then they answer those questions in their books.</p> <p>3) The students make teams (3-4 people) then they must write a fantastic story about pre-Hispanic and old games like the teachers' example. (Using 10 sentences in past continuous tense and the vocabulary)</p>			
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	<p>game, he was playing very well but unfortunately, he broke his leg. When he went home, his mom was making some soup for him....” (Using 10 sentences in past continuous tense and the vocabulary)</p>				
Consolidation / closing	<p>1) The teacher asks to the teams to select one person and pass in front of the class to tell us their story.</p> <p>2) The teacher asks the students to use the computer lab and go inside the Delta platform to answer the lesson 10 that contains the listening practice, they listen a</p>	<p>1) The students select one person of each team and pass in front of the class to tell us their story.</p> <p>2) The students use the computer lab and work in Delta platform to answer the lesson 10 that contains the listening practice, they listen a</p>	30 min	Summative assessment (Speaking rubric, self-grading exercises)	Delta platform Computers Headphones

	conversation and when they finish, they fill in the blanks using the past continuous tense.	conversation and when they finish, they fill in the blanks using the past continuous tense.			
Set the objective or competencies of the lesson	<p>Students will improve the four linguistic language skills with intercultural activities.</p> <p>They will be able to identify simple past continuous tense and recognize vocabulary about children's games.</p> <p>Students will develop their intercultural attitudes will show curiosity and openness about other contexts.</p> <p>Students will be capable to interact finding out new knowledge and integrating their owns.</p>				

2.02 Assessing and Testing Tools

Regarding the productive skills, the way to assess are through rubrics that are tools to evaluate and communicate the student performance and achievement.

To assess speaking we used the rubric presented in Fig. 1, taken from Kuhlman (2008).

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood.	S is very difficult to understand or responds in L1
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation
Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words
Usage	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure, but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary.

Fig.1 Rubric to assess speaking (EEAILE)

To assess writing we used the rubric presented in Fig. 2, taken from a web page called Liveworksheet.

Criteria	Excellent! 5	Good! 4	Can Improve! 3	Poor! 1
Writing Process	Evidence of outstanding planning. Drafting, revising, editing, use editing marks, rewriting, and publishing.	Develop as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.	Does not show strength uses only a few elements of the writing process.	Does not show strength or develop the use of any elements.
Adherence to topic	Purpose is clear at all times.	Good purpose clear majority of the time.	Fair trends to wonder	More focus on purpose needed
Correctness, Format and Length	Uses correct format and length required.	Only one or two elements missed in format and length.	Multiple mistakes and incorrect length.	Many mistakes made.
Grammar, Spell, Punctuation, vocabulary and language use	Demonstrate command of the conventions of English capitalization, spelling, correct punctuation and use of language.	Only a few spelling mistakes. Good use of vocabulary, punctuation and language.	Multiple spelling mistakes have been made. Use of vocabulary could be better. Punctuation mistakes evident. Us of language is average.	Many spelling mistakes, vocabulary below expected grade level. Punctuation hardly been used or is incorrect. Language requires work. Not prepared at all.

Fig. 2 Rubric to assess writing <https://es.liveworksheets.com/so2074960zn>

Regarding the receptive skills, the way to assess are the observation of the product and the observation of the process.

To assess reading and grammar, we used the Observation of Product, with the textbook presented in Figure 3, and Figure 4. “Landmarks 2”, practicing the grammar and answering comprehension questions.



Grammar

Past continuous

We use the past continuous to describe a continuing situation in the past. We often interrupt a continuing situation with a sudden event.

← eating breakfast → **the doorbell rang** → Now

I **was eating** my breakfast when the doorbell rang.

Let's check the structure.



Subject	+	was / were	+	verb -ing	
I		was		making	a sandwich.
We		were		dancing	at the party.

To use the past continuous in its negative form we use:
Was not = wasn't
Were not = weren't

Subject	+	wasn't / weren't	+	verb -ing	
I		wasn't		paying	attention in class.
They		weren't		talking	in class.

Let's practice.

D. Complete the sentences using the verb in brackets (). Look at the example.

1. Ana (read) was reading a book.
2. The teachers (have) _____ a meeting.
3. Sammy (draw) _____ a picture.
4. We (play) _____ football in the schoolyard.
5. My cousins (sing) _____ very loudly.
6. I (eat) _____ in the library.

