



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Desarrollando la empatía y humanismo en
estudiantes universitarios a través de experiencias
reales**

TRABAJO RECEPCIONAL

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

PRESENTA:

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UNIVERSIDAD PEDAGÓGICA NACIONAL

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**Developing empathy and humanism in university
students through real experiences**

FINAL PROJECT

**FOR OBTAINING THE DIPLOMA AS
SPECIALIST IN TEACHING AND LEARNING ENGLISH AS A FOREIGN
LANGUAGE**

PRESENTS:

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México, DF. JUNE 19TH, 2022

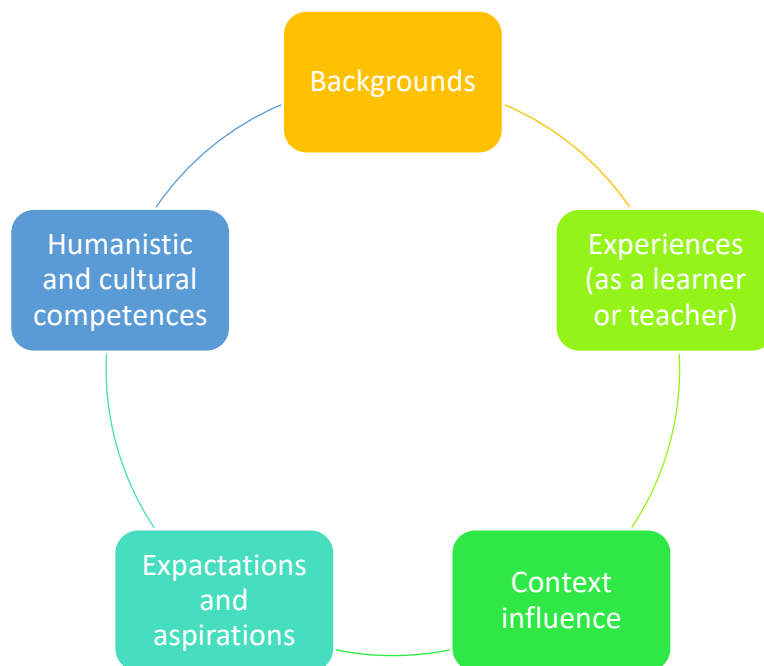
Table of contents	
CHAPTER 1	3
1.1 THEORIES, PRINCIPLES AND APPROACHES REGARDING LEARNING AND LANGUAGE ACQUISITION	3
1.1.1 <i>TEACHING PHILOSOPHY</i>	3
1.1.2 <i>THEORIES AND PRINCIPLES UNDERLYING MY PRACTICE AND IDENTITY</i> ...	4
1.2 APPROACHES AND METHODOLOGY FOR THE FOUR SKILLS: READING, WRITING, LISTENING, SPEAKING, TAKING INTO ACCOUNT LEXIS AND SYNTAX ...	8
1.2.1 <i>APPROACHES AND METHODOLOGIES FOR READING AND WRITING SKILLS</i>	10
1.2.2 <i>APPROACHES AND METHODOLOGIES FOR LISTENING SKILL</i>	13
1.2.3 <i>APPROACHES AND METHODOLOGIES FOR SPEAKING SKILL</i>	14
CHAPTER 2	15
2.1 INTERCULTURAL COMPETENCES, ASSESMENT AND TESTING TOOLS TO MEASURE STUDENTS' DEVELOPMENT AND PROGRESS	15
2.1.1 <i>LESSON PLAN AND RATIONALE</i>	15
2.1.1.1 FRAMEWORK	15
2.1.1.2 CLASS PLANS	18
2.1.2 <i>ASSESSMENT TOOLS AND RATIONALE</i>	27
2.1.3 <i>RESULTS OF THE ASSESSMENT</i>	34
CHAPTER 3	36
3.1 REPORT OF THE RESULTS	36
3.1.1 <i>EXPECTED OUTCOMES VS OBTAINED ONES</i>	36
CHAPTER 4	37
4.1 CONCLUSIONS	37
CHAPTER 5	40
5.1 REFERENCES	40
5.2 APPENDIXES	41

CHAPTER 1

1.1 THEORIES, PRINCIPLES AND APPROACHES REGARDING LEARNING AND LANGUAGE ACQUISITION

1.1.1 TEACHING PHILOSOPHY

My beliefs as a teacher have been developed thanks to the teachers that had part in my academic and professional development related to language development, specifically English language, this is the basis of the personal thoughts as a teacher, with new introduced definitions and the experiences some of the practices and thoughts were transformed and still do, I'm in a constant evolution. To understand a bit more the elements that are part of my teaching philosophy check the next map: past experiences, learning process, professional development, as cultural and humanistic competences developed during the different stages of my life shaped the teaching philosophy.



Since childhood, I have been in touch with teaching thanks to familiar experiences related with this profession and had brought me closer to this world, helping and being part of different activities. Here, the first inspiration occurred and this journey started since then, maybe started like a dream but over time it strengthened. The backgrounds as learners or experiences working in other schools, influence the way my practice and the activities are carried out depending on diverse skills, beliefs and personality, but we are not always allowed to choose what role to play because external factors can determine the roles of the teachers. Also, the way relationships are established with partners and other teachers plays

a part in the identity of an English teacher. My expectations (before and now) formed my behavior and as a social person, conversations with students, represent an opportunity to share some anecdotes, stories and things they want to communicate, showing the inclination for the communicative approaches.

Richards and Lockhart (1996) point at the variability of the roles because each situation demands a specific performance. Teachers have an important role in students' lives. Students' lives change thanks to a good teacher, the aspiration has been become a teacher that helps students to define their identity and follow their dreams, being humanistic people that think but also looks for the improvement of life in society following different good values, with autonomy to construct their own knowledge and the path that will guide them to be better human beings.

Another aspect is the context, which becomes an important agent to consider when trying to form active and participating members of society, capable to know what's happening where they live, recognize the different actions that can be done to impact in a good manner the organization and quality of life; when teachers involve different situations that happen in real life, learners are able to solve different problems, confront them with thinking, using communication and understanding the significance of their different roles. At school, they aren't just learning linguistics, grammar, writing or reading because the purpose is to generate a genuine interest in collaboration, problem solving and holistic learning using what they acquired in the classroom, outside.

It's imperative to grow students' tolerance and respect towards new things but this can be possible if as a teacher I have the same attitudes and openness in class, avoiding the stereotyping or prejudice, each culture has differences and particularities, all of them valuable. When teaching languages, is very common that people is not conscient about culture's diversity, as teachers we can guide students to see things from an expanded perspective, able to interact, respect and value those differences to have a retrospective about the own culture too. The generations have changed and the way that parents and families thought before it's not the same, people have learnt that differences are enriching, allow growth as people, as a culture, as a society and the school being the place where students spend lot of time, needs to sow these principles and be agents of change about how the world is conceived to create better individuals, more empathetic and humanistic.

1.1.2 THEORIES AND PRINCIPLES UNDERLYING MY PRACTICE AND IDENTITY

The identity of each teacher is characterized by many elements that are important for each person depending on backgrounds, professional formation, beliefs and so on, according to

these considerations the principles that represent the personal practice, include the next ones:

It is important to take into account the environment and its features of the space to design meaningful activities for the learning process, think about what to do in the class time, what are the better strategies to implement, lesson planning and so on. Here I intended to share a little about the theories that guide the work as a professional, linking the resources of daily life with the contents that are taught in the classroom, accompanied by a theoretical basis of various authors who share their own experiences in search of the same result, providing students with the necessary tools to develop their communicative and linguistic skills. (Mejía, 2018) says:

As teacher-researchers, we find in our classrooms the most valuable source of information for reflection, understanding and improvement of our practice. By means of observing and getting to know students' perceptions of the phenomena, products, environment and interactions developed in the classroom we can obtain rich insights into the nature of the teaching-learning processes taking place in our contexts. (p.9)

Some schools of thought and theories about language learning and language teaching, were important to examine because they define the personal practice based on specific theories related to underlying ideas, purposes and expected outcomes. The teaching manner is determined by the concepts and schools of thought that characterize the learning backgrounds. For example, Diane Larsen Freeman proposed a scheme with a perspective about how language acquisition must be through three main aspects of language: meaning, form and use. English language, to be used effectively needs these components, teachers can't work without any of them, they are interdependent because students learn the three of them simultaneously and it is expected to cover these through the different practices and activities, following a sequence that focuses on each step.

Another relevant concept are the social practices of the language as an approach to learning the foreign language. The term "social practice" comes from the Sociocultural school of thought (Vygotsky's theory) and it's related with the communicative approach, this term started to be used in the educational programs because the perspective of English teaching and learning changed from memoristic type to language in use type.

This means the students are able to express in a specific context but also have to know what's the appropriate way to communicate ideas, be capable to interpret and negotiate the

meaning. It's also very important to introduce cultural facts because context is closely related with culture. A way to promote and use the social practices could be having a conversation with friends, making a to do list, writing an academic article for school, writing a letter for a friend, etc. These are very useful strategies that can work with the students because it involves the students in real situations making them able to respond using their communicative competences inherently (developing linguistic competence, discourse competence, pragmatic competence and strategic competence). Through these actions that can be carried out for personal, academic and professional purposes, students begin to use what they have learned in the language, which represents one of the main purposes nowadays, not only to identify the grammatical, syntactic and morphological properties of language, but also how this accumulation of knowledge can be used to solve situations in the daily life.

