UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Greetings Around the World,

What are you Doing?

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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A Lesson Plan carried out

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Especialidad en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

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Introduction

The present reception paper is the result of the one-year online Specialization in English Language Teaching and Learning as a Foreign Language given by the National Pedagogic University. The course is divided into three modules in which the content of each one broadens the picture of what English language teaching entails.

In module one, the basis of Second Language Acquisition (SLA) as well as the different approaches and theories that have been developed throughout history regarding English as a Second Language Teaching (ESLT) were revised.

Module two focused on the teaching and learning processes of each of the main skills. Processes that take place simultaneously, yet they are different from one another as well as the use of the new technologies as means of using authentic materials.

In module three the intercultural aspect of teaching was introduced aiming to develop teachers' awareness of the need to teach students to that end and sensitize them on what other cultures have to offer theirs and their own cultural limitations. We also revised the different testing and assessing tools there are and how to develop them.

The following work takes into account the aspects learned throughout the three modules of this specialization aiming for students to learn far beyond the four language skills to be communicative and intercultural qualified in the context of a basic and fundamental daily activity in all cultures: Greetings, to have them deal with new challenging knowledge making them aware of other's realities and different ways of behaving in other cultures as well as reflect on their own. And at the same time, consolidate the use of the present continuous grammar structure to have students ready to start a new grammar topic: Simple Present.

This reception paper is divided into four chapters in which in the first one I describe my teaching context and my group profile, my teacher's identity, and my new teacher's philosophy. In that same chapter, I also describe theories, methodologies, techniques, and approaches and how I relate them to my current teaching practice emphasizing how much it has changed due to all the work developed throughout the study of this specialization.

In chapter number two, Methodology and Practice, I describe and explain in detail a lesson plan designed to develop the four main skills in one of the two teaching contexts in which I currently carry out my teaching practice along with the rationale behind each activity. The activities were planned to be practical and fun to foster collaborative work in pairs or with the whole group where there was room for competition between pairs or individually. Each activity was naturally linked to the previous one and the end of each of them served as a warm-up or presentation to the next one. A session was planned for the development of each skill in the following

order: listening, speaking, reading, and writing with the purpose of providing input that exemplified the expected output. The activities also denote the use of authentic materials as well as some technological tools while developing intercultural skills.

In this same chapter, I described the expected outcomes in addition to describing the assessment tools that helped me to assess students' progress along with extra activities to be carried out in case of any technical eventuality.

Chapter three is dedicated to the report of the experience after having carried out the mentioned lesson plan where I reflect, analyze, and compare the obtained results against the expected outcomes. I also describe follow-up activities that were not included in the original plan but that complemented the content and expanded students' intercultural vision towards Mexican indigenous languages and with which students consolidated the use of the present continuous grammatical structure; both activities took place in the following session.

Finally, in chapter four I present my conclusions in which I state my final reflections on the lessons I learned and challenges I needed to overcome throughout this specialization, as well as a brief description of my short and medium-term goals.

Lesson plan identification Cell.

2.01.01 Lesson plan identification cell.	
Author	Anabel Nieves Muñoz
Title of your Lesson plan	Greetings around the world. What are you doing?
Learning Objective of the plan	To describe what people are doing by means of learning how people greet in different cultures and reflecting on what the similarities and differences with their own culture are.
Communicative skill considered	Reading, Writing, Listening and Speaking
State of the following options	Introduction to the topic
Functions	Giving descriptions about what people around them are doing.
Main Grammar structure	Present continuous
Other Grammar structures	Simple Present
A brief description of the plan	The plan is elaborated to present a cultural topic as a base to develop student´s awareness of other people´s uses and customs around the world compared to their own. Afterward, students use the present continuous structure to describe what people around them are doing. Students are expected to apply previous information along with newly presented knowledge in a consolidated form.
Hours of the plan implementation	6:00 hours
Number of sessions	4 sessions 1.5 hours each.
Previous knowledge required for the lesson	Use of verb to be in present simple. Personal pronouns, the verb to be, WH questions as well as yes-no questions. Present continuous affirmative, negative, and question forms, about 25 basic verbs
Link of the content	https://www.youtube.com/watch?v=eOWG7zsT19o. English for Teens | Greetings around the world
EEAILE tutor online	Dr. Alma Delia García Salazar

Chapter 1. Philosophy and Theory

1.01 Teaching Context, Identity, and Philosophy

Teaching Context / Group Profile

Age: Teenagers and adults.

Number of students: 4-6

Gender: 2 female adults, 2 male teenagers.

English level*:* A 1 as per the Common European Framework of Reference (CEFR).

Institution: Private classes given at my own home in a classroom devoted for that purpose (English language teaching) currently only used by me. The classroom can hold up to 8 students and it is equipped with three boards; a projector, speaker, as well as teaching aids such as posters, printed monolingual, bilingual, and picture-dictionaries, and internet access.

I have been teaching there for over ten years now, so I have had the privilege and the great responsibility to become the "neighborhood's teacher". Before the COVID pandemic, I had an average of thirty students in four different schedules, and most of my students were children and teenagers, unfortunately, the economic crisis the pandemic left behind has made it very difficult for students' parents to invest in English Classes for their children, teens, or themselves; as a result, it has been extremely difficult for me to integrate a steady and consistent group.

Class rapport: Regardless of the gender and age difference, students are all respectful and get along pretty well. Most of them are easygoing and they are all interested in learning English for different reasons (self-improvement in the case of the adult ones and for academic purposes in the case of the teenagers). In general, their attitude toward learning is most of the time, positive. These students have been working together for some months now. Unfortunately, due to school or work and even health reasons, some students have had to drop off the class and some others are new.

Previous knowledge: As we welcomed two new students, I planned a couple of review classes in which we saw topics such as the alphabet, numbers as well as the verb to be. I presented again the present continuous form in the affirmative, negative, and question forms with intonation patterns as well as several verbs.

The next lesson plan was conceived as means of consolidation practice through the development of cultural awareness in a basic activity we carry out on a daily basis: greetings

Teaching goals:

- To create intercultural awareness through learning how people around the world greet and reflect on the cultural differences between other countries and ours.

- To have students develop their listening, speaking, reading, and writing skills by means of carrying out different activities using technology and authentic materials.

- To consolidate the use of the present continuous and have students ready to begin a new grammar topic: simple present.

