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

PRESENTA:

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**SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN
LANGUAGE**

FINAL PROJECT

LEGENDS

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Contents

Introduction	4
Chapter 1: Philosophy and theory	
1.1 Teaching context, identity and philosophy	5
1.2 Theory underlying your teaching practice and identity	9
Chapter 2: Methodology and practice	
2.1 A practical and useful lesson plan	34
2.2 Designing of necessary tools to assess/test the progress of students	35
2.3 Attached evidence of photos	41
2.4 Show evidence of your designed tools to assess your students	45
2.5 Video “A lesson plan in action”	49
Chapter 3 : Experience Report	50
Chapter 4: Conclusions	52
Appendices	53
References	63
Originality Letter	66

INTRODUCTION

Teaching English as a second language has different approaches. From my point of view teaching English should focus on the communicative competence of learners through daily situations in their life.

Everything you believe in is reflected in your own teaching. Being motivated will engage them to keep learning and will help them to be autonomous. And as Galan and Maguire (2001), say the educator's belief became the student's reality.

Tamas Kiss (2006), says Teaching is considered to be an art, then teachers have the freedom to perform their profession in seemingly similar, but rather different ways. Interestingly enough, we know fairly little about our own beliefs and values, though we use them every minute of our lives. We form them consciously and unconsciously, and we cannot do without them.

Every student, every school, every class and every circumstance are different, and as teachers, we should have the awareness and analytical ability to plan and select the strategies and methodologies that are appropriate or relevant to our class. A lesson designed for students in a particular class might not suit students in a different class. Some differences that personally I have identified in my teaching experience are: the size of the class, the language they speak, their age, their backgrounds, their experiences with the language, their goals, interest, needs and ideas, the topics, the furniture in the class, their learning styles and the beliefs as a teacher.

Many approaches have been focused on improving the student's ability to produce automatically correct sentences. That was to believe that students need the grammar to be able to speak the grammar knowledge of grammar plus the ability to communicate.

Dell Hymes (1966), talked about the ability to communicate successfully and is not the same to the abilities to produce perfect grammar. But, the ability to communicate goes beyond the automaticity. During many years different researchers presented their own version of how language is used to make meaning, some focused on the functions on language and the phrases that perform those functions. But there are other skills in order to communicate successfully, students need to know what language is appropriate in the relation to the context in which is it used.

CHAPTER 1: PHILOSOPHY AND THEORY

1.1 TEACHING CONTEXT, IDENTITY, AND PHILOSOPHY.

Teaching context

The school “Escuela Secundaria Técnica N. 37” is a public school. It has six groups in total, two groups of first grade, two groups of second grade and two groups of third grade. There are 167 students in the school. There are 17 teachers. The school has a small cafeteria, a library with few books and limited information. It has an old laboratory but it is not working, the materials are deteriorated. It has 6 classrooms with 4 fans that does not work well, 2 bathrooms (boys and girls), a principal’s office, 2 playgrounds (one is used for recreational and cultural activities), a small teacher’s room, and an orientation classroom. The school has internet however the signal is not too good every day. The school is located in Tunkás Yucatán, approximately an hour and thirty minutes from the capital city. That is one reason that students stay in the town, they sometimes visit the next town, but they do not go to the capital city. Another reason is that students do not have the economic possibility to travel to the city. The majority of them live only with their mother and grandparents because the father emigrated to The United States as undocumented. Some fathers live there and sent money for food and for building houses. Because of that, students have in mind to finish secondary school and emigrate as their fathers, they think is the easiest way to get money. The ages of the students go according to their grades. They spend time getting out in the main square of the town and talk with their friends. Student’s favorite activity in the town is the “Fiesta del pueblo”. During a week there are typical dances (vaquería), bullfights, horse’s race, dances of different musical groups, cockfights, etc., during those days students do not attend to school. The 60% of the students do not have internet or a cellphone. They do not have even social media. There is a high school in the community, however, as I mentioned, some of them have planned to finish secondary school and travel to The United States to work as their parents. Some students have a good economy level, those students have contact with English language, they have social media and they have internet and cellphones. The other parents work as foremen on ranches around the town, the other parents work on beekeeping as the main economic income, but that activity is abating because of the lack of budget the town has. Nowadays, a few houses do not have a bathroom, the city hall has worked to reduce this situation in order to have a healthy environment. The transportation is

limited, there are buses every 2 hours, it is difficult to get in and out of town. Electricity has been better than in other years. People still burn their trash in their yards. The town has different parks around it and a big one in the main area. There are not cinemas, theaters, supermarkets, cafeterias, restaurants, gyms or public libraries. There are a basketball, baseball and football fields and a lot of grocery stores. They have social services and the town has an available transfer ambulance in case they need it.

Student's favorite activities at school are working in groups and making projects and tasks, especially if the tasks involve movements, they always want to participate with their groups of friends, and it makes a difficulty to have them to work with different students. The 40% of the students are kinesthetic, 20% are audiolingual and 40% are visual. Most of them do not like participating in cultural activities like dancing Jarana, speak in the language of the community and participating in cultural activities in different places in the town. They are shy but they are respectful. Students enjoy learning English, but they hardly have contact with the language because of the limitations they have to listen to English language or watch a video, although their parents and relatives live in the USA. The 40% of the students have English contact, they watch videos, sing songs and have social media. Students have no contact with native speakers. Nevertheless, students have basic knowledge of English and some of them started having contact with English language in this course. They do not usually do homework, for that reason, all the activities are made during the sessions.

The school and the authority give teachers the autonomy to work in different activities and to plan actions to help students improve their skills in different areas.

Teaching Identity

Cohen (2008) argues, "Teacher's identities are central to the beliefs, values, and practices that guide their engagement, commitment, and actions in and out of the classroom".

In my teaching process I have experimented many situations that helped me to become more emphatic with my students. I am a responsible teacher. I am committed to teaching and learning English language. I always try to apply new activities in the classroom. In my daily classes I take care to my students, treating them as humans with feelings, not just as students, making them feel important and trustworthy.

I believe that we have to be available to adapt ourselves to the constantly changes, this has helped me to evolve in the professional development.

At the beginning of the course, I always plan an activity to know my students and to make them interact each other and to know something new about themselves. In case we have a new student in the classroom I used to ask about their background, their needs, ideas, etc. I also work with routines, it is really useful, it allows them to participate in different activities. I always apply a test to know students learning styles, I use the results to my future plans and to identify the correct method or technique that help students in their learning.

Throughout the years of experience, I have been improving my teaching practice, also I have adapted it according to the needs and the context of my students to make teaching and learning meaningful. That is why, being updated is very crucial in the process of teaching and learning English. I plan activities that have been successfully applied, nonetheless some do not work with the group, and in that case Plan B has to be applied.

During my 14 years of teaching English, I have worked with routines. Routines are very important, because students know what they are expected to do. This has helped them to be organized and it let them to feel they are part of the class.

Teaching philosophy

My teaching philosophy centers on the idea that teachers are not just about transferring information, but about cultivating critical thinking, creativity, and a love for learning. As a teacher, my role is not to simply teach students what to think, but rather to encourage them to think for themselves. I believe that changing minds are important when teaching English. I make students aware why is it necessary to learn English, what things they can do if they learn English, how can they help each other to learn English, how can they improve their English and that making mistakes are normal but they mean they have to try again.

One of my goals is that students love English, not only as a subject but as a language for that, I use as many materials as I can, such as: flashcards, book, Big books, posters, realia, videos, audios, games, board games, power point presentations, online activities, etc. I believe that creating a safe and inclusive learning environment is essential to unlocking that potential. By fostering a culture of respect, curiosity, and collaboration, I aim to create a

classroom where students feel supported and empowered to take risks and explore new ideas. Sometimes students get frustrated when they cannot do an activity, so, the materials always help them to use and understand the language. I focus on different learning styles when working with materials, because it is important to help students in their learning process.

Create a great environment is crucial too, as teachers we must be emphatic, we need to know our student's interests, needs, ideas, priorities and likes, we must know about their context, their community and their family (social environment). In the classroom we have chosen a place to set the "English Corner" students use it to share information as agreements, activities, news, schedule, projects, etc.

I think establishing agreements, commitments and routines make teachers work as a guide. They have to be established at the beginning of the course, students have to participate writing them and sign it as an agreement. Students know what are expected them to do during the classes and let all of them to participate.

In my daily lesson plans I work with activities adapted to their context, it let students to have meaningful interactions and engage them to work on their tasks. It helps them to develop their personal skills, to research information and to work with their own pace.

I keep being updated in new ways of learning and teaching English, establishing routines, knowing students and their contexts, giving positive feedback and having an assertive communication.