The idea of English language has changed and here there are some underlying theories that are considered representative of the teaching work and are going to be mentioned briefly to understand some characteristics. At first the scholars used to learn structural things but not functional and communicative ones, the new information for students must show them situations to use it, if not, it may become unnecessary knowledge and they may forget it because they can't find the use of it.

Sociocultural Theory takes an important place, Vygotsky focused on learning related to human development and he stated that languages are learned as a result of interactions including social and cognitive factors so in class the proposed activities look for the achievement of humanistic competences and knowledge at the same time, students internalize some values like respect, tolerance, empathy and diversity awareness. A second concept Vygotsky's Theory is the zone of proximal development (ZPD), which talks about cognitive development and the different planes: Inter-mental and intra-mental. These planes talk about what can the student do in the social interactions and what of this knowledge is internalized. ZPD is presented as the distance between the actual development and the level of potential development, for example when students perform actions with teachers or more capable classmates' guidance, they demonstrate higher levels of development through challenging tasks and problem solving under guidance.

Another researcher called Stephen Krashen (1982) is considered because he introduced a model with five hypotheses, against the idea of language development as a product of appropriation of habits. He introduced the view of the language as a cognitive procedure where information processing is the main activity. He affirmed the acquisition is a

subconscious process where learners are exposed to language and they process it naturally. Then, he said that learners use their learned knowledge to test the grammar of their language when they have produced something, monitoring and modifying their mistakes, for example in the classroom, through peer work or class check activities it's easier notice mistakes and improve their production that's why these strategies appear permanently in the lesson plans.

Motivation is another main aspect to reflect during the intervention with different groups, according to what makes them feel captivated, if we know the different motivations that our students present in class we can intervene and design classes that attend these types of motivations but it's important to keep in mind that these motivations are changing through classes and through the time so in occasions teachers face situations where activities could motivate a part of the class but other part would not feel motivated at all. Gardner (1985) defined it as a combination of effort and desire to achieve a specific goal plus attitudes that lead to success. There are four different types of motivation: intrinsic motivation, resultative motivation, integrative motivation and instrumental motivation.

Intrinsic motivation is about the natural or personal interest that a learner has (as the name says: naturally). This kind of motivation does not need to receive continual encouragement, there's always personal interest in the tasks. Resultative motivation, talks about the students that feel motivated when they receive positive results and they want to continue receiving them. Integrative motivation is about the effort that students put in order to achieve something, for example integrating a community with the language in the development process to become a part of it, knowing the culture or having friends whose mother language is English. Finally, the instrumental motivation influences the effort and desire of the student depending on the rewards or incentives they could receive after doing a specific task. Sometimes is not possible to cover motivation needs of all the students but the variation and tasks and exercises should create opportunities to everyone.

The learning style that each student has and how acquires the second language in his/her learning process is taken into account, some of the students respond better to visual resources, others to auditive resources and other part of the students work better using kinesthetic tools or activities. Teachers can help the teaching practice including students' preferences, providing spaces where students reflect about their learning processes with strategies useful to them.

1.2 APPROACHES AND METHODOLOGY FOR THE FOUR SKILLS: READING, WRITING, LISTENING, SPEAKING, TAKING INTO ACCOUNT LEXIS AND SYNTAX

Different approaches and methodologies characterize the identity of this project/process and the most relevant features considered are going to be mentioned here, not all of them are taken into account and some others are completely related to the teaching practices and they will help to understand the rationale behind some actions and decisions made through this work. The first one to be mentioned is the Direct Method that is seen as the combination of listening and speaking practices, some of the principles that appear here talk about the language as communication and not as information contained in textbooks because it is believed that language is produced orally and perceived by listeners, which could be better achieved when practicing with native speakers because they can show the pronunciation and oral production in a more accurate form.

The direct method doesn't allow comparison with other language structures, theoretical concepts and theories about language learning are grounded in children's language learning because they start the process orally as native speakers do, learn through hearing and then using it. (Rivers, 1981) explained that there are some principles that have to be followed in the direct method, for example, the vocabulary used in class must be close and quotidian to the student' life and gradually develop lessons where they are exposed to situations that are related with the activities outside the classroom, the students are going to be able to use what they know. The use of L1 isn't allowed here because they have to practice and express themselves using the L2 preferably, they can always ask to the teacher for help when they don't have idea about how to express or speak out something, the grammar is not the main topic here, they grow it gradually and through practice, also the rules are learned this way and dictionaries and translators represent resources that can help students.

About this method, in the Mexican context, the access to native-speaker experiences or interactions is limited, so in the classroom is necessary to take advantage of some media resources like videos, movies, music, audios, and so on, to give the learners the opportunity to be in contact with this kind of conversations and identify aspects related with listening and speaking to enhance their acquisition process and know more about the communities that use the target language, this is a good chance to learn slang or idioms to make their English more natural and reinforce their proficiency.

Then, with the Kolb's experiential learning model, the concrete experiences are pretty important and considered to begin lessons, the students start acquiring the first ideas that

are going to drive them to the central purpose of the lesson. Students catch up the information and they relate it with previous knowledge. When a new topic starts, is common to use different ice breakers before start with the lesson to introduce some cues or encourage learners to share what they know and could help for the class development.

When minds are already activated, is time to reflect about the different things talked about and start thinking about more information that students would like to know, for example, listening to others' participations they start making questions to themselves and asking: "what's that?", "why is this?" "what's the meaning of it?" "Why did she/he say that?" and so on, making them interested in more knowledge. That's why the first stage of this experience must be catchy to obtain the attention along the class. All these activities are analyzed and guided by the teacher afterwards because there's some autonomy but complemented in specific moments of the activity, e.g., when the students are not acquiring the expected outcomes. Subsequently, abstract Conceptualization stage appears because teachers can reinforce the previous activities with grounded information and with a formal explanation of it.

Finally, in the active experimentation the apprentices transform the information that they received into a personal concept of their own, like a construction of the definitions in a way they can understand and use successfully. Each student demonstrates different influences and styles of learning so the way a student transforms the acquired knowledge is different from another so at this point, the internalization process is different for each person and they have the opportunity to administrate the information at their convenience to respond to specific situations.

The last approach to be mentioned that characterizes the teaching practice is Communicative Language Teaching (CLT) and Communicative approach, is a communicative way to teach learners through communicative competences rather than linguistic, students are be able to use the language appropriately according to a specific context and use that negotiation of meaning to solve situations in the real world, involve negotiation and communication with others simultaneously. For example, in the classroom, teachers can take advantage of real issues that happen in the society where the students live and give them the opportunity to argue about their different points of view and be part of an interchange of ideas using the L2.

According to (Cook, 2001) mistakes are pretty common because the focus is in the communicative skill and not in grammar or form, these aspects are analyzed later with the teacher's feedback because the attention is towards performance and involvement of the

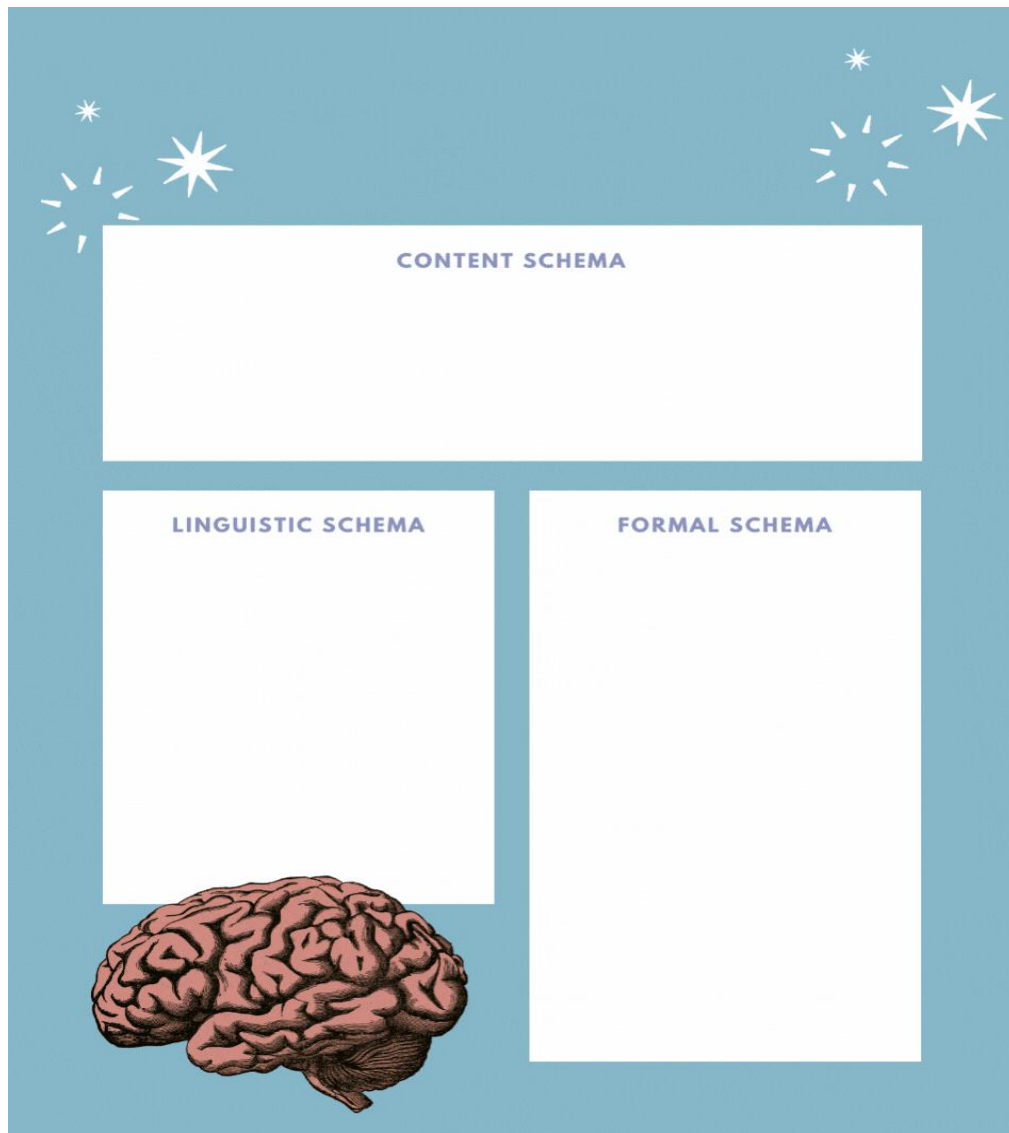
students in their own ways, discovering the own learning style and using other underlying abilities as resources in the communication process, students are more active than teachers in class.