Teaching Identity

How do I perceive myself as a teacher? Nowadays I have two different perceptions of myself as a teacher. Before and after the neurological event I went through three years ago from which fortunately I came back alive but "different" to say the least. Before these events took place, I used to be very self-confident as a teacher and in all the other aspects of my life. I liked to take risks, I was fun, and enjoyed teaching while learning from the many mistakes I made. Creating a good rapport in class was an easy thing for me to do.

After a series of surgeries that were performed to resect a brain tumor that I did not even know I had, and against all odds, I returned home very weakened not only physically but also mentally. I was trying to figure out what had happened to me and at the same time trying to understand what COVID-19 was about (I entered the emergency room of a hospital back in March 2020, just a couple of days after the World Health Organization had officially called it a pandemic). So, while most teachers were struggling with technology and online classes, I had to re-learn to organize ideas to sound coherent, to stand up and walk, to read and write, and many other basic activities I was unable to carry out. I realized then I had no time to waste taking pity on myself and got to work enrolling in all kinds of therapies as well as teaching at home to some students who needed help to pass the subject at school and who understood my physical handicaps at the time.

In September 2021, I got a job as an English teacher at a military school and the challenges were even greater: from finding my way from the school's gate to the

classroom, to standing up without staggering in front of a group of students all wearing uniforms and face masks, to writing legibly on a blackboard in a school located far from home.

In March 2022 I had the last surgery and just a few months later, I started this specialization.

Little by little I have regained self-confidence and recovered most of my abilities, yet I perceive some personality changes: I realized I became a bit impatient and more serious. Being these two characteristics very important for a teacher not to be or not to have, now that I have gone through the most critical phase of my physical, mental, and emotional healing process, I am planning on working on these aspects and trying to be the fun way I used to be in class. (After all, if I was able to recover common sense, why would I not be able to recover the sense of humor and relax a bit?)

Another relevant change in my personality is the insecurity with which, at first, I conducted myself in class (it felt horribly not being sure about where my classroom was or who my students were). Fortunately, as time passed by, this sensation has been diminishing, my short-term memory has improved and I have recovered the sense of orientation. I also regained confidence in myself with the lessons learned, concepts refreshed, shared experiences, and overcome challenges throughout this specialization.

Regardless of my health problems, I have always thought that teachers should behave themselves following high-value standards given the fact that no one knows the impact we may cause on our students. No matter their age, students tend to look up to teachers (mainly if they are still in the formative stages) therefore, ongoing training along with loving one's profession are a must for every teacher, mentor, or facilitator. I do believe that we teachers, have in our hands the great power to generate change in society. "Teacher preparation should go beyond the technical preparation of teachers and be rooted in the ethical formation both of selves and of history." — Paulo Freire.

Teaching Philosophy.

A teacher's identity and philosophy, cannot be conceived as only the result of one's personal and professional background (as an English learner once, and now as an English teacher) but also as the result of the evolution of teaching theories that have been the basis to develop new methodologies and approaches according to the new learning needs. This suggests that we, as teachers create our own identity and philosophy based on our background and the historical moment we live in since they both influence our model as educators.

Most times, we recreate the same teaching situations in which we learned so it is not impossible that today we still find teachers that exclusively use the Grammar Translation Method (GTM) since it was effective for them when they first learned English.

Although other more effective methodologies and approaches to teaching have been developed, it doesn't mean that we should avoid the use of the GTM, but knowing different approaches to teaching broadens teachers' spectrum of options to better suit students' learning styles, needs, and interests. Therefore, there is no such thing as "the perfect theory or model" since they all were developed at a specific point in time and they attempted to fulfill students' needs back then.

Particularly in these times in which technology development has sped up and we are more interconnected than ever after this long pandemic stretch, teaching

and learning practices have been modified from what they used to be just a couple of years ago.

Currently, the migratory flows phenomenon and the unstoppable and increasing use of the internet, intercultural teaching and learning have gained substantial importance. Therefore, it has become compulsory for teachers to include such aspects in our lesson plans in order to raise awareness and knowledge while promoting respect and empathy for other's cultures and beliefs with the main aim of not only teaching but educating students to be effective while communicating across cultures. Bearing that in mind, we can now explore and exploit the use of technology to better plan activities to meet our curriculum and today's world demands.

My latest version of teaching philosophy definitely inclines to the creation of a learner-centered class in which the communicative approach plays the strongest role. Now, knowing other approaches and theories with their pros and cons; I am able and certain to take the best of each of them to tailor classes that better suit the different students' needs, interests, and contexts I have now or might have in the future.

I have also come to the conclusion that the teaching-learning process is not static (it has never been) so what works for me and my students now may not work for any of us in the future based on the simple fact that the only constant in life is change.

As months and years go by, I will keep on changing, and so will my students, and so will the English language itself. Therefore, I will remain open to learning and trying new trends in the ESLT field. Knowing that I am not alone in this fantastic journey, I can rely on former colleagues as well as the ones I met in this specialization, on ongoing research, and what is more, I will rely on my experience now combined with the newly acquired knowledge. This is, I am consciously changing from teaching practice to teaching praxis since my new teaching considers the social, political, and economic implications of practice informed by theory. A theory that is no longer unknown to me.

1.02 Theory Underlying my Teaching Practice and Identity

- Grammar Translation Method. This method consists in the comprehension of abstract grammar structures from English to Spanish. This method consists of using L1(Language one –Spanish) to analyze, comprehend, and produce L2 (Language two –English-) structures in the same way that formal writing is produced. In this case, the teacher is the authority that shows the correct use of the language, and therefore, becomes the model to be followed since they are considered the experts in L2 and L1 (Harmer, 2001, p. 63).

In my practice, I use this method mostly to introduce vocabulary by means of the use of printed bilingual dictionaries that I have available in the classroom for them to use. Although I have noticed that younger students prefer to use on-line translators, I do believe that the use of printed dictionaries is a useful practice and there is a lot to be learned from their use, so I teach students the correct use of a bilingual dictionary, what the abbreviations mean and other useful information they contain (verbs list, visual-dictionary pages, pronunciation guide, etc.) for them to explode such a basic tool.

Being aware of how time-consuming the use of a dictionary is, I also use realia and/or images prepared in advance or translate myself after unsuccessful eliciting from students. In the vocabulary presentation step of session 1-A (listening) and also in lesson 2-A (reading vocabulary presentation), and on the video recording of the performed classes, we can clearly see how I used this method in this group. Years

of experience have given me the ability to come up with different samples to avoid translation even at basic or introductory levels and I do my best to fully avoid it whenever I work with more advanced students exchanging from by-lingual dictionaries to mono-lingual ones, or providing them with more samples. I also use this method when contrasting grammar rules.

