

**Universidad Pedagógica Nacional
UNIDAD AJUSCO**

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Analysis and Reflection on the English learning process for
the teaching practice improvement**

TRABAJO RECEPCIONAL

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

Presenta:

David Alejandro Silva Monroy

Tutor: Rocío Salgado Perea

19 de Junio, 2022.

Universidad Pedagógica Nacional
UNIDAD AJUSCO



Unidad de Posgrado

Especialización en Enseñanza y
Aprendizaje de Inglés como Lengua
Extranjera

Proyecto Final

*Analysis and Reflection on the English learning
process for the teaching practice improvement*

Presenta: David Alejandro Silva Monroy

Tutor: Rocío Salgado Perea

19 de junio, 2022.

Introduction	4
1.0 Philosophy and Theory	5
1.01 Teaching Identity and Philosophy	5
1.02 Theoretical Underlying my teaching practice and Identity	10
1.02.1 The learning process theories	10
1.02.2 Second language acquisition	11
1.02.3 Krashen Central Hypothesis	12
1.02.4 Kolb's Experimental learning model	13
1.02.5 Direct method	14
1.02.6 Communicative Language learning	14
1.02.7 Language skills	15
1.02.8 Vocabulary	16
1.02.9 Roles	17
1.02.10 Motivation	17
1.02.11 Evaluation	18
1.02.12 Backwash effect	19
1.02.13 Rubrics	19
2.0 Methodology and Practice	20
2.01 Lesson Plan	20
Listening - session	24
Writing - session	29
Reading- session	33
Speaking - session	37
2.01.1 Lesson plan description and material analysis	40
2.02 Designing the necessary tools to assess/test the progress of students	43
2.03 Attached evidence	47
2.04 Evidence of designed tools to assess	50
2.05 Video	53
3.0 Experience report	54
3.01 Session 1	54
3.02 Session 2	55
3.03 Session 3	55
3.04 Opportunity Areas	56
3.05 Follow up activities	57
4.0 Conclusions	57
4.01 Teaching English in Mexico.	57
4.02 My classes	58
4.03 What I can Continue to improve	58
4.04 Students and teacher interactions	59
4.05 Conclusion on Assessments	59
4.06 Conclusion on the specialty	60
4.07 Conclusion on the Final Project	61
References	62
Appendixes	65

Introduction

English has been incorporated since the nineties as a subject in primary schools. This incorporation in students' early years is believed to result in better and more permanent learning (Ramirez, 2020). Here, we must ask ourselves about the participation of teachers in this process, how each teacher contributes to the English-learning experience and how they help students achieve their goals in a second language, besides the programs, the school conditions, and the government goals.

This work will reflect on how to teach a lesson in an elementary school in Mexico City with sixth graders from middle-class families whose contact with English started in different grades at this level.

Students have distinct goals behind the decision to study the English language. The following paper also shows a teacher's emphasis on the usage rather than the knowledge of the English language to engage better students' attention in class, especially teenagers.

To begin a teacher's journey in the teaching-learning process, we must address the first contact with the second language. It is essential to return and think about the way he or she approached it, how he or she learned and how this has impacted his or her way of teaching. That is why we start with the teaching philosophy, to know more about these priorities in teaching and the strategies and methods used inside the classroom.

Subsequently, this document will show most of the theories behind a suitable class, from the more complex paradigms to the most specific strategies a teacher can use in a lesson. By reviewing this historical process, teachers can better manage classes and handle the programs given by the authorities in the different backgrounds they will develop their classes.

Furthermore, this project will elaborate on some of the attitudes, values, and different types of communications that students and teachers have inside a classroom and how these sometimes benefit or affect the class. How teachers deal with them, putting into practice didactic and methodological competencies learned throughout the specialization.

It is not easy to become a specialist in this field. Teaching and learning are ongoing processes that come hand in hand throughout life. There is a need to learn about different things daily, and as teachers, we are privileged to be reminded every day by students that we need to continue learning either in language or in teaching it.

This specialization starts reflecting on teaching, and the awareness of all the variables implied in this process. Sharing an experience of giving a lesson to sixth-grade students will exemplify possible answers to how to teach English? Moreover, what to teach when teaching it? that is why this project will address a compilation of practices working with reading, speaking, writing, and listening in English. Sharing a reflection on integrating them and seeing what works, what does not, and how we can improve our practice and teaching philosophy inside the classroom. In a way, this project returns to the question we had at the beginning of the specialization, what a teacher does when facing an English class.

1.0 Philosophy and Theory

1.01 Teaching Identity and Philosophy

As teachers, we are predisposed to create a philosophy of teaching. Consciously and subconsciously, we develop a set of beliefs in our teaching and acquire the methodologies that, in my experience, we are asked to follow. This set of methodologies we slowly acquire governs our classes and shapes our teaching-learning process.

To Define my teaching practice and beliefs, I must start with how I approach the language acquisition process in my classes. I started giving classes in elementary schools in the beginning. I just focused on how much space I had for the students, how many students were in the class, the material and tools available inside my classroom. These were important for planning my activities or modifying some established book activities I may have to follow.

After identifying those variables, I progressively started dealing with my actions inside the classroom by analyzing my background. In that way, I could understand better how I was making decisions in class as I had experienced in previous schools. It was hard to commit to

only one approach and methodology to work inside the classroom. I must consider many components to integrate my teacher's philosophy and personal approach into my lessons.

Of course, teaching has evolved from when I was a student and continues to evolve. We now have a variety of approaches and methodologies to choose from, but sometimes the school or academy has already decided for us, and we have to adapt. Nevertheless, We are acting free to the extent possible, we give our class our structure, and that makes it different from others in some subtle ways (Clark and Peterson 1986; Lynch 1989, as cited in Richards & Lockhart, 1996)

As I have been working in elementary school for most of my teaching years, my classroom's key element is showing appreciation for my students' needs, goals, and interests. Our relationship must be trust and respect inside and outside the classroom. Building that kind of communication with them simplifies our work as teachers and reassures them to rely on their ability to improve in second language acquisition.

The main focus throughout the school year is to motivate and encourage them constantly. That is why I always try to engage them in meaningful activities to apply the knowledge they get in a real-life situation or as close as possible according to the student's grade and background.

Here I will elaborate on all of these elements previously mentioned that I consider defining in my teaching philosophy and that attend to the needs we face locally and internationally according to the conditions and limitations settled by the class's context. All of the elements govern our classes and shape our teaching-learning process. I am inclined to say that consciously or subconsciously, we develop a set of beliefs in our teaching and acquire the methodologies that have high compatibility with our personality or that we are sometimes asked to follow.

English is crucial in our current globalized view. It is still acknowledged as one of the most critical languages in international business (Clark, 2012). Now you can work for companies in different parts of the world and do it through the English language.

There are many things to consider when teaching English at all levels. As part of this vital process in the student's life, it is essential to identify the scholars' goals. We can start planning our classes and focus on their priorities by matching them with the school curricula in a way that we see fits best for everyone. In that sense, teachers must act correspondingly to the students and the school's background and objectives to plan the classes. (Lewis & Hill, 1992)

Also, when we select the activities, ask questions, check students' understanding, and give feedback, to name a few of the tasks we daily do as teachers. We are acting free. Even if we follow the school's program, we give our class our structure, making it different from others in some subtle ways (Clark and Peterson 1986; Lynch 1989, as cited in Richards & Lockhart, 1996). This leads us to accommodate and modify the program for the scholars and shape our classes and teaching with a specific group each time.

Having a good rapport with the students is the only way we can connect with them that will eventually allow us to achieve the course's objective and attend to their needs as a teacher is essential to motivate students. According to Gardner, motivation includes effort, desire, and positive affect. He explains that the desire comes from wanting to achieve a goal. He mentions two orientations, the first being a positive attitude towards the second language community (integrative) and the second focusing on the learner's more pragmatic point of view. This means achieving his or her goal to get something in return, like a better job or a degree. (Lay 2013)

Teaching involves many concepts, theories, models, approaches, methodologies, and techniques. It is hard to commit to only one approach and methodology to work in the classroom. I must consider many components to integrate my teacher's philosophy and personal approaches with the groups I'm currently working with.

After all these reviews from different perspectives and theories, I settled on a holistic way and focused on the ones that help me the most depending on the context I'm developing my classes. Reflecting on my assignment, I also have noticed that I prioritize the communicative approach, emphasizing the English language's function rather than the structure.

One of the classroom objectives is for my students to engage with the topic and make them active learners, setting a goal for the lesson. Creating an atmosphere that avoids a teacher just saying, "open the book on one page...."

In the teaching-learning process, we must include skills and subskills needed in language development. Any skill is challenging to teach individually. We should teach our students activities that integrate listening, speaking, writing, and reading as much as we can. (Columbia Gorge Community College, n.d.).

Mastering language skills will determine students' communicative competence in the target language (Uma & Ponnambala in Cakrawati 2012). Furthermore, as a teacher, mastering activities that integrate skills means teaching them more effectively, allowing us to develop the necessary skills to achieve a higher level of English in our students.

Identifying the objective and building steps in class to accomplish it is something that I consider fundamental in teaching. I rely on always taking my time and giving my students a sequenced class to help them improve. By doing so, I have had more participation during the classes, and some students have improved in their attitude towards my lessons.

After the specialization, I can settle on two significant distinctions. Currently, we can have two types of classes, one considered old fashion teacher-centered classes and the other that has become a trend in learner-centered classes, at least in my context, working in a private elementary school in Mexico City. Coming from a private elementary school background, the status quo of the English teaching practice prioritizes the communicative approach emphasizing the function of the English language rather than the structure. In my opinion, it will be impossible or rather complicated for a teacher to follow a specific methodology; our ideas, beliefs, our previous experiences as teachers and as students will influence our way of teaching. Simultaneously we will have to consider our emotional dimension when facing the daily tasks, we have in and outside the classroom.

How to prioritize them, which ones we can control and which ones depend on others. However, our idiosyncrasies as teachers are implied in our work. Furthermore, the school or academy we work in may decide the methodology they will use. We are submitted to international and national institutions that conduct and confine our English teaching. Reflecting on these dimensions will allow us to rethink our practice and may take us to better classes.

This specialization does not aim to focus on values inside our classroom. Nevertheless, it is part of this profession that maintains daily interactions with its community. If we understand values as a set of beliefs that help distinguish good from evil and right from wrong. Values express beliefs individually what we assimilate and embody from society. They shift or get modified when we put them into practice in social settings like the classroom and the school. (Johnston, 2002).

It is crucial to cover the values we must have as English teachers. How we treat students inside and outside the classroom; how to deal with conflicts or specific challenges with pupils are two of the interactions that I have modified. I was focusing on having a good rapport. However, it is much more than that. It is a holistic view of students that integrates the context, goals, interests, second language level, weaknesses, and strengths as a student and as a second language learner, creativity, and personality traits.

Here I must acknowledge that I am currently privileged to work with fewer students than my colleagues and that it is different depending on the context. Most of the courses last at least a month; in my case, I am considering how much time I share with my students throughout a school year. Although it seems too much to focus on in one student, it is not mandatory to do it in a short time frame. Furthermore, I acknowledge that there may be limitations, and if, as a teacher, we are dealing with too many students, we can always prioritize and prioritize the most useful ones.

We hesitate to discuss this topic among my coworkers, not only teachers but administrators, principals, or coordinators, because we may have different opinions towards specific situations that present with a particular student. Nevertheless, after an overview of theories and my classmates' comments throughout the discussion's forum, I have developed a new view of values that has been changing throughout this schoolyear, having worked with the specialization tasks, and acknowledging my classmates' shared experiences and opinions.

All I have previously mentioned has impacted me personally and made me aware of continuously improving my teaching and knowledge in the target language. It has dramatically improved how I organize my teaching better in the steps I follow when teaching. It has also helped me in motivating my students to achieve their goals.

I also started to consider how I interact with my students and coworkers and how it directly affects mine and my students' outcomes in the classroom. This has affected how I socialize with them in general. For example, how successfully I included some of my students in the group has benefited my communication with them and helped me achieve my goals effortlessly. As another example of the specialization journey, it made me aware of how my view of the target language's culture shapes part of their knowledge and reinforces their curiosity towards it and other cultures.

1.02 Theory underlying my teaching practice and identity

1.02.1 The learning process theories

- Behaviorism

We can start from psychology with behaviorism that views learning as the development of a reiterative stimulus-response-reinforcement process. In which the situation is not real and the meaningfulness might decrease due to the learner's goal, the stimulus-response-reinforcement process that may just be obtaining a good grade. The behaviorism approach explains learning as the development of a reiterative stimulus-response-reinforcement process. Here, we can analyze an example in which a person who's buying something in a foreign country uses the target language to accomplish the task. Here the stimulus is the thing the subject might want to buy and the reinforcement is succeeding. In this case, the person does not require an extensive use of conscious grammatical rules, and it's a meaningful interaction in which the speaker is not concerned with the form of their utterances but with the conveyed message Krashen (as cited in Schütz 1998).

