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A DAY IN A LIFE...AN APPROACH TO INTERCULTURALITY THROUGH DAILY ROUTINES

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

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EEAILE

Final project

**“A DAY IN A LIFE...AN APPROACH TO
INTERCULTURALITY THROUGH DAILY
ROUTINES”**

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ABSTRACT

“A day in a life... an approach to interculturality through daily routines”

Purpose: This dissertation investigates the integration of interculturality in English language instruction for first-grade students, focusing on daily routines to enhance cultural awareness and language skills. The study aims to demonstrate how exploring global perspectives can enrich young learners' educational experiences and foster empathy.

Methodology: The research was conducted with 17 middle-class first graders aged 6 to 7 at a private school, where they received approximately three hours of English instruction daily. The curriculum consisted of eight integrated sessions designed to promote both productive and receptive language skills. Activities included the introduction of vocabulary associated with daily routines through engaging songs and interactive exercises, enabling students to absorb language patterns naturally.

The reading component involved texts discussing eating manners from various cultures, allowing students to compare these practices with their own. This cross-cultural analysis encouraged discussions about diversity and respect, fostering a classroom environment that valued inclusion. Students' comprehension of reading materials was assessed using Kahoot, an interactive platform that provided immediate feedback and enhanced engagement.

Listening activities featured exercises from their textbooks and videos showcasing the daily routines of children from different countries. These multimedia resources helped students fill out comparative charts, facilitating deeper understanding of the content. Following these listening activities, students focused on a writing task where they chose to describe the routine of a Japanese boy named Hal. This process included drafting paragraphs, peer editing, and self-assessment using a rubric, encouraging critical thinking and reflection.

For the speaking and project-oriented sessions, students utilized the information gathered about Hal to create a mobile display illustrating his daily routine,

alongside their own routines. This hands-on project encouraged creativity and collaboration, allowing students to express their understanding visually and verbally.

Findings: The results indicate that integrating intercultural themes within language education significantly enriches students' learning experiences. By exploring daily routines from a global perspective, students developed greater empathy and cultural awareness. The project-based approach not only enhanced their linguistic skills but also emphasized the relevance of language learning in a broader social context.

Conclusions: This dissertation contributes to the field of language education by demonstrating effective strategies for incorporating interculturality into early language instruction. It underscores the importance of creating curricula that not only teach language skills but also prepare students to navigate an increasingly interconnected world. The research suggests that future educators should continue to explore innovative methods that blend cultural awareness with language acquisition, ultimately fostering a generation of globally-minded learners capable of appreciating and respecting cultural diversity.

Keywords: Interculturality, English language learning, daily routines, first-grade education, cultural awareness.

Introduction

From the moment we begin to use the language as means of oral expression, we establish links with the people around us, to express primary needs, to express feelings or emotions, among other things, with the purpose of communicating.

Since the time of the caves, man, as a society, has always had the need to express himself, an example of this is the cave paintings. This need has been evolving over time and now with globalization, we are part of society as global citizens, according to UNESCO, "the concept of global citizenship is based on the idea that we are connected not only to one country " (UNESCO, 2024), this is, the global citizen is one who has a broad perspective of the world and who has awareness of what is happening in the world as well as local events that may impact it.

The global citizen has many characteristics, one of the most relevant characteristics of a global citizen is the ability to communicate effectively with people from different cultures and contexts, in order to achieve this, having solid language skills and being able to communicate in a different language can help students to adapt to different cultural environments and resolve intercultural conflicts constructively.

This is why, it is important not only to communicate in our own language but in two or more, and although learning another language is not essential to be successful, it gives us the possibility of living, studying or working abroad. as well as communicate with people from all over the world remotely.

But also, as citizens of the world it is important not only to be able to communicate in different language but to be aware of the difference between cultures and respect and embrace them. Interacting with people from different countries, languages or background, broadens our perspective and we gain a

deeper knowledge of the traditions, values and customs that make up world we live in.

That is why, this project aims to reflect what I have learnt during the Specialization in English Language Teaching as a Foreign Language – Especialización en Enseñanza y Aprendizaje del Inglés como Lengua Extranjera (EEAILE). The EEAILE has given me the chance to acknowledge areas of opportunity in my teaching practice, as well as learn concepts that were unknown to me due my lack of linguistic background since my bachelor is in Communication.

During the realization of this project I faced the challenge of getting out of the box and planning activities beyond the book, because although textbooks always include some interculturality in one way or another, this time it was my own task to design a lesson in which interculturality will be integrated with a theme from the syllabus.

I designed a plan where I could incorporate the contents of my syllabus and interculturality through daily routines, how children's routines are similar or different around the world, first students were introduced in a natural way with the structure of the simple present for them to finally be able to describe their routine and compare it with each other and with the one of a kid from a different country.

I consider this an intercultural project because students were able to learn about routines from children around the world, Hal from Japan, Elsie from UK and Grace from Australia; such as what they eat, how they get to school, what manners they have for eating, etc., and to compare and contrast their own routines with theirs.

In this project, I also make a description of my teaching context as well as my identity and philosophy, of which I had not been aware until I was required to perform this exercise. On the other hand, I enhanced my teaching practice by discovering what my teaching approach is within that philosophy and according to the activities with which I plan my class.

Without a doubt, the Specialization and this project have been very enriching for my teaching practice, not only because of what I have learned but because of all the knowledge and experience I gain from my classmates and my tutor, and I truly hope this is reflected in this paper.

1. Chapter 1: Philosophy and identity.

1.1. My teaching context, philosophy and identity.

I live in Toluca, a medium size city near Mexico City where there are plenty of private schools, I have been an English teacher in private schools since 2008.

Currently I am teaching First grade in a private school called Liceo Pedro de Gante. It is a medium-sized school with primary and secondary levels. Currently there are two groups per grade.

I have two groups one of 14 and other of 17 students, between 6 to 7 years old; they are divided according to their literacy process, a group has a higher level of English and literacy, but both groups perform well in English, they have a level between A1 to A2.

We work with four Compass text books from Richmond Publishing that include a Language Log, Vocabulary and Grammar Log, which is like a workbook, a Reading Log and a Writing Log; they provide an interactive platform for students to practice at home and teachers can keep track of student's work. In the classroom we have access to internet, a PC and a projector.

About my identity and philosophy, I consider myself as the happy silly teacher, I really enjoy to fool around with my students, to play games, to stop the class and dance around, etcetera, this does not mean the class is a mess, we have rules, routines and procedures, that allow my students to know what comes next during our day. Of course, even though I am a happy teacher, at times, I get frustrated, however I try to always be my better self for my kids.

