



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**"Connecting Cultures: Exploring Countries and
Expanding Knowledge"**

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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México, DF. A 18 DE JUNIO DE 2023



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Introduction

The present work is the result of one year in the three modules course of the specialization in English Language and Teaching as a Foreign Language where every module added a wider panoramic of what English language teaching involves, from the basis of second language acquisition to the diverse theories in teaching, in module one it was necessary to analyze the materials comparing them and discussed in forums; module two used these basis to focus in the methodologies of every skill and their particularities using new technologies to develop original materials that complete the labor of a teacher; finally, in module three the elements aforementioned in the previous modules were integrated to add intercultural communication, considered in this project as the main aspect for that reason: the intercultural component is essential for the learner to be aware of their cultural limitations that do not allow people to learn more than mere functions not talking into account the huge panorama of the different conceptions behind the language

This document seeks to delve into the process of learning a foreign language, and understand how communication can contribute to strengthening that learning. The variety of approaches and methods of language teaching is an example of the concern to change both the vision of the type of linguistic competence that the learner needs, as well as the theory that supports the nature of language and its learning. This approach has always been a cause for concern, especially if we consider that more than 60% of the world's population is bilingual or multilingual. (Richards y Rodgers, 1998).

Language is the instrument used for the understanding and acquisition of new academic content by the student, it is the means for the exchange of ideas about the knowledge learned between the student and the teacher. For this reason, the methodology acquires great relevance in this approach and the teachers involved need to get out of their comfort zone and change the methods and strategies used to teach the contents in a second language. Consequently, a successful implementation calls for: well-founded planning, the integration of both languages and, adequate methodological strategies.

In the following project it will be found the most important theoretical foundations and methodological approaches, a little review of the teacher experience in language learning and teaching experience in which it is described important experiences. The teacher's teaching philosophy is a review of what kind of situation the teacher found, the context the teaching practice is done and what strategies she used in order to develop the students' abilities learning the language. The students were described taking into account the students' roles and the types of motivations seen during module two.

The objective of the following project is to showcase the knowledge acquired by the teacher during the specialization, considering the various theories examined, the execution of certain procedures, and the application of that knowledge in the development of a lesson plan that was implemented with the teacher's current students to teach them how to use conditional sentences and express facts or general truths throughout the classes.

After a year of engaging in the specialization, the teacher must admit that she faced numerous challenges, beginning with the limited time allotted to the program. Like many English teachers, she has to balance multiple work obligations, which restricts her available time. Additionally, procuring authentic texts and materials to enrich the lessons and devising innovative activities that would engage teenagers proved to be challenging for the teachers.

In chapter 1 there is explained the teacher's identity and philosophy based in the theoretical foundations seen during the specialization. The importance of communication, since language is a way of communication used for human beings. And how aspects such as mother tongue has an influence in learning a second language.

Chapter 1 also describes the teacher experience in learning a foreign language as well as teaching a second language, how the teacher faced the fact that pronunciation and writing were different from her mother tongue, and how that difficulty helped her be more conscious and sensitive to her students who had difficulties when learning.

In chapter 2 methodology and practice there is a wide description of the context the teacher had to work with in order to develop the lesson for this final project and to work during the speciality. There is also an explanation about the activities developed in order to achieve the goals the teacher proposed and how they worked to reach the goals and what the expected outcomes were, including the lesson plan where it is described each of the activities too, the moment of the class applied, the times taken for each of the activities and the links in which the activities would be found.

In chapter 3 the teacher reported her experience through the specialization, the lesson planning, the implementation of the lesson and the outcomes. She explained how the use of technology helped them bring the activities to the students in a simple way.

In chapter 4 as conclusion the teacher explains how language is used for human beings in different ways, how the message can change depending on the context and social practice and what she had learned from the specialization.

Chapter 1. Philosophy and Theory

1.1 Teaching context, identity, and philosophy

Teaching-learning strategics are instruments used by the teacher to contribute to the implementation and development of the competences of the students. There are strategics to gather prior knowledge and to organize contents. These strategics help start activities in sequence didactic. They are important and useful because they constitute a resourse that facilitates graphic organization. This helps those students who need to take notes to capture the information. (Pimienta, 2012).

It is important to keep in mind that the acquisition of a language depends on a large number of factors such as the anxiety that is generates in the student, gender, age, attitude, personality or motivation. That is why, for our objective, we will focus on analyze those affective variables that have a greater influence on the students within the school and that enable a reflection about the possible methodological changes and with respect to interventions by teachers in future actions.

I may start by describing my teaching context, the school where the teaching is carried out is CBTiS 138, it is of upper secondary level, it is an institution founded in 1980 with more than 50 years in service, It is a public school belongs to the federal system DGETI. located on Calle Independencia and eleven s/n, in the López Dávila neighborhood adjoining with Plutarco Elías Calles and 5 de Febrero streets, it has a large physical space with five large buildings.

There are 16 classrooms to teach classes, two laboratories, one for physics and the other for chemistry, a metal structures laboratory, two bathroom areas, a large library, a computer lab, an electromechanical workshop, an area with palapas, a dome on the civic court , basketball court and a large soccer field, a language laboratory, another for accounting, administrative offices suitable for the needs of the institution, food workshop, an audiovisual, multipurpose room, teachers' room, parking area for teaching, administrative and managerial staff, school store.

It is a large institution with a director, deputy director, administrative staff, prefects, and mayors, and approximately 49 teachers. In-person school classes are held, with morning and evening shifts.

The students come from the different neighborhoods of the city from the closest to the most distant and communities belonging to the city since there are only two institutions of this level, and this one is more economically accessible. There is sufficient access to public transport and school transport, as well as private transport.

The socioeconomic level of the students is from medium to low since many have the essentials to live, food, housing, some work after studying to help with the expenses either at school or at home.

One of the limitations of the city is that public schools are not of a high social level, where students sometimes do not have access to technology, such as the internet, computers, etc., as well as no contact with the teacher of the matter in this case English, it is not a language used in the municipality and they do not see functionality in it.

Teaching identity and Teaching philosophy

It is important to consider that the teaching of English is now presented as necessary from the third grade of preschool. The National Program of English in Basic Education (PNIEB) (SEP, 2009), It is part of the area of curricular development and arises within the framework of the Comprehensive Reform of Basic Education in 2009.

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Second language acquisition (SLA) research is a field of study that deals with how learners go about acquiring a language other than their first language (L1). Before looking more closely at some of the hypotheses, models, and theories of SLA and the areas of research, we will briefly talk about the name SLA by specifically discussing the term second.

Some of the first work with respect to investigating the process of learning a second language can be traced back to the 1940s. However, the origins of SLA research as a recognized discipline are often traced back to the 1960s.

In this sense, knowing a second language (L2) makes it possible to open borders, understand other contexts, bring cultures closer together, progress, and play a decisive role in the development of a country; being bilingual is an essential requirement to respond to the demands of an open and globalized society. In this line, the need to promote, from compulsory education, a society that knows several languages that allow its students to transit, study, and function in a plural, open competitive society and in continuous evolution is manifested. (Roza González, 2005).

In 1965, the generative grammar of Chomsky (1965) incorporating the belief that linguistic patterns arise from acquired knowledge and are stored in our minds. According to Chomsky, individuals have a language acquisition device. Which is of

an innate and universal nature, which allows the learning of any language. As a result of the ideas promulgated by Chomsky, the methodology of language teaching became amended again to reflect the running concept.

There have been theories different approaches to the teaching-learning process of languages. Starting from a purely behavioral approach to theories that lead to cognitive and academic language proficiency and that establish that learning a second language requires the modification of the parameters of the first language acknowledging the influence of the environment and emphasizing the importance of context for constructivist learning and motivating of the same.

When I started teaching, I had no idea how to do it because I did not study to be a teacher, and I didn't think it would be teaching a second language. The first time I thought English I was a little nervous because I did not If I was going to do it right, how could I do it?, and which method or technique I have to use?, so I started to teach as I thought was the best way, as the teachers I had taught me.

I took some courses that were not so focused on teaching, but also on the acquisition of knowledge, they made me see what was wrong and how I did it.

Before starting the specialization, I knew that there were teaching methods but I did not know them, then I read about them and I got to know them, I am not an expert but little by little I have been putting them into practice, modifying and correcting as it is presented.

