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LESSON PLAN BASED ON INTERCULTURAL ASPECTS

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

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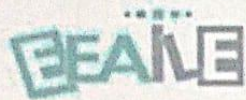
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Monday, July 04, 2023



A 04 del mes de julio de 2023

Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Coordinación de Posgrado

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ATENTAMENTE

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Introduction

In this paper is pretended to build up the teaching philosophy guided by what has been experienced during this specialization within the classroom activities, the theories that we have reviewed and applied with the students, and the goals that are wanted to be achieved with the students, and which are very enjoyable. All these aspects through the study of the topic “Gestures as a non-verbal communication”.

It is intended to explain the different teaching theories that have been chosen to do the Lesson Plan because a mix of all of them are going to provide students with enough abilities since the children’s needs and learning styles are different from each other and also the four-language skill have some requirements. While taking into account the Interculturality aspect so students would show openness and curiosity when we talk about gestures around the world and their different meanings through the material selected by the teacher.

An important issue for teachers from SEP is that the activities must always aim to develop the Social Practices of the language in written or oral form. Another aspect that is relevant for SEP relies on keeping the learners motivated to use the target language.

The first approach that is exposed below is Vygotsky’s ZPD which is pretty related to the Scaffolding technique and developed by the same author. This approach is the baseline from which the objectives were set, the strategies planned, and the activities applied.

Also, you can see below that listening skill is a good option as a means of Input since learners will have the opportunity to catch the topic, and the linguistic points from a video which will be supported with images and audio.

You will see too that the speaking skill could allow students to practice the linguistic points actively through Transactional and Talk performance approaches to get the linguistic points and produce the corresponding output at the time they practice the Present Simple tense.

Here, it is explained why the Bottom-up Approach was chosen because the content has already been reviewed, and the grammar issues need to be reinforced, so students need to activate their Linguistic Schema to use the Present Simple tense accurately

The Writing skill is taken in this paper too, as a medium of helping students to improve this skill, the Content Approach has been selected because students would use the knowledge they already have about the topic reviewed in the last Lessons and apply this knowledge to design an infographic.

You can see the assessment criteria has been added at the end of each language skill's theoretical concept since now there is a wider idea of how to use tests to provide my students with feedback with the intention of a Formative assessment based on Criterion instead of Norms.

It is included the results with the link of the recorded video as evidence of the Lesson Plan in action, as well as, the reflection that results from the experiences during the project implementation.

My current teaching context

At present, I work in Centro Escolar Mexico, located in Pensil Neighborhood, this is a public elementary school that belongs to SEP.

I am in charge of the English Language subject teaching to 4th, 5th, and 6th grade in the school, so I work with children age range from ten to twelve years old; these grades suit the beginner language level. There are two groups of around twenty-two students per grade, with difficult backgrounds, since they come from a low-income business community, and with large families. Also, in every class, there are multicultural students, and more of them show diversity in terms of religion and sexual preferences.

The learners' roles can vary during the lesson development; they can be note-takers or followers most of the time. (Calvert, B. 1975) And sometimes perform a Phantom relationship because they have an Analytical Learning Style and may not be noticed or heard in the classroom, or a Dependent relationship because learners have an Authority-oriented Learning Style since they need the teacher's guidance and support to finish a task. A few times, students show a Social relationship because they have a Communicative Learning Style. They like personal interaction and socializing with Friends. (Richards, J.C. and Lockhart, C. 1996)

We have a classroom for the English class, with the basic facilities, such as a whiteboard, tables and chairs for each one of the students, a teacher's desk, a bookshelf, and the chance of having access to a projector and laptop devices if you ask them in advance.

Also, we have some academic resources, such as picture dictionaries, game boards, practice books and readers for each one of the students. They can not wait to practice the language through the use of these resources. Although this school year the Activity book's audio did not arrive, I tried to adapt the activities and look for audio related to the topic worked on during the lessons. Learners like to sing, dance, and perform regular and familiar conversations during class and in recess, but children still have difficulties with spelling and

accurate sentence formation that they have to produce without help. However, students are being benefited because I am participating in this specialization, now aspects like phonetics, clear objectives, innovative strategies, assessment, well oriented feedback, and theories are put into practice among my daily lessons.

Additionally, students show different types of motivation like, Intrinsic motivation that explains the learner's own interest to develop the asked task, Resultative since learners are high-spirited children because of their good performance with the task, Integrative motivation due the language itself, and Instrumental motivation because they look for approval. (Gardner. 1985)

Learners start to be more critical thinkers, as they research by themselves any topic they are interested in, they are more aware that the language is not foreign to them since thanks to the internet and globalization through the different media they are in contact with the language and in fact use it without noticing it. Students now are open to have social interaction with English native speakers and to know more about their culture.

Although students do not have the best economy at home, they do have access to the internet and at least one cell phone that made our work easier during the last pandemic season. As we all know, children belong to the technological age. So, they are engaged with the language since they can access all kinds of online activities, and they have worked with Kahoot, Google Presentation, Google Meet, Tik Tok, and others. It is a shame that they do not have the opportunity of working with these Apps and devices at school now that we have returned to normality. Furthermore, the activities have been adapted for extra homework or to be worked in the classroom with the help of the projector and photocopies.

Nowadays, students show more enthusiasm for school matters in general circumstances. Moreover, they see themselves as professionals in the future differently from the time when the English program began.

