



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Intercultural Awareness to Learn English as a Second
Language**

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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ASESOR: ROSA MARÍA CASTILLO DEL CARMEN

Ciudad de México a 18 de junio del 2023

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Intercultural Awareness
“Traveling”

FINAL PROJECT

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Intercultural Awareness to Learn English as a Second Language

"Good teaching cannot be reduced to technique; good teaching comes from identity and integrity of the teacher" - Parker J Palmer. The final goal of studying and working is to get a happy life doing what we like to do, a lot of people do not have the opportunity to study and work in something that they are passionate.

My teaching context is the same as the other English teachers in Mexico, there are not good working circumstances. The educational system does not recognize our job. The students' knowledge level and lack of digital resources at the school are a problem, plus the new education system gives a different structure to the teaching experience nowadays. To achieve the teaching goals, English teachers must adapt the activities to the preferences of the main teachers and the facilities, also is important to motivate parents, modify materials, be creative when the technological resources do not work well.

My teaching philosophy is "if you get exposed to make mistakes while learning, speaking and writing English, the most opportunities you get to learn English", so the best way to do it is by practicing and making mistakes. It makes me feel confident about my teaching approach.

In the past I was confident with my identity as a teacher, and my philosophy was getting constructed little by little only by intuition, without much knowledge about English teaching theories, but during and after COVID-19 everything changed. This healthy and social situation changed the game rules, students and teachers are Re-learning how to do it.

Planning is an essential part of teaching, but having a lesson plan in action is the other side of the coin, context and technological issues can make the best planning go out of control. A plan B is always recommended to succeed without frustrations.

The aim is to introduce activities to promote interculturality among students through the teaching of English, so that they would be able to recognize the strengths of other cultures and open their minds to other ways of living. Being aware about How important the learning of English is and how many people from different countries do speak English when doing commercial and social transactions around the world.

Teaching is quite a challenge, especially when it comes to teaching a new language. The social context and technological deficiencies impact this process. Although the objective of English classes is to teach a new language, teachers must work with the motivation of their students. They respond to the classroom activities through their emotions, that is why the messages that teachers send to the receivers must be within a clear context and with a bidirectional communication, giving feedback to the students through the formal or informal assessment.

It is difficult for teachers to take the theory and produce effective assessment tools. Teachers make mistakes and learn from them, but the knowledge will allow teachers to be more assertive when choosing the right assessment tools. Because we can help them to learn what is most important, today's world needs engaged people that can deal with the new age paradigms, people who are prepared to act ethically, to help those in need, and to participate meaningfully in an increasingly diverse society. The educational system must care about people's stability and happiness to improve social conditions and combat social problems that have such an impact on the quality of life of the new generations.

Assessing language is important as the teaching process. To analyze this subject is important to talk about the differences between Summative and Formative assessment, they can be used at the teachers discretion according their students context and abilities, when teachers need to assess students English learning development usually use formative assessing structures, but when teachers must show the students' progress in a more formal way, as a grading card, the summative assessment tools are the most objective ways to do it.

To assess the productive English learning skills, it is important to recognize that there are different approaches to evaluate them. Writing is easier to assess than speaking because students can follow rubrics and instructions, meanwhile speaking assessment is more subjective because the teacher criteria and context impact the results. To succeed in both, students must accomplish with micro and macro-skills of the English language. Also, it is important to be aware of our student's cognitive stage. Adolescents are in a strong emotional and physical process of change and demand more active classes adapted to their changing needs as well as congruent and clear assessments.

CHAPTER 1: Philosophy and theory

1.1 My Professional Perspective: My Teaching context, My Teaching Identity, My Teaching Philosophy.

1.1.1 My Teaching context

I am currently teaching English at an urban public elementary school situated in Jalostotitlán, Jalisco, México. I teach in five groups ranging from fourth to sixth grade, with students who do not have as much exposure to the English language at home as the subject requires; and school time is not enough to learn English fluently with only 3 classes per week. In this educational system, learning English is not as important as other school subjects. My work environment at “Niños Héroes” elementary school is excellent; my co-workers are so nice that I cannot call this a job. It is a pleasure to work there.

Regarding the situation of English teachers in general, it is difficult to achieve our teaching goals due to lack of interest from parents, poor materials or out of context, most English teachers do not have an assigned classroom to teach, moving from one classroom to another, adapting our teaching activities to the preferences of the main teachers and the facilities of each classroom. Some classrooms have projectors, speakers, computers, and others do not. Internet

service is an issue, because we never know if it will work well, instead of using this service we would rather download some activities to project them, but there are some ludic activities that are fun and productive that we cannot use in the classroom. School's principal is looking to improve our conditions to be more productive in our teaching goals.

Most of my students when they start fourth grade do not have the level of English that they are supposed to have. Therefore, it is difficult to go from zero to the expected level due to the lack of opportunities to practice the new language. It is important to help them feel confident to exceed their own expectations and those of their parents.

At the beginning, when the students come to my class, my first goal is to make them understand how global English is and the second is to make them feel safe; emphasizing that everyone can make mistakes while learning English. Then we start from the basic in English language learning combined with plans and programs assigned to their grade.

At the end, when students finish sixth grade it is gratifying to see how well most of my students are doing, how hungry for knowledge they are and how confident they become, when they ask about little things they see or hear out from school such as T-shirts logos, popular English songs, toys information in English, or when they sing songs in English and try to share their knowledge with their classmates, etc.

1.1.2 My Teaching Identity

Motivation is an important key in the process of acquiring a new language, perhaps more than the teaching approaches, what kind of teaching- learning approach motivates my students the most? That is the one that I would like to follow. With my students I promote the fact that it does not matter if you make mistakes while learning, and that mistakes allow students to learn from them and promote the enrichment of their personality.

In my experience, students do not enjoy answering English books that are not designated according to their level and context, then I decided to create my own teaching resources

according to their English level, context, and preferences. In the past I would rather create texts or dialogues by myself, often using authentic examples as a guide. Proposing what my students enjoyed the most and what they feel safe with, I do not like them to do activities that make them feel shy because when people know that they are being watched or that someone is recording what they say, they rarely behave authentically or with normality.

Now I am integrating some English teaching technological resources because the new generations are exposed to different technologies and feel more confident using them. Some of my students who have the possibility of working on applications to learn English are motivated to do it at home and whenever they have doubts, we can make a space to clarify them. But there are students who do not have this opportunity, so I am introducing new tech resources into my class plannings, and all my students can benefit from the English teaching platforms. Modern Communication-based teaching approaches require learning materials that promote student engagement in self-study.

No single method or approach can work for all teachers or all students. We recognize that different students have different preferred learning styles, just as teachers have their preferred teaching style. It is a challenge for me to work more with modern approaches in my context, but I am sure that I will gradually change my teaching techniques, to meet the needs of my new age students.

Most of the time, due to circumstances, as an English teacher, I must combine modern teaching with traditional teaching, being creative and adapting some strategies to my context. For example, when we are introducing a new topic, to retrieve knowledge, instead of asking them to make mind maps or concept maps as a group, I ask them to tell me their thoughts on the topic and I write them on the board, because there is not enough space to arrange the teams in the classroom, nor outside the classroom, because there is a small space to share with the physical education class. Then in pairs, they work to achieve the vocabulary related to the new topic, then the students propose some final projects according to their preferences and abilities,

then the whole class does a survey to choose the final project, but as teacher I am always at front leading the activity, sometimes I cannot walk around the classroom to supervise, and just stay at the front as traditional teaching, there are also classrooms where behavior is not good at all, and traditionally I have to be leading the class regulating their behavior and controlling the pace of the class, to take care of their integrity.

Even if in the past I have encouraged self-engagement from my students, the last 2 school terms have been difficult to achieve, I sometimes wonder if the researchers who created the modern learning approaches did research in real contexts, but of course I discovered that in Mexico we do not have many researchers on teaching-learning processes in our contexts, and even less in the field of learning a second language. In fact, this specialization is a great way to know different ways of teaching and assessing English learning. Most of them are for students that are learning English as a second language, there are only few references about learning English as a foreign language, that is the case of my students, but after the accomplishment of this process I feel better informed to do research about my own teaching practice in my specific context.

At the end, nowadays, teachers in general are not respected as they should, but the English teachers in Mexico are having difficulties even to get paid on time and to get legal benefits that every single worker has, it makes students do not attend classes as motivated as they will if teachers get the proper social respect, it is exhausting to work on family motivation and student behavior when modern curricula and pedagogical criteria are promoting modern pedagogical approaches.

When I started this specialization process, I felt that another obstacle was the number of students per class and the size of the classrooms, they are overcrowded and is difficult to organize the students in any other way than the traditional one. There will be some limitations, but now my attitude is different, even if I cannot make big changes with the context and the resources I have, I can change my attitude, and make small changes that little by little impact

positively on my teaching practice. I am a hard-working teacher that is committed to education, frustrated sometimes with the educational system incoherences, yet decided to give the best of me.

1.1.3 My Teaching Philosophy

Teaching is more than a job, it's a way of life. That is why teachers must take their role as community leaders seriously and create close connections with the parents to get their support, they are the basis of the educational process. It is also important to maintain healthy relationships not only in the classroom but also with co-workers, as well as having passion for the subject I teach and manage the classroom with respect.

