



UNIVERSIDAD PEDAGÓGICA NACIONAL

**Especialización en Enseñanza y Aprendizaje de Inglés
como Lengua Extranjera**

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**DEVELOPING THE FOUR SKILLS OF THE
LANGUAGE WHILE COMPARING
SIMILARITIES AND DIFFERENCES**

TRABAJO RECEPCIONAL

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

PRESENTA:

MARÍA CORAL DE LA CRUZ ARAUJO

ASESOR: ROSA MARÍA CASTILLO DEL CARMEN

México, DF. a 18 de junio de 2023.



UNIVERSIDAD PEDAGÓGICA NACIONAL

**Especialización en Enseñanza y Aprendizaje de Inglés
como Lengua Extranjera**

María Coral De la Cruz Araujo

**Specialization in English Language
and Teaching as a Foreign Language**

Module 3, Final project

**Developing the four skills of the language while
comparing similarities and differences.**

Tutor's name:

Rosa María Castillo del Carmen

Date:

June 18th, 2023

Table of contents

Introduction.....	4-5
Chapter 1.....	6-31
Chapter 32.....	32-35
Chapter 3.....	36
Chapter 4.....	37-38
References.....	39-40

Introduction

In the present work I talk about some concepts that we already had studied, this is a kind of a review, so we can remember them. Basic aspects and other not so much but all equally important in the activities we perform.

I share the link to my recorded class and also explain all the process to design, to record and develop the class.

Here are explained some important aspects about testing and assessment, what are the similarities, differences, how to create each one, what to take in count when creating a tool, the things the teacher need to know when creating a tool and so on.

Also, I explain the teaching context where I mention location, context included of teachers, school, students and location.

Then I write about my teaching identity, how I see myself in this practice, what I consider I can improve, how I can have been done the teaching practice, and how I see it now that I am studying this specialization. This will help me to make some things in a different way in order to improve how I teach and how interact with my students.

Besides, when analyzing the school and all the aspects around it, as facilities, context, students, location, families and so on we see an amplify panorama that will help us to work with what we have and make our plan classes taking in consideration all this.

I make the suggested corrections to improve this work, answering some questions to justify what I had said without an explanation.

I explain the theoretical concepts learned in the module 3, unit 1, that are centered in the interculturality, explaining the communicative competence, the cultural competence, how to implementate the culture in our classroom, the roles of the teachers and so on.

I will be explaining each of them in all this work, comparing the information given by the university and I will give my point of view and what I learned with each of them and explaining their relevance and how to implementate them in class.

The culture is important in our lives and so in a teaching context it give us a reason to look further and teach things of the target language and also other places.

I am going to explain the roles and activities the teachers have to do inside and outside the classroom, explaining the importance to be updated in educational, technology and cultural terms.

Also, we are going to learn more about stereotypes, how to avoid them and notice when we are making use of them.

In the body I will mention and explain the different activities I will develop with my students, their methodology and what they are going to reach with each of them, also I will mention the skills that will be learned in each activity.

At the end I will include the lesson plan that I will apply with my students trying to propagate knowledge but also a cultural awareness to understand better what happens in other places, how the people react in some situations and studying about sports that are part of the culture of many countries and finally reflecting about each one of the activities made in the lesson plan.

Chapter 1: Philosophy and theory

1.1 Teaching context, identity, and philosophy

Teaching context

I work in high school, the institution is Colegio de Bachilleres de Tabasco, plantel 30 it is a public school located in Villahermosa, Tabasco, specifically in Gaviotas norte. Almost every teacher has a master degree, most of us teach student-centered. The language level I consider is deficient because it is supposed the students know at least basic things to communicate when I start to teach them and it that rarely happens. Sometimes it is difficult to continue in our specific area because of that deficiency in the language. There are many factors, like apathy from the students and maybe how the classes are given. In this semester I will only work in the evenings, there are in total sixteen groups, like five hundred sixty students, I will work with three groups and with around ninety students.

In the zone where the school is located are many social problems like drugs, prostitution, vandalism and others. The school is located in a downtown area, but it is not at the same level or status in infrastructure as the other schools from COBATAB in the town. Other reason why taking classes here can be stressful is because Tabasco is very hot with high temperatures, we do not have air conditioning in the classrooms and this has an impact in the classes and the modo the students have in them.

The students come from families with economics and emotional problems, at least in the evening are a lot of behavior problems with the students. For these reasons they do not come to classes, do not continue studying, and much of them in they assist to classes they do not have motivations to learn, make activities, et cetera.

Teaching identity

I would describe my teaching philosophy as a mix of all my experiences taking classes since I was a kid. For me teaching is something very important because I have the opportunity to transmit knowledge and that for me is so relevant, also to interact with so many people it is a unique experience because is not only to transmit that knowledge is to know persons, what they like, knowing different ways to think and learn.

If I have to explain my teaching philosophy, I would say it is student centered, for me the elemental piece in this process are the students, they are who are learning, I recognize I am a key piece in their learning process, I show them the theoretical, ways to use it and encourage them to use it in the practice, to produce something

with the vocabulary, grammar, structures. All the concepts that were presented in this unit were new for me, I can relate them since my experience as a student as a teacher, how without knowing them, they were always there. We know they are things that should be teach meanwhile we teach or learn languages, but it is not only to know about them and never use them. Here is where I combine some theories learned in this unit in my practice as a teacher of English. I have to teach the basic things like, grammar, vocabulary but here could change the way I introduce it to my students, making interesting for them, according to their context.

There are so much aspects that sometimes we know but we are not used to them and we do not use them in our classes, besides theories, approaches there has to be commitment from the teacher, the school and all the agents related in teaching the process as students, parents and society.

1.2 Theory underlying your teaching practice and identity

Before I explain about my changes trough de specialization I am going to recap the concepts learned in Module 1, Module 2 and Module 3.

Module 1

Differences between acquisition and learning

To continue talking about acquisition, I am going to talk about the differences between acquisition and learning from my teaching experience, as I said before acquisition is to use constantly the language for motivation or a need that makes us use it, in this way we practice and communicate in a natural way I could say. We acquired it because we make use of it, meanwhile learning is a totally different process because here we are aware of what we are doing, specifically studying or learning a language and everything it involves, destine a specific time to study, practice, make exercises, practice what we are learning, learn grammar, structures and so on.