I work with discipline and habits, but for me is important to create an environment of confidence, to validate my students' emotions, to listen to them and invite them to come up with solutions for the problems they face and teach them to set boundaries with their classmates, always with an atmosphere of respect.

There is a phrase that I read somewhere, and I really like, and I consider it to be an essential part of my identity as a teacher that is, "They are little once, and they get to be little with you." So, for me is very important to be 'the silly teacher', the one that validates their emotions, the one who listens to them over and over again, cause they are little (children) once and they get to be little with me, so I will do my best to make them feel love, to let them know they matter, that is just who I am.

1.2. Theory underlying my teaching practice.

I consider that, to keep a balance in our teaching practice it is important to understand that our philosophy could not remain stagnant, I mean, I cannot always teach the same way, during the Specialization I realized that the focus of my teaching philosophy and identity is leaning to the Communicative approach. According to Richards (2006) Communicative Language Teaching (CLT), "sets as its goal the teaching of communicative competence." (Richards J. C., 2006, pág. 2), this is, the use of language for a meaningful communication. Even though teaching grammar and the correct use of structures may be important, nowadays the focus is on L2 learners achieve a meaningful communication with their peers.

Nowadays, teachers no longer stand in front of a class to give information, it should be an interaction between the parts. As I am leaning towards the Communicative Approach, I think is important to rely on student's previous knowledge and go from there to help them build their knowledge and conclusions.

Richards mentions that the roles in the classroom has changed, today learners had to participate on cooperative activities and have more responsibility of their own learning process as teachers play the role of monitors and facilitators and when I read this, I felt identified. He mentions the *inductive approach* "in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves" (Richards J. C., 2006, pág. 6), I do not leave my students

work all by themselves because they are still acquiring the literacy process, but I do guide them to come up with the rule all together.

That said, I consider that as we form an identity or philosophy, we take as a reference and enrich ourselves with different approaches or methodologies, which is why within my philosophy I have also considered a little the behavioral approach focused on reinforcing the positive behaviors of my students and in this way motivate them when they require it due to different circumstances, whether family, behavioral or specific to the school environment.

Some of the strategies of the behaviorist approach that I use with my students are the positive reinforcement such as: token economy, time out, reinforcement of positive behavior by lending students a stuffed animal if they achieve something.

There is no approach, methodology or learning model that will work for all students and situations we face.

2. Methodology and practice

2.1.A practical useful lesson plan

Foreign language learners, any language, must interact with the culture of people from other countries, even if this is not the case, intercultural interaction occurs. Culture is a vague concept that can be looked at from various perspectives. According

to Kramsch (1993), culture is —a social construct, the product of self and other perceptions (p.205). The definition implies that culture is a product of an interaction between people of different perceptions and thus it is not only tied to the social group but also to the individual. (Echcharfy, 2019, pág. 363)

Every person has their own culture, even though they are from the same country, interculturality occurs among people from the same country, state, or city and obviously among people from different countries. Culture can be considered as a glue that binds people together, as Mexicans we are represented to the world in some way and that gives us identity, but this bonding is not the same in the south, north and central part of the country, even though we share culture as a country, we are different and share traditions, beliefs and ways to interact in every different region.

Echcharfy mentions in the article that:

culture carries meanings, which, in turn, are expressed through patterns of behavior, such as language. In this regard, it is believed that language is determined by culture, and thus cannot be isolated (Liddicoat et al., 2003). For better communication across cultures, the individual must have a deep understanding of their own and the others' cultural norms of interaction, values, beliefs, thoughts, traditions and customs (Byram, 1997) (Echcharfy, 2019, pág. 364)

I consider this important because as foreign language learners, students must know the culture from the language they are learning. People can be fluent in

different languages without caring of the culture from the countries which languages dominates, on the other hand, others can be interested or at least have knowledge of the culture from the country which language they are learning, this brings us to the concept of language awareness.

According to Barany (2016) “language awareness is an approach to language learning and teaching that has been increasingly discussed and applied - both within the L1 (first language) and L2 (second/foreign language) context” (Barany, 2016, pág. 261)

The (British) National Council for Language education (NCLE) defines LA as: “a person's sensitivity to and conscious perception of the nature of language and its role in human life” (as cited in James and Garrett, 1991, p. xi). ... In this way students can be made aware of the similarities and differences between their own language and the foreign language they are learning and as James and Garret (1991) put it “they can be given means to reflect themselves as learners. They may be given tasks that develop their ability to deal with language analytically” (p. xi). (Barany, 2016, pág. 261)

As teachers we must provide students with activities or the proper environment for them to be aware, since English is spoken in countries with different cultures, therefore, culture is important in teaching language.

Hence, language teaching does not mean exclusively acquiring knowledge such as grammar or vocabulary, but to develop in our students the ability to express themselves and to use language aware of the social and cultural environment surrounding them.

For this project, the desired outcomes are for students to raise awareness about the differences between children in different places around the world, what their routines are, how they go to school, what they do after school, among others. On the other hand, compare and contrast their routines with those of the children they are going to observe and be able to describe them orally and in written.

2.1.1. Reading and Writing

According to Kirby “Reading comprehension is the process by which we understand the texts we read. (...) reading comprehension is complex, and we are still far from a complete understanding of it.” (Kirby, 2007, p.1).

Reading comprehension occurs at different levels, Kirby (2007) describes those levels in this figure.

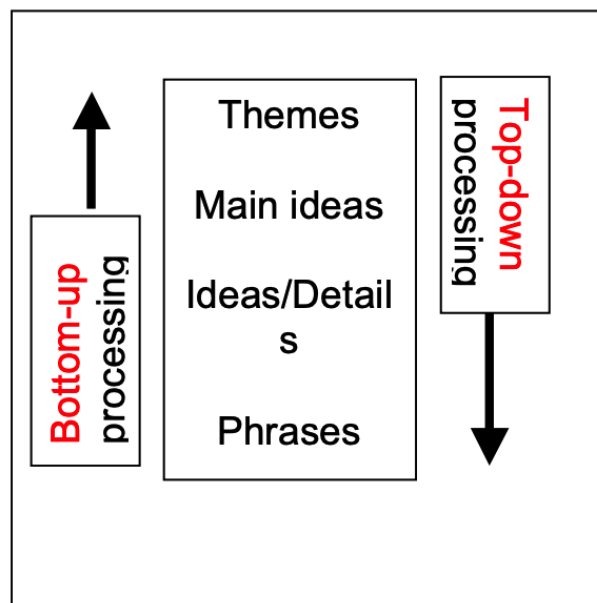


Figure 1

He mentions that the lowest level of comprehension are words, even though is not shown in the figure, according to this, the process of comprehension can go bottom-up or top down. Sometimes youngest students, like mine, need to process bottom up by learning first key vocabulary words, then the grammar structure and so, to finally comprehend bigger or more complex texts. And some other times, the least, they can go top-down, as long as they are familiar with the topic. This has to

do with what Piaget (1936) proposed about how schemas are important in education, because they shape the way that the mind of a child or student receives and processes information, since in the top-down process, students refer to their previous knowledge to comprehend what they are reading.