One of my weaknesses is to work outside the classroom and to lose control of the group. However, in this specialization I feel reliable to work with different methods and techniques. Finally, I believe that teaching is a lifelong learning process. As a teacher, I am constantly striving to improve my own knowledge and skills, and to adapt my teaching methods to meet the changing needs of my students. By modeling a love for learning and a willingness to take risks and learn from mistakes, I hope to inspire my students to do the same. My teaching philosophy emphasizes the importance of creating a safe and inclusive learning environment, fostering critical thinking and creativity, providing experiential learning opportunities, and embracing a lifelong love for learning.

1.2 THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY

There are five primary educational learning theories: behaviorism, cognitive, constructivism, humanism, and connectivism. Additional learning theories include transformative, social, and experiential.

Understanding learning theories can result in a variety of outcomes, from improving communication between students and teachers to determining what students learn.

“Learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one’s knowledge, skills, values, attitudes, behavior and worldviews. Learning theories develop hypotheses that describe how this process takes place”. (Admin, 2016)

Behaviorism. It is only concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner. Learning is based on a system of routines that “drill” information into a student’s memory bank, as well as positive feedback from teachers and an educational institution itself. If students do an excellent job, they receive positive reinforcement and are signaled out for recognition.

Cognitivism. Learning relies on both external factors (like information or data) and the internal thought process. Developed in the 1950s, this theory moves away from behaviorism to focus on the mind’s role in learning. According to the International Bureau of Education: “In cognitive psychology, learning is understood as the acquisition of knowledge: the learner is an information-processor who absorbs information, undertakes cognitive operations on it and stocks it in memory.”

Constructivism. The learner builds upon his or her previous experience and understanding to “construct” a new understanding. “The passive view of teaching views the learner as ‘an empty vessel’ to be filled with knowledge,” explains Simply Psychology, “whereas constructivism states that learners construct meaning only through active engagement with the world (such as experiments or real-world problem solving).”

Humanism. “Learner-centric approach” in which the potential is the focus rather than the method or materials. With the understanding that people are inherently good, humanism focuses on creating an environment conducive to self-actualization. In doing so, learners’ needs are met and they are then free to determine their own goals while the teacher assists in meeting those learning goals.

Connectivism. Informed by the digital age, connectivism departs from constructivism by identifying and remediating gaps in knowledge. Strongly influenced by technology, connectivism focuses on a learner’s ability to frequently source and update accurate information. Knowing how and where to find the best information is as important as the information itself. (Fairbanks, 2021)

Approaches

It is a conjunction of ideas related to the nature and teaching of a given language. It describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning. It offers a model of language competence. The structural view of language is that language is a system of structurally related elements for the transmission of meaning. The functional view of language is the view that

language is a vehicle for the expression of functional meaning. The interactional view of language sees language primarily as the means for establishing and maintaining, interpersonal relationships and for performing social transactions between individuals. (Bejo, 2010)

In my teaching practice, approaches in the classroom let me interact with students and to interact in pairs. In my opinion, I should have more students talk and less teacher talk. I focus on connecting students to their context and their experience; therefore, learning is meaningful.

Methodologies

It is considered the practical realization of an approach. It is understood as a group of procedures, a system that clearly explains how to teach a language (syllabus organization- contents and skills to be taught-, roles of teachers and learners, kinds of materials to use). It is understood as a group of procedures, a system that clearly explains how to teach a language (contents and skills to be taught). The method is based on a specific approach, the approach is axiomatic whereas the method is procedural. (Shoebottom, 1990)

Techniques

It is each specific strategy that we use in the classroom. It is a tool that is used to obtain an immediate result. It is what really happens in the classroom, in the actual teaching.

The following strategies and techniques could be incorporated more into practice by teachers to further improve the language support given to learners: thinking Time, elaborated input, re-casts, questioning and increase verbal interaction. (Kongsberg International School, 2012)

Some techniques that I applied and have worked successfully for my classes are: find the differences, mime, listen to and tell stories, sing songs, drills, demonstration, dictation, playing games and role-plays.

Grammar Translation method

A method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities. The name "Grammar-Translation" for this method was actually conceived by its detractors who focused on these two more negatively perceived aspects at the expense of its more positive traits.

- Classes are taught in the mother tongue.
- Much vocabulary is taught in the form of lists.
- Grammar provides the rules for putting words together, so long elaborate explanations of the intricacies of grammar are given.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

The methodology is based on Behaviorism and it is a completely structural approached methodology.

Material used. Students will be asked to read a literary passage and then translate the target language into their native language.

Memorization. The teacher will assign a list with much vocabulary to be memorized. Students will be asked to write examples with each word.

Assessment. Translation made by the students can show that they understand the topics and the language.

Advantages. It does not require teachers to create elaborated lesson plans. It only uses textbook or handouts. It is less stressful for many students.

Disadvantages. Students do not practice active skills. There is an extensive memorization work. Students will not be able to use the language in real life situations. (T. Bowen, 2020)

Audiolingual Method

The term “Audiolingualism” was coined by Professor Nelson Brooks (1964). In the 1960’s, Audiolingualism began to lose its popularity, but this method is still used today.

Short-term Objectives

- Listening comprehension
- Accurate pronunciation
- Recognition of speech symbols as graphic signs
- The ability to reproduce these symbols in writing

Long-term Objectives

- Language as the native speaker uses it

Design – The Syllabus

Based on a linguistic or structure-based approach to language teaching. Built on:

- Step by step linguistic syllabus, which contains: Phonology, Morphology and Syntax
- Lexical syllabus of basic vocabulary

Design – Types of learning and teaching activities

- Drills Dialogues
- Distinctive feature of this method
- Contextualize key structures
- Illustrate situations
- Used for repetition and memorization: Repetition, Inflection, Replacement, Restatement, Completion, Transposition, Expansion, Contraction, Transformation, Integration, Rejoinder and Restoration

Learner roles:

- They can be directed by skilled training techniques
- External displays
- Reactive role
- They do not initiate interaction

Teacher roles:

- Central and active.
- Model of the target language.
- Controls the process of learning and monitors and controls the learner's performance

The role of instructional materials:

- Teacher oriented
- Tape recorders
- A language laboratory and audiovisual equipment are important

Procedure

Extensive oral instruction is required where the target language is used. Typical procedures:

- Model dialogue. Repeat. Correction of mistakes. Memorize
- Dialogues are adapted and then acted out
- Key structures are selected and used for pattern drills
- Textbooks. Follow-up reading, writing activities may be introduced
- Follow-up activities in a language laboratory or vocabulary

The decline of Audiolingualism. It was examined in many ways:

- Theoretical foundations were considered weak in both language theory and learning theory
- Practitioners discovered that the practical results did not meet expectations
- Students were not able to transfer skills to communication outside the classroom
- Many students found the classes boring and unsatisfying

Noam Chomsky rejected this approach. His theory of transformational grammar said that language is creative and generated, not a habit. Language derives from innate aspects of the mind and from how humans process experience through language.

Audiolingualism holds that language learning is like other forms of learning. That is the reason why, it stresses the mechanistic aspects of language learning and language use. (Audiolingual Method Language Teaching Methods, 2021)

The Direct Method

A method of teaching language directly establishing a direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the mother tongue.

It is also known as:

- Natural method
- Phonetical method
- Anti-gramatical method
- Reform method

Direct Method argued that a L2 could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action. Students must encourage to use language naturally and spontaneously so that they induce grammar.

Principles

- Classroom instructions are conducted exclusively in the target language.
- Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.

- Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- Grammar is taught inductively.
- Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- Both speech and listening comprehensions are taught.
- Correct pronunciation and grammar are emphasized.
- Student should be speaking at least 89% of the time during the lesson.
- Students are taught from inception to ask questions as well as answer them.

Techniques

- Q & A: The teacher asks questions of any nature and the students answer.
- Dictation: The teacher chooses a grade appropriate passage and reads the text.
- Reading Aloud: Students take turn reading sections of a passage, play or dialogue out loud.
- Map Drawing: Students are given a map without labeled then the students label it by using the directions the teacher gives.
- Paragraph Writing: The students are asked to write a passage in their own words.
(Millsaps, 2020)

Communicative approach

Brown (2007) gives his definition of Communicative Language Teaching (CLT) as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes.”

Communicative language teaching can be understood as a set of principles. First of all, about the goals of language, teaching assumptions about how learners learn a language, the kinds of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom. Professor Jack C. Richards (July 2017) examined each of these issues, perhaps in a little more detail. Communicative language teaching sets as its goal the teaching of what is called communicative competence. Communicative competence can be contrasted with linguistic or grammatical competence which really focuses on sentence formation and the ability to produce grammatically correct sentences. Linguistic competence does not really describe how we use language as a basis of communication. This is the focus of communicative competence and communicative competence includes a number of different dimensions of language knowledge in use, for example, knowing how to use a language for a range of different purposes and functions, knowing how to vary our use of language according to the setting who we are talking to and whether a formal and informal speech style is appropriate. It also refers to how we can use language as a medium for cross-cultural communication, interacting with people from different cultural backgrounds. It includes knowing how to produce different types of texts such as narratives reports interviews or conversations. It also includes how can maintain communication despite having limitations in one’s language proficiency, through perhaps using different kinds of communication strategies.