My class has around 30 to 35 students, with ages ranging from 15 to 17 years old. For most of them, high school is their first contact with English as a foreign language. Sometimes they told me that in middle school they did not take English classes because the teacher did not give classes.

When I am planning the class I see what methods will be used for the student to acquire the second language, as well as if it will be the right one because each group is different and each one has needs.

Sometimes when we teach a second language we focus on achieving the objectives without checking pronunciation or vocabulary, only on grammar and how they can apply it, all this because we have little time and the group is big. I try to

ensure that no one is left behind, and that everyone understands and knows what they will do.

Teaching has been a bit difficult because most of them do not bring the level that the program marks and I have to modify everything completely, sometimes I have to start practicing ABC, numbers, verb to be, pronouns, and basic level. All this because when they are practicing do not make it difficult for them.

In my experience almost all the student think why I need to study English, If I do not speak Spanish well, less English, I think first they have to change their mind and then they are ready to learn a L2.

A teaching philosophy has to cover several dimensions such as cognitive, affective, and behavioral, since all these influences the acquisition of the language. If a student is not emotionally well, he will not concentrate and all this will influence his performance and achievement of objectives. (Nunan, 1999).

Nowadays, in the communicative classroom, the goal is not to learn about a second language, but to use it to be able to communicate in several contexts. have been incorporated and still, communicative tasks are recommended such as dialogues, games, work in pairs and small groups, games of roles, and other communicative activities inside the classroom. These communicative tasks are based on a real context or situation communication has given the approach communicative.

There are many theories one is The socio-constructivist theory of Vygotsky emphasizes that for a person acquire knowledge, it is necessary to take into account two aspects: the level where the person is (his/her level of knowledge development) and his social world around him, because from the day he is born, this person learns, thrives and grows in relationship with others (Ackermann, 2004).

My teaching philosophy centers around creating an inclusive and engaging learning environment that fosters critical thinking, creativity, and effective communication skills. I believe in tailoring my teaching approach to meet the diverse needs and learning styles of my students.

Student-Centered Learning: I prioritize student engagement and active participation in the learning process. I encourage students to take ownership of their

education by setting goals, exploring their interests, and pursuing inquiry-based learning. By providing opportunities for collaborative learning and individual exploration, I aim to empower students to become independent and lifelong learners.

Differentiated Instruction: Recognizing that each student has unique strengths, challenges, and learning preferences, I strive to employ differentiated instruction techniques. By adapting content, activities, and assessments to accommodate diverse learners, I can provide a more inclusive and supportive learning environment. This approach helps me address individual needs and promote student success.

Communicative Approach: Language learning should focus on meaningful communication. I believe in creating authentic and interactive language experiences that reflect real-world contexts. By integrating listening, speaking, reading, and writing activities, I encourage students to actively use and apply their language skills. Through engaging discussions, debates, and role-playing exercises, I foster a communicative environment that enhances language fluency and confidence.

Technology Integration: In today's digital age, technology plays a vital role in education. I embrace the use of educational technology tools and resources to enhance the learning experience. Whether it's leveraging interactive multimedia, online collaboration platforms, or language learning applications, I aim to create a technology-rich environment that promotes engagement, creativity, and critical thinking.

Culturally Responsive Teaching: Recognizing and valuing the cultural diversity within the classroom is essential. I strive to incorporate culturally responsive teaching practices that honor students' backgrounds, experiences, and perspectives. By integrating culturally relevant materials, promoting inclusive discussions, and celebrating diversity, I aim to create a classroom that fosters respect, empathy, and understanding.

Continuous Growth and Reflection: Teaching is a dynamic profession, and I believe in the importance of continuous growth and reflection. I am committed to staying updated with the latest research, best practices, and pedagogical approaches. By reflecting on my teaching strategies and seeking feedback from

students and colleagues, I aim to continuously improve my instructional methods and meet the evolving needs of my students.

My teaching philosophy revolves around student-centered learning, differentiation, communicative approach, technology integration, culturally responsive teaching, and continuous growth. By incorporating these principles into my teaching practice, I aspire to create a nurturing and stimulating environment that empowers students to become confident, effective, and lifelong learners of the English language.

1.2 Theory underlying your teaching practice and identity.

A first hypothesis of the Monitor Model is the acquisition/learning dichotomy. The acquisition/learning dichotomy has received a lot of attention. Krashen believes that there are two ways of developing knowledge of a second language. He believes that acquisition is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it. Learning, on the other hand, is a conscious and intentional process. In other words, in the case of learning, language development is an explicit process.

At all times learners can develop language incidentally and implicitly (acquisition) or intentionally and explicitly (learning). When our learners produce language they are drawing on their “acquired” knowledge. That is to say, at the stage of production, learners are more concerned with conveying meaning than they are with focusing on grammatical form.

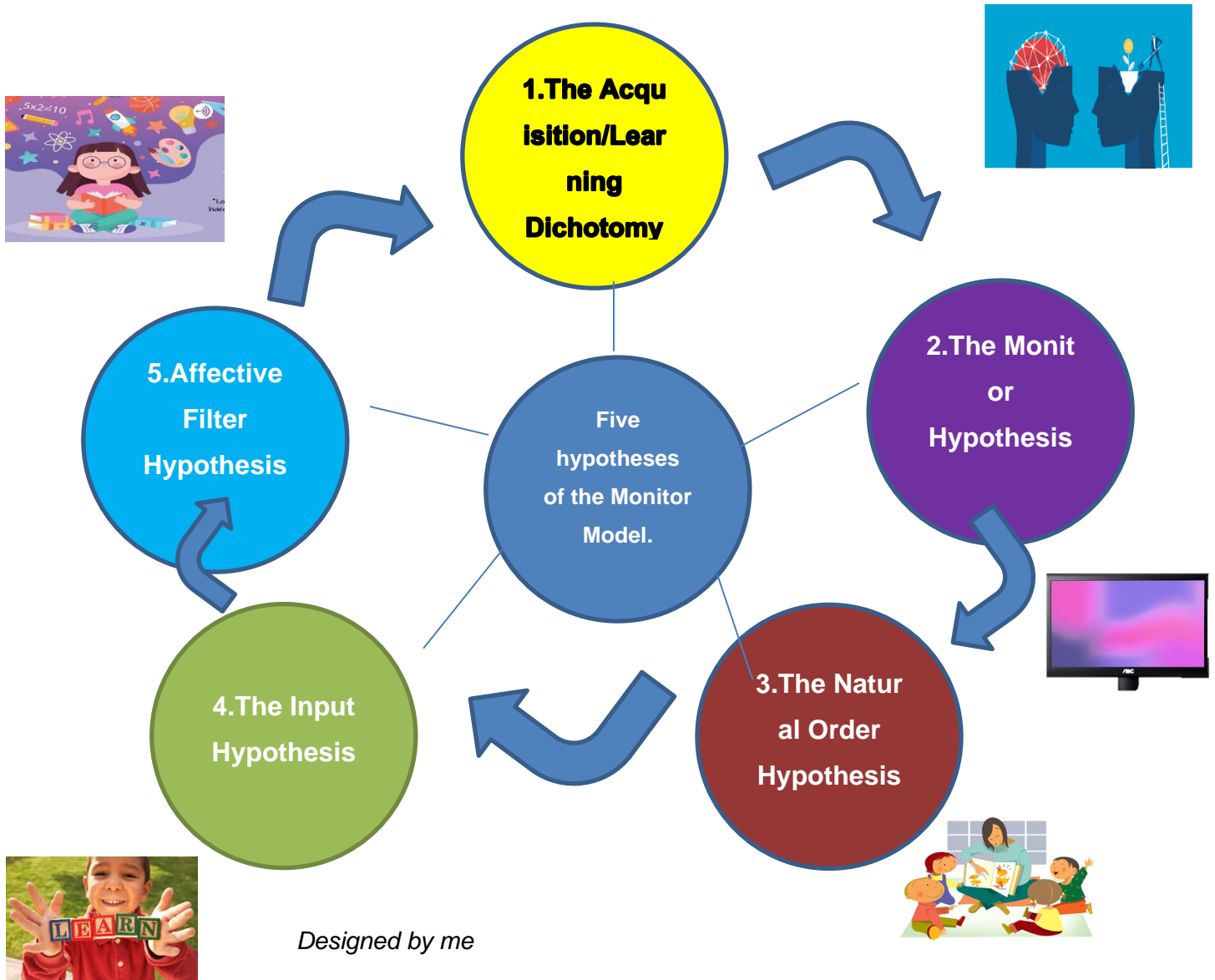
Krashen (1985) defines the term acquisition as: “an automatic process that takes place at the level of the subconscious, due to the need for communication, there is no conscious effort on the part of the individual nor an emphasis on the formal aspect of the language, but it is in the act communicative. For acquisition to occur, a great deal of interaction is necessary individual with the target language”

An example of this is when a child who comes from the USA to Mexico, He does not know the language, he arrived in and He is forced to learn it in order to communicate. In this case He is acquiring what he is hearing without a grammar to follow. I had a student that she came from the USA and She knew English but she

did not grammar and why she speaks in that way but she had to speak like that to communicate.