My teaching philosophy

My beliefs as a teacher are, that we need to keep students motivated on the use of language by knowing their interests and backgrounds, that is why we have to listen to them and let them know we are doing it for real; when I think about this, my strengths and weaknesses come to me, since through doing this, gives me an opportunity or advantage that helps me encourage students to the regular use of language, and to help each other by developing a bond of confidence, now that is known learners need to be exposed to real and frequent input and have several chances to produce the language as much as spoken or written.

On the other hand, my teacher's role now is not only as an informant, but also as a mediator who negotiates meaning, attitudes, and all kind of class arrangement. (Hernández, 1989)

Another role I try to take is as an agent of change since learners need to be exposed to input that allows them to understand and communicate across linguistic and cultural boundaries around the world. (Kelly, M; Grenfell, M, Gallagher-Brett, A; Jones, D; Richards, L. & Hilmansson-Dunn, A. 2002) As always, I have said, teachers are learners too, not only in courses to be updated. Moreover, we as teachers learn from students too. (Harris A., Day Christopher, Hopkins D. Hadfield M. 2002)

I truly believe that students need a friendly environment where they can feel free to fail and learn from this. Furthermore, students might feel free to build up and acquire knowledge on their own without the fear to be judged; however, students need guidance and be monitored at any time; assessment is also a relevant aspect to help them improve their performance with the language but this must have a Formative distinction based on Criterion to provide them with feedback so learners will not feel afraid of failing.

To keep a balance that fits my new teaching philosophy, I will continue trying to focus on the student's needs, learning styles, interests and individual thought process and in my authority role I will put clear goals so students do not get lost while they acquire and acknowledge the language, And I would like to continue with the use of the technological resources that faster, facilitate and make learning a language more pleasant.

Theoretical concepts, methodology and rationale

First, all the strategies are expected to help students to develop the Social Practices of the Language. This means, teachers from SEP need to take into consideration the different settings students would be involved, and the way they are going to use the language to communicate their own interests and needs. (Secretaría de Educación Básica. 2006)

The general aim of this Lesson Plan is to help students to get to the **ZPD** (Zone of Proximal Development) through develop their cognitive functions. Accordingly, to Vigotsky (1978) the ZPD is “the distance between the actual developmental level as determined by independent problema solving and the level of potential development as determined through problema solving under adult guidance or in collaboration with more capable peers”.

Continuing in this direction, the Teaching method of **Scaffolding** refers to the steps or instructions with the guidance of the teacher or peers needed by each of the students, and that helps students reach the language goals faster than in a traditional instruction. (Vygotsky 1978)

Students would be more capable due the teacher's help. Also, learners would perform in the language skills better with the help of a more expert peer. Hence, learners are asked to do a task, with the support of understandable instructions, but every student beside these regular conditions, most of the times, needs feedback in every stage of the activity and expresses doubts to be cleared. Even though, teacher gives guidance, students understand better what they need to do to solve a problem by seeing another classmate performance, that is why it is necessary arrange team and pair work too, this would give learners more confidence.

The following teaching strategies were chosen to match students' profile, needs and preferences as well to raise student's awareness of one's own cultural worldview.

The explanation must be started with the rationale behind the selection of activities for **Listening** and below the rationale for Speaking, Reading, and Writing activities selection that are included in my Lesson Plan will be mentioned.

After the topic selection, the research of available and related material was the next step since through the interaction of students with the materials the objectives set would be reachable. The teacher is responsible for the input provided for the students, which is why the oral and the written texts were realia taken from the internet, it was necessary to adapt the written text due to the different tenses. The text was modified so students were able to identify the Simple Present tense. Also, the rubrics to assess students' Speaking and Writing skills were designed to match the objectives of the lesson. In accordance with Nunan, the material has to be clearly connected to the curriculum they served, be genuine, promote interaction, focus on formal aspects of the language, like linguistic points, and adequate content for the age and level of the students, develop and support learners' skills, and encourage students to take the language use outside of the classroom. (Nunan, D. 1988)

The Input Hypothesis from the Monitor Model is the first aspect to start with. Language is acquired when people are exposed to comprehensible input, and Krashen (1982) in *Principles and Practice in Second Language Acquisition* defines as linguistic input and explains that this happens when learners are exposed to $i+1$ so, students need to be exposed to language just beyond the learners' current level and this is necessary since input is crucial for language development.

That is why it was thought that through Listening strategies would be the best choice to provide students with input that introduces the topic, keywords, and linguistic points during the First Lesson.

The listening input must be appropriate for our students and understandable. That is why I chose the video titled "Gestures around the world" from "Youtube" <https://youtu.be/qCo3wSGYRbQ> because this video includes the unit's topic and it is challenging enough for beginners since learners need to rise confidence by understanding

what they listen as well as taking the audio of the video like a model to follow. (The World is Our Thing, 2017)

With this video, **Meaning Support** is being provided to the learners too since the pictures, and sound effects make the listening text more comprehensible. (Brown, D. 2001)

Through this lesson, it is easier to have students activate their **Background Knowledge** too since learners love to use gestures to express themselves and to know the gestures have different or similar meaning around the world will arise their curiosity. This is an important concept that refers to the pre-existing knowledge that students may have about the topic that is seen in a lesson. (Brown, D. 2001)