My approach to the students is: first help them to be aware about how useful the English language is or would be in their lives, then, to promote the self-confidence toward the English language learning.

My teaching philosophy about education in a general point of view is that "Education is a way to pursuit happiness in life" because the final goal of studying and working is to get a happy life doing what we like to do, many people do not have the opportunity to study and work in something that they are passionate of and feeling that they have a miserable life.

My teaching philosophy about the process of learning English is "if you get exposed and make mistakes while learning, speaking and writing English, the most opportunities you have to learn", so the best way to do it is by practicing. How do the students do that? – teacher must create scenarios where the students are safe, confident, and comfortable (socialize it during learning process). Students must find practicality in their learning processes. What uses are they going to give to what they learn and how it benefits them. How can they improve their lives with the new knowledge. Awareness about learning should be promoted so that in this way the student knows what he is going to learn and how he is going to learn it.

My teaching philosophy on knowledge of English is that “The purpose of learning a new language is to communicate”. Sometimes the educational bureaucracy takes over the learning process just to meet the summative standards, leaving little time to focus on the main goal of making communication process an enjoyable and productive activity.

There are some Communication models that guide teachers to achieve the language teaching, those models had been disputed by different researchers, the one that makes me feel more confident to support my teaching practice are the components of Communicative competence, which I forgot or did not take into account at some point of my teaching practice, complicating my students English learning process. Socializing language is better than focusing only on vocabulary and grammar.

A resource that I like to use is peer teaching, after I give them a class, I allow them teaching their knowledge to their classmates, it can greatly benefit students, but it always must be within an environment of respect and empathy supervised by the teacher. There is a fact that when a person is sharing some knowledge, that person is the one who benefits the most from that learning process, because teaching implies that you must organize your ideas, your knowledge and to be able to transmit them effectively you should have clear and organized ideas.

The process of learning English involves the efforts of researchers, teachers, and students through different streams of learning, teachers are shaping the ways in which students learn. I always take care of any event that can make the student bullied, as I say to my students, who are we to make the others feel uncomfortable, if everyone has personal issues to deal with. Life is not easy, and we never know how hard the people are trying to be present in the classes.

In learning English, students must be exposed to the language in a simple, safe, and enjoyable way, so that, even if they are not aware of this process, they enjoy it, and it will be fruitful in the future. Every day new challenges arise, such as COVID-19 that took everyone by surprise and off base and for the educational sector it was not the difference. It greatly affected

the learning- teaching processes where students and teachers had to learn new strategies, but the problem arises when classes resume and the students are not used to being at school anymore, complicating the students behavioral attitude. The teacher must know, understand and work according to the context of their students. Because it is difficult for a student to learn when they do not have the necessary resources that the teacher requests. Empathy and will are factors that will always benefit teaching.

Leading researchers over time have found more effective ways to teach the English language. It is important for teachers to know those teaching theories, models, and techniques to improve the learning process. Once the teacher goes out of them, creates a difficult learning environment. The objective of learning English is its practical use in daily life. It is nothing more than effective communication, how well do we prepare our students for this process? - that is the English language teacher's challenge.

If the teacher allows the students to get comfortable with their new knowledge, they can easily help their peers in ways that the teachers had not thought of before. Students are also great teachers of life.

1.2 Theories Underlying my Teaching Practice and Identity

The first thing that I realized is that I would like work with the sociocultural perspective of teaching by creating scenarios where students can practice the four components of communicative competence from Canale and Swain's (Activity, 2022):

1. Linguistic competence, through vocabularies, intonation and sounds, grammar, and knowledge of the meanings of words.
2. Sociolinguistic competence, through the appropriate use of the language according to its context.
3. Discursive competence, through comprehension and creation of written texts.

4. Strategic competences, through plans to solve linguistic and communication problems.

The predominant language learning goal is language use, then the development of language competence should be guided and evaluated by the ability to communicate in real scenarios, of course it takes oral and written forms. (Savignon, 2017)

1.2.1 Processes of learning and acquiring a second language

Since the learning processes have been studied and analyzed by different authors, as well as the learning of a second language. It is always more fun to learn accompanied, the theory of the Zone of Proximal Development promotes language acquisition from one level to another accompanied and supported by someone with more knowledge and experience. Good intrinsic motivation together with adequate input will increase the chances of students to be successful in the process of learning English.

Different authors have different views on the same topic. In this case, unlike Behaviorism that views language as habit formation, author Stephen Krashen thinks that language is information processing, and it takes place at the cognitive level. (Nacional, 2022)

Krashen has five hypotheses of the Monitor Model:

1. **The Acquisition/Learning Model:** the first is subconscious and incidental, and the second is conscious and intentional.
2. **Monitor Hypothesis:** students can use what they have learned in the past to test their language production, it is important to allow students to learn from their mistakes.
3. **The Natural Order Hypothesis:** learning a second language brings some problems or confusion if the student does not get the grammar in the correct order.
4. **The Input Hypothesis:** The author mentions that students will learn the language through exposure to comprehensible material, at their level of knowledge and a little beyond.

5. Affective Filter Hypothesis: language learning is a complicated process that requires time, exposure, and practice. Factors such as motivation, anxiety, attitude, and confidence will impact and influence the students' view of language learning.

It is relevant that language teachers acquire knowledge about pedagogy, to properly identify and manage different emotional situations in the classroom that will have a positive or negative impact on the students' learning process.

Appropriate input provides students with the different types of knowledge necessary for language learning: phonology, grammar, vocabulary, language use, as well as reading that is another important source of information. Good readers, who have developed a solid understanding, are also successful writers and speakers (EEAILE, 2022).

1.2.2 Language Teaching Methodologies and Approaches

It is beneficial for teachers to have knowledge of different language learning techniques, teaching methods and approaches, so that they can be effective in their instructional methods, adapting them according to the context of the student.

There are traditional methods, such as the grammar-Translation method, the direct Method, and the Audiolingual method, which are still in use but reinforced by modern methods and approaches.

The communicative approach is the basis for other approaches such as the learning-centered classroom because the best learning experiences are interactive. These hands-on lessons allow students to move around and use multiple senses. It is obvious that the communicative approach and the others related to it, are the most effective to succeed in the field of language teaching.

Richard (Beggar, 2002) argues that the Communicative approach and the Task Based approach have the shared goal of achieving communication output, although they take different routes. In this approach learners are required to employ cognitive process: choosing, classifying,

ordering, reasoning, assessing the language knowledge and transforming information from one form of representation to another to achieve the outcome of the task (Rhalmi, 2018)

But Kolb's model of Experiential Learning is different from previous approaches although it has some foundations of a communicative approach. Kolb says that knowledge is created through the transformation of experience" (Saul Mcleod, 2023). It is more a compilation of different models and approaches, allowing it to be used at different stages of the teaching process.

1.2.3 What to teach when you teach "English Language"

It is known that when learning English students have different strengths and weaknesses according to their strongest learning styles, they learn in different ways, then to fairly assess each student, regardless of how they demonstrate their knowledge, teachers must provide the opportunity to demonstrate their skills in different ways. They need feedback to learn from their mistakes, there are diverse assessment tools that support teachers to evaluate how successful a lesson was or if it needed to have modifications, then teachers can improve their teaching planning programs to boost their students English learning process.

When teaching any subject, Planning is necessary, but prior planning, the first step to consider is the students' context, their previous knowledge, and the teaching resources. Also, learning how literate they are or not in their L1, may provide a better understanding of their educational needs and ways to support them.

When planning one of my favorite strategies is through the Whole Learning Approach CALLA (Cognitive Academic Language Learning Approach) It works well when teaching primary students with a low L2 level and that feel unsecure about their language skills, these strategies let us guide the language learning process step by step allowing students to be confident about their new knowledge.

Integrating technology into the classroom is important because the new generations are digital natives. Sometimes, the change is as simple as adding a computer to the classroom, and planning lessons projecting stories, vocabulary, songs, games, etc. Other times it requires teachers to literally flip their entire lesson plan into a hi-tech project. But there are some limitations, such as when the internet signal is not good enough, when there is only one computer, when the teacher must invest a lot of the class time making the equipment input, etc. Teachers must be creative when using technology to teach.

1.2.4 Integrated Skills and compensatory strategies

An integrated skills classroom where different ways of teaching are combined and English teaching becomes into a meaningful and innovative subject, is a dynamic learner-centered environment encouraged through communicative, meaningful, restricted, and expressive exercises with different interactive techniques such; student to student, teacher to student, Teacher-led and creative completions.

Teachers should look for innovative ways to help students feel confident while learning English, as they will have an impact on the future student's communicative confidence and will also leave strong resources for successful socialization in the new language.