Stephen Krashen's hypotheses

Stephen Krashen presented a model about language acquisition in the 1970s called Monitor Model, it had and continue having a big relevance in the study on language acquisition. This model consists in five hypotheses, there are the

Acquisition/Learning Dichotomy, the Model Hypothesis, the Natural Order Hypothesis, and the Affective Filter Hypothesis.

Each thought in the image below is related to one of Krashen's hypotheses, now we are going to talk what each of them is about. Then we will be able to identify each one.

1. The Acquisition / Learning Dichotomy

Acquisition involves subconscious process, we could say that is when we accept knowledge when we have it in an incidental way and this happens when we make use of the language to communicate constantly oral or written, when we have exposure to the language. Learning is the opposite, it is a conscious process because we have the intention to develop this new language or the process to learn it, in other words we are aware of what is happening or is going to happen with this language.

With examples I would say that acquisition happens when you live in the country L2 or if you work in a company where almost everyone talk in the second language, so you have the need or the motivation to communicate in that language, you are immerse a lot with the language, in the case of learning is what we usually do in schools, we are students and we take classes but almost always stays there, we do not practice out of our classroom or maybe we want to develop the language and start private classes but we try to learn only structures, grammar and no communicate for many reasons and finally I think it could be a third one where we want to learn the language and we want to use it that we look in social networks to interact with native speakers, we make friends who our target language is his or her L1, or may not but we can learn from each other, practice and communicate always in the language.

In my teaching practice I could apply it trying to talk the most I can in English and at the same way making the students to use the language.

2. The Monitor Hypothesis

Sometimes after express something the learners can verify if they do it correctly as they learned before, this does not happen always but could be a good tool to examine if they are doing it as they know or maybe they can use it to correct errors in the utterance. For example, if I have a participation in class or I am talking with a friend, sometimes I could have the time to check if what I said or wrote was correct.

In my classes we could apply it giving some time to analyze if what we express was in the correct way this in a personal way and sometimes sharing our thoughts with all the class.

3. The Natural Order Hypothesis

Krashen proposed that children acquire morphemes in a fixed and predictable order. It is for the reason that we or our students have some problems in use correctly some morphemes, grammar or structures because we are not teaching them in the order it is supposed to be, in order to have better results in the acquisition we should use the order that this hypothesis recommends. In other words, it suggests that parts of language are learned in a certain sequence that cannot be altered through deliberate teaching.

I may have applied it preparing my courses taking into consideration the order that works to have a significant knowledge and is relevant to acquire language.

4. The Input Hypothesis

Krashen suggested that language is acquired through exposure to comprehensible input. Language acquisition occurs when learners receive messages they understand, Krashen defined the learner's current level of development as i and the level just beyond that as $i+1$. He described this level like the ideal to understand and communicate, if it is a lower level it will not be challenging enough because it is already acquired and if we work as a teacher in a elevated level it

will not be comprehensible, will be too demanding for the learn and it will not achieve its purpose.

Here we are in contact with the language, in my classes trying to offer the most exposure I can to my students with listenings, readings, speaking in our classes only in english, students and teacher and doing it in the level mentioned before a production ability emerges.

5. Affective Filter Hypothesis

Different variables such as anxiety, self-confidence, motivation, and stress can all impact the affective filter, some of these can impact positive or in negative ways. If the affective filter is up the input will not be used successfully and will not be acquired. Conversely if the affective filter is down the input that the students receive will be learned. In class I have to pay more attention in these affective filters and look for strategies in order to have better results in class with them.

Karen Litchman and Bill VanPatten (2021) mentioned in their article:

Krashen's Monitor Theory first appeared some 40 years ago. Does it belong to the "history of language teaching"? Or do Krashen's ideas still drive second language acquisition research—unacknowledged and under different names—and thus still have relevance for teaching? We argue that they have survived and are still relevant (p. 283).

As the verdict they gave in their article as I was reading about Krashen's Model I understood and I relate a lot of things he mentions in his hypotheses to my teaching practice, things that I am already doing, what I can improve and others that I am was not aware of I know now I can integrate in my classes.

Was Krashen right?" by Lichtman and Van Patten (2021).

To end with these five hypotheses, I am going to put information that I consider relevant about it:

Observations of Krashen's most important theory of language acquisition: The Optimal Input Hypothesis. (1)

1. The optimal input hypothesis is a recent re-formulation of the input hypothesis and its attendant $i+1$ formula.
2. The optimal input hypothesis states that acquisition happens when students are surrounded on a daily basis by a large quantity of rich, compelling and comprehensible language (both written and oral)
3. The acquired linguistic system that results from daily exposure to meaningful language is complex, abstract and implicit. Competent users know that they have acquired this abstract system, but they can't explain what they know and how they got to know it.
4. Our ability to use language for authentic listening, reading, writing and speaking draws heavily from this abstract and implicit linguistic system. Not from explicit language knowledge we learned in school.
5. Explicit language knowledge is useful in the school contexts as students are typically tested on their ability to demonstrate their knowledge of the language, and not on their ability to use language for meaningful communication.
6. People often get the wrong idea that the input-based approaches deprive students of the opportunity to try out the language for speaking and writing purposes. This is not the case. Students are allowed to speak and write (if they so wish), but are not compelled to do so.
7. Teachers are worried that input-based approaches take up a lot of curriculum time. While the concern is legitimate, they will need to re-assess the primary goal of language teaching: (i) to help students accumulate bits and pieces of explicit language knowledge or (ii) or help them develop abstract and implicit linguistic system?