Then, the **Top-down processing Approach** has been chosen as part of the strategies for building listening skills. Learners would use their background knowledge of a specific topic, to understand the meaning of a text, in other words, Top-down processing goes from meaning to language. All these, are through the **Pre-listening, While-listening, and Post-listening** stages in the listening process. (Richards, J. C. 2008)

For example, the First lesson's activities have the **Pre-listening** stage, since this phase prepares students by involving their prior knowledge, they make predictions and review key vocabulary by seeing first the gestures to infer the meaning and origin of the sign. (See Appendix A)

Then, there is the **While-listening** phase where it is expected that learners compare students' inferences to what the audio explains about the meaning of the signs and when learners will unscramble the text order they would show their oral text understanding. (See Appendix A)

Finally, there is the **Post-listening** phase where the students reflect on what the topic of the unit is about and what is needed to reinforce through brainstorming what they know and what they listen in the video and design a mind map. (Richards, J. C. 2008)

Other important concepts for developing listening comprehension skills that are important to mention are the **Previewing concept** and the **Advance Organizer concept**.

The Previewing concept has to be with exercises that help students anticipate the content that they will hear in the listening text; for example, the First Lesson leads students to infer the lesson topic which is included in the video. (Brown, D. 2001)

The Advance Organizer concept has to be with the tools that help students to make a connection between new information and their previous knowledge; for example, it is expected that learners use the information they listen to in Lesson 1 to design a mind map using their previous knowledge about the use of gestures and what they have just listened in the video, learners. (Kolker, E. 2008)

It has been planned to measure students' **Listening Comprehension** by adding a **Completion** test, where students use the prompt to brainstorm ideas about the gestures they listened to from the video and complete these prompts accurately under the mind map. (Kulhman, N. 2008)

Here, it is aimed to assess learners in a **Formative way**, to offer students feedback and acknowledge what grammar and vocabulary are needed to reinforce and added to the next lesson plan in order to support students with vocabulary drilling and use of grammar points in different kind of strategies. (Brown, H. D. 2004)

After explaining the rationale behind the Listening activities in Lesson 2, the **Speaking activities** and the rationale to choose them are presented below.

Learners show **Stylistic variation** at the moment of interact among them, this refers to the type of interaction, it could be formal or informal. The speaking activities in Lesson 2 are thought to be in a **Casual style** because students need to adjust their speech to the situation's context. (Richards, J. C. 2008)

Fluency-informed approach with emphasis on the development of **Intelligibility** must be considered the goal when teaching a Second Language and not to achieve a native-like pronunciation that makes our students discourage learning a new language and to be ashamed of showing their development in the language when they are in the need to speak with Native speakers. Since spoken language is hard to develop because when the discourse is unplanned there is not enough time to give structure to what you want to express, and your speaking contains slips and errors at the time of trying to involve reciprocity, students need self-confidence when expressing their ideas. (Richards, J. C. 2008)

That is why **Intelligibility** is attained when speakers get the ability to produce a comprehensible discourse, and in this way get **Fluency** in their discourse with a reasonable speech easy to follow and free from errors and breakdowns. (Richards, J. C. 1990)

Students would rise their self-confidence by producing a fluent speech exchange because the topic is interesting and known to them since learners use several kinds of gestures all the time even from different parts of the world due the globalization. It is expected that students explain how to sign in the Development stage of Lesson 2 with the help of a prompt, this type of speech in public suits with the Speaking purpose **Talk as performance**. (Littlewood 1987)

The last activity, where students talk about the name and origin of a gesture has an informal Assessment aspect,

In the Closing stage, students would answer how people sign a gesture. The opportunity to establish a conversation among learners comes to suit the purposes of **Transactional** because students are expected to exchange information about the topic that has been reviewed. (Littlewood 1987)

The suprasegmental feature like **Intonation**, which is the changes in voice pitch, it is a relevant part of speaking since by learning some basic rules about falling and rising intonation depending on the type of sentence students would be able to communicate in a

clear way. (Snow, D. 2007) Because of this, when students interact by asking and answering they will be following the falling intonation at the end of the sentences.

For the Speaking assessment criteria, a **Rubric** for Peer-evaluation (See appendix B) seems to be a good idea where students could evaluate their pair development on fluency, pronunciation, and effort at the time of interaction by asking and answering about the topic. To measure this kind of skill the **Direct testing** is very useful since we can test pronunciation. (Coombe, C. A., K. S. Folse, et al. 2007)

Furthermore, the informal assessment is always a good way of providing feedback to students in real-time since the **Output** students produce is an opportunity to reinforce linguistic aspects by itself, with the teacher's help, and as a model for the rest of the partners. Susan Gass in the book *Input and Interaction*, argues that producing comprehensible messages in interactive activities is a good way to learn and practice the target language.