Communication strategies can be understood as compensatory strategies, they help language learners to deal with communication problems when they have not mastered the new language. They can be achievement strategies where the students attempt to overcome competence gaps through gap work, according to Faerch and Kasper (S. Kendall, 2005) there are six achievement strategies, including “code switching”, “interlingual transfer”, “inter/intralingual transfer”, “Interlanguage based strategies” (generalization, paraphrase, word coinage, and restructuring), “cooperative strategies”, and “non-linguistic strategies” and reduction strategies which include “topic avoidance”, “message abandonment”, and “meaning replacement (S. Kendall, 2005)

1.2.5 Intercultural Communicative Competence

When learning English, linguistic, and communicative competencies must be encouraged. Nowadays globalization and migratory movements have highlighted the need to integrate interculturality in the language curriculum.

It is necessary to distinguish between Intercultural Competence and Intercultural Communicative Competence. According to (Byram, 1997) the first refers to people's "ability to interact in their own language with the people from another country and culture," while Intercultural Communicative Competence considers language teaching and focuses on "the ability to interact with people from another country and culture in a foreign language.

Both are important, but as language teachers we must encourage the second to promote the practice of the new language acquired with manners appropriate to the culture of the native speakers. Students will have confidence to interact with them and improve their English knowledge. Teachers will deal with some barriers when trying to promote interculturality in the classroom because there are some social attitudes that could restrict to handle interculturality successfully as; ethnocentrism, stereotypes, economic strata, etc. it is a challenge for English teachers to succeed in this competence.

To promote interculturality, the teacher's exposure to the target culture is important, because they already have experience making mistakes and exploring different adventures with new people, but they must be careful not to judge or stereotype during this process because the perception of the students could be damaged. Teachers must always treat cultural issues with respect, empathy, and a joyful attitude to positively impact students, but teachers must also be realistic to not create false expectations.

Sources to promote interculturality are authentic texts, including audio recordings and a variety of written documents and visuals such as maps, photographs, diagrams, and cartoons. The activities involve understanding, discussing, and writing in the target language. The selection of materials is always critical. Authentic materials should be presented in their context

or ensure that the textbook does this. It is important to use authentic material but to ensure that learners understand its context and intention. Materials from different origins with different perspectives should be used together to enable learners to compare and to analyze the materials critically. It is more important that learners acquire skills of analysis than information (Michael BYRAM, 2002).

In Mexican schools' teachers must get their own realia resources and create activities that encourage the respectful knowledge of a new culture, You Tube is a great platform that allows teachers to choose from different information, context, English level videos and from there create worksheets, puzzles, etc., using the support of other platforms. There are English teaching learning platforms like Cambridge or British Council that already have developed different topics with diverse activities that can support the class planning.

1.2.6 Assessment Tools

Meanwhile traditional assessment is usually called formal. It is a schematic and purely quantitative evaluation. This assessment includes standardized tests, teacher-created tests, and exams, quizzes, etc. This type of evaluation seeks to quantify the learning of the students numerically. This traditional evaluation is much more normative and provides uniformity when evaluating. Traditional assessments tend to be more objective and reliable. They usually are objective and identify a student's strengths and weaknesses related to specific knowledge and skills (mmaldonado43, 2021)

The assessment tools must be created according to the level of the students and the concepts taught in class, they must be an easy-going task with answers and scoring results easy to understand, and among others, they must have:

- **Content and Construct validity:** evaluates how well an instrument (like a test) covers all relevant parts of the construct it aims to measure and evaluates how well a test measures what it is intended to measure (Nikolopoulou, 2022)
- **Face validity:** is when an assessment or test appears to do what it claims to do. Does the content of the test appear to be suitable for its aims? (Nikolopoulou, 2022)
- **Administrability:** means that the test should be administered uniformly to all students so that the scores obtained will not vary due to factors other than differences in the students' knowledge and skills. There should be a clear provision for instruction for the students, proctors and even the one who will check the test or the test scorer (Campus, 2021)
- **Objectivity:** it affects both validity and reliability (trust-worthy) of test scores. Refers to the degree to which equally competent scores obtain the same results. In other words, Objectivity of scoring means same person or different persons scoring the test at any time arrives at the same result without may chance error (Choundhury)
- **Scorability:** it means that the test should be easy to score, directions for scoring should be clearly in the instruction. Provide the students with an answer sheet and the answer key for the one who will check the test (Campus, 2021)

CHAPTER 2: Methodology and Practice

2.1 A Practical and Useful Lesson Plan

In the process of the Specialization in Teaching and Learning English as a Foreign Language my educative intervention proposal is “Intercultural Awareness to Learn English as a Second Language.

The lesson plan (appendix 1) topic is about traveling, it comes from the Study Plan and Programs 2017 “Aprendizajes Clave from SEP (Secretaria de Educación Pública)” and from PRONI (Programa Nacional de Inglés) syllabus, The social language practice is “to read a short travel story to discover natural aspects and cultural expressions”. The topic justification is to recognize cultural differences, empathize with children of different backgrounds, and exploring the basics of traveling, in the same way that the social language practice is in the syllabus, the learning outcomes are there, such as :

- To explore short travel stories.
- Distinguishes differences between Mexico and other countries.
- Write sentences with descriptions and comparisons.

My teaching context is a public Primary School called Niños Heroes in the morning shift, it is an urban School located in Jalostotitlan, Jalisco, Mexico, and my students are sixth graders at A1 English level with only three English classes per week and with low exposure to English outside the school.

The **Lesson 1** is the one that was recorded, where empathy towards people from other countries was promoted, this lesson is divided into 4 stages:

- The first one is the **warm-up**, where teacher explained what this unit topic is about,
- Then comes the **introduction**, where the teacher made questions in L1 about the unit topic and students shared their knowledge and experiences about traveling in L1 , then

teacher asked students about their own trips and which is their favorite one, then students in L1 shared their experiences with their peers,

- In the **development** stage students did a group matching activity to recognize important vocabulary before watching the video, then after it, students watched the video, and,
- Finally, in the **wrap-up** students copied, analyzed, and read the questions out loud, then they were able to do peer assessment.

Although the lesson that was recorded was lesson 1, the complete project consists of 6 lessons which will be briefly mentioned. **Lesson 2** is about the vocabulary that will be used in this unit, relevant vocabulary that students wrote down, then they watched a video with more vocabulary with references and pictures, at the end they repeated the vocabulary from the video. In **Lesson 3** about touristic places, students answered a warm-up activity by matching the vocabulary to the images before watching the video, then they watched the video of the spy cat that goes around the world, visiting touristic places looking for a villain. To conclude with an activity to recognize some touristic places. In **Lesson 4** the main activity was listening to the song "one small world" it talks about people who live near tourist places around the world, then students had a questionnaire where they completed the information according to the song and at the end the students discovered different ways to say hello! In **Lesson 5** a video was presented where students learned about countries, their languages and the nationalities of the people who inhabit those countries, and presented their flags, as well. This is to recognize and value the differences we have with people from other places. In this lesson, the students created a chart where they located some of the languages and how many countries from the video speak that language. After learning about different tourist places in the world in **Lesson 6**, to do the final project students analyzed the structure of a postcard, learned some tips, and answered a matching activity to recognize how to write sentences before making their own postcard, then they chose and investigated which places are important tourist attractions that they would like to go to, then, finally they made their postcards imagining that they had gone to those places writing allusive phrases and creating their postcards.

Learning basic skills in lesson 1. This was a holistic activity where the students were able to use the English language learning skills which are reading, listening, speaking, writing and they practice intercultural awareness, too. In some of the stages of lesson 1, writing and reading were combined and in others listening with speaking.

In reading, for example practicing important vocabulary before watching the video by doing a matching activity, on the other hand after watching the video, students read the questions on the Quiz. Then there were two reading moments in the lesson.

To practice listening, students watched and listened to a video about two friends from different countries and then shared their opinions and listened to their peers' opinions about the information in the video.

At the time to practice writing, students wrote the correct vocabulary words under the pictures in the matching activity before watching the video, and after watching the video students completed the quiz by writing the correct answer.

To practice speaking before answering the questions on the video, students shared their opinions or possible answers in L2 with their partners to answer the questions with the correct word in each sentence.

2.2. Designing of Necessary Tools to Assess the Progress of Students

There is a difference between assessing and testing, the last one is a well-structured to score tool, and it is a formal way of assessing; the first one, are all the ways of evaluation, formal or informal. Test is included in assessing, but not likewise.

To assess English language learning there are different approaches and tools, Summative and Formative assessment are 2 of them, in the summative assessment the principal aim is to grade the knowledge acquired with low or null feedback, it is more formal and used in the educative system. In the formative assessment the evaluation happens mostly while ongoing

classes with a lot of feedback from teachers or peers, it could be individual or group assessment, in other words, a relaxing way of being assessed, but because it is informal teachers must have a well-structured system with assessing tools that students recognize and are comfortable with.

Summative assessment shows how much someone has learned, it evaluates the level of knowledge, usually it is used at the end of a project or a process, to grade the academic level at the end of the school year, or at the beginning to know their current knowledge level before planning classes. Summative assessment is formal, for scoring, it is norm-based and used with standardized evaluations. The feedback is more general than the formative assessment, it is given by rubrics with general concepts, it does not give personalized feedback.

Formative assessment tells how someone is learning, it monitors learning progress, usually in ongoing classes, they are great when used on a regular basis, because students can easily understand the activity results. It is flexible and perfect for keeping students engaged. Tracking formative assessment can be done by grades (stressful and too common), by observation making fast notes, and by student data with non-graded information.