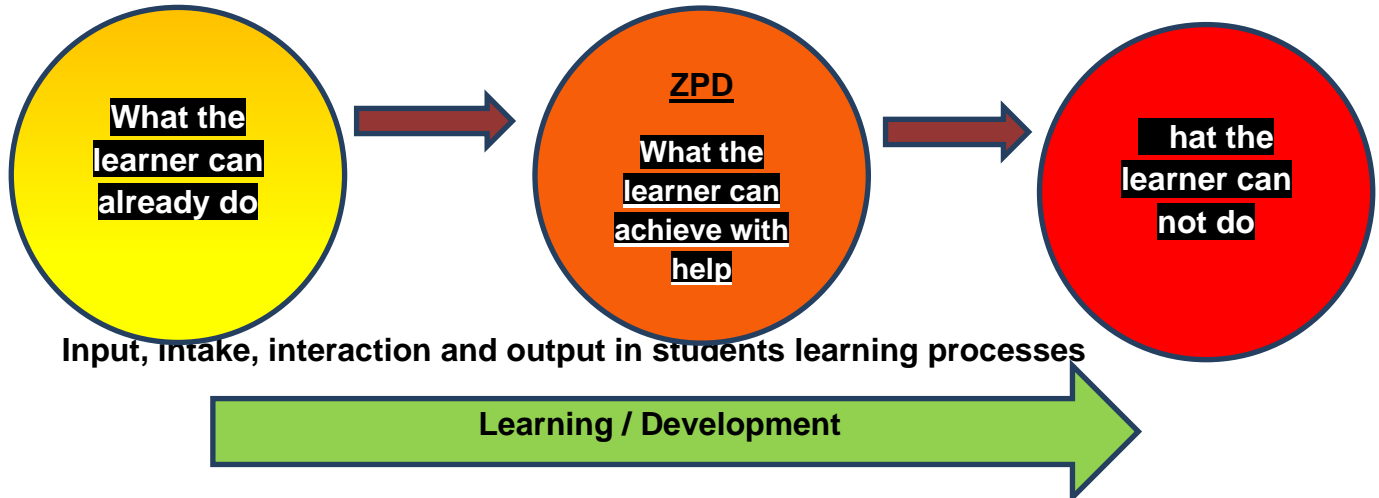
8. The input theory is often misunderstood. As Lichtman and Van Patten (2021) pointed out, contemporary scholars researching language acquisition often make little or no reference to Krashen's work and come up with different terms to discuss the role on language input in language learning. Ironically, their research findings strengthen (not weaken) Krashen's claim about the role of input in language acquisition.
9. If input is the real driving force behind language learning, we are duty-bound to provide optimal input in our teaching. In a reading and listening lesson, for example, the least we can do is to increase the amount of reading and listening materials and reduce the amount of 'reading/listening-related activities. These are activities that are nice to have, but do not play an important role in the development of learners' abstract linguistic system.
10. If input is indeed crucial in language learning, schools should seriously consider implementing an extensive reading and listening program. This is because the input available in the classroom is way not enough!! The quantity of input is limited (way too small), and so is the quality (limited range of language structures and functions and vocabulary words).

Zone of Proximal Development

Vygotsky maintained that the ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers" (2).

So, the Zone of Proximal Development is the difference between what a learner already can do without help and what he or she can achieve with the help and encouragement from partner with more knowledge. Proximal means what the learner is about to accomplish.

Here I put a diagram explaining it:



As we studied in this module, input is to have exposure to the target language. Not always all the input is assimilated although it has relevance in order to achieve new knowledge, here we have intake that is the input that is comprehended and has impact in developing a new language. With interaction the learners can be benefited because at the moment they have interaction opportunities, conditions, and processes are involved, these include input, negotiation, output, feedback, and attention. And finally, the output it means producing the language, oral and written because is not only the exposure what will help us to be better to produce language is part important of it.

These hypotheses might take place in my students learning processes in one or another way for example with input in classroom listening the teacher, their partners, reading the book, listenings, out of classes on social media, movies, music, and so on.

Intake, after all that exposure analyzing what new knowledge could achieve, vocabulary, grammar, pronunciation, etcetera.

Interaction, push them to have it in classes and out of them making friends with people who are immersed with the language native or not. With output as the same as with interaction doing in classes and also out of them.

Theoretical perspectives of the Communicative approach, the Task Based approach and Kolb's model of Experiential Learning

Communicative Approach

With this approach it is pretend to immerse learners in real communication, when this happens their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (3).

I consider this a good strategy to implement in our classes because that is the principal objective of languages, communicate and what a better way to do it in a real form, the way we would do it in a real context with people who talks that language, because one thing is to practice in classroom with your teacher and classmates, and even then, we can fill insecurity and another thing is to do it in a casual talk with other people. I think we can be creative in order to implement it with our students, do it casual, maybe inviting sometimes other persons who talk English, activities out of classes where they have to interact in different networks with native speakers.

Also practicing different formal and informal interactions through games, role-play, and problem-solving tasks.

Task Based Approach

Learners are given interactive tasks to complete. In order to do this, they need to communicate. Once the task is complete, then the teacher discusses the language used (4).

Tasks can provide meaningful communication and the opportunities to use real language, this will help to acquire the language target, doing it with task that involve thinking, using vocabulary in a certain context, preparing them to be useful in the acquirement of the language. We can assign the students to write a letter, make a reservation, report, a video, or a presentation, plan a trip, collaborate to design something, or hold a meeting.

For example: The learners plan an itinerary for a guest who is coming to stay with their family. They research places to visit and timetables. They prepare a written schedule and a short guide. Once the task is completed, they discuss some of the language that has been important with the teacher.

Kolb's Model of Experiential Learning

According to Kolb, experiential learning can be defined as a learning process where knowledge results from the combination of grasping and transforming an

experience. Kolb suggested that learning requires the acquisition of abstract concepts that can then be applied flexibly in a wide range of situations (5).

Kolb's presented this as a learning cycle conformed by four stages, they are: Concrete Experience (CE): feeling. Reflective Observation (RO): watching. Abstract Conceptualization (AC): thinking. Active Experimentation (AE): doing. When the learner completes these four stages of the cycle the learning will be considered effective.

We can use this model in our classroom with a variety of activities like: field trips, art projects. science experiments, role playing. reflection and journaling. internship opportunities, interactive classroom games.

We could use an example similar to the one given before in Task Based Approach, but in this case following the four stages of the cycle by finally doing what they plan in the itinerary.

If we analyze, understand and apply each one of these approaches we will have better tools to work with our students, to try to accomplished our objective as a teacher, that the language for them be meaningful, that they can acquire as best as possible the English language.

Module 2

Bottom-up and Top-bottom and the Interactive Instructional Approaches for Reading

Starting with reading we saw Bottom-up, Top-bottom and the Interactive Instructional Approaches, Bottom-up explains us that it must be considered learn the essentials as learn words and their meanings. How and when to use them, starts from less to more.

The teacher... he argued for learning vocabulary is a fan of a bottom-up approach to reading. He favors an emphasis on actually comprehending each word and guides his class to do drills, so they get good at reading and spelling a variety of words. His students tend to be skilled at quickly reading a text.

There are some shortcomings to this method. Sometimes his students are able to get through an entire text without having much of a clue about the meaning of it. He's not too bothered by this because he feels it's much more important to understand the actual graphical, visual letters, words and sentences in a text. However, if he's honest, he can admit that his students seem to be missing the ability to fully understand what they are reading. (6)

So, in this approach the important to do or to acquire is vocabulary, understand each word of a text, how is it spelled, written, how it sounds and so on.