For the **Reading activities**, the **Bottom-up Approach** was selected, this Approach refers to the process of taking small pieces or elements of language together to get higher units comprehension so, through understanding letter-sound, gramatical structures, or Word agreement learners could achieve to process and produce the language and in the third Lesson students are expected to acknowledge the Present Simple tense by noticing the structure and practice it along with the reading of the text, and then understand the text. In this case, the teaching goal matches with what Dechant explained in his chart. The objective is to start with the meaning of sentences or utterances while consciously practising the tense and then reflecting on how to use it so, students would understand the text they are Reading, all this is done in the Beginning stage. (Dechant, E. 1991)

Here, students are decoding the text based on their previous knowledge of the grammar points (use of "s" at the end of the verb for the third person in singular), word meaning, and syntactic pattern: subject + verb (present tense) + complement. Subject + auxiliary do/does + not + verb + complement. It is necessary to mention that this is a review of what they have seen previously. This also matches with what the **Linguistic Schema** explains because the

intention is that students would use the linguistic information they stored in their minds. (Singhal, M. 1998)

Now, The **Scanning technique** that consists in a quickly Reading through the text looking for specific information was chosen as a Reading Comprehension strategy. The activity where students identify the sentences in present tense (See Appendix A) matches with the Scanning technique since students need to find the Grammar structure through identifying sentences in Present Simple while they read in a quick form. (Brown, D. 2007)

On the other hand, after practising the Reading skill it was decided to evaluate this skill by using a **Traditional assessment**, the **Kahoot strategy** https://kahoot.it/challenge/2713c9e6-ff6b-41f8-ac25-a3b0a86da045_1680156703442 (See Appendix C) where students have to solve the **Multiple Choice** and the **True/False** tests because they are a fast-check format and they focus on language recognition. (Kuhlman, N. 2008)

The next activities in Lesson 4 were thought to develop **Writing abilities**. It was aimed to use a mixture of approaches like **Language structures**. This approach refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules so learners would use the keyword and Present Simple structure to write captions in the infographic, the prompts would be useful to provide enough support to enable students to substitute the needed information as in the stage of **Controlled writing** where students can practice to write sentence patterns and only substitute some ideas. (Hylland, K. 2002)

Another approach it was convenient to the teaching writing goals is the **Content Approach** since students use their **Content Schema**, in other words, their previous knowledge about the topic and connect old and new information. Therefore, students are expected to use their experiences and match them to the new information related to the gestures people use around the world to help them to communicate in a non-verbal form and this would help learners to write the captions in a coherent form in the infographic. (Cook, 1998)

Finally, **The Genre and context of writing approach** that has to be with the types of texts that match with the social conventions to make our audience get the purpose of a text as the infographic is. (Cook, 1998)

Students would learn and use **the Habits of good writers** because although it has been planned only one Lesson for the writing skill, the goal is only to offer feedback to the students on their work and not to get a final product. (Brown, H. D. 2007)

Therefore, students will be lecture to focus on the topic they are seeing, let them flow their first ideas on the paper, and utilize the feedback given to improve their writing skills.

For feedback, a rubric is going to be hand out peer team (See appendix D) and take the result to review the issues that are recurrent and similar in each team. This kind of assessment matches with the **Criterion-based assessment** so will be a relevant tool to give feedback to students on their writing performance and it is not intended to Rank my students. (Coombe, C. A., K. S. Folse, et al. 2007)

It is necessary to push students toward the delivery of a coherent message that follows linguistic conventions by interacting with the text as much as students try to write captions for the infographic. As Swain, M. explained in the book *Communicative Competence*, the **Output** learners produce by trying to put on paper their ideas would able them to notice gaps in their interlanguage, test hypotheses about the language, and reflect on language through using the language.

At last, but not least, beside the four skills of the language, it was taken into consideration the **Intercultural competence** to plan the activities that has to be with the action of communication effectively in a cross-cultural context. This means, to take into account besides the language, the cultural norms, Geographic location, differences among people with different cultures, or that come from different nations.

The topic of the Unit itself lead the students raise their curiosity and openness to stop disbelief about other cultures as it is proposed in the **Intercultural attitudes part** (Byram, M., Alred, G. 2002) as well as develop the ability to interpret a document or event from another culture as is reflected through the unit when the students reflect on the different gestures and their different meaning across the world as it is said in **Skills of Discovery and Interaction.** (Byram, M. 1997)

Lesson plan

<i>Name: Intercultural Competencies; Gestures as a non-verbal communication</i>
<p>Objective: Intercultural Competencies: Students will interpret and reflect on the importance of knowing and respecting the different use of gestures around the world.</p> <p>Listening: Students will interpret, and decode information based on an oral text.</p>
<i>Linguistic Topic: Review of vocabulary of gestures and Present Simple Tense</i>

Listening					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number-SKILLS	Evaluation
Information processing Activation Schema (5 minutes)	T asks Ss <i>Which of these signs mean ahorita? Where does the OK sign belong to?</i>	Ss state their inferences and check them by listening to the audio. https://youtu.be/qCo3wSGYRbQ	Board, laptop, visual aids	1 Listening	Participation
1 st Practice Information Processing activity (10 minutes)	T explains that Ss will hear the script of the audio "Gestures around the world" and scramble the paragraphs of the script. T monitors the work.	Ss follow the audio while unscramble the audio script. And	Laptop and photocopies	1 Listening	Listening and unscrambling a script
2 nd Practice Social Interaction Use of Language	T has Ss brainstorming the gestures they already know and design a mind map in their notebooks.	Ss design a mind map in their notebooks by brainstorming the gestures they already know and that listen from the audio, as well as the country the gesture belong to. Ss complete a sentence below the mindmap about what they comprehended about the audio.	Board and notebook.	1 Listening	Writing Task for Listening Comprehension Assessment: Completion
Summary	T emphasizes important aspects and clear doubts. T provides feedback while Ss brainstorm	Ss apply the use of language in real life			

	and write about it below the mind map.				
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Name: Intercultural Competencies; Gestures as a non-verbal communication					
Objective:					
Intercultural Competencies: Students will be able to interpret and reflect on the importance of knowing and respecting the different use of gestures around the world.					
Speaking: Students will paraphrase in a coherence form which gestures they do in different parts of the world and explain how to sign to communicate in a non-verbal way.					
<i>Linguistic Topic: Review of vocabulary of gestures and Present Simple Tense</i>					