Both summative and formative assessments are two sides of the same coin and are necessary to assess student progress, even if teachers prefer one over the other.

Assessment Description in lesson 1, To assess the students learning process in lesson 1, **formative assessment** was mainly used because it was the first class and the unit topic was introduced to students, then previous knowledge was recovered in L1. After that vocabulary knowledge was assessed during the matching activity, using the traditional assessment with a **multiple-choice approach**, where students matched the words to the pictures before watching the video. A peer assessment was carried out where the students recognized how much vocabulary they already knew.

There was another moment where students were assessed with a **traditional evaluation** through a **cloze test**, after watching the video where the students wrote and analyzed the

questions and were able to answer them, at the end there was a peer assessment where they analyzed if their answers were correct and evaluated their language comprehension.

As an important part of the evaluation of the unit we have **the final project** of lesson 6 where the learning of the entire unit was evaluated by making two postcards, where in the first part the students analyzed tips and structure to make a postcard, then in the preparation moment they got ready to write sentences doing a matching activity and when they were ready with the material they had previously chosen, they began to make their postcards using English learning **micro** and **macro skills** to create them. A postcard was done! and finally to evaluate this project the **task-based approach** was used, where the processes and the learning outcomes are more relevant than grammatical and lexical accuracy.

2.3. Attached Evidence of (photos, Images)

To assess the activities, the teacher will do observation and will register notebook notes and activities. The final project will be assessed with the highest note just to do it, to let students feel free of stress and promote creativity and responsibility. The interculturality attitude will be evaluated in a group, trying to promote empathy awareness between peers and people from other cultures.

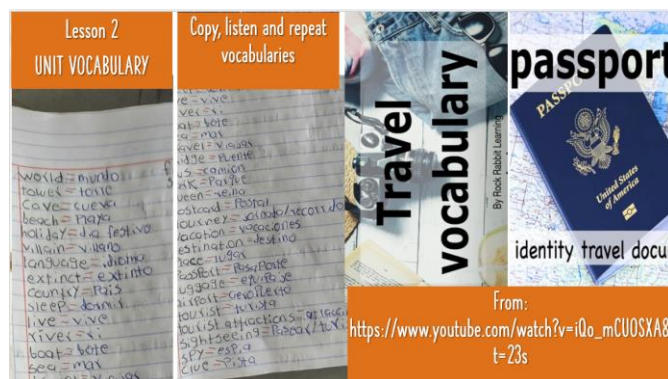
To assess the planning activities, the teacher will combine different forms of evaluating students' progress:

In the first lesson a **pre-listening** activity such as the unit topic is presented to the students to make it meaningful for them, also **schemata activation** was done to recover information from the students through questions following **CALLA's** strategies. Reinforced by **bottom-up** writing activities in **appendix 1.6** (such as the matching activity that allows students recognize some vocabulary that they will be listening in the class, in this case the matching activity is not to assess knowledge, but to recover previous knowledge) including **intercultural**

awareness with a video about primary students' life that allows to have a reading **cloze test** where students can watch the video for specific information, choose and fill-out the correct missing words in each sentence in **appendix 1.7**.



In lesson 2, supporting vocabulary in **appendix 1.1** for the topic is presented through a **controlled writing** activity as copying the vocabulary and students will watch and listen to a vocabulary video to promote **word listening and writing recognition**. To assess this activity, the teacher will pause the video and ask students to pronounce the words to **assess speaking**, but students will do a **self-assessment** when teacher turns on the video.



In lesson 3, the teacher promotes the activation of **prior knowledge** through vocabulary matching in **appendix 1.2** to make a **pre-listening** activity where students are exposed to a **top-down** listening activity. Students will be **Listening** for specific words about traveling, a listening

assessment activity in **appendix 1.3** to **assess listening comprehension** where students can listen for specific information in a **matching assessing** activity. At the end of the lesson students will share their preferences based on the video information through a **semi-controlled** speaking activity to **assess** their speaking improvement.



In lesson 4, the teacher promotes the activation of **prior knowledge** through vocabulary matching to make a **pre-listening** activity. Then students will listen to a song getting exposed to a **top-down** listening activity where they will **listen for a gist** through a reading **cloze test** where students can watch the video for specific information, choose and **fill-out** the correct missing words in each sentence in **appendix 1.4** to **assess listening comprehension**, after that the teacher will guide students through **schemata activation** in **appendix 1.5** to recognize their background knowledge about languages to end with a matching **writing** activity to informally **assess their intercultural knowledge**.

From: <https://learnenglishkids.britishcouncil.org/listen-watch/songs/one-small-world>

Lesson 4
AROUND THE WORLD

Natasha lives in Moscow past the **Kremlin** in the winter rain.

Choosing the correct answer

- Sam works on the banks of the Hudson **lake**.
- Jean Paul lives in a house near the Eiffel **Tower**.
- Yem lives in the village Phnom **Penh**.
- Sarah likes to listen to the chimes of Big **Bell**.
- People live in North America, in **Bogota**.
- People live in Africa, in **Canberra**.
- Natasha walks past the **Kremlin** in the winter rain.
- Haji lives in the mountains of the **Pharos**.

Recognizing languages

	Mandarin Chinese	Russian	Hindi
languages			
bonjour			
Hola!			
Hi back!			
Privet!			
English			
Mandarin Chinese			
Russian			
Hindi			

In lesson 5, the teacher will help students to develop **interculturality** by the knowledge of different places and their cultures, then they will watch and listen to a song to practice **true listening** and recognize differences between countries. Then they will watch a video to promote **true listening** and the acquisition of knowledge about places, languages, and people, then students will do a **semi-controlled** speaking activity and an imitative writing activity where the teacher will model first their writing project. Then the teacher will assess students' listening comprehension and speaking production with **open-ended questions**. At the end with a **free speaking technique** activity students will share their descriptions.

COUNTRIES
LANGUAGES
PEOPLE

Lesson 5
PEOPLE AROUND THE WORLD

Country: Germany
Language: German

From: <https://www.youtube.com/watch?v=c1-PPTAQiZU>
People: Germans
He is German.

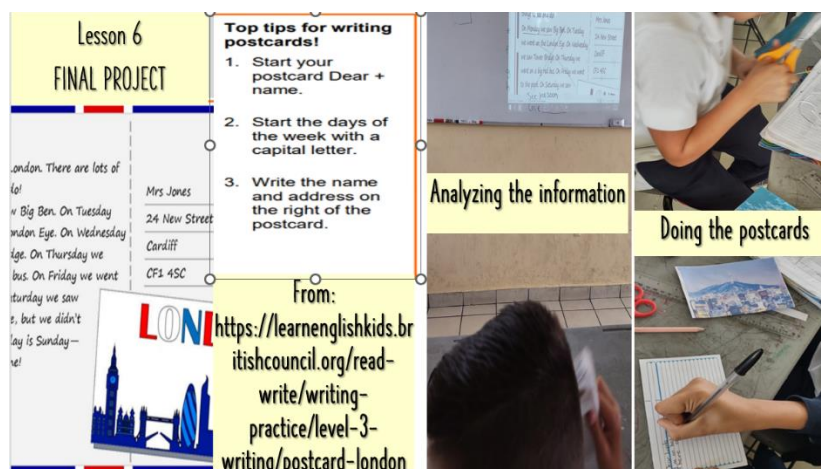
Languages activity after watching the video

South Africans
He is South African.

Recognizing touristic places

France
Mexico
England, South Africa
Brazil

Finally in the lesson 6, students will review **aspects of word knowledge** to support the development of the next activity in **appendix 1.8**, then students will make a guided reading where they will do **skimming** and then **scanning** for specific information in **appendix 1.9**, to recognize the parts of a postcard and to **assess for reading comprehension** about their post card structure knowledge before creating the final project. Then students will be assessed by the competition of the next matching activity in **appendix 1.10** to **assess their reading comprehension**, at the end they will create 2 different postcards using the **imitative type of writing** using **micro and macro** writing skills, by **decoding** and **selecting** the appropriate vocabulary and syntax. Students will get a **summative assessment score** of their final **project** according to the next **writing rubric** in **appendix 1.12**.



2.4. Evidence of the assessing tools

The evidence is in the lesson plan in appendix 1 with the activities to be done included from appendix 1.2 to appendix 1.11, also there is a writing rubric in appendix 1.12 to assess the final project. The evidence of the classes and the activities that students made in the whole unit are from appendix 1.14 to appendix 1.24. The specific evidence from the class that was recorded is from appendix 1.14 to appendix 1.17. The image in appendix 1.14 is about the vocabulary activity carried out before watching the video of the two boys, the image in appendix 1.15 is when the students were watching the two boys video, the image in appendix 1.16 is with the

questions about the two boys video after students copied, read and answered the questions and the whole class made a quick review reading aloud the questions and giving the answers, and the image 1.17 is from a student notebook notes of the activity, with the conclusion of the place where he would like to visit.

It was planned that some activities would be interactive on the British Council platform, since the internet was a problem, it was not possible, so plan B was to save the videos and images on a USB, then project the videos and the evaluation activities without signal from Internet.