E. Transform the sentences in activity D. into their negative form.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____





Fig. 3 Textbook, grammar “Past Continuous”

Created with iSpring Flip
evaluation version

Reading A. Read the text very quickly and circle the author's favorite games.

a) Musical chairs b) Tug of war c) Duck, duck, goose

Games we loved to play

When we were young, we used to play games with our friends a lot. We played some of these games outdoors, some others at parties. Here are some of our very favorite games.

Musical chairs
This was a simple game where you had some chairs in the middle of the room. It was important that there was a chair missing, so if there were six players there were five chairs. Someone would play music while the others were dancing around the chairs. Then, the music stopped suddenly, and you had to sit down quickly. The person without a chair lost the game.

Tug of war
To play this game you needed a big rope with a handkerchief tied in the middle. The children got into two teams. Each team lines up at opposite sides of the rope. Each team pulls the rope to their side as hard as they can. The team that drags the others into their side wins.

Duck, duck, goose
This was my personal favorite. Children sat in a circle, facing inwards. One child walked around the circle, tapping each other player in turn on the head or shoulder, naming each player as a 'Duck.' When ready, it chooses a player to be the 'Goose' - tapping that player on the head and saying, 'Goose.'

The player selected as Goose stands up and chases it around the circle, trying to tag the player before they get all the way around the circle to sit back in the spot where Goose was originally sitting.




B. Read the text again. Then decide what game each statement refers to.

- To play this game children sat in a circle.

- To play this game you need two teams.

- To play this game you need music.

- To play this game you need a rope.

- To play this game you dance around.

- To play this game you have to run fast.

Speaking

C. Work in pairs and discuss these questions:

- Did you play these games?
- What are these games called in Spanish?
- What was your favorite game to play?



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Fig. 4 Textbook, reading "Games we loved to play"

To assess the listening skill, self-grade test, the tool used was the digital platform Delta Learning, with a conversation in which the student listened and filled in the blanks using the past continuous as we can see in Figure 5 and Figure 6.