    - Direct. In this method, it is pretended to merge the learner into a language two (L2) environment as a native speaker naturally is. This is, a learner starts to learn L2 as a child from basic concepts to abstract conceptions, from simple words to formal writing. Language 1 (L1) is forbidden to be spoken and all communication must be in L2 simulating the learner is into the L2-spoken country so the learner has to elaborate linguistic strategies without grammar explanations since it is considered that grammar rules are learned in the process naturally (Harmer, 2001, p. 63)

Being aware of the difficulties to actually "merge" students into a real L2" environment, I prepared a lesson in which the very first activity (session 1A) recreates a real-life situation where students open the classroom´s door and, one at a time greet each other.

    - Audiolingual. In this method, the learner has to memorize phrases focusing on pronunciation, fluency performance, pre-established answers, and grammarless learning. Language is considered a habit and the learner has to repeat a phrase

many times until it can be performed as a native speaker (Pimsleur Inc., 2011; Harmer, 2001, p. 63).

I took up some elements of this method in the given class (while reading practice) session 2A class when I had students listen and repeat the lines of the short conversation paying attention to pronunciation and intonation patterns and later on, reading it out loud.

At other times I would have had the students listen and repeat several times until they achieved a pronunciation as close to the one of the audio since it was the way I learned (I remember teachers made me repeat sentences of short conversations again and again without even having the written text so I would focus only on the sounds and not get confused with the word's spelling). Since this method does not promote any creativity or independent thinking, I currently use it only to develop fluency and pronunciation in and for short periods of time for two reasons:

- to avoid the boredom and frustration feelings that I once experienced.
- to make room to more social practice aiming to meaningful communication.

- Communicative. It is an eclectic approach that combines the use of grammar, functional practice, behaviorist learning, pragmatic aspects, fluency, and accuracy, focus on real-world situations, autonomy, and strategy involvement, and the teacher becomes a guide that facilitates learning through games, role-plays, and problem-solving tasks. there are many proposes of it that give a huge number of

possibilities and materials for the students and even for teachers that allow personalized learning according to the profile (Harmer, 2001, p. 69). Also, communicative practice refers to activities where practice in using language within a real communicative context is the focus; where real information is exchanged, and where the language used is not totally predictable (Richards, 2006).

Today learning is seen as the result of different processes such as:

a)   Meaningful and purposeful Interaction between learners.

b)   Collaborative creation of meaning.

c)   Meaning negotiation.

d)   Learners' attention to feedback

e)   Learners' attention to input.

f)   Experiencing different ways of expressing.

g)   The teacher's role changed to facilitator or moderator.

The goals of Communicative Language teaching are:

1.   To develop fluency in the language, where fluency means natural language occurring when the speaker engages in meaningful interaction and maintains comprehensible and ongoing communication.

2.   To develop communicative competencies such as:

-       Knowing how to use language for a range of different purposes and functions.

- Knowing how to vary the use of language.

- Knowing how to maintain communication.

- Knowing how to understand and produce different types of texts.

Activities to focus on fluency should:

- Reflect on the natural use of language.

- Focus on achieving communication.

- Require meaningful use of language

- Require the use of communication strategies.

- Produce language that may not be predictable.

- Link language to context.

Practices included in the communicative approach.

a) Mechanical. Include activities that students can carry out successfully without necessarily understanding the language they are using.

b) Meaningful. Controlled practice in which students make meaningful decisions.

c) Communicative: Practice within a real communicative context where real communication is exchanged and the language is not totally predictable.

In class, the communicative approach is included in almost every activity through social interactions, competitions and games, so from activity number one of session one, students greet each other following instructions or imitating me, later on still in session 1A, in the presentation of listening activity, I ask them some questions promoting their critical thinking when comparing the different ways of greeting each other around the world against those in Mexico. Then I play a video in which they listen and learn how people greet around the world, and give them a handout for them to have the new vocabulary written which answers are checked in pairs. Later on, still in session 1A, in pairs, students have to make up their own hand-shaking style, and the group decides whose handshake is the most original.

Afterwards now in session 1B the production stage of the speaking, based on images and following my example, students make their own sentences using the present continuous in the different forms (affirmative, negative or question) relating them to the intercultural aspect they just learned. Here students are carrying out meaningful and communicative practice where the outcome may vary from student to student and it is unpredictable.

Moving forward on the lesson plan, now in session 2A in the pre-reading activity. I ask students how they usually communicate with their friends and other family members. This question apart from putting the reading in context also provokes students to think and share their customs making this warm-up activity far more meaningful since it is not only me talking and sharing personal information with them, but they are the ones who are listening and learning from each other. Another

activity they carry out in this same stage of the session is to make guesses of the content of the text based on its title and on the image, they see on page 35 of their students' book. Still in session 2A in the post-reading practice, in pairs, students share who with chat with the most, how often, and what their favorite social media is and why.

Session 2B (production writing) begins with a writing activity based on the reading of session 2A in which in pairs, students are asked to write a conversation between them describing their Saturday afternoon activities. (This conversation was supposed to take place later on that same day). This activity aims to develop fluency in language though the engagement of students in meaningful interaction maintaining on-going communication, it also promotes the use of language varieties of through the natural use of language focusing on achieving communication when producing different types of texts.

Afterward, now in session 2B I project students' conversations and ask their authors to read them out loud to the group to finally get classmates' feedback on each-others products. This activity promotes spontaneous communication connected to a real-life context. Throughout the four lessons, we can see that my teacher´s role is to facilitate and guide students learning by means of their active participation in the different planned activities.

- **Task-based approach.** This approach suggests that there should be a teaching cycle or a sequence of learning activities divided into three phases:

a) **Pre-task phase** in which teachers introduce the topic and deliver instruction. In this phase, students use language spontaneously.

b) **The task or planning phase** in which the teacher gives advice and language help if necessary.

c) **The report phase** in which students focus on both, fluency and accuracy through analyzing and practicing. This model concerns the student´s active role in building their own learning by first completing a task and afterward, focusing on the form (Willis, J.(1998). These tasks should be or have:

Relevant to the syllabus and to students' needs.

Intrinsic interest or topic theme.

Cultural appropriateness.

Linguistic and cognitive demands

Quality.

Logical considerations (length, legibility or audibility)

Exploitability.