Speaking					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number-SKILLS	Evaluation
Information processing Activation Schema (5 minutes)	T asks Ss <i>Which action is this? while acting out a gesture.</i>	Ss guess which action I am performing, with the help of a list of actions on the board.	Board Teacher performance.	2 Speaking	Participation
1 st Practice Information Processing activity (10 minutes)	T explains that Ss will say how a gesture is done with the help of the prompt: He/She ... to do the... sign. You (action) to do the (gesture) sign. We... to do the...sign.	Ss paraphrase how to do a gesture, using the verbs they practiced before.	Board	1 Speaking	Participation
2 nd Practice Social Interaction Use of Language (10 minutes)	T has Ss in pairs asking and answering how to sign a gesture with the prompts: -How do people sign the gesture (name)? -They... T monitors the interaction and provides feedback.	Ss interact in pairs to ask and answer how to do a gesture.	Board	1 Speaking	Oral Peer-evaluation
Summary	T emphasizes important aspects and clear doubts. T provides feedback after the Peer-evaluation.	Ss apply the use of language in real life			

<p><i>Name: Intercultural Competencies; Gestures as a non-verbal communication</i></p>
<p>Objective: Intercultural Competencies: Students will interpret and reflect on the importance of knowing and respecting the different use of gestures around the world. Reading: Students will interpret and decode a written text. Students will identify sentences in present simple through scanning a text. Students will solve a kahoot based on a written text.</p>
<p><i>Linguistic Topic: Review of vocabulary of gestures and Present Simple Tense</i></p>

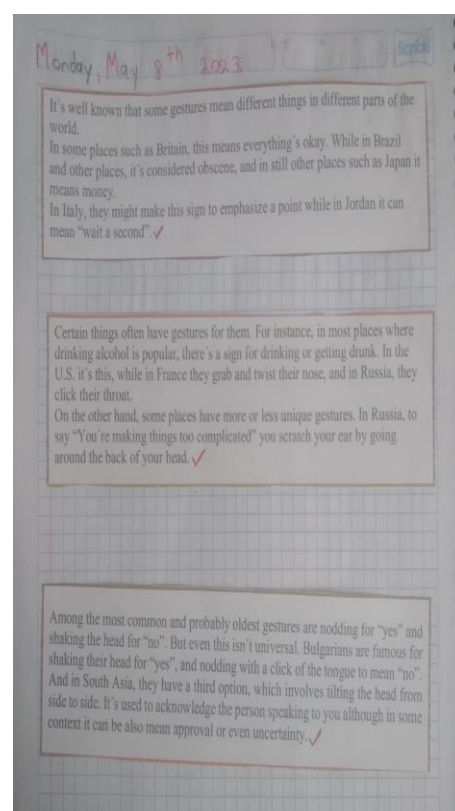
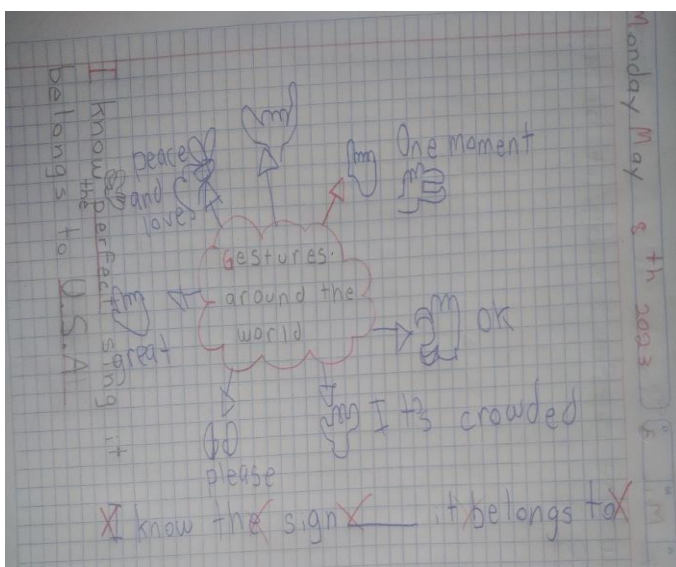
Reading					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number-SKILLS	Evaluation
Information processing Activation Schema (5 minutes)	T asks to drill the letter patterns with the phonetic chart. T explains that Ss will read a text in louder voice out.	Ss drill the letter patterns. Ss read in louder voice out the text "The meaning of hand gestures around the world"	Phonics chart Photocopies	1 Reading	Participation
1 st Practice Information Processing activity (10 minutes)	T reviews Present Simple and asks to identify sentences in Present Simple in the text "The meaning of hand gestures around the world"	Ss follow the lecture reading and scan the text to identify sentences in Present Simple.	Photocopies	1 Reading	Participation: Say the identified sentence.
2 nd Practice Ss-text Interaction Use of Language	T presents the Kahoot and explains the kind of questions in the Kahoot.	Ss solve the Kahoot individually.	Kahoot in photocopies	1 Reading	Kahoot: Multiple – Choice, True/False
Summary	T emphasizes the use of verb+s for the 3rd person in singular. T provides feedback when students identify the sentences in Present Simple. T checks the Kahoot answers.	Ss identify the Present Simple structure. Ss read a text to answer a kahoot.			