For reading skill, schema is how readers use their prior knowledge to comprehend and learn from a text, without it, students would be unable to infer, because making inferences involve previous knowledge, “reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies.” (Roit, 2014)

This means that when the top-down process occurs, the previous knowledge students have, is important to learn or relate to new incoming information.

Both processes are equally important to develop reading comprehension, for my students I first focus on the bottom-up process and then on the top-down process as I did on the lesson plan I designed where students need to activate their previous knowledge (vocabulary, grammar, etc.) to comprehend the text about manners and how people eat in other countries.

On the other hand, for the writing process, on the first things I do in at the beginning of the school year (or in my current case, when I took the group) I always start my topics by teaching the parts of the speech, because I consider that differentiate nouns from verbs, adjectives, articles, etc., is helpful for students to understand the writing process and therefore understand how to build sentences.

Acquisition happens when we obtain comprehensible input when we understand messages in the second language. Acquisition does not happen

when we consciously learn a new structure and practice it; it happens when we "go for meaning", when we focus on what is said rather than how it is said.
(Krashen, 1982)

According to this, writing is a process that involves thinking, jotting down ideas, refining and linking these ideas and much more, including thinking about the structure to write and link them, but as Krashen mentions, is not about learning structures, is about feeling confident with that structure to express thought and ideas, so I consider important for students to be familiar with structures and patterns that allow them to write texts.

To develop the skills for my students to become good writers, I must spend more time in the classroom teaching them how to write, and this not simply means getting them to write, but to practice and encourage them to express themselves. This is, if students feel motivated to express ideas or to describe a person they care about, they will make the texts their own.

For my reading skill lesson plan, I use both, bottom-up and top-down activities, such as: activate schema, listen and read along, identify vocabulary words (utensils, meals, times of the day), fill in a chart to compare manners, etcetera, because the bottom-up model helps the top-down model to do its best.

With these activities, students begin to recognize words, which increases their speed and begins to give them the chance to use context to figure out what new words are. The context is also supplied by the theme or content of the text. Students (readers) are not passive recipients of information, but active contributors to the meaning of the text, for this plan they would compare and contrast ways of eating around the world as well as good manners when eating.

2.1.2. Listening and Speaking

For this assignment I revisited concepts from Richards (2008) and based on them to design the following lesson plan.

Bottom-up processing “refers to using the incoming input as the basis for understanding the message” (Richards J. C., 2008, pág. 4) this means that the process of listening goes from language (grammar) to meaning. The knowledge of grammar helps students to find meaning for the message.

For my class, the activities based on the bottom-up approach are those related to the grammatical structure we use for the topic as well as the corresponding vocabulary, for example dictations, cloze listening, listen to positive and negative statements, listening for words stress, among others.

Based on the grammar and vocabulary learned, students can identify familiar chunks of spoken discourse. This implies that learners must be familiar with sentence structure (simple present) and have the necessary vocabulary (routines and activities) to be able to process the discourse bottom-up.

On the other hand, top-down processing refers to the prior knowledge that students have about the topic, that is, its schema, therefore in this approach the processing goes from top to bottom, in other words, from meaning to grammar (language).

Some examples of top-down activities in the classroom include predict the content of a listening based on a picture or displayed flashcards, put a routine in order using flashcards, describe a child's routine, etc.

In the classroom, such as in real life, we can combine bottom-up and top-down approaches.

In real world listening, (...) generally occur together, the extent to which one or the other dominates depending on the listener's familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening. (Richards J. C., 2008, pág. 9)

I agree with Richards because to make the learning significant we cannot isolated it, I consider it must be a combination of various activities, using different types of materials, not only focus on exercises from the textbook but in real life situations where students can practice what they are learning, I also consider important to use activities that students feel comfortable with, something familiar for them, and little by little change them or increase the level of difficulty.

For the developing of speaking skill, as foreign learners is difficult for my students to interact with people from another country, so in order to make them feel comfortable as they express orally, I work with conversational routines or fixed expressions, since they are a good way, in my experience, to introduce our students to casual conversations. Wardhaugh (1985: 74 cited in Richards 1990) mentions:

There are routines for beginning and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are

routines for breaking up conversations, for leaving a party...It is difficult to imagine how life could be lived without routines. (Richards J. C., 2008, pág. 17)

Personally, I use routines to develop the speaking skills of my students, since they are young learners, the routines or repetitions help them feel comfortable to ask for something or to express ideas. To design the speaking lesson plan, I consider these activities for students to describe routines from children around the world.

I also include Talk as transaction/interaction activities such as review vocabulary, role playing, describing something or someone, asking and answering questions or making comparisons.

2.1.3. Lesson plan

| | | |
|--|------------------------------|--|
| Teacher: Nancy L. Delgado Orozco | | Grade / Group: 1st B |
| Topic: What do children in other countries do? | | Unit 7 |
| Session 1 Reading | | |
| Objectives: To take turns politely as they read in group To follow a text and look at pictures as others read To identify meals around the world | | |
| Resources: Track 204, digital vocabulary poster, flashcards, pictures of foods and utensils (knives, forks, spoons, chopsticks). | | |
| Skill: Good manners while reading in groups (take turns, read a sentence, listen and follow) | | |
| Interdisciplinarity | | |
| Vocabulary Routines: drink, eat, sleep Times of day Meals Grammar Simple present He eats fish. They eat soup. | Warm up 10 min | T leads a discussion about meals and students eat with everyday asking question like: Do you eat lunch with your friends or your family? Do you eat dinner with your grandparents? Who is at dinner? What do you eat? |
| | Present the skill. 5 min. | T explains good manners while reading in groups and the dynamic for the class (each student read a sentence) |
| | Development 30 min. | First, T reviews vocabulary using the flashcards and the digital poster. Displays the poster without the labels and asks ss to find the utensils |