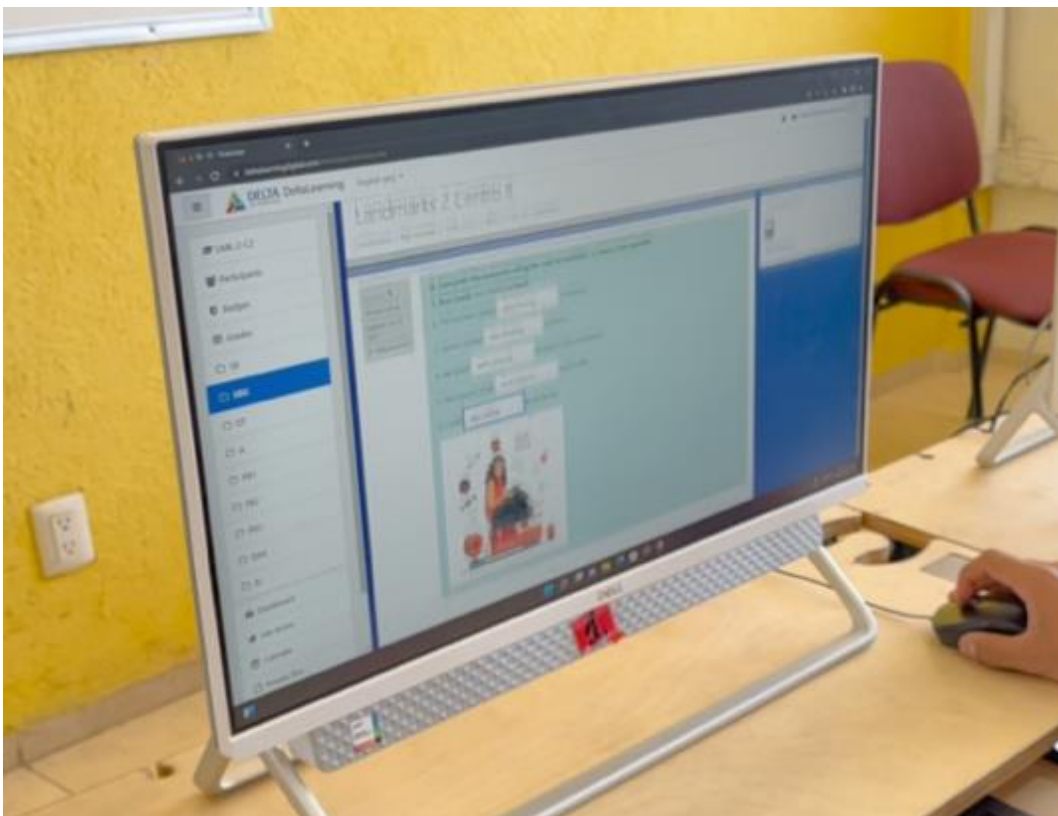


Fig. 5 Delta Learning platform, Lesson 10.

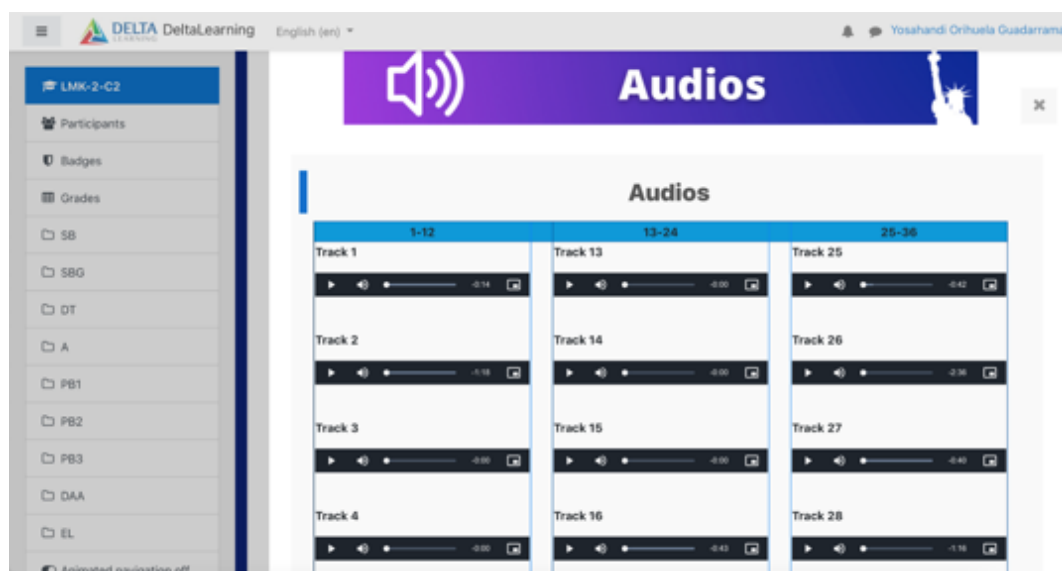


Fig. 6 Delta Learning platform, Audios.

Regarding to the assessment of the vocabulary and the intercultural process we use the Observation of Process; it helps as a teacher to get into the characteristics and tools that students need, we can notice and solve some of the difficulties that were presented during the lessons. With a list of the group in each lesson, I make observations about students, Figure 7.

NUM.	NO. CONTROL	NOMBRE DEL ALUMNO	OBSERVATION LESSON 11
1	2.13E+13	AGUILAR QUIROZ ANGEL UREIL	
2	2.13E+13	ALANS CASTRO JOSE LEONARDO	
3	2.13E+13	ALARCON REYES ERIK	
4	2.13E+13	ALCANTARA ROMERO BRUNO ERICAO	
5	2.13E+13	BERDEJO ANDRADE JOSHUA	
6	2.13E+13	CARMONA VAZQUEZ FRANCISCO MAURICIO	
7	2.13E+13	CAYETANO LORENZO ISRAEL	
8	2.13E+13	COLIN REMIGIO FERNANDO	
9	2.13E+13	CORDOVA MONTES DE OCA JUAN DIEGO	
10	2.13E+13	CRUZ GUTIERREZ ALEXIS	
11	2.13E+13	DAMIAN CHAVEZ JOSE CARLOS	
12	2.13E+13	DESALLES SANCHEZ EMILIANO	
13	2.13E+13	DIAZ ESQUIVEL AIR YOSEF	
14	2.13E+13	ESPINOSA MALDONADO MIGUEL	
15	2.13E+13	ESPINOSA BASTIDA NATALIA JOE	
16	2.13E+13	ESPINOSA MORALES ABRAHAM	
17	2.13E+13	GACONA SCHMERBITZ GABRIEL	
18	2.13E+13	GARCIA HERRERA NELSON JESUS	
19	2.13E+13	GARCIA LADUNAS IGNACIO	