It is evident that this approach was used in my lesson planning. We can see a presentation, practice, and production stage throughout the development of the

four skills, each of which includes a series of activities (pre-while and post) all of which are linked to one- another and where students play a very active role, mainly in the practice and production stages. These activities were all related to the syllabus and so they were linguistic and cognitive demanding. As per the exploitability of the activities, I have kept them in my personal resource bank for me to reuse and adapt whenever necessary.

- **Kolb's Experimental Learning Model** changes the perspective from a traditional one to a new paradigm where effective motivation is placed to engage students from the beginning. Kolb (McLeod, S. A., 2017). Kolb emphasizes students' experience as the central role for the learning process. Learning through experience is also associated with learning through action, learning by doing and learning through discovery and exploration. Therefore, teachers should engage with students in direct experience focused reflection in order to develop skills and increase knowledge. The following illustration represents this model:

Self-designed based on https://study.com/academy/lesson/david-kolb-learning-style-experiential-learning-theory
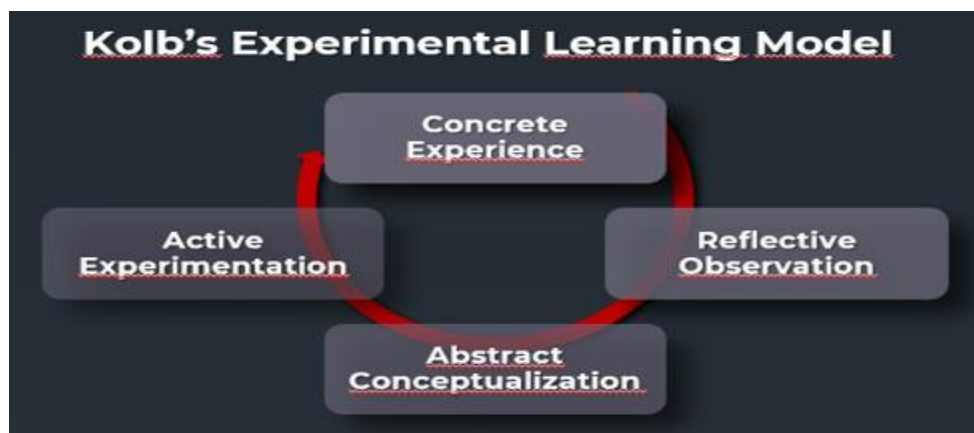
By reading the lesson plan, we can easily identify how this model was actually put into practice from activity number one where students were guided to observe in order to imitate, after watching the video they reflected on the differences between other cultures and ours, moving on to a conceptualization to end up with their active experimentation in the practice stages where they had the opportunity to create their own sentences and provide feedback to their classmates.

Chapter 2. Methodology and Practice

2.01 A Practical and Useful Lesson Plan

Step of the lesson	Teacher activities	Students' activities	Session number
Activation / arm up <mark>10 min.</mark>	• As a warm up- activation activity, the teacher welcomes students using previously taught functions: how do you do? How's it going and how are you?) The teacher shakes hands and fist bumps, kisses their cheeks once, twice, three times, and even bows at them as they come in. • The teacher asks students to get ready to greet classmates behind them.	• Once inside the classroom students turn around to greet the next student. The teacher is there prompting students to greet each other in a different way. • Students actively participate in the activity with which they are familiarized since they regularly greet each other as they open the classroom´s door. •	1 A

Listening Intercultural skills development.				
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**
Presentation (Information processing activity) <mark>10 min.</mark>	• The teacher Asks students to reflect on what they just did and asks them: "Is it common to bow when greeting in Mexico? / In what country or culture do people bow when greeting? / Where do people kiss more than once? / Where do you think people rub noses with one another? /How did they manage at the pandemic's peak point? / Do you know other kinds of greetings?	• Reflect and makes guesses to answer the teacher´s questions.	Whiteboard	1 A

Presentation (Vocabulary introduction) 10 min.	•The teacher introduces the new words with the help of images: bow, cheek, chin, palm, handshake	The students listen and repeat the words. They say alone the words in the visuals.	Whiteboard Visuals	1 A
Practice 20 min.	•In order for students to land their reflections, and as a listening exercise the teacher plays a video from YouTube: https://www.youtube.com/watch?v=eOWG7zsT19o pausing it as necessary. Asking questions to check students understanding. •As means of intended assessment, the teacher delivers handout number 1. For students to have the vocabulary written as means for spelling practice with such vocabulary. (Appendix 1)	The students answer the handout individually.	Laptop, projector, speaker, handout 1	1 A
Practice 20 min.	• The teacher asks students to compare their answers in pairs and later on in with the whole group. • With the purpose of making room for social interaction, the teacher asks students to create a special handshake with a different partner and show it to the class. • Which one is the most original? Which one do you like better?	•The students answer individually and then they compare with a partner. •In pairs students create their own handshake.	Handout 1 Laptop, projector, and speaker.	1 A
Practice Grammar review 10 min. Production 20 min.	•To prepare students for accurate production, the teacher elicits the Present Continuous Tense elements for affirmative, negative, and question forms. • With the sole purpose of enhancing students summarizing abilities through written production and listening, the teacher asks the	The students practice with the structure getting feedback from their peers. The students summarize the information in only one sentence using the Present Continuous Tense.	Whiteboard, markers. Notebook, Laptop Speaker	1 A 1 A

	students to watch the video again to describe in a sentence (in the present continuous form what is happening in it. • The teacher writes student sentences on the board.		Appendix 1	
20 min.	Break time			1

Speaking				
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**
Production 10 min. **Production** 10 min	•The teacher uses a brief PowerPoint presentation to elaborate sentences in present continuous form and sets the example: They are in India, they are showing respect by saying "namaste", they are not shaking hands. •The teacher randomly asks students to make sentences based on the images they see.	Students elaborate their sentences and get feedback from their classmates and teacher.	Whiteboard, notebook. PowerPoint presentation.	1 B
Production 10 min.	• The teacher performs an action (either rubbing noses, shaking hands, or other and asks questions such as: What am I doing? Am I rubbing noses? • Where am I? Am I in France? • The teacher asks students to come to the front and ask each other similar questions.	Students come to the front, act out, and ask questions to their classmates		1 B