Interaction is a very important part in the foreign language environments because this is the opportunity for the students to experience different interactions with others and share different points of view. Students also work with their weaknesses talking and speaking with equals because they have specific vocabulary to communicate so they can give feedback to others, some students are stronger in determined areas and other classmates could be better in them so they can complement communicating in the same channel and code.

1.2.1 APPROACHES AND METHODOLOGIES FOR READING AND WRITING SKILLS

To understand and then develop reading in a successful way it is important to determine what is the best approach for our students' needs and characteristics to attend this process and each teacher can use the approach that better suits the class. Interactive model of reading combines different aspects from both (bottom-up and top-down approaches) using the text as input and the meaning is extracted by the reader as output using the text and selecting the cues needed from there. Some students prefer to understand each smaller part of a text and after this give it a meaning understanding and comprehending the message in the reading material. Others prefer to adventure reading the whole text to identify what are those parts of the text that they are able to understand and after that investigate about the elements, they were not able to understand, they try to find a meaning to the words through the context where the information is written and with the words or sentences that they are not capable to understand through the cues now decide the way to get it and complement the acquired content.

The importance of the teacher's knowledge about students real and quotidian life it's related with schema, which is understood as knowledge about a topic that students are going to have from previous experiences and can use and activate when reading new contents, this schema is divided in three different types: content schema, linguistic schema and formal schema. This part is pretty relevant at the time of reading activities because teachers need to activate learners' schemata and the previous learning obtained from social interactions and cultural elements that will help in the reading comprehension, next there's a chart with the elements about each type of schema that students possess:



Skimming is another strategy included in the reading lesson plans, because it's a good way to give the students a general view of the text and to get the main ideas, discussing and checking others' opinion before analyzing the content. Once they have recognized the main idea, can start scanning the specific information according to the purpose that the teacher has established for the passages. In addition, acknowledgment of vocabulary is not the only aspect that needs to be considered, also it is important to know in what situations or contexts it's correctly used.

Vocabulary is directly related to the reading process, and register and collocation have relevance at this point. The register is when the students understand the possible variations in style that a language could have from person to person, sometimes including the formality or the slang that some people acquire through the learning process and collocation talks

about the ways that words are combined. The speaker knows the intention in the message that he/she wants to communicate, but communicating the message is not the only part to take care of, ideas must have coherence and be connected and ordered in the right way. Learners understand and use vocabulary successfully once they have identified the different properties and what vocabulary entails (activation of schema, styles, formal and informal language and so on).

Writing is another skill as important as reading, reading is considered the channel through which written information is received and writing is the channel to transfer ideas into paper, so they are connected in the written competences. An approach to develop the different abilities in reading or writing processes is called controlled writing, proposed by Hyland (2002). Practicing writing following the grammar structures learnt to jot down some ideas is a good technique to start working on the writing productions with students. These represent a diagnostic that teachers can use to check how the writing process is going with each apprentice. This evidence helps us to identify the weak areas and the aspects to work in general and individually. Other types of writing activities implemented besides controlled writing appear in the next chart:

Controlled activities	Guided activities	Free activities
a) Essays using resources and elements learned in class or about relevant topics. (Depending on students' level).	a) Dictation b) Rewriting c) Answering questions about a specific text or topic	a) Reports about different topics, for example: activities at work, topics of interest, personal and daily activities b) to do lists c) diaries d) e-mails e) blogs

It is important to share with the students what's the purpose of the writing activity because they are going to identify what is the better way to depict valuable information and not just words, depending on the text type it's going to be the vocabulary, formalities, characteristics and elements they are going to use in their text to communicate coherently. Not all the texts are going to be correct in the first attempt so it's necessary to encourage students to let the ideas flow and work in drafts to create the best possible version through revising and working on it, making the necessary changes with teacher's orientation.

1.2.2 APPROACHES AND METHODOLOGIES FOR LISTENING SKILL

When we think about teaching listening, we forget to consider different aspects that represent important elements to know about students' skill development process. The listening skill is integrated by different actions through the process of acquisition McErlain (1999) talks about three. One of these elements is the ability of perception when the students identify speech sounds coming from the speaker and try to recognize intonation in it and this gives an intention to them becoming something meaningful. For example, when the teacher gives an instruction to students, they can identify the intonation and know if it's a question, a request or an explanation. A more complex part of the process is decoding the parts of the sentence when hearing, that he or she is capable of understanding or translating and with these chunks is able to have a general idea about what's the prompt.

After these phases prediction and selection come after perception and decoding, the students can make guesses about the next information that could be coming from the speaker using the previous information they obtained as cues. In ESL classrooms it is important to provide different spaces where students are in contact with the second language but be careful about their current level because this will make possible the perception, decoding, prediction and selection, they have to feel familiar with some of the words they are hearing, to get new information using their previous knowledge as a tool. One activity that can be included in class is to make questions about the information they just heard to check if they have comprehended the message and if not, give feedback among students and with the teacher's help.

It is common that students create or follow their own ways to acquire new knowledge. Some of them prefer the bottom-up processing of the discourse separating the listening text into smaller parts and understanding them first and once they have understood what these chunks are about, they feel ready to interpret the whole material. On the other hand, some students work with the top-down processing; they gist the content as a whole and then try to identify particular aspects that we're not recognized at the first moment.

A strategy to have successful listening comprehension, is to consider the level of the students and use materials according to their needs, preferably contents linked with their context and reality to develop meaning around these contents. Teachers can take advantage when they know what are the interests and motivations of the learners and look for materials related to these topics to catch their attention in the listening activities provoking their curiosity and participation. In addition, one benefit of these generations is

that they like to work with technology and it's possible to find a lot of resources there to share with them.

1.2.3 APPROACHES AND METHODOLOGIES FOR SPEAKING SKILL

The speaking skill and how the teacher prepares the sequences of activities is important, to reflect about what activities can improve the abilities of the students to use speaking in the different forms with the correct purposes achieving different features that compose this skill: intelligibility, stress, intonation, avoid communicative purposes, intention, coherent interactions and so on. It's significant to understand what are those aspects that characterize speaking skill and how and why the methodologies to teach it are chosen.

Speaking is an unplanned action that could be presented with unprepared speech, but in class teachers can help our students with different visual aids to give them ideas to create opinions and thoughts. The vocabulary that students use it's usually generic because they try to express ideas using the vocabulary resources they already have, what's available to them. When a communicative breakdown occurs, they tend to employ fixed phrases, routines, speech fillers or hesitation makers to respond to the specific situation they are experimenting at the moment and it could be vague but helps to maintain the communication. For example, in the classroom, with the interactions between students (equals) they have the opportunity to negotiate meaning to deal with communicative breakdowns. It is important to explain to students that in speaking errors and mistakes are common, even for native speakers, but sometimes these don't interfere with the communicative purpose so they must not feel overwhelmed and we need to encourage them to continue practicing and refining their performance.

In our lesson plans it is essential to consider that the speaking must have a purpose, the teacher needs to keep in mind what's the goal of the speaking activity, if students know what the objective of the interaction is, they will understand the expected participation. The design of activities in interactive environments with reciprocity, activities speaking for an audience such as project presentations and turn taking type where the teacher regulates the order of participations, for example: debates, brainstorming and storytelling are good strategies to improve this area.

The integration of skills is supported by different common-sense and empirical observations according to Brown (2007) who points at: production and reception, the action of sending and receiving messages, the relation between written and spoken language, and so on. The four skills are linked directly or indirectly because instructors make use of the different abilities to develop different activities in class. Such as in a writing-focused session, the

teacher talks about a topic, discusses a situation, asks for students' opinions in here using the speaking skill. Another example could be in listening, after hearing material (a conversation, an interview) the students prove what they have understood by filling the blanks exercise, completing a conversation, matching the dialogues, so there's always a connection between two or more skills.