| | | |
|--|----------------------------|--|
| | | <p>T asks questions: What foods do you eat with a fork? What do you eat with a spoon? Etc.</p> <p>Then, T reads the title for ss to repeat. They look at the pictures and recognize the food.</p> <p>T asks ss if they think the people from the pictures are from the same country and elicits ss answers.</p> <p>T plays the track and ss listen and look at the pictures.</p> <p>T plays the track a second time, each panel at a time, for ss to follow the words with a finger. After listening to all the sections, ss point to the details in the pictures (utensils, food). T asks about the different ways people eat, for example slurp o eating with our hands. Next, ss take turns reading the text, one sentence at a time.</p> <p>After reading, T says a statement out loud for students to look for the right panel and point to the information they hear.</p> <p>Finally ss complete a chart by marking with ticks the collect cell.</p> |
| | <p>Wrap up. 10 min</p> | <p>Ss compare manners from their families and country (in some place from Mexico, people only eat with tortilla, no utensils) and make a mind map.</p> |

| Session 2 Writing | | |
|---|---------------------------------------|--|
| <p>Objectives:</p> <p>To write about a child from another country</p> <p>To use capital letters for names, countries and languages.</p> <p>To use commas and ending punctuation.</p> | | |
| <p>Resources: Solar system pictures, digital book, routine flashcards, strips of paper with character information.</p> | | |
| <p>Skill: Activating prior knowledge (schema)</p> <p>Identifying story sequence</p> <p>Using capital letters and punctuation</p> | | |
| Interdisciplinarity | | |
| <p>Vocabulary</p> <p>Routines: drink, eat, sleep</p> <p>Times of day</p> <p>Meals</p> <p>Grammar</p> <p>Simple present</p> <p>He eats fish</p> <p>They eat soup</p> | <p>Warm up</p> <p>10 min</p> | <p>T displays a solar system pictures and point to each planet as says their name, students repeat chorally.</p> <p>T takes a out a picture of a girl and tell students she lives in Saturn, a volunteer places Karen in the correct planet.</p> |
| | <p>Present the skill</p> <p>5 min</p> | <p>T reviews what ss know about capital letters and asks ss to write their names on the board and asks each s to point to the capital letter.</p> <p>T explains ss that countries and languages are also proper nouns, and they begin with capital letter.</p> |
| | <p>Development</p> <p>25 min</p> | <p>T projects Karen picture and a paragraph about her.</p> <p>T reads out louds and ss follow with a finger.</p> <p>T reads a second times and ss read chorally.</p> |

| | | |
|-------------------|---------------------------|---|
| | | <p>T asks questions Who is the story about?</p> <p>What does she do? When does she have breakfast? Where does she ride her hoverboard?</p> <p>Ss underline the answers on their book.</p> <p>T draws attention to the punctuation on the paragraph and asks ss to circle the commas orange, draw a blue square around the periods and a green triangle around the exclamation point.</p> <p>T places stripes of paper with information from different children (5) for students to choose one and work in teams.</p> <p>Ss use that information to complete a chart to write their story.</p> <p>Name of the character: Where character lives: Day of the week: Activities in the morning: Activities in the afternoon: Activities the character likes:</p> |
| | <p>Wrap up 10 min</p> | <p>T display the strips of paper with the sentences from the model story in random order.</p> <p>Asks ss to retell the story about Karen's day.</p> <p>T encourage ss to read the sentences and put them in the correct order.</p> |
| Session 3 Writing | | |

| | | |
|--|----------------------------|---|
| Objectives: To write about a child from another country To use capital letters for names, countries and languages. To use commas and ending punctuation. | | |
| Resources: Routine flashcards, strips with character information | | |
| Skill: Identifying story sequence Using capital letters and punctuation | | |
| Interdisciplinarity | | |
| Vocabulary Routines: drink, eat, sleep Times of day Meals Grammar Simple present He eats fish They eat soup | Warm up 5 min | Play Action stations T pastes around the classroom the routines flashcards Ss begin in the center of the classroom, T says an action from the routines out loud and ss move towards those flashcards |
| | Present the skill 5 min | T reviews common and proper nouns. T asks ss how to use commas and periods |
| | Development 20 min | Ss use the information they gather in the previous session to complete the prompts from their draft. T reads the prompt and point to the sentence strip that belongs there, then asks a student to do the same with other strips. Ss write their draft, T monitors and help ss who need it. |
| | Wrap up 10 min | Ss exchange books and read sentences and mark the yes or no box in the 'Classmate's checklist' |
| Session 4 Writing | | |

| | | |
|---|-------------|--|
| <p>Objectives:</p> <p>To write about a child from another country</p> <p>To read about routines of children from different countries.</p> | | |
| <p>Resources: Routine flashcards, strips with character information</p> | | |
| <p>Skill: Identifying story sequence</p> <p>Using capital letters and punctuation</p> | | |
| Interdisciplinarity | | |
| <p>Vocabulary</p> <p>Routines: drink, eat, sleep</p> <p>Times of day</p> <p>Meals</p> <p>Grammar</p> <p>Simple present</p> <p>He eats fish</p> <p>They eat soup</p> | Warm up | Play Simon says, T says an action |
| | 5 min | form the routines and ss mime it. |
| | Development | |
| | 20 min | <p>Ss refer to their drafts and write their final versions. T reminds them to capitalize the names of their characters, places and first words of sentences and to add punctuation. Monitors and help as needed.</p> <p>T forms pairs for students to check that words are capitalized, and punctuation is used correctly. Tell them to make corrections if needed.</p> <p>T directs students' attention to the blank space next to their writing and asks them What do we put here? (Pictures</p> <p>of two actions the character does in the morning and two actions the character does in the afternoon.)</p> <p>Ss to draw their characters doing these actions, reminding them that the pictures of their characters must match the actions in their stories.</p> |

| | | |
|--|---------------------------|---|
| | | <p>When they finish, Ss present their stories.</p> <p>They take turns quietly practicing giving their presentations.</p> <p>T forms small groups and students present their characters and read their stories.</p> <p>Listeners must take notes and complete an About me worksheet with the character form another classmate to check comprehension and promote the characteristics of good listeners (they are quiet and the listen carefully)</p> |
| | <p>Wrap up 10 min</p> | <p>Ss go to My Checklist section on their book, read the instructions and the items. Ss look at their stories and mark Yes or No.</p> <p>Then, T tells students to think about why they like their stories, and encourage them to share their ideas with the class using the following sentence starter: I like my story because...</p> |