Then with the Top-bottom we learned that it is focused in themes and meaning from all the text opposite to the Bottom-up which emphasizes in words. So, it takes in consideration all the information, what the student or reader perceives and understand from a text.

The teacher... is a fan of this method. She can't understand why a teacher would take a bottom-up approach, which is so concerned with trying to decode every word on the page. She's much more interested in her students getting engaged with a book's topic and relating to its themes. She believes that students bring so much of their own context to reading. She finds it irrelevant to drill them on vocabulary words before exposing them to really good and interesting literature.

However, if she's really honest, she'll admit that her model isn't perfect. Her students don't always have the language skills they really need to get through a text. They may get the major themes, but have missed some finer points because they had to skip over a good number of words to finish.

In this approach we considered the more and not the less, it is considered all the information and not only word by word, the reader has a main idea from what he or she read.

Finally, we have the interactive approach in which we combine the two approaches mentioned before, sometimes we can use one and in other occasions the other one, in this way the students can learn specific vocabulary and also to interpret a large text.

Schema theory, content, formal and linguistic schemata

Each of these schemata refer to a specific type of topic or things learned with a text, for example with the content schema we associate the knowledge about a topic that we already own, in this way when we read we make a connection with the old and with the new information to express an opinion, ideas et cetera.

On the other hand, we have formal schema which represents the knowledge we have about the different types of texts, knowing about them we can understand the tasks given in our English class about different texts. As we know there are many kinds of texts like essays, newspaper articles.

And the last one, linguistic schema refers to all the vocabulary we have achieved, meaning of the words, when, how, why to use them. Identify each word and understand the reason why it is written in certain way.

Strategies for understanding vocabulary

There are some many strategies that we can use to learn or teach vocabulary, in the lesson we learned about three of them that can help our students to learn new vocabulary.

The first one is reflecting, our students reflect about the words they read in a text and analyze the knowledge about them, in a scale if they have no knowledge about the word or they know and use very well the word. With this the students can be aware about their development.

We can also ask questions about words as strategy, questions that Will help the students know more about the Word no only de many, for example about collocation, grammar and word parts.

The importance of cross-cultural awareness for Reading

This represents the way we can express our thoughts, opinion, how we order them, the signs we use can change for one zone or country to another. There are some programs that involves to be in constant communication with another person who is native of the language we are learning, so we need to be aware of these possible contrasts and of course try to know more and learn about them.

The different types of activities where reading is developed online

We can use digital tools that will help us to developed the reading strategy, there are some many websites with different materials to improve in reading skills, vocabulary, grammar and so on. That will help us as a teacher to teach and our students to learn and develop the Reading skill with interactive and fun elements.

The micro and macro skills for writing

As one of basic skills in language learning, writing has micro and macro skills. The writer should consider the aspect of micro and macro skills in writing in order to the learners are able to do such in writing. Ur (1996:162) states that writing should maintain between micro and macro aspect. In micro aspect, the learners practice specific written forms at the level of word or sentence (hand writing or typing, spelling, punctuation). On the other hand, the learners emphasized on macro aspects of writing which cover on content and organization of the writing. Moreover, Brown (2000:343) explains that micro skills are related to imitative and intensive types of writing task whereas macro skills are related to responsive and extensive writing. (7)

The differences between these two skills are how you present the text, if you spell the words correctly, to how you organize the text and the content in it.

The different types of reading and writing exercises

We can use all the exercises given in the lessons plus the ones we already use and we consider are significant for our students, there are activities like start con vocabulary and then with the text (Reading or writing), or trying to catch forst the main idea in a text, using digital activities, it is important to consider the material we are going to use in the class, we can use images, cards, games to make more interesting the activities, in the lessons were also suggested activities like blogs, websites, Reading lab and taskits.

Different approaches to teaching writing

1. Language structures
 - a) Familiarization
 - b) Controlled writing
 - c) Guided writing
 - d) Free writing
2. Discursive structure
3. Creative expression
4. Writing processes
5. Content
6. Genre and contexts of writing

These are the different approaches we saw in the lesson for writing, in my case I already use some of them and there are others I would like to try, each of them gives us tools to improve this skill with our students and as teacher to have better tools when we plan our lessons.

Different ways to guide and evaluate writing

Like I mentioned before we can use different digital tools or activities in class to guide writing, to evaluate we can use some strategies like rubrics, that may vary according we need to evaluate to our students, use digital programs and form groups or pairs of students to check their works.

Skills and sub skills of Listening

- Receptive skill: We receive information and we need to be capable to understand what is said by another person. We can find these two sub skills:
- Interactive listening situations: These are situations in which we receive information but we also take part of the conversation so we have to talk, produce and interact with another person.
- Non-interactive listening situations: There are situations where you only have to hear maybe in a screen or the radio and it is not necessary to respond because it is not a real conversation.

Characteristics of the speaker

It is necessary to consider some aspects from the person who speaks, there are things that sometime the speaker use when he or she talks, they are present in conversations and that is why they need to be known.

- Redundancy: This is when we repeat what we already said maybe using other words but expressing the same idea.
- Vacillation: Making pauses and sounds without meaning.
- Background knowledge and linguistic knowledge: Complex sentence structures and colloquial words and expressions. This is part of what the listeners use to learn from and make use of context in order to enhance comprehension. (8)

These some aspects that we need to know about the speaker, everyone have a way to express themselves, personality, type of voice, et cetera.

Characteristics of the listener

- Active listener. This student participates fully in the communication process, listening attentively, providing feedback, and doing their best to understand and remember messages.
- Passive listener. This listener is not quite as enthusiastic as an Active Listener. A common trait is the belief that they can absorb information and learn effectively even if they do not contribute to the interaction. They place the responsibility for successful communication on the speaker.

- Impatient listener. Students may have short periods when they are active listeners but are easily distracted. They try to pay attention, but lose focus quickly. (9)

The listening processes

- Perception: The process of identifying speech sounds the listener hears, trying to recognize the intonation and sounds, and turning this information into something meaningful for them.
- Decoding: The way that listeners create some kind of understanding of a message by taking in chunks and not just sentences.
- Prediction and selection: Predicting, or making guesses about what comes next, allows the student to listen without needing to understand every word; selection is being able to filter information (make choices about what is important) and identify the relevant information. (10)

Listening Strategies

- Bottom-up processing: What I understand is to start from less to more, starting with the simple things in order to increase the knowledge and start developing the skill.
- Top-down processing: This refers to use previous knowledge in a new lesson or topic, use what we already know or what we learned before.