During the creation and execution of the learning sequence also the intercultural competences and attitudes proposed by Bryam et al (2002) from intercultural approach were part of the rationale, with the purpose of developing students conscient of human rights and dignity, what has to be shown during their performance and participations through the activities, expressing that they can respect and understand the cultural differences according to personal values that characterize each person and how they entail social interaction, making students more respectful and tolerant.

The aspects about this approach considered include: (Savoir être) values like collaboration, responsibility, empathy, openness took place during the lesson plans. For knowledge of social groups (savoirs) the students were expected to identify the structure and use of the present continuous in its affirmative, interrogative and negative forms in different situations related to real world events as part of the outcomes. The skills of discovery and interaction (savoir apprendre/faire) like verify and provide information about actions that are/were being carried out, or not, at a precise moment, check and give information about actions in progress sharing personal opinions, perspectives and experiences.

CHAPTER 2

2.1 INTERCULTURAL COMPETENCES, ASSESMENT AND TESTING TOOLS TO MEASURE STUDENTS' DEVELOPMENT AND PROGRESS

2.1.1 LESSON PLAN AND RATIONALE

2.1.1.1 FRAMEWORK

IDENTIFICATION CELL	
Teacher/Author	Cecilia Melina Flores Solís
Educational stage	University. Intermediate level

Title of the lesson plan	How's the world changing?
Objective of the unit	<p>Language purpose: The student will be able to ask for information and provide it about actions that are happening currently or in progress to describe different situations in his/her context and around the world. Using and comprehending the verbs in gerunds in present and past forms.</p> <p>Intercultural purpose: Investigates about world actions and its evolution before, during and after pandemic. How the different social groups and cultures have changed many aspects and practices to adapt to the new kind of life after living several challenges.</p>
Communicative skill considered	Reading, writing, speaking and listening
Functions	<ul style="list-style-type: none"> -Read and share news around the pandemic effects around the world -Listen to different perspectives around this topic -Share learned experiences -Research about relevant changes and innovations that occurred and occurring at the moment -Write about activities they were doing before and what are they doing now
Main grammar structure	Present Continuous
Other grammar structures	Past continuous Verb to be as an auxiliar
Intercultural component	The analysis through the oral and written practices and also during discussions with the teacher or classmates will open a space of reflection, to think about how there are no differences among human race, and how valuable each culture is and the world is only one and each person is part of it, how the recent hygienical situation brought us to the reflection of the things that we were doing wrong and how important is the collaboration and respect besides other things needed to achieve world peace and create new forms of humanist thinking
Intercultural competencies	In accordance with Byram's model (1997) the intercultural communicative competences that are going to be considered are attitudes of curiosity/openness and skills of interpreting and relating
Brief description of the plan	The topic around pandemic situation was chosen because it's considered a trend topic were everyone is involved, we had the opportunity to see how the world was shaken and this is bringing and making different changes around the world about how we see life and how are we living it, so it's possible to take into account the students' experiences to create interesting classroom environment were all of them can participate with particular points of view.
Learning unit	Present Continuous
Total number of hours	10 hours

Number sessions	of 5 sessions of 2 hours each
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The following chart shows different aspects that are considered in the official syllabus of the institution. These are the general elements that every teacher needs to cover when planning this lesson and what are the features that each type of competence students' needs to develop along the learning sequence. It also mentions the outcomes that are expected from the students after the execution of all the different activities and the abilities that must be shown during the class work or at the end of it. The information appears in Spanish because it is cited as it appears in the official document and it's also accompanied by other elements that teachers need to consider at the moment of the teaching-learning process including types of strategies, methodology, instruments, resources, and so on:

Tema	Saber	Saber hacer	Ser
Activities in progress	Identificar la forma del presente de los verbos "verb + ing". Identificar la estructura y uso del presente continuo en sus formas afirmativa, interrogativa y negativa. Identificar las expresiones de tiempo del presente continuo "now", "right now", "in this moment". Identificar la estructura de la forma interrogativa del Presente Continuo con las palabras interrogativas: Quién, Qué,Cuál, Dónde, Cómo, Por qué, Cuándo, A qué hora.	Verificar y proporcionar información sobre acciones que se están llevando a cabo, o no, en un momento preciso. Verificar y dar información sobre acciones en progreso.	Colaboración Responsabilidad Empatía

Learning result	Learning sequence	Instruments
From practices where the activities that are carried out at a precise moment, that are in progress or that are part of a routine described, will integrate a folder of evidences based on the following tasks: Listening: Answer a written exercise about the information contained in an audio Speaking: In the presence of the teacher, participate in a role play asking for and giving information Reading:	1. Identify the structure and use of the present/past continuous in its affirmative, negative and interrogative forms 2. Identify the form of the	Rubric Practical exercises Portfolio of evidence

Find the main ideas, give opinions and make general conclusions about the information contained in a text Writing: Write a postcard that includes 6 sentences: 3 in the present continuous and 3 in the present simple describing the activities that they do or used to do	present continuous "verb + ing" 3. Identify the time expressions of the present continuous.	
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Methods and techniques required	Materials	
Collaborative teams	Photographs	Canyon
Guided Practices	Teaching cards	Speaker
Reading techniques: inferring, looking for specific information	Authentic printed, audio and video material	Internet
	Computer	Verb lists Formats
	Printer	

2.1.1.2 CLASS PLANS

Grammar Session 3 (2 hours)		
Stage	Teacher's activities	Students' activities
Ice Breaker	(Simon says) -Say some sentences in continuous form about different activities or movements (for example: Simon says the students are brushing their hair or Simon says the students are clapping their hands)	-Reproduce the activities or movements mentioned by the teacher with the dynamic Simon says
Lead In	-Share an anecdote with the Ss (using past and present continuous form) -Make some checking questions to Ss	-Participate answering the questions according to the anecdote to check if they understood what was happening in it

MPF Meaning Pronunciation Forms	-Write down some sentences that appeared in the anecdote on the board (positive, negative and interrogative) -Highlight the present or past continuous form to focus on them -Ask Ss to identify the elements of the continuous form	-Read the sentences -Identify the elements of the continuous form -Comment their ideas with the teacher and the group
Teach	-Recall the verb to be form with the Ss -Write the different forms of the verb to be (present and past) and analyze them with the class -Talk about gerunds and the function of the -ing form to describe actions in progress (continuous form) -Note different verbs in base form and ask Ss to make them gerunds -Ask for questions	-Complement the explanation with example sentences using the verb to be (present and past) -Change the base form verbs into gerunds to use them in continuous sentences -Write five example sentences using the formula verb be + gerund to make continuous sentences (positive, negative and interrogative) -Share some of their examples with the class -Comment doubts and questions
Test	-Provide another exercise where students fill the blanks with the different forms of the past continuous (affirmative, negative and interrogative)	-Answer the exercise -Revise it with a partner to check what was well understood and correct it if necessary
Freer Practice	Two Truths and a Lie -Ask Ss to write different sets of three sentences where two of them are true and one is a lie	-The Ss mingle around the classroom and share with other classmates their sets of sentences, one student reads and the other one tries to guess which of the sentences is the lie -Repeat the activity for 3 or 4 times to play with different people in the class

**Reading
Session 1 (2 hours)**

Stage	Teacher's activities	Students' activities
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Ice Breaker	<ul style="list-style-type: none"> -Prepare paper strips with different sentences of possible activities done during the pandemic -Explain the dynamic 	<ul style="list-style-type: none"> -Pick one paper strip with a phrase randomly and the rest of the students are going to guess if it could be true or false -The reader must confirm if they guessed right or wrong
Lead In	<ul style="list-style-type: none"> -Make some questions to open a conversation with the class ¿What were you doing before the pandemic? What were you doing during the pandemic? How were you dealing with it? 	<ul style="list-style-type: none"> -Participate in the conversation with the group giving their answers and sharing their experiences
Gist Task	<ul style="list-style-type: none"> -Search different news related to pandemic -Create teams to read and analyze the different texts 	<ul style="list-style-type: none"> -Read the news with their respective teams -Identify what actions are done in a different way, as an effect of the situation and share their ideas around the news with the rest of the teams
Detail task	<ul style="list-style-type: none"> -Teacher projects the extract “Teamwork is the way to fight the pandemic” of the following article https://www.un.org/en/coronavirus/hospital-mexico-adapts-fight-covid-19 	<ul style="list-style-type: none"> -Students make a collaborative reading out loud to the class to practice pronunciation and reading skill -The Ss identify main ideas and secondary ideas in the text -Ss highlight meaningful sentences to them and share with the class
Productive task	<ul style="list-style-type: none"> -Teacher ask Ss to reflect on how world come together after pandemic -Introduces the terms union, teamwork, collaboration, empathy 	<ul style="list-style-type: none"> -Ss write a personal reflection about human value and what they’ve learnt after this situation -Share their reflections on the collaborative online blog so the others can read them
Detail Task	<ul style="list-style-type: none"> -Teacher asks students about the main ideas in the news -Asks to look for different keywords in the text 	<ul style="list-style-type: none"> -Read the text one more time to find the key words -Use the key words to write real personal facts on the board -Comment all the written participations