- Cognitivism

For example, as a response to behaviorism, we have cognitivism in this theory the learners are active participants and the information is broken in smaller parts and presented in an organized manner so that learners could easily achieve the class objectives. Furthermore, constructivism which puts the learner in the center and the teacher roles become more like advisor or facilitator in class. According to Woolfolk in Yambi (2018) learning is the construction and discovery of

knowledge rather than the one-way instruction from the teacher to the student. This explains the teaching-learning process in a way that we currently work in schools.

In order to explain this complex process of acquiring a second language, we have to divide it into two processes, one of teaching, one of learning, and the dichotomy between them. Furthermore, extralinguistic influences can affect language development, and teachers and students may have a good influence on them. Here will address theories that have been fundamental in explaining such complex developments.

1.02.2 Second language acquisition

As is pointed out by Gass & Selinker in Zhang 2009, second language acquisition is a young field. Here it is not considering the statement relative to the time they have argued that although it has been challenging to set a date for the beginning in this field, they think it has been roughly 45 years since 2008. It has not reached maturity in answering the most challenging questions regarding second language acquisition: How do we learn or acquire a second language?

While learning a language is a conscious and intentional process, we can understand acquiring as dealing with a subconscious and incidental process. This process can be exemplified by immigrants who travel to countries with different first languages, and through exposure and relatively overcoming simple challenges, they gradually improve in vocabulary and syntax. However, depending on the theory, we may find different interpretations for this critical term.

To explain them, we also need to elaborate on the differences in theory, approach, method, and technique. As specified by Yambi, an approach and a theory do not specify a procedure and do not dictate a particular set of teaching techniques but are correlative assumptions associated with the nature of language and can be psychologically, linguistically, and socially focused.

On the other side, a method is an application of any approach in language teaching, is a step-by-step procedure, and each step in the procedure can be classified as a technique applied in class to achieve a common goal (2018).

1.02.3 Krashen Central Hypothesis

One of the central components in the process of language acquisition is the Input Hypothesis. This is part of the theory by Krashen that contains five hypotheses. We also have the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, and the affective filter hypothesis. Here we will focus on the word input and its relevance in English teaching-learning. Input can be any spoken or written form to which students are exposed and the amount of its exposure to students. This is a challenge when it comes to teaching English in Mexico.

The main idea of the hypothesis by Krashen relies on the input the student is receiving, it should be comprehensible, but it must be a bit beyond his or her level. To represent the current level of the student, we have “i” and in the same way, the next level a specific student can achieve individually by being exposed to the target language, either oral or written, is “i+1” It is vital because it attempts to answer the crucial theoretical question of how we acquire language an overall theory of by Stephen Krashen. (Krashen, 2009)

This exposure is not always or is not entirely acquired. Shuman, as cited in Krashen, defines that when the learner is socially integrated with a target language group or when he or she is psychologically open to it, such exposure to input becomes intake, as pointed out previously, an essential source of input-referred to interactions as exchanges where utterances have not been entirely understood.

When a speaker, usually a non-native speaker, needs to understand a message better, they commonly use negotiations of meaning, confirmation checks, comprehension checks, and clarification requests in interactions. Sometimes, participants interrupt the conversation to understand themselves better (Gass & Selinker as cited in Zhang 2009).

Another essential concept is the output, it was traditionally considered as just a production of what had been previously learned, but it must be recognized as a crucial part of second language acquisition because, according to Swain in Zhang, there is no better way to confirm a person’s knowledge than when it is used constructively, in the specific case of language

learning by just getting a simple idea across a student might modify his utterances or even try out forms that he or she had not used before.

Since we started a class as teachers, we began interacting with students. We are most likely the first source of input they have. That is why it is essential to talk in English to the extent possible. Maybe not the explanation of a complex topic but a routine conversation that can be associated with a daily repetition in which the student can infer meaning or work out simple instructions.

Learning a second language is considered to be a process of acquiring new linguistic habits different from those of the first language. The belief that a connection could be traced between second language learners' errors and their first language led to the Contrastive Analysis Hypothesis. The strong version of Contrastive Analysis held that learners' difficulties and errors in the process of acquiring a second language could be predicted and accounted for by conducting an analysis of the learners' knowledge of the first and second language.

1.02.4 Kolb's Experimental learning model

As we have previously discussed, a key feature in Krashen's Monitor model, now we can discuss another by Kolb, which is the Experimental learning Model that comes from constructivist and socio-cultural principles.

This Experimental perspective comes directly from the work of Dewey, Lewin, and Piaget and emphasizes the student's experience's central role in the learning process. What I mean by this is that, according to Kolb, knowledge is constantly derived and tested in the experiences of the learner (Kolb, 1984). Moreover, it is divided into four stages: the concrete experience, observations and reflections, formations of abstract concepts and generalizations, and testing implications.

According to constructivism, students' participation and involvement in the activities and collaboration is at the center, and the teacher's role becomes more like an advisor or facilitator in class. Learning is the construction and discovery of knowledge rather than the one-way

instruction from the teacher to the student. This can also be labeled as a communicative approach (Woolfolk in Yambi)

In this vein, in the communicative approach, according to Lewis and Hill (1992), teachers need to emphasize that language is not used in a vacuum. Instead, it focuses on the communication medium. This approach allows the learner to engage in the task actively and moves him or her toward a natural world environment. The target language is not used for its own sake; it is always used for a purpose or a task which makes the activity authentically communicative. This is why task-based learning is often linked as a vital part of the communicative approach. It takes a crucial part in the communicative teaching process.

1.02.5 Direct method

A method that replies to these approaches previously mentioned is The Direct Method. Which imitates a naturalistic approach and relies on how the children learn the first language without explaining grammatical points and using only the target language. An objective of this method is to comprehend the listening and speaking and not the translation (Tomic and Kigma in Yambi)

1.02.6 Communicative language teaching

It primarily works with the expression of communication functions rather than grammar. It is not recommended coming from this approach to explain grammar characteristics. Students use English to accomplish a goal in class or use it by sending a message across or completing a task in the target language. For example, a student described his house in class, but in class, we never brought the word “adjectives.” We can sometimes see this when they ask permission to go to the bathroom. First-grade students may not know all the words or an interrogative sentence instruction. Nevertheless, they use the target language in a practical way to ask for permission in a second language in an actual situation to gain something in return.

1.02.7 Language skills

Another essential part in language acquisition are language skills. They should not be used in isolation. Depending on the school and the student's level, we might find some students interacting with each other or the teacher and having a short conversation in the target language. When we start a class with the instructions or even the greetings in the classroom, we are already working on listening and speaking skills.

According to Chaney (1998), Speaking is the process of building and sharing meaning with verbal and non-verbal symbols in different contexts. We are learning which exercises are more suitable for learners and how to improve this skill in class. A speaking production technique at the end of the class is a faster way to evaluate the student's progress. That is probably why speaking skills are the most valuable and often the most difficult to improve. In this vein, Speaking is the perfect skill to assess the class objectives through oral practice for learning grammar or structured interactions.

Dechant established that reading represents a text concerning our experiences and knowledge. It is also a synthesis of word recognition and comprehension, being this last one the essence of it (1991). The comprehension process depends mainly on the top-down, the bottom, and the combination of both.

Dechant also mentioned that the bottom-up approach starts its focus on the minimal structure, from letters to words, and then goes into sentences. It can also work with affixes and little structures to minutely go into bigger ones. The opposite occurs in the top-down approach, which searches for meaning by selectively confirming or rejecting predictions made by the reader. In other words, reading is an interactive process that involves the author, the text, and the reader.

The other part is writing. We can look at it as a product to focus on standard text units or grammatical features. It can also be selecting, developing, arranging, and expressing ideas. In this view, learning to write in second language building blocks of texts, words, clauses, and sentences structured according to a system of rules (Hyland, 2003). The two skills complement each other and are the most difficult to obtain in a first and second language.

Finally, the last skill to mention is listening. It is difficult for students to understand the whole message. To help it develop, we must realize two processes: the processing of sound, which helps to understand sentence boundaries, intonation, and changes in pitch. And the processing of meaning that allows the student to organize the message into meaningful sections identify the redundant material and make predictions on what the speaker might say. (Fang, 2008)

When improving students' skills through teaching is vital for teachers to consider these concepts from Kolker (2008). The first one is **background knowledge**, as in any other class is critical to start with previous knowledge and experiences associated with the topic.

Previewing activities help students anticipate the content and prepare them for the listening exercise. It also allows students to make connections (advance organizer) from previous experiences and the new information. It is also essential to provide students with visual aids, sound effects, and other materials that help them understand the audio. Teachers could do these activities in a pre-listening scenario (**meaning support**).

On post-listening activities, students can recall information from the listening by writing as much as they can remember. Teachers can also help students to comprehend better by guiding them with a question that identifies essential information in the track. The **questions** can be to **recall** information, basically to repeat a phrase or words listened to in the audio, or an **inference question** that forces students to link information in the audio and with experience to answer correctly.

There are also interactive and no interactive listening situations. As its names point out, interactive activities are face-to-face conversations. A noninteractive is the usual activity we might have in class in which the teacher shares audio for students to complete an activity.

1.02.8 Vocabulary

When we come upon teaching vocabulary, we must be careful planning our reading activities. Asking our students to use context to find the meaning of new words is risky. It is not easy for students to grab the meaning via the context. We must be specific and use local and global clues meticulously to help students find the meaning using the other words in a text. Sometimes they might mistakenly guess wrong meanings, or they may not guess at all.

In the complex nature of vocabulary (Schmitt, 2000), words are not instantaneously acquired. Furthermore, they are gradually learned over a period of time from numerous exposures. If we recognize a word in a text, that does not mean we can use it in a conversation. This shows that there are different degrees of knowing a word.

Vocabulary can be presented through visuals, making it easier for students to understand the meaning. They are shown the form and use of the words in real and exciting topics as they practice in a controlled and more accessible way.

1.02.9 Roles

Teacher-student roles are relatively fixed, and they are seen to have three main characteristics. Firstly, they involve different levels of responsibility. Secondly, they also involve different kinds of relationships and different patterns of interaction and communication. Finally, they involve a different power relationship that can affect the class interaction and achievement of goals. (Ellis and McClintock in Richards and Lockhart 1996)

Different types of motivation in my students

According to Gardner, motivation includes effort, desire, and positive affect. He explains that the desire comes from wanting to achieve a goal. He mentions two orientations, the first one being a positive attitude towards the second language community (integrative) and the second one focusing on a more pragmatic point of view by the learner. This means achieving his or her goal to get something in return like a better job or degree. (Lay 2013)

1.02.10 Motivation

According to Rebeca Oxford, as cited in Lin (2008), one of the biggest influences in the language learning process. The students' attitude in class that modify it in such a way that it can improve or diminish the class for everyone, especially with first and second graders. From my experience working with elementary students, I could not agree more. I could better understand and appreciate the affective side of the learner.

Furthermore, according to the age of the students as teachers we can choose the theory that best fits our classes. Of course, this was previously pointed out by Krashen in the 80s which was part of the five Acquisition learning hypotheses we have reviewed during this course. There were and are some other authors who mention the emotions, motivation, self-esteem and anxiety.

As another example, Gardner describes three elements, effort, desire and positive effect, which can be easily applied to older students. Due to their interests like getting a better job or obtaining a degree, they can have a good motivation to engage with the English classes (Lai, 2013).

Now I'm more interested about the guidance different methods can give us and apply them, when possible, in my classes. Knowing the theory behind our lessons gives us a better idea of our objectives in the classroom and in our professional development. Understanding all of these theories and knowledge is vital for teachers to keep them from doing a regular mechanical job without the gist of teaching.

1.02.11 Evaluation

The word test has a different connotation for teachers. For some, it might be mistrust around them. For others may not be an accurate tool to evaluate. However, one true thing about them is that every teacher uses them. They are a necessary tool to measure students' and teachers' strengths, weaknesses, progress and have evidence and feedback of those measurements. Such an important tool can be helpful or harmful depending on the teacher's use.