In addition, we cannot ignore the importance of significant learning for the appropriation of knowledge; In this sense, it is necessary to know the evolutionary process in which the student finds himself and to design learning strategies that favor the acquisition of a second language, in this case, English.

Five hypotheses of the Monitor Model.



I think there is not a model to follow for teaching, each student is different each one of them has concerns and questions who possesses capabilities and needs completely different from those of others, that They will determine how the learning process unfolds. The methodology used must also become a variable depending on these. We need to know how to use these hypotheses in what moment or If we have to change anything about the methodology.

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when I am planning the class I see what methods will be used for the student to acquire the second language, as well as if it will be the right one because each group is different and each one has needs.

Sometimes when we teach a second language we focus on achieving the objectives without checking pronunciation or vocabulary, only on grammar and how they can apply it, all this because we have little time and the group is big. I try to ensure that no one is left behind, and that everyone understands and knows what they will do.

In the time that I have been teaching, I have seen that each student learns at their own pace and that their state of mind influences that of learning. We can think

of what students actually need to know in order to convey their ideas, feelings, intentions, etc. In order to speak English, the sound system as well as patterns of intonation, accent, and stress come into play.

In my case, I speak as much as possible in English, the instructions, the content, grammar, vocabulary, among other things, but I have to translate because they do not understand and say what?.

Teaching implies a greater involvement of the students, making them feel an essential participant in the teaching-learning processes, where social interaction plays an important role (Pastor Martínez, 2011).

The cognitive effort of the student to understand and acquire academic content in a language other than the mother language requires that the teaching staff provide them with opportunities to facilitate the learning of knowledge and the second language.

Kolb's Experiential Learning Model

Concrete experience: People learn by being involved in an activity or experience and remembering How did you feel.

Reflective Observation: Using a concrete experience as a basis, the student reflects on the experience for more information or to deepen your understanding of the experience.

Abstract Conceptualization: Based on the reflection of an experience, the student consciously or unconsciously theorizes, classifies or generalizes your experience in an effort to generate new information. This stage of "thinking" serves to organize knowledge, allowing students to see the "big picture" and identify patterns and norms. This stage is critical for students, to be able to transfer their knowledge from one context to another. Active experimentation: The student applies or tests their newly acquired knowledge in the real world. The application learning itself is a new experience from which the cycle begins again.

This approach to education has numerous benefits for the participants because it is a balance between affective (emotional), behavioral and cognitive (based on knowledge). The cycle begins when an individual engages in an activity,

reflects on his or her own experience, then derives meaning from reflection and finally puts into action insight newly gained through a change in behavior or attitude.

An example is when the student is learning the second language, they are taught the grammar of the present simple, they analyze and observe how they can put it into practice in daily life to learn more about the language.

Task-based Approach

The Task-based cycle has only three steps, named simply Pre-task, Task Cycle, and Language Focus.

The Pre-task step consists of what otherwise is known as the introduction or warm-up, where the learners access and activate their previous knowledge of the topic, often by brainstorming. Together with the introduction to the topic the Pre-task step also includes the instructions for the following activities.

The Task Cycle itself has three “phases” within it, plus another optional one, which collectively offer the learners a variety of contexts for exposure to the language, (exposure from others and from themselves). The first is the Task phase, where the pairs of students have opportunities (in plural) for spontaneous use of the language. They work in pairs so their attention is on the message, rather than any mistakes that may arise. In the Planning phase the teacher can give input and advice, including help with language, to help the students prepare for the following Report phase. The Report phase combines fluency with accuracy because, in their roles as presenters, students want both to get the message across and to do so with as few errors as possible. After all presentations have been given, there is an optional phase to listen to how fluent speakers achieve a similar task.

In the final Language Focus stage, learners have the opportunity to focus on form and ask specific questions about the language being learned. This stage is usually held in a whole-class forum.

Nunan (1991) describes the characteristics of this approach, among which he highlights: It emphasizes learning to communicate through interaction in the target language. It encourages the introduction of authentic texts in the learning situation. Students focus not only on the language, but also on the learning process per se. Takes the personal experiences of the student as important elements that contribute

to classroom learning; There is an attempt to link language learning in the classroom with the activation of language outside the classroom.

An example of this approach can be when the student learns the language and they can communicate, but they have to do something, it is a process where the student learns and focuses on what is he learning and how.

The task I used in the first class is a brainstorming, they can learn a lot and brake fear, share some personal experiences applying grammar and vocabulary.

the priority is not the fragments of the language but a rather functional purpose for which the language is to be used. That is, this approach has the tasks as the center of language learning, sees the learning process as a set of tasks communication skills and aims to develop the student's communicative competence exposing him to situations as similar to reality as possible (Brown 1994).

Role as a teacher

The teacher plays an important role in the acquisition of a second language. Acquiring a language is like a cycle. Through the different tools that the teacher applies, the vocabulary of the students will be expanded, as will the rest of the aspects related to language. The teacher has specific functions:

- Make sure students are aware of the different aspects of language.
- That they learn to use these different variables of the language.
- Provide them with the necessary tools and strategies to optimally develop learning.
- Inform them of the progress they are having so that they can make the necessary corrections.

When I started teaching I begin with some activities like brainstorming, questions about the last lesson to know what knowledge the students have, then I modify my lesson planning. As a teacher we have to look for and learn the different tools for teaching the second language. taking courses on how to teach, since new things are changing and coming out every time.

When studying the specialization, I learned about the different methods and techniques of acquiring a second language, as well as where and how they can be applied. It has been a bit difficult to teach the language since there is little technology,

the English level of most of the students is deficient, because it is supposed the student know at least basic things to communicate and it that rarely happens. Sometimes it is a challenge to continue with the planning lesson because of that deficiency in the language. There are some factors like apathy from the students and how we have to give the classes.

The teacher positively or negatively influences how the student learns, each student is motivated differently, that is how we should think about how to make the class attractive so that all students are interested. It is a challenge that we have to overcome, although we do not know how the student will be in class, if he will work, if he will pay attention or if he will learn.

For many teachers, "knowing well" the content, "knowing a lot" about the subject teaching automatically makes them great teachers with excellent preparation that do not "reach" their students, the importance of being make effective use of the Teacher-talk, which is nothing more than the socio-linguistic variable that the teacher uses to make himself understood in the classroom.

The "Teacher-talk" constitutes an effective work tool to guarantee communication with students in a foreign language, and avoid the sense of frustration that invades them when they do not understand what is said in the classroom. There are very few tools for teaching a second language, such as the notebook, book, blackboard. As a teacher, I have to invent and use the material that is available, as well as put my electronic devices to make the class attractive

Teacher achieves his objectives when the student's performance and knowledge can be applied in his daily life. Teachers should create environmental conditions in the classroom similar to those they have place during the acquisition of the mother language. The difficulty involved in this question, from our point of view, it explains why many language teachers, not perceiving no immediate improvement in their students, they tend to abandon activities that develop and lose interest in their preparation.

The student interacts most of his time with the teacher, not only the characteristics of each teacher, but those of the same situation (economic, social,

school, etc.) are determining factors for the success of the teaching. In addition, the teacher's interactions with the student are also decisive.

An element that allows a more positive and effective interaction process between teachers and students is the teacher's knowledge of the cultural universe of their students. So he knows what is significant and important to them, the elements that make up their lives daily life, their formal and informal activities, their responsibilities, dreams and fantasies, that is, it shows interest in them.