| | | |
|---|-------------------|---|
| Teacher: Nancy L. Delgado Orozco | | Grade / Group: 1st B |
| Topic: What do children in other countries do? | | Unit 7 |
| Session 1 Listening | | |
| <p>Objectives:</p> <p>To listen to descriptions of how children in other</p> <p>To listen for specific information</p> | | |
| <p>Resources: flags of different countries</p> <p>Track 198, index cards with times on them</p> | | |
| Skill: Listening for times (o'clock) | | |
| Interdisciplinarity | | |
| <p>Vocabulary</p> <p>Routines: drink, eat, sleep</p> <p>Times of day</p> <p>Meals</p> <p>Grammar</p> <p>Simple present</p> <p>He eats fish</p> <p>They eat soup</p> | Warm up | T uses the flags to review countries and languages. Forms two teams. Holds up a flag, and have teams confer and raise their hands when they think they can name the country and the language. Ask the first team to answer in a full sentence: In(country), children speak (language) |
| | Present the skill | T points to a clock and asks students to raise a hand if they know how to tell time. Write on the board: 2:00. Points to each part of the time as says: It's two o'clock. Have ss repeat. T changes the time several times for students to say chorally. |
| | Development | Ss look at the pictures. T asks: What are these children doing? Ss may be surprised to learn that all of them are going to school. T plays track 198, and ss listen and raise a hand when they hear a country. Then |

| | | |
|---|----------------------------|---|
| | | <p>have ss listen again and number the pictures in order.</p> <p>Next, t divides the class into small groups, and distribute sets of index cards, holds up a card with the colon, and have groups find theirs and hold it up.</p> <p>T writes on the board and says: 4:00, Ss form this time with their cards and hold it up. Then dictates other times for ss to form and tell.</p> <p>T plays the track again, pausing after each description to give students time to write. Ss compare answers with a classmate.</p> <p>T asks the class: How are the children similar? Elicits answers</p> <p>T points to the bubble speech as reads, have ss complete the time.</p> |
| | <p>Wrap up. 10 min</p> | <p>T asks How do you get to school? Which country/countries are you similar to? And encourages volunteers to share their ideas.</p> <p>Then, asks ss to vote on which way they'd like to get to school, encouraging them to offer simple explanations for their choice, for instance: The subway is exciting. / I like riding bikes.</p> |
| Session 2 Listening | | |
| <p>Objectives:</p> <p>To listen to descriptions of other children's daily routine</p> | | |

| | | |
|--|------------------------------|--|
| To compare and contrast routines | | |
| Resources: video A day in a six years old in Japan https://www.youtube.com/watch?v=zCyNMPFjxtw School morning routine Grace's room https://www.youtube.com/watch?v=nMi_xsC6yTA Elsie's school morning routine https://www.youtube.com/watch?v=dwai3zuN2ow | | |
| Vocabulary Routines: drink, eat, sleep Times of day Meals Grammar Simple present He eats fish. They eat soup | Warm up 10 min | Ss play a guessing game, they read the sentence, look at the picture as it appears frame by frame and guess the activity https://www.youtube.com/watch?v=-_M9ztaZH1k |
| | Development 30 min | Ss brainstorm activities from their routines T asks if they have the same routine as children from other countries and elicits answers Ss watch to three different videos of children's daily/morning routines, from Japan, Australia and UK. T asks ss if these routines are similar to their and elicits answers Ss complete a chart with the activities children perform during their routine. Then compare and contrast the routines using a Venn diagram |
| | Wrap up/Assessment 15 min | Ss choose a kid from the videos and use a Venn diagram to compare their own routines to theirs. They can use drawings, words or sentences. |
| Session 2 Speaking | | |

| | | |
|---|-----------------------------|--|
| Objectives: To put events in a routine in order according to times. To describe and compare their own daily routines. | | |
| Resources: Tracks 19 and 200, index cards for telling time, world map, sticky notes, colored pencils, paper (one sheet per student) | | |
| Skill: Talking about times | | |
| Interdisciplinarity Vocabulary Routines: drink, eat, sleep Times of day Meals Grammar Simple present He eats fish They eat soup | Warm up 10 min | T reviews times with o'clock, then forms several teams, and gives each team a set of index cards, teams take turns forming a time and holding it up for the other teams to guess. |
| | Present the skill 10 min | T points to the photo and says: He goes to be dat... (eight o'clock.), writes the sentence on the board and circles the word at. Play Chain Reaction to give students practice using at, example: We study English at (nine o'clock). You go home at (three o'clock). |
| | Development 35 min | T reads the text in each column with students. Match the first sentence as a class, and then ss do the rest in pairs. (T does not confirm or correct answers yet) T plays track 199, pausing as needed for students to check and make corrections. Then ss close their books, and T asks comprehension questions: What languages does he speak? What pets does he have? |

| | | |
|--|-------------------|---|
| | | <p>Next, reads the routine as students point to each picture. Explains that students will put the events in Tengri's routine in order, they can use the times to help them.</p> <p>T asks: What do you think Tengri does first? What do you do first? (Wake up.) Have ss find this photo and number it 1. Asks: What do you think Tengri does last? What do you do last? (Go to bed.) ss number this photo 6.</p> <p>Ss work in small groups to number the rest.</p> <p>T plays track 200. The first time, ss just listen for the gist and point to the pictures. Then plays the track again, pausing as needed for students to correct their work.</p> <p>T asks questions to elicit students' opinions: Would you like to live in Mongolia? Sleep in a yurt? Have a reindeer for a pet? walk/ride reindeer? Ss retell Tengri's routine in order and compare it with theirs.</p> |
| | Wrap up 10 min | Ss write or illustrate their own routines and then swap them with a partner. Then have students report their partner's routine to the class. |
| | Wrap up 10 min | Ss write or illustrate their own routines and then swap them with a partner. Then |