There are different stages of the course in which students are tested and get feedback from teachers. At the beginning with an initial assessment, a formative assessment throughout the course to check students' progress and a summative assessment to identify what students can do at the end of the course. Depending on the feedback a vital part should always be reinforcing students' learning. For them to be aware of their progress and also evaluating the teachers work. (Lázaro & Universidad de Alcalá, 2010)

1.02.12 Backwash effect

The anxiety that a test can generate can have an effect in classes. Depending on the test, it can be harmful or beneficial. If a test is really important, its preparation for it can lessons' activities. If the test content and testing techniques are at variance with the objectives of the course, there is likely to be harmful. An example of this would be if the skill of writing, for example, is tested only by multiple choice items, then there is great pressure to practice such items rather than practice the skill of writing itself. This is clearly undesirable. However, it can also be positively beneficial. If the test was to be administered at the end of an intensive year of English study and would be used to determine which students would be allowed to go on to their undergraduate courses and which would have to leave the university. A test was devised which was based directly on an analysis of the English language needs, and which included tasks as similar as possible to those which they would have to perform later in real life situations. Like if they could become college students, they should be tested on reading textbook materials, taking notes during lectures and so on. (Hughes, 2003)

Nowadays, many testers believe it is easier to gain acceptance for a test that appears to test real-life skills than those which use formats such as cloze, which are not seen outside the test itself. Employing tasks that the testees might recognize also makes it easier to explain and justify the test. (Miyata-Boddy & Langham, 2000) "Reliability, while important, will be subordinate to face validity."

Tests of communicative spoken ability should have specific characteristics. They should reflect ordinary spoken discourse and give the candidate chances to initiate. There should also be an element of unpredictability.

The final aspect of communicative language testing we would like to address is that of assessment. Communicative tests should be assessed qualitatively rather than quantitatively

1.02.13 Rubrics

These are tools that help teachers come to similar conclusions about the construction of higher-level conceptual knowledge, performance skills, and attitudes. Rubrics are designed to help instructors measure the ability to use and apply factual, conceptual, procedural, and metacognitive knowledge. (Bargainnier & The Pennsylvania State University, 2003) Cognitive

learning theory and its constructivist approach to knowledge suggest looking not for what students can repeat or mimic but for what they can generate, demonstrate, and exhibit.

Each teacher must adapt their rubric according to his or her students. The following attributes of a quality rubric can help to assess the quality of the rubric itself (Arter and McTighe in Bargainnier & The Pennsylvania State University)

The rubric must be rich in descriptive language. Students and teachers need to understand the definitions and indicators to improve learning. A rubric should always describe the different performance levels in real, qualitative terms in each descriptor. The descriptors that differentiate quality should be user-friendly to students.

It should focus on the positive attainment of the desired performance. Another critical consideration when assessing rubrics is using positive language when describing the performance levels.

Differentiation of performance, product, and effort The rubric should measure the desired performance. This requires obvious and specific performance criteria and visual descriptors at each level of performance. One should not confuse effort or product with actual performance.

A valid rubric measures vital aspects central to the quality of performance. It must have universal validity and reliability. A reliable rubric yields consistent results for different users. Reliability is increased by using rich, descriptive language. A rubric should also be fair to all students.

2.0 Methodology and Practice

2.01 A practical and useful lesson plan

1. Lesson plan identification cell.	
Author	David Alejandro Silva Monroy
	6 th grade Elementary
Title of your Lesson plan	Discrimination and Rights in South Africa
Learning Objectives of the plan/Competency	<p>Consolidate and practice language used to express reactions to imaginary situations.</p> <p>Review and use language to highlight the receiver of an action in the past</p> <p>Raise awareness of human rights</p> <p>Developing an understanding of reading comprehension strategies</p>
Communicative skill considered	Listening/Speaking/Writing/Reading.
State of the following options	Recycling topic
Functions	<p>Talking about hypothetical situations</p> <p>Talking about obligation and permission</p> <p>Making a brochure</p> <p>Writing a biography</p>
Main Grammar structure	<p>Review second Conditional</p> <p>Past simple passive</p>
Other Grammarstructures	
Brief description of the plan	We will raise awareness in human right specifically in children by addressing the situation lived by South Africans through the apartheid period. This will be done with the second conditional and the past passive voice grammatical structures and by reinforcing the vocabulary reviewed at the beginning of the unit and developing reading comprehension strategies.
Hours of the plan implementation	3 hours and 20 minutes -
Number of sessions	3 sessions. 2 of 50 minutes each and one of 1 hour and 40 minutes

Contents required for the lesson	Student's Book pages: 109, 111, 112 and 113 Audio track 77 and 78 Students book 6 th grade Topics: Discrimination, Nelson Mandela and Children Rights White paper (sheets)
Link of the content	The pictures of the material are in the Appendix For the name wheel to select randomly students in class: https://wheelofnames.com/es/ Trevor Noah's video about his childhood years in South Africa https://www.youtube.com/watch?v=1s5iz6ml-qA
EEAILE tutor on line	Rocío Salgado Perea

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students' activities	Session number
Activation to activate prior knowledge, create a context and motivate students for the lesson	<p>Teacher will elicit answers for the following questions to start the class.</p> <ul style="list-style-type: none"> • What is the name of the unit we are currently working in? • What topics are mostly discussed in this unit? • Which grammar topic are we reviewing? <p>Then teacher will write the date, the main topic and the class activities for the day. Teacher</p>	Students greet the teacher and Answer teacher questions, participate by giving opinion of the topics we're working in in this Unit 8.	01

	<p>will give time for students to ask questions or express their opinion if needed.</p> <p>Session 2 Warm up: Who is Nelson Mandela? Write three columns on the board with the headings: What I know, What I Wonder and What I wish to know. Above these categories write the name of Nelson Mandela and ask students What they know about him. Brainstorm ideas to fill in the table. Tell the class that throughout the lesson we will confirm together if what they know is correct and you will also get some of the information for the second and third columns.</p>	<p>Students will share what they know about him and they what to know</p>	<p>02</p>
<p>Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]</p>	<p>Teacher will draw student attention toward the objective of each class, sharing the Brochure as a final product to motivate and give an example for students to with the topics that we will elaborate through the next two days. Teacher will ask for questions or comments and proceed with the class,</p>	<p>Students read the objectives of each lesson that are at the top of the pages and look closely at the brochure the of the lesson, clear doubts if needed and express opinions.</p>	

Communicativeskillsdevelopment

Listening					
Step of the lesson	Teacher Activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	Teacher asks students to elicit and shared opinions as a group about moods and feeling approaching different hypothetical situations for students to reflect on, examples: How would you feel if you lost your most precious possession? How would you feel if you watch a horror movie?	Students will end some hypothetical situations shared by the teachers mostly by predictions.	Classroom computer, name wheel Virtual book Thumb's up Student's Book 6 th , name wheel, whiteboard, teachers Thumb's up Book 6 th grade.	01	
Vocabulary introduction	Teacher will elicit from students by sharing a Power Point (see appendix 1) presentation with pictures that represent different feelings and moods. Teacher will elicit from students the Vocabulary about feelings and moods: annoyed, happy, delighted, stressed, shocked, proud, upset, confused, and guilty. that they'll use in the first exercise: "How would you feel	Students will participate by sharing different words related to feelings and moods. Students will answer the first question as a group, then continue with the exercise 1(see appendix 2) individually			Traditional Formative assessment after students' complete exercise 1 questionnaire exercise 1 appendix 2

	<p>if..." (see appendix 2).</p> <p>Teacher will divide the whiteboard in negative and positive feelings students may share. Then, the teacher will write and with student's help classify them as a group.</p> <p>After that, the Teacher will share the beginning of a situation: <i>If I won the lottery, I would...</i></p> <p>Then, teacher asks students to open the "Thumb's up Student's Book 6th" on page 109. (Appendix 2)</p> <p>Teacher will ask a student to start reading the exercise 1, Next, he will elicit from students the answers for the first question in the Questionnaire using the Name wheel which is already set on the classroom computer.</p> <p>Then, T will give students time (approximately 5 to 10 minutes) to complete the exercise individually, while monitoring and helping them if needed.</p>	<p>Students to complete it with their opinions</p> <p>Some Students will read aloud instructions and some sentences to complete them as examples.</p> <p>Students will start with the activity individually and try to finish it under 10 minutes.</p>			
--	--	--	--	--	--

Pre-listening activity	Before the listening teacher will have students read the table and predict the kind of information they will be listening for.	Students will participate and share their thought about what they might listen			
While listening activity	Teacher Play track 77. Students listen and complete the table.	Students will Listen to the advertisement and complete the table (track 77) (See appendix 3)			
Post-listening activity (speaking)	Teacher will start a discussion about Oscuro: and ask students: Is there anything strange about what they do? Do you like their ideas? Why or why not? Do you think this is the perfect place? Teacher will tell students that there is not such Island like Oscuro, but that there have been places and groups of people with similar ideas and practices.	Student's will share their opinions and thought about by answering the questions			Student's participation In the formative assessment exercise see appendix 2

<p>2nd practice or Social</p>	<p>Teacher will ask student to play consequences section 8A in their STUDENT'S RESOURCE BOOK. (See Appendix 4)</p> <p>Then, teacher will ask a student to read the first card and explain that they need to complete with their own ideas.</p> <p>Teacher will use the first one as an example to elicit answers from students. next, teacher will Divide the class into groups of three. Set a time limit of 10 minutes and have students brainstorm and write as many possible answers to the questions as they can in their notebook.</p> <p>Finally for this activity Teacher will ask to attach in the same notebook page the cutouts giving another 10 minutes to finish.</p>	<p>Students will brainstorm answer for the first card as an example:</p> <p>“We would get into trouble. It would be very embarrassing. We wouldn't have to talk. We wouldn't have any secrets or surprises.”</p> <p>Students will work in Groups then report their ideas after the 10 minutes the end of the time.</p> <p>Students then glue their cards into their notebooks and write the favorite responses for each one.</p>			<p>Students complete each card sentence in their notebook.</p>
-------------------------------	---	--	--	--	--

GrammarFocus	Have a volunteer read the example in the rule of thumb box. ask Is the past simple used because the action happened in the past? (No, it is used to indicate a hypothetical situation.) How do we indicate a reaction to a hypothetical situation? (We use good + infinitive.)	students write three of their answer to the questionnaire in their notebooks.			
Summary Do a “consequence quiz”	<p>Teacher will share sheets of paper ask students to write the first part of 3 sentences in second conditional with a partner and interchange them with another pair of students to complete them.</p> <p>Teacher will ask some students to share their answers and review with the class</p> <p>Teacher will keep the sheets of paper and evaluate them</p>	<p>In pairs, students write second-conditional sentences for their partners to complete examples: if I have no friends, I would feel _____.</p> <p>Volunteers read their sentences to the class to share what they wrote</p> <p>Student will give their papers at the end of the class to the teacher</p>	8 sheets of paper		Students will answer the Consequences quiz

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher asks students to continue on page 111 (See appendix 2 second page) in the same book student's book	Brainstorm ideas to fill in the table. Student will share their previous knowledge about the topic	whiteboard	02	
Activity 1	Teacher will ask students to read and complete the quote with their own idea. Teacher will Present a video of Trevor Noah a news TV host from south Africa who visits his grandma to talk about her life and Trevor's memories to introduce the topic for students. reproduce the video from 4:15 – 6:20. At the end of the video teacher will ask if there are questions for students. talk about some of the important point students might find interesting and play it again.	Students will complete the quote in their books Students will watch a video fragment and ask questions about it if needed	Classroom computer TV screen video https://www.youtube.com/watch?v=1s5iz6ml-qA 4:15 – 6:20	02	

Pre listening activity	<p>Teacher will play once the second audio of the day in the second session about Mandela's life. (Track 78) to give opportunity to students to familiarized with it. at the end teacher will ask if the students have questions about the audio, what part they understood, Which part they didn't and if someone have comments about it.</p>	<p>Students will Listen and check the quote. And what they have written to correct it.</p> <p>Students will participate to discuss about the audio after the first listening</p>			
While listening	<p>Then, teacher will play it again and ask students to complete the timeline on page 111 (Track 78)</p>	<p>Students will listen again and complete the timeline. students to write the year next to each event.</p>			
Post listening activity	<p>After playing the track Have students read the timeline. Teacher will choose students using the name-wheel to provide the answers.</p> <p>Teacher will copy the</p>	<p>students check their answers in group and discuss the quote as a class.</p>			

GrammarFocus	<p>Language focus</p> <p>A volunteer reads the example in the Rule of Thumb box. Ask, does this sentence mean that Mandela performed the action or that the action was done to him? (It was done to him) underline the verb be in the past (was) and the past participle of the main verb (sent). Teacher will Elicit the passive sentences form the activity 1 and write them on the board.</p>	<p>Students are going to read, write and underline the verb be in the past (was) and the past participle of the main verb (sent). In their notebook. Share and analyze sentences with this structure as a group</p>			
Summary Nelson Mandela Summary	<p>Teacher will ask some students to share what they wrote and ask for opinions about Nelson Mandela</p> <p>Teacher will also ask if there are questions or comments about the topic.</p>	<p>Students will share what they have written to the class, ask questions and share opinions.</p>			<p>To share their summary of Nelson Mandela's life</p>