Difficulties when Teaching Listening

- Classroom listening and “Real World” listening: In class we almost everytime work with a type of listenings that regularly our students are not going to have or to be expose to that kind of conversations, because the listenings using in class are recorded in certain way that is not a real conversation. Mayb we can use more podcasts, line of movies, songs, and so on,
- Unrealistic Expectations: To expect our students understand everything they hear, so they have to translate each Word, we as a teachers know how are our student and how advanced they are, we need to make clear and realistics expectations.

Guidelines for Developing Listening Activities and Authentic Materials for Listening Comprehension, use of Technology

To develop interesting, helpful and meaningful activities as Mexican teachers we have to see outside of our classroom, there are activities that we already use in classroom and are associated with our books. But there are so many resources to look and use, we have apps and technology to find things that are going to be great to work with the students. We need to use a variety of exercises not always the same type, focus in some listenings and try to develop the skill with that and not to overwhelm them with a lot of listening exercises.

Nature and functions of Speaking skill

Speaking is to say, express something while we talk we can use the vocabulary we have and keep increasing it, so we can produce and talk about many things as we want.

Some aspects we have to know about speaking:

- Idea units: We speak with an order of ideas, so we make sentences grouping them to make a general or abstract idea.
- Planned or unplanned: Our everyday conversations can be unplanned, we talk about different topics and we do it as the thoughts appear. When we plan what we are going to say is for specific situations, as an exposition, present a theme, et cetera.
- Generic and vague vocabulary: As it is more informal when we speak, we tend to use this kind of vocabulary.
- Fixed phrases, fillers, and hesitation markers: As we use more unplanned speaking we use some words that we have in our vocabulary, that maybe we hear constantly and make them ours.
- Slips and errors: We talk almost at the same time as we think, so we can make some mistakes when speaking.
- Reciprocity: When we speak with somebody we expect response, so we take turns to be the speaker and the listener.
- Stylistic variation: Depending on who we are talking to, we change aspects about how we speak, this depends on context, topic, et cetera.

Skills and subskills of Speaking

- Conversation is made up (partly) of routines: We have so patterns to follow when we are having ceertain v₂conversation, we know what to answer, what phrases to say.
- Conversation is purposeful: eople engage in conversation to accomplish certain objectives or fulfill certain functions. Two different types of talk are typically distinguished: transactional, where the main purpose of interaction is on the exchange of information, and interactional, where the main focus of interaction is on creating and maintaining social relations (6). To this dual classification, Richards adds a third category, talk as performance, which refers to the type of speaking involved in public speaking (speaking for an audience). (11)
- Conversation is Interactive: There are at least to people in this process so they interact and take turns to speak and listen to the other.
- Conversation is about 'something': We talk to express something or looking to hear a response about that, there are changes in the roles and can be change of topics, avoidance, interruption and so on.
- Styles of Speaking: Depends in some things and circumstances, as context, age, rol, it is formal or informal, et cetera.

Fluency, accuracy and the role of pronunciation

Discussing fluency implies “the assumption that speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication, [even though] this goal is often not met due to processing and production demands.” (12)

“Accuracy (including control of grammar and pronunciation) is here seen as a component of fluency, rather than as an independent dimension of conversational skill.” (13)

With pronuntation we have to consider firs to be understood, then we can improve to sound better when we talk and maybe speak as a native can be or not the goal, but we need to lear, practice and develop the way we talk in English, top ay attention to stress, rhythm, and intonation.

Compensatory strategies

When we communicate something with someone else, they is called that is compesatory, because we are looking for something, to fill information, or understanding the speaker requires a certain level to catch up what he is saying and explaining.

Controlled and free speaking practice

Some controlled, semi-controlled, and free techniques [14]

Controlled techniques	Semiconrolled Techniques	Free techniques
Warm-ups (TPR, singing, reciting jazz chants, practicing small talk)	Brainstorming	Role play
Reading aloud	Storytelling	Cued dialogues (scaffolded only at the beginning)
Asking and answering <u>display questions</u>	Asking and answering <u>referential questions</u>	Games
Drills (repetition, substitution)	Cued dialogues or narratives (scaffolded throughout)	Report
Translation	Information transfer	Problem solving
Peer-dictation	Information exchange	Drama
Meaningful drill	Wrap-up	Simulation
	Narration	Interview
	Exposition	Discussion/Debate
		Classroom chat
		Guest speaker

Integrated skills

To make use of different tools and activities to integrate de different skills.

The integration of skills is supported by both common-sense and empirical observations that (15):

- “Production and reception are... sides of the same coin.”
- Interaction involves sending and receiving messages.
- Written language and spoken language often bear a resemblance to each other.
- By shifting attention to what the learners can do with the language (rather than what we find them lacking in) to build up on our lessons, we are inviting any of the four skills into the classroom.
- From a whole language perspective, most of our language-based interactions involve the integration of two or more skills (as well as the integration of language and other aspects of our humanity).
- Skills-integration has positive effects on motivation.

Testing and assessment

As we previously study and probably already know, assessment is what we do with our students while they are learning in classes, the tasks, the learning process that we pass through while testing happens and the end of this process, in a specific time dedicated to evaluate the knowledge acquired.

One of the purposes is to teach something to students, there are specific things, subjects as objectives these are planned in a lesson plan, how to teach them depends of the teacher here he or she use methodologies, activities countless resources to accomplish the purpose.

Five Principles of Testing

Practicality: Easy make it, to follow, helps to save time and money.

Reliability: That assess what it is supposed to be assess, with the topics check and the information that the student learned before.

Validity: It has to be the type of test according what we want to evaluate.

Authenticity: This could happen trying to associate it in a situation that could happen in real life, in this way the test would be authentic.

Washback: It is related to feedback. After evaluate and return to the students their tests, give them a comment about in what they can pay more attention and improve.

These five principles have to be examined so we can use them the better we can, each of them are important in order to have a good and appropriate way, but the validity is the most important because considering the validity we will receive the results expected of the evaluation.

Informal and Formal

Every time we give some kind of feedback in an activity in our day a day, we are doing it in an informal way, while we do it plan it, to evaluate certain knowledge achievement is formal. How I said, it will depend how and the moment we give feedback.