Fig. 7 Observation of process of the students

2.03 Attached Evidence



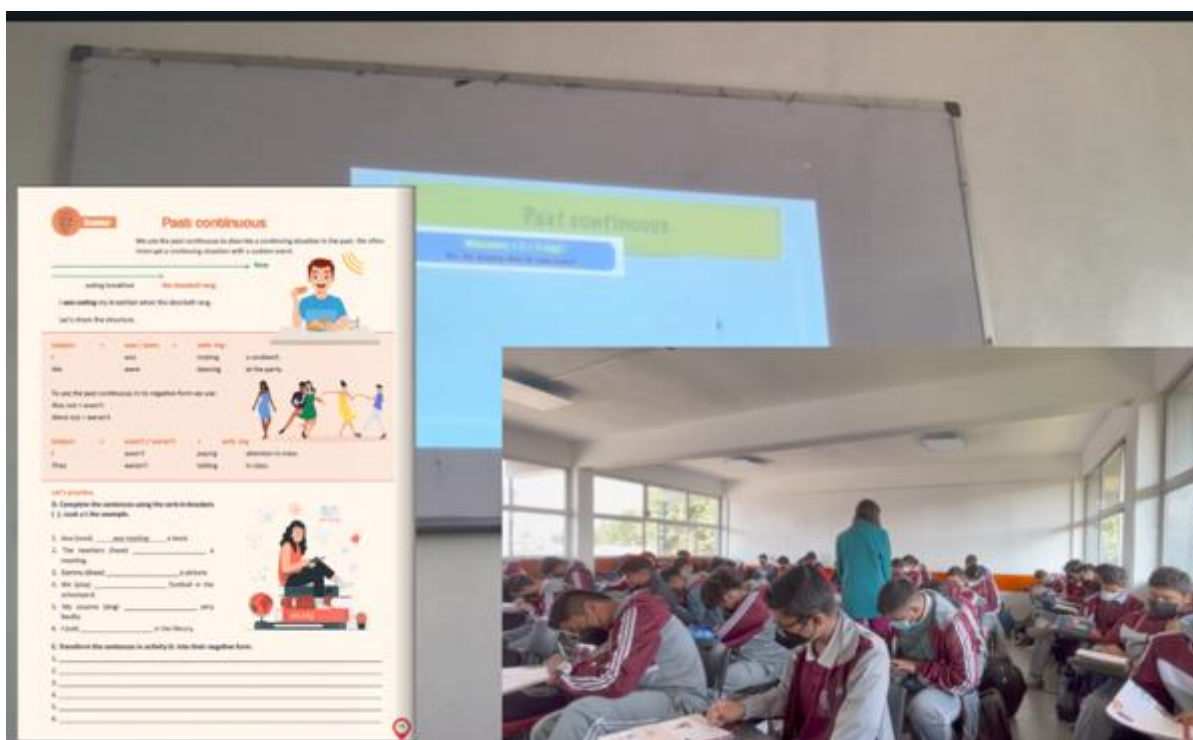
The warm-up, where some students played marbles to show the rest how to do it.



Reactivating the vocabulary words about children's games.



Grammar explanation with a Power Point presentation.



Students had the opportunity to practice in their books the Past Continuous tense in their books.

READING SKILLS



Students passed in front of the class and read the text “Games we loved to play” loud.



The students answered the comprehension questions in their books.