Productive Task	-Provide a format of newspaper article	-Create a newspaper article with the reflection of the changes through this experience considering all the information they have heard, they can include general experiences from other classmates, changes at work, at home, at school and so on.
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Listening Session 2 (2 hours)		
Stage	Teacher's activities	Students' activities
Ice Breaker	-Teacher provides a worksheet with the lyrics of the song <i>Waiting on the world to change – John Mayer</i> https://www.youtube.com/watch?v=oBlxScJ5rIY	-Listen to the song and complete the worksheet with the missing words -Compare their answers with other classmates and comment what they think around the meaning of the lyrics
Lead In	-Find different pictures showing various situations -Show the different pictures to Ss	-Try to guess what's happening on each one and give their ideas to the class
Pre Teach	-Read a text about different areas that were affected in society after the lockdown and examples of actions that occurred -Give Ss a chart with 4 different columns	-Fill the chart with the characteristics mentioned in the text by the teacher -Check their answers and compare them with other classmates
Gist Task	-Play the video and ask the students to find 3 main ideas around it to complement their charts https://www.youtube.com/watch?v=ihSIDvQwHdg	-Reflect around the video -Create a mental map that contains the main ideas of the video, represented with drawings -Share their mental maps with the class
Detail task	-Reproduce the video one more time -Supply a true or false exercise to Ss including true or false sentences from the video	-Solve the True or false exercise with the video's information

Productive Task	<ul style="list-style-type: none"> -Share the products (audios) with the class and listen to them -Make comments and give feedback 	<ul style="list-style-type: none"> -Create an outline with questions to interview a classmate making questions around the effects of lockdown in economy, education, job, health using the question words <i>WHAT, WHEN, WHERE, HOW, WHY...</i> -Record an audio with the interview and show it to the class as a product -Listen to others' interviews

Speaking Session 5 (2 hours)		
Stage	Teacher's activities	Students' activities
Ice Breaker	Back my letter -In teams, students make a line facing the board, each team has a marker. Teacher writes a letter on the back of the last Ss in the line, Ss pass along the letter writing it on the back of the Ss in front of them. The Ss in the front of the line writes a word that starts with the letter he felt on his/her back.	
Lead In/Elicit	-Teacher asks some questions Did you use to listen or watch news in this period? What do you remember about the first impressions around the topic? Do you think the different information helped society? What kind of sources did you consider reliable? How did you manage misinformation?	-Ss comment and participate with their opinions around the questions
Preparation Time	-Teacher shares some personal opinions about the information that exists in social media around the topic -Teacher asks students to write their articles using the present or past continuous	-Individually, Ss write an opinion article about the importance to use the information in social media properly to avoid misinformation -Use the present and past continuous to write the article

		-Check the grammar in pairs and feedback their classmates to improve their articles
Speaking Task	-Teacher walks around the classroom listening to the Ss' opinions. -Teacher writes mistakes heard from the Ss on the board	-Ss compare their opinion articles with the rest of the group -Interact with 2 or 3 classmates to know different perspectives
Feedback on Content and Language	-Once the activity is finished, the teacher makes observations to the group about the mistakes heard during the speaking task to feedback	-Ss reflect on the sentences on the board -Ss make comment explaining why are those expressions wrong or right trying to find the mistake
Speaking Task	-Teacher writes different keywords on the board to make sentences: I was doing... I was working... I was preparing... I was going... I was not doing... My family was not... My friends were not...	-Students complete the keywords describing different activities about themselves to contrast things they were doing different before and during this period

Writing Session 4 (2 hours)		
Stage	Teacher's activities	Students' activities
Ice Breaker	Snowball fight -Ss write in a piece of paper one sentence about themselves using present or past continuous, make a ball with its paper and then with the teachers signal they start throwing the balls to others to mix it. When teacher says stop, they pick one of the balls and each one reads the sentence on it and tries to guess who is the owner of it and give it back till everyone has his/her ball back	
Lead In	-Teacher writes the word PURPOSE on the board	-Ss create an acrostic using each letter of the word -Share their acrostics to the class
Elicit	-Teacher makes some questions to the class: What is a purpose? What's necessary to achieve a purpose?	-Students comment around the questions and give some participations to create a dialogue around this concept -Students suggest words to create a cloud of words on the board brainstorming

	<p>Are the purposes always the same?</p> <p>-Teacher writes key words related to the purposes in life on the board</p>	
Preparation Time	<p>-Provides the chart format to Ss and explains the activity</p> <p>-Teacher writes some ideas of purposes or goals on the board to guide students</p>	<p>-Students use a double-column chart, in the first part they write purposes and goals they have in the past using the past continuous. In the other column they write their purposes and goals in present and what are they doing to achieve it using present continuous</p>
Speaking Task	<p>-Teacher guides the interchange activity</p>	<p>-Ss make two circles, one inside of another facing each other. They start sharing their charts and when the teacher says <i>SWITCH</i> the circle in the middle moves to change their partner and start sharing again</p>
Feedback on Content and Language	<p>-Start a round table discussion and guide it with some questions</p> <p>What were you thinking during the activity?</p> <p>What changed for you through this analysis of the purposes that you were looking for before and now?</p> <p>How are you feeling at this moment?</p> <p>Why are we changing?</p>	<p>-Ss create a dialogue in the round table and have other type of interventions if they want to add something more</p>

It is important to consider that each skill has different purposes and outcomes, is needed to analyze how to progress the development of those abilities through the feedback and support provided to students during and after the execution of the activities, through this they can be aware of the areas of opportunity to be enhanced in future situations. Each skill introduces different competences to students and it's important to contemplate the core of each one when planning.

When introducing a new topic to students, production is expected, it's very useful to include different questions that help to lead in and start recalling previous knowledge from students. Use brainstorming or small discussions to start the generation of other questions that students would answer is the beginning of the learning activation that next activities will need. When students have difficulties arguing about personal opinions, an option is to share some personal ideas around the topic to give some examples about how to start their own participation. For the different lessons, the selected topic was selected because it's a problem that all the people faced in different forms so it was easier for students to share the different experiences they have lived because it was a common situation and depending on what they have met at work, at school and at home provide diverse opinions that enrich classroom setting with a collaborative environment.

After lead in stage, the class needs to elicit on the main points, O'Malley and Valdez (1996) explain the importance of eliciting speech in students and some examples that they explain are the picture-cued descriptions, which is a very common activity these lesson plans because students can relate different concepts or definitions looking at a picture and are able to describe what they see and link it with previous ideas and, at the same time, try to guess the information that is coming next. Other strategies mentioned by the authors are stories, radio broadcasts, video clips and so on. There are many options to pick from, so depending on the resources, the access and the interests of students' choices can be made for more suitable and motivating classes.

Speaking skills are considered more than isolated ability, according to Brown (2004) it's necessary to include other skills to complement the speaking tasks and get evidence from those to check comprehension, communicative intention, register, and so on. In the lesson plan there were considered writing activities and also listening ones because students can express their

ideas, maybe it helps them to organize what they have in mind before expressing it, considering the importance of offering moments for spontaneous speaking communication.

Support students represents an important thing to consider, because sometimes they feel shy when participating or when they are mistaken, it's necessary to encourage them to keep trying. During the speaking tasks, where they don't have a lot of opportunities to make corrections and avoid communicative breakdowns, different from writing where they have time to plan, organize, revise and correct the way the teacher provides advice entails students' awareness of the learning process and they have to be conscient of that.

Next, activities related to writing skill, the rationale behind and the aspects that were considered in the preparation of the activities is well-founded on the stages proposed by O'Malley and Valdez (1996), in stage number one, called pre-writing, Ss began with brainstorming around ideas and experiences they had before and during the pandemic. The first part intended to focus students' attention around the word purpose because the central topic of the lesson was about how the purposes in life change according to different situations people cannot be aware of all the time, but happen and need to develop the ability to change and adapt themselves to it, the difference in opinions and experiences makes the information students receive in class, more varied, complementing what they know with new information and making them more tolerant to new perspectives.

For the next stage, the activity to do was a double-column chart where students wrote their purposes before the pandemic and how, after this situation, their plans changed. In the second column they had to explain what are the new purposes they are working for, with the intention of drafting, exchanging and recalling the grammar of previous lessons to create some kind of bank of information for the last stage of the sequence with the opportunity to correct mistakes through a speaking task with peers to check what they wrote and listened. For stages 3 and 4, after the revision and feedback that students received from others, they had to create some notes of arguments around the topic provided by the teacher and needed to organize their ideas for the participation in the round table dynamic, trying not to repeat the same mistakes from the previous activities and polishing their participations for the final activity. To evaluate round table discussion an analytic rubric was used focusing on the ability of argumentation provided by students and the relation with their organization of ideas as an important part of both, language knowledge and strategic competence, the analytic rubric is analyzed later.

With vocabulary, which is necessary to include in all the learning sequences of each topic, we tend to provide words that students can store in their minds as Read (2000) mentions because this bank of information will help students to create and produce helping themselves with these words and as a tool for the incoming tasks. Eliciting and giving a moment in class to focus on meaning, pronunciation and forms will make them think about how they can use those expressions in communicative situations.

Grammar, on the other hand, represents one of the main parts in the classes, but this doesn't mean that students must be following formulas and grammar rules in all the tasks, the grammar can be introduced directly or indirectly, for example, in the lesson plans, through readings teacher can asks them to gist and scan important information about the text, and they can find out that specific grammar features are repeated in the text, noticing what's the verbal tense or language that they are going to use. Same happens with the audios and videos used for listening skills, the patterns appear and give cues around the language expressions. These tools are elements they can use to express themselves but as teachers it's also important to plan different activities that increase their ability to use the grammar appropriately according to what the situation demands.