The communicative approach prompted then a rethinking of classroom teaching methodology. It was argued that learners learn a language through the process of communication in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar based approach. New techniques were needed, new roles for teachers, new roles to the learner, so instead of focusing on accurate, repetition and memorization of sentences and grammatical practice, presents activities that required learners to negotiate meaning and to interact. Meaningfully were required since the 1990s, the communicative approach has been widely implemented but because it describes a set of very general principle grounded in the notion of communicative competence, is the goal of second and foreign language teaching and learning, and as well as the use of a communicative syllabus and methodology. Because of these, general goals continued to evolve as our understanding of the processes of second language. Learning has developed current communicative language teaching theory and practice. Thus, draws on a number of different educational paradigms and traditions and since it draws on a number of diverse sources there is no single or agreed upon set of practices that characterize current communicative approaches.

Today refers to a set of generally agreed upon principles that can be applied in different ways depending on the teaching context the age of the learners, their level, their learning goals and so on, so current approaches to methodology draw on earlier traditions in CLT and continue to make reference to some extent to traditional approaches. As well, some classroom activities typically have some of these characteristics, they seek to develop students' communicative competence through linking grammatical development to the ability to communicate. Grammar is not taught in isolation but often arises out of a communicative task. Thus, creating a need for specific items of grammar students might carry out a task and then

reflect on some of the linguistic characteristics of their performance in the classroom. The activities for the requiring the communication interaction and negotiation of meaning are made use of these, include problem-solving activities, information sharing, role-play and task-based activities, and these provide opportunities for both, inductive as well as a deductive learning of grammar activities. Also seek to employ content that connects to students' lives and interests. They also allow students to personalize learning by applying what they have learned to their own lives and classroom materials, typically most use of authentic texts, authentic sources to create interest and to provide valid models of language. Here the internet is for fighting a great deal of a source for language teaching materials, different syllabus types within the communicative orientation to language teaching, employ different routes to developing communicative competences. Since its inception in the 1970s CLT has passed through a number of different phases in the first phase. A primary concern was the need to develop a syllabus, and teaching approach that was compatible with early conceptions of communicative competence. Earlier this, led to proposals for the organization of syllabuses in terms of functions and notions rather than simply in terms of grammatical structures, later the focus shifted to procedures for identifying learner communicative needs and this resulted in proposals to make needs analysis, an essential communicative and an essential component of communicative methodology at the same time. Methodologist focused on the kinds of classroom activities that could be used to implement a communicative approach such as group work task work and information gap activities. Today CLT can be seen as describing a set of core principles about language teaching and learning which can be applied in different ways and which address different aspects of the processes of teaching and learning. (Communicative language teaching Professor Jack C. Richards, 2017)

Task Based approach

Task-based Learning (TBL), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of tasks) rather than on accuracy of language forms. This makes TBL especially popular for developing target language fluency and student confidence.

According to Rod Ellis (2007), a task has four main characteristics:

- A task involves a primary focus on (pragmatic) meaning
- A task has some kind of “gap”
- The participants choose the linguistic resources needed to complete the task
- A task has a clearly defined outcome

Tasks, it is said, provide full opportunities for both input and output requirements, which are believed to be key processes in language learning. Plough and Gass (1993), have included “negotiation of meaning” as a necessary element in acquisition. Tasks are believed to foster processes of negotiation, modification, rephrasing and experimentation that are the heart of second language learning. Tasks are considered to be the pivot point for stimulation of input-output practice, negotiation of meaning and transactionally focused conversation. Tasks are also said to improve learner motivation and therefore promote learning, because they: require the learner to use authentic language. Have a well-defined dimension and closure. Are varied in format and operation. Include physical activity. Involve partnership and collaboration. May call on the learner’s past experience. Tolerate and encourage a variety of communication styles. (Kawasaki, 2023)

Design

Goals in TBL are ideally to be determined by the specific needs of particular learner. The selection of tasks, according to Long and Crookes (1993), should be based on a careful analysis of the real world needs of the learners.

Syllabus

TBL is more concerned with the process dimensions of learning than with the specific content and skills that might be acquired through the use of these processes.

Nunan (1989), suggest a syllabus with two types of tasks:

- Real world tasks: designed to practice or rehearse those tasks that are found to be important and useful in the real world (Example: booking a flight)
- Pedagogical tasks: they have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real world tasks

Two examples are:

Information-gap tasks: one student of group of students has one set of information and another student or group has a complementary set of information.

Jigsaw tasks: these involve learners combining different pieces of information to form a whole.

Other characteristics of tasks are:

- One-way or two ways: whether the task involves a one-way exchange of information or a two-way exchange.
- Convergent or divergent: whether the students achieve a common goal or several different goals.
- Collaborative or competitive.
- Single or multiple outcomes.
- Concrete or abstract language.
- Simple or complex processing; whether the task requires simple or complex cognitive processing.
- Simple or complex language.
- Reality-based or not reality-based: whether the task mirrors a real-world activity or is a pedagogical activity not found in the real world.

Learner's role

- Group participant: many tasks will be done in pairs or in small groups.
- Monitor: in TBL, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to design so that students have the opportunity to notice how language is used in communication.

Teacher's role

- Selector and sequencer of tasks: a central role of the teacher is in selecting, adapting and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learner needs interests and language skill level.
- Preparing learner for tasks: activities might include topic introduction, clarifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment and providing partial demonstration of task procedures.

The role of instructional materials

- Materials that can be exploited for instruction in TBL are limited only by the imagination of the task designer.
- Realia: the use of authentic tasks supported by authentic materials wherever possible. The following are some of the task types that can be built around such media products: newspaper, internet and television. (Kawasaki, 2023)

Kolb's model of Experiential Learning

Kolb (1984), defines experiential learning as a “holistic integrative perspective on learning that combines experience, cognition and behavior”. Learning he further argues is “a continuous process grounded in experience”. A process through which knowledge is generated as new information and experiences are assimilated.

Stage	Description	Activities to help
Concrete experience	Kolb's cycle starts with a concrete experience. In other words, it begins with doing something in which the individual, team or organization are assigned a task. Key to learning therefore is active involvement. In Kolb's model one cannot learn by simply watching or reading about it, to learn effectively the individual, team or organization must actually do.	Ice breakers and energizers, team games, problem solving discussion, practical exercises, for example, making a presentation and debates.
Reflective observation	The second stage in the cycle is that of reflective observation. This means taking time-out from “doing” and stepping back from the task and reviewing what has been done the experience. At this stage lots of questions are asked and communication channels are opened to others members of the team. Vocabulary is very important and is needed to verbalize and discuss with others.	Ask for observation, write a short report on what took place, give feedback to the participants, quiet thinking time, tea and coffee breaks, completing learning logs or diaries.
Abstract conceptualization	It is the process of making sense of what has happened and involves	Present models, give theories, give facts

	<p>interpreting the events and understanding the relationships between them. At this stage the learner makes comparisons between what they have done, reflect upon and what they already know. They may draw upon theory from textbooks for framing and explaining events, models they are familiar with, ideas from colleagues, previous observations, or any other knowledge that they have developed.</p>	
Active experimentation	<p>The final stage of the learning cycles is when the learner considers how they are going to put what they have learnt into practice. Planning enables taking the new understanding and translates it into predictions as to what will happen next or what actions should be taken to refine or revise the way a task is to be handled. For learning to be useful most people need to place it in a context that is relevant to them. If one cannot see how the learning is useful to one's life then it is likely to be forgotten very quickly.</p>	<p>Give learners time to plan, use case studies, role play, ask learners to use real problems</p>

(Desousa, 2016)

The interactive model of reading

Top-down processing involves starting with the use of the reader's existing knowledge and background knowledge of the context, the topic and the genre in attempting to understand a text. Readers process the text from whole to part.

Bottom-up processing starts with the reader decoding the letters and words in the text, and gradually working their way up to the clauses and then the sentences, etc. Using their knowledge of the semantic, syntactic and morphological features of the text.

A combination of both top-down and bottom-up processes is necessary when reading a text. But if we see students trying to understand every single word in the text and placing focus on bottom-up processes, it is important that we encourage an opposite approach, i.e., get them to think about what they already know about the topic, skim read and scan the text to answer targeted questions within a time limit. (Grabe, *Interactive models for second language reading: perspectives on instruction*, 1988)

Schema theory, distinction between content, formal and linguistic schema

As suggested in Carrell (1983) there are many ways of categorizing the different types of schemata that we can activate, but a simple and useful way is to look at schema in terms of content schema and formal schema.