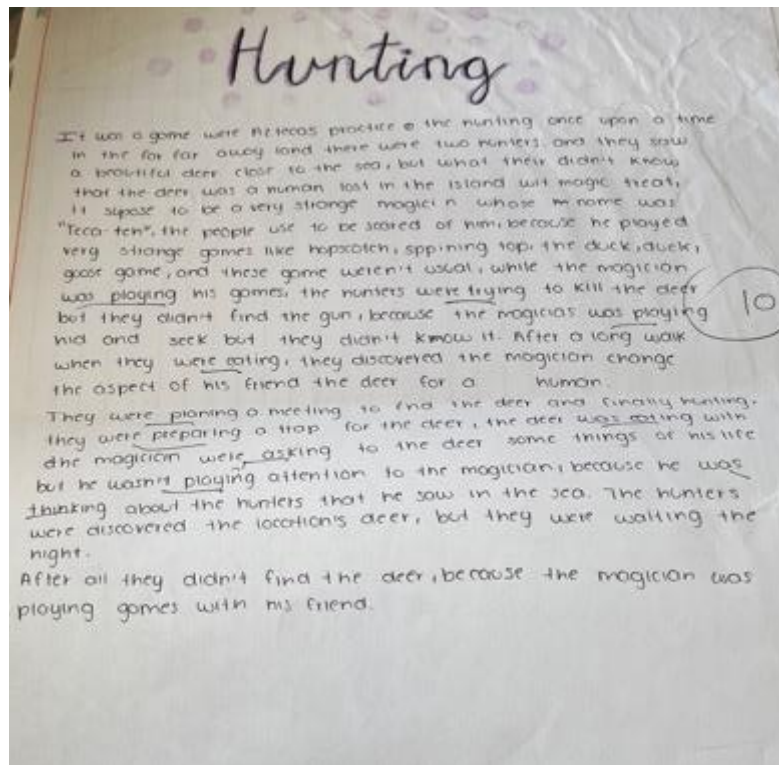
WRITING SKILLS



For the intercultural activity in writing, we used the previous investigation about games in pre-History and old times.



Students worked in teams to write a fantastic story, using their creativity.



The writing must have 10 sentences using the past continuous tense and the vocabulary.

SPEAKING SKILLS



One of the students for each team, passed in front of the class and told us their story.

LISTENING SKILLS



Students used the computer lab to improve their knowledge.



They listened a conversation to fill in the blanks using the past continuous tense.

2.04.02 Assessing Reading: Observation of the process

After the students read loud the text, they made teams and answer the comprehension questions, I observed the process that some students had.

Méndez Cruz Jose

Reading A. Read the text very quickly and circle the author's favorite game.
 a) Musical chairs b) Tug of war c) Duck, duck, goose

Games we loved to play



When we were young, we used to play games with our friends a lot. We played some of these games outdoors, some others at parties. Here are some of our very favorite games.

Musical chairs
 This was a simple game where you had some chairs in the middle of the room. It was important that there was a chair missing, so if there were six players there were five chairs. Someone would play music while the others were dancing around the chairs. Then, the music stopped suddenly, and you had to sit down quickly. The person without a chair lost the game.

Tag of war
 To play this game you needed a big rope with a handkerchief tied in the middle. The children got into two teams. Each team lines up at opposite sides of the rope. Each team pulls the rope to their side as hard as they can. The team that drags the others into their side wins.

Duck, duck, goose
 This was my personal favorite. Children sat in a circle, facing inwards. One child walked around the circle, tapping each other player in turn on the head or shoulder, naming each player as a 'Duck'. When ready, it chooses a player to be the 'Goose' - tapping that player on the head and saying, 'Goose'.


The player selected as Goose stands up and chases it around the circle, trying to tag the player before they get all the way around the circle to sit back in the spot where Goose was originally sitting.

B. Read the text again. Then decide what game each statement refers to.

- To play this game children sat in a circle.
Duck, duck, goose
- To play this game you need two teams.
Tug of war
- To play this game you need music.
Musical chairs
- To play this game you need a rope.
Tug of war
- To play this game you dance around.
Musical chairs
- To play this game you have to run fast.
Duck, duck, goose

Speaking C. Work in pairs and discuss these questions:
 1. Did you play these games?
 2. What are these games called in Spanish?
 3. What was your favorite game to play?



Autoguardado				Libro1				
Inicio	Insertar	Dibujar	Disposición de página	Fórmulas	Datos	Revisar	Vista	¿Qué deseas?
Predeterminado				Normal	Ver salt. Pág.	Diseño de página	Vistas personalizadas	Mostrar
Zoom 100%				Acercar al 100%				
G44								
	A	B	C	D				
1				Observation Process READING				
41	31	2.13E+13	MENDEZ CRUZ JOSE EMILIO	The student understands the topic and does some examples in the different forms				

2.04.03 Assessing Writing: Rubric

After the students write a story with their creativity, the assessment tool was a rubric. The students got 19 points in their work.