Formative and Summative

The formative happens in the process of learning, during the classes, activities, on the other hand the summative occurs at the end of this process to assess what was the result of the process of learning.

Portfolio

It consists in collect the most relevant products before a deal between the students and teacher about what they are going to collect and the reason.

As we have been learning, there are so many aspects to study and understand about assessment and testing, they can seem similar but there are differences at the moment we use each one, the purpose, time, how we plan to do it and evaluate.

Culture

Is what we learn with the people that is around us, where we live, from our family, school, et cetera. Are manners, behaviors, beliefs, we learn it unconsciously, we do not realize when and how we learn it. It depends of context, environment and history, it is dynamic, evolves with different aspects such as technology, internet, economy and television.

Ethnocentrism

We are used to consider just aspects of the culture we went raised, when we see something different, we tend to criticize and compare the other cultures with ours, when we do this, we do it in a natural way we do no tend to harm anybody and don do it. We tend to do it because we are curious and when we notice something that is different, we compare and criticize.

Categorization

In our lives we categorize almost everything, we select thigs that are related and a group them, we do it since we are children and even when we are adults, we keep doing it. This help us to process what are going to do with these things.

As we learned with the concept of ethnocentrism we tend to criticize and there can be also prejudice and stereotypes.

Stereotypes

Are one type of categorization, is when we group things, people that shows a difference from others. We learn stereotypes since our experiences, what we see in media, movies, television and what other persons teach us since their experiences and knowledge.

Positive and negative stereotypes

Both of them can be considered that have a bad impact, because if it results to be a positive stereotype it can project unrealistic expectations that once they are not accomplished are seeing in a bad way.

And of course, the bad ones in which we since the beginning we expect bad results or experiences, here we are prejudging.

Culture in the language classroom

In our classroom we can find students despite of living in the same zone with cultural differences because what they have learned in their families, the context where they live, some traditions and so on.

Also, the differences in the economic strata are relevant, but we as teachers need to develop this interculturality in the students no matter where they come from. All the concepts and approaches are going to help us to work and make meaningful this process in our classroom.

The cultural criticality approach and cultural dialogism

In cultural criticism is said that students need to know, work with, understand and respect the cultural barriers, this in order to avoid communications breakdowns, that can happen when we do not about what the other person want to communicate, we do not understand their behavior, what are they expressing in the way they do it. But it invites to see also the similarities and work with them.

Cultural dialogism is another perspective in which we need to look outside, all over the world and humanism in order to have appropriate communication and see the world with a culture-general.

What I think of these approaches is that with the first one is to have a wide perspective of other persons, about what they do, their tradition and so more so we can interact with them from that point of view we can have and take in consideration all the aspects to comprehend others and the things they do and

speak. When we do not have a wide perspective about cultures can happen problems to interact, understand and to be understood.

With the cultural dialogism I think that is talk as much as we can about different cultures, in this way we can learn more about them, know new words, traditions. When we talk with another person about what they now or their cultures we pay attention, listen and we learning something doing that.

The 'emic' and 'ethic' approach

The first one studies cultures and behaviors from inside, with the members of each culture and how them understand it. It helps to understand better the reality of the culture.

With the second approach, cultures and behaviors are studied from the outside of the system. Examining a variety of cultures, making comparisons between them.

Teachers' Role

In classroom we can have so many roles, we need to be aware that is not only to teach information and knowledge to our students we also tell experiences, anecdotes, give point of views and all these can have repercussions in the ideas our students have.

We are the first wants that need to have knowledge about general culture, if we do not travel a lot, make the necessary things to have a amplify knowledge about culture and how to teach it to our students.

I believe this because as teachers we can have some conversations with our students about any topic and it would be pleasant to talk about culture topics with them, also as English teachers there are some things that are related to the language and is important to know them. As I mentioned maybe we do no travel a lot this can be for many reasons but they are other forms to learn about culture like Reading, having and foreign friend to talk about many interesting topics.

Preparing teachers for working with intercultural aspects

As teachers we need to be conscious of the differences that could be in our classroom in culture terms, have the ability to work with them, designing meaningful activities to our students and also having a different mentality to understand and treat the situations that could happen in classroom with our students.

First, we need to know me in all aspects, accept myself and work every day to be a better person and a better teacher, once this happens, I could be ready to demonstrate to my students all the diversity that exists in cultures and how we can work, accept and take part of them in our lives.

Third culture in the classroom

This is called in this way and refers when students have the opportunity to create, explore and reflect about their own culture making contrasts and comparing the target language. This allows the students to participate in a comfortable environment in which they can participate, learn, analyze and more about differences in cultures but also giving them the necessary to do it and have the acquisition of what happen in the real world.

Language Textbooks: Representations of the Target Culture and of One's Own

It is need to consider everything at he moment to work with textbooks, the first language, target language and the cultures in each one. With this the students can develop better the communication competences and it would be very helpful in a real situation.

Authentic Materials, Text Genres and Skills Development

Teachers have to look for the best material to increase the opportunities in the classroom and outside of it to learn and develop the knowledge it is pretend to give the students.

Authentic material is everything we can use that was no made for teaching purposes, this is considered has a better impact in the acquisition of knowledge, it includes different types of text genres and al lot those will help to develop the different skills that are necessary to learn when learning a language, such as TV shows, news segments, documentaries, movie clips and trailers, online videos, commercials, radio broadcasts, songs, and podcasts for example.

Intercultural competences

At the beginning I mentioned that it is consider easier to reach the intercultural competence that the linguistic one, but it is a little bit more difficult to determinate how was acquire. Having intercultural competences can be see when yo act in a certain way in a specific situation. These are learned with relevant activities that is why we as teachers need to know how to look for authentic material and how involved our students in cultural activities and situations.

The Portfolio as a Tool for Assessment of Intercultural Competences

Here possible scenarios need to be use to different types or situations that the student can be immerse, using practical activities to develop language skills, using them we are going to make our students to act in situations that could happen to them someday, and the purpose is to prepare them and give them the opportunities to practice in classroom and outside the classroom.

Now that I am about to finish this specialization I have a wide knowledge and a different vision about what is necessary to do in every class in order to have success in the students' knowledge acquisition as I learn in module 1 there are aspects to consider while planning or developing a class, it is essential that the students have real communication, they interact in meaningful conversations, they

have real experiences with the target language, so they can learn how to communicate in real life situations.