2.5. Video

To work in the video edition, I used the Movavi video Editor. This is the URL of the video class recorded from lesson 1: <https://youtu.be/g1U2Bth5Q0o> it is in appendix 1.13 too.

CHAPTER 3: Experience Report

3.1. Possible Solutions to Problems

Some of the challenges that I found while teaching this whole unit was that the use of technology in my school was complicated, because the internet service is not very good and the technological equipment is not well maintained, I had to look for different ways of doing some activities. The other challenge was guiding the students to act naturally when the class was being recorded because they were so shy that didn't participate as they usually do. Another challenge was that some students do not have the commitment or responsibility to bring the material needed for class and this delays the unit learning processes.

I have learned that it is always good to have a plan B for lesson activities, mainly when using technology. Also, if in my context the use of technologies is complicated, I can always adapt simple technological activities in the lesson. And that students can understand more instructions in English than I expected.

Problems that may arise while carrying out the activities could be easy to solve or time-consuming situations, that is why is important to have a Plan B to help teachers and students to keep the class rhythm, just in case that something gets complicated, some of the problem could be:

- The internet connectivity, a solution will be to download the online activities to a USB, then the teacher can still project the activities, songs, and videos.
- The time consumed in specific activities that could not allow students to finish the lesson activities, possible solutions depending on the complexity of the activity could be to assign as a homework activity or do it the next class.
- The sound system could be a problem, a possible solution is to have a second sound system.
- The projector could be a problem if it does not work, since the projectors are fixed to the ceiling and I cannot change them, a possible solution could be to move to the library.
- Another problem is that students are not remembering the vocabulary, in this case a solution could be to use gaming activities previously used, and students feel comfortable with, as charades, tic-tac-toe including some dictation competences.
- The final Project sometimes is confusing for students, a solution could be to show clear instructions in L1, then they can focus only on the writing production. Another solution could be to bring some post cards printings that can circulate around the classroom, and students can have more models to follow.
- Usually, students' participation is not a problem, but if in case they are feeling shy, a solution could be to get support from the most advanced students in the classroom.

3.2. Optional Activities (Plan B)

- Download the online activities to a USB.
- Dictation of vocabulary or tests are in appendices 1.3,1.4, 1.5, 1.6, 1.7, 1.9, 1.10 and 1.18
 - place
 - passport
 - luggage
 - airport
 - tourist
 - tourist attractions
 - sightseeing
 - spy
 - clue
 - find
 - snow
- Vocabulary Games: tic-tac-toe, charades
- Peer assessment instead of general assessment

3.3. Lesson Plan in Action Results

Students learned through a process called cultural awareness that, according to Kramsh, facilitates the acquisition of a second language to connect with people from another country and to respect them. There must be respect for the ways of thinking and the values of different countries that may be very different from ours, but that does not mean that they are less important than our values and our ways of thinking.

The entire unit was taught following the task-based approach in which English is learned using authentic material and language use is focused on the topic of the unit that is meaningful

to the students and it helps them to remember and express themselves comfortably, this way of teaching is a branch of the communicative approach to teach English because students go through a process that guides them to a final project and where all the activities are at their English language level and that they feel comfortable with them. The main objective is natural communication.

The use of new and old vocabulary was important to teach the topic of this unit because vocabulary is one of the strongest contributions of any language to the understanding of it, helping to assess the knowledge acquired by our students, as well.

Another support when teaching this unit was the use of technology because education around the world has had to adapt to this phenomenon. We have social networks that allow us to communicate with people from any country and are an excuse to put the new learning of a language into practice, they become a support for teachers and students when outside the school there is not much exposure to the language that is being learning.

The recorded lesson plan worked well because students were enjoying the activities participating in all of them, it was the first lesson in the lesson plan, in this class we introduced the unit topic and recovered the previous knowledge about traveling, it also promoted empathy towards children from another countries. At the end students mentioned that they would like to meet people from other countries because it can be interesting.

CHAPTER 4: Conclusions

In Mexico, in most of the public schools as in my school context, students are not at the required level at any subject, teachers are struggling to boost their academic abilities with partial positive results colloquially stated, “two steps forward and one step backward”. It changes the way we teach, evaluate, and give feedback. The teachers are Re-learning the teaching process using different techniques with students that are more exposed to technologies. Students’ progress makes me be hard-working teacher that is committed to education, frustrated

sometimes with the educational system incoherences, yet decided to give the best of me. This specialization program helped me to feel more confident and decided to make a difference about teaching English in public schools.

EFL classes have a huge disadvantage compared to ESL classes, the affordable input to these students is deficient and sometimes does not exist, the Mexican Educational system does not provide any material to work with, the only thing is the syllabus, but it seems like it is made just to meet with the program, but it is not adequate for our student's context.

The safety of the students is important, so after speaking with the director of the Niños Héroes school, we agreed that I can record my class only if the identity of the students is not compromised, there are public regulations that do not allow anyone to publish images of our students without prior parental consent, so to avoid my students' faces not being seen in my class, the video was recorded from the back of the classroom, only a few cases could move with their face masks, when they were participating in the whiteboard activities and I also asked them to cover eir faces when they were doing peer activities. The students were kind enough to do this to help me show my class.

After the completion of the 6 lessons plan about traveling with 6th grade students, I can conclude that:

- We always should have a plan B, and optional activities according to the unit topic, in this case we had problems with the internet connectivity and with the old computers, in one single class we should bring 3 different computers, meanwhile we made a dictation practice.
- There were a couple of activities that were supposed to be done on the British Council web site (Learn English Kids, n.d.), but due to internet connectivity we change them, and students practiced listening using my cell phone with my personal data.
- Different student's English level was time consuming in some of the activities because they took some extra time, the solution was to simplify some other activities.

- When a student made a mistake, the teacher repeated the video, in that way students can review their answers doing a self-assessment.
- Students were so participative raising their hands to talk about their trips and their favorite trip. They were surprised about the Syrian boy trip to Germany where he walked up and down through the mountains and travelled in a boat where he saw polar bears.

Talking about the recorded lesson plan, it worked well because I was already prepared to work without internet connectivity, with the downloaded videos and brought my own computer to avoid any problem with the school computers. Students were enjoying the activities participating in all of them, it was the first lesson in the lesson plan, in this class we introduced the unit topic and recovered the previous knowledge about traveling, it also promoted empathy towards children from another countries.

The areas of opportunity are interesting, before I did not take the opportunity to plan classes using activities from web sites as British Council (Learn English Kids, n.d.) because they are complicated to carry out in my context with the school resources, but it was amazing to discover that I can adapt them to my possibilities and my students really enjoyed them. There is a lot to learn by the practice, but I am sure that there will be a difference from now and ahead in my teaching practice.

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful” - Albert Schweitzer.

“I love teaching”





APPENDIX 1













PROGRAMA NACIONAL DE INGLÉS
Secretaría de Educación Jalisco
LESSON PLAN



2022-2023

TEACHER: Sanjuanita Padilla Alvarez		MONTH: April	SCHOOL: Niños Héroes	CCT: 14DPR0451C
5th Grade		SOCIAL LANGUAGE PRACTICE: Read a short travel story to discover natural aspects and cultural expressions.		
LEARNING OUTCOMES:				
<ul style="list-style-type: none"> • Explore short travel stories. • Does a guided reading. • Distinguishes and expresses similar and different natural aspects and cultural expressions between Mexico and other countries. • Write sentences with descriptions and comparisons. 				
ASSESSMENT INSTRUMENT: final project (2 postcards), classroom matching activities.				
Didactic sequence				Material
Lesson	1	Warm up: T. presents topic “traveling”.		APPENDICES 6 and 7 Brithish Council videos
				
X	X	X	X	
Class Goals		Introduction: T. asks students if they have traveled in our country? – and if they have traveled to another country? - Where? - T. asks Ss. to comment in L1 about their trips and if they know people from different countries.		
Unit topic introduction		Development: T. asks Ss to do the matching activity in APPENDIX 6 previous watching the video. T. promotes respect and empathy to people around the world by showing the video: https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/two-boys-syria-germany		
		Wrap up: T. asks Ss. to copy and answer activity in APPENDIX 7.		

