UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"Inductive Learning, Methods and Approaches"

TRABAJO RECEPCIONAL

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

PRESENTA:

Cortés Pérez David

ASESOR: García Salazar Alma Delia

México, DF. a 27 de junio de 2023

Final Project

"Inductive learning, Methods and Approaches"

David Cortés Pérez

Universidad Pedagógica Nacional Unidad Ajusco

Especialización en la Enseñanza y Aprendizaje de Inglés Como Lengua

Extranjera Modalidad en Línea

Dr. Alma Delia García Salazar

June 27th, 2023

Contents

Introduction

As humanity along with technology, trade, political diplomacy, culture and means of communication develop, there has been an increasing demand on the mastery of a lingua franca. One of the main reasons why this phenomenon was triggered, dates back thousands of years ago when the Roman empire, led by Julius Caesar, first landed in Britain (kent) in 55 BC to invade the Celta tribes. Thereafter, a number of Germanic peoples including the Angles, Saxons, Jutes and Frisians settled in southern Britain following the withdrawal of the Romans. The conquest of the Normans also played a vital role in the development of both, culture and language as they were descendants of Vikings who had adopted French as their first language. As a result of these invasions, not only the lingua franca par excellence was created, but also cultural awareness and its study.

The study of the English language has been regarded as the conscious analysis of its grammar, making use, mainly, of the grammar translation method which in turn entails the memorization of a wide range of vocabulary, the study of the target language at a sentence level, the study of the rules of grammar and translation. Nowadays, this method is still being employed by a vast number of teachers in Mexico as it might be the most suitable and convenient method for teachers to cover a syllabus. However, the grammar translation method has been frowned upon recently, since new teaching methods, approaches and techniques need to be implemented so that we make sure that students' linguistic and affective needs are catered for. So, how could grammar be approached?

Personally, I am fond of the grammar translation method as it implies analysis of the target language, its rules, structures and very little emphasis on spoken language is laid on, and when it comes to skills, this method fosters reading and writing skills. Thus, I find it suitable for my learning style as I consider myself to be an analytic student. It also

caters for my affective needs as an individual since I consider myself to be a passive learner who would rather be listening, observing and questioning what is being taught in class.

Nonetheless, I am conscious about other forms in which not only grammar but also vocabulary, phonemes and suprasegmental features could be approached without having students analyse them. So, I have become acutely aware of the fact that the target language has to be taught in order to enhance learners' communicative abilities, taking into consideration a number of factors such as learning styles, specific purposes, affective and linguistic needs as well as cultural backgrounds. As a result, I have come to the conclusion that any given language must be taught inductively by employing several approaches and methods such as the community language learning where building a relationship with and among students is of paramount importance as its main principle is that language is for communication. The direct method also fosters spoken communication as well as cultural awareness since it promotes the acquisition of the target language in real contexts, based on everyday topics and situations. Thus, involving students in learning how speakers of that language live. The Authentic-Restricted-Clarification approach (ARC), has also been part of my teaching practice since the Authentic stage allows me to present the input in various forms. For instance, reading, listening or speaking activities where students are presented with opportunities to infer the TL inductively. Reinforcement, feedback and consolidation are being covered in the restricted and clarification stages. Consequently, having learners infer and acquire before being spoon fed.

Meaningful activities that can be performed outside the classroom are also essential to be included when planning a lesson. Nevertheless, such activities would be to no avail if teachers lack the required abilities to conduct the lesson. For this reason, I would be delighted to delineate how some teaching techniques such as Concept Check Questions

(CCQs), Instruction Check Questions (ICQs), scaffolding, peer learning, overcorrection, monitoring and delayed feedback will be implemented in this final project and how they prove to be a cornerstone when teaching as they promote learning to be developed inductively, based on functions rather than grammar topics namely future perfect, present continuous, modal verbs or passive voice, which will be the subject to be develop in my lesson plan.

My Learning Experience

My experience as an English language learner began when I enrolled in an English course at Instituto Politecnico Nacional. At this institution, English was thought by analyzing the language, on account of the fact that most of its learners are engineering students. Therefore, students are considered to be analytical. As a result, my lessons were based on language analysis and on the grammar translation method. I was made to memorize never-ending lists of vocabulary and grammatical structures even though I had no intention of becoming an English teacher or a linguistics. The emphasis on grammar at this institution was such that the meaning of the target language was not dealt with, not to mention productive skills and receptive skills.

Another aspect of my experience that I would like to address is the heavy emphasis that my teachers laid on accuracy. I was influenced to learn grammar as perfect as I could since basic levels, I remember that mechanization of the target language was imperative as I had to answer pages and pages of the same structure. For instance, sentence stems in present perfect where I had to complete countless sentences by adding the main verb in its past participle form. In other occasions, accuracy was promoted by having learners do multiple choice activities. So, taking into consideration

the later mentioned, I do believe that these actives were set in order to internalize the correct structure of the language and foster accuracy over fluency.

Summing up all of the above mentioned has me reflect on competence and performance, raising the next questions, what is vital in languages to be learnt and to be taught? What do I, as a teacher, have to prior when planning my lessons, accuracy or fluency? In order for these questions to be answer I need to give thought to my learning process as an advanced student at the very same institution and my formation as teacher trainee.

As regards my learning development in upper-intermediate and advanced levels, it would essential to begin by stating that I was not able to throw complex utterances even though I had internalized several grammatical structures. At first I thought I was intelligible enough to be understood but then I became aware of the fact that I was unable cope with discourse management. I was not coherent, I did not succeed in my language to be flexible since I did not employ a wide range of grammatical structures and lexis. As a result, I was not aware of overgeneralization. Thus, I had to resort to the same form or tense for different meanings or functions which most of them were by no means correct.

This matter became of the upmost importance to me when I was about to finish advanced levels, I was acutely aware of the fact that I was not fluent, so I decided to enroll a conversation club where I was given the opportunity to practice my speaking on a daily basis, this is when I became conscious about Scott Thornbury's advance-organizer argument, "noticing grammatical items is a prerequisite for acquisition. Grammar teaching received previously, while insufficient in itself, turns learners into fluent speakers when interacting, and hence noticing grammatical items have an indirect

influence on learning" (Thornbury, 1999, p. 16). I noticed it did not take long for my speaking ability to develop and above all, I was mindful of the grammatical structures being formed in my brain while speaking.

My Teaching Identity, Students and Teachers' Roles

Current language teaching practice calls for professional continuous development as students' linguistic and affective needs are changing by the day. So, we need to take into consideration several factors when teaching such as learning styles, students' personalities, heterogeneous classes such as multicultural and mixed ability groups. Furthermore, students play a more active role in lessons as technology and the English language have them become part of a worldwide community. Thus, real-life communicative activities are essential to be set when planning a lesson. The role of the teacher is also of paramount importance as it may affect how students perceive learning. Therefore, we must reflect on how our teaching identity could have a positive or negative impact on students' performance. The teaching identity can also affect students' behavior in class. For instance, students who are willing to take an active part in the lesson might feel inhibited about participating in class when dealing with a serious and strict teacher. Moreover, some methods such as the grammar translation and audiolingual promote teacher centered classes where teachers are the source of learning as well as directors of the lesson as if the teacher was "an orchestra leader, directing and controlling the language behavior of students, they are responsible for providing students' with a good model for imitation" (Larsen-Freeman & Anderson, 2011, p.44).