Reading is one of the important skills in English learning. It is acknowledged that while in communication between input and output, language comprehension is the very important key link that we cannot feel directly but it does exist. (An, 2011)

Schema was first mentioned by the Germany philosopher Kant in 1781. (Cui, 2002) The theory interprets that when people comprehend, they need to combine their own background knowledge with the information in a text. In this process, the prior knowledge and knowledge structure works effectively in people's cognitive activities. People use schemata to organize prior knowledge and provide a framework for future understanding.

Carrel (1984), classified schema into three types: linguistic schema, content schema and formal schema.

Linguistic schema refers to readers' prior linguistic knowledge, including the knowledge about phonetics, grammar and vocabulary as traditionally recognized.

Content schema is the background knowledge we have of the world, the socio-cultural context, and the topic. It is our existing knowledge of the content that we bring to the table when we read a text. It involves many things, such as topic familiarity, cultural knowledge, conventions and previous experience of the domain.

Formal schema refers to knowledge about the 'formal, rhetorical, organizational structures of different kinds of texts, i.e., the genre or text type.

Schema enables readers to relate new information to their prior experience. By bridging the new with the old, unfamiliarity is decreased, interest is aroused, and prediction in reading is possible. Schema helps to solve the problems in reading and thus ensure to make the right decision. (An, 2011)

The micro and macro skills for writing

Brown (2004), states that teachers must teach and assess students' micro and macro writing skills.

Micro skills apply more appropriately to imitative and intensive types of writing performance in which they tend to describe the mechanics of writing and at the level of the word, such as cohesive devices, past verb, etc.

Macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc.

Both these skills should be comprehensively mastered by the students to independently capable of writing a good text in English. Brown (2004), describes those:

Micro-skills

Produce graphemes and orthographic patterns of English produce writing at an efficient rate of speed to suit the purpose, produce an acceptable core of words and use appropriate word, order patterns, use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules, express a particular meaning in different grammatical forms, use cohesive devices in written discourse.

Macro skills

Use the rhetorical forms and conventions of written discourse, appropriately accomplish the communicative functions of writing, texts according to form and purpose, convey links and connections between events, and communicative, such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, distinguish between literal and implied meanings of writing, correctly convey culturally specific references in the context of the written text, develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first

drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. (Brown, 2004)

The different types of reading and writing exercises

When preparing a lesson plan, teachers need to think that learners want various skills at different ages and competency levels. Teachers should use learner-related contexts whenever possible, as this will help them motivate students to read. Choose the same types of texts that learners enjoy reading outside the classroom and design motivating pre-reading and post-reading tasks to go with them.

There are six strategies to be taught to the students for enhancing their reading capabilities in different contexts. They are step by step procedures essential for effective reading.

- Prediction
- Skimming
- Scanning
- Cohesive devices
- Guessing the meaning of vocabulary
- Intensive Reading

Developing Writing skills

To develop fluency in writing the writer has to concentrate and practice the various skills as follows:

- Planning ideas logically
- Writing accurately
- Paragraphing

There are many types of activities such as grammar, vocabulary, coherence and cohesion in framing sentences that you can do to help learners work on writing skills. Some activities may focus on the accuracy of their language, and some on helping them to communicate the meaning. Others may focus on the writing process itself - learning how to start a writing task, how to draft, edit and review it. (Hadfield, 2001)

Listening Strategies

The ability to listen effectively in English, along with the sub-skills of listening, can take time to develop. In the meantime, students need some listening strategies that can help them listen more effectively. It is important to begin a lesson with an activity that generates interest and activate their schema of the topic. Students can predict what they will hear, in this way they are encouraged to recall helpful information about listening, and they are also given a clear reason for listening. This strategy can be used in transactional conversations.

Note-taking is a strategy, where students improve their memory retention of what they hear, they avoid being distracted or falling asleep, and they listen carefully and concentrate on what is said. They organize the information as they note it down. Also, students can take visual notes, they focus on understanding and communicating the concepts visually.

Another strategy that can help students is to recognize patterns, how the words and sentences hang together to convey the message. Students can identify the linking words, synonyms or lexical sets. It can help them to recognize how the concepts relate to each other.

Nature and functions of speaking skill

In our classroom we practice the functions of transactional communication that focuses on conveying information and the interactional communications that is focused on building relationships.

According to Brown and Yule there are three functions of speaking, "...three-part version of Brown and Yule's framework (after Jones 1996 and Burns 1998): talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches."

Talk as interaction. It is an interactive communication which done spontaneous by two or more people. The main intention in this function is social relationship.

Talk as transaction. It is more focus on message that conveyed, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

Talk as performance. In this case, speaking activities are more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

Skills and sub skills of Speaking

Just pronouncing words and sentences is not speaking, rather this may be repeating. True speaking is to let students express their own idea, feelings, comments in their own words with their own repertoire of words and structures. Do not confuse speaking with repeating. As we have seen, speaking involves having a topic or comment in mind, selecting the relevant vocabulary, selecting the relevant structures, intertranslation of ideas from mother tongue to second language, pronouncing, checking grammar and pronunciation as the stream of sounds goes. Speaking sub-skills include pronouncing separate words, pronouncing sentences, modifying sentences, pair talk in games, group pronunciation with songs, pair talk with storytelling, summarizing a topic, dialogues, interviews, role play, open discussion and debates. Speaking is producing comprehensible sounds. (The four language, skills, 2016)

Controlled and free speaking practice

In order to focus on improving students' speaking skills, we should plan for speaking activities that get students focusing on the meaning of what they are saying. The activities have to be suitable for any student who wants to practice speaking. Accuracy activities give students-controlled practice of specific language forms like target grammar structure or target lexical items. We can control speaking practice in engage ways, enjoyable and helpful for our students' speaking ability. Drilling is one the successful activity that I have applied in my daily lesson plans, some suggestions are backchain drills, substitution drills and individual drills. Other forms of exercises are gap-fill, flashcards, complete, transformation and personalize the sentences or gamify the activity. The last one is the most enjoyable, motivating and competitive for students. Some free speaking practice focuses in activities like brainstorming, ranking, roleplays, simulations, interviews, problem solving and discussions. (Burns, 2016)

Goh and Burns (2012), point out that accurate use of grammar is actually often developed through negotiating meaning in freer interactions and that accuracy-focused controlled practice activities are not able to develop language complexity.

Fluency-focused freer practice activities often rely only on spontaneous talk and this means that work on specific language elements and discourse structures might be neglected. (Burns, 2016)

Formal and Informal Assessments

Assessments are an important and necessary part as teachers. Each type of assessment serves its own purpose, whether formal or informal, with benefits and limitations that can be better understood in the context of the teaching process as a whole.

The teaching process generally involves assessment, goal selection, instruction, and evaluation of both student performance and instructional strategy. These four steps make up a cycle, not simply a linear process. Assessment can serve not only at the beginning of the teaching process, but also as a bridge from evaluation to consideration of what the next step will be.

Formal Assessments

Formal assessments include standardized measures that are often administered to an entire class, grade level, or group of students. The same assessment is administered to all students at the same time to get a picture of each student's performance in comparison to other students. Some are: Beginning and end of the year testing, measures (reading and writing) and standardized tests.

Informal Assessments

Informal Assessments are non-standardized measures that are often personalized to the student. They can be given flexibly throughout the school year to provide a snapshot of a student's skill in a specific area at any given time. Some are: work samples, portfolios, observations and checklists. (Corsetto, 2023)

Formative and Summative assessments

Formative assessment is the use of assessment to give the learner and the teacher information about how well something has been learnt so that they can decide what to do next. It normally occurs during a course. Formative assessment can be compared with summative assessment, which evaluates how well something has been learnt in order to give a learner a grade. One of the advantages of formative feedback in the classroom, is that peers can do it. Students can test each other on language they have been learning, with the additional aim of revising the language themselves. (Formative assessment, s.f.)

Summative assessment is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period-typically at the end of a project, unit, course, semester, program, or school year. Generally speaking, summative assessments are defined by three mayor criteria:

- The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment “summative” is not the design of the test, assignment, or self-evaluation, but the way it is used, for instances, to determine whether and to what degree students have learned the material they have been taught.
- Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic, for instance, they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educations programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.
- Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record, whether they end up as letter grades on a report card or test score used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

(Sabbott, 2013)

Test and Assessment

Test and assessment are terms that are often used interchangeably, but they have different meanings.

Test refers to a method or tool used to measure a particular attribute or skill of an individual or group of individuals. Tests are designed to measure knowledge, aptitude, skill, ability, intelligence, personality, or other characteristics. Tests can take many different forms, including multiple-choice tests, essays tests, performance tests, and standardized tests.