As a teacher I will keep practicing to improve since I make the planning of my classes until I carry them out. Sometimes we do diverse things in certain way because we are used to do it in that way, but once we learn something new, I believe everything is about it try to implement it and make it part of us, in this case in our profession as teachers.

Chapter 2: Methodology and practice

2.1 A practical and useful lesson plan.

Lesson plan cell	
Author	María Coral De la Cruz Araujo
Educational stage	High School – 2nd Semester. COBATAB
Title of the lesson plan	“Similarities and differences”
Learning objective of the plan	Incorporate aspects of interculturality with authentic materials, developing the 4 language skills while comparing similarities and differences.
Communicative skill considered	Reading, writing, listening, speaking.
Functions	<ul style="list-style-type: none"> • Explore images related to characteristics of people, things, animals, et cetera. • Relate adjectives seen some images • Identify sentences with the grammar for comparing.
Main grammar structure	Type of sentences
Brief description of the plan	The students will amplify their vocabulary of adjectives, using them to compare in sentences well structured.
Hours of the plan implementation	50 minutes
Number of sessions	1 session
Content required for the lesson	Adjectives (Images), text using comparisons, audio.
EEAILE tutor	Rosa María Castillo del Carmen

Start the class with an icebreaker activity called two truths and a lie	5 minutes
Then the teacher explains the theme and what is expect to learn and to do with the next topics and activities.	2 minutes
Make some questions related with the topic.	3 minutes
With some pictures I am going to show the students different adjectives. I will give the explanation while I show the pictures, propitiating the participation of the students asking them what they know about that adjectives.	5 minutes
The students will identify adjectives relating some of them with pictures, they will write the adjectives given in each picture	2 minutes
I will explain the grammar with examples.	5 minutes
Talking activity, the students will talk about persons in some pictures, mentioning their adjectives.	5 minutes
Reading activity, they will read a text that talk about culture and comparisons.	5 minutes
Listening, they will hear an audio and answer some sentences.	3 minutes
Social interaction, in teams they will talk about their adjectives and write comparative sentences about them.	10 minutes
Summary, I am going to ask some question in order to check if they develop knowledge about the topic.	2 minutes
Conclusion and feedback, I am going to give a short explanation about the topic seeing in class and also I am going to say what how they work, what they can improve.	2 minutes
Follow activity, I will present an activity they have to do in their homes.	1 minute

In the lesson plan will be take in consideration the theoretical concepts learned about interculturality in order to develop the four skills in English as writing, listening, speaking and reading.

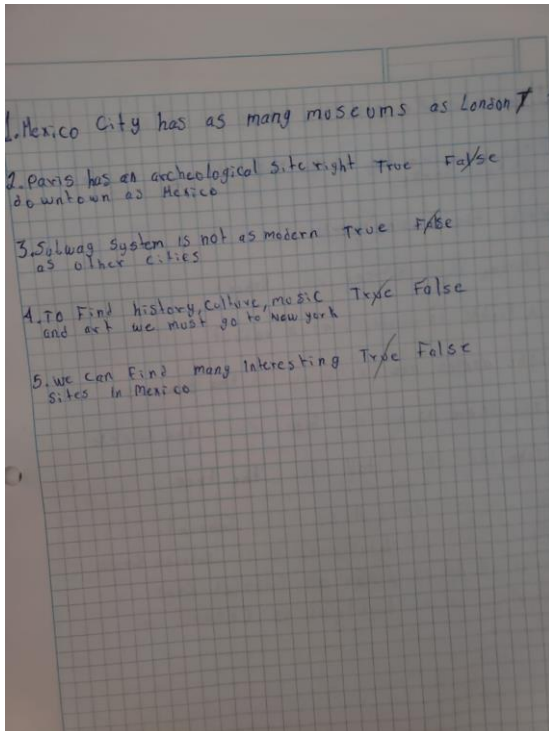
First, I will present the topic and start the class with an icebreaker activity called 2 truths and a lie, here the students have to think about three things about them and tell to all the group. Then I ask if they know or remember something related to the topic or vocabulary, I present some pictures about adjective, after that the students have to relate some adjectives with different images. I explain the grammar focus, we continue with the talking activity, in pairs they have to talk about what they see in some pictures and describe it using adjectives. We read a text that have interculturality context and also grammar about similarities and differences. We continue with the listening activity, then they work in teams writing one adjective about them, making comparisons and finally mentioning their sentences to the group, Then, we do the summary, here I make some questions to catch what they learned. Then we continue with conclusion and feedback where I do a recap about what we saw and make suggestions to improve. And we end with a follow activity they have to do in their homes in order to practice

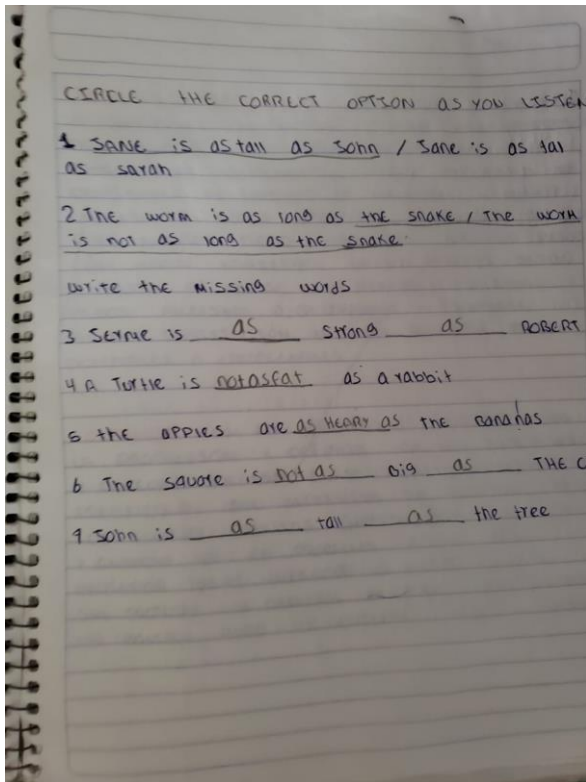
2.2 Designing of necessary tools to assess/test the progress of students

Criteria	Accomplished
Each member writes one characteristic	
Each member participates	
The team write at least 4 senteces	
The sentences are written using the correct grammar	
The teams read the senteces	