When I think about students and teacher's roles I always thing about methods and approaches as well as personalities and beliefs. Some teachers think they must be strict

and direct the class in order to have control over the learning process as well as students, they regard themselves as the source from which students acquire knowledge. I can relate this especially to the Grammar Translation Method (GTM). Others, believe in a more humanistic approach since the classroom must be a place where they feel welcomed and secured, which also makes me think about Krashen's affective filter theory. Moreover, I think we must be "flexible" an adapt to teaching situations, institutions we work for and methods to be employed. For example, in TBLT and the Communicative approach we must be facilitators, guiders, monitors, motivators and creators of materials. Ur P. Proposed that, "One of our jobs as teachers is to help students by providing a 'bridge': a variety of practice activities that familiarize them with the structures in context, giving practice in both in form and communicative meaning" (Ur, 1996, p. 83). This in turn, allow us to take a more passive role in the classroom as students are the ones who create the language under the teacher's supervision. On the whole I regard myself as teacher who beliefs in the affective filter theory since I consider that knowledge is better acquired in a stress-free environment. Then again, it does not mean that students do not face challenges when learning, on the contrary, I promote students to be part of the learning process and I take a more passive role in order to promote autonomy.

Description of my Current Teaching Context

One of the main factors to be borne in mind is the place where teaching and learning develop, this might not be given such importance as both, some teachers and learners do not usually reflect on the importance that infrastructure plays on learning. For instance, in developed countries they make use of interactive boards, enabling

teachers to plan interactive lessons or even apply methods like total physical response where visual or kinesthetic pupils active their senses to allow learning to take place.

Given this example, I would like to describe the teaching context in which my teaching skills have developed. To begin with, it is imperative to state that most of my career has been taking place in a public university where there is a language academy, Instituto Politecnico Nacional CELEX UPIICSA. As a result, the majority of my students are currently doing a bachelor's degree, normally, in engineering. Their linguistics needs are mainly reading and writing as the main goal they have is to graduate. Thus, they need to be prepared to take an exam where receptive skills are evaluated. The age range is between 17 to 30 years old, however, advanced students are usually from 25 to 33 years old. On that account, most of them are responsible for their own learning, as they have become aware of the importance of the English language in the working field. So, English has to be taught based on real-life situations for them to employ their skills at work. in order words, they have to produce the target language in a meaningful context so that the lesson is memorable. Richards & Renandya suggest that, "the activities and materials proposed must be flexible, designed to develop skills and strategies which can be transferred to other texts in other contexts" (Richards & Renandya, 2002, p. 86).

I consider my classes to have the right number of students for them to interact and for me to provide them with feedback and scaffolding, my groups are formed from 20 to 25 students, they are normally advanced classes B2 or C1 lessons. Nonetheless, teaching becomes hard to manage when I am responsible of several groups. I am frequently in charge of 6 groups a week. Consequently, lesson planning becomes

challenging as every single group has its owns learning expectations, there are some mixed-abilities classes and also affective needs vary from one group to another.

On the whole, my outlook towards my teaching environment is that I have the opportunity to base my lessons on a communicative approach and productive skills, due to the fact that all of my students have the cognitive skills to carry out more demanding tasks such as debating, creating reading materials

such as a writing a magazine, a newspaper, doing reports on certain subjects and even publishing their outcome, thus having a sense of achievement when they realize their work is being displayed and read or watched by not only classmates and the teacher but also for their friends and family.

Foundations of my Previous Teaching Philosophy

As I mentioned before, I am an analytical student on account of the form in which I learnt the English language. I studied English at Instituto Politecnico Nacional (IPN) CELEX UPIICSA. At this institution, English was taught by making use an oxford book called Headway, I still remember that this booked was based on the Grammar Translation Method (GTM). For this reason, I got accustomed to learning this way. Furthermore, I believe this learning method catered for my affective and linguistics needs since I considered myself not to be outgoing, talkative or lively enough to take part in communicative activities and I also think the GTM has been the keystone of my learning process as this is the method I still employ to learn. "We take personalizing here to refer to increasing the relevance of content in relation to learners' interest and their academic, educational, or professional needs." (McDonough and Shawn, 2013, p. 85) So, as strange as it might sound, the analysis on the English language got my attention to the point I wanted

to find out as much information as possible about grammatical structures. From the very beginning of my learning process since I wanted to know what a noun, verb, article, subject and object meant, what their functions were and why were they called parts of speech. Thus, I have to admit that my real focus has always been on language analysis rather than teaching.

My Enhanced Teaching Philosophy

After having observed, described, exemplified and analysed teaching methodologies, approaches, techniques and principles, I would love to give a vivid account of my updated teaching philosophy. Taking into consideration Richards and Lockhart's principles to construct my teaching philosophy, which are my experience as a language learner and as a teacher, practices from the institutions I have worked for, my personality and the appliance of the teaching methodologies and approaches in the course of my teaching career.

First off, I have previously stated my preference, as an English language student, for language analysis. Consequently, this has influenced the way I teach, especially in the early days where I thought of language as a subject of study rather than communication. As a result, I was reluctant to base my lessons on communicative activities where students had the opportunity to implement what was learnt in class in real-life situations.

My beliefs as an English teacher developed as I was learning more about teaching methods and approaches that promoted learner-centered teaching where "teachers no longer translate or explain but demonstrate, where language is primarily speech and vocabulary is acquired more naturally" (Larsen-Freeman & Anderson, 2011, p.29). On the

whole I began to base my lessons on methods such as the direct method and the communicative language teaching whose main purpose of language learning is communication. As a result of implementing these principles in my lessons, I became a teacher who prioritizes inductive learning through exposing learners to the target language for them to notice and acquire the language.

After implementing the methods mentioned above, I became cognizant of how exposing learners to the target language proves to be effective when acquiring a second language. I realized about it when I no longer had to give grammar explanations but demonstrate form and meaning through input, especially reading activities where students are presented with a text which lays heavy emphasis on the target language and vocabulary for students to pick up. As a consequence, I implemented into my lessons Krashen's comprehensible input +1 hypotheses by making use of authentic materials like videos, songs, magazines, newspapers etc.

Despite exposing students to the target language, I was still reluctant to "force" students to produce it as I felt that some of them were not ready to take up the challenge that speaking entails. I think these students were not unwilling to take part in the lessons but they found it difficult because of their personalities and learning styles. So, once more I had to reformulate my teaching beliefs in order to cater for my students' linguistics needs.

When I started to teach English at Instituto Politecnico Nacional (IPN), I was confident to be able to become a skillful teacher as I thought my knowledge on grammar was good enough to explain forms and rules of the language, nonetheless, I was sadly mistaken. After a short period, I realized how difficult it was for some students to understand rules and formations. At that very moment, I became acutely aware of learning styles and methods so I was determined to change my teaching style. So, I decided to enroll

the Anglo Mexican Foundation where the flipped classroom approach is implemented. Working for the Anglo was a real eye-opener for me as its teaching style totally opposes the way I learnt English and the way I was used to teaching. At this institution, I was under no circumstances allowed to teach grammar, every lesson had to be based on communication. So, after some months working, I finally started to notice a transformation in my teaching style. I began to gain more insight into how to teach vocabulary and grammar basing my lessons on skills, however, I did not think much about productive skills (speaking). I used to believe that just by exposing learners to the target language and have them create a piece of writing to demonstrate their improvements was enough. Now, after learning about the whole language approach, Kolb's Experiential Learning Model, the top-down and bottom-up approaches and schemata I am positive that my teaching philosophy has been developed one more time.

All in all, my enhanced teaching philosophy is based on productive skills having as its main core the whole language approach where speaking must be the main skill to be developed. So, when planning a lesson, I make sure not to have students analyse structures but infer them through communicative activities where they are exposed to the target language so that they can learn inductively, practice, reinforce and internalize the target language resulting in intake and spoken production. Moreover, I believe that Kolb's experiential learning model has made a huge impact on the way I desire to lead my teaching career as I have confirmed that engaging students by contextualizing, activating schemata and personalizing have my lesson be memorable and meaningful as the teaching context is related to students' experiences and feelings that, in turn, have them become genuinely interested in learning.