Name: Intercultural Competencies; Gestures as a non-verbal communication
<p>Objective: Intercultural Competencies: Students will be able to interpret and reflect on the importance of knowing and respecting the different use of gestures around the world.</p> <p>Writing: Students will select and paraphrase cohesively and coherently information about gestures to write captions in an infographic in an accurately way.</p>
<i>Linguistic Topic: Review of vocabulary of gestures and Present Simple Tense</i>

Writing					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number-SKILLS	Evaluation
Information processing Activation Schema (5 minutes)	T asks Ss to sort the infographic elements. T reviews types of Fonts. T reviews the infographic layout.	Ss sort infographic elements, characters, and types of texts.	Board Labels	Writing	Participation
1 st Practice Information Processing activity (10 minutes)	T asks Ss to design an infographic in teams. T provides the prompt "The sign (gesture) means (meaning) in (country). T reads the rubric to Ss.	Ss design an infographic draft in teams of 3 or 4. Ss write captions in the infographic.	Board Rubric Photocopy (Hand gestures around the world)	1 Writing	Infographic first draft
2 nd Practice Social Interaction Use of Language (10 minutes)	T provides feedback on the infographic draft and the most common errors.	Ss express doubts and correct their drafts.	Rubric	1 Writing	Rubric
Summary	T provides examples and reviews infographic elements. T emphasizes important aspects and clear doubts. T provides feedback.	Ss apply the use of language in real life through writing captions in an infographic.			

Results

During the first Lesson, **listening skills** were developed. Students listened to the video and were amazed at how the gestures could have different meanings in different parts of the world though, it was not easy for students to answer where the gesture belong to. A better idea is that the video had to be played chunk by chunk to get better results and review countries before listening to the audio. Then, the rest of the strategies were easier for students to develop, they ordered the text and did the mindmap successfully. Finally, they could complete the prompt given without any problem.



Speaking skills were developed in the second Lesson. Here students drilled action verbs that were used later to paraphrase sentences about Gestures and how to sign them besides reviewing the Present Simple tense. A difficulty the students had with the simple form at the moment of trying to produce the message was that they forgot to add the subject and only said the action and go on. The feedback learners received was that the difference between English and Spanish is that despite being easier to conjugate actions in English. It is necessary

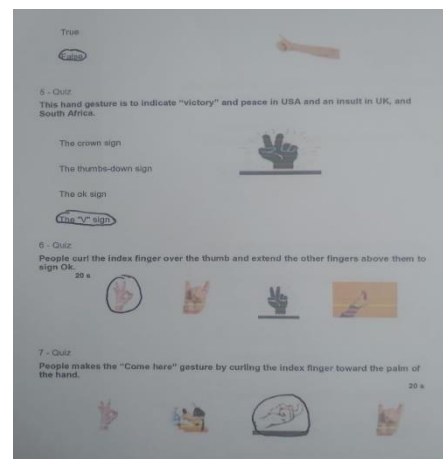
to name who is doing the action because there is not exist conjugation for each person in the language so it is impossible to know who they are talking about if they do not mention it. In the end, students interacted among them by asking how to sign a gesture and responding. This strategy took additional time because students were required to review the name of the fingers and were explained how to assess each other with the rubric. On the other hand, it was kind of fun when the verb "extends" was done with the middle finger, and students felt really motivated and enjoyed the interactions among them.

Appendix B
Oral Peer-evaluation

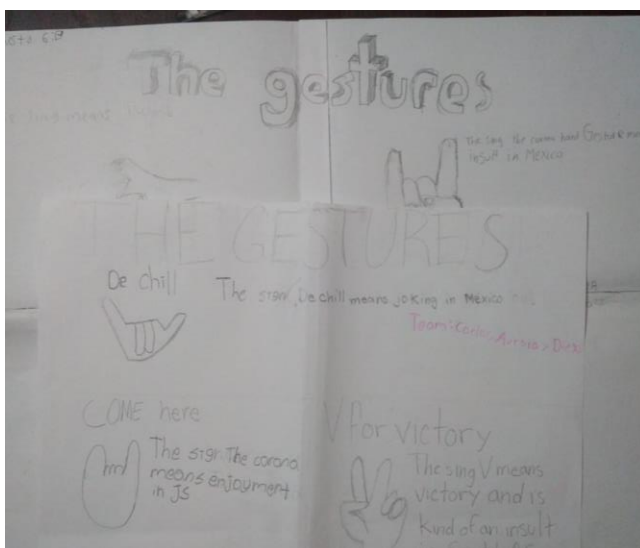
Luciano-Alberto

Peer-evaluation			
Pronunciation	Incomprehensible	Difficult to understand	Easy to understand
Fluency	Frequent pauses	Occasional pauses	Natural speed
Effort	Lack of effort	Good effort	Outstanding effort

Then, the Reading skills in the third Lesson were developed, students showed they had improved their pronunciation by drilling every day the letter patterns with the Phonic Chart. Because of this, they read fluently and were able to understand the general idea to answer the Kahoot! Even though the Kahoot! was assigned to solve it at home again because students wanted to work online, they get motivated to practice the language by using technology, it's a good challenge for them. In class, the Present Simple tense needed to be reviewed one more time to enable students to identify sentences in Present when reading the text.