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity student will interact mostly as a whole class working with prediction and speculation	Teacher will make two lists in the whiteboard based on what students need and want.	Students read the items in the student's book on page 112 and participate with ideas to help the teacher classify them in NEEDS AND WANTS Then student will copy them in exercise one of the books.	Whiteboard Student's book 6 th grade	03	
Introductory Activity Fill in the gaps	2 Read and complete. Elicit or explain the meaning of human rights: in simple terms, they are things that everyone should have or be able to do. Explain unfamiliar vocabulary. Teacher will Ask some questions to motivate students to reflect about the reading and to ensure everyone is understanding the topic. When did the UN recognize the Convention on the Rights of the Child?	Read the article together. Explain unfamiliar vocabulary. Students will participate with opinions and thoughts waiting for their turn to do so.	Student's book		

	<p>What do the rights guarantee?</p> <p>Teacher will Have students read the words in the box. Then, as a class, read through the rights and, for each one, ask students to guess which word is appropriate and write it in.</p>	<p>Students will answer as a whole class the fill in the gaps exercise on page 112 in their student's book.</p>			
--	---	---	--	--	--

<p>Pre-Reading activity</p>	<p>Teacher will ask students to Look at the photos in activity 1 from page 113. "These Children's Lives" reading</p> <p>Teacher will work with the class speculating about the lives of each of the people in the pictures and ask them: "Where do you think they are from? Where do they live? What sort of family do they have? How old are they? What are their hobbies and interests?" To trigger their interest and motivate them to participate.</p>	<p>with the class and speculate about the lives of each of the people.</p>	<p>Students book</p>		
<p>Reading activity</p>	<p>Teacher will copy the following question in the whiteboard and ask students to copy in their notebook</p> <p>Where do they live? Do they have any brothers or sisters? What are their problems or challenges?</p>	<p>Students will copy the questions in their notebook</p> <p>Students will read and look for the answers in the reading answers</p>	<p>whiteboard notebook</p>		

	<p>Teacher will Tell students to answer the questions in their notebook after reading the text. Teacher will give them 15 minutes to finish the activity while monitoring their progress.</p>				<p>Finish the questions in their notebook.</p>
	<p>Class Activities. Teacher Have students form pairs and discuss the stories, Teacher will ask which right of the child is being neglected in each case?</p> <p>Teacher Have a volunteer read Sabina's example. Pairs discuss the rights of the other children and write sentences in their notebooks.</p>	<p>Students will Read and discuss the children's rights with a classmate checking their answers to the previous questions students will Volunteer in pairs to share their answers with the class.</p>			<p>Students' participation</p>

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1 st practice Preparing brochure	<p>Teacher asks students to Design a brochure and let them choose from three topics: Children's rights Children needs and wants Discrimination in South Africa:</p> <p>Teacher will Divide the class into 7 teams. Mostly pairs. And explain that they are going to create a brochure stating the topics previously mentioned. Teacher will then, distribute the paper, explaining that groups are going to fold and join their papers to make a class brochure.</p> <p>While working Teacher will ask students to share some of their ideas to help other students that might find difficult to elaborate their brochure</p>	<p>Present their brochure to the class</p> <p>Students will work in teams and prepare their brochures, using their ideas from the previous pages and the pictures as a model.</p> <p>More Rights Ask groups to brainstorm the rights of other groups of people, such as the elderly or the disabled.</p> <p>Students will do the brochures with the material available with teachers and classmates help</p>	<p>15 sheets of paper, markers, colors, cutouts from magazines, images. (Every material is already available in the classroom) Whiteboard Classroom TV Screen</p>	03	The brochure from each student and their presentation according to the rubric.

<p>2nd practice interaction</p>	<p>Teacher will monitor their work and give them 30 minutes to finish</p> <p>After the time limit Teacher will ask student to share their brochure and explain their ideas, important aspects.</p> <p>The teacher will take a picture of the brochure from each student presenting to share it through the TV for their classmates to see the work better.</p> <p>After their presentations the Teacher gives students feedback about the mistakes detected in their presentations by inviting some of their classmates to comment maintaining a respectful environment.</p> <p>Teacher and classmates' observations may be related to vocabulary, pronunciation, structure, etc.</p> <p>Teacher will ensure to</p>	<p>Students will present their finish product to the class talking what the might found most important or interesting in the sessions from Unit 8</p> <p>Student might help with some feedback or questions for their classmates.</p>			
--	---	---	--	--	--

	lead students into detecting & correcting their mistakes by themselves. Using hints and writing some of the incorrect structure or spelling in the whiteboard. Motivating them with extra point always the first opportunity to the student presenting.				
--	---	--	--	--	--

2.01.1 Lesson Plan Description and Analysis

- **Class setting**

For this project, the school selected is in Coyoacan, Mexico City. It is a private college for middle-class families, and students have one hour and forty minutes of English daily. For this assignment, sixth-grade contents have been the most suitable to exemplify the contents reviewed throughout the specialization.

It is essential to mention that, like many schools worldwide, we have worked online. The school has provided a platform which is Microsoft Teams. Through this tool, we gave our classes. Since the last school year, the community has adapted to this new way of teaching at the primary school level. So far, the students have their own devices and have learned to use the different software available in online classes.

For that matter it has not been easy going back to school after working online with students. The interactions change, especially without the tools and the parents' disposition towards learning in-house. Students got used to this support and some parents indirectly de-motivate students' learning by not encouraging them to finish the activities or not avoiding any distractions in virtual classes for them. Now that we have to attend class in a classroom, settling into the new rules and paying attention in class has been challenging and stressful for students.

- **Lesson plan description and analysis**

For the first part of my lesson plan. I highlighted some of the essential components in the sessions. I will start with the number of sessions I have in this final project. We have three sessions of 2 or 50 minutes and one session of 1 hour and 40 minutes. These sessions covered all the communicative skills, but I mainly focused on the listening skill because, through the three sessions, students had the opportunity to listen to the audio before different textbook activities. We review two grammar structures, the most important one being 2nd conditional on examining the function of talking about hypothetical situations and how they can express their reactions to imaginary circumstances. These lessons also raised awareness of human rights talking with students about discrimination, inequality, and how people fought against the apartheid in South Africa, we also spoke about Nelson Mandela and reviewed the children's rights.

The project will start with a listening lesson located on the second page of this unit (see appendix 2), in which the grammar focus will be second conditional, working primarily with the listening skill throughout the lessons. Besides the usual material in class which shows the grammatical patterns for students to recognize in the lesson, we have another option that focuses on real-world listening situations; we must include activities with social purposes to improve students' understanding and give them practice in the target language as close as a native speaker does.

With these materials, students can focus more on slang, reduced forms, abbreviations, and a natural rate of delivery and intonation, to name a few. Fortunately, the textbook I'm using has listening exercises that addresses that colloquial language feature. (Ross)

It is also important to have boundaries when we select authentic material. We must be careful not to choose audios with too many grammatical structures or vocabulary. Try to keep it short and the track must-have elements and an appropriate topic for our student's English level.

Then, the second lesson will focus on the writing skill in which the product should be a Nelson Mandela biography written by students. coming from a listening with the same characteristics, students will identify the key elements to make a basic text about Nelson Mandela's life.

Finally for the third and fourth lessons are focused mainly on reading and speaking in which the final product is the development of a brochure about the content in the previous lessons. The intention behind this brochure is to encourage students to revisit the unit's content and choose which topic they want to develop. Here the objective is to put the student at the center of the class and have them decide, making them active learners by choosing among the topics and reviewing the content seen in during the sessions.

Throughout the sessions students have the opportunity to participate through the speaking skill, when they answer or ask about the unit gives the teacher the opportunity to have feedback if the lesson is understood, if some words are mispronounced. If they are using some of the vocabulary words in this unit and if there is a topic they haven't fully understood.

Not all the students like to participate that s way is important to have different ways to evaluate them through different skills in each lesson. For some students is easy to make a

written assignment while for others is easier to talk and participate throughout the class.

Class Material Analysis

The variety of language taught in this school is British English since we have our books from Richmond's publisher. The reason behind choosing this publisher to work with was the number of hours teachers have with students and how the book package accommodates to the necessities of the students' English level.

The content of the teacher's book, specifically the course features, are essential to describe the structure. The book package works with eight topic-based units, every unit is divided into Vocabulary, Grammar, Content Language Integrated Learning (CLIL), Phonics, Pronunciation, Reading, Listening, Speaking, and Writing lessons. (Maness, 2017) The two textbook lessons are in the last unit, "A Better Future" the first page of each unit is always a vocabulary lesson, and the second is for grammar.

Authentic Materials for Listening Comprehension

Since most of the material is listening. Here we reflect on the usage of this material in class which shows grammatical patterns for students to recognize in the lesson, the listening exercises from the book with the complementation on the video showed (See appendix 6) focuses on real-world listening situations; for lesson one we have an advertisement, for lesson two we have a biography and for the third lesson we have a family interview. The book includes in this last unit activities with social purposes to improve students' understanding and give them practice the target language as close as a native speaker does.

Fortunately, these listening exercises address the colloquial language feature. And students can listen slang, reduced forms, abbreviations, and a natural rate of delivery and intonation, to name a few. It is also important to have boundaries when we select authentic material. We must be careful not to choose audios with too many grammatical structures or vocabulary. Try to keep it short and the track must-have elements and an appropriate topic for our student's English level. (Ross, 2007)

Intercultural component

Since the beginning of Unit 8, "A Better Future," students have been presented with the vocabulary about discrimination, rights, unfairness, and inequality and how people

fight against it, specifically in the South African context. They have become familiar with the apartheid system and, how their culture dealt with it, who Nelson Mandela was for them and the world. His contributions were transcendental for so many of us in a globalized society that we have to acknowledge them and encourage them to maintain a culture without this kind of behavior among us. As a side effect in the previous classes, we have transferred these problems into our culture. Students have shared experiences where they felt discriminated against or a family member who has lived a similar situation and shared it in class. These topics have allowed the students to reflect on how they talk about different groups of people and evaluate their interactions inside and outside school.

In the class students have different opportunities in which they perceive different scenarios in the country of South Africa by audios, videos and reading that include an exercise to invite them to reflect in some problems that societies face at different proportions.

2.02 Designing of necessary tools to assess / test the progress of students

The book pages have Formative assessment exercises that are practical for teachers since evaluating does not take too much time. It helps the students and teachers to have a parameter for the progress in the lesson. Furthermore, it reinforces students' ability to participate in class based on what they have written in each exercise.

During the course, students are exposed to a series of formative assessments in each lesson. Throughout the units, we have encountered multiple-choice, true, or false, fill-in-the-blanks exercises placed after the activities to assess students in a particular skill.

In grammar students had to answer a questionnaire using the second conditional structure. They also had to answer with their participation by sharing their solution in second conditional after a listening

In vocabulary we have a fill-in-the-gaps exercise that they had to complete

Taking into consideration that the course is already prepared with its evaluation forms. I decided instead to do a brochure with the topic seen in these classes. For this task I prepared a rubric based on the theory previously mentioned that allow me to measure students' knowledge gain after the classes. As a production that students made in teams, I should mention that it was individually evaluated.

From the feedback students give during the sessions the brochure activity must have more importance because it was the most attractive for them and it was the last one in the given topics. Moreover, in this last activity it is possible to evaluate writing and speaking with using rubrics. One important feature in this final activity was to focus on the process besides the final product. The way they return to the book for further information about the topic or by asking about the topic to their classmates and teacher using the target language was in a way more meaningful than the other planned activities the book offers.

Another reason behind this activity is that by focusing on it, students will get a beneficial backwash preparing explain a topic of their interest, by asking for information as they would do in a real situation and having short conversations about the topics previously reviewed in class. Here I share the rubrics based on the points previously mention to evaluate writing and speaking skills.