Theoretical Concepts, Methodology and Rationale Behind the Activities

With reference to the rationale behind the stages and activities set throughout the lesson plan, I would like to emphasize that the teaching approaches and methods were implemented so as to set a series of lessons based on the top-down approach. Firstly, a lesson based on the whole language approach was implemented in order for students to have the opportunity to be exposed to the target language and consequently notice its form inductively. A subsidiary aim was to base a lesson where productive skills are enhanced. Receptive skills are also implemented. For this reason, the text-based approach was also integrated so as to employ a reading activity as the input for students to infer the TL.

During the second lesson, the task-based learning teaching approach was employed. This was done in order to have students relate what is done in class to real-work communicative situations. During this lesson, the target language was not emphasized as in TBLT language must be free, this means that leaners make use of whatever language they have at their disposal to fulfil the task. However, learners were given a model where the target language was made used of. So, in case the TL is not employed, there will be room for clarification in further lessons.

Finally, in the last lesson, clarification and practice will be the primary aim. Since students will have already been exposed and promoted to produce the target language, they will need to be given opportunities to practice and therefore consolidate the TL. For this reason, the very last session will provide students with enough practice for them to achieve the above stated. This will be achieved by setting activities based on the Test-teach-test approach (TTT) and Authentic-Clarification-Restricted (ARC). First of all, students will take a test in order for the teacher to identify areas of improvement (Test /

restricted). Then in the second stage, clarification or "teach" student will carry out a series

of activities based on skills such as reading, listening and speaking where the TL is

practiced, clarified and consolidated along with pronunciation features as well as

vocabulary. Lastly, in the final stage of the lesson students will be set a final task, they will

read a text about ecological awareness they will have to give a personal response using the

target language (present simple and past simple passive voice). Unlike the second class, this

time students will be requested to make use of the TL.

Improved Lesson planning format possible Problems and solutions

Class 1	2-hour class	Date: _____			School:	Instituto Politecnico Nacional
		Teacher's Name:		Cortes Perez David		
Level:	B1 CEFR (Intermediate)			Age Group: _____		# of Ss: __
Main aim:	By the end of the lesson students will have inferred the meaning and form of the target language (passive voice) by having a conversation about activities that people do in modern life. The target language will also be presented in a reading activity which will promote the acquisition if the TL inductively.					
Subsidiary aim:	To improve students' speaking abilities. To raise cultural awareness.					
Personal aim:	To teach grammar inductively. /To implement technology. To develop a lesson based on macro skills.					
Recent work done:	Learners have recently checked different tenses such as, past prefect, future perfect, present perfect and so on.					
Profile of the group, including affective and linguistic needs:	This B1 group is formed by thirty-four learners; most of them are in their twenties. Some of them are teenagers and there are two or three who are middle-aged students. As a consequence of this age difference, students' purpose of studying English is different, however, all of them seek to obtain a better pronunciation of the language in order to become more confident when speaking in real life situations. Regarding linguistic needs, they also need to work on their listening skills. For instance, specific comprehension. With reference to affective needs, I would like to mention that most of my students have repeated the same level for more than 3 times or even 4 times. As a result, this group needs to be motivated with contextualized and meaningful activities due to the fact that they have been working with the same grammatical structures for quite a long period of time.					
Rationale – How the needs of the learners	The activities implemented in this lesson were planned to improve listening and speaking skills in order to cater for students' linguistic needs, they will also be used to increase motivation and participation. Furthermore, to achieve the main aim of the lesson, learners					

relate to the main aim and objectives of the lesson:	will work with some set phrases taken from the listening activity and such phrases will be employed in a final communicative activity. As regards learners' desire to improve pronunciation, some set phrases that they will analyze will be used to provide them with examples of connected speech and sentence stress so that they not only gain confidence when speaking but also become better listeners.
Material referenced:	Video taken form YouTube **https://www.youtube.com/watch?v=e9dZQelULDk** Handouts and materials created by Cortes Perez David. // Breakout rooms
Possible Problems:	As student are used to being taught deductively (be given grammar rules and being explained everything) they might face difficulties when noticing the TL. Participation is also another issue I will deal with as the class might be carried out online and in the morning (7 am). I have found that students do not normally feel like speaking much in this schedule.
Possible solutions:	As for teaching inductively and participation, students will be exposed to the TL in a reading which will be related to the lead-in, this way students' attention will have been drawn by the second stage, which in turn leads to students' interest in the topic and participation. Moreover, students will be exposed to the target language throughout the whole lesson for them to have enough opportunities to infer the form.
Lesson Framework:	The whole language approach /Text-based approach /Flipped classroom

Stage	Objective	Procedure	Material	Interaction	Time
INTRODUCTION					
Lead-in (speaking)	To **create** interest in the topic in order to draw Ss' attention and promote participation.	Teacher will write the following questions on the board: 1. What is your favorite activity? 2. What kind of music do people used to listen in the 60's - 70's? **3.** What kind of music do people listen to nowadays? 4. What do people do on the net / social media? 5. What do students / office workers do on weekdays? 6. What do Students / office workers do at the weekend? 7. What activities do people do in modern life? and ask learners to work in pairs to discuss them.	PowerPoint presentation	Individual Work Pair work	15 mins

Pre- reading (speaking)	To **contextualize** the lesson and activate students'' schemata.	The next expression will be written on the board. **The rat race!** Students will be asked if they know the definition of this expression, they will be asked to first, guess the meaning and then look it up on the net/ dictionary. **See Appendix 1**	The internet YouTube video Dictionary Chart Appendix 1 Appendix 2	Individual Work Group Work	20 mins
	To **predict** what the text will be about.	Students will be shown a short video about the rat race, they will be required to pay close attention to the video so that they notice the activities that people do on a daily basis.			
(Speaking Writing)	To **involve** students in the learning process	In groups of 3, students will be asked to think of daily activities that people do and put them down on a chart. They will be given an example so that they write sentences in active voice without having them notice about it. **(see appendix 2)** Once they are ready one teammate of each group will be asked to join a new group to share and compare ideas.			
DEVELOP MENT					
While- reading **Gist activity**	To **provide** an initial familiarity with the text.	Students will read about life in Japan and Mexico Students read the text **(see appendix 3)** quickly to get the main idea of the text. They will be asked to find the main differences between Mexican and Japanese culture.	Text Appendix 3	Individual Work	5 mins

Feedback	To **confirm** responses, give Ss confidence, **speaking** practice and interaction	Students check answers in pairs and then OCFB (Open class feedback) with the teacher	Text	Group Work	5 mins
Detailed activity	To **understand** the text in a more specific way. To **expose** learners to the target language so they **infer/ notice** it inductively.	Students read carefully twice or more times to answer a more complex task Possible activities to be carried out during this stage: They will complete the following sentence stems: 1- _____ are _____ during the morning break. 2- _____ is _____ after work. 3- _____ are taken _____. 4- At school, _____ _____ ____ ___ students not by janitors. 5- Tortillas ___ ___ ___ in Japan. 1- **Bentos** are **eaten** during the morning break. 2- **Ramen** is **eaten** after work. 3- **Courses** are taken **by young employees.** 4- At school, **bathrooms are cleaned by** students not janitors. 5- Tortillas **are not eaten** in Japan.	Appendix 3	Individual work Group work	15 mins

		CCQ's
		
		Courses are taken **by young employees.**
		
		Who takes courses?
		
		  A) All employees.
		  B) Young employees.
		
		When do we include the person doing the action?
		
		  A) When the person who does the action is not important.
		
		  B) When the action is more important.
		
		  C) When we want to specify who does the action. (young employees only)
		
		  D) When we do not know the person who does the action.
		
		* More information about this will be given in the clarification stage.			