The behavior of the teacher is of the utmost importance for the achievement of a better student performance. However, the success of a class does not only depend on the teacher, but also of external factors that influence in one way or another in the development of it. From this perspective, the facilities and even the number of students determine the quality of teaching.

González (2003: 2) considers that: "current times demand new knowledge, new skills and new social demands in a very short time". The teaching practice is characterized mainly by situations of high stress that can lead to the syndrome known as burnout. Among the factors that can influence the demotivation of this same González (2003) points out: an overload of work, the deterioration of the relationship with co-workers work and managers, an information deficit, problems with students, reforms education, decreased social respect for teaching or individual factors, among others.

Ramajo (2008: 22) considers that "the teacher influences, consciously or unconsciously, in that students want to know, know how to think and elaborate their knowledge in a way that helps positively and not negatively in learning, recall, and use of information.

Chapter 2: Methodology and practice

2.1 A practical and useful lesson plan.

Bailey (1996: 18) believes that a lesson plan is "like a road map which describes where the teacher hopes to go in the lesson, presumably taking the students along." This simple but very precise definition implies that teachers should try to draw this road map as clearly and carefully as they can so that the students do not get lost on their "academic trip." From our own experience as students in any

stage of our lives, we certainly know that lessons may vary in length, topic, methodology, materials, and place. However, a not very obvious fact, which any experienced teacher will definitely agree with, is that all lessons require careful planning if their goal is to help students acquire language effectively.

Lesson planning is a skill, and as such it has to be learned the same way we learn any other skills, for example, how to swim, how to write, or how to play a musical instrument. All teachers, novice or experienced, demonstrate their planning skills and thinking ability in their lesson plans. Experienced teachers sometimes reduce their lesson plans to an outline, but most novice teachers need very detailed lesson plans and notes to guide their performance and to feel more confident.

According to Brown (2001: 149) the word lesson is popularly considered to be a unified set of tasks that cover a period of classroom time, usually ranging from forty to eighty minutes. These classroom time units are administratively significant for teachers because they represent “steps” along a curriculum before which and after which teachers have a hiatus (of a day or more) to evaluate and prepare for the next lesson, also he affirms that those lessons, from the point of view of teachers and students’ time management, are practical, tangible units of effort that serve to provide a rhythm to a course of study.

There is no best way to plan lessons, nor does a good lesson plan guarantee that students will learn what is intended; however, a good lesson plan undoubtedly contributes to effective learning. Lesson planning helps all teachers, especially novice ones, to organize content, materials, learning objectives, strategies, instructional procedures, assessment, and time allotted for each activity. Besides, by carefully planning a lesson, the teacher can anticipate grammar problems that students might encounter in their learning process, pronunciation mistakes that will need correction, and the useful language that students will require to communicate when working in pairs or groups, but sometimes we have to improvise, since it does not go as planned.

Essential elements of a lesson plan

Robert Gagne proposed a nine-step process called the events of instruction, which is useful for planning the sequence of your lesson. Using Gagne’s 9 events in

conjunction with Bloom’s Revised Taxonomy of Educational Objectives aids in designing engaging and meaningful instruction.



1. **Gain attention:** Obtain students’ attention so that they will watch and listen while the instructor presents the learning content.
 - Present a story or a problem to be solved
 - Utilize ice breaker activities, current news and events, case studies, YouTube videos, and so on. The objective is to quickly grab student attention and interest in the topic
 - Utilize technologies such as clickers, and surveys to ask leading questions prior to lecture, survey opinion, or gain a response to a controversial question
2. **Inform learner of objectives:** Allow students to organize their thoughts regarding what they are about to see, hear, and/or do.
 - Include learning objectives in lecture slides, the syllabus, and in instructions for activities, projects and papers
 - Describe required performance
 - Describe criteria for standard performance
3. **Stimulate recall of prior knowledge:**
 - Help students make sense of new information by relating it to something they already know or something they have already experienced.

- Recall events from previous lecture, integrate results of activities into the current topic, and/or relate previous information to the current topic

- Ask students about their understanding of previous concepts

4. Present new content: Utilise a variety of methods including lecture, readings, activities, projects, multimedia, and others.

- Sequence and chunk the information to avoid cognitive overload

- Blend the information to aid in information recall

- Bloom's Revised Taxonomy can be used to help sequence the lesson by helping you chunk them into levels of difficulty.

5. Provide guidance: Advise students of strategies to aid them in learning content and of resources available. With learning guidance, the rate of learning increases because students are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts.

- Provide instructional support as needed – as scaffolds (cues, hints, prompts) which can be removed after the student learns the task or content

- Model varied learning strategies – mnemonics, concept mapping, role playing, visualizing

- Use examples and non-examples

6. Practice: Allow students to apply knowledge and skills learned.

- Allow students to apply knowledge in group or individual activities

- Ask deep-learning questions, make reference to what students already know or have students collaborate with their peers

- Ask students to recite, revisit, or reiterate information they have learned

- Facilitate student elaborations – ask students to elaborate or explain details and provide more complexity to their responses

7. Provide feedback: Provide immediate feedback of students' performance to assess and facilitate learning.

- Consider using group / class level feedback (highlighting common errors, give examples or models of target performance, show students what you do not want)

- Consider implementing peer feedback

- Require students to specify how they used feedback in subsequent works

8. Assess performance: To evaluate the effectiveness of the instructional events, test to see if the expected learning outcomes have been achieved. Performance should be based on previously stated objectives.

- Utilize a variety of assessment methods including exams/quizzes, written assignments, projects, and so on.

9. Enhance retention and transfer: Allow students to apply information to personal contexts. This increases retention by personalizing information.

- Provide opportunities for students to relate course work to their personal experiences

- Provide additional practice

Lesson plan

LESSON PLAN IDENTIFICATION CELL	
Educational stage	Fourth semester high school
Title of lesson plan	Studying countries
Learning objective of the plan / competency	Give and request basic information about countries of interest.
Communicative skill considered	Reading, writing, speaking
Main grammar structure	Simple present
Brief description of the plan	This plan is elaborated to present a cultural topic as a base in order to develop that students know and understand information about another culture. Student use simple present tense to explain what is happening around them.
Hours of the plan implementation	3:00 hours
Number of sessions	3 sessions, 1 hour each.
Contents required for the lesson	Simple present and compared culture
EEAILE tutor online	Rosa Maria Castillo

Introduction to the lesson

Session 1

Step of the lesson	Teacher activities	Students activities	Session number
Activation	<ul style="list-style-type: none"> - The teacher provides to the students with the basis to develop the skills and strategies eliciting grammar. - Teacher writes on the board date, topic and purpose of the class. 	<ul style="list-style-type: none"> - The student is actively contributing to the class conveying meaning, providing examples, giving answers and explaining ideas. 	1
Set the objective or competencies of the lesson	<ul style="list-style-type: none"> - The teacher works as an advisor to guide the student to construct his/her knowledge so that the teacher provides the necessary feedback in class. 	<ul style="list-style-type: none"> - The student is able to describe the facts of the simple present after the sessions. - The student is able to elaborated on writing using their cultural knowledge. 	

Intercultural skills development

Session 2

Introduction. Reading, listening, reading and writing

Step of the lesson	Teacher activities	Students activities	Materials	Session number
Opening	Teacher provides a link for brainstorming	The student brainstorm about their knowledge about studying countries	Cellphone Laptop Appendix	2
Beginning	The teacher provides a link to listen about present simple grammar and information about countries <ul style="list-style-type: none"> •https://www.youtube.com/watch?v=co6lmoOoZsU •https://www.youtube.com/watch?v=NX0TaVk1V8s 	The students listen and take notes	Cellphone Laptop	
Development	Teacher provides a text to read about a country. <ul style="list-style-type: none"> •Vocabulary about countries and nationalities. •Read some texts that give information about countries. 	The student read and take	Copies Notebook Appendix	

	•Underline main ideas.	some notes	
Closing	Teacher provides an activity to answer. •Comprehension: Answer activity about a country	The student complete the sentences according to the text.	Copies Appendix

Session 3. Speaking, listening, reading and writing.