Assessment, on the other hand, is a broader term that refers to the process of collecting information about an individual's or group's knowledge, skills, abilities, and other characteristics. Assessment can involve multiple methods, including tests, interviews, observations, portfolios, and self-assessments. The goal of assessment is to evaluate learning, provide feedback, and make informed decisions about instruction and other interventions.

Test and assessment are related concepts, but test is a specific type of assessment tool, while assessment encompasses a broader range of methods and purposes.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.1 A PRACTICAL AND USEFUL LESSON PLAN

In this lesson plan the activities were planned according to the context of the students, their interest and their learning styles. It includes several activities to develop students' abilities in the four skills. First, students have to activate schema recognizing and identifying the different legends from their communities and from other places around the world. Students participated in controlled activities and with some volunteers and in free activities, they were enthusiasm when sharing their information they know about legends. Then a receptive skill listening, students had to identify the legends, they listened to the audios that included some sounds and voices of different legends, and in groups of four, students had to choose one legend and talk about it. It is important to mention that in this activity students still do not know the name of the elements of the legends. In the next session they developed the speaking ability with a mingling activity, students interviewed three different classmates and wrote the information in their notebooks. In the next session, the ability of reading was developed, students read the subtitles of a video that was in Mayan language, it is worth mentioning that in this stage students do know each element of the legend, they were introduced in this session, they paid attention in the legend and in teams they wrote the information of the legend in a graphic organizer. The last session was a productive skill where students, in teams, chose a legend and made their illustrated cards of a legend. They received feedback in teams, a rubric was given before the activity to know the criteria they need to work on. The last activity was an online game, students were divided in teams and play a quiz game. Students really enjoyed all the activities and they participated in most of them. I observed that shy students raised their hand to participate because the interest of the topic. Another good strategy that worked successfully was working in teams, it gave them the opportunity to some students to develop social relation with others and to organize themselves as a team.

Students have to be aware about the different cultures and to share different knowledge with their classmates. As a teacher I have to consider not only the knowledge of the content they have but also the different abilities students can develop through working in the activities. We always have to assess our students in order to help them to improve and to hence in their learning process.

2.2 DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS

Formal and informal assessments were designed according to the content. Every activity had an assessment to help students to improve in their learning process. In the chapter 2.4 each assessment is explained in detail. The assessments were created according to the topic.

1. Introduction --- Observation

Validity: validity is set out to measure this session. This is a construct validity; it measures the reading ability of the student. It assesses the knowledge and skills. It is planned to make important decisions about students' learning and achievement. Also, students were evaluated with a comprehension activity True or False. Students listen to key words and say if the sentences are true or false.

2. Listening ----- Checklist

Washback: In this activity students listened to the activities and completed the task with specific information. Students worked in teams. After the activity, students received information about their current performance level. Students can use that to work on areas identified as weak. And as teacher we can use the information to devise the future lessons. Students had to focus on the feedback to improve it. It is important to give feedback to make our students aware of the specific area that has to be improved and as teachers we can change the methods to attend the different learning strategies. The evaluation criteria are focused on assessing the whole group, students listen for keywords, they ask questions when are confused and if students have difficulties to understand the information from the audio.

Listening	YES	NO
Student listens for keywords to find specific information		
Students asks questions when are confused		
Students identified the legends		

from different places		
Students worked collaborative to complete the mind map with the information from the audio.		
Students have many difficulties to understand the information from the audio		
The mind map was completed correctly		

3. Speaking ----- Rubric

Reliability: In teams, students talked about legends they know. In this session was applied a reliable test. It is focused on evaluating student’s performance. The factor of Inter-rater reliability refers to the performance between people. When evaluating we can focus on some factors that can impact in their performance like distractions and fatigue. The physical environment has to be considered when evaluating are the noise, the temperature, the time, they can be factors that can impact on how students perform the conversation. The evaluation criteria are fluency, content, accuracy, pronunciation and body language, each criteria have a specific description to assess if this was done in an excellent way, satisfactory or needs to improve. It helped students individually to reinforce in the criteria they need to improve.

Speaking	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
FLUENCY	Speaks with clarity and quickly. Speaks smoothly.	Speak most of the time smoothly.	Has long pauses and sound out each word.
CONTENT	Shows a full understanding of the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic well
ACCURACY	Speak without making mistakes or self-corrects	Make occasioned errors	Make frequent errors
PRONUNCIATION	Good effort at accent, tone and rhythm.	Some effort at accent tone and rhythm.	Pronunciation is lacking and hard to understand.
BODY LANGUAGE	Use correct control of the body language and gestures, maintains eye contact.	Has basic control of body language, gestures and eye contact.	Lacks in control of body language, gestures and no eye contact.

4. Reading ----- Notebook

Authenticity: In this task, students watched an authentic video about a legend, this legend is told in the region, it does not have educational purposes. The test includes natural language and items in a contextualized manner, the topic is interesting for students because they meet. Students watched a video in Maya language but with the subtitles in English. They recognized some aspects from their community and related to their daily life. Then they complete a graphic organizer with the elements of the legend. The way to assess comprehension. Students used the graphic organizer to assess understanding of the elements of the legend. Student corrected some error they have after teacher's revision.

5. Writing ----- Rubric

Practicality: In this rubric is planned to evaluate the final task. This rubric is a practical test, it is not too extensive. It is created to meet time constraints. It follows an appropriate and accurate scoring procedure where 3 points means excellent; 2 points means good and 1 point means need to improve. Students had the rubric to know what they need to include in their last task. This had a scoring procedure from 1 to 3. When feedback they will know exactly what was missing in their cards. The evaluation criteria are the punctuation, capitalization, grammar, content and spelling.

Group members:

3 points – Excellent

2 points - Good

1 point – Need s improvement

Writing	Excellent	Good	Needs improvement	
Punctuation is used accurately				
Capitalization of letters to begin sentences.				
Grammar is written in complete sentences that make sense.				
Content is on topic and details are added.				
Spelling is correctly and rules are applied.				

6. Peer evaluation- Checklist

Peer observation checklist. At the end of the Lesson Plan students had the opportunity to evaluate their peers, it helped themselves to improve the way they work with others and to plan some strategies for future activities to help them to organize and to develop the tasks in a better environment when working in teams. This tool was used by students to observe and provide feedback to one another. The key is to use the checklist to provide constructive feedback that can help student and me to improve the practice and support student learning. The evaluation criteria are if their classmates are respectful when talking, they value the information they give from their experience and if they work collaborative in the final activity.

	Description	Yes	No
1	My classmate is respectful when talking about legends from another culture.		
2	My classmate identified the elements of the legend we are working with.		
3	My classmate values the information I gave from my experience.		
4	My classmate is aware about the differences and similarities of different legends.		
5	My classmate worked collaborative in the final activity.		

2.3 ATTACHED EVIDENCE OF PHOTOS

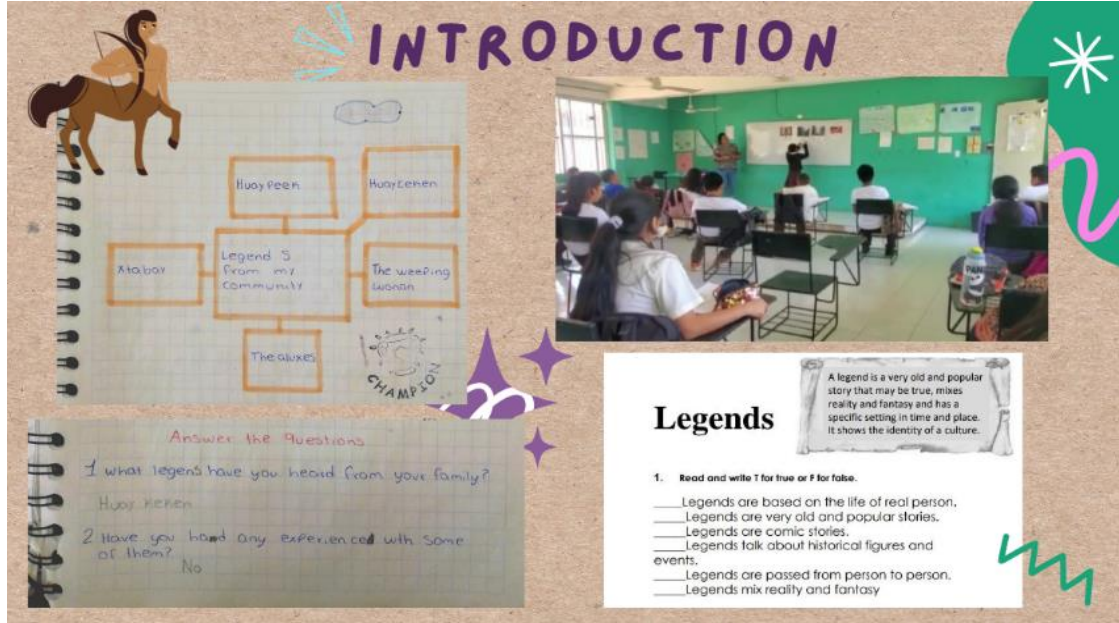
At the beginning of the lesson some considerations were taken into account to plan the activities, the learning styles, the belief, the customs and students' interest. The activities focused in receptive and productive skills.