| | | |
|--|----------------------------------|---|
| | | have students report their partner's routine to the class. |
| Session 3 Listening and Speaking | | |
| <p>Objectives:</p> <p>To practice the days of the week</p> <p>To practice telling the time o'clock</p> <p>To invent a schedule</p> | | |
| <p>Resources: Tracks 210-213, flashcards (routines, activities and sports) calendar poster, schedule worksheet</p> | | |
| <p>Interdisciplinarity</p> <p>Vocabulary</p> <p>Routines: drink, eat, sleep</p> <p>Times of day</p> <p>Meals</p> <p>Grammar</p> <p>Simple present</p> <p>He eats fish</p> <p>They eat soup</p> | <p>Warm up</p> <p>10 min</p> | <p>Play charades to review vocabulary for routines, activities and sports students may use to describe their week.</p> <p>Sing the song of the days of the week</p> |
| | <p>Development</p> <p>40 min</p> | <p>T displays the calendar and point to the days for ss to say. Today is ... (Monday, Tuesday, and so)</p> <p>T plays track 210, for Ss to listen and connect the days in order, then chant.</p> <p>T plays track 211. Ss listen to children talking about the days they go to school. First ss point with a finger and then color the days as they hear them.</p> <p>Next, T projects pictures of some people doing different activities, ss look at them, name the people, objects and activities. Ss listen to two girls talking about the pictures and (track 212) point to the pictures, then listen again and write the day of the week under each picture.</p> <p>Ss use the template to invent activities and complete the schedule. Then using</p> |

| | | |
|--|-------------------|--|
| | | the phrase: On (day of the week), I (activity). And ask to a classmate How about you? Ex: On Monday, I go to art class, how about you? |
| | Wrap up 10 min | Ss come to the front and present their schedules orally to the class. |
| | | |

| | | |
|--|-----------------------|---|
| Teacher: Nancy L. Delgado Orozco | | Grade / Group: 1st B |
| Topic: What do children in other countries do? | | Unit 7 |
| Session 4 Project | | |
| Objectives: To make mobiles showing the life of children in other countries. | | |
| Resources: track 214, Digital poster U7, flashcards (routines, activities and sports), hangers (one per student), construction paper, yarn, information about children from other countries (the one they used in their writing activity) | | |
| Skill: Describing children in other countries | | |
| Interdisciplinarity | | |
| Vocabulary Routines: drink, eat, sleep Times of day Meals Grammar Simple present He eats fish They eat soup | Warm up 10 | T displays the poster and uses it to review vocabulary and what ss have learned about children from other countries. Ss name the countries and times of day. Then, T calls volunteers to point and name actions and meals. Finally, T presents the project |
| | Development 40 min | T reminds ss that a routine is something we do regularly. |

| | | |
|------------|-------------------------------|---|
| | | <p>Ss read out loud the title and the categories on the model mobile. T calls volunteers to read the circles from the mobile to decide which part of the mobile matches each category.</p> <p>Ss listen to track 214 and point to each part of the mobile as they hear it mentioned.</p> <p>T forms teams, each team choose a country and they make a mind map in their notebooks with the information given by T.</p> <p>Ss use the information from their mind map to complete construction paper circles with sentences and drawings.</p> <p>Ss use the circles to make their mobiles</p> <p>Teams come to the front and share their mobiles. Each student presents their own part.</p> <p>Finally, they display their mobiles around the classroom.</p> |
| | <p>Wrap up.</p> <p>10 min</p> | <p>Discuss how life and routines are different for children around the world.</p> |
| Assessment | | <p>Ss fill in a self-assessment rubric</p> <p>T fill in the Speaking rubric</p> |

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

As a student, I do not remember ever having felt happy about an evaluation, however as a teacher I recognize its importance and I consider that it is necessary to let our students know about it to remove the stigma towards exams as much as possible. At the beginning of a new topic I like to explain to my students what they are going to learn and a little bit what I am going to evaluate for example, 'At the end of the project you are going to describe your abilities, what you are capable to do using can or can't'.

For me this is, according to Madsen "properly made English tests can help create positive attitudes toward instruction by giving students a sense of accomplishment and a feeling that the teacher's evaluation of them matches what he has taught them." (Madsen, 1983, pág. 4)

According to my students needs and group characteristics, I designed some tools to evaluate them, such as a rubric, a checklist, a Venn diagram and an online game; one per each skill matching with my lesson plan.

For Reading I designed a Limited response online game (Kahoot) where students, after reading the text will choose the correct answer for each question.

Since reading is a skill which my students find kind of difficult when evaluated, I choose an activity that as Madsen mentions, has some advantage in little kids and beginner learners such as:

- "It causes less stress or nervousness than other types of tests.
- It can be scored easily and objective" (Madsen, 1983, pág. 16)

For the Writing skill I designed a Checklist for students to check their own work and for me to give accurate feedback according to the expectations and what they really achieve.

I used to work with my students using the guided writing technique; according to Rivers (1989: cited in Lee 1994) "Learning to write is not a natural development like learning to speak." The fact is that not everyone is capable of being expansive and expressive in writing or even of writing from inner inspiration." (Lee, 1994) and this why sometimes L2 writers struggle trying to construct ideas or the grammar structures. I often face these situations with my students, since they do not have the literacy process complete or they do not feel secure or do not know how to express their ideas in the written form.

I have found very helpful to use images to help my students shape their ideas into the written form.

In class we also use a series of steps for them to know what is expect or what comes next, and taking those steps into consideration I designed the checklist.

According to Madsen, there are two general categories of tests that include listening skill.

One group of these aural tests simply uses listening as a tool to evaluate something else. For instance, in the limited- response section of Chapter 2, we learned how beginners' word mastery could be checked by having them listen and respond to simple commands such as "Hand me the chalk." Listening was also used as a means of evaluating low-level proficiency in grammar and pronunciation. But we have also seen listening used to evaluate more

advanced integrative skills-by means of a dictation. And in the following chapter on tests of oral production, we will see listening incorporated as an integral part of speaking evaluation. (Madsen, 1983, pág. 127)

So, for the lesson plan I designed it is important to take into consideration both skills, since to develop and evaluate the oral production of my students I will also take into consideration some activities from the listening session.

To assess listening skill, I designed a comparison table, where students must mark the squares according to the children's routines. Then they use a similar audio to make a schedule with different activities for each child and present it to the class.

They will assess themselves and so will the teacher, using a rubric.

I agree with Madsen when mentions that "the testing of speaking is widely regarded as the most challenging of all language exams to prepare, administer, and score." (Madsen, 1983, pág. 147) and I consider that testing young L2 learners is even more difficult, this is why I rather use a rubric instead of a test or a more complex assessment tool.