Evaluation 30 min.	As an evaluation tool, the teacher gives quiz part A which includes: listening and speaking (Appendix 2). c The teacher sets homework: review the vocabulary and attach the handout to their binders or notebook not to lose it and enjoy the weekend!	Students work individually	Quiz part A (one per student) Laptop and speaker	1 B
Activation/ warm-up Vocabulary review 20 min.	Taking into account that 7 days have gone by since the last class, with the purpose of activating students' schemata and as a warm-up activity, the teacher will have students to play a game. • The teacher provides students with a Kahoot code and delivers instructions for them to play. The vocabulary words included are: bow, greet, nose rubbing, etc. (Appendix 3)	The students play and review vocabulary	Kahoot game prepared beforehand. Laptop, projector.	2 A
Grammar review 10 min.	•The teacher elicits Present Continuous elements and use. The teacher points out the differences between statement, negation, and question. •The teacher also reviews spelling gerund spelling rules		whiteboard, markers notebooks	2 A

Reading				
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**
Presentation Pre-reading activity 10 min.	•To activate schemata, the teacher asks students: how do you regularly communicate with your friends? Do you usually call them? Text them? Do you	The students respond and comment what kind of social media they like better.	Notebook Students book page 35 "message me"	2 A

	use what´s App? Facebook? Instagram? Do you use e-mail? •The teacher asks students to open their books to page 35 and has one student read the title and instructions. (Appendix 4) •The teacher asks students to look at the picture and make predictions about the text.	Students make guesses about the content of the text		
presentation Vocabulary introduction 10 min.	•The teacher introduces the words: "boss, ringing and couch.	•Students repeat pronunciation vocabulary in English	Whiteboard Markers.	2 A
Practice. While-reading 10 min.	•The teacher asks students to read silently and invites them to use their dictionaries in case it is necessary. •The teacher asks students to complete exercise 10A and checks answers.	•Students start to read alone and look up for the meaning of the words they do not understand. •Students answer exercise 10A	Whiteboard Student's books page 35 Message me! Students' dictionaries	2 A
Practice. Post-reading 10 min.	The teacher asks the students to answer exercise B on page 35 and find the verbs in the text, as well as the phrases they do not understand	The students answer exercise 10 B and share their answers with the class.	Whiteboard Markers Student's books page 35	2 A
Practice. 10 min.	•The teacher asks students to work in pairs and mention who they text the most, (friends, classmates) and how often they text their parents or other family members.	The students discuss in pairs and report their findings to the group.	Whiteboard Markers	2 A

Post-reading Pronunciation **practice** <mark>10 min.</mark>	•The teacher plays the audio of the text pointing out the pronunciation of difficult words. The teacher asks students to read the conversation out loud. •The teacher takes notes and at the end, points out any pronunciation errors.	•In pairs, students read the conversation out loud. •Repeats any mispronounced words. •Students chorally repeat the problematic words.		2 A
<mark>20 minutes</mark>.	Break time			

Writing				
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**
Production While writing <mark>10 min.</mark>	•The teacher asks the students to work in pairs and write a conversation similar to the one on the book but describing their regular Saturday afternoon activities.	•Students should create a temporal what's up group including the teacher where they will write their conversations.	Cellphones, laptop, and projector	2 B
Production. Post writing <mark>10 min.</mark>	•As a post-writing activity, using WhatsApp web, the teacher projects the conversation of team nr.1 and asks team nr.2 for feedback. •The teacher does the same with the conversation of team nr.2. •The teacher asks students to read their conversations out loud.	After listening to feedback, each team may modify or improve their conversations. Students read their conversations out loud.	Laptop, projector, and students' cell phones.	2 B

Production <mark>20 min</mark>.	•To finish class in a fun way, the teacher gets in the following site: https://www.eslgamesplus.com/present-progressive-continuous-esl-grammar-fun-game-online/ and explains this is an interactive game in which they have to choose the correct answer. Gives a student the mouse and asks them to pass it to their classmate. •The teacher keeps a record of each student's right answers in order to have a winner.		Laptop, projector markers, and treats for everyone.	2 B
Evaluation <mark>30 minutes</mark>	Although this is an individual exercise, it is expected that everybody participates making it difficult for the teacher to keep track of who provided the right answer therefore everybody gets a small treat at the end of the activity. TAs an evaluation tool, the teacher gives quiz part B which includes: reading and writing Appendix 5. c •The teacher sets homework: workbook page 30 for students to practice throughout the week (appendix 5). And as homework nr.2, to have fun!	Students' workbook page 35. Appendix 2 •Students work individually	Quiz part BA (one per student) Laptop and speaker	2 B
Summary	•The teacher guides students to elaborate more complex sentences spoken and written using the previously taught grammar (present continuous). •The teacher developed student's cultural awareness and open their perspective towards			

	different ways to carry out a basic daily action: greetings. •Students are now ready to begin a new grammar topic: simple present.			
Possible problems and possible solutions.	**Listening. 1st. practice class 1**. It can happen that students find the original audio too fast for they to understand. If that is the case, the teacher would slow down the delivery rate. **Speaking. Warm up, vocabulary Review class 2**. As this is the first time, we play a kahoot in this class, students may find instructions difficult to understand. I am sure teens are quite familiar with Kahoots but not adult students. The teacher could rely on teens to instruct adults (no matter if they do it in Spanish). We can also play two rounds of the game.			

Designing of Necessary Tools to Asses Student's Progress.

For this set of activities divided into two classes I designed different evaluation tools:

For the first step of the lesson, activation and warm up I am recycling a previously taught function: greetings and saying hello and at the same time, this same activity will be used as a warm-up for the next activity. As stated by Brown, "the goal of alternative assessment is to allow for the delivery (by the teacher) and internalization (by the student) on appropriate feedback on performance with an eye towards the future continuation of learning".

Later on, in the listening part, after having students watch a video, I am giving students hand out number 1 to check on their understanding.

At the beginning of the second session, I am having students play a Kahoot game aiming for students to refresh in a fun way, the vocabulary they learned in the previous class. (Appendix 3)

To fulfill the face-validity principle of testing, I elaborated a written quiz with which I plan to evaluate students' knowledge and progress on the four basic skills practiced throughout the four lessons. The quiz also complies with the content validity principle since it includes the topics, vocabulary, and structures seen in class. I modified the quiz provided by the teacher's manual of the book followed in class

since it includes vocabulary and topics not yet studied. The quiz, followed the next order: Listening, speaking, reading, and writing.

The listening comprehension part of the quiz contains a chart completion task to assess students' selective listening in the format of recording/listening for specific information.