Criteria	Excellent! 5	Good! 4	Can Improve! 3	Poor! 1
Writing Process	Evidence of outstanding planning. Drafting, revising, editing, use editing marks, rewriting, and publishing.	Develop as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.	Does not show strength uses only a few elements of the writing process.	Does not show strength or develop the use of any elements.
Adherence to topic	Purpose is clear at all times.	Good purpose clear majority of the time.	Fair trends to wonder	More focus on purpose needed
Correctness, Format and Length	Uses correct format and length required.	Only one or two elements missed in format and length.	Multiple mistakes and incorrect length.	Many mistakes made.
Grammar, Spell, Punctuation, vocabulary and language use	Demonstrate command of the conventions of English capitalization, spelling, correct punctuation and use of language.	Only a few spelling mistakes. Good use of vocabulary, punctuation and language.	Multiple spelling mistakes have been made. Use of vocabulary could be better. Punctuation mistakes evident. Us of language is average.	Many spelling mistakes, vocabulary below expected grade level. Punctuation hardly been used or is incorrect. Language requires work. Not prepared at all.

Fig. 2 Rubric to assess writing <https://es.liveworksheets.com/so2074960zn>

2.04.04 Assessing Writing: Rubric

Students presented their speaking in front of the group; the assessment tool was a rubric. The student got 21 points.

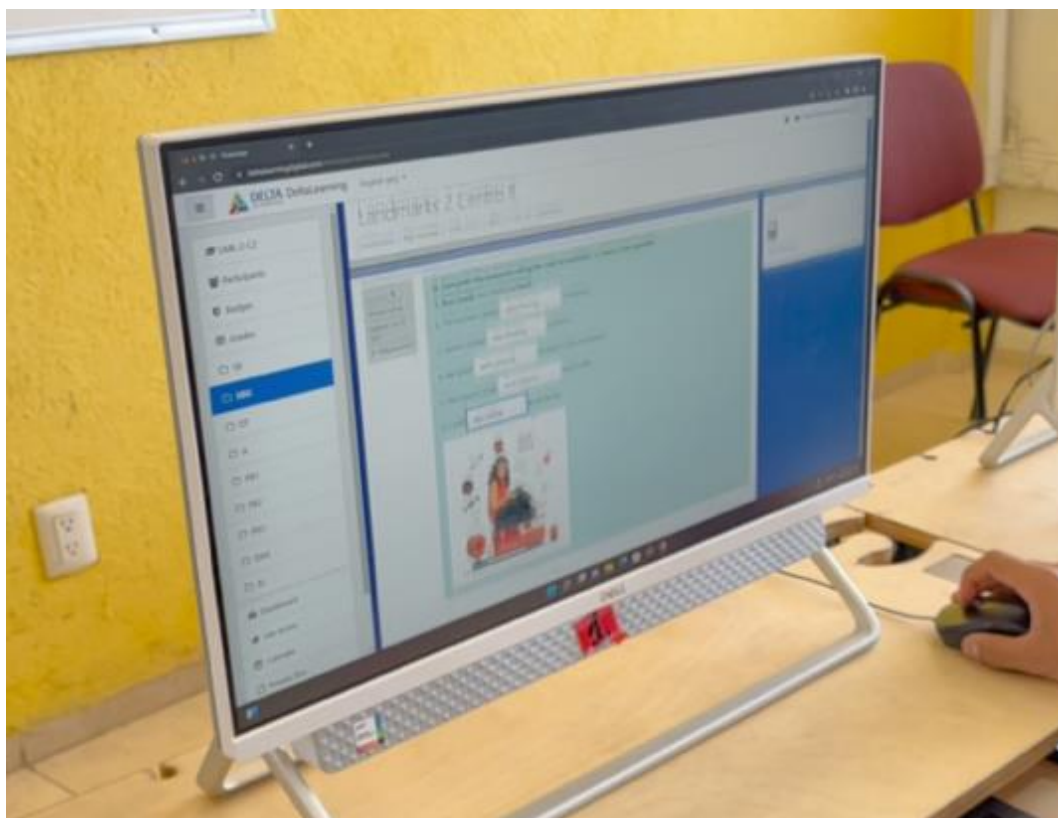
De Sales Sánchez Emiliano

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors ✓	S makes many errors in pronunciation but can be understood.	S is very difficult to understand or responds in L1
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations ✓	S cannot communicate effectively in any situation
Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings ✓	S speaks using unrelated words
Usage	S makes minor errors in grammar and structure and can be understood ✓	S makes major or frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors ✓	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary.