CRITERIA	NEEDS IMPROVEMENT (5 points)	STRONG (8 points)	EXCELLENT (10 points)
Purpose	Accomplishes the purpose of the assignment partially. Little or not supporting data or data presented was not relevant or specific.	Accomplishes the assignment in a capable manner. Almost every topic is covered but they are not completely supported in specificity, accuracy, and reference.	Accomplishes the purpose of the assignment completely and in an excellent manner. Every topic is supported by specific and relevant data.
Organization	Lacked sense of unity and order, ineffective transitions, ineffective opening, and closing.	Adequate sense of unity and order, most transitions effective, clear opening and closing.	Exceptional clear sense of unity and order, logical transitions, highly effective opening and closing.
Vocabulary	Uses a limited vocabulary that is below the expected level, some words are unrelated to the topic.	Uses basic vocabulary, some words may be inaccurate or unrelated to the topic.	Uses a variety of relevant and accurate vocabulary related to the topic.
Grammar	Demonstrates lower understanding of English conventions with frequent errors.	Demonstrates an average understanding of English conventions with a low amount of errors.	Demonstrates an excellent understanding of English conventions with limited errors.
Word Count	30-50 Words	51 - 70 Words	71- 90 Words

2.3 Attached evidence of (graphics, photos, images)





2.4 Show evidence of your designed tools to assess your students

The tools were designed thinking about what I expected to achieve with my students, they need and context, so I could say that they were helpful when I was assessing my students, in general the planned activities were the correct ones, maybe I could give more time in some activities but the students were focus, participative, working very well in each of them.

2.5 Recorded class

Link to the video class: <https://youtu.be/asGJH9GJAq4>

Chapter 3: Experience Report

The results of the class given I could say they were good, the students were motivated, they were participating in the whole class, in some moments they could not understand some indications or explanations, the subject was learning but I think it could be improved using may be others tools.

The use of digital tools, make them participate in all the class, videos, apps and so on change the way the students pay attention in a class.

How large a group is, will determinate what activities we can use and the amount of them, in this class I worked with a group with few students, for me it was easier to work this way when I have groups of almost 40 students, I now know I have to do my lesson plans considering all these aspects.

Chapter 4: Conclusions

In conclusion, when we are designing a lesson plan, we need to consider all the things we learned in this specialization, when we are planning a lesson, we need to be methodical I think first what are the expected objectives, analyzing this we can think better how we can develop them, what tools to use and the activities we are going to implement.

Respect to my lesson plan in action (my class) I would say it was first a challenge trying to put all the aspects required including the culture theme, as I am used to design my classes it was a little bit easier to do it.

In the school where I work there are not some tools as projectors and is something that i do not usually use because I do not have one, I know it can help so much when giving a class, so I decided to use it in this recorded class, I had to borrow one from one of my colleagues.

It was a different form to perform my class, I felt how my students interacted the whole class, they were motivated to participate.

Talking about the learning objective, I think it could have better results. As I explained before in the body of this present work, the students of the school where I work present a low level of the target language, but they have improved a lot.

We studied the concepts of testing and assessment, knowing when we have to use each of them, the assessment takes place meanwhile the process happens and the testing happens and the end of a course or topic.

We analyzed relevant concepts and related with culture, how we as teachers have a work to do and besides that, we need to be realistic and immerse in the job that we are doing, we have so many roles in the life of our students, we are a model, we need to be prepared, in constant learning and actualization, looking for real and authentic materials, developing meaningful classes, teaching grammar but also culture.

The students need to receive the tools to process information, with culture they need to compare and have a wide vision about what happens in the world, as traditions, behaviors, values, et cetera. We need to give them the point of view in order they can analyze the information and be part of what happen in other cultures and not only criticizes or to have prejudices only to hear the country where the people is from.

We need to create a space where our students feel security to interact, participate, create and where they feel motivated to work and learn. These opportunities will give us better results when teaching as linguistic, communicative and cultural competences.

It is a fact that we need to develop meaningful classes, so we need to be updated with technology, educational process, culture, knowing how to implement them in class, how to use them the best possible.

The authentic materials are elements that were made with other purpose that is not teach, but we can make use of them and thus make them more valuable in our classes because they give a real context and sense when we are working with them.

The textbooks are a key piece in our teaching and learning process, that is why we need to look for textbooks that are related with what we are teaching and with what we want to develop, that the textbook shows aspects of the culture and communicative competence both the native language and the target language.

Besides all I mentioned before, working this lesson plan was a challenge because I had to develop each skill, thinking in what activities could be related in order to reach culture themes, trying to use the technology and authentic materials.

To try to improve first we need to do a self-examination to look what we have done and what needs to be done.

References

- (1) Renandya, W. Is Krashen right or wrong?. (2022, 19 de febrero). <https://willyrenandya.com/is-krashen-right-or-wrong/>
- (2) Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Cambridge: Harvard University Press, p. 86
- (3) Teaching English/British Council. (s.f.) Communicative approach. (Consultado el 22 de octubre de 2022) <https://www.teachingenglish.org.uk/article/communicative-approach>
- (4) Serva, C. (s. f.) Using an Interactive Reading Model for Instruction. (Consultado el 06 de enero de 2023) <https://study.com/academy/lesson/using-an-interactive-reading-model-for-instruction.html>
- (5) (s. f.) CHAPTER II REVIEW OF RELATED LITERATURE. (Consultado el 09 de enero de 2023) <http://repo.iain-tulungagung.ac.id/4330/3/chapter%20II.pdf>
- (6) Fang, X. (2008). Listening Comprehension in EFL teaching. US-China Foreign Language January, Vol. 6 Issue 1, pp. 21-29.
- (7) McErlain, T. (1999). The Nature of Listening: The need for listening in English for Academic Purposes. Retrieved on April 14, 2010.
- (8) Adopted from McDonough, J. and Shaw, C. (2003). Materials and Methods in ELT: a Teacher's Guide. Malden, MA: Blackwell Publishing.
- (9) Richards, J. C. (2008). The teaching of speaking. Teaching listening and speaking: From theory to practice. New York: Cambridge University Press.
- (10) Richards, J. C. (1990). Conversationally speaking: approaches to the teaching of conversation The language teaching matrix (pp. 67 - 86). Cambridge: Cambridge University Press. p. 75.
- (11) Richards, J. C. (1990). Conversationally speaking: approaches to the teaching of conversation The language teaching matrix (pp. 67 - 86). Cambridge: Cambridge University Press. p. 76.

- (12) Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Pearson, p. 286.
- (13) For a more detailed account, see Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson, pp. 185-186