In the recent lesson plans and from before students have shown different vocabulary words in class, Beck and McKeown (2002) categorize it in three different types, and these appear along the classwork, for example, the established vocabulary is easy to recognize because its morphology is so familiar to them so it's easy to guess what's the meaning. The acquainted vocabulary shows off during the activities of lead in, elicit and brainstorming because they use it to share their previous knowledge. Finally, along the classes and through interchange, students can acquire new words learnt from the different tasks and peer work keeping and storing it for future situations. That's why the topics for class must consider situations that students face in the real world, so they can get linguistic useful tools.

2.1.2 ASSESSMENT TOOLS AND RATIONALE

Holistic rubric

RUBRIC FOR EVALUATION				
Evaluation criteria	Not satisfactory	Satisfactory	Outstanding	Autonomous

<p>Use of the past continuous structure</p>	<p>The student fails to identify the structure and use of the present continuous in its affirmative, negative and interrogative forms.</p>	<p>The student partially identifies the structure and use of the present continuous in its affirmative, negative and interrogative forms.</p>	<p>The student identifies the structure and use of the present continuous in its affirmative, negative and interrogative forms. Additionally, the student shows security when expressing himself and communicating with other people using these structures.</p>	<p>The student identifies the structure and use of the present continuous in its affirmative, negative and interrogative forms to apply it in complex situations and conversations. Additionally, the student shows security when expressing himself and communicating with other people and identifies when others make mistakes and corrects his own without help.</p>
<p>Vocabulary (gerunds)</p>	<p>The student does not understand the use and employment of the present continuous and its verb + ing and present simple forms.</p>	<p>Understands the use and employment of the present continuous and its verb + ing forms and the present simple</p>	<p>Understands the use and employment of the present continuous and its verb + ing forms and the simple present. Additionally, it complements contributions to the examples provided by the teacher. Makes corrections where required and supports peers and the teacher when requested.</p>	<p>Understands the use and employment of the present continuous and its verb + ing forms and the simple present. Additionally, it complements contributions to the examples provided by the teacher. Makes corrections where required and supports peers and the teacher when requested.</p>

Communicative purpose using verbal tense	The student does not understand the use and employment of the past continuous and its verb + ing and past simple forms.	Understands the use and employment of the past continuous and its verb + ing forms and the past simple	Understands the use and employment of the past continuous and its verb + ing. Additionally, it complements contributions to the examples provided by the teacher. Makes corrections where required and supports peers and the teacher when requested.	Understands the use and employment of the present continuous and its verb + ing forms and the simple past. Additionally, it complements contributions to the examples provided by the teacher. Makes corrections where required and supports peers and the teacher when requested.
Grammar	Does not distinguish the grammatical form worked, fails to organize their ideas or use the form and content used in the topic to express themselves.	Distinguishes the grammatical form worked, manages to organize their ideas in addition to using the form and content used in the topic in a simple way to express themselves with some errors that do not affect communication.	Distinguish the grammatical form worked, manage to organize their ideas in addition to using the form and content used in the topic in a simple way without errors. Additionally, he supports his classmates when they have problems expressing themselves with the present continuous through the use of productive language skills.	Distinguish the grammatical form worked, manage to organize their ideas in addition to using the form and content used in the topic in a simple way without errors. Additionally, he supports his classmates when they have problems expressing themselves with the present continuous through the use of productive language skills.

<p>Ability to communicate ideas/message</p>	<p>He is unable to communicate or express himself clearly in simple situations, nor is he able to be legible in the use of his productive skills.</p>	<p>Demonstrates comprehensible pronunciation and writing, and their intonation is consistent with what they want to communicate, as provided by the teacher.</p>	<p>Demonstrates comprehensible pronunciation and writing, and their intonation is consistent with what they want to communicate, as provided by the teacher. Additionally, the student expresses himself without grammatical errors according to his level and has the ability to correct those of others and when he has them, he corrects his own immediately.</p>	<p>Demonstrates comprehensible pronunciation and writing, and their intonation is consistent with what they want to communicate, as provided by the teacher. Additionally, the student expresses himself without grammatical errors according to his level and has the ability to correct those of others and when he has them, he corrects his own immediately.</p>
<p>Written and oral production</p>	<p>The student does not manage to conclude his written and/or oral participation when using what he learned during the topic.</p>	<p>The student has the ability to conclude their written and/or oral participation when using what they learned during the topic.</p>	<p>The student has the ability to conclude their written and/or oral participation when using what they learned during the topic. He supports his classmates in the conclusions of the participants and corrects his own if necessary. Additionally, the student complements with phrases and vocabulary that enrich the closing of the participations in their productive skills, making the final product of great quality.</p>	<p>The student has the ability to conclude their written and/or oral participation when using what they learned during the topic. He supports his classmates in the conclusions of the participants and corrects his own if necessary. Additionally, the student complements with phrases and vocabulary that enrich the closing of the participations in their productive skills, making the final product of great quality.</p>

Performance	The student is careless with the presentation of the requested work and does not cover the parameters indicated by the teacher.	The student complies with the presentation of the requested work and covers the parameters indicated by the teacher.	The student complies with the presentation of the requested work and covers the parameters indicated by the teacher. Additionally, the student makes contributions to the presentation and improvements to the quality of the requested project. The final result is a work of quality and presentation that exceeds the requirements requested by the teacher.	The student complies with the presentation of the requested work and covers the parameters indicated by the teacher. Additionally, the student makes contributions to the presentation and improvements to the quality of the requested project. The final result is a work of quality and presentation that exceeds the requirements requested by the teacher.
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Analytic rubric (round table task)

RUBRIC FOR EVALUATION				
Aspect	No evidence	Weak	Fair	Good
Ability of argumentation	The student's arguments are not reliable or convincing	The student's arguments are a little reliable or convincing	The student's arguments are reliable or convincing	The student's arguments are strongly reliable and convincing
Organization of ideas	The student can't organize his ideas to produce coherent arguments	The student barely organizes his ideas to produce coherent arguments	The student organizes his ideas most of the times to produce coherent arguments	The student organizes his ideas all the time and produces coherent arguments

Communicative intention	The student never participated/answered to classmates' arguments or contrasted his/her point of view with others	The student participated/answered to classmates' arguments or contrasted his/her point of view with others many times just a few times but barely covered the communicative intention	The student participated/answered to classmates' arguments or contrasted his/her point of view with others many times covering the communicative intention almost all the time	The student participated/answered to classmates' arguments or contrasted his/her point of view with others most of the times covering the communicative intention all the times
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Evaluation is a very important part of the classes because it is the analysis of the previous work and allows to identify what are the aspects that need reinforcement in students. There are many types of evaluation as summative, formative and resultative, the importance of the evaluation lies in the process of identification of weaknesses because both, teachers and students, need to change or invest more time in specific activities to achieve the purposes of learning.

In Mexico, there are 3 main evaluations that almost all teachers know because we were trained that way, the first one is the diagnostic evaluation which helps teachers to identify where students are and set the initial point, this evaluation provides information about them, what they know, likes and dislikes, styles, rhythms and so on. Using this type of evaluation at the beginning of each course, at the university students are exposed to a placement test but it's not entirely reliable because it considers general aspects of English and sometimes the students have a higher or lower English level, so this type of evaluation can be designed considering the expected outcomes of the course and see if students are in a good position to continue learning the second language or if there are previous skills and competences they need to improve. The diagnostic evaluation allows to establish the methodologies, approaches and strategies that best suit once needs are detected.

Next, the formative evaluation or assessment happens during each class and task, students are constantly learning and re-learning things and it's second language acquisition process is also changing, so the formative assessment is the one that can be used in every class with small steps and observations of the performance to understand achievements in a medium/long-term, this process helps summative assessment because leads to sum up the progressive actions observed during class.

Finally, the summative assessment is given in an established period, the teacher selects and designs what are the activities that better fits for students' progress and learning outcomes, creating a sequence of tasks that will permit observe the result of the previous classwork through a piece of work conformed by different tasks or just a global one. This kind of assessment helps to obtain a general result and locate students and their level of acquisition, giving the opportunity of comparing, where they started and where they are now, providing feedback for the teacher to revise if the activities worked and the possibility of improvement.

Speaking according to Kuhlman (2008) is a skill that teachers can observe during class through the performance of our students. It could be easier to assess because the mistakes are shown instantaneously, aspects like non-verbal language, facial expressions and body movements complement speaking to convey meaning. It's necessary that students interact with other classmates to make some negotiations and exchanges of opinions and knowledge but using the integration of some other strategies including other skills (listening or writing) to provide a better assessment, giving advice about how performance and interactions can be improved. As productive skills, these aspects can be assessed to identify if the strategies applied are covering the learning outcomes or if it's necessary to change or rethink about the teaching practice and provide this element to students, looking for the best progress.

When students acknowledge the expected outcomes, it is easy to choose the better way to achieve them according to their abilities and focusing on a specific purpose. Sharing the rubrics used for the class in the final projects or some other specific tasks they can understand the rationale behind the classwork, if they have questions about it or they feel they are not approaching to it, they can rethink about how are they working with any topic, information, language, forms, and so on.