Lesson		2	<p>Warm up: T. presents vocabulary from: APPENDIX 1</p> <p>Introduction: T. asks Ss to look at the vocabulary to recognize words from APPENDIX 1</p> <p>Development: T. allows Ss. to copy the vocabularies from APPENDIX 1</p> <p>Wrap up: T. presents traveling vocabulary from: https://www.youtube.com/watch?v=iQo_mCUOSXA</p> <p>In a second time the teacher will pause the video and ask students to pronounce the words.</p>	<p>APPENDIX 1</p> <p>You Tube video</p>	<ul style="list-style-type: none"> • Notebook • Pencil • Pen • board • Markers • Projector • Speakers
   		<p>X</p> <p>X</p> <p>X</p>	<p>Class Goals</p> <p>Introduce unit vocabulary</p>		
Lesson		3	<p>Warm up: T. introduces a matching activity in APPENDIX 2 and Ss. Answer on the board.</p> <p>Introduction: watch the video: https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/spycat</p> <p>Development: T. asks Ss. Which place from the video do they like the most? And asks to share them.</p> <p>Wrap up: T. asks Ss. to Copy and match activity in APPENDIX 3</p>	<p>APPENDICES 2 and 3</p> <p>Brithish Council videos</p>	<ul style="list-style-type: none"> • Notebook • Pencil • Pen • board • Markers • Projector • Speakers
   		<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>Class Goals</p> <p>Introduce famous places to know</p>		
Lesson		4	<p>Warm up: T. introduces a matching activity from https://learnenglishkids.britishcouncil.org/listen-watch/songs/one-small-world and Ss. Answer on the board supported by the computer.</p> <p>Introduction: listen to the song one small world https://learnenglishkids.britishcouncil.org/listen-watch/songs/one-small-world</p> <p>Development: T. guides Ss. To analyze and correct the information on APPENDIX 4.</p>	<p>Brithish Council videos</p> <p>APPENDICES 4 and 5</p>	<ul style="list-style-type: none"> • Notebook • Pencil • Pen • board • Markers • Projector • speakers
   		<p>X</p> <p>X</p> <p>X</p>	<p>Class Goals</p> <p>Recognize places and languages around the world</p>		

		Wrap up: T. guides Ss. To recognize and match the languages in APPENDIX 5.				
Lesson 5		Warm up: repeat the song from: https://learnenglishkids.britishcouncil.org/listen-watch/songs/one-small-world	- British council song - You tube video Homework: Ask Ss to bring 2 images from a magazine; 1 from Mexico and 1 from a place out of Mexico that they like.	<ul style="list-style-type: none"> • Notebook • Pencil • Pen • board • Markers • Projector • speakers 		
						
X					X	X
Class Goals		Introduction: show Ss the video about languages, places and people https://www.youtube.com/watch?v=c1-PPTAQiZU				
Recognize people from different places						
		Development: ask students - How many countries speak English...Spanish...Portuguese? - and describe people from 5 different nationalities writing down in their notebooks.				
		Wrap up: ask Ss. To share their descriptions to 2 different classmates.				
Lesson 6		Warm up: review unit vocabulary answering activity in APPENDIX 8		<ul style="list-style-type: none"> • Notebook • Pencil • Pen • board • Markers • Projector 		
						
X	X				X	
Class Goals		Introduction: make a guided reading of the postcard in APPENDIX 9 and in: https://learnenglishkids.britishcouncil.org/read-write/writing-practice/level-3-writing/postcard-london				
Create the unit project						
		Development: allow Ss. to answer activity in APPENDIX 10				
		Wrap up: ask Ss. to make 2 different postcards guided by APPENDICES 10 and 11				













APPENDIX 1.1 (lesson plan activity)

Traveling vocabulary (vocabulario de viaje)		
world = mundo tower = torre cave = cueva beach = playa holiday = día festivo villain = villano language = idioma extinct = extinto country = país sleep = dormir live = vive river = río	boat = bote sea = mar travel = viajar bridge = puente bus = camión park = parque queen = reina Postcard = postal Journey = jornada/recorrido Vacation = vacaciones destination = destino	place = lugar passport = pasaporte luggage = equipaje airport = aeropuerto tourist = turista tourist attractions = atracciones turísticas sightseeing = pasear/turistear spy = espía clue = pista find = encontrar snow = nieve

APPENDIX 1.2 (lesson plan activity)

1. Match them up!

Draw a line to match the picture and the word.

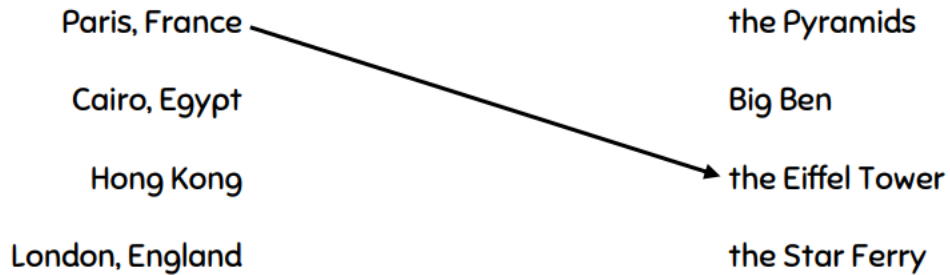
					
					
rat	computer	world	Eiffel Tower	Pyramids	Big Ben
cave	beach	cat	holiday	virus	villain

Note: An arrow in the image points from the computer monitor picture to the word 'computer' in the bottom row.

APPENDIX 1.3 (lesson plan Assessment)

2. Match them up!

Watch the story. Match the places and what Spycat visits.



www.britishcouncil.org/learnenglishkids

APPENDIX 1.4 (lesson plan Assessment)

Listen to the song. Find the mistake, underline it and write the correct word.

- a. Sam works on the banks of the Hudson lake. river
- b. Jean Paul lives in a house near the Eiffel Tower. _____
- c. Yem lives in the village Phnom Penh. _____
- d. Sarah likes to listen to the chimes of Big Bill. _____
- e. People live in North America, in Bogota. _____
- f. People live in Africa, in Canberra. _____
- g. Natasha walks past the Kremlin in the winter rain. _____
- h. Haji lives in the mountains of the Pharaohs. _____

APPENDIX 1.5 (lesson plan Assessment)

1. Match them up!

Do you know how to say 'hello' in different languages? Draw a line to match the word and the language.



Spanish	English	Mandarin Chinese	Russian	Hindi

Note: An arrow points from the 'Hello!' speech bubble to the 'English' label in the second row.

APPENDIX 1.6 (lesson plan Assessment)

1. What's the word?

Write the word under the pictures.



friends	school	sleep	rocks
mountain	boat	sea	polar bear
	friends		

APPENDIX 1.7 (lesson plan Assessment)

2. Choose the answer!



Watch the video. Circle the correct answer.

- a. Nawwar and Alec are _____ years old. **six / seven / eight**
- b. They live in _____. **Turkey / Greece / Germany**
- c. Nawwar travelled from _____. **Syria / Germany / Berlin**
- d. He went up and down _____. **mountains / seas / rocks**
- e. He travelled in a _____. **plane / car / boat**
- f. Nawwar and Alec are good _____. **brothers / friends / bears**







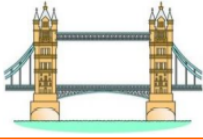

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APPENDIX 1.8 (lesson plan Activity)

1. What's the word?



Write the word under the pictures.

write a postcard Tower Bridge	London red bus	Big Ben park	London Eye queen
			
	<i>write a postcard</i>		
			

APPENDIX 1.9 (lesson plan Assessment)

2. Read and circle!

Read the postcard from London and circle the examples of the top tips.



Dear Grandma,

I'm on holiday in London. There are lots of things to see and do!

On Monday we saw Big Ben. On Tuesday we went on the London Eye. On Wednesday we saw Tower Bridge. On Thursday we went on a big red bus. On Friday we went to the park. On Saturday we saw Buckingham Palace, but we didn't see the Queen! Today is Sunday—it's time to go home!

See you soon!
Love Lucy xx

Mrs Jones

24 New Street

Cardiff

CF1 4SC

Top tips for writing postcards!

1. Start your postcard Dear + name.
2. Start the days of the week with a capital letter.
3. Write the name and address on the right of the postcard.

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APPENDIX 1.10 (lesson plan Assessment)

3. Match them up!

Match the days of the week to Lucy's activities.



Monday		She went on the London Eye.
Tuesday		She went to the park.
Wednesday	→	She saw Big Ben.
Thursday		She goes home.
Friday		She went on a bus.
Saturday		She saw Tower Bridge.
Sunday		She saw Buckingham Palace.

APPENDIX 1.11 (lesson plan Project)

Write a postcard to a friend or family member. Think about these questions first:
Where are you? What did you see? Where did you go? What is their address?

The image shows a blank postcard template. It is enclosed in a thin grey border. On the right side, there is a vertical dashed line indicating where to fold. To the right of this line, there is a dotted rectangular box for a stamp. Below the stamp box are four horizontal lines for an address. In the bottom right corner, there is a tilted rectangular area for a picture.