Feedback	To **confirm** responses, give Ss confidence, **speaking** practice and interaction	Students check answers **in pairs** and then OCFB (Open class feedback) with the teacher	Text	Group Work	5 mins
CLOSURE					

Post-reading (writing and speaking)	To **involve** Ss in what they have **discovered** from the text in a personal way.	Students will react to the content of the text in a personalized way via a productive task (speaking and writing) this will be thematically related to the text. Learners will talk about the topic of the text at a personal level by answering the next questions: **A)** How similar are your everyday activities to the ones of the people on the reading? **B)** Write some similarities and differences then talk about your ideas with a classmate them share them with the whole class.		Individual Work Pair work	20 mins
Feedback and clarification	To help students notice and focus on the form of the TL.	Based on the previous activity, some students' examples will be used to have them notice the form of the target language inductively. The next chat will be used: <table><tr><td>Activities I do</td><td>_____ _____</td></tr><tr><td>Activities my classmates do</td><td>_____ _____</td></tr><tr><td>Activities Japanese people do</td><td>_____ _____</td></tr></table> This chart will be filled making used to passive voice. After that, a substitution chart will be	Charts	Individual Work Group Work	20 mins

employed to have students notice the form of the TL.

Some students might not use passive voice yet. For this reason, a brief clarification on how to use the passive voice will be given. Finally, students will be required to self-correct or change into passive voice the sentences written in the chart.

1- **Employees and the boss drink alcohol** to promote a good working environment.

2- **Alcohol is drunk by employees and the boss** to promote a good working environment.

What's the structure used in sentence number 1?

Subject	_____ _	_____
Employees and the boss	**Drin k**	**alcohol**

What's the structure used in sentence number 2?

____	_	_____	__ _	____
Alc oho l	**is**	**drun k**	**by**	**Emp loyee s and the boss**

Once students successfully complete the charts, the examples

		will be checked and corrected will the whole class.			
Flipped classroom	To have students become responsible for their own learning and to promote participation in class.	Customs and culture around the world and Mexico. (Christmas and New Year's Eve) How do people celebrate Christmas and New Year's Eve in different countries? How is it different from México? e.g. In Korea, KFC is eaten instead of a turkey. Students will be required to do some research on customs about Christmas and New Year's Eve around the world and Mexico. They will be asked to look for the following information. • Dish eaten at Christmas and New Year's Eve. (turkey/ romeritos) • Activities done. (exchange presents/ they break a turkey's leg/ Visit family or friends/ grapes are eaten to make 12 wishes…) • What the story of Christmas is about. • Clothes they wear. And more… During the following lesson students will be required to carry out a speaking task in which they will have to give a presentation about Christmas and New Year's Eve.	The internet	Individual Work	10 mins (to be concluded at home)

Class 2	2-hour class	Date: _____		School:	Instituto Politecnico Nacional
		Teacher's Name:		Cortes Perez David	
Level:	B1 CEFR (Intermediate)		Age Group:	_____	# of Ss:	__
Main aim:	By the end of the lesson students will have given a presentation about Christmas, new year and culture around these celebrations. This will be achieved by setting a clear model of what they are expected to achieve. Finally, students will be requested to publish their work so that their community can vote for the most attractive piece of work.				
Subsidiary aim:	To improve students' communicative abilities. To raise cultural awareness. To use the internet for students to fulfill the task. To relate the target language to real life situations. (Giving a presentation)				
Personal aim:	To be able to expose students to the TL for them to notice and reproduce inductively. To implement technology. (Social media to publish the final outcome) To develop a lesson based on the task-based learning approach.				
Recent work done:	Passive voice (present simple)				
Material referenced:	Handouts and materials created by Cortes Perez David. (Reading about red color)				
Possible Problems:	Students might not use the target language despite being given a model. Time could be limited for the planning and report to be finished. knowledge about Christmas, new year and culture around the world could be little.				
Possible solutions:	As TBLT suggest, students do not necessarily have to make use of the target language, but the language they have at their disposal. So, if students do not employ the target language, they will be asked to refer to the model given, there they will find examples of the passive voice being used in context. The text could be analysed and students will be required to change the content of their work to passive voice. (This could be done after the presentations are given not while they carry out the task, language must be free and there must not be restrictions to it) Regarding timing, students will be told how long each activity will last. If necessary, the lesson could be divided in micro-task given specific time for each one. When it comes to knowledge on culture, students were given a flipped classroom activity where they had to do some research on Christmas, new year and culture around the world, so they are expected to already be familiar with the topic. Should this not be the case they are allowed to make use of the net to find out more about these festivities.				
Lesson Framework:	Task based learning approach Text-based approach				

Stage	Objective	Procedure	Material	Interaction	Time
INTRODUCTION					
Lead-in	To have students become aware of cultural differences and learning more about their own.	Students will be asked to read the next statements and decide whether they are true or false. They will have to correct the false ones. In Mexico: A turkey's leg is broken to make a wish. 12 grapes are eaten while making a wish for the upcoming year. T-shirts of different color are worn to bring luck for oneself. Luck, love, money or health is granted to you depending on the color you wear. Gifs are given to children on the 1st of January. Kids are visited by Santa Claus on December 25th ever year. Well behaved kids are given the best gifs.	The internet	Group work Groups of 3	10 mins
Model	To provide Ss with a model they might need to complete the task more successfully & effectively	Students will be given the next text for them to answer some specific and general questions. The text will be also given for students to have a model of the task they will be required to do. See appendix 4	Text Appendix 4		

Gist activity	To **provide** an initial familiarity with the text.	Students will be asked to read the text entitled "New year, new file" The next sentences will be shown for students to choose the one which best summarizes the text. **See appendix 4** A) Do not wear red during New Year's Eve. B) Colors convey different meanings in different countries. C) Santa clause wears in red as it is the color of happiness. * The correct answer is letter B.	Text appendix 4	Individual work	5 mins
Detailed activity	To **understand** the text in a more specific way.	Students will need to read the text again, but this they will have to do a true, false or not mentioned activity. A) Men look more handsome and women more aggressive in red. B) In the USA, Christmas is related to red. C) Good boys are not given presents by Santa clause. D) In China, power is represented by red. E) Red is the color of China's culture.	Text appendix 4	Individual Work Group work	10 mins

		Answers will be checked as an open class feedback.			
DEVELOP MENT					
Task setting	To set a clear outcome for the task and let Ss know what is expected from them to accomplish a task	As the end of the term approaches, students are required to give some presentations in class. The presentations will be based on culture around the world. Since Christmas and new year are widely celebrated worldwide, students will be asked to present and compare how different countries, including Mexico celebrate these days.	The internet	Teams of 3	5 mins
Completion	For Ss to complete the task within the time limit making use of all their language knowledge and skills	Students will be asked to refer to the text they previously read to have model of how they could present their work. **See appendix 4** Similar to how the red color in the text and culture around it was presented, students will need to present different activities people do during Christmas and New year. But they will have to talk about a country in specific so teams will be divided in the following way. Team 1 Mexico and the USA Team 2 Mexico and Korea Team 3 Mexico and Germany	Appendi x 4	Teams of 3	30 mins

		For this section, the flipped activity set the previous class will come in handy as students have already done some research on this topic.			
CLOSURE					
Report	For Ss to focus on the outcome of the task and share their findings and conclusions with the group and to have them use the language more accurately by having them present their work.	Once students are done, they will be asked give a 10-minute presentation talking about the different activities done around the world during December celebrations.		Teams of 3	30 mins
Feedback	To have students test one team to another to ensure they grasped their classmates' main ideas of their presentations.	When all of the presentations are over, the teacher will have each team write 5 questions about their own presentations. The question will be asked in form of a contest, the team that answer more correct questions will be rewarded with some extra marks.		Group work	15 mins
Publishing	To provide students with a sense of achievement for them to be confident when facing real-life communicative situations.	Finally, students will be encouraged to post their work with their community via social media, all of the presentation will be posted together so as to have their community choose their favorite one. (This would not mean that the winner is the "best" but the "favorite") The chosen team will be also rewarded with some extra marks.	The internet	Group work	15 mins