Step of the lesson	Teacher activities	Students activities	Materials	Session number
Opening	The teacher asks them to get into teams of 4 – 5 to choose a country of their interest	The student make teams and choose a country	White board Markers	3
Beginning	Teacher ask that make an oral presentation using a graphic organizer	In teams they search for their countries including a name, capital, government, geography, holidays, religions,	Notebook Laptop Cellphone Machine sheets Markers	

		languages, landmarks and good
Development	Teacher works as an advisor guide the student	Student present the presentation using the grammar and topic
Closing	Teacher give feedback	The student listen to the teacher and take notes to improve

The Intercultural Learner

The process of becoming interculturally competent is more complex than just realizing that there is a “them” and an “us”. This process involves awareness of the ever-evolving intra- and intercultural network of meanings. The “intercultural speaker” is a person who has knowledge of one, or preferably more cultures and social identities and who enjoys the ability to discover and to interact with new people from other environments for which he has not been trained in intentional way. Thus, the "intercultural speaker" is someone who is learning to become independent from the teacher and to break the limits of what can be achieved in the classroom.

Byram (1997a) considers that an intercultural speaker must be aware that there is always more to know and understand from the other's perspective; that there are skills, attitudes and values involved that are crucial to understand intercultural human relations.

The teaching of the multiple aspects of the sociocultural component will prepare in higher degree to the student for making contact with a different society.

Throughout the learning process, students can change their attitude when they are influenced by teachers, by the way they present information about a specific culture.

Therefore, Byram suggests that language and culture teachers can plan and structure that influence in classes through a methodology based on the application of ethnographic techniques that imply observation, interpretation and reflection on their own culture and the new one. The learner becomes thus in a mediator between cultures.

Saviki (2008) states “an intercultural approach should aim to prepare students not only to succeed in the country where they study but also so that they are prepared to succeed in any culture” (p.11).

Outcomes of the lesson

- Gather information about countries
- Write information to create a presentation
- Explore videos and texts about The verb “to be” simple Present and countries

The outcomes of a lesson can vary depending on the specific objectives and content covered. However, here are some general outcomes that can be expected from an effective English language lesson:

Language Proficiency: Students should demonstrate improved language skills in the areas of listening, speaking, reading, and writing. They should be able to understand and use English more accurately and fluently, applying grammar rules, vocabulary, and pronunciation appropriately.

Communication Skills: Students should develop effective communication skills, including the ability to express themselves clearly and confidently in English. They should be able to engage in meaningful conversations, participate in discussions, give presentations, and write coherent and well-structured texts.

Critical Thinking: Students should enhance their critical thinking skills by analyzing and interpreting various texts, evaluating information, and making informed judgments. They should be able to apply critical thinking skills to solve problems, discuss different perspectives, and engage in critical reading and writing tasks.

Cultural Understanding: Students should develop an appreciation and understanding of different cultures through exposure to diverse texts, discussions, and activities. They should be able to recognize and respect cultural differences, demonstrate intercultural competence, and communicate effectively in cross-cultural situations.

Independent Learning: Students should become more independent and autonomous learners. They should be able to set goals, manage their learning effectively, and apply strategies for self-assessment and improvement. They should develop lifelong learning skills that allow them to continue improving their English proficiency beyond the classroom.

Confidence and Motivation: Students should gain confidence in using English and feel motivated to continue learning and exploring the language. They should develop a positive attitude towards language learning, recognizing their progress and celebrating their achievements.

It's important to note that these outcomes are not achieved in a single lesson but are built over time through a series of well-designed and scaffolded lessons. The specific goals and outcomes of each lesson should be aligned with broader learning objectives and the overall curriculum. Regular assessment and feedback are crucial to monitor progress and adjust instruction accordingly to ensure students are meeting the desired outcomes.

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

Testing and assessing are different because testing is “a method of measuring a person’s ability, knowledge, or performance in a given domain”. Tests measure the learner’s ability. These abilities can be very specific or very general. For example, compare an essay-type test (measures multiple competencies) versus a quiz testing accurate use of past tense markers. (EEAILE, 2020).

While assessment is defined as “an ongoing process that encompasses a much wider domain” assessing a student performance can be done via the use of tests. However, teachers are constantly evaluating their learners whether the form of evaluation is incidental or intended (target test). After assessing learner

performance (incidentally or intentionally), teacher can later use that knowledge about their learners to inform their teaching instructions. (EEAILE, 2020).

Formal and informal assessment

Informal assessment can be every time a teacher praises his/her students 'work or give them feedback on an assignment it is considered an informal process-oriented assessment. Other types of informal assessment includes pronunciation feedback, learning strategies, and day-to-day student-teacher interaction.

Formal assessment is much more official; Brown explains that formal assessments are "systematic planned sampling techniques constructed to give a teacher and student a judgement of student achievement. We can argue that tests are formal assessment; but not all formal assessments are test". (EEAILE, 2020)

Formative and summative

The second distinction that is useful is between the functions of the test. One of the functions is to provide some formative assessment. The primary goal of formative assessment is to add to the students' learning experience by evaluating them in the process of acquiring the language. The key word here is process. When providing learners with some formative evaluation, the assumption is that the assessment is about the students' current level of performance to inform future learning. In order to provide formative assessment, it is imperative for the teacher to provide the learner with some feedback on their performance.

A second function of assessment is to measure the students' current abilities. This function is termed summative assessment. Usually, this type of assessment occurs at the end of a course – this type of assessment serves to illustrate or measure what the learner has acquired over the course of a semester. (EEAILE, 2020)

Norm-based vs. Criterion-based

The last distinction that we are going to make is between norm-based testing and criterion-based testing. When norm-based tests are implemented, we are interested in testing students against each other. This type of testing creates competition between the learners; however, norm-based tests are often required

when we are interested in ranking students instead of determining student competence of specific skills.

Criterion-based testing is not intended in ranking students. Rather, criterion-based testing is designed to give individual learners some feedback or grades with respect to target language structures taught in a class. Criterion-based testing is the most appropriate for classroom settings. Here the teacher devises instruments that focus on the course curriculum.

Evaluative practices for collecting such information vary in their purpose and for this we have formative and summative evaluation. The tasks or evaluative procedures used to collect said information vary depending on the definition of language and the what, how, when and why it is going to be evaluated.

The evaluation is presented as a strategy to promote learning, since students have to know the evaluation criteria before being evaluated and the teacher must collect information from all student evaluations to know the progress of each one as an element in decision making and feedback to students on their strengths and weaknesses. Likewise, the evaluations provide relevant information when each of the items or challenges they include is analyzed, since they help to determine which aspects were not achieved, which had better results and which students need reinforcement, taking into account that the evaluation must consider diversity of learning styles.

Feedback consists of the oral or written comments that the teacher provides students with information about their language learning process. that one can be cognitive, affective or both, and is carried out with the purpose of effecting changes or redirecting teaching and learning; must be relevant complete and significant, by managing to single out the student and the subject matter to that it acquires meaning and importance in the eyes of that one.

It is important to have knowledge of how to evaluate the activities that will be carried out throughout each unit or the semester, when the exam or project with the highest percentage of the grade will be carried out and that the student knows how he will be evaluated throughout the semester.

Each activity must be attractive to the student, as well as varied with different activities to be carried out, such as graphic organizers, brainstorming, as well as different ways to solve them, since each student thinks and sees differently.

With regard to teachers and according to what has been said, the type of evaluation to which their students have to face will determine, among other things, the type of methodology that is carried out in the language class, so that if it is intended that the students participate in a communicative method in which importance is given to oral skills, we must change the way in which it will be evaluated.

Evaluating students

In the lesson planned the students worked using their previous knowledge in order to manage new structures that were presented to them to communicate their opinion about the current situation they are living using conditional sentences.

Using a checklist is a practical and effective way to evaluate students in the English language classroom. A checklist allows you to systematically assess students' performance against specific criteria or learning objectives. Here's an example of how you can use a checklist to evaluate students:

Determine the Criteria: Identify the specific criteria or learning objectives you want to assess. For example, you might assess grammar accuracy, vocabulary usage, fluency, pronunciation, content comprehension, or critical thinking skills.

Create the Checklist: Design a checklist that includes the criteria you identified in step one. Each criterion should have a list of observable behaviors or indicators that you will be looking for in students' performance. Ensure that the checklist is clear and easy to use.

Observe and Assess: During class activities, assignments, or assessments, observe students' performance and mark the checklist accordingly. You can use symbols such as checkmarks, plus/minus signs, or numerical ratings to indicate the level of achievement for each criterion.