APPENDIX 1.12 (Assessing using a Writing Rubric)

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

CONVENTIONS CHART	
Points	Total score
46 - 50	10
41 - 45	9
36 - 40	8
31 - 35	7
30 or less	6

APPENDIX 1.13 (recorded video lesson evidence)

This is the URL of the video class recorded on the lesson 1: <https://youtu.be/g1U2Bth5Q0o>

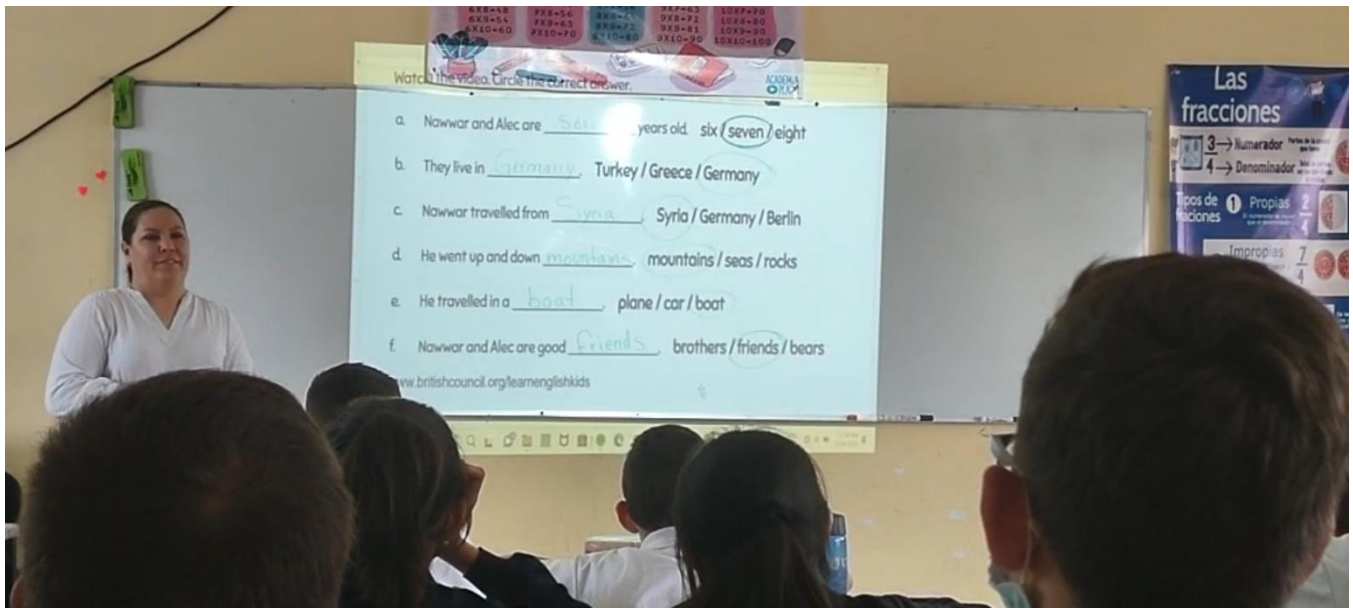
APPENDIX 1.14 (recorded video lesson evidence)



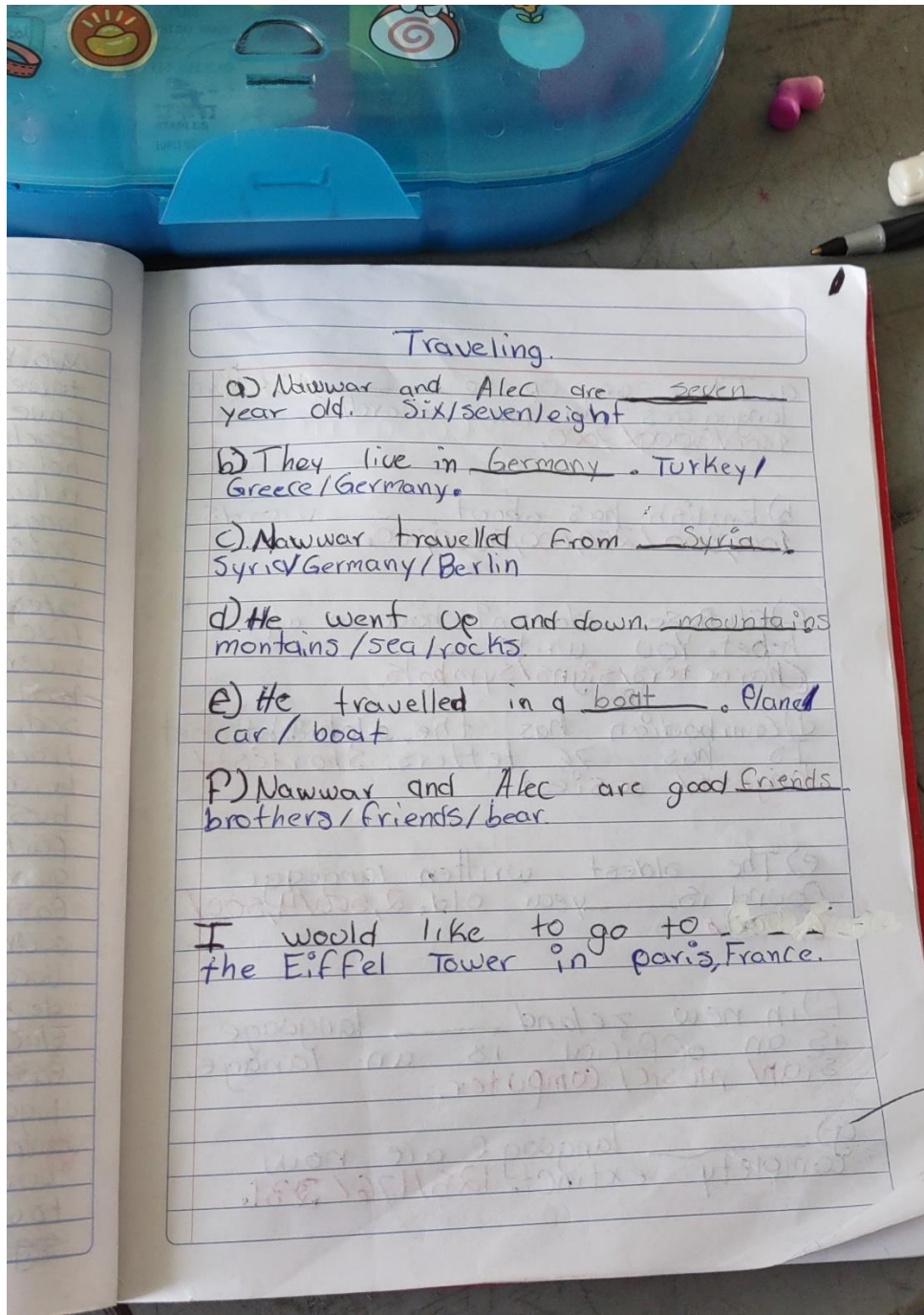
APPENDIX 1.15 (recorded video lesson evidence)



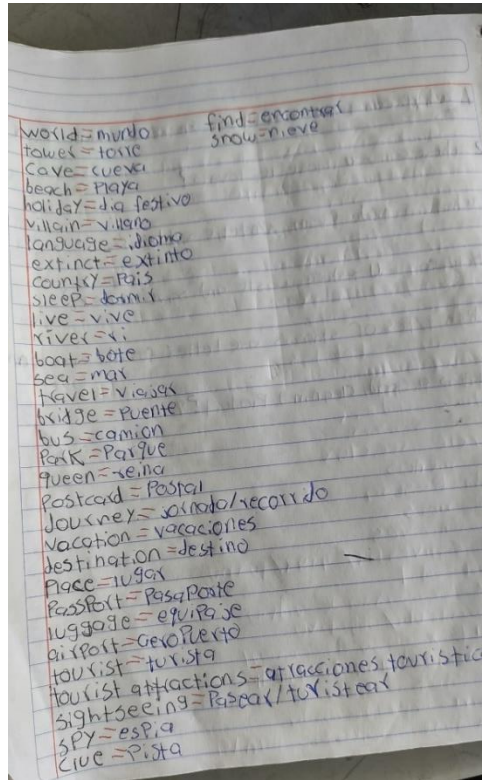
APPENDIX 1.16 (recorded video lesson evidence)



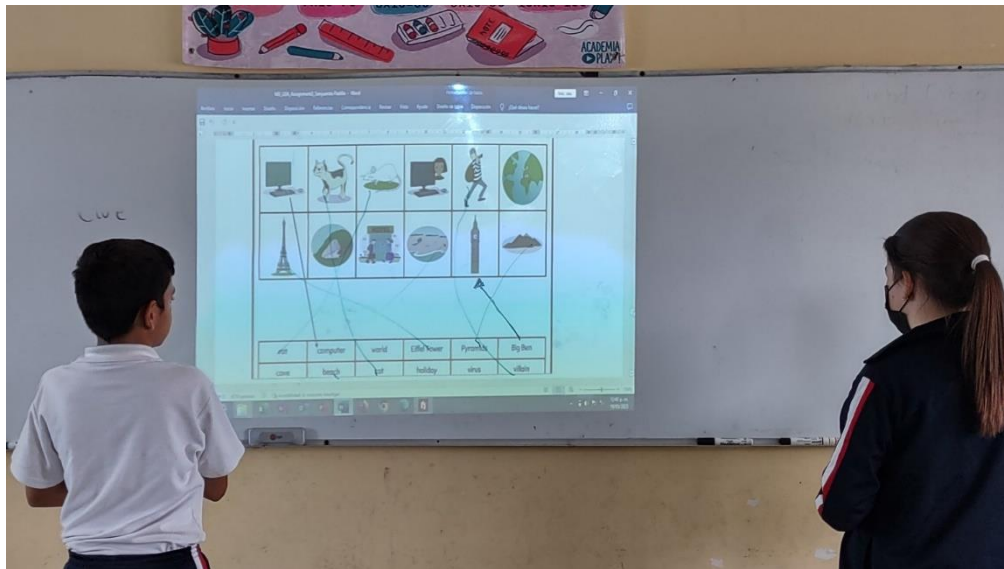
APPENDIX 1.17 (recorded video lesson evidence)