Class 3	**2-hour class**	Date:	_____		School:	Instituto Politecnico Nacional
		Teacher's Name:		**Cortes Perez David**		
Level:	B1 CEFR (Intermediate)			**Age Group:**		**# of Ss:**
Main aim:	By the end of the lesson students will have internalized the form of present simple and past simple of passive voice. This will be done by testing learners, exposing them to the TL, have providing opportunities for clarification, reinforcement and consolidation throughout a series of guided discovery activities.
Subsidiary aim:	To have leaners employ new vocabulary related to the TL as well as the context on the lesson. To have leaners work on pronunciation. To mechanize the form of the TL through controlled and semi-controlled activities.
Personal aim:	To change the sequence of the Authentic-Restricted-Clarification (ARC) into Restricted-Clarification-Authentic (RCA). This will be done in order to emulate the steps of the Test-teach-test approach. However, the 3rd stage (the 2nd teach) will be developed in a free activity. For clarification, reinforcement, and consolidation to take place this lesson will be done to cover the post task stages (language focus and practice).
Recent work done:	Passive voice (present simple) A presentation on Christmas, new year and culture around it.
Material referenced:	Interactive book, listening and controlled practice by Cambridge university press.
Possible Problems:	This will be the very first time that students will be "formally" tested on the passive voice structure, so they will need to be familiar with verbs in past participle to fulfil a controlled activity. Students are not normally willing to repeat certain topics as they think that lessons are too repetitive. Students could have very little knowledge on the topics they will be required to talk about.
Possible solutions:	Vocabulary built-up will be essential as students will use them in order to complete sentences in passive voice, this way they will become aware of the importance of verbs in past participle for this and other structures. The lesson will be contextualized differently from the previous ones, it will be more personal as it will be based on product we buy on a daily basis and how we use them, (Cell phones are bought to surf the net…) in this way, students will be more open to work on the same structure. However, the TL language will be the same for students to consolidate, mechanize and internalize it. As learners will be asked to talk about some items (where they were manufactured/ designed/ invented etc..,) they will be persuaded to make use of the internet to find out more about this.
Lesson Framework:	Test-teach-test approach. ARC (RCA) Post-task stage (Language focus and practice)

Stage	Objective	Procedure	Material	Interaction	Time
INTRODUCTION					
Lead in	To activate students' schemata and to draw their attention to have them participate in the lesson.	A picture of a kid buying candies in a store will be displayed to students. See appendix 5 They will be asked the next questions: **A)** Imagine you are in this store. Would you buy any candy? If so, what kinds? (salty/ spicy/ sour/ sugary) Go online to learn the different kinds of candy in English. **B)** How do you decide which kind of candy to buy? Do you think the kid in the picture is choosing his candy for the same reason as you? Do you think adults and children buy for the same reasons? Why or why not? **C)** Think of something you bought recently. Explain why you decided to buy it. (for ideas watch Andrea's video/ video found in the interactive book)	Video Appendix 5 Appendix 6	Individual work Whole class feedback	15 mins

		See appendix 6			
Test Restricted	To provide students with chances to complete an activity that will help the teacher identify how much they know about the TL for the class ahead.	Students will be tested on their general knowledge about passive voice by having them unscramble the next sentences. 1. online/ bought/ products/ are Products are bought online. 2. on cell phones / listened to/ are/ podcast. Podcast are listened to on cell phones 3. are/ of fabric/ made/ sneakers Sneakers are made of fabric. 4. YouTube/ videos/ on/ watched/ are Videos are watched on YouTube. 5. bought/ to watch videos/ cell phones/ and/ listen to podcasts/ are Cell phones are bought to watch videos and listen to podcast. 6. in malls/ are/ clothes/ bought Clothes are bought in malls. 7. office workers / bought/ by/ formal clothes/ are Formal clothes are bought by office workers. 8. TV/ by/ watched/ kids/ is TV is watched by kids.	Compute r	Individual work	10 mins

		9. online/ a class/ taken/ is A class is taken online. 10. taught/ English/ is/ online English is taught online. 11. is/ on cellphones/ music/ listened to Music is listened to on cellphones 12. are/cell phones/ computers and/ from China/ shipped Computers and cellphones are shipped from China. 13. In the USA/ aren't / clothes/ manufactured Clothes aren't manufactured in the USA. 14. in poor countries/ isn't/ technology/ designed Technology isn't designed in poor countries. Some of these examples will be found on a reading where students will be exposed to the TL.			
DEVELOPMENT					
Teach clarification (post task / language focus)	To expose students to the form target language so they notice it inductively by being set guided-discovery activities.	**A)** A picture of a man wearing glasses, drinking coffee, eating a hamburger and working on his computer will be shown to students. The teacher will ask students to look at the picture and say what products they can see. Students will be asked to guess where the products might come from.	Interactive book Appendix 7	Individual work	15 mins

		B) Students listen to Lucy, an economics student, interviewing Monty and answer the next question: Where does he think his computer, sandwich and coffee come from? Are his ideas the same as yours? **Audio script** **appendix 7** Students listen again 2 or 3 times to answer the next questions: Why did Monty buy this laptop? What does he know for sure about his sandwich? *The Vocabulary used in this listening will be reviewed next up (vocabulary built-up)			
Vocabulary build-up	To provide students with useful vocabulary for them to complete a follow-up activity.	Students will categorize vocabulary regarding production and distribution into 4 areas: 1- Moving products from one place to another 2- Creating and making things. 3- Getting fish and getting fruit. 4- Keeping things for a long time.	Interactive book Appendix 8	Individual work Pair work	15 mins

Catch	Manufacture	Deliver	pick
Design	Produce	Export	Ship
freeze	store	grow	Transport

		Impo rt						

Once they are ready, they will be given practice so that they further familiarize with the vocabulary.

See appendix 8

Finally, students will be asked to talk about…

1- Three kinds of food people grow or pick in Mexico.
2- Three things that companies design or manufacture in Mexico.
3- Three things that Mexico import and three things that Mexico export.

Pronunciation	To help students identify pronunciation features of the TL and practice it in a controlled way.	Regular and irregular verbs Common verbs in past participle **A)** The next "ed" sounds will be modeled so that students familiarize with them. **/t/ /d/ /id/** **1.** Manufactur**ed** = **/d/** **2.** Produc**ed** = **/t/** **3.** Export**ed** = **/id/** **B)** Students will have to guess which sounds /t/, /d/ or /id/ correspond to the next words: 1. Designed 2. Imported	Compute r	Individual work Whole class work (choral drills)	15 mins

		3. Stored 4. Delivered 5. Picked 6. Shipped 7. Transported The students will hear the teacher **say the model words several times** and then be given the chance to say it themselves. Procedure: 1. Model the marker sentences naturally, students just listen. 2. Help learners notice pronunciation features (/t/ /d/ /id/) 3. Highlight pronunciation features visually (e.g. use arrows, phonetic symbols, etc.) 4. Drill the marker sentences, chorally first then individually The same procedure will be applied to have students notice the correct pronunciation of / **):** / which is pronounced in the following verbs: Caught Taught Thought Brought			
Form (Grammar presentation/ reinforcement)	To help Students infer the form of the target language in past simple.	Grammar simple past passive. The previous listening activity have a script, **(see appendix 7)** this will be used so that students refer to it read and look for examples where **simple past passive voic**e is used.	Interacti ve book Appendi x 7	Individual work Open class feedback	20 mins

Student will look for examples like this:

Fruit and vegetables **are produced** locally. = present passive

Fruit and vegetables **were produced** locally. = past passive

Example to be found:

1. The tuna **was caught** weeks ago.
2. The coffee beans **were imported**.

3. My laptop **wasn't made** in the USA.
4. The beans **weren't grown** in Canada.

As students have already been exposed to the target language, they are expected to be able to discover the form of the TL by themselves. So, the next chart will be presented in order for them to draw the form past passive.