Provide Feedback: After assessing students using the checklist, provide feedback based on their performance. Highlight areas of strength and areas that

need improvement. Offer specific examples and suggestions for further development.

Track Progress: Use the checklist as a tool to track students' progress over time. Regularly assess their performance and compare results to identify areas of growth and areas that may require additional support.

To evaluate the lesson, two rubrics were used, one to evaluate the language in a general way and another to evaluate the oral presentation:

General Checklist

Description	YES	NO	COMMENT
Participate in brainstorming			
Take notes in his / her notebook			
Complete the activity			
Prepare a presentation for her/his classmates without spelling or grammatical mistakes.			

Designed by Odileth Sáenz Barba

Oral presentation Checklist

Description	YES	NO	COMMENT
Shows and understanding topic			

Student is preparing and organized			
Speaks clearly			
Use visual aids			

Designed by Odileth Sáenz Barba

2.3 Attached evidence of (graphics, photos, images)

Introductory activity

Brainstorming is a valuable tool for fostering creativity, critical thinking, collaboration, and communication in students. It provides them with a space to explore new and different ideas, which contributes to their intellectual growth and development of important skills for their academic and professional life.

Speaking. All the group brainstorm about their knowledge about studying countries, what do you think the topic is about?

<https://www.menti.com/alancdb6tpbh>



For reading activities:

The students analyzed informative text about countries and identified main ideas. Then they read the texts aloud of their favorite country including name, capital, government, geography, holidays, religions, languages, landmarks and good

Spain

Overview:

name: _____

location: _____

old rank (population): _____

flag:

pop. GDP: _____

Geography:

what is the name of the peninsula Spain is located on?

what other country shares a peninsula with Spain?

what mountain range forms a natural border between Spain and France?

what is the name of the disease that killed many people in Spain?

Label Spain on the map

Government:

Form of government: _____

Head of government: _____

Chief of state: _____

How many autonomous cities and communities are in Spain?

Economic:

per capita GDP: _____

World rank (GDP): _____

Currency: _____

Culture:

Official language: _____

What is the most common religion in Spain?

What is the most popular sport in Spain?

History:

Who conquered the peninsula in the 8th century?

What did the Romans call the peninsula Spain is located on?

Identify four New World explorers who were sponsored by Spain:

1. _____
2. _____
3. _____
4. _____

In 1588, the Spanish Armada was defeated by what nation?

Who was dictator of Spain from 1939 to his death in 1975?

Pictured above, what is the

FACTS ABOUT ITALY

- The capital of Italy is Rome.
- The official language is Italian
- The president of Italy is named Giorgio N.
- Prime minister/chancellery is Silvia Berlusconi.
- Area is 301,318.00km
- The population is 59,337,888.00
- Population density 196.00/km





For the Reading and writing:

The student made vocabulary about countries and nationalities

- Answered activities about the text such as answering questions, filling gaps, and yes or no activities.

Worksheet 1

Appendix 1

Activity 2
 Topic: Studying countries
 Purpose: Give and request basic information about countries of interest.
 Type of activity: individual and collaborative.
 Time: 50 min.

Procedure:

- All the group brainstorm about their knowledge about studying countries, what do you think the topic is about? Click on the following link to participate.
<https://www.classmate.com/activities/169666>
- We will be learning about a group of countries. Teacher provides a text to read and take notes in your notebook.

See appendix 1

- Complete the sentences according to the text choosing the correct answer.
 - Only one country in the world is bigger than Canada.
 - is bigger
 - is smaller
 - has more inland water
 - When you are crossing a street in Canada, you first have to look left.
 - left
 - right
 - Most big cities are in Canada's north.
 - south
 - north
 - west
- The first European people who came to Canada were the _____
 - English

By looking at the country flags and names, guess the country that belongs to each person.

1	ITALY
2	FRANCE
3	GERMANY
4	RUSSIA
5	SPAIN
6	CHINA
7	NETHERLANDS
8	CANADA
9	BRAZIL
10	JAPAN

1) _____
 2) _____
 3) _____
 4) _____
 5) _____
 6) _____
 7) _____
 8) _____
 9) _____
 10) _____

Read the text and answer the questions:

My best friend is Jack, he is 14 from Argentina. He's from Brazil. Jack isn't twelve years old. He's fourteen years old. He's a student. His aunt is in the same class. He is my friend. His favourite sport is football. He knows the best family. His father is Mark and his mother is Julia. They're from France. They aren't from Brazil. They aren't Brazilian. Mark is the thirteen years old and Julia is the twelve years old. Mark is a policeman and Julia is a teacher. His favourite sport is basketball and his favourite

CANVA STORIES

COUNTRY - NATIONALITY

TO BE + FROM + CITY I am from Sydney.

TO BE + FROM + COUNTRY I am from Australia.

TO BE + NATIONALITY I am Australian.

He is from Venice.

He is from Italy.

He is Italian.

He is from Vancouver.

He is from Canada.

He is Canadian.

Where are you from?

www.woodwardenglish.com



For listening

Listened some audios about the verb to be simple present and take notes

Answered some activities about the audio such as answering yes or no.

youtube.com/watch?v=A002yvs1VEs

information of country

Official Name

COMMON WEALTH OF AUSTRALIA

PRESENT SIMPLE INGLÉS PARA NIÑOS CON MR PEÑA

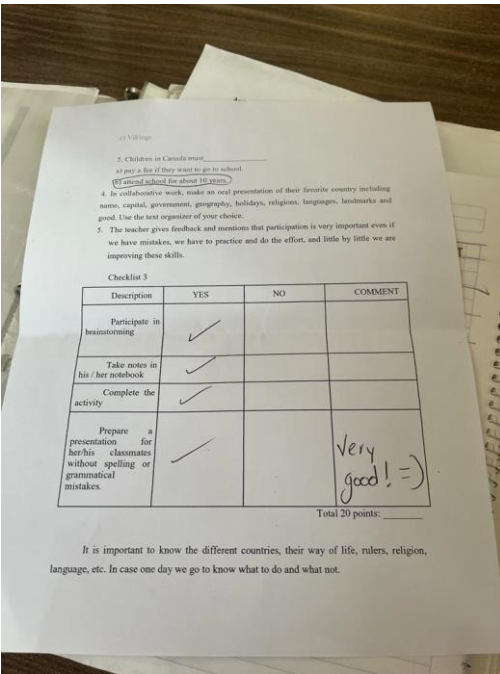
youtube - inglés para niños con Mr Peña - Libro Mágico - 11 ago 2020

PRESENT SIMPLE

THE EARTH GOES AROUND
LA TIERRA GIRA ALREDEDOR



2.4 Show evidence of your designed tools to assess your students.



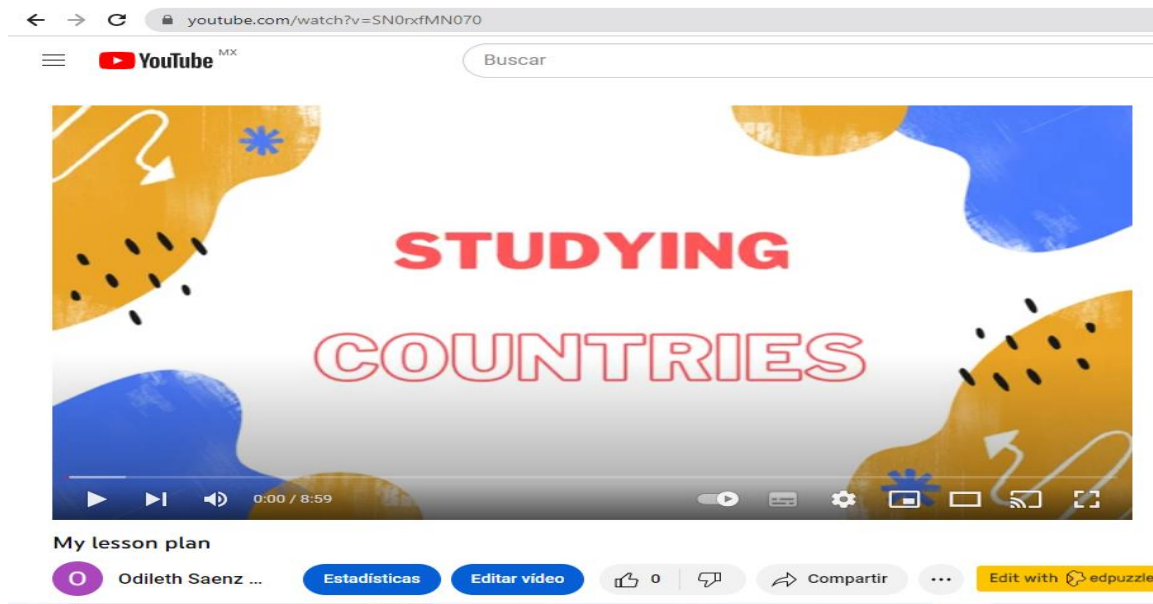
The checklist that was used was in a general way and another for the presentation, which did not set such specific criteria due to the level of English that the students present, some things that would be changed to focus more on grammar than on the skill written.