Next, The Writing skills were developed in the fourth Lesson. In this activity students reviewed the infographic's elements by sorting labels in the correct column. Then, students designed an infographic about gestures in teams of four and wrote the captions using a prompt as a guide. In the end, learners got some feedback from the teacher based on the results the rubric gave. The most frequent error was that students were confused about the meaning. They tried to write only the name of the gesture. So, they had to reread the text again to be able to paraphrase and complete the idea. Something that helped students to write the captions better was acknowledging the text layout.



Appendix D
Evaluation checklist

evaluation checklist			
Rating scale:	M=Minimal	P=Partial	C=Consistent
The Infographic shows...	M	P	C
knowledge about the different meaning of some gestures for different countries.			✓
coherence and cohesive devices. (correct verb tense, sentence patterns, conjunctions, etc)			✓
accurate punctuation. (Capitalization, commas, colons, periods, etc.)			✓
typographic elements in the design. (title, headings, pictures, labels, captions)			✓

Team:
Carlos
Aurora

At least but not less, the Lesson Plan was applied within different classes since some teaching performance troubles that were identified for the first class were modified, as was explained above; for example, students drilled vocabulary they did not remember, the teacher modelled the speaking performance, and then some of the children that show more problems with the activity passed to the board to perform the talk in pairs. The reading text was read paragraph by paragraph. So students could identify the place where the gesture came from. Before identifying the grammar points while scanning, learners drill oral examples in the Present tense related to their own context, etcetera.

The video recorded evidence is shown in the video with the URL that is below.

<https://youtu.be/G4cvsMLq5m8>

Conclusions

What it was mentioned above, compiles all what everyone of the classmates commented during the unit one discussion on our beliefs as being a teacher nowadays, and this is a clear evidence that teachers these days have appropriated the advantages of all these theories to let children consolidate their learning with the teacher's support and guidance. That is why it is needed to be updated in the teaching labor, taking this Specialization to have all the needed tools is a good example.

For this stage the opportunity of planning and applying some of the approaches, their stages, and strategies proposed on the last modules have been exploited. Furthermore, notice and prevent possible teaching and learning breakdowns that could be included in this new Lesson Plan.

Nowadays, teachers have to know their students profile in order to select the approach or approaches to work with them. It is important to remember that some strategies could be very useful today but maybe tomorrow we need to modify them or change them.

Activate Schemata in the students will carry significant and relevant strategies for the students. They need to improve several skills and subskills in order to produce accurately pieces of writing and to understand and comprehend written, and oral texts.

Before students undertake any writing assignment or oral exchange they need to know what is expected from them and what is the goal of the strategy.

Because students need more interaction with realia, use of Technology and frequent practice with the language it is expected this Lesson Plan covers the needs.

Peer-revision and feedback from the teacher are necessary to make students being aware of their strengths and areas of opportunity to help teachers to improve their performance and give them guidelines to plan the next steps to follow with their students.

After reflecting on the full experience, in my opinion, students learned to paraphrase their ideas with basic vocabulary, to help each other to have a fluent conversation and to assess each other.

What this assignment taught me, is the importance of setting the teaching objectives before planning a Lesson, the importance of giving students clear instructions, the importance of breaking the strategies to scaffold and give support to learners, the relevance of advising learners on how they are going to be evaluated, the relevance of providing feedback after the evaluation, and that by normalizing the peer-evaluation would be very helpful and meaningful for the students.

At least but not less, there were some challenges I had to face during this Specialization, to keep motivated, setbacks with the family, work and health, and the lack of technological resources, the video-recorded class was a challenge in itself, because of the device's problems, the energy power that was off, the rest days, and my students nervous for being videotaped were enough to get crazy, I must say that the performance of more students was better after stopping the video record. It was significant for me to count on the guidance and support of the Specialization tutor and the teaching community that the tutoree created.

Sumarising, the experiences have been many and very significant since the contact with the colleagues of the specialization, the guidance of the teacher in charge, and the socialization with the students when putting into practice the theories and approaches learned has been enriching.

APPENDIX A

Materials:



***Lesson 1**

Mexico

Jordan



USA



- Britain= Ok**
- Brazil= obscene**
- Japan= Money**



Among the most common and probably oldest gestures are nodding for “yes” and shaking the head for “no”. But even this isn’t universal. Bulgarians are famous for shaking their head for “yes”, and nodding with a click of the tongue to mean “no”. And in South Asia, they have a third option, which involves tilting the head from side to side. It’s used to acknowledge the person speaking to you although in some context it can be also mean approval or even uncertainty.

It’s well known that some gestures mean different things in different parts of the world. In some places such as Britain, this means everything’s okay. While in Brazil and other places, it’s considered obscene, and in still other places such as Japan it means money. In Italy, they might make this sign to emphasize a point while in Jordan it can mean “wait a second”.

Certain things often have gestures for them. For instance, in most places where drinking alcohol is popular, there’s a sign for drinking or getting drunk. In the U.S. it’s this, while in France they grab and twist their nose, and in Russia, they click their throat. On the other hand, some places have more or less unique gestures. In Russia, to say “You’re making things too complicated” you scratch your ear by going around the back of your head.