Affirmative form

Subject	___	____	____
The tuna	was	Caught	weeks ago.
The coffee beans	were	imported	____

Negative form

Subject			
My laptop	Wasn't	made	In the USA.
The beans	Weren't	Caught	In Canada.

Once this is done, students will be asked to refer to the scrip one more time and try to find some extra examples they might have missed.

| Practice | To provide Ss with opportunities to use and internalize the TL in controlled and semi-controlled activities. | A)
Complete the next text using past passive of the verbs in parenthesis.
See appendix 9.
B)
Now, discuss with a classmate:
How do the two people feel about imported things?
Who do you agree with more?
C)

Students do the following activity. This time they will be required to tell the difference between active and passive voice.
See appendix 10

D) | Interactive book

Appendix 9

Appendix 10 | Individual work

Pair work

Teams of 3 | 30 mins |

		Students will have to write sentences using past passive voice and their own ideas (they can go online to get more ideas) 1- My phone _____. 2- Most of the food I eat _____. 3- A lot of the cars in my country _____. **E)** In teams of 3, Students will make a list of 5 things they have (cell phones/ laptops / sneakers / clothes /accessories / jewelry…) The will have to guess what country the articles come from, (they can go online to check) **F)** Students will share what they found in the previous exercise and answer the next questions: 1- What products were made the furthest away? 2- Were you surprised about where any of these things were made? Why? 3- Was any item made in Mexico? If so, did you know about it?			
CLOSURE					

| Test **Authentic Free activity (post task / practice)** | To provide Ss with opportunities to personalize and consolidate the use of the TL in a freer way.

To implement tech podcast

(this activity would be part of the next session, which would likely take another 2-hour session so be developed) | In the previous class, students were asked to give a presentation about culture around Christmas, this time they will be made to record a podcast talking about the negative and positive effects consumerism, they will have to highlight pros and cons of buying, importing, exporting etc. However, they will need to take into consideration the next issues:
• Pollution
• Overpriced products
• The environment
• Raw materials
• workforce
• Low payment for factory workers
• Technology
• Fast fashion
• Development
• How products make our lives easier

Before this task is set student will be asked the next question: Are your clothes "green"? They give be given a short reading about clothes and ecology, this reading could be used as a model of what they need to talk about. Moreover, the reading was written in passive voice. This will come in handy when planning the content of the podcast.

The podcast will be uploaded to students' favorite social media. | The internet

Zoom

Social media | Team work

Teams of 3 | A final 2-hour session |

Assessment Criteria for Spoken Productive skill

Most of the lesson plan was developed in order to promote productive skills, specially speaking, as I believe that my lessons do not provide sufficient opportunities to use the target language in meaningful communicative activities. For this reason, I decided to evaluate my students on their speaking performance so that they are enlightened on how they will be evaluated when they attempt to become B2 holders. Moreover, these assessment criteria were created taking into consideration linguistic needs, since this kind of assessments are similar to the ones used in the digital material the institution I am currently working for employs to evaluate students. So, in the following charts evaluation on specific items will be reviewed:

Evaluation	B1	B1+	B2
Grammatical resource			
Lexical resource			
Discourse management			
Pronunciation			
Interactive communication			

Overall grade:	_____

LEVEL Upper intermediate B2	RATIONALE
1- Grammatical resource	• The candidate is able to make use of a wide range of advanced grammatical forms. (3rd conditional/ causative forms/ passive voice/ etc.)
2- Lexical resource (vocabulary)	• The candidate employs advanced vocabulary REALTED to the topics he /she was asked to talk about. (internet/science/personal experiences/technology/ environment/etc.)

3- Discourse management	• The candidate's speech is coherent, he/she expresses good and relevant opinions and makes use of discourse markers to organize his/her ideas. • Discourse markers= thus/therefore/however/ moreover/additionally/ etc.
4- Pronunciation	• The candidate is highly intelligible (it is really easy to understand her/his pronunciation) • There is a great balance between accuracy and fluency. • Great individual-sounds pronunciation.
5- interactive communication	• This refers to the candidate's ability to take active part in the development of the discourse, showing sensitivity to turn taking and without undue hesitation.

LEVEL intermediate	RATIONALE
B1+	
1- Grammatical resource	
2- Lexical resource (vocabulary)	For intermediate B1+ level, the candidate's speaking abilities are in some point between B2 and B1 grading criteria.
3- Discourse management	
4- Pronunciation	
5- interactive communication	

LEVEL pre-intermediate	RATIONALE
B1	
1- Grammatical resource	• The candidate can only use some common grammatical forms like present simple or past simple. • She/he usually makes mistakes when attempting to use complex/ advanced grammatical structures.
2- Lexical resource (vocabulary)	• The candidate uses very common language (basic vocabulary) • She/he uses the SAME vocabulary over and over as she/he might not possess more active vocabulary. • Active vocabulary =The set of words/phrases a person uses effortlessly.
3- Discourse management	• The candidate's response is irrelevant/ not related to the question. She/he repeats

	answers as she/he does not have many ideas to express. • The candidate never uses discourse markers or if she/he uses them, they are basic ones. (but, and, or, so …)
4- Pronunciation	• The candidate is not very ineligible, it is difficult to understand her/his pronunciation. • She/ he mispronounces words frequently. • The candidate hesitates when asked to express ideas. (it takes too long for the candidate to answer a question/ she/he makes long pauses)
5- interactive communication	• The candidate is unaware of turn taking, thus, monopolizing the conversation and showing no interest to other's comments.

Lesson Plan Video and Outcomes of the Lesson

https://drive.google.com/file/d/1jZuNZo4YE0fWopwJNawpyilfYV9f2pZ0/view?usp=sharing

With reference to the lesson plan being put in action in the next video, I would like to describe the highlights of the lesson, students' performance as well as activities that could be improved by setting an action plan where remedial work is done.

The very first issue I observed during the lesson was how students' mother tongue (L1) "overlapped" the target language (language interference). This became evident when students were expected to make use of passive voice inductively, they were given examples of what they were expected to produce but it was not achieved. I believe that students didn't use the target language (passive voice) due to language interference since

passive voice is not normally used in Spanish. Nonetheless, the passive voice is considered to be one of the most used forms of the English language. As a result of this interference, I found it challenging to have students employ the target language even more during the second lesson where students' task was to give a brief presentation about different activities done at Christmas and New year eve around the world.

When it comes to exposing students to the target language for them to notice and acquire it, I do believe that they were fully conscious about employing passive voice as they carried out speaking, reading and listening activities where the target language was heavily emphasized. I consider these stages of my lessons to be successful, owing to the fact that passive voice was being presented inductively in different kinds of input, therefore, students noticed how the target language was being used "naturally" in authentic materials and meaningful communicative activities that students can practice in the classroom in order for them to perform them in real life situations.

During the final lesson, it became evident that students had finally been able to master the use of the TL, however, it was at a sentence level as controlled and semi-controlled activities where done successfully by most students. This demonstrates that my students are used to being given practice on form, which is great since they are concerned about accuracy due to the fact that they are formally assessed on mainly grammar, vocabulary and skills every two weeks. Thus, student's interest in working on form overweighs the desire to be fluent in productive skills.

Evidence of Students' Work

With reference to students' evidence, I would like to comment on the fact that I have already carried out a second attempt on the very same topic (passive voice). I decided to develop my new lessons with a new group in a slightly different way, making sure of correcting the mistakes made during the first attempt. I decided to do so in a different group as I wanted to correct things that went wrong during the first attempt.