2.3. Evidence of the application of the lesson plan.



Figure 2
Reading taking turns

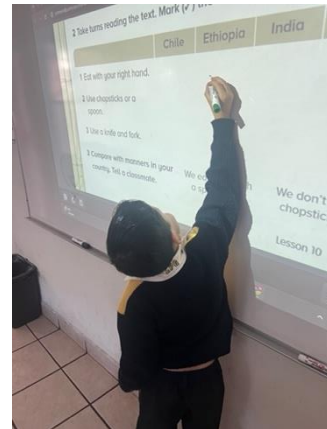


Figure 3
Filling the chart



Figure 4
Observing different routines



Figure 5



Figure 6 Presenting their mobile with different routines

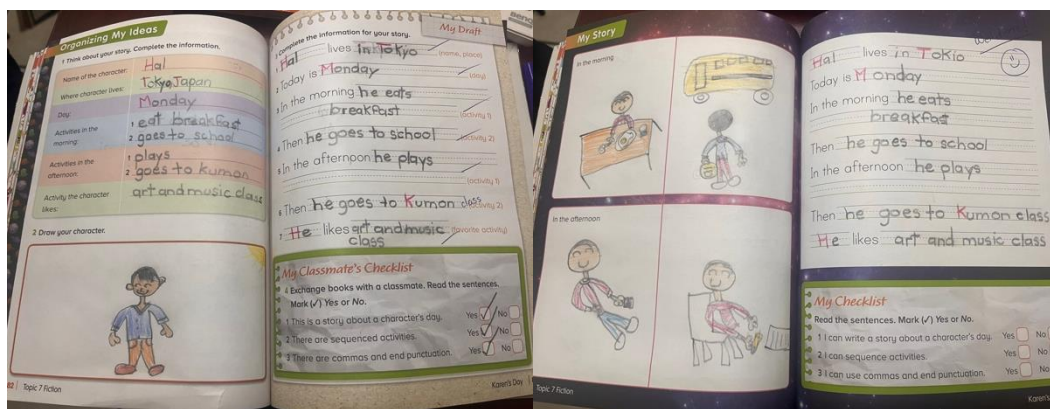


Figure 7 Gathering information for their draft

2.4. Evidence of the designed tools

Next, you will find some of the evaluations tools I designed for the formative assessment of this project.

First, for Reading, I designed a Kahoot!, where students answer comprehension questions from the topic.



Figure 8

For Listening, students check activities in a chart according to each kid's routine.

The image shows two listening quiz charts. The first chart is for Martha Elina Martínez, and the second is for Rafael Guillermo Torres Maruri. Both charts have a header section with the student's name, score, and final grade. Below the header is a table with columns for various activities and rows for three students: Elsie, Hal, and Grace. The activities are: gets up At 7:30, eats breakfast, goes to school, Wears uniforms, eats lunch at school, takes a bath, brushes teeth, and reads at bed. The students check off the activities they do according to their routine.

| | gets up At 7:30 | eats breakfast | goes to school | Wears uniforms | eats lunch at school | takes a bath | brushes teeth | reads at bed |
|-------|--------------------|-------------------|-------------------|-------------------|----------------------------|-----------------|------------------|-----------------|
| Elsie | | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Hal | ○ | ✓ | ✓ | ○ | ○ | ✓ | ○ | ○ |
| Grace | ✓ | ✓ | ✓ | ○ | ✓ | | ○ | ✓ |

| | gets up At 7:30 | eats breakfast | goes to school | Wears uniforms | eats lunch at school | takes a bath | brushes teeth | reads at bed |
|-------|--------------------|-------------------|-------------------|-------------------|----------------------------|-----------------|------------------|-----------------|
| Elsie | ✓ | ○ | ✓ | × | ✓ | ✓ | ✓ | ○ |
| Hal | ✓ | ✓ | ✓ | ✓ | ✓ | ○ | ✓ | ○ |
| Grace | ✓ | ○ | ✓ | ○ | ✓ | ✓ | ✓ | ○ |

Figure 9

On Writing students first gathered information about a Japanese boy, then wrote a draft, then made the necessary corrections and write a paragraph to describe the boy's routine. Finally, they perform a self-assessment to check their work.

The image shows two pages from a writing checklist and student work. The left page is a writing checklist for a student named Natalia. The checklist includes: Capital letters, Punctuation, Finger space, Vocabulary (vocabulary wall), Spelling of words, and Sentences make sense (sentence wall). All items are checked. Below the checklist, there are two drawings of a boy in a red shirt and blue pants, one sitting and one standing. The right page is a writing checklist for a student named Rafael. The checklist includes: Capital letters, Punctuation, Finger space, Vocabulary (vocabulary wall), Spelling of words, and Sentences make sense (sentence wall). All items are checked. Below the checklist, there are two drawings of a boy in a blue shirt and blue pants, one sitting and one standing. The right page also has a section for 'In the afternoon' with a drawing of a boy in a red shirt and blue pants, one sitting and one standing.

Figure 9

2.5. Video session

In the following link you will find a video that gathers some of the activities performed throughout the implementation of the designed lesson plan.

<https://youtu.be/kV2ttAsRrEI>

3. Experience report

The lesson plans designed, for each skill, in this work were applied to a first-grade group, in a period of two weeks intermittently due to a school project that had to be presented to the authorities and parents.

When I designed the lessons, I had a clear idea of what I expected my students to do and they didn't really seem like very complicated activities to me, however the "time" factor was predominant for the results.

At first, I considered that the activities had been very ambitious, however the students demonstrated, for the most part, mastery of the topics (vocabulary, grammatical structures, etc.) especially in receptive skills, such as listening and reading, however for the productive writing skills, despite being familiar with the vocabulary and grammatical structure we would use, they required more support. Most students in the group in question have the reading writing process acquired, however they still do not feel confident in producing texts on their own.

Since we worked with the writing format that they have been working on throughout the school year with their textbook, it was easier for them to follow the format and only fill in the required information, however, facing the task of producing a text on their own is still difficult for them.

For the speaking task, students were challenged to produce something by themselves. When I took the group in March, they were used to produce their oral presentations through memorizing some speech, however when I joined, I tried to integrate activities that would allow them to develop their oral skills.

First, they became familiar with the grammatical structure (simple present) through the song 'The farmer in the dell' in which they observed while they sang

what the farmer's routine was, while conjugating the verbs in the third person singular.

When the little ones had to present the routine of the child they chose, they were accustomed to using verbs in the third person singular in a natural way. The fact of being used to memorizing made their presentations a little difficult, however, little by little they agreed. They were feeling comfortable, they managed to do it.