Teachers can choose one aspect to assess in speaking or many of them at the same time using a task that gives the opportunity to observe different things like pronunciation, accuracy, communicative purpose or usage. At the university students are used to evaluations using rubrics and it's very common that they acknowledge them from the beginning of each course, so they can understand what are the expected actions or outcomes from them.

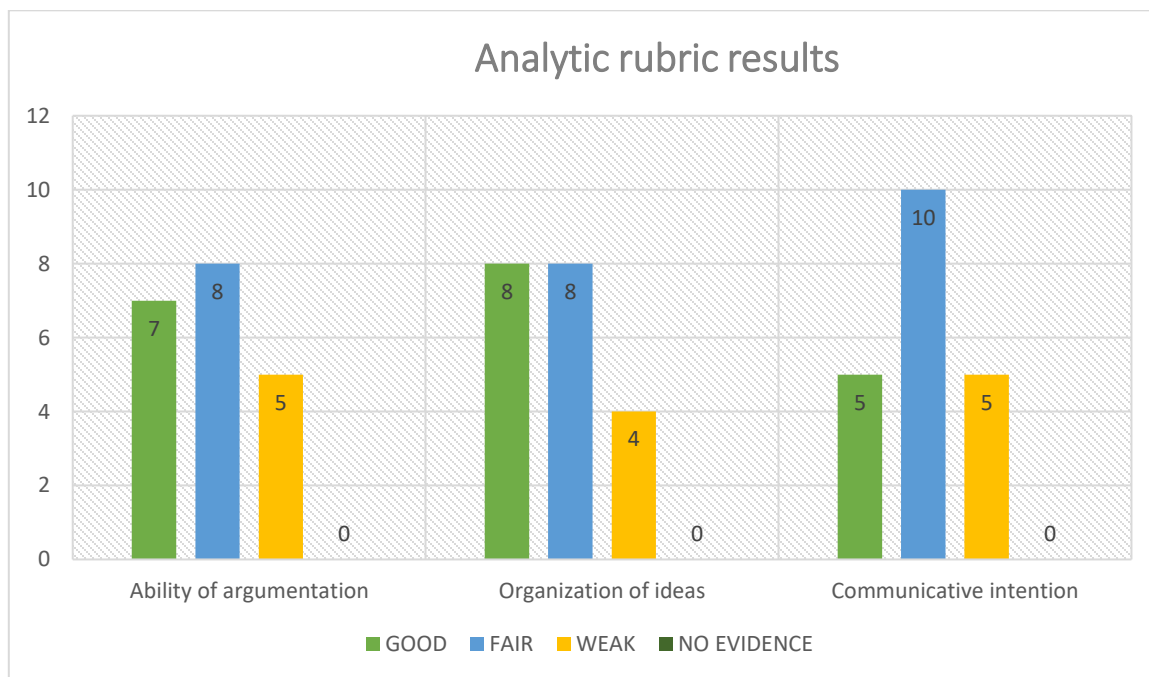
Rubrics are very useful instruments to assess the different skills because they allow to separate the competences in different levels of approach considering students' rhythms and styles of learning. In the lesson plan related to speaking skill it was considered to include different

moments of interchange, sometimes focused in word choice, others in fluency or pronunciation, measuring different important points that students need to prove doing the practices. It was necessary to walk around the classroom listening to the different contributions to identify if the students have achieved learning outcomes of the learning sequence.

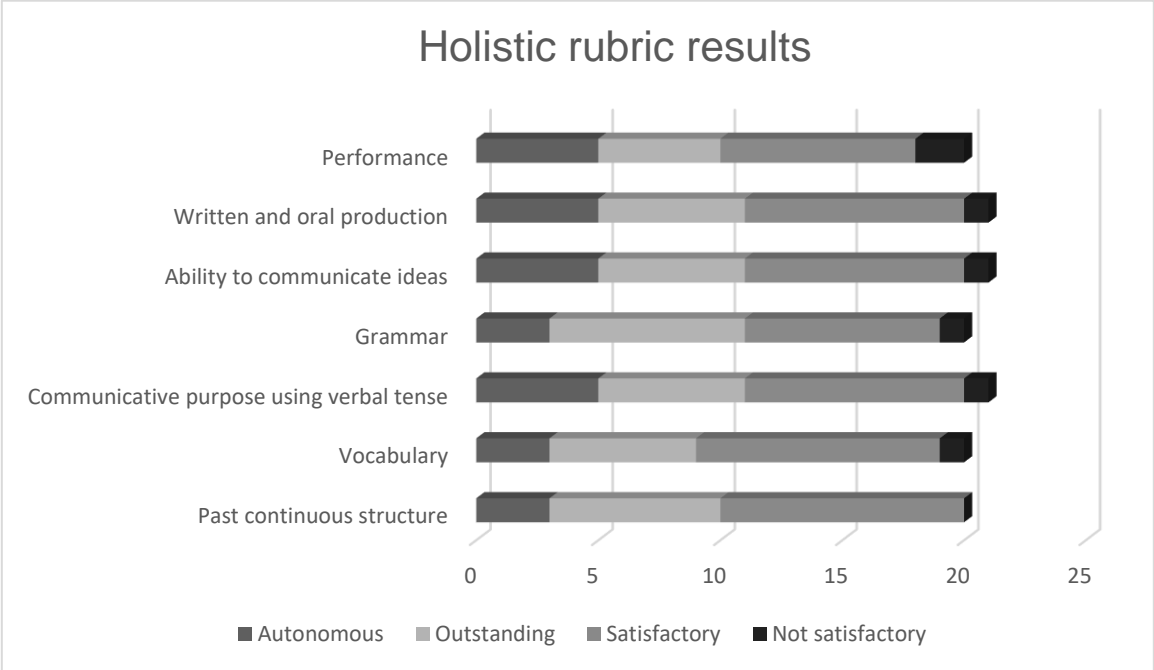
2.1.3 RESULTS OF THE ASSESSMENT

When assessing, both language and strategic competences were considered. For the evaluation of the speaking tasks overall the writing tasks aspects like vocabulary, cohesion, communicative functions and situations, discourse and organization of ideas were considered in the rubric as Douglas (2000) proposed in the different components of communicative language ability, through the interchange activities, the articles and presentations was possible to find out if the students developed the expected actions for each activity so the rubrics allowed to identify in what level the competences were shown.

The activities of the learning sequence were carried on with 2 groups of university students in Pre A2 level (according to the levels established in the English program of the Technological University of Ciudad Juarez) in total 20 students participated through the different dynamics and conferring to the assessment tools used to measure them (an analytic rubric for the round table task set in the writing stage and the holistic rubric to evaluate general outcomes of the lesson plan) these were the results:



As reported by the previous graphic, the results of the aspects considered in the round table task is seen that exist a variation in the level of achievement. From 20 students that participated, in the first category related to the ability of argumentation 7 of them showed a good performance, 8 were fair and 5 were weak, based on the level of convincement and reliability that students had in the activity sharing their points of view. Next, the organization of ideas showed that 8 students did it well and 8 had a fair contribution organizing the ideas and only 4 had a weak level, it's perceived that this increase in the results occurred because the students had de opportunity to jot down their ideas on the notebook and prepare their speech. Finally, for the communicative intention 5 had a good participation, 10 were fair and 5 were weak, most of the students were able to contrast their opinions and arguments with others and answer to their questions maintaining the communication fluent during the activity.



Following the results obtained after the assessment and evaluation of the whole process, the results showed the next findings, the average in the results is a satisfactory level in most of the elements considered for the evaluation including the different strategies carried out. The common mistakes that appeared are related with the use of the grammar, there were a few mistakes using the correct auxiliars of the past continuous form but this didn't interfered with the communication of the ideas, it was possible to continue the activity and communication breakdowns were not recurring, the intentions of the learning sequence were achieved and just

one not satisfactory case existed because the student was very shy to participate or share his products so it was not easy to measure his performance in many of the activities, so it was necessary to use other written products from the notebook to evaluate him, it's necessary to work with his confidence through other types of activities that make him feel less stressed and implicated to start rising his self-confidence and autonomy.

CHAPTER 3

3.1 REPORT OF THE RESULTS

3.1.1 EXPECTED OUTCOMES VS OBTAINED ONES

The outcomes considered some aspects proposed by Bryam et al (2002), about Intercultural attitudes (*savoir être*) the collaboration in the groups represented a medullary part to create new knowledge and learning experiences, it was very important because the students used the communication with their peers and learned to listen and take the meaningful things other classmates could offer along the different activities understanding that diversity provides more opportunities to know new information and points of view. The responsibility is always necessary, not only teacher is responsible of what a student learn, they can also be active in their own process, during the classes making participations, most of students enriched the environment and meet the expectations. Empathy was another expected attitude from learners and at the end of the different activities of the learning sequence this would be strengthened because some of the dynamics to make interchanges or dialogue were projected to increase SS openness to cultural differences, situations and behaviors.

Then, about knowledge of social groups (*savoirs*), to identify the structure and use of the present continuous in its affirmative, interrogative and negative forms in different situations related to real world events was the grammar focus in the lesson plans, the activities using it appeared mostly in the speaking and writing stages, because as productive skills SS had the opportunity to use this form of the language to describe different situations, share experiences and give it a meaningful use. For skills of discovery and interaction (*savoir apprendre/faire*) two outcomes were planned, the first one was to verify and provide information about actions that were/are being carried out or not at a precise moment in the past or present, here the activity about the purposes was the strategy with more weight to use the previous grammar and use previous knowledge to relate real situations and connect old information with the new one. The second outcome was to check and give information about actions in progress sharing personal opinions, perspectives and experiences, the spaces to interact during the speaking

stage were the means to achieve it in addition with some of the resources obtained from the Internet as readings, videos, music or worksheets helped to link each activity following the underlying purposes, giving the students the opportunity to create meaningful learning.