Introduction lesson. Students activated schemata by completing a mind map with five legends they know from their community. In plenary students brainstorm names of the legends from their community. Question what legends do you know from Tunkás? What legends have you heard from your family? Have you had any experience with some of the legends?

Students looked at the pictures and identified them. Students matched the word cards with the pictures and mentioned where they are from. Asked questions do you know these legends?

Where are they from?

Finally, the descriptions of a legend were written on their notebooks, then students did a True or false comprehension activity. Individually students answered the activity in their notebook and it was scored.



Listening. In this session students were divided in teams of 4. They listened to 3 audios from different places in the world. They listened to them three times, some extra information was given them orally to help them to get specific information. In teams they discussed about them. Finally, they chose one of the different legends they heard and wrote the asked information.

LISTENING

- Students are divided in teams of 4.
- Students listen to 3 audios.
- They Identified the legends.
- They discussed about them.
- They chose one of the three legends.
- Students wrote the elements of the legend they chose.



Speaking. Students made a mingling activity, they interacted each other interviewing three different classmates.

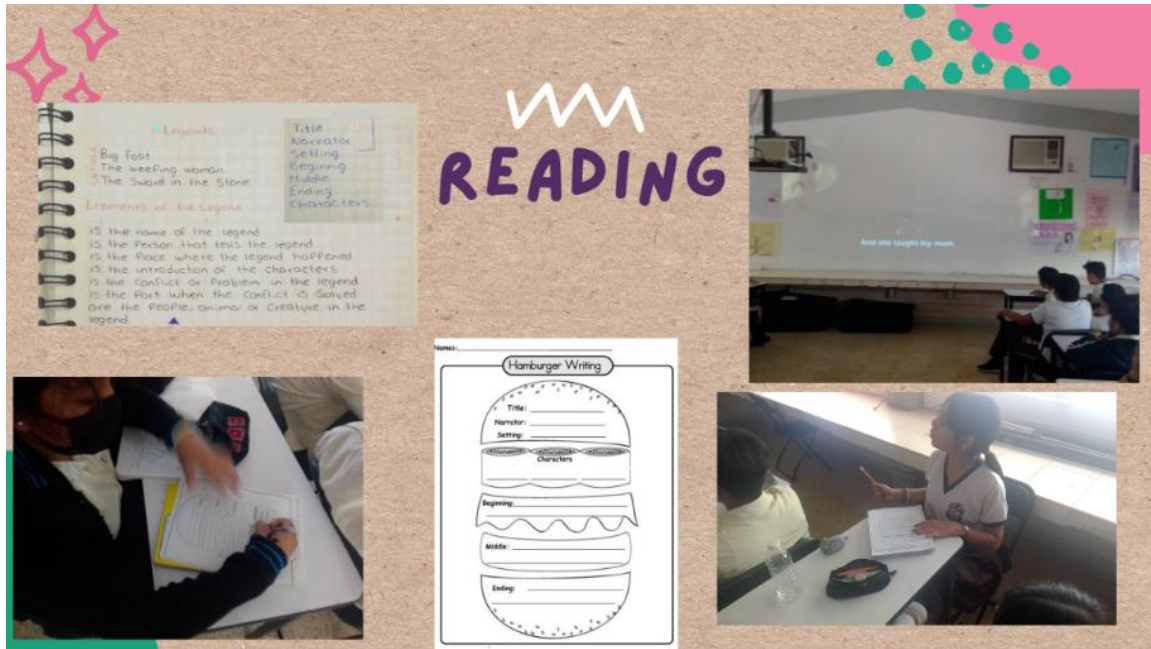
SPEAKING

Mingling activity



More: Ala!
Do you like cupcakes?
what's your favorite part? don't do you from a lot
what legend have you
had experience with? X-bar boy

Students watched a video in Maya language but with the subtitles in English. They recognized some aspects from their community and related to their daily life. Then they complete a graphic organizer with the elements of the legend.



Writing. Students were divided in teams of five, they decided to write of one of their favorite's legends, and they worked collaboratively with their team. The product was the illustrated cards with the elements of the legend



Finally, as a reinforcement of the elements of the legend and their characteristics, students played an online game Kahoot. The group was divided in 2 teams, students read the sentences and had 20 seconds to answer it, the first team to finish with the correct answer, wins a point for the team.



Extra activities will be applied when the summative evaluation is near. Students will review the topic with the next activities.

1. Students will read the description of the legend and write T for true or f for false sentences.
2. Students will look at the pictures, identify them and label them with the titles from the box.
3. Fill in the gap activity. Students will read the descriptions of each element of the legend and they will write the correct word on the line.

2.4 SHOW EVIDENCE OF YOUR DESIGNED TOOLS TO ASSESS YOUR STUDENTS.

When we give feedback, we strengthen motivation to learn in our students, we can share the causes of the results and to know clearly how can overcome difficulties and mistakes or errors. To increase self-esteem and confidence and to develop the self-concept of a capable and successful learner.

Introduction lesson

Observation. In this session is observed the presence of some behavior and the sequence of actions to be valued in a progressive way and that can give meaningful information. It assesses the knowledge and skills. It is planned to make important decisions about students' learning and achievement.

Listening activity.

Checklist. This assessment was applied to the whole group. It helped me to identify specific areas where students needed to improve and to change the strategy of the listening activity. It is important to make our students aware of the areas that has to be improved and as teachers we can change the methods to attend the different learning strategies.

Names of students in the groups: _____

Grade/Group: _____ Activity: _____

	YES	NO
Student listens for keywords to find specific information		
Students asks questions when are confused		
Students identified the legends from different places		
Students worked collaborative to complete the mind map with the information from the audio.		

Students have many difficulties to understand the information from the audio		
The mind map was completed correctly		

Speaking activity.

Rubric. This assessment is about how they developed their speaking abilities when they asking question to their classmates. It helped me to recognize that students still struggle with pronunciation, one of the criteria I would add is if students received in the moment feedback from their partners.

	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
FLUENCY	Speaks with clarity and quickly. Speaks smoothly.	Speak most of the time smoothly.	Has long pauses and sound out each word.
CONTENT	Shows a full understanding of the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic well
ACCURACY	Speak without making mistakes or self-corrects	Make occasioned errors	Make frequent errors
PRONUNCIATION	Good effort at accent, tone and rhythm.	Some effort at accent tone and rhythm.	Pronunciation is lacking and hard to understand.
BODY LANGUAGE	Use correct control of the body language and gestures, maintains eye contact.	Has basic control of body language, gestures and eye contact.	Lacks in control of body language, gestures and no eye contact.

Reading activity

Task revision. The activity was assessed in their notebooks. Students completed a graphic organizer with the elements of the legend. Comprehension and understanding were assessed too. Some issues they faced were spelling and grammar rules.

Writing activity.

Rubric. This rubric is a practical test, it is not too extensive. It is created to meet time constraints. It follows an appropriate and accurate scoring procedure. Students had the rubric before they start working on the final product, to know what they needed to include in their last task. This had a scoring procedure from 1 to 3. When feedback they knew exactly what was missing in their cards. They could recognize what were their mistakes and take them in consideration for their future activities.

Team names: _____

	Excellent 3 points	Good 2 points	Needs improvement 1 point
Punctuation is used accurately			
Capitalization of letters to begin sentences.			
Grammar is written in complete sentences that make sense.			
Content is on topic and details are added.			
Spelling is correctly and rules are applied.			

Peer observation checklist. At the end of the Lesson Plan students had the opportunity to evaluate their peers, it helped themselves to improve the way they work with others. This tool was used by students to observe and provide feedback to one another. The key is to use the checklist to provide constructive feedback that can help student and me to improve the practice and support student learning.

	Description	Yes	No
1	My classmate is respectful when talking about legends from another culture.		
2	My classmate identified the elements of the legend we are working with.		
3	My classmate values the information I gave from my experience.		
4	My classmate is aware about the differences and similarities of different legends.		
5	My classmate worked collaborative in the final activity.		

2.5 VIDEO “A LESSON PLAN IN ACTION”

In this video “A lesson plan in action” the aims are to share experiences about legends with the class, to listen to different students with different backgrounds, to listen to legends from around the world, to work on activities to help students to recognize and identify the elements and characteristics of legends and to complete different tasks in order to reinforce their knowledge.