For the speaking part, I am applying another kind of alternative assessment this time relying on group work as proposed by Ghaith, "cooperative learning approach is believed to facilitate assessment given that it provides opportunities for assessing individual and group outcome in a supportive environment". The task consisted of performing a dialog following a written example which included useful functions for them to follow and similar to the ones previously seen in class and the ones students just hear in the listening part of the quiz.

The reading part of the quiz contained an online conversation between two friends chatting from their computers. After reading the conversation students had to complete sentences writing which of the two friends was doing a specific activity. I chose this exercise since it complied with the Interactive model of reading which combines bottom-up and top-down approaches (Rummelhart, 1985) this model is based on the idea that readers do not just read words and sentences but also make predictions based on:

1. The knowledge of individual letters (lexis) and grammar,

2. The reader's past experiences with similar situations and cues in order to make sense of new information.

For the writing part of the quiz, students had to write a short conversation pretending they were chatting with a classmate later that same day.

In order to have a guide for the evaluation of the productive skills (speaking and writing) I applied rubrics. (Appendixes 7 and 8)

Extra Activities.

In the lesson plan, I considered the possibility of students not being familiar with Kahoot and thus they would not be able to play. As a possible solution, I mentioned I would rely on the young students to help the ones that had difficulty connecting or playing, however, given the fact that the night before I wasn't sure about who would attend class and who would not, I decided to use one of the boards to have students match the vocabulary to the images I had used the previous class to present it, since the purpose of the game was a warm up activity to activate schemata.

In the end, I had students do the matching exercise as well as playing the game, but I felt relieved to have come up with this extra activity just in case some other eventuality had arisen. (Appendix 9)

Chapter 3 Experience Report.

After having carried out the lesson plan, I can tell that the main aims were unevenly achieved since only three of the students were present in both classes and one out of these three had been absent for about three classes in a row and showed up just a class previous to these two ones, so he did not have the basis to reach a "real consolidation stage". As I previously mentioned in the teaching context, this group has been very inconsistent, and for the purpose of this video, I had to invite some ex-students to take a few classes: (two before the recorded lessons for them to get aquatinted to one another and with the topic of the class, and these two classes.). Unfortunately, not all of them could make it to both classes and nor did the "regular" ones, so I managed the best I could.

With the help of the visuals, the more independent students were able to make sentences such as:

"They are shaking hands, they are not in India",

"They are not rubbing noses; they are not Inuit"

"Are they pressing palms?"

Other students needed more help structuring their sentences. Despite this situation, all students learned about how people greet differently from culture to culture and they also compared and value their own greeting form.

Students were interested and cooperative. At the beginning of the class, they felt a bit nervous, shy, and uncomfortable about being recorded but as the class went on, they began caring less about it and focusing more on the class' content.

Raising intercultural awareness was an issue I had not targeted so purposefully in earlier classes but I could clearly see how interested students were in learning how people greet in other altitudes and even learning the differences between China and Japan (countries that despite being geographically quite close to each other, have cultural differences starting from the way they greet.)

Processes and Results Reflection.

Looking back at what happened in class, I detected the following situations: In the vocabulary presentation, I wrote the words on the board, but later on, when I played the video, I had to erase them for the image to be clearly seen. I could have prevented that situation and used another board to write each word (there are three boards in the classroom)

In the lesson plan for session 1. I did not consider time to check homework (which was a handout I gave them to work with gerund spelling rules the previous class), and although I managed to check it at the end of the class, it would have been better to have considered the time for this activity and finish class on time instead of finishing ten minutes later.

I followed the plan and stuck to the assigned time. It helped me to have written down not only how long every activity should take, but also, I wrote the starting time and the finishing time per activity not to get lost (which is very easy to happen in a three-hour class). Some time ago I used to do it but at a point, I stopped. Since it helped me a lot this time, I will include this information again in my upcoming personal lesson plans. (In the military school it is not possible to change the format they provide us, but I can work my own lesson plan pointing out somehow the information I need.

Having a teddy bear to show the class the rubbing nose greeting was very useful. I consider I choose the right character since teens and adults are very familiar with Winnie the Pooh and they were amused by Winnie's presence in class (I even sat him on a desk to take the class with us).

As per the visuals, it was very wise of me having used the images of important politicians (Angela Merkel and Emmanuel Macron) to present the "kissing cheeks" greeting since the adult students identified them as well as the countries they are from. I used the image to make a couple of jokes for students to laugh a bit. There was also a mistake in the handout, which was a minor one, but I noticed it until I gave it to the students, this situation reminded me about the importance of re-checking all self-developed materials before giving them away.

By the end of the first class (sessions 1A and 1B), I thought about the possibility to have included a couple of "hello" words in a Mexican native language (Maya or Nahuatl) since they are two of the most spoken indigenous languages in our country and they are as important as any other foreign language, moreover, they are part of our own culture.

Follow up Activities

After having reflected on the relevance of Mexican indigenous languages, for the second class, I left as a follow-up activity (homework) for students to find out ways to greet people in different indigenous languages (they brainstormed the ones they knew and we made a list).

I mentioned in class: "Imagine you are an immigrant coming from Honduras or Nicaragua and after all the difficulties you have gone through, you finally arrive to a place where somebody greets you in your mother tongue: Mayan, wouldn't you feel a bit relieved, welcomed and understood?" The third class has already taken place and it surprised me that everyone made the effort and came up with different ways to greet and say hello in Mayan, Mixteco, and Zapoteco, and we all attempted to pronounce them. Appendix 11 shows the results of this follow-up activity.

Also, as previously stated, in order for everybody to really understand the correct use of the present continues I prepared a writing exercise for students to practice. (Appendix 12)

Chapter 4. Conclusions.

I think it is very misfortunate to have this class with students so irregular, although I have tried to pull students to work and learn together, it feels like a disadvantage and very time-consuming. Even though I am aware that this is an element that is out of my control: (absences, sicknesses, money, etc.) probably, a good way to cope with these situations, is to leave the missing student's extra homework to work on during the week so that they can catch up. I also have the expectation that little by little this situation will be reverted as we recover from the economic crisis we are going through.

Regardless of this specific group, I have realized how important it is to raise intercultural awareness not necessarily detaching from the curriculum. For instance, at the military school I work for, based on the content of a lesson in their textbooks, I had students work on a project in which, in pairs, they had to find out the technology immersed in different military uniforms from around the world and report to the whole group. The outcomes were pretty interesting: they talked about smart textiles, third-generation light helmets lithium batteries, GPS systems, infrared sensors, etc. and students were hooked on the whole activity. So, from now on, I will consider intercultural aspects as part of my regular lesson planning; until now I just settled with the idea of mentioning the international latest news in all fields of life (political, technological, cultural, sports, or entertainment business) and briefly comment them in class which is far from purposefully targeting intercultural aspects as such within a lesson.