*Lesson 3

PHONICS CHART

 s	 a	 t	 p	 n	 m	 d	 g	 o	 c
 k	 ck	 u	 r	 h	 b	 ff	 ll	 ss	 I
 e	 igh	 oa	 ur	 oi	 oo	 oo	 ow	 ear	 ee
 j	 v	 w	 x	 ar	 ure	 y	 z	 zz	 qu
 er	 or	 ch	 sh	 th	 th	 ng	 air	 ai	 ir
 ay	 ou	 ie	 ea	 o_e	 oy	 ue	 ue	 u_e	 wh
 wh	 ph	 u_e	 aw	 ew	 oe	 au	 zh	 ew	 a_e
 e_e	 i_e	 ey							

THE MEANING OF HAND GESTURES AROUND THE WORLD

Hand gestures are an integral part of communication, particularly if we speak in a foreign language.

Many travelers use hand gestures as a means of non-verbal communication when traveling in countries where they do not speak the local language. Be aware though – not all hand gestures have the same meaning in all countries!

If you don't understand the meaning of gestures in different cultures can lead to misunderstandings, insults and even violence. However, since hand gestures are such a regular part of our daily communication habits, it is easy to make a mistake.

Check out our handy guide to hand gestures and make sure you don't accidentally insult anyone on your next holiday or business trip.

Thumbs up

The signal for approval or agreement is common for European and American cultures. The gesture is so prevalent that it is a common emoji and is commonly used in social media.

However, in many Islamic and Asian countries, people consider it as a major insult. In Australia, the gesture also means all is fine unless the user moves it up and down which transfers the gesture to an insult.

The “V for Victory” or Peace sign

It is now the “peace sign.”

However, The V sign with an inward facing palm means and insult in the UK and South Africa.

The OK

The OK sign, people sign with the index finger over the thumb and extend the other fingers above them, is another common hand gesture in America and most of the English-speaking world. It means that everything is going well and according to plan.

However, in Latin America, the gesture is extremely rude.

In France the gesture is also an insult; in Australia it means “zero”, in New Zealand the user means to be lazy.

The Come Here gesture

In the US and some other English speaking countries people curls the index finger toward the palm of the hand to summon someone towards you.

However, for Philippines it is one of the most offensive gestures that can result in the user's arrest. The Japanese also consider the gesture to be rude. In Singapore the gesture is means “death”.

The Corona Hand Gesture

This gesture which consists of the index and little finger pointing upwards and the two middle fingers curled toward the palm has a wide variety of meanings.

During the last few decades it has been used by hard rock bands and their fans as a symbol of approval or enjoyment.

In many European countries it is the sign of the devil; whereas it is a positive sign in both Hinduism and Buddhism.

The sign indicates that one's spouse is cheating on them in Italy, Brazil, Cuba, Spain and Portugal.

This means that more and more people are communicating with those in other cultures. It is important to avoid offending others when traveling. Whenever you travel for business or pleasure to another country spending a bit of time to research the culture and especially customs such as non-verbal communication is a wise use of your time. It could mean the difference between a fun, productive trip and one that is possibly far less pleasant.

Appendix B
Oral Peer-evaluation

Peer-evaluation			
Pronunciation	Incomprehensible	Difficult to understand	Easy to understand
Fluency	Frequent pauses	Occasional pauses	Natural speed
Effort	Lack of effort	Good effort	Outstanding effort

Appendix C Kahoot

THE MEANING OF HAND GESTURES AROUND THE WORLD READ THE QUESTIONS AND THE OPTION ANSWERS AND MATCH THEM.

1 jugada • 0 jugadores

Un kahoot público

Preguntas (7)

1 - Verdadero o falso

Hand gestures are an integral part of communication.

20 s

True

False

2 - Quiz

Many travelers also use hand gestures as a means of...

20 s

making fun of somebody.

making friends.

non-verbal communication.

verbal communication.

<https://create.kahoot.it/details/8c4afe01-3a0e-4bcc-8ba2-3f6a94969ae4> 1/3
30/3/23, 0:17 THE MEANING OF HAND GESTURES AROUND THE WORLD - Detalles - Kahoot!

3 - Quiz

If you don't understand the meaning of gestures in different cultures can lead to...

20 s

misunderstandings, insults and even violence.

enjoy your stay in the foreign country.

make a lot of friends.

understand and being understood.



4 - Verdadero o falso

Thumbs up is the signal for approval or agreement between American and European people.

True

False



5 - Quiz

This hand gesture is to indicate "victory" and peace in USA and an insult in UK, and South Africa.

The crown sign

The thumbs-down sign

The ok sign

The "V" sign

6 - Quiz

People curl the index finger over the thumb and extend the other fingers above them to sign Ok.

20 s



7 - Quiz

People makes the “Come here” gesture by curling the index finger toward the palm of the hand.

20 s



<https://create.kahoot.it/details/8c4afe01-3a0e-4bcc-8ba2-3f6a94969ae4> 3/3

Appendix D
Rubric

Rating scale: M =Minimal P =Partial C =Consistent			
The Infographic shows...	M	P	C
knowledge about the different meaning of some gestures for different countries.			
coherence and cohesive devices. (correct verb tense, sentence patterns, conjunctions, etc)			
Accurate punctuation. (Capitalization, commas, colons, periods, etc.			
typographic elements in the design. (title, headings, pictures, labels, captions			

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