As previously mentioned I noticed that my learners were unwilling to employ passive voice even though they noticed form and meaning, so I ended up giving too many examples of the TL, which according to my lesson plan, it was not supposed to be done since students had to discover and produce by themselves. I thought that with more examples and scaffolding I could have student use the TL, nevertheless, this practice opposes inductive learning as I was teaching form. So, during my second attempt I decided not to help, monitor or scaffold at all since I thought I would be better to let student discover and produce without the teacher directing the stage which is supposed to be that keystone for inductive learning. The outcomes were that students are creative and participative when setting the appropriate scenarios for them to produce, in this case they were played the same video that the previous group watched and they were asked to make the very same activity (jot down activities done by modern society). I was surprised to see that they came up with interesting ideas, this time the target language was used. I am positive that my students used the TL because they were previously set a speaking activity where they had to talk about their daily activities like, I listen to music on the net, I watch videos online, I post and share on social media. So, I took advantage of personalization by setting students' schemata resulting in having students produce the TL inductively. The

same happened during the second lesson, this time I didn't set my students the task of writing and presenting costumes and activities done during Christmas and new year around the world, I deiced to leave out writing in order to providing learners with more time for them to brainstorm useful ideas that could be included during the spoken presentation, thus promoting speaking skill. (See appendix 11)

Conclusion

When planning lessons, we usually assume that activities and students' performances will go round circle since we carefully choose methods that best suits a particular group of students' learning styles and needs. We do some research on our students' educational and personal background so as to construct the group profile in detail. In that way, activities and practice can be set in accordance to these needs. Additionally, we foresee possible problems and solutions, adapt or even improvise the lesson if necessary. So, taking into consideration the above said, it would be natural for the lesson to go as planned. However, that is far from being true as there are a lot more elements to be bore in mind when planning. For instance, in this lesson I did not take into consideration language interference, I assumed that having students exposed to the target language would be enough for them to notice form, meaning and produce, nonetheless, students were reluctant to employ the target language as in their mother tongue (L1) passive voice is not normally used. Therefore, I desire to carry out an action plan where I can help students become aware of the role that passive voice has in the English language and to have them employ this form "naturally" by setting communicative activities.

References

EEAILE (2022). Module 1. Lessons 3, 9, 10 and 11. Retrieved from:

http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=3892&chapterid=8235

EEAILE (2022). Module 2 Lesson 7, 8, 10, 12. Retrieved from:

http://eeaile.upnvirtual.edu.mx/mod/book/tool/print/index.php?id=4687

EEAILE (2022). Module 3 Lessons 5, 6. Retrieved from:

http://eeaile.upnvirtual.edu.mx/mod/book/tool/print/index.php?id=4687

Larsen-Freeman D. & Anderson M. (2011). *Teaching & Principles in Language Teaching*. Oxford University Press.

McDonough S. (2013). *Materials and Methods in ELT: a teacher's guide.* John Wiley & Sons, Ltd., Publication

Richards J. & Renandya W. (2002). *Methodology in Language Teaching.* Cambridge University Press.

Thornbury, S. (1999). *How to Teach Grammar.* Essex: Pearson.

Ur P. (1996). *A Course in Language Teaching.* Cambridge: Cambridge University Press.

Appendixes

Appendix 1
The rat race
The rat race video: https://www.youtube.com/watch?v=e9dZQelULDk

Appendix 2

Appendix 3

In Japan

Tacos and garnachas are eaten, beer is drunk, orchata water is enjoyed and tequila is made. Football is played and watched on TV. Kids are sent to the local store to buy Coca-Cola and tortillas at lunch time. This is Mexican culture.

But in japan, in Japan is different! To begin with, did you know that at a very early age Japanese kids are made to clean? This is done in order to have kids become responsible, they say that responsibility begins when cleaning. Kids are given this task at school. At school, bathrooms are cleaned by students not by janitors.

Another interesting fact is that tortillas are not eaten in Japan! Instead, they eat rice, which could be said to be the equivalent of tortillas in Mexico! They also eat bentos, which is lunch that contains a variety of dishes in a small box. Bentos normally include rice, meat, fruit and vegetables, dressing and of course chopsticks. Bentos are eaten during the morning break and Ramen is eaten after work.

Working is considered a sacred activity, it is like "religion" in Japan. So, at work it is really important for employees to be well-trained. This is why courses are taken by young employees. The only thing that might be similar to Mexican culture is drinking. Surprised? Well, let me tell you that drinking, or rather, getting drunk, is the most important activity to be done by employees and the boss together. The reason is that when being drunk people tend to show their "true colors" this means their real personality or at least the way you act in a social situation.

So, next time you have a drink with your mates or eat a tortilla at lunch time think about what your situation would be like if you lived in Japan.

Read the next text again and complete the next sentences

1- BENTOS are EATEN during the morning break.

2- RAMEN is EATEN after work.

3- COURSES are taken BY YOUNG EMPLOYEES.

4- At school, BATHROOMS ARE CLEANED students not by janitors.

5- Tortillas ARE NOT EATEN in Japan.

Appendix 4

New year, new life!

In Mexico, is it believed that love, money, luck and even health could be by your side during the whole year depending on the color of the underwear you put on during New Year's Eve.

Colors convey different meanings in different countries. For instance, red, this color is associated with love in many countries like Mexico and the USA, this color is used in saint Valentine's merchandise. However, beauty, anger, power and danger are also represented by this color.

For example, a woman wearing a red dress is said to look more attractive and intimidating. Another example is a man wearing red, they look more aggressive and powerful than other men wearing blue, green or white.

Let's think of the Roman soldiers, what color is the most eye-catching in their uniform? Red, right? The same happens with soccer teams, they tend to wear red to intimidate their adversaries. What about a red flag in the sea? This indicates danger!

In America, Christmas is red! Think about Santa clause, can you imagine him wearing blue or white? What about the Christmas hype, Coca-Cola, red ribbons, red Christmas hats and more! You see, Christmas is red!

In china, nonetheless, good luck, wealth and happiness are related to red. Moreover, red is linked to Chinse culture all around the world.

So, whenever you think about what color of underwear you shall put on during new year's ever, think twice before you wear any given color!

Read the text again are sentences a) to e) true or false? Correct the false ones.

a) Men look more handsome and women more aggressive in red.

b) In the USA, Christmas is related to red.
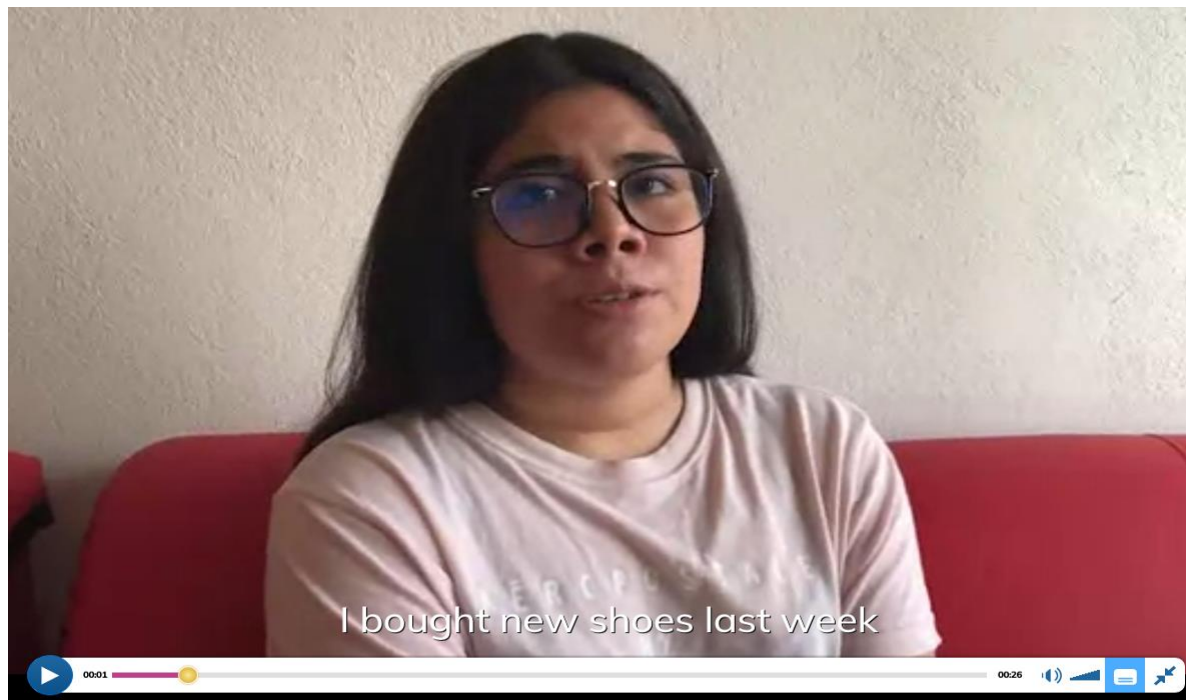
c) Good boys are not given presents by Santa clause.