CHAPTER 4

4.1 CONCLUSIONS

After this whole process of specialization, reading different authors and putting into practice some of the theoretical foundations it was possible to expand my knowledge about what teaching English is, refining the professional practice and discovering other things that work and support what happens in the classroom. Conclusions at this point include what changed in teaching philosophy, meaningful situations that show how this process of evolution is not just about successful circumstances and that not everything happens as expected, mistakes are part of the growth and it permits to re-shape the performance, things learned and the challenges faced during this course must be mentioned too.

Students have the opportunity to be their own leaders and realize that learning is not just about academic information and success, the values and perspective to interrelate with the society they belong, be an individual that contributes to the one's own life and others as the comprehension of the changing world that demands more humanism to make the best decisions are also part of the integral education they need to receive. SS should develop skills to administrate the time and to put into play the communication and the dialog in diverse circumstances that demand it, teachers aren't the only person that manages time, gives instructions, organizes and guides the learners; as the main characters of the learning process students need to develop the autonomy and independence.

Not all the exercises will be successful for all the students because it's a bit difficult to attend to all the precise specifications of each but the purpose is to discover through the classes the interests of the students and give them the opportunity to recognize the value of these kinds of actions and to identify the areas that need to be reinforced. Likewise, to have successful classes materials can help class's goals but depending on the objective will be the selection of the best material to achieve it, therefore it is important to revise and analyze materials before including them to check if they are at students' level and contribute to the sequence development. These days there's a huge menu of options and multimedia technology that can

be used learners can interact with in face-to-face or online classes making them more captivating.

During the specialization, time management was a challenge but also developed a new skill to use it efficiently and productively, it was important to establish an internal schedule considering the expected activities like reading, drafting, videocalls, work in the platform and so on. Adaptation of new perspectives and methodologies was another aspect that changed teaching style, showing that some of the actions have a reason to be and thanks to the readings it was possible to understand how theories support the own practice, even teaching philosophy changed including the proposals from different authors to enrich the professional development and to offer a better performance in class, trying out strategies or following advices obtained from the authors is an aspect that opened the mind for new ways of teaching.

The employment of communication and collaboration with colleagues is an aspect that really helped the learning process in the specialty, as English teachers there was empathy in relation to the concerns, problems or doubts that could arise throughout the program, the communication allowed them to be clarified together as part of group support as well as the ability to understand the other and be able to provide some useful advice, creating a collaborative learning environment.

The impact of technology in current education is a topic that has taken relevance, it was considered that technological skills have been developed before but this specialty demonstrated that there's still a lot of new things to learn and technology is an essential part of classwork increasingly, during this course it was realized that there are lots of technological resources that exist and many more emerging every day, teachers are never entirely updated but the important thing is to continue learning and integrating new tools to the teaching practice. Here it was possible to know different materials that can complement the practice, incorporating them can make classes more striking and motivating for the new generations.

Teachers are always being challenged because the educational system of Mexico is in constant change and it suffers several reforms, so it's necessary to keep updating the professional profile to cover system and also institutional requirements is part of the scope to adapt and still give what's necessary to guide students in their process of learning achievement. To focus in the main challenges related to this specialty time management became a real thing, between planning, class work, revision and evaluations, as well as the delivery of the work on time, it

was complicated and this not only happened in the classes of the specialization, there are some changes that occurred during the classes at the university that depend more on institutional situations that are not in teachers' hands and also demand adjustments and adaptation of the time. Having a balance between the time dedicated to each activity without neglecting any aspect really allowed to develop the ability to organize, adapt and above all, persevere to not give up, it cost some nights without sleeping but at the end it will worth it.

CHAPTER 5

5.1 REFERENCES

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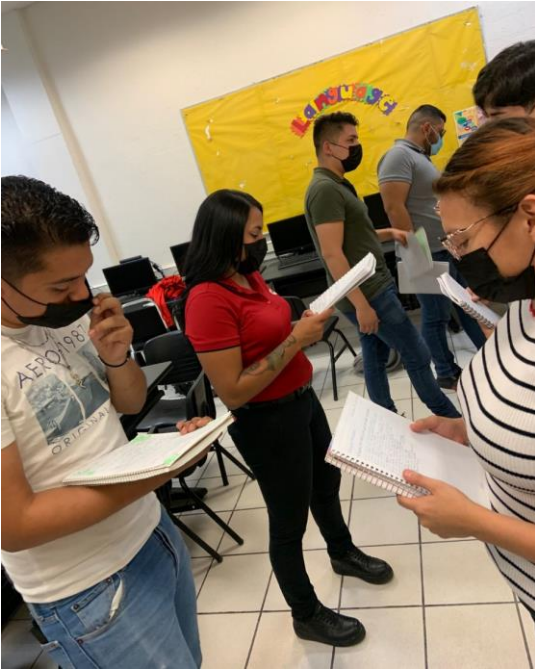
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5.2 APPENDIXES

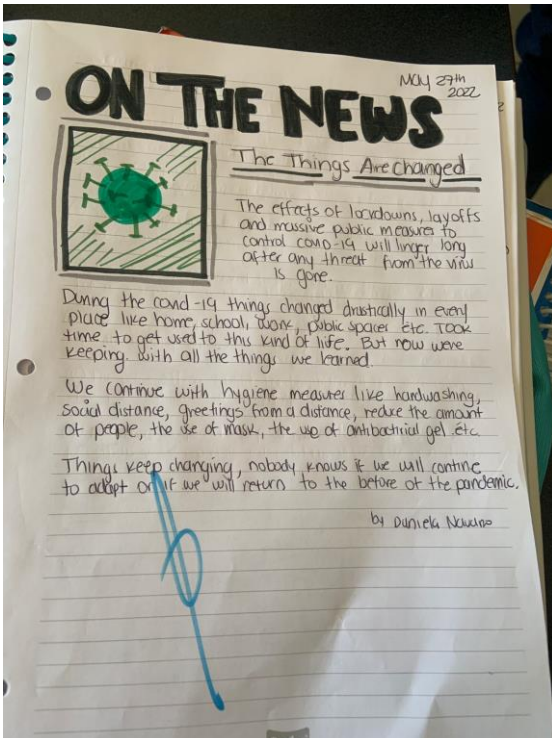
Appendix 1: Grammar exercise

1. Complete the exercise using the positive and negative forms of the past continuous
 2. Identify the auxiliars and underline them with a different color
- a) He was _____ during the pandemic (+/exercise)
 - b) My parents were _____ home office (+/do)
 - c) The students were _____ classes at the university (-/attend)
 - d) People were _____ face masks (+/use)
 - e) Luis was _____ his personal stuff (+/clean)
 - f) Families were _____ groceries (-/save)
 - g) Pablo was _____ to concerts (-/go)
 - h) Your friends were _____ abroad (-/travel)
 - i) Children were _____ at home (+/play)
 - j) Karen was _____ lots of series (+/watch)

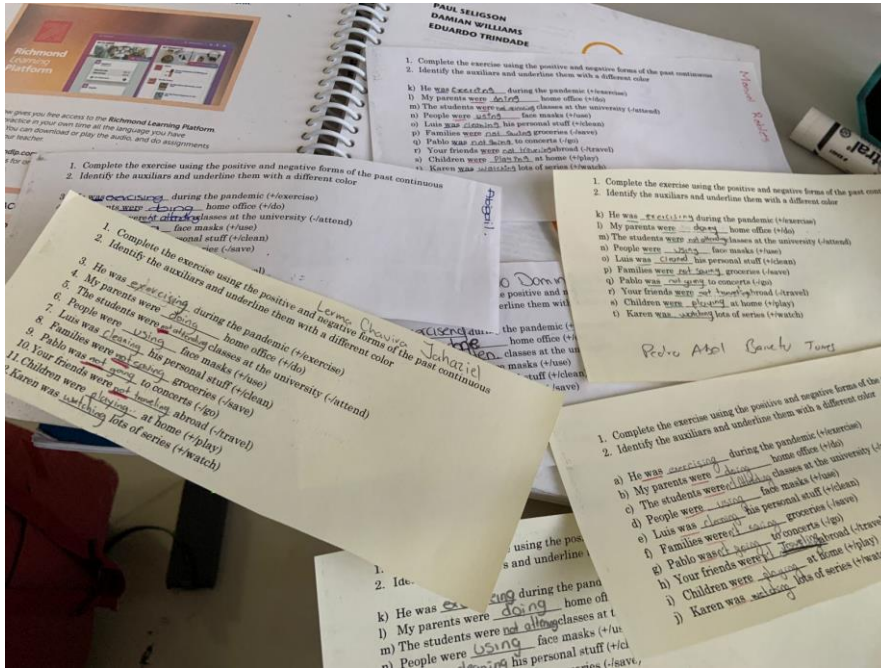
Appendix 2: Students during speaking practice



Appendix 3: Written production of a student



Appendix 4: Results of the grammar exercise



Appendix 5: Class time