Fig. 1 Rubric to assess speaking (3)

2.04.05 Assessing Listening: Self-grading test

The students practice with a listening conversation and then they fill in the blank with the past continuous tense, the platform gave them an automatically grade.



<ul style="list-style-type: none"> LMK-2-C2 Participants Badges Grades SB SBG DT 	<h2>Landmarks 2 Centro II</h2> <p>Dashboard / My courses / LMK-2-C2 / PB3 / L 10 - Exer B / Preview</p>		<p>Quiz navigation</p> <p>1</p> <p>Finish review</p> <p>Start a new preview</p>
	Started on	Sunday, 29 May 2022, 8:27 PM	
	State	Finished	
	Completed on	Sunday, 19 June 2022, 10:40 PM	
	Time taken	21 days 2 hours	
	Marks	6.00/6.00	
	Grade	10.00 out of 10.00 (100%)	

2.05 Performing and Recording the Activities.

Video available at <https://youtu.be/PnZ94grP0uc>

Chapter 3. Experience Report

I have learned a lot about the teaching profession with this EEAILE course, the own experience is the best way to learn the methodology that supports the teaching and learning strategies in this project, how were Stephen Krashen, Noam Chomsky, Dell Hymes, Larsen Freeman, and Michael Byram.

The lesson plan was integrated in three stages in the class, the warm-up, the development, and the closing. The instruments of learning the four English language skills (the grammatical, speaking, reading, and listening skills) were included, the assessment model, the digital resources, and the activities to create intercultural environments to have a better communication inside the English classroom.

The warm-up activity consisted in the reactivation of the vocabulary, I asked to a group of students how to play marbles, then using a projector I showed them some vocabulary words about a previous investigation they did about "Children games". It was a challenge because they are too many students in one group, to be controlled I needed to put a lot of interesting activities.

Development: Grammar skill, with a Power Point presentation, I explained the students the past continuous tense, the uses, the form, and some examples, they gave more examples if they understood the topic. They practiced in their textbooks. They have a good participation giving examples that they constructed.

Reading skill, four or five people passed in front of the class they read loud, the text named "The games we loved to play" that they found in their books, when they finished, they read again and answered in teams the comprehension questions. I like to choose students random, because in that way they encourage their fears of the language.

Writing skill, once they acquired the knowledge about the grammar tense and the vocabulary, they worked in teams inventing a story, they included imaginary characters and created a creative story, in the story they included ten sentences in the past continuous tense. In this activity, I included more the intercultural activity, so they interacted talking about the culture and about their own contexts.

Closing: Speaking skill, they chose one of the members of the team and passed in front of the class to present their story. Again, it was a challenge that the student faced their fears and talk in the second language in front of the people.

Listening skill, the students used the computer laboratory, they worked in Delta Learning Platform, they listened a conversation and filled in the blanks with the past continuous tense, those exercises are self-grading tests, in that way they had the feedback immediately. In my experience, it is amazing to observe how students are capable to use the technology and digital resources.

Regarding to assessment model, I used the summative and the formative assessment, I chose students each class to be observed, because I think it is impossible to observe the 55 students in one hour, I gave them the feedback, I detected issues to improve the teaching and the learning, I used, evaluating tools, like rubrics and the self-grading exercises.

Chapter 4. Conclusions

In conclusion, to plan activities is the best way to have control of each group, the teachers need to have creativity to get the students attention, it was a challenge because the students need a lot of vocabulary, but with the team activities they develop the social skill, nowadays they need to strengthen the socioemotional skills activities.

The outcomes, they participated in all activities, it is little difficult to be with all of them, they are many students, but they did the best. I could observe, the students prefer to acquire the language with games like children, they got bored with the textbook, as Krashen hypothesizes says that second language acquisition is very similar to the process children use when acquiring their first language.

They improve their vocabulary, they acquire the grammar knowledge, also they improve their reading skills working in teams. The students achieved to write a story using the grammar and vocabulary they already knew. They developed their listening skill; even though it is an area that needs to be reinforced.