d) In China, power is represented by red.

e) Red is the color of China's culture.

Appendix 5

Appendix 6

Appendix 7

2.30 Audio script

Lucy	Thanks for helping me with my project, Monty. So, my first question is, do you know where your laptop comes from?
Monty	Well, it's an American brand, but it probably wasn't made in the US. I guess it was designed there and then manufactured in China. But I didn't think about that when I bought it. I just wanted a good laptop for a good price.
Lucy	I understand. And how about your coffee?
Monty	I guess the coffee beans were imported. They weren't grown here in Canada, that's for sure! They were probably shipped from Brazil. I think that's where some of the best coffee comes from, and this is really good.

Lucy	Yeah. And how about your sandwich?
Monty	Well, I know it's fresh because it was made right in front of me. I'm not sure about the things in it, though. The tuna was probably caught and frozen weeks ago, but maybe the tomatoes were grown here. I hope so. It's good when fruit and vegetables are produced locally.
Lucy	OK, thanks very much. I think I'll get one of those sandwiches now. Talking about food always makes me hungry!

Appendix 8

10.2A Production and distribution

Choose the correct word to complete each sentence.

1 What time did they [deliver ▼] your package?

2 How can I [transport ▼] these TVs to New York?

3 I [froze ▼] a lot of fruit and vegetables this year.

4 Do they [import ▼] these cars from Japan?

5 The children [picked ▼] a lot of apples yesterday.

6 My uncle's company [manufactures ▼] furniture.

10.2B Production and distribution

Choose two words that work in each sentence.

⬤ Highlight ✐

1 Yesterday, I *caught* / froze / picked some peas and beans.

2 He delivered / shipped / *stored* the package to your house yesterday.

3 Did your company design / *grow* / manufacture these shoes?

4 We deliver / *import* / transport our products to customers around the world.

5 My country exports / grows / *manufactures* a lot of vegetables.

Appendix 9

The coffee was export from Brazil. X
The coffee was exported from Brazil. ✓

back

I bought some roses this morning. The flower shop owner told me they ¹_____ (grow) on a rose farm in Ecuador. After they ²_____ (cut), they ³_____ (store) in a refrigerated truck and ⁴_____ (take) to the airport. Then, after landing in Miami, they ⁵_____ (transport) by truck to her shop. Isn't that cool?

My coat ⁶_____ (make) in this city. It ⁷_____ (not, import). I like to support local companies. And because my coat ⁸_____ (produce) locally, it ⁹_____ (not, ship) across the world. That's important to me because a lot of resources, like gas, ¹⁰_____ (save).

Appendix 10

← Previous activity   Next activity →   ✕

10.2A Simple past passive

Choose the correct active or passive verb.

1 I [bought ▼] a tablet online. It [was shipped ▼] to me right away.

2 These pictures [were painted ▼] by my sister. She [was trained ▼] really well.

3 My house [was built ▼] more than 100 years ago. I have no idea who [built ▼] it.

4 These shoes [were made ▼] locally, but those [were imported ▼] from Italy.

5 She [sent ▼] the birthday card on Tuesday, and it [was delivered ▼] the next day.

6 I [caught ▼] this fish last summer and [froze ▼] it right away.

[Show next answer]   [Try again]   [Check answers]

© Cambridge

Appendix 11

CHRISTMAS IN JAPAN

- Cakes are sold at Christmas in all the streets of Japan.

- Kentucky Fried Chicken is bought as a traditional dinner.

- Colored lights are put in public areas to exaggerate happiness.

- Tokyo Disneyland is visited by local and international guests where they can enjoy the event "Christmas Fantasy"

- Gifts are exchanged on Christmas Eve and the stores are saturated with gift purchases.

- The Japanese Alps are visited by tourists at this time, the weather conditions are unbeatable, the sun shines and the temperature is pleasant

HAPPY NEW YEAR IN ITALY

ACUA SÁNCHEZ
JEFTÉ ELIÚ

- Fireworks are used to celebrate the new year.
- In the acient Rome, figs were given to to symbolize a sweet new year.
- Furniture, pans or old clothes are thrown out of the window at night to receive the good fortune of the new year.
- The wallets are fulled by italian people to have enough money for all the year.
- The windows and doors are opened to leave away the bad spirits and let in the good spirits.

Teacher. David Cortes.

British Christmas Traditions

🪙 Putting a silver coin in the Christmas Pudding

🦃 Eating turkey on Christmas Day

🎁 Giving presents on the 25th of December

🥧 Eating mince pies

🎭 Going to the pantomime

📺 They watches the Queen's Speech

📦 Filling a shoebox with charitable donations

CHINESE NEW YEAR

Month of January

The Chinese calendar is based on 12 cycles, around of 345 days, so for this year the 2023 ends on February 9th 2024. The Chinese New year is celebrated on February 10th 2024.

The Food

There are a lot variety chinese food and traditional snacks. Suki kao, Watanes, spring rolls are eaten. It's part of the tradition of called "dim sum". These recipes are enjoyed.

The Parade

This day is called "Chuxi"and old things are thrown away for receive the new. Red clothes are used for all people, and ornaments are illuminated the streets and homes.

Fireworks

Fireworks are lighted all night in the sky. According to the tradition bad spirits are drawn away with the stem of bambú (represented for the fireworks).

The Decorations

The houses are decorated by ornaments in gold and red. This colors represent fire and energy and people are believed it's for attract fortune and lucky.

Letter of originality

EFAÏLE

A 27 del mes de junio de 2023

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

Coordinación de Posgrado

PRESENTE

Me dirijo a usted en carácter de autor del presente trabajo académico que sustenta el título Module 13, Final Project declarando que es una producción personal, donde no se ha copiado, replicado, utilizado ideas, citas integrales e ilustraciones diversas, obtenidas de cualquier tesis, obra intelectual, artículo, memoria, (en versión digital o impresa), sin mencionar de forma clara y exacta su origen o autor, conforme los lineamientos del Manual de Publicaciones de la American Psychological Association, en su última edición en español.

En este sentido, lo anterior puede ser confirmado por el lector, estando consciente de que en caso de comprobarse plagio en el texto o no se hayan respetado los derechos de autor; esto será objeto de sanciones por parte del Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera y/ o sanciones en apego **al inciso d del Artículo 42,** del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional.

ATENTAMENTE

FIRMA
Nombre del autor: Cortés Pérez David
Matrícula: 220926103
Tutor: Alma Delia García Salazar