<https://drive.google.com/file/d/11bNW3UQqxTenDHHvsBL8aTMeW5t3SeNc/view?usp=sharing>

Students recognized the legends from their community and they felt enthusiasm when sharing their personal experiences. They participated in a collaborative way; they had the opportunity to work and to socialize with their partners and they were aware that different students have different points of view. They learnt to respect each other opinions, cultures and backgrounds. Students recognized the elements of the legend and identified them when sharing information.

It is important to plan activities that are interactive and engaging. Using a variety of teaching methods to cater to different learning styles, to encourage participation and provide positive feedback and recognition to participants for their efforts. Keep in mind that anticipating potential problems and preparing solutions in advance can help ensure a successful and enjoyable activity for all participants. I found that having a well-organized lesson plan and taking the time to reflect on the experience is crucial for my professional growth and improvement and for my students providing the opportunity to improve in their learning process. I bear in mind that assessing students’ engagement helps me understand if the lesson plan effectively captured their attention and met their learning needs. It is important to reflect on the demonstration and understanding of the concepts taught and if they acquire the skills and knowledge I had planned. Analyzing the outcomes allows me to evaluate the effectiveness of the lesson plan and make necessary adjustments. I reflect on how well I accommodated the diverse needs of the students is important and if I provided appropriate support for struggling students, adapting the lesson plan to cater to different learning styles and abilities helps ensure that all students can access and benefit from the content. Reflecting on the strategies helped me identify what worked well and what could be improved for future lessons. I paid attention on some aspects like environment, if students followed instructions and the routines worked well and the positive leaning atmosphere. The time was an important factor, too.

CHAPTER 3: EXPERIENCE REPORT

The topic was well received by the students because of the interest and the knowledge they have. Students were participative during most of the sessions. In the session one, students were concerned in sharing their own experiences and the information they know about legends. Some of them have not had any experience with, however, it was not necessary to modify any activity planned. The activities in this session flowed in a natural and quiet way. Students identified legends from different countries and the places where they are from.

In session two listening, it was a little difficult for them to recognize the audios, they did not have information that can help them to identify the legend, for that, students listened some descriptions to help them to recognize the legends, some of them do not know about legends from other countries. Then the audios were played again to listen to them carefully. Working in teams helped themselves to share information about the legends from their community and from other English-speaking countries. They worked in a collaborate environment.

In session three speaking, students struggled with the pronunciation of some words, but they helped each other. I observed they were correcting by themselves and answered the questions correctly. In this activity they changed pairs to interchange information only five times to avoid to have a lost interest in the activity.

In session four reading, students recognize the Mayan language. Nevertheless, any of them speak Mayan, but they read the subtitles in English. Most of them have not watched the video, this video has no educational purposes, and it was focused on sharing a traditional legend from Yucatán communities. The next activity was completing a hamburger graphic organizer where students had to complete it with the elements of the legend they watched in the video. There were technical difficulties, although the equipment was tested before stating the activity to ensure it was working properly, the link did not open as fast as it was planned. Nonetheless, the allocated time was sufficient to finish the activity, the main purpose was prioritized and focused on. Time was limited but, there was not need to simplified the activity neither to compose the learning outcomes.

In session five writing, the teams were made, in order to work with different students. Students chose a legend and made their illustrated cards with the important elements of it. Students wrote

their ideas in their first language then they translated them in second language. After that, students wrote their first draft and they received feedback of it. The rubric was given before they start, to be aware of the content of the final activity. Group feedback was given to the final activity.

Students enjoyed the last online activity. They play Kahoot manually, they read the description of each element of the legend and wrote the correct word on the individual board. The first team to finish wins a point for their group. In this activity the individual board did not work well because only one student could write the correct answer and because of the space, students could not communicate effectively, for next sessions the seats will be change in order to interact each other.

It is important to plan activities that are interactive and engaging. Using a variety of teaching methods to cater to different learning styles, to encourage participation and provide positive feedback and recognition to participants for their efforts. Keep in mind that anticipating potential problems and preparing solutions in advance can help ensure a successful and enjoyable activity for all participants.

CHAPTER 4: CONCLUSIONS

After applying this lesson plan, I found that having a well-organized lesson plan and taking the time to reflect on the experience is crucial for my professional growth and improvement and for my students providing the opportunity to improve in their learning process. One aspect I considered is the level of engagement from my students. I asked myself if they were interested and actively participating in the sessions and if they asked questions to contribute to discussions. I bear in mind that assessing students' engagement helps me understand if the lesson plan effectively captured their attention and met their learning needs. It is important to reflect on the demonstration and understanding of the concepts taught and if they acquire the skills and knowledge I had planned. Analyzing the outcomes allows me to evaluate the effectiveness of the lesson plan and make necessary adjustments. I reflect on how well I accommodated the diverse needs of the students is important and if I provide appropriate support for struggling students, adapting the lesson plan to cater to different learning styles and abilities helps ensure that all students can access and benefit from the content. Reflecting on the strategies helped me identify what worked well and what could be improved for future lessons. I paid attention on some aspects like environment, if students followed instructions and the routines worked well and the positive leaning atmosphere. The time was an important factor, I had to adjust the pacing and timing of the lesson plan according to their needs.

Evaluating my students' progress and provided feedback was important. They felt motivated when receiving feedback, and it helped me refine my approach to support student's growth.

Finally, I considered my own performance as a teacher. Reflecting on my own strengths and areas for growth allow me to continue developing as a teacher. I can recognize I had some mistakes and I am aware to work on them to improve my teaching lessons. Reflection on the application of a lesson plan provides valuable insights into its effectiveness and areas for improvement. By considering student engagement, learning outcomes, differentiation, instructional strategies, classroom management, time management, assessment, and personal reflection, I can continually refine my teaching practices and enhance student learning experiences and learning process.

APPENDICES

Video “A lesson plan in action”

<https://drive.google.com/file/d/11bNW3UQqxTenDHHvsBL8aTMeW5t3SeNc/view?usp=sharing>

Listening activity

<https://youtu.be/8AFHaZrgf-c>

<https://youtu.be/WzdildigKxE>

<https://youtu.be/xZzMeTNg678>

Video “The Pib” <https://youtu.be/tWhBjWkdIGQ>

Kahoot quiz https://kahoot.it/challenge/045783?challenge-id=557f6865-b0cd-4001-a879-e7e5bea05c48_1682555890832

Lesson plan

1. Lesson plan identification cell.	
Author	Cinthy Sarabia
Educational stage	Secondary School 1 st grade, 32 students from Tunkás Yuc.
Title of your Lesson plan	Legends
Learning Objective of the plan/Competency	Relate legends to personal experiences Participate in writing legends, Listen and read to legends and recognize cultural expression from different English-speaking countries. Make cards with illustrated settings of a legend
Communicative skill considered	Understanding of self and other Listening, speaking, reading and writing
State of the following options	The topic will be introduced with an activity to activate schema and review their background about legends
Functions	Relate known legends and to learn about legends from other places
Main Grammar structure	Elements and characteristics of the legend
Other Grammar structures	Phrases to express opinions
Brief description of the plan	In this lesson plan, legends from their community and from other cities and English-speaking countries will be introduced. To listen and share their partner's backgrounds especially with the students that come from another city.
Hours of the plan implementation	4 hours 10 minutes
Number of sessions	5 sessions
Contents required for the lesson	Video "The Pib" worksheets, audio, online Kahoot quiz, speaker
Link of the content	Audios https://youtu.be/8AFHaZrgf-c https://youtu.be/WzdildigKxE https://youtu.be/xZzMeTNg678 Video https://youtu.be/tWhBjWkdIGQ Kahoot quiz https://kahoot.it/challenge/045783?challenge-id=557f6865-b0cd-4001-a879-e7e5bea05c48_1682555890832
EEAILE tutor on line	Rocío Salgado Perea

Step of the lesson	Teacher activities	Students activities	Session number
To activate schema, students will complete the mind map with five legends they know from their community.	Teacher draws the mind map and write in the middle “Legends in my community”.	Individually, students will complete the mind map in their notebooks. Then in plenary, students will brainstorm all their ideas, teacher will write them on the board.	1
Answer the questions to activate their knowledge of the topic and reflect on how they learnt about legends.	Teacher will write the questions on the board; they will copy in their notebooks.	What legends have they heard from their family? Have they had any experience with some of them?	1
Gist task. Label the pictures to identify the legends they know. Students will relate the legends they know.	The legends presented are from Mexico and from an English-speaking country.	Students will predict the legends by looking at the pictures.	1
Identify what a legend is, then students will read the sentences and write T for true or F for False.	Teacher will write the description on the legends on the board.	Students will read the description of the legend, then they will listen to the sentences to identify which one is True or False,	1