Making A Brochure : Children needs

Teacher Name: Mr. Silva

Student Name: _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Oral Presentation Rubric : Children's Rights

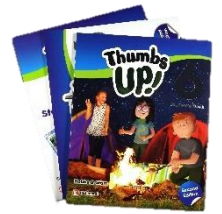
Teacher Name: **Mr. Silva**

Student Name: _____

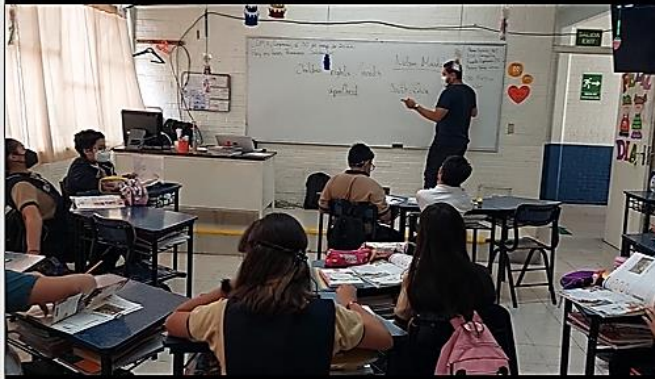
CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

2.03 Attached Evidence

The material we used in the school it's from Richmond, and its book package is called thumbs up.



The book package is divided into eight units. We worked on the last one, which is called "A Better Future," though my students engaged more with South Africa since we reviewed some of its culture and history, and it was easier for them to associate the country with the Unit. We have one hour and 40 minutes each day for English class.



WARM UP CLASS PICTURE

Before starting my sessions for this project, I always do an introduction lesson in each Unit. Here my students had the vocabulary and the unit presentation in which they had the opportunity to review the pages, some of the pictures, content, and the most important concepts for them. for to active prior knowledge I started to ask them the key concepts they have seen in the previous class. since the activation stage students had the opportunity participate by sharing what they remember from the Unit introduction I will start by sharing with you the warm-up of the first session in which some vocabulary from the Unit's introductions was elicited from students. We activated prior knowledge and prepared students for the listening they had to do on the textbook page.

For the part of the listening session which I started with I briefly share with students a picture that helped me elicit vocabulary that will help them answer the first exercise To start this page, they practiced talking about feelings and moods to complete the first exercise in yellow.

Feelings and Moods



How would you feel if...

1. you lost your most precious possession?

2. you were late for school for the third day in a row?

3. you watched a really terrifying horror movie?

4. you had an argument with your best friend?

5. you received an unexpected package?

6. nobody wanted to be your friend?

Then, they had to do the listening activity, which was from an island that segregated people based on their color of there and finally, in the last exercise from this page, they have to have to complete the last activity, which was coming with different answers for the beginnings of the sentences they had in second conditional.

Oscuro: The Perfect Place

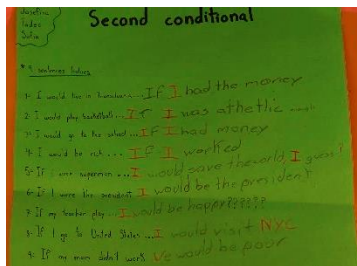
Geography	
Population	
Dark-haired People	___ % of the population
Privileges (dark-haired people only)	

Imagine you lived on Oscuro, but you had fair hair!

How would you feel if...
 you couldn't use the same water fountain as dark-haired people?
 you had to sit in a section of the restaurant for fair-haired people only?

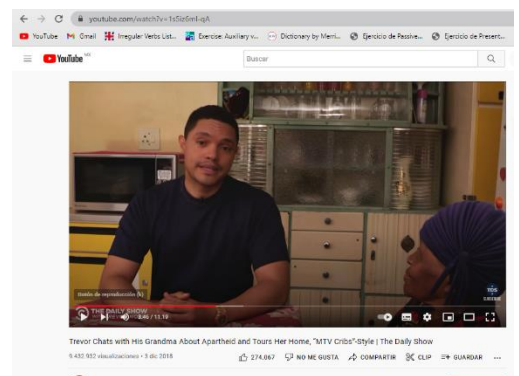
What would you do if...
 a dark-haired person stopped you from entering a movie theater?
 you and your friends couldn't use the nicest beaches?

What would you say if...
 a dark-haired bus driver didn't let you get on a bus?
 a dark-haired person asked to be your friend?




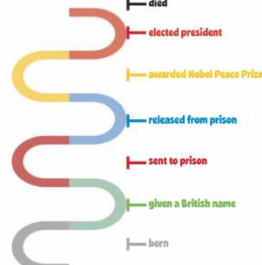
We finished this lesson by giving an activity similar to one of the textbooks in which different teams had to develop the first part of a second conditional sentence. The other team had to complete it using the grammar structure correctly. here you can see an example of this activity

For the 2nd session, I started the activity by showing them a fragment of a video from a famous TV host in the United States that was born and raised in South Africa during the apartheid. Students listened to a conversation between the TV host and his grandma about how they struggled in his childhood and shared some experiences during the apartheid in South Africa. Also, they mention how important Nelson Mandela was for changing the system and fighting for rights and equality. I must say that I had to stop the video three times to make sure my students understood the video and the context. I did it by asking them about the video and ensuring that they could know by listening to their opinions.




After the video, we listened to the most critical events in Nelson Mandela's life and used them as a scaffolding for the writing activity. I had planned to do this activity in the notebook, but after listening to my students' opinions, we decided to do it in the book. Here is an example of this exercise we complete in class.

• Listen and check the quote. Then listen again and complete the timeline.  73



- died
- elected president
- awarded Nobel Peace Prize
- released from prison
- sent to prison
- given a British name
- born

Nelson Mandela: Man of Freedom



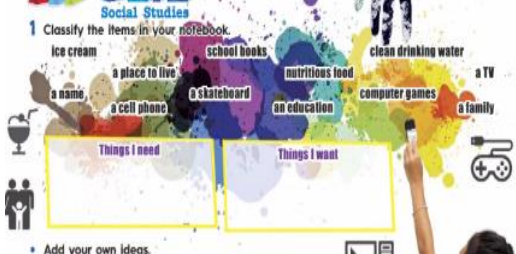
Rule of Thumb
He was sent to prison in 1962.



Finally, here comes the third session that we started with the warm-up of the 1st activity, which was to acknowledge the differences between the needs and wants of children, and in that way, it was an introduction to the children's rights fill in the gaps exercise they completed it with ease and familiar vocabulary.

Social Studies


1 Classify the items in your notebook.



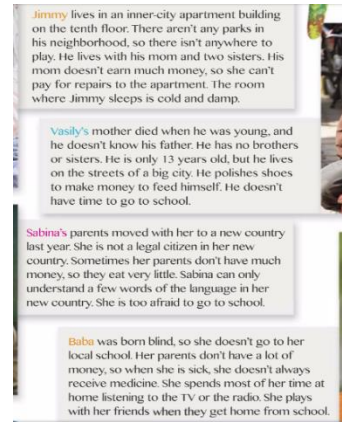
• Add your own ideas.

All children have the right...

1. to be taken care of by their parents or members of their _____.
2. to be as _____ as possible and to get medicine when they are sick.
3. to go to school and receive a good _____.
4. to _____ and have time to rest and relax. Children should not be forced to work.
5. to receive _____ and be protected from abuse, exploitation and neglect.
6. to an _____, or a name and a nationality.
7. to give an opinion—but they also have to respect the opinions of their _____.
8. to have clean _____ and nutritious food.
9. to a decent _____ and shelter from heat and cold.



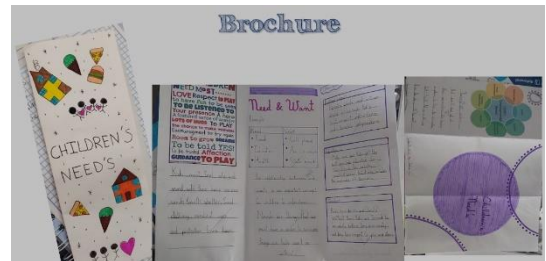
After that, we did the reading activity about difficult situations children worldwide have to face, which helped them prepare for the brochure they had to do at the end of the three sessions.



This last activity was the most meaningful for my students. The children's rights topic was the most common option. Here's some of the work they did throughout the session. This last activity was the most meaningful for my students.

The children's rights topic was the most common option. Here's some of the work they did throughout the session.

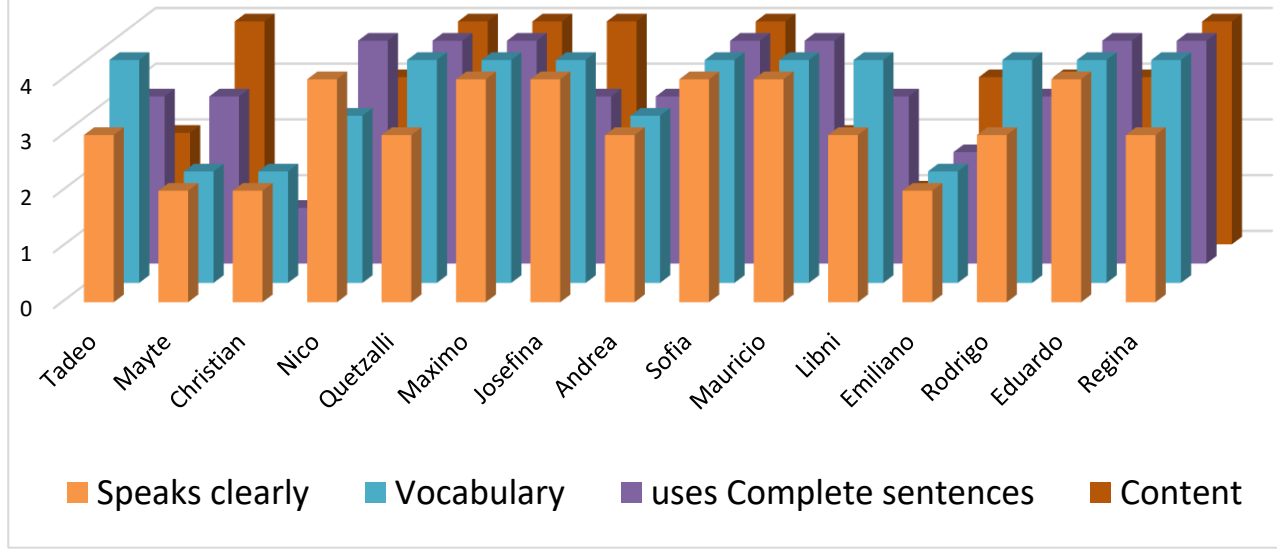
I decided to grade it with two rubrics. I divided it into the writing part, which was making the brochure, and the oral function, which was the presentation of this information. I must say here that some of my students decided to do it from the whole Unit not only about the children's rights and depending on their interests, but they also developed their work. Here is an example of one student's presentation.



2.04 Evidence of designed tools to assess

Part of the evaluation was the usage of a brochure to help students summarize the content reviewed in these sessions. Here we evaluate five categories speaking clearly which meant students were able to correctly pronounce the words they use to express their ideas, often use the correct structure to express their ideas avoiding confusion for the listener. On the side of the vocabulary the main goal was to use correctly the new vocabulary reviewed in this unit to express what they have written in the brochure

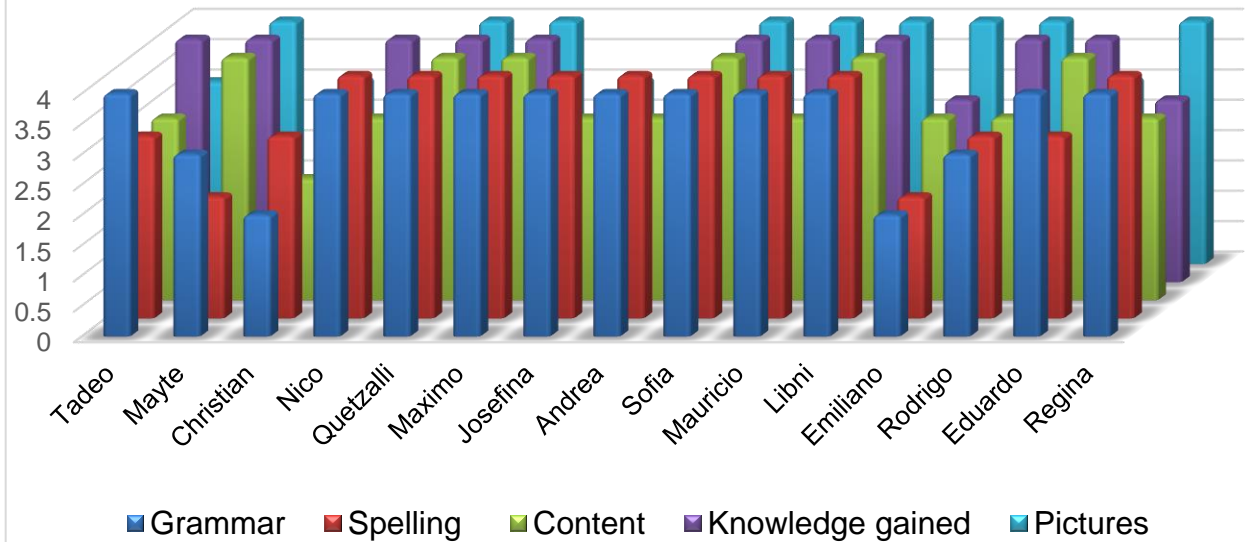
Oral Presentation Rubric Results



This graph shows the result of an oral presentation rubric applied to six-graders asking them to talk about what they have learned through the sessions for the vocabulary category students were asked to use words newly reviewed in this books' unit. Eighty percent of the students mentioned words like inequality, apartheid, injustice, unfair, rights, needs, wants, or neglect.