Checklists provide a structured and consistent approach to evaluating students' performance, making it easier to track progress and provide targeted feedback. However, it's important to remember that checklists should be used in conjunction with other assessment methods to ensure a comprehensive evaluation of students' language abilities.

2.5 Video class

<https://youtu.be/SN0rxfMN070>

This video presents the video class of my assignment 2b, which is the presentation of the class for the students of the 4th semester of high school, and it is about simple present, verb to be and countries.



Chapter 3: Experience Report

In this chapter, I will provide an experience report about a project I have been involved in. The project aimed to enhance English language learning for a group of high school students. I will discuss the project's objectives, my role in it, the challenges faced, the strategies implemented, and the outcomes achieved.

Project Objectives: The main objectives of the project were to improve the students' English language skills, particularly in the areas of reading, listening, speaking and writing. The project also aimed to increase their confidence and motivation in using English for communication purposes. Additionally, the project sought to promote cultural understanding and intercultural communication among the students.

My Role: As the English language instructor for the project, my role was to design and deliver engaging and interactive lessons that catered to the students' language needs and learning styles. I also provided guidance and support in developing their speaking and writing skills. Additionally, I organized various

activities and discussions to foster cultural understanding and facilitate language practice.

Challenges Faced: Throughout the project, several challenges were encountered. Limited classroom time was a significant constraint, making it necessary to optimize instructional strategies and prioritize essential language skills. Additionally, some students faced difficulties in overcoming their shyness and speaking confidently in English. Addressing these challenges required careful planning, individualized support, and creating a supportive learning environment.

Strategies Implemented: To address the challenges and achieve the project objectives, several strategies were implemented. These included:

Communicative Approach: I utilized a communicative approach to promote active participation and meaningful language use. Students engaged in role-plays, group discussions, and pair work to practice their speaking skills in real-life situations.

Individualized Support: Recognizing the varying proficiency levels and learning needs of the students, I provided individualized support. This involved differentiated instruction, targeted feedback, and additional resources to cater to each student's specific requirements.

Authentic Materials: I incorporated authentic materials such as articles, videos, and audio recordings to expose students to real-world English language use and cultural contexts. This helped them develop their comprehension skills and expand their vocabulary.

Technology Integration: Leveraging educational technology, I integrated online resources, interactive activities, and language learning applications to enhance engagement and provide opportunities for independent practice outside the classroom.

It wasn't hard to implement new approaches, methodologies, new assessing tools, digital skills, etc., because I was incorporated them little by little and since the beginning of the specialty. Student's new learning made me feel satisfied and I am willing to continue changing and proving new strategies to get better results as I did during this period of time.

Something that I would like to improve the evaluation of students in the English language classroom, consider incorporating the following strategies:

- Clear Assessment Criteria.
- Formative Assessments.
- Varied Assessment Methods.
- Self-Assessment and Reflection.
- Peer Assessment.
- Authentic Assessments.
- Timely and Constructive Feedback.
- Individualized Assessments.

Chapter 4: Conclusions

It is essential to highlight the importance of planning as a necessary function within the process of educational management, within said planning the teaching action is important within the process of teaching -learning and evaluation, which inexorably leads to maintaining quality standards within of educational work, this requires the generation of ideas and cognitive functions that guide a better teaching practice, in relation to the planning of teaching strategies that lead to improve operations superior mental of each one of the students.

The realization of the curricular planning must take into account the groups with which it will work, its environment, giving relevance to the possibilities of the educational center and to the digital resources that enable integration everyone in the design of the activities, to the values and transversal axes and to the various related actors, that can help deepen the quality of learning, based on innovation and a vision overall educational reality.

The project provided valuable insights and experiences in facilitating English language learning for high school students. It highlighted the importance of learner-centered approaches, individualized support, and authentic language use. Despite the challenges faced, the project's outcomes were encouraging, demonstrating the potential for meaningful language learning experiences to foster growth and development in students.

They are simple activities, but I consider that for the English level of the students they are complicated since they are all in English, and most of the time you have to be translating, as well as the use of applications, since there is not internet at school, and some do not have devices or data to carry out the activity. The use of applications and devices today is essential but unfortunately the institution is of a low economic level, instead of that, cardboard, machine sheets, notebooks and brochures are used.

The Mexican must eliminate the idea from his head that English is difficult. It is not. To find personal and then professional growth, you have to focus on continuous improvement; new technologies, the rise of large companies in other countries, those that come to Mexico to establish themselves seeking expansion; The increase in tourism that visits the country with the aim of finding a space for recreation and learning from the culture are sufficient reasons to pursue excellence and mastery of English. More exposure to this language is necessary. You cannot wait for them to ask for this knowledge at school, work or any other situation before beginning the search for information.

Evaluative practices for collecting such information vary in their purpose and for this we have formative and summative evaluation. The tasks or evaluative procedures used to collect said information vary depending on the definition of language and the what, how, when and why it is going to be evaluated.

Each activity must be attractive to the student, as well as varied with different activities to be carried out, such as graphic organizers, brainstorming, as well as different ways to solve them, since each student thinks and sees differently.

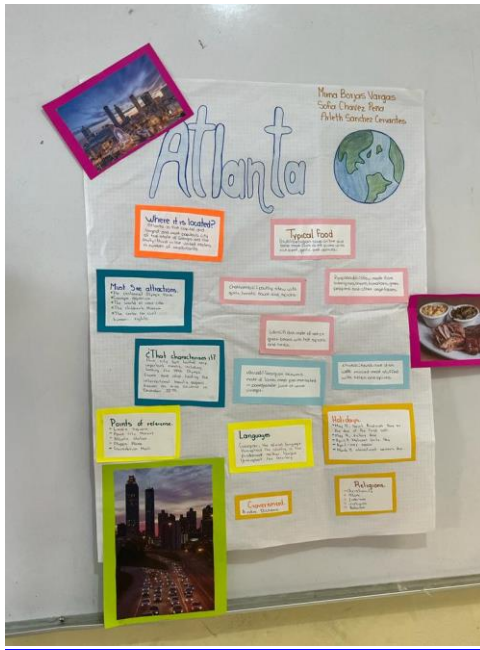
The specialty helped me a lot in terms of improving my teaching practice, details that I was missing, as well as the pedagogy that I gradually acquired, all the very complete topics that helped me increase my knowledge, how to be a better teacher, how to meet my students, also to include different resources to motivate student learning, because technology is very useful to make activities dynamic.