Speaking in another language or changing countries enriches our communicative competence because we know the other way of conversing, the fluidity of turns, the signs of respect, the use of certain argumentation or persuasion strategies. After working on the concept of intercultural communication, our concern is now how to teach this competence in the classroom.

The goal is that each student can understand others using empathy. Although the student has had a bad cognitive experience, in a first stage of the process she can solve problems from the emotional point of view, but there is a danger that communication conflicts may appear in the group.

Students need to learn how to socialize not limited only to the book's activities, they can explore the world, with authentic material, I hope to be prepared to make more learning tools that help high school student to improve their four linguistic language skills.

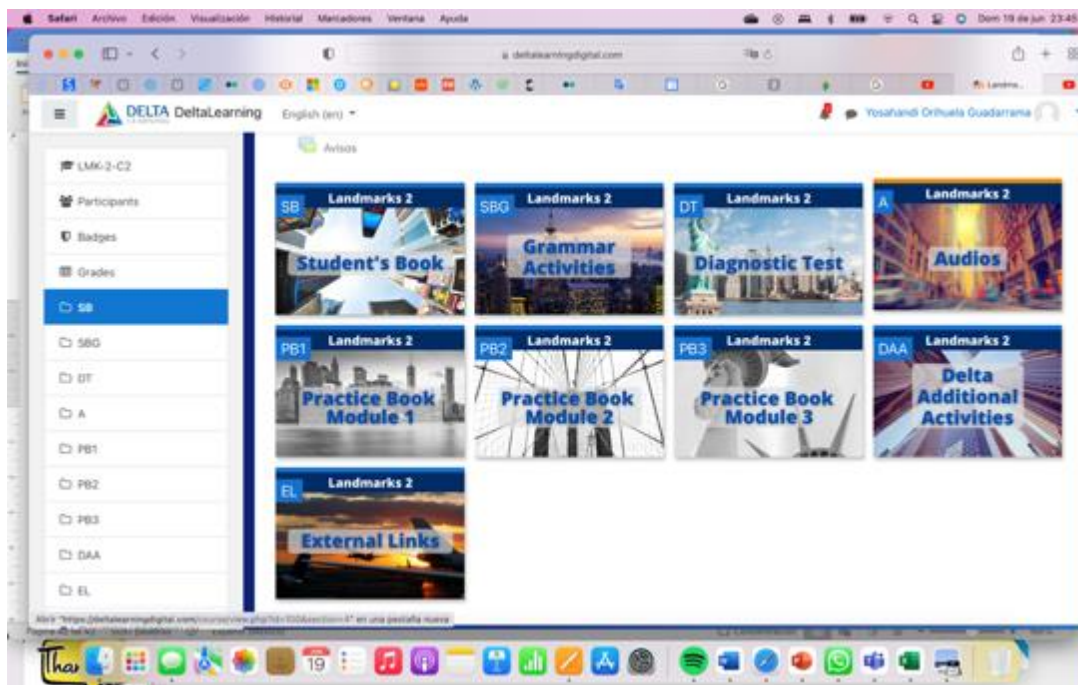
Chapter 5. APA Style References and Appendixes

5.01 References

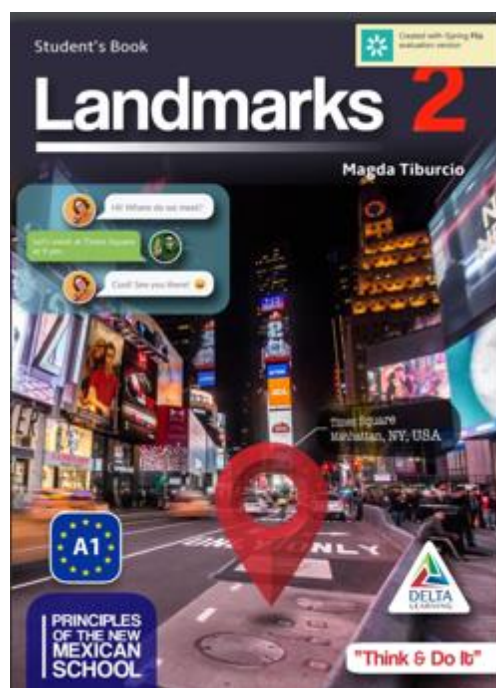
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5.02 Appendixes

Delta Platform



Textbook



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