Listening					
Step of the lesson	Teacher activities	Students’ activities	Materials	Session number	Evaluation
Students will listen to three legends, from their community, from a different place in Mexico and from an English-speaking country.	Teacher will play the audio three times. Teacher will make teams of 4 students.	Students will listen three short legends and they will take notes, then write the detailed information for understanding. In teams of 4, students will discuss what they understood.	Audios Chart Speaker	2	Teacher will identify listening difficulties where students have misunderstood, not understood or not heard parts of the listening text.
Review of the mind map from the activity in the first session.	Teacher will draw the mind map: title, character, narrator, setting, middle beginning and ending.	Students will listen to the audios and complete the mind map with the information.	Audios Chart Speaker Notebooks	2	Students will share their answers with their teams.
Students will look at the pictures of the three legends. They will predict them.	Teacher will ask if they know some of them “The legend of the weeping woman”, “La Xtabay”, “Big Foot”	Students will identify them and recognize the one from their community.	Pictures of the three legends	2	Students will name the legends using pictures

Listen to the audios, students will complete the chart with specific information. Then they will identify where they are from.	Teacher will play the audio three times.	Students will listen to the audios and complete the charts; students will check and discuss their answers in teams of 4 students. The classmates from another city will help them.	Audios, speaker	2	Teacher will play relevant section of the recording to help students to identify what is causing difficulties.
Elements of the Legend, past events,	Teacher will focus on the elements of the legend and help students to identify them.	Students have to identify them and write the correct information in the mind map.	Notebook	2	Complete the mind map with the correct information
Summary In this lesson will be introduced the elements of the legend, paying attention and focusing on legends from different places.	Teacher will introduce the elements of the legends.	Students will recognize the elements of different legends in different contexts.	Pictures, audios, mind map, speaker	2	Checklist

Speaking

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Students will share the legends they know from another city or country.	Teacher will encourage them to talk about the ones they are interested or they have had an experience with.	Students will listen to the different classmates. They will listen to different legends from their community and from others countries. How are they similar or different?	No materials	3	Listen and associate
Names of legends: The Nahual, Loch Ness Monster, Robin Hood, The legend of the Maize, El Huaychivo, La Xtabay, The sword in the stone, The pied piper of Hamel	Teacher will present the names of legends	Students will discuss the one they know, what they know about them, where are they form, how are they different from the ones of their communities.	Pictures of the different legends.	3	Recognize the legends predicting them using the pictures.

Mingling activity: Students will have the opportunity to interact each other, but also get them up and moving.	Teacher will give a time to stand up and move around the classroom, talking about the legends.	Students walk around and talk to their classmates to try to find people who have experienced those legends with, where have they heard, and what other legend do they know.	Pictures of legends	3	Share knowledge of legends with the whole class.
Students will work in teams of 4 students to compare legends.	Teacher will divide in teams of 4 students. Teacher will give instructions to discuss the similarities and differences between the legends.	Students will share their answers orally.	Slips with numbers to make teams	3	Teacher will monitor the teams and be part of the discussions.
Grammar Focus In my opinion... I think... As I see it...	Teacher will introduce the phrases to express an opinion.	Students will use those expressions when sharing their opinions.	Expressions, Whiteboard,	3	Monitor the discussions
Summary The expressions will be introduced to express and share opinions of different legends.	Teacher will explain that the expressions will help them to share their opinions in a respectful way.	Students will use the phrases to express what they think and to have the ability to communicate in a respectful way.		3	Rubric

Reading

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Students will watch the video of the legend “The Pib”, in Mayan language, but, with subtitles in English.	Teacher will play the video on the projector.	Students will listen to the legend in Maya, and they will read the legend with the subtitles in English.	Video Projector Speaker Tape	4	Recognize the elements of the legend.
Students will read the description of each element of the legend and identify them	Teacher will give them a worksheet with the description of each element of the legend.	Students will read the description of each element of the legend and write the correct word.	Worksheet	4	Peer evaluation, students will interchange their notebooks to check answers.

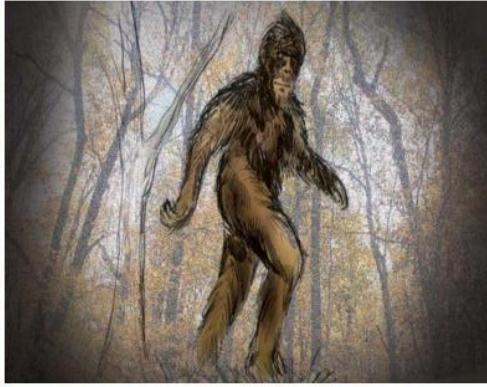
Students will complete a chart with the elements of the legend.	Teacher will ask students to complete the chart about the legend “The Pib”, they will write the title, character, narrator, setting, beginning, middle and ending.	Students will read the subtitles of the video and identify the elements of the legend. Then they complete the chart.	Video, speaker, notebook	4	Notebook, students will write the correct information.
In teams, they will make a poster about the legend	Teacher will divide the group in teams of 4 students. Teacher will introduce the hamburger organizer. Teacher will play the video again and ask students to take notes in their notebooks.	In teams, students will complete the hamburger organizer with the information of the legend “The Pib” and make a poster including: Characters, title, narrator, setting, beginning, middle and ending. Illustrate each element to represent them.	Slips of paper with numbers to make teams, poster paper	4	Product: Hamburger organizer poster
Recognize how a legend is written	Teacher will read each word (elements of a legend) to identify them	Students will interact and write their answers guiding themselves with the notes each one took in their notebooks.	Notebook	4	Write the correct information in the correct element
Summary Illustrate and write about a legend and the characteristics of the elements	Teacher will ask them to complete the organizer and illustrate with small, pictures to represent each element.	Students will represent the elements with images they know and that are from their community. They will help students who do not know them.	Poster paper	4	Graphic organizer

Writing

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
In teams of 4 students, they will talk about one of their favorite legends, they can be from their community or the one they prefer.	Teacher will ask them to make teams of 4 students. After making teams they will meet and choose a legend they want.	In teams, Students will make cards with illustrated setting of a legend	White sheet of paper, markers,	5	Complete the cards with the correct information

Vocabulary introduction	Teacher will write on the board: Characters, title, narrator, setting, beginning, middle and ending.	Students will classify the information to select each element of the legend they chose.	Whiteboard	5	Identify each element of the legend
Students will write the draft of their final activity.	Teacher will give instructions to write the draft. Teacher will check spelling and punctuation of the draft.	Students will choose a legend. They will decide on the number of settings to illustrate on different cards, which characters will be in the settings, and their characteristics. They will write short sentences for each scene. They will prepare and order illustrations to make the sequence of the legend.	White sheet of papers, markers,	5	Check spelling and punctuation
Students will work on teams to make the final activity	Teacher will check the final version of each scene.	Students will write the final version of each scene. Students will present each sequence of their legend and narrate it. They will keep their legends in the classroom so everybody can use them.	Illustrated setting of a legend cards	5	Rubric
Grammar Focus Do an online quiz, students will answer the quiz.	Teacher will divide the group in two teams, students will read the sentences and choose one answer. Teacher will project the quiz again; students have to check their answers	Students will write their answers of the quiz in their notebook, then compare with their partners. Groups will interchange notebooks and they will check if their answers are correct or incorrect.	Online link Computer Speaker Projector 2 mini boards	5	Contest Peer checking
Summary Students will create an illustrated setting of a legend cards	Teacher will give feedback and guide students to make the final activity	Students will identify the elements of the legend, classify them and make and illustrated setting of a legend cards	White sheet of paper	5	Rubric

Pictures and word cards of legends



THE WEEPING
WOMAN

THE XTABAY

BIG FOOT

THE SWORD IN THE
STONE

Hamburger Graphic Organizer

Names: _____

Hamburger Writing

Title: _____

Narrator: _____

Setting: _____

Characters

Beginning: _____

Middle: _____

Ending: _____

Extra activities

Legends

A legend is a very old and popular story that may be true, mixes reality and fantasy and has a specific setting in time and place. It shows the identity of a culture.

1. Read and write T for true or F for false.

- ___ Legends are based on the life of real person.
- ___ Legends are very old and popular stories.
- ___ Legends are comic stories.
- ___ Legends talk about historical figures and events.
- ___ Legends are passed from person to person.
- ___ Legends mix reality and fantasy

2. Label the pictures with the names of the legends.

Loch Ness Monster
Robin Hood
The Sword in the Stone
The Pied Piper of Hamelin
Bigfoot
The Weeping Woman



3. Write the correct element of a legend

beginning-setting-narrator-characters-ending-title-middle

- a) _____ is the name of the legend
- b) _____ is the person who tells the legend
- c) _____ is the place where the legend happened
- d) _____ is the people, animal or creature in the legend
- e) _____ is the introduction of the characters in the legend
- f) _____ is the conflict or problem in the legend
- g) _____ is the part when the conflict is solved

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Originality letter



A 11 del mes de junio de 2023

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Coordinación de Posgrado

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