Appendices

Appendix 1. Video class

<https://youtu.be/SN0rxfMN070>

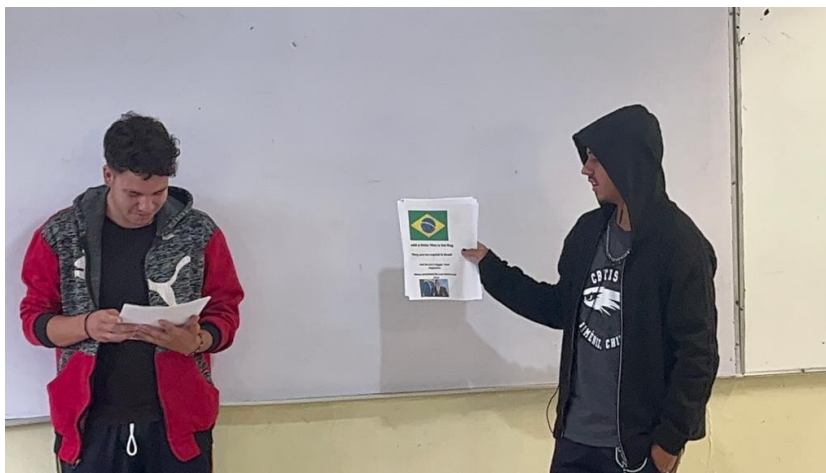
Appendix 2



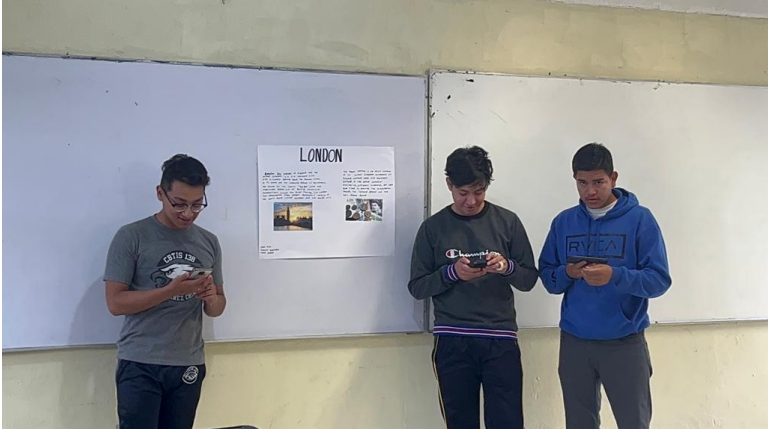
Appendix 3



Appendix 4



Appendix 5



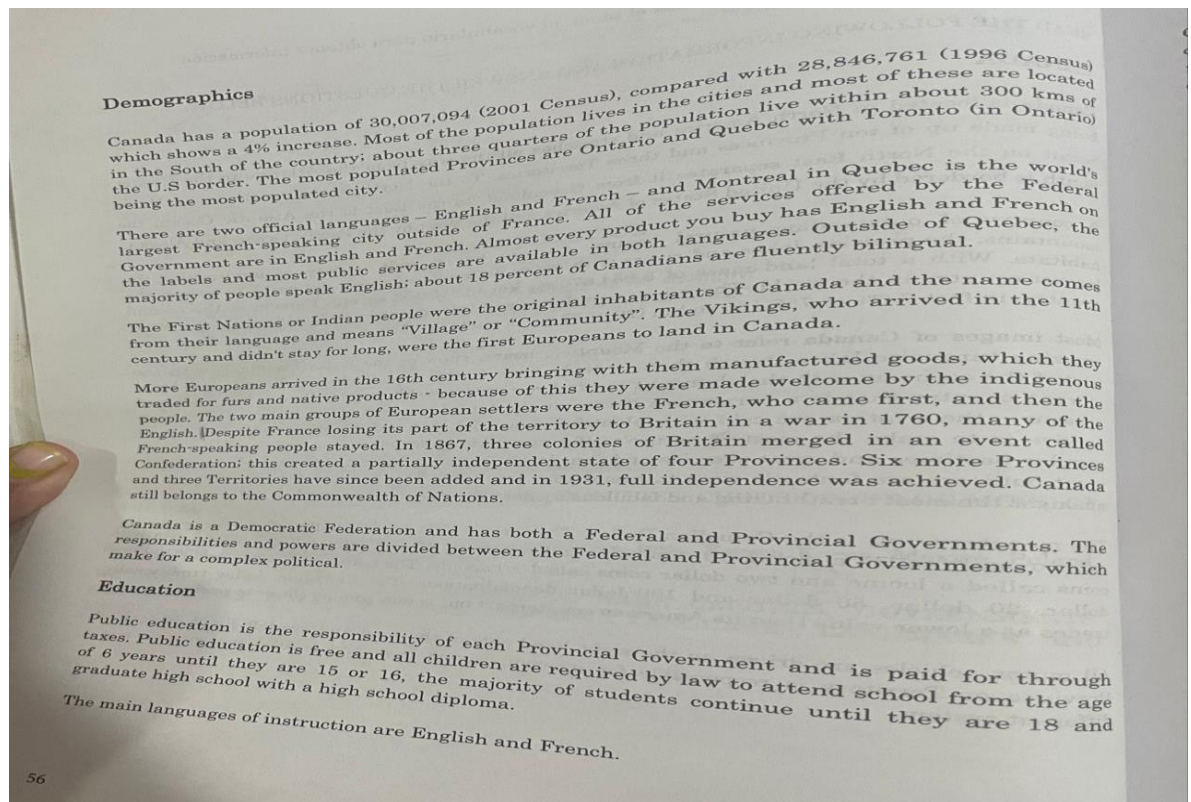
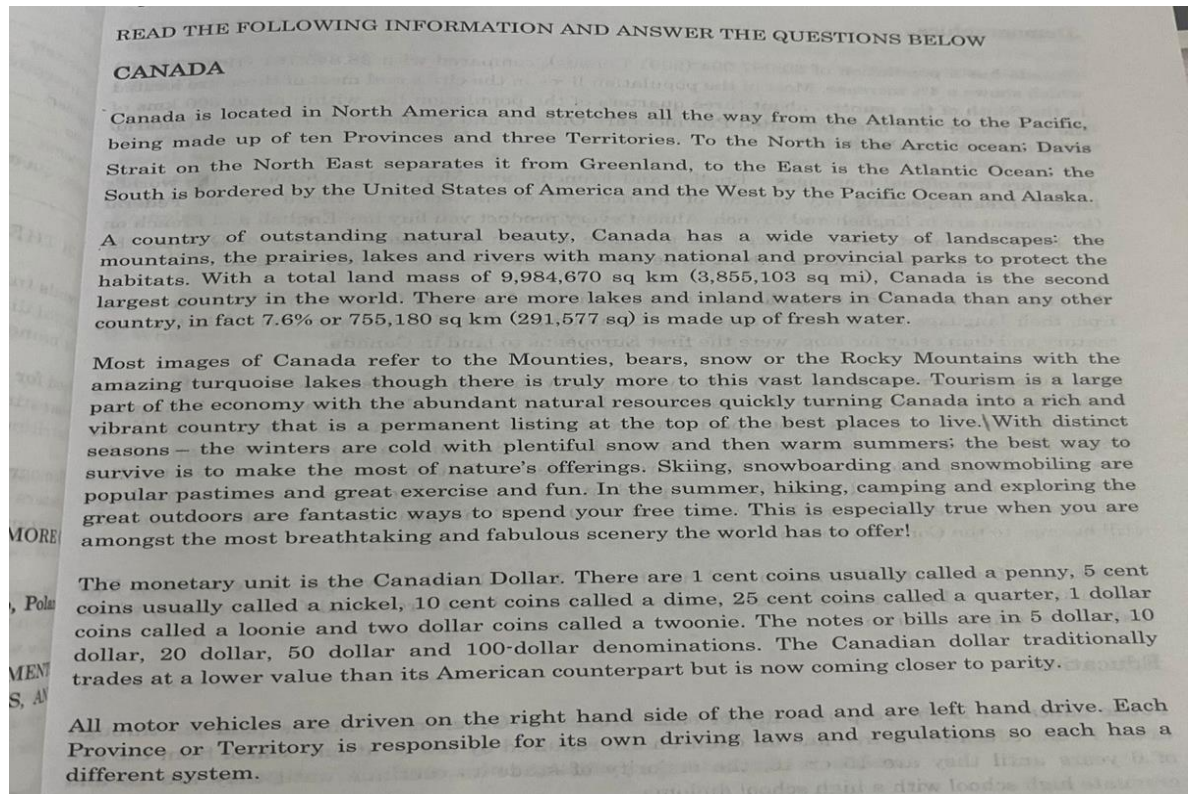
Appendix 6



Appendix 7



Appendix 8



Healthcare

Canada has a public healthcare system; essential medical treatment is available to all Canadian citizens and permanent residents. Although the health care systems are run by the Provincial ministries of health, the Federal Government sets the standards for health care across the country.

There are three Provinces that charge healthcare premiums (BC, Alberta & Ontario). In the other Provinces and Territories healthcare is paid for through taxes. In some Provinces there is a three month waiting period before you qualify for healthcare so you should make sure that you have insurance to cover any medical expenses for this period.

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
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