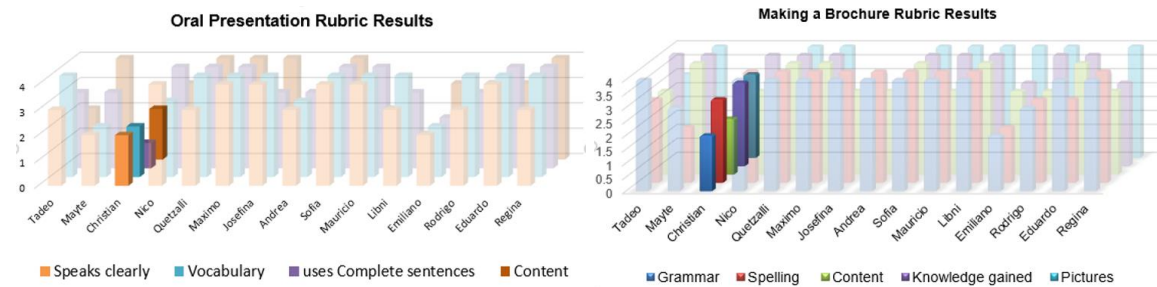
From the chart is clear that three of my students needed more help to accomplish one of the objectives which was using the new vocabulary to explain their ideas. This contrasts the other graphic that represents the writing and the procedure behind their oral presentations. For the total of my students writing and reading the material is not as hard as speaking. Also there is also a correlations within the results in the writing part of the activity and the speaking one.

Making a Brochure Rubric Results



It is also clear that there is a correlation between the making of the brochure and the oral presentation points out in specific students' results that shows, although the majority of my students did not have a difficulty presented while doing it, it is worth mentioning that some of them had help from classmates and me, while monitoring them it was difficult for them to select the ideas for the brochure, they had to ask for definitions and examples on how to express some of their ideas. This issue directly impacted in their oral presentation; the same difficulties were present when students wanted to practice for the oral presentations.

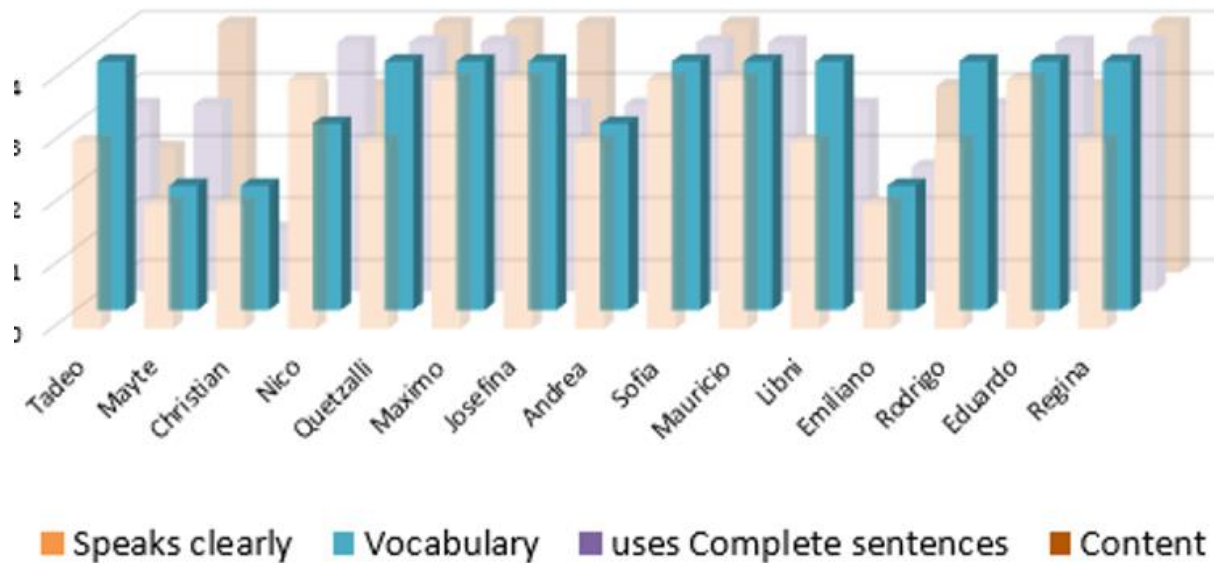
In one specific case the inconvenience was the student's attitude towards the topic, I try to change it and give him options from previous units to elaborate a brochure, but the same result was presented, the solution was working with another classmate through the whole process and by being in a team that he liked, he was able to produce the bare minimum to complete the task. Throughout his performance in class, I realized that giving a brochure made by me as an example could make him realize that the task was not that complicated as he thought in the first place.



As this student presented difficulties in grammar and vocabulary it is easy for him to give up before the activity. When he listened to the explanation he changed his attitude towards it, a possible solution to this was to accommodate the brochure by having a draft for him to follow the steps and presented him a less free activity by setting step by step procedure to complete a brochure with some examples and important definitions for the vocabulary I asked previously to use.

Most of the students did not struggle with the grammar structures to present their ideas in a written form. Having the book also helped them with a variety of ideas to use in their project. Having teams to make it was easy for me to monitor. As a teacher sometimes it is impossible to help everyone at once, having some students helping me in the questions they have was another opportunity for them to practice and reinforce the topics previously learned and a faster way to finish the product.

Oral Presentation Rubric Results



For the outcomes, 20% of my 15 students needed to reinforce their vocabulary. I decided after the sessions that I had to choose some easier words for my students so that they could understand the content better. Although the grammar structure was accomplished, some of the vocabulary wasn't. It is also essential to mention that an extra session was needed for them to complete the brochure activity. Only 4 of my students finished on time, so I had to give them another class to complete it.

2.05 Video

<https://drive.google.com/file/d/1SQQk474ksRF5WugfafGuvWkv3lrjil/view?usp=sharing>

- **Comments**

Making the video was helpful. The importance of reflecting on teaching is something learned after the specialization task. After watching the video, it was easy to identify the mistakes and modifications in the teaching process. Here are some of the crucial points to mention from the video.

3.0 Experience Report

The students reviewed and learned about South Africa, its location, and some of its history in previous classes. As mentioned earlier, working on this intercultural dimension enriches the class and raise their interest by not having only grammar exercise. It is crucial to mention that we start with the vocabulary introduction in every unit. Every teacher must know the students' interests and previous knowledge of the topic presented.

As the specialization started, I understood why most of the lessons in the books are ordered in a specific way. Following those steps has been more convenient, and since I know the reason behind each activity, it has been easier to teach it to my students. After the specialization for every lesson given, the activation of prior knowledge has been fundamental in my sessions.

3.01 Session 1

Once the context for the class was settled, it was essential to focus on working on motivating them to participate in the listening exercise. Students practice their listening skill by completing an audio activity. (See appendix 2)

In this session were three exercises in which the students needed to apply the moods and feelings vocabulary. The intention was to have an oral practice for the learning of grammar. After explaining and understanding the second conditional across the exercises, students participated in structured interactions. They were able to verbalize using this structure. This process is what Bygate (2003) classified as a skill-getting activity. Students modified the sentences, sharing their ideas for the situations exposed in the student's book. (see appendix 2)

By the end of the lesson, we focused on grammar which allowed students to work in pairs promoting peer-to-peer correction due to matching with a pair that targeted some students with lower English levels in class and that usually need help with grammar structures. It also encouraged students to develop improvised sentences that made them play with vocabulary (see appendix 6).

3.02 Session 2

I started with a video (see appendix 7) about a TV host who shared his childhood years in South Africa and how his family struggled throughout those difficult years.

I had to pause the video to grab their attention and help students who might find the video difficult to follow by eliciting from their classmates for comments to set the video context and help them understand the dialogue in the video. Helping my students understand the video took me more time than planned. So, I had to stop it after I thought that the introduction to the lesson was achieved.

Then, we discussed Nelson Mandela's life by reading and listening to his life story and making a summary using his most relevant achievements as a scaffolding for their writing. By monitoring them, I realized that it was easy for most of my students to complete the activity by having a timeline in the book.

In exercise one, due to the straightforward listening (see appendix 4), students understood the meaningful events in Nelson Mandela's life and managed to make a simple but objective biography. After observing them, I must say that throughout the topics like Nelson Mandela and later on in the children's rights, students became familiar with the new vocabulary and retained information from those tasks.

3.03 Session 3

Most of my students were already familiar with the topic for the last lesson and wanted to do the brochure. Most of them wanted to participate. They started to engage with the main topic. Children's rights were more accessible for them to develop. Nevertheless, for other students, it has not been easier. That is why the vocabulary in this session was indispensable to have a more accessible option to make the brochure activity. Using the whiteboard, I started the lesson by eliciting the difference between wants and needs.

Since some students needed vocabulary reinforcement, the activity allowed them to understand better with more accessible words that they could relate to daily life. Those words were on the same page and helped them develop the same topic with more manageable concepts.

After that, we began to read about difficult situations children experience around the globe while commenting about it as a group. This gave us the setup to do the activity of children's rights (see appendix 3). According to my students' feedback, this was one of the most accessible topics in the unit. After that, they completed the fill-in-the-gaps exercise.

Once the exercise was completed, we began with the pre-reading activity, which was to elicit opinions from my students regarding the pictures in the book, that helped us give context to the reading we were about to complete.

In the lesson plan, I set an activity to complete in the notebook regarding some questions that would help students understand the reading. However, since the students were more interested in completing the brochure activity, I had to modify the activity. I decided to do it as oral participation from different students sharing their opinions on the whiteboard questions. The students were motivated to participate since they wanted to start earlier the last activity

Finally, students were able to start making the brochure in teams by reviewing the material from previous sessions. They were eager to use colors and markers. Furthermore, share their format ideas for it. The teacher monitored and helped some students complete the activity by setting different vocabulary and a shorter text.

During class, we could not have time for students to make their presentations. We could not finish on time to present the projects, so an extra session was needed for them to finish, and more time was needed to do the presentations.

3.04 Opportunity areas and solutions in the lesson after watching the video

First, the teacher should decorate the classroom or add more English material on the walls for students to have visual input and vocabulary available for them to remember. Visuals are necessary to help students remember the topics we are reviewing.

In the first session, the teacher should have enhanced the vocabulary usage with the last exercise from the book, as observed in the video at minute 3:15. Although students did not use all the vocabulary from that lesson, they understood and correctly expressed their ideas using the second conditional structure. Students were apathetic in their answers, not using the vocabulary of moods

and feelings due to a lack of examples from the teacher.

Another problem in the planning of the class was the lack of time for the last activity. Students could not finish. They needed more time to look for the information. They also had to repeat some of their first tries to improve their material and presentation.

3.05 Follow up activities

Since we could not finish the brochures on time, we needed an extra class to finish and evaluate the speaking part of this activity.

Also, with the technology available, students got used to having some quizzes after the lessons, so they will complement the lesson activities by answering a “quizziz” from the platform site quizziz.com. This activity gives feedback to students in real-time. Since the pandemic, it has been attractive for students, allowing them to play along with an exercise to reinforce their learning. Virtual interaction motivates student participation in homework and extra activities.

4.0 Conclusions

4.01 Teaching English in Mexico.

As I approach the end of this specialization and this final project, considering the forums and the videoconferences, we have faced many challenges that ultimately have improved our way of teaching. Talking about my experience in this course made me realize that I have not truly faced the complex reality of the current Mexican school's needs regarding English teaching. I have heard from my colleagues through this specialization that across Mexico, teachers are outnumbered by students. They have more responsibilities than they can handle and it is difficult to monitor and teach that many students.

Something similar is happening in the private schools where I have worked in Mexico City. We as teachers have many groups and students to grade, and it is impossible to help or invest more time in needed students. So, we have to settle with our knowledge and tools at our disposal to overcome this situation. After all of the reading and assignments, I feel more confident when facing those problems in my work.

My improvement is not over. I am convinced that the better classes I can give, the less I need to invest in some students that need my help. Through a good lesson and a better interaction with my students, I can make a slow progression to help them in an indirect form.