APPENDIX 1.18 (lesson plan evidence)



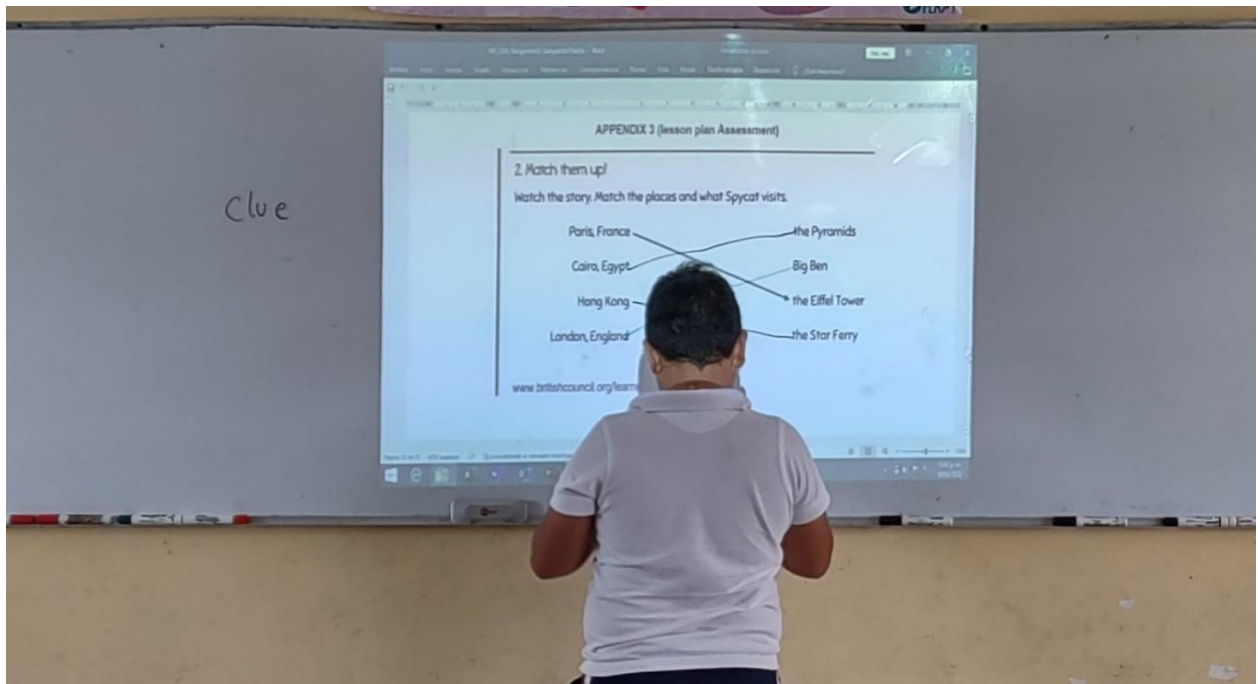
APPENDIX 1.19 (lesson plan evidence)



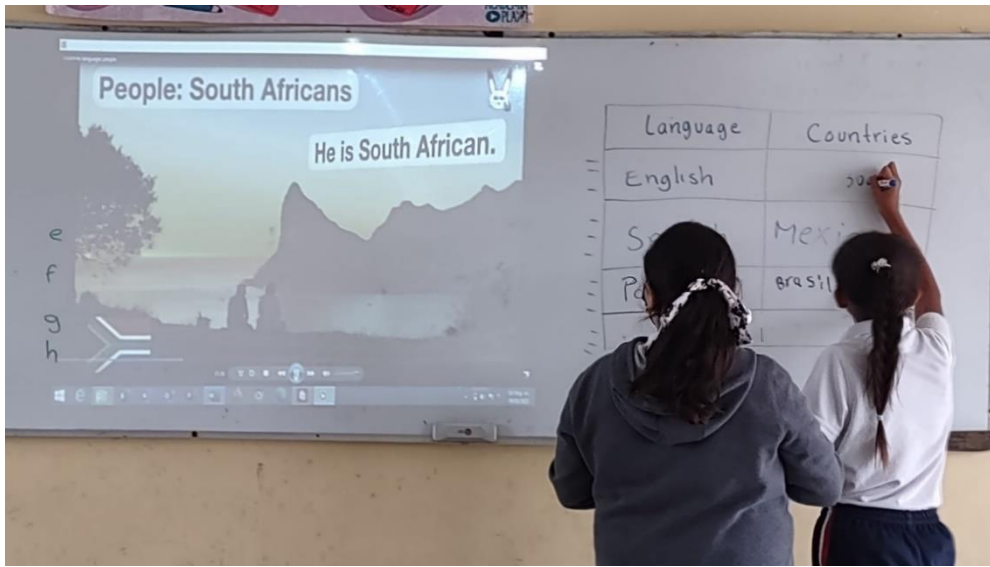
APPENDIX 1.20 (lesson plan evidence)



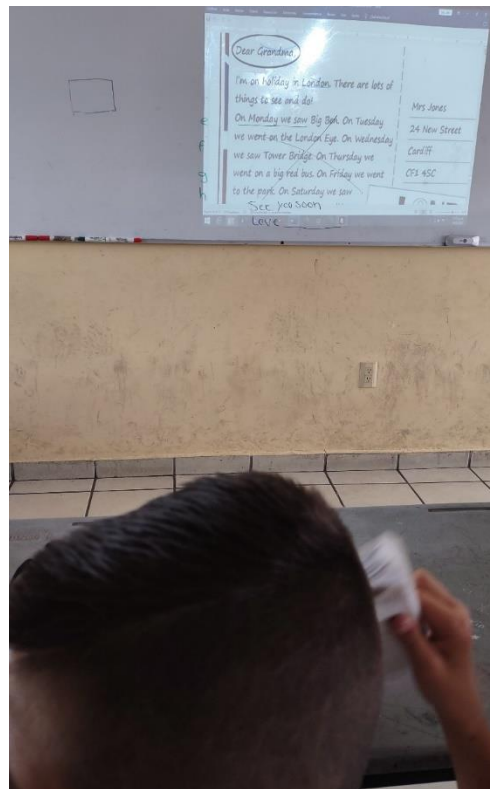
APPENDIX 1.21 (lesson plan evidence)



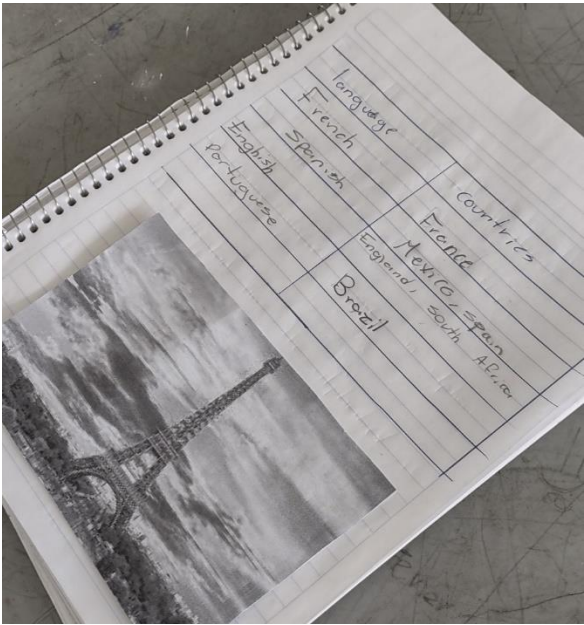
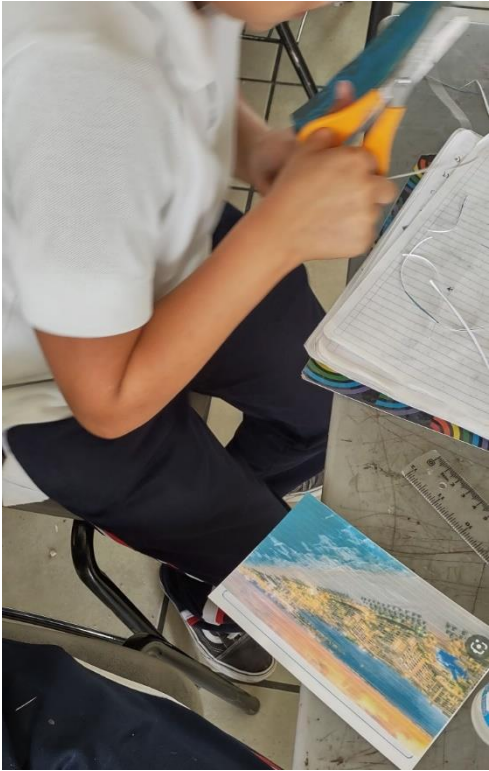
APPENDIX 1.22 (lesson plan evidence)



APPENDIX 1.23 (lesson plan evidence)



APPENDIX 1.24 (lesson plan evidence)



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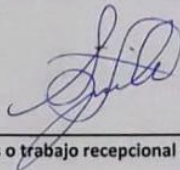
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