. After having to put into practice a great amount of the input received throughout this specialization, I can summarize my learnings as follows:

• I learned the importance of knowing the main principles of the different theories and approaches toward language acquisition in order to broaden the spectrum of options I can use with the different students I have now; (from teens to adults and from housewives to military)

• I learned the importance of purposefully targeting intercultural aspects in the different teaching contexts I work without necessarily moving apart from the curriculum.

• I confirm the benefits of using authentic materials.

• I confirmed technology helpfulness and learned about the existence of useful websites and other tools.

• Continuous reflections reminded me of the importance of good planning and outcomes review in order to identify opportunity areas and thus optimize my teaching practice and, consequently, my students' learning.

• I confirmed that grammar mastery plays a second role since communicating is the main purpose of any language.

I also learned from watching myself teaching; while peer observation is very useful, watching myself in action has given me a different perspective on my body language as well as my performance in general (volume and tone of my voice, my

pronunciation, grammar, etc. I realized that I don't seem to be as serious as I thought

I was). I also had the opportunity to observe students' reactions throughout the class,

so even though it was a difficult activity to carry out (basically due to the logistics), I

really thank the school for providing me the chance to face this kind of challenge.

Final reflections, what Comes Next?

One of the greatest challenges I faced throughout this specialization was overcoming my own fears about not being capable enough to succeed in this project due to the neurological sequels unchained after the removal of a brain tumor three years ago. Now I am certain that self-determination, support from colleagues, family members, and friends along with faith can be more powerful than any discouraging medical diagnosis. Fear of the unknown only burns our energy out. As George Addair once said: "Everything you ever wanted is sitting on the other side of fear".

Starting my own private classes has given me a different perspective towards teaching: While most teachers complain about School's facilities and services (from cleaning to administrative), school's syllabus, materials, reports, and forms to be filled up, students and their parents, lack, or compulsory training, not to mention low salaries. Independent teachers have to come up with all these resources by themselves: From getting a classroom, and desks, to investing in all kinds of supporting materials (posters, games, dictionaries, etc.).

Independent teachers are also responsible for designing their own forms (attendance lists, regulations, diplomas, etc.) choosing the materials to be used (taking into account not only their quality but also student's payment capacity) and figuring out the fees to make it work for everybody. Independent teachers are responsible for their own training and practice to offer a high-quality service that assures business.

I consider having taken up this specialization, will complement both; previous training with experience, to become a better teacher (independent or working for an institution). Now, being more aware of all the things yet to be learned leaves me with short-term and mid-term goals. My short-term goals are mainly two:

- to focus on enrolling new students (making it necessary for me to catch up with the technology to offer online classes), as well as investing in publicity.
- To update or renew certifications: my Certificate of Advanced English issued by the University of Cambridge (CAE) is more than ten years old and my Certificado Nacional de Nivel de Idioma (CENNI) has expired.

As per the mid-term goals I am considering eventually signing up for a master's degree in Administration of Education or a master's in English Language Teaching.

Now, as I write down my future plans, and look back to what has happened to me in the latest years, I recall the saying: "If you want to make God laugh, tell him your plans". Despite this idea, I now know that there are three key elements to turning plans into reality: goals, hard work, and patience. In the end, everything falls into place.

Link to Video: https://youtu.be/l0yx9OIkwZU

FT1

youtube.com

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Appendixes

Appendix 1 Hand out one.

Name: _____   Date: _____

Unscramble and match - GREETINGS

1. hnad   gnikahs   <u>shaking hands</u>

2. kissing cheeks   _____

3. b u R   sesno   _____

4. rsPesinsg   pasml   _____

5. wob   _____

6. ftist   bupm

Where are these people?. How do they greet each other?
Write sentences

They are in Mexico, they are shaking hands.
2.- _____
3.- _____
4.- _____
5.- _____
6.- _____

Appendix 2 Quiz Part A

Course: Saturday's Class. Intro Level. **QUIZ 2. PART A**

Name: _____.

Date: _____. Score: _____.

A: Listening:

It's 9 A.M. in Los Angeles. Vanessa is calling friends around the world. Listen to the conversations and complete the chart.

	City	Time	Activity
1. Sarah	New York		
2. Manuel			
3. Bob			

B: Speaking:

Student A: Imagine your classmates are on vacation. Student B calls you. Ask questions about your classmates.

Student B: Imagine you are on vacation with your classmates. Call Student A. Answer Student A's questions about your classmates.

A: Hello?
B: Hi, it's .... I'm on vacation in ..
A: In ...? Wow! What are you doing?
B: ...
A: Who are you with?
B: ...
A: What's he/she doing?
B: ...
A: Well, have fun. Bye!

Appendix 3 Kahoot questions.

1. **In what country do people greet rubbing their noses?**
   - In Colombia
   - In France
   - In the Pole North.
2. **Where do people shake hands?**
   - In Japan
   - In France.
   - In the South Pole
3. **What is this part of the body?**

   - The chin
   - The belly button
   - The chest.

4. **What do people say in India when greeting?**

   - "Namaste"
   - "Hello"
   - "It's nice to meet you"

5. **In Japan people kiss each other up to 3 times when they meet.**

   - True
   - False

6. **Only in Mexico people shake hands.**

   - True
   - False

Appendix 4 Page 35 SB

Interchange intro 5th. Edition student's book page 35 Cambridge University Press.

Appendix 5 Quiz Part B

Course: Saturday's Class. Intro Level. **QUIZ 2. PART B**

Name: _____.

Date: _____.   Score: _____.

C: Reading: Read the conversation and complete the below sentences:

Meg Martin and Kathy O'Brien chat online almost every day. Meg is an exchange student from the U.S. She's studying in Mexico. Kathy is in the U.S.

megm: Hi, there!	
kathyo: Hi, Meg!	
megm: What are you doing?	
kathyo: I'm sitting on my bed with my laptop. I'm doing my homework.	
megm: What are you working on?	
kathyo: I'm writing an essay for Spanish class. :) Where are you?	
megm: I'm in a café with my friend Carmen. I'm having coffee, and she's talking on the phone outside. How is your family?	
kathyo: They're all fine! My father's watching a baseball game with his friends. My mother is out shopping.	
megm: Where's your brother?	
kathyo: John's playing soccer in the park. Oh, wait. My phone is ringing. My mother's calling me. I have to go! Bye!	
megm: OK! Bye!	