Teachers are aware of the need for learning. As technology improves and the way we give lessons is transformed, we must adapt to continue teaching for future generations. The specialization course taught me that it is an ongoing journey that never ends and requires a commitment.

4.02 My classes

The textbook bounds my teaching, but it has allowed me to make subtle changes and modifications that make my class different in a way that focuses on helping my students' needs. I have a learner-centered class, mainly in the communicative language teaching method, sometimes moving towards a direct method type of class but mostly having the student develop through classmates' interactions and meaningful real type situations in which the learner applies vocabulary or grammar structures previously learned and reflect on them.

The way I give instructions, the way I follow my lesson plan, and the way I take advantage of the available material has been modified due to all the theories we reviewed. It has changed how I manage activities, guiding my students and facilitating materials to accomplish the objectives of my planning.

4.03 What I can continue to improve.

I would, little by little, start building these activities by myself so that I don't depend so much on the material delivered by the school and that my appreciation of it grows. Of course, not all of the book's ideas are great, and I have to change them from time to time instead of skipping that part of the lesson. When I plan, I should come up with a different activity that covers it, for example, a pre-reading activity. That will impact my students' attention instead of just skipping it to save class time.

I'm aware that teaching in a private school may sometimes allow me to have the material available instead of searching for it or making it. Nevertheless, looking at these examples and

experimenting with them in my classes will enable me to appreciate them. I take it for different lessons I may have and learn from them to do my own later.

I think I still have some issues when teaching writing skills. It seems that I focus too much on grammar in my classes, making it difficult for my students to use the unit's vocabulary. I mean that when I asked them to produce a text, we took too much time to accomplish the task. This project was an excellent opportunity to ponder the different material used and the different ways of integrating the sessions through the same vocabulary and grammar structure.

4.04 Students and teacher interactions

This project was also an exercise to value the students' participation and the role teachers and learners have in the classroom. It is vital to take their interest when planning our lesson but, more importantly, to consider their opinion on the activities we elaborate in class and their grading.

The attitude they usually show toward the activities is not great. However, it was well-received in class when I presented these activities by consciously following the stages recommended in the teacher's guidebook and the lesson in this unit.

The teacher and the student are constantly changing since they are the key parts to understanding the learning process. Both, combined with technology, will keep changing our methodologies and approaches to integrate the skills in class. Our beliefs, goals, and reasons for learning a new language might change, but our responsibility in classes will never change.

4.05 Conclusion on Assessments

To assess students' understanding of the topics, I often use the practice book as an excellent way to ensure in-class which students understood the activity and which need a second, third, or a different explanation. Another way to evaluate their progress is by listening to their participation and the speaking wrap-up activities in which they have to express themselves using what we reviewed in class.

Their class participation is a significant asset for their grading. This, combined with activities that show their advancement in skills, is vital to check their improvement in English constantly. I realize in this project that we, as teachers, know our learners' strengths and weaknesses.

Sometimes their development is uneven. If this happens, we as teachers must not focus only on improving one. Because among these skills, there is an interrelated story, we cannot measure a student's progress by only focusing on one skill (Cambridge English & Galaczi, 2018)

4.06 Conclusion on the specialty

Across this specialization, I applied some of the theories on the student's side. Reading and writing have been the skills I have developed the most in the specialty—appreciation to that my English has improved. Throughout the videoconferences, I could listen to my classmates and my tutor, which has helped me with my listening and speaking skills. Listening to my colleagues gave me a broader view of teaching and the challenges each deals with depending on the context we are developing our classes. Expressing myself allows me to reflect on what I have read. And finally, the most critical side of this experience is, of course, the reading material that we must review for us to learn the different components of my profession.

The way the content is ordered makes it easier for us to be aware of the key elements in this profession: what language is and how we acquire it, specifically a second language. What are the skills involved in it and what is the best way of teaching them while using the available technology, and finally, the guidance on integrating a class using the intercultural component while correctly assessing your progress with students through the school year. I now feel more comfortable in my classes and more aware of all the available tools I have while the element I must look forward to during the school year.

4.07 Conclusion on the Final Project

This deep reflection on a lesson made me realize the complexity of them. Of course, with our daily tasks and the administration side of our work as teachers, it is not always possible to give that level of attention to a class. Moreover, we give for granted the learning process. Here I had the opportunity really focus on all the elements that composed a lesson and to associate the theories that I have considered for my classes in this lesson plan with the outcomes and the interaction with students. Watching all the variables from the class content, the material, the student's attitudes towards the lesson, and the assessment part of the class was fundamental to closing all the theories reviewed in the specialty.

Before this project, I gradually changed the way I gave my classes and followed the material

given to me by the school. Being accompanied by a tutor, classmates, and a platform for the whole specialty was crucial for me to notice what I was unaware of. I will start with the intercultural element in my classes. Even though it was acknowledged by the book package that I work with, I did not know its importance. Another important aspect of my classes now is the weight and responsibility I give my students in the lesson. They are part of the class, their opinions matter, and the way I present to them the material is just by guidance to the extent possible; whenever a student needs extra help, I try that one of their classmates help him or her. Finally, it was outstanding that the way we carried out the specialization was a process outlined by the theories we reviewed through the modules doing as students what we learned to do and improve as teachers.

References:

Bargainnier, S. & The Pennsylvania State University. (2003). Fundamentals of Rubrics.

Faculty Development Series, 1–4.

https://www.webpages.uidaho.edu/ele/scholars/practices/Evaluating_Projects/Resources/Using_Rubrics.pdf

Bygate, M. (2003). *Speaking*. Oxford University Press.

Cakrawati, T. D. (2012). *The Effect Of Using Communicative Cartoon Movies On The Teaching Of Writing Skill At The Second Grade Of Smpn I Arjosari, Pacitan, East Java In The Academic Year Of 2011/2012* (thesis).

<http://eprints.uny.ac.id/22766/1/Titis%20Dewi%20Cakrawati%2008202241038.pdf>

Clark, D. (2012, October 26). English - The Language of Global Business? *Forbes*.

Retrieved May 5, 2022, from

<https://www.forbes.com/sites/dorieclark/2012/10/26/english-the-language-of-global-business/?sh=5fa1733b57ee>

Columbia Gorge Community College. (n.d.). *The Four Basic Language Skills | Gorge Literacy | Columbia Gorge Community College*. Cgcc.Edu. Retrieved January 30, 2022, from <https://www.cgcc.edu/literacy/resources/four-basic-language-skills>

Fang, X. (2008). Listening Comprehension in EFL teaching. *US-China Foreign Language*, 6(1), 21–29.

Hughes, A. (2003). *Testing for Language Teachers* (2nd ed.). The press Syndicate of the University of Cambridge.

Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.

<http://catdir.loc.gov/catdir/samples/cam041/2003041957.pdf>

Johnston, B. (2002). *Values in English Language Teaching* (1st ed.). Routledge.

- Kolb, D. (1984). *Experiential learning: experience as the source of learning and development*.
https://www.academia.edu/3432852/Experiential_learning_Experience_as_the_source_of_learning_and_development
- Kolker, E. (2008). *Becoming a Language Teacher. A practical guide to Second Language Learning and Teaching*. Pearson Education, Inc.
- Lai, H. Y. T. (2013b). The Motivation of Learners of English as a Foreign Language Revisited. *International Education Studies*, 6(10).
<https://doi.org/10.5539/ies.v6n10p90>
- Lin, G. (2008). Pedagogies Proving Krashen's Theory of Affective Filter. *ERIC*, 114–131.
<https://eric.ed.gov/?id=ED503681>
- Lázaro, L. & Universidad de Alcalá. (2010). INTRODUCTION TO LANGUAGE ASSESSMENT. *Acquisition and Assessment of Communicative Skills*, 9–20.
<https://ebuah.uah.es/dspace/bitstream/handle/10017/6916/Introduction%20Language.pdf?sequence=1&isAllowed=y>
- Lewis, M., & Hill, J. (1992). *Practical Techniques for Language Teaching* (Revised ed.). LTP Teacher Training.
- Maness, M. (2017). *thumbs up! 6 Teacher's Guide* (2nd ed.). Richmond.
- Miyata-Boddy, N., & Langham, C. S. (2000). Communicative language testing - an attainable goal ? *Bulletin of Tsukuba Women's University, Tokyo Home Economics Academy*, 4, 75–82. <https://www.tsukuba-g.ac.jp/library/kiyou/2000/5.LANGHAM.pdf>

Ramirez, C. (2020). *Enseñanza del Inglés a través de la Historia de México* (Primera ed.).

Normalismo Extraordinario.

<https://www.dgesum.sep.gob.mx/public/ediciones/Libros/13.pdf>

Richards, J., & Lockhart, C. (1996). *Reflective Teaching in Second Language*

Classrooms. Cambridge University Press.

Ross, J. (2007). Designing Lessons for EFL Listening Comprehension Classes. *E ENGLISH*

TEACHING FORUM, 3, 30–33.

https://americanenglish.state.gov/files/ae/resource_files/07-45-3-f.pdf

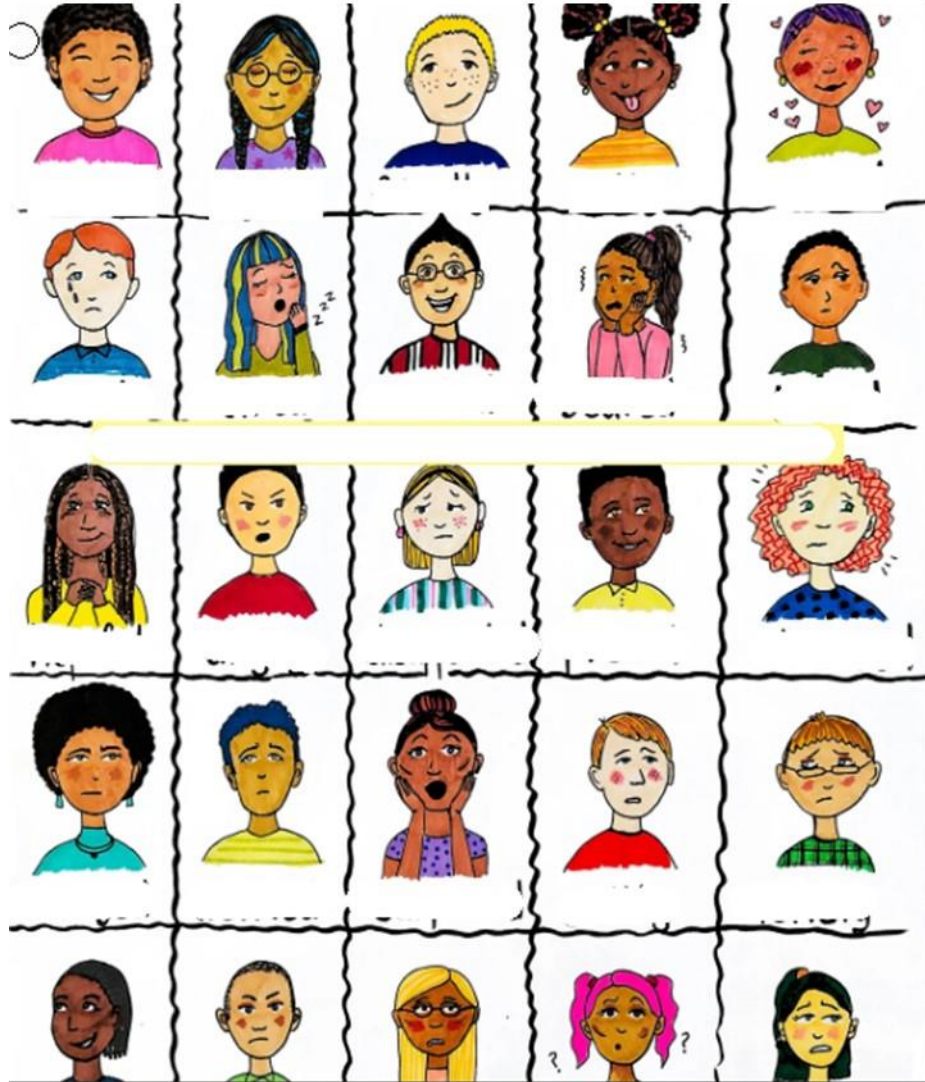
Yambi, T. (2018, January). *FROM LANGUAGE LEARNING/ACQUISITION TO*

LANGUAGE TEACHING METHODOLOGY AND PRACTICES. ResearchGate.

Retrieved October 31, 2021, from

https://www.researchgate.net/publication/342739915_FROM_LANGUAGE_LEARNING_ACQUISITION_TO_LANGUAGE_TEACHING_METHODODOLOGY_AND_PRACTICES

Feelings and Moods



Appendix 2 Students Resource book pages


Second Conditional

1 Ask a classmate and complete the questionnaire.


How would you feel if...