Organizing My Ideas

1 Think about your story. Complete the information.

| | |
|-------------------------------|--|
| Name of the character: | Hal ✓ |
| Where character lives: | Tokyo, Japan ✓ |
| Day: | Monday ✓ |
| Activities in the morning: | 1 Hal eats breakfast 2 Tokyo Japan goes to school |
| Activities in the afternoon: | 1 Monday plays 2 eat breakfast goes to kumon |
| Activity the character likes: | goes to school plays art and music class |

My Draft

3 Complete the information for your story.

| | |
|---|--|
| 1 | Hal lives in Tokyo Japan (name, place) |
| 2 | Today is Monday (day) |
| 3 | In the morning he eats breakfast (activity 1) |
| 4 | Then he goes to school (activity 2) |
| 5 | In the afternoon he plays (activity 1) |
| 6 | Then he goes to Kumon class (activity 2) |
| 7 | He likes art and music class (favorite activity) |

4. Conclusions

In retrospect, throughout this year of the Specialization I have grown as a teacher and my teaching practice has improved due to everything I have learned, not only academically, but through what I have shared with my classmates.

During the two weeks of implementation of the designed class lesson, it has been demonstrated that the educational objectives established throughout the school year are being met. Through the application of this lesson, a significant impact has been observed on the students' learning, demonstrating that they know the vocabulary and grammatical structures in addition to comparing and contrasting their own daily routines with those of children from other countries, they changed from memorize speeches to produce their own.

For example, when carrying out the activities and while the students noticed differences between themselves and Hal, the Japanese boy they chose to carry out their writing activity, I could see their surprise when they realized that although they had things in common, there were also differences. very significant, such as the fact that he walks alone to take the bus to school, among others. This led them to question why they couldn't go to school alone and Hal could, which led to a debate about the different lifestyles between Mexico and Japan, with some students even mentioning safety issues. I consider that the goal of achieving intercultural awareness in the students was successful, not only because they were able to describe the routines of other children or questioned the differences between one culture and another, but because later, the Writing textbook had a task in which students had to make a fact card about a country and write a paragraph about it; The students unanimously decided to do it about Japan and its culture.

On the other hand, this experience has highlighted the importance of knowing not only the learning styles of the students, but also the teaching approach itself, since this allowed me to carry out the activities in a more concise way, taking into account what was their purpose and that, likewise, these can be applied in future lessons to further optimize the teaching-learning process.

That said, one of the aspects that I highlight the most about the specialty is the opportunity I had to learn about the different theories, methodologies and approaches to teaching English, since before that, I did not have a background of knowledge about linguistics.

When I started the specialty and when I carried out the exercise of describing the philosophy, identity and approach of my teaching practice, I had the first two very clear, but as for the approach, I considered that I was a Constructivist because I had been working for 9 years in a school. I claimed to have that approach, however, thanks to feedback from my tutor and reading and researching more about the approaches, I realized that my approach was communicative, which makes a lot of sense due to the way the activities are designed.

Something that I really enjoyed about what I learned during the specialty was discovering the natural approach and the input hypothesis. Honestly, I am not aware of whether in my practice before the specialty I used these approaches or if it is something that I implemented properly after this course, however I consider which is something that makes complete sense with my identity and philosophy as a teacher.

On the other hand, I recognize that there are areas for improvement, such as time management, not only in relation to the classroom, but also everything that school events imply in a large private school and how that affects the planned

activities within the classroom, Since at a certain point this overwhelmed me and I came to think that I would not be able to complete this project.

Another area of opportunity is to work on the autonomy of the students so that they can carry out activities of productive skills such as Writing and Speaking, thus preventing them from depending on the teacher and being able to carry them out more autonomously and my role is more that of a monitor or facilitator.

Finally, the completion of the Specialty and this project have allowed me to learn and enrich my teaching practice, providing a solid foundation for the continuous development of effective teaching strategies and highlighting the importance of constant reflection and adaptation in the educational context.

5. Appendixes

1 Audio tracks



Track 204 – Eating
in other countries



Track 214



Track 198



Track 199



Track 200



Track 210



Track 211



Track 212



Track 213

2 Digital flashcards



3 Interactive poster



4 Videos for listening 2nd session

A day in a six years old in Japan

<https://www.youtube.com/watch?v=zCyNMPFjxtw>

School morning routine | Grace's room

https://www.youtube.com/watch?v=nMi_xsC6yTA

Elsie's school morning routine

<https://www.youtube.com/watch?v=dwai3zuN2ow>

5 Assessment tools

Reading - Kahoot game

<https://create.kahoot.it/share/eating-in-other-countries/f3ca9af5-eb7c-46f6-ae4b-7d5cfc838b67>

Kahoot answer sheet

Kahoot!

Name: _____ Score: _____ / _____

| | | | | |
|-----|----------------------|----------------------|----------------------|----------------------|
| 1. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 5. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 6. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 7. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 8. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 9. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 10. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Writing

Guided writing checklist

Writing checklist/Student

Name: _____

Capital letters ☐

Punctuation ☐

Finger space ☐

Vocabulary (vocabulary wall) ☐

Spelling of words ☐

Sentences make sense (sentence wall) ☐

Students name: _____

Score: _____/10

Final grade: _____

| Aspect | Yes | No |
|--------------------------------------|-----|----|
| Uses capital letters. | | |
| Uses the correct punctuation. | | |
| Leaves space between words. | | |
| Uses vocabulary words accurately. | | |
| Checks the correct spelling of words | | |
| Uses grammar structure correctly. | | |

Listening – Comparison table

Listening quiz

Students name: _____

Score: _____/10

Final grade: _____

| | gets up At 7:30 | eats breakfast | goes to school | Wears uniforms | eats lunch at school | takes a bath | brushes teeth | reads at bed |
|-------|--------------------|-------------------|-------------------|-------------------|-------------------------|-----------------|------------------|-----------------|
| Elsie | | | | | | | | |
| Hal | | | | | | | | |
| Grace | | | | | | | | |

Speaking – Rubric

| <div>3= Exceptional</div> <div>2= Developing</div> <div>1= Needs Improvement</div> | | |
|--|-------|---------|
| Expectation | Score | Comment |
| I use vocabulary correctly. | | |
| I use grammar and sentence patterns correctly. | | |
| I pronounce all words accurately. | | |
| I speak loud enough so the audience can hear me. | | |
| I speak clearly at a pace that is not too fast. | | |
| I make eye contact with the audience. | | |
| I stand still and keep my hands still. | | |
| Total score | | |

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