1. _____ is writing an essay.
2. _____ is having coffee.
3. _____ is talking on the phone.
4. _____ is watching a baseball game.
5. _____ is shopping.
6. _____ is playing soccer.

D: Writing: Pretend you are chatting with a classmate, Write your conversation

YOU: _____

CLASSMATE: _____

YOU: _____

CLASSMATE: _____

YOU: _____

CLASSMATE: _____

YOU: _____

8 Write questions and answers. Use What + doing and the words in parentheses.

1. A: What is Linda doing? _____ (Linda)
   B: She's checking her messages. _____ (check her messages)

2. A: What are you and Akira doing? _____ (you and Akira)
   B: We're eating lunch. _____ (eat lunch)

3. A: _____ (Tom and Donna)
   B: _____ (visit friends)

4. A: _____ (Sandra)
   B: _____ (get up)

5. A: _____ (you and Isabella)
   B: _____ (ride bikes)

6. A: _____ (Diego and Patricia)
   B: _____ (work)

7. A: _____ (Tim)
   B: _____ (listen to music)

8. A: _____ (you)
   B: _____ (study English)

9. A: _____ (Sonya and Annie)
   B: _____ (have dinner)

10. A: _____ (I)
    B: _____ (finish this exercise)

9 What are you doing? What are your friends doing? Write sentences.

1. _____
   _____

2. _____
   _____

3. _____
   _____

4. _____
   _____

5. _____
   _____

6. _____
   _____

Appendix 7 Rubric for the speaking skill

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

Adapted from: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_

Appendix 8 Rubric for the writing skill

Rubric for Writing Assessment				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Are the ideas relevant to the reader?	Writing is assertive and visibly focused. It holds the reader's attention. Significant details improve writing.	Writing-related, worth sentences, with slight or no details.	Writing is focused and absorbing. The piece contains certain details.	Writing is too limited in connecting Knowledge. With no central subject.
Is the text organized?	Writing contains a solid start, middle and end with clear switches and a focused closing.	Uses correct text format. It Includes a coherent closing.	Writing is chaotic and insecurely organized. Switches are weak and closing is fruitless.	Writing is disordered and underdeveloped with no switches or closing.
Is the vocabulary used correctly?	Engaging and effective usage of word select.	Usages a variety of word select to make writing stimulating	Shows some usage of diverse word select.	Uncaring or imprecise word select, which confuses meaning.
Are the grammar structures and conventions used correctly?	The composition is free of disturbing spelling, punctuation, and grammatical errors; no presence of fragments.	The composition has little spelling, punctuation, and grammatical errors allowing the reader to follow ideas clearly. Very few errors.	Most spelling, punctuation, and grammar correct allowing the reader to progress through the composition. Some errors remain.	Grammatical errors, and spelling, punctuation create interruption, making reading problematic. Errors are frequent.
Score				

Adapted from: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_

Appendix 9 Extra activities
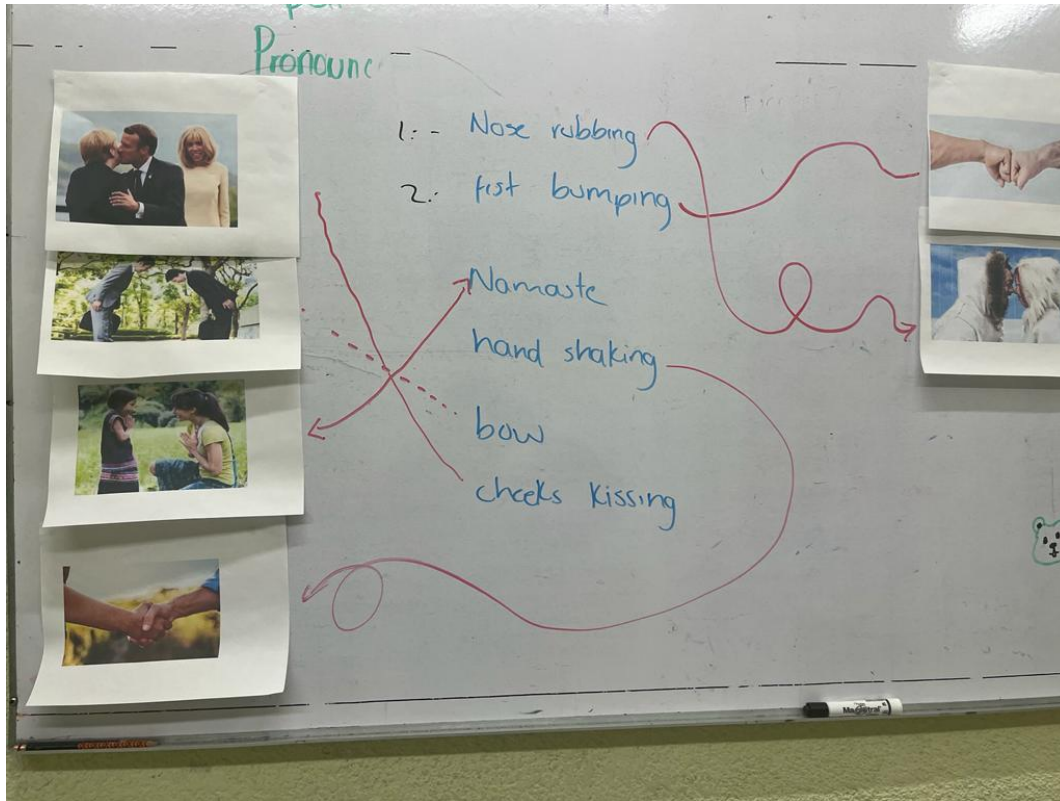
Marcador

Appendix 10 Military students developing intercultural competences regarding technology immerse in military uniforms from around the globe (Russia, the U.S.A., France, Spain, China, etc.

Appendix 11 follow-up activity 1. How do they greet in Mexican indigenous languages?

Appendix 12. Follow-up activity 2. The written practice of present continuous.

Appendix 13 Evidences

The classroom:

Activation- warm-up

Video:

Visual aids:

Student´s reflection

Student's practice

Student´s oral production

Students written production

Game at the end of session 2B

Appendix 14 Declaration letter.