- you lost your most precious possession?
- you were late for school for the third day in a row?
- you watched a really terrifying horror movie?
- you had an argument with your best friend?
- you received an unexpected package?
- nobody wanted to be your friend?

• Talk about what you would do in each situation.

2 Listen to the advertisement and complete the table.  77

Oscuro: The Perfect Place



Geography	tropical island in the Pacific
Population	100,000 people
Dark-haired People	10 % of the population
Privileges (dark-haired people only)	access to exclusive beaches, restaurants, hotels, theaters and special buses and trains


• Read and answer the questions with a classmate.

Imagine you lived on Oscuro, but you had fair hair!

How would you feel if...
 you couldn't use the same water fountain as dark-haired people?
 you had to sit in a section of the restaurant for fair-haired people only?


What would you do if...
 a dark-haired person stopped you from entering a movie theater?
 you and your friends couldn't use the nicest beaches?

What would you say if...
 a dark-haired bus driver didn't let you get on a bus?
 a dark-haired person asked to be your friend?


3 Play Consequences.  8A


Go to PB p. 102. **109**

Past Simple Passive

1 Read and complete the quote with your own idea. 

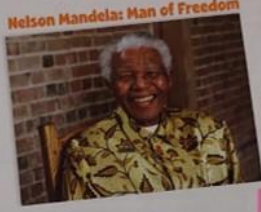
"_____ is the most powerful weapon which you can use to change the world."

• Listen and check the quote. Then listen again and complete the timeline. 



- 1918 — born
- 1925 — given a British name
- 1952 — sent to prison
- 1962 — released from prison
- 1977 — awarded Nobel Peace Prize
- 1994 — elected president
- 1994 — died

Nelson Mandela: Man of Freedom



Role of Thumb
 He was sent to prison in 1962.

• Listen again and take down notes in your notebook.

• Write a summary of Nelson Mandela's life.

Nelson Mandela was born in _____

2 Role-play an interview with Zenani Mandela, one of Nelson Mandela's daughters.

When was he sent to prison? He was sent in 1962.

How did he feel all the time? He felt sad, but strong. I think he knew he would survive.

Go to PB p. 104. **110**

Appendix 3 Students book pages

CLIL
Social Studies

1 Classify the items in your notebook.

ice cream a place to live school books nutritious food clean drinking water a TV
a name a call phone a skateboard an education computer games a family

Things I need Things I want

• Add your own ideas.

2 Read and complete.

water play home healthy parents help family education identity

The Rights of the Child
All over the world—from North to South, East to West—children and young people under 18 have rights. These rights were officially recognized by the United Nations in 1989 in the Convention on the Rights of the Child. These rights don't mean that you can have a new computer game just because you want one! These rights are intended to guarantee that every child has a safe, healthy and happy life. Here are some of the rights that were declared by the convention.

All children have the right...

1. to be taken care of by their parents or members of their family.
2. to be as healthy as possible and to get medicine when they are sick.
3. to go to school and receive a good education.
4. to play and have time to rest and relax. Children should not be forced to work.
5. to receive help and be protected from abuse, exploitation and neglect.
6. to an identity, or a name and a nationality.
7. to give an opinion—but they also have to respect the opinions of their parents.
8. to have clean water and nutritious food.
9. to a decent home and shelter from heat and cold.

112 Go to PB p. 105

Jimmy lives in an inner-city apartment building on the tenth floor. There aren't any parks in his neighborhood, so there isn't anywhere to play. He lives with his mom and two sisters. His mom doesn't earn much money, so she can't pay for repairs to the apartment. The room where Jimmy sleeps is cold and damp.

Vasili's mother died when he was young, and he doesn't know his father. He has no brothers or sisters. He is only 13 years old, but he lives on the streets of a big city. He polishes shoes to make money to feed himself. He doesn't have time to go to school.

Sabrina's parents moved with her to a new country last year. She is not a legal citizen in her new country. Sometimes her parents don't have much money, so they eat very little. Sabrina can only understand a few words of the language in her new country. She is too afraid to go to school.

Baku was born blind, so she doesn't go to her local school. Her parents don't have a lot of money, so when she is sick, she doesn't always receive medicine. She spends most of her time at home listening to the TV or the radio. She plays with her friends when they get home from school.

Project
Design a Rights of the Child brochure.

• Make a simple brochure that can be understood by every child in the world.
Include the following rights: Family, Health, Education, Name/Nationality, Home, Protection, Play, Nutrition and Opinion.
Design an icon for each right.

Sabrina has the right to go to school so she can learn the language of her new country.

Hint! Look at the rights on page 112. You can use the rights more than once!

Go to PB p. 106 113

Appendix 4

- Listening track 77
Oscuro Island
(Listening) first
session.
- Listening Track 78
Nelson Mandela
Biography (Writing)
second Session

U5-U8

But I hate sports and I never arrive at school early. I prefer to sleep longer. I love math and science. Yesterday, for example the science class was very interesting. The teacher explained to us that the sun is a star and how one day it is going to die. I loved the video we watched.

SIMON: Yes, it was a really cool class. We watched the video and then we started to work on a project about the star cycles.

PRINCIPAL: Very interesting. Anything else?

LISA: Yes, I would also like to say that I like the music lessons very much and I'm learning to play the guitar. Our music teacher is awesome.

PRINCIPAL: I agree. You have an excellent music teacher. Now, get into groups and

Assessment

Track 76

Listen and write T (true) or F (false).

GAME SHOW HOST: Hello, and welcome to Mystery Guest! Can you identify today's mystery guest? Let's get started! Eileen, it's your turn first! You're allowed 10 guesses.

EILEEN: So, mystery guest, you're famous, aren't you?

MYSTERY GUEST: I think most people would agree with that.

EILEEN: Hmm, you can't sing, can you?

MYSTERY GUEST: Only in the shower!

EILEEN: You play a sport, don't you?

MYSTERY GUEST: That's right!

EILEEN: You're very tall, aren't you?

MYSTERY GUEST: I'm not short!

EILEEN: If you're very tall, then you must be good at basketball.

MYSTERY GUEST: That's correct!

EILEEN: Your team colors aren't black and red, are they?

MYSTERY GUEST: They are.

EILEEN: You're Elmo Dawkins, aren't you!

MYSTERY GUEST: I am!

Unit 8: A Better Future

Track 77

Listen to the advertisement and complete the table.

This is a question for all the dark-haired people in the world. If you wanted the vacation of a lifetime, where would you go? Would you go

to a beautiful tropical island in the Pacific? Then why not come to the island of Oscuro? Only 100,000 people live on Oscuro, and here dark-haired people are just 10 percent of the population. But people with dark hair have a higher status and enjoy special privileges. They can bathe at the most beautiful beaches, eat in the finest restaurants and stay at the best hotels. They can enter exclusive movie theaters for dark-haired people only. And there are special buses and trains reserved for dark-haired people! If you have dark hair, everyone in Oscuro will treat you with a smile. So if you have dark hair, come to Oscuro. It's the perfect place for you!

Track 78

Listen and check the quote. Then listen again and complete the timeline.

MAYA: Hello, my name is Maya and I'm going to talk to you today about my hero--Nelson Mandela. I want to begin by reading a famous quote of his. Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world." I definitely agree with this idea! Nelson Mandela was born in a small South African village in 1918.

At that time, he was given the African name of Rolihlahla.

In 1925, when he was only seven years old, he went to a British school and was given a British name--Nelson.

When he went to college, he studied law. As a student, he experienced the effects of apartheid, which is the policy of segregating or separating black and white people. Nelson believed in racial equality. He joined the African National Congress, a political party that opposed the system of apartheid and demanded justice and democracy for all the people of South Africa.

After he graduated from university, he became a lawyer. He defended black people against the government's unfair policies. In 1962 he was arrested and sent to prison. During his time in prison, Nelson Mandela refused to give up his beliefs. He became famous around the world as a symbol of the struggle for freedom in South Africa. Pop stars, movie stars and political leaders all called for him to

be s
Fina
was
hop
him
He
Priz
The
ele
He
bec
ele
erc
Tra
Lis
ini
IN
on
we
SA
de
lo
IN

th
S
m
si
b
IT
S
v
c
E
y
S
c
c
t

Appendix 5 Cut outs activities

8A **Speaking** **Cutouts U8**

Scenario 1: A woman in a black dress runs towards a man in a yellow shirt. A speech bubble says "I know what you're thinking!". A thought bubble above the man says "She's beautiful!".
What would happen if we could read other people's thoughts?

Scenario 2: Three elderly men are gathered around a table with drinks. One says "Happy 199th birthday". Another says "Cool the fire department!".
What would happen if everyone lived to be 200 years old?

Scenario 3: A woman stands in a parking lot with a red car and a green tractor. A speech bubble says "Hmm, we're still not sure what to do with all this junk!".
What would happen if there was no more oil?

Scenario 4: A woman in a blue kimono says "おはよう" (Ohayo) to another woman in a blue kimono. In the background, a man in a brown shirt is running.
What would happen if tomorrow morning you woke up in another country?

Scenario 5: A man in a red suit with a dollar sign on his chest is running through a forest. A speech bubble says "Help!".
What would happen if money grew on trees?

Scenario 6: A man in a red suit with a dollar sign on his chest is running through a forest. A speech bubble says "Help!".
What would happen if you suddenly had super powers?

Thumbs Up! & DR. © Richmond Publishing, S.A. de C.V., 2017 **67**

Appendix 6

Josefina
Tadeo
Sofia

Second conditional

* 9 sentences halves

- 1- I would live in Transilvania... **If I had the money**
- 2- I would play basketball... **If I was athletic enough**
- 3- I would go to the school... **If I had money**
- 4- I would be rich... **If I worked**
- 5- If I were superman... **I would save the world, I guess?**
- 6- If I were the president **I would be the president**
- 7- If my teacher play... **I would be happy??????**
- 8- If I go to United States... **I would visit NYC**
- 9- If my mom didn't work **We would be poor**

Name: Quetzl and Regi Date: June 2nd, 2022

Second Conditional

- 1- If you went to the beach ^{you} I would ^{go} swimming
- 2- If I saw a star I would ^{see} it
- 3- If my mother ^{buy} me something I would ^{buy} her something
- 4- If I ate pizza I would ^{eat} pizza
- 5- If the teacher ^{scolded} me I would do it
- 6- If I ^{kill} my family I would be sad
- 7- If she danced I would ^{clap} her
- 8- If I were sick I would ^{not} go to the school
- 9- If I ^{ate} pizza I would ^{eat} pizza

Nicolás y Lalo June 2nd 2022

Second Conditional

If I act on ice cream, I would be very happy.

If I acted in a theater, I would be nervous.

If I wrote a super book, I would be concentrated in the book.

If I be a good chef and had my Restaurant, I would be so busy.

If I had a work, I would do my best.

If I ^{ran} a race, I would run fast in the next stage.

If I had bad grades, I would study more.

(If the wather its more, I would ^{not} use more water) X


If I practice ⁱⁿ the swimming class, I would practice ^{very} good swimmer.

Appendix 7

youtube.com/watch?v=1s5iz6ml-qA

YouTube Gmail Irregular Verbs List... Exercise: Auxiliary v... Dictionary by Merri... Ejercicio de Passiv... Ejercicio de Present...

YouTube



Botón de reproducción (k)

THE DAILY SHOW with Trevor Noah 08:46 / 11:19

TDS SUBSCRIBER

Trevor Chats with His Grandma About Apartheid and Tours Her Home, "MTV Cribs"-Style | The Daily Show

9.432.932 visualizaciones · 3 dic 2018

274.067 NO ME GUSTA COMPARTIR CLIP GUARDAR ...



THE DAILY SHOW with Trevor Noah 0:00 / 11:19

Trevor Chats with His Grandma About Apartheid and Tours Her Home, "MTV Cribs"-Style | The Daily Show

9.432.932 visualizaciones · 3 dic 2018

274.067 NO ME GUSTA COMPARTIR CLIP GUARDAR ...

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: “Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor”, suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda — que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

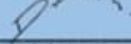
El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Module 3 Final Project		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Specialization in English Language and Teaching as a Foreign Language	Tutor(a), Asesor(a) o Director(a):	Rocio Salgado Perea
Nombre completo del(la) autor(a):	David Alejandro Silva Monroy		
Matrícula:	210926194		
Domicilio:	Av. Coyoacán 1435 Del. Benito Juarez Colonia Del Valle CP03100		
Teléfono:	5555240376		
Correo electrónico:	davesimma@gmail.com		

Atentamente,
Ciudad de México a 19 de Junio de 2022.

David Alejandro Silva Monroy 
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional:
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado