



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

CÓMO LA LITERATURA PROMUEVE LA COMPETENCIA INTERCULTURAL

EL USO DE TECNOLOGÍAS PARA INVOLUCRAR A LOS ALUMNOS EN UNA ACTIVIDAD DE CONTA CUENTOS TRABAJO RECEPCIONAL

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

PRESENTA:

GEORGINA MÁRQUEZ OLAYA

ASESOR: PROFESOR GERNOT POTENGOWSKI

Ciudad de México Agosto 2020.

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

**HOW LITERATURE FOSTERS
INTERCULTURAL COMPETENCE.**

**THE USE OF TECHNOLOGIES TO MAKE STUDENTS
BECOME INVOLVE IN A STORY TELLING ACTIVITY**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
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Table of Contents

| | |
|---|----|
| INTRODUCTION..... | 1 |
| Chapter 1 PHILOSOPHY AND THEORY..... | 1 |
| 1. Teaching Identity and Philosophy..... | 1 |
| Autobiographical Remarks..... | 1 |
| Standpoints as an ESL Teacher..... | 2 |
| Critical Reflection..... | 3 |
| Personal Goals..... | 5 |
| Assessment..... | 7 |
| 1.2 Theoretical Foundations..... | 9 |
| 1.2.1 National English Program for Basic Education (NEPBE) SEP..... | 9 |
| 1.2.2 Zone of Proximal Development (ZPD) and Scaffolding..... | 10 |
| 1.2.3 Communicative Approach..... | 11 |
| 1.2.4 Schema Theory..... | 11 |
| 1.2.5 Interactive Model of Reading..... | 12 |
| 1.2.6 Listening comprehension skills..... | 12 |
| 1.2.7 The importance of cross cultural awareness for reading..... | 13 |
| 1.2.8 Teaching listening and Listening Strategies..... | 13 |
| 1.2.9 Authentic Materials for Listening Comprehension..... | 13 |
| 1.2.10 Writing..... | 14 |
| 1.2.11 Speaking..... | 14 |
| 1.2.12 Culture..... | 16 |
| 1.2.13 Intercultural Competence..... | 16 |
| 1.2.14 Language Teaching in Cultural Teaching..... | 16 |
| 1.2.15 Third Culture in the Classroom..... | 17 |
| 1.2.16 Language Teaching Materials..... | 17 |
| 1.2.17 Literary Genres..... | 17 |
| 1.2.18 Learning Styles..... | 18 |
| 1.2.19 CALL (Computer-Assisted Language Learning)..... | 18 |
| Chapter 2: METHODOLOGY AND PRACTICE..... | 20 |
| 2 Lesson Plan..... | 20 |
| Intercultural Component..... | 24 |

| | |
|--|----|
| Evaluation..... | 25 |
| Conclusion..... | 25 |
| Follow up Activities..... | 25 |
| 2.1 Development and Outcomes of the Activities..... | 27 |
| 2.2 Evidences..... | 32 |
| 2.3 Video..... | 39 |
| 3 Assessment..... | 41 |
| 3.1 Assessing Intercultural Communicative Competences..... | 41 |
| 3.2 Assessing Productive skills - Speaking..... | 41 |
| 3.3 Writing..... | 41 |
| 3.4 Assessing Vocabulary and Grammar..... | 42 |
| 3.5 Formative and Summative Evaluation..... | 42 |
| 3.6 Assessing EFL Learners..... | 43 |
| 3.7 Evaluation of the Activities..... | 43 |
| 3.8 Assessment Materials and Resources..... | 47 |
| Assessment Materials and Resources..... | 48 |
| Assessment Materials and Resources..... | 49 |
| Rubric to Assess Speaking Activity..... | 50 |
| Test. Written Exam from the Teacher's Book..... | 51 |
| Final Rubric..... | 52 |
| Chapter 3: EXPERIENCE REPORT..... | 53 |
| Chapter 4: CONCLUSIONS..... | 56 |
| Bibliography..... | 60 |
| Appendix Flashcards for the Tale Vocabulary..... | 63 |
| Declare Letter..... | 66 |

INTRODUCTION

This project pretends to reflect part of the abilities and knowledge I have acquired during the studies performed along the school year during this specialization. During this time, I have considered, reflected on and practiced significant theories and approaches in different opportunities at the school where I work.

This work empathizes the importance of literature in English teaching as a way to make students realize and reinforce all they know about the existence of other cultures whose cultural values are not so different from ours¹, values such as thankfulness, forgiveness, and mercy ; which can provoke on them a curious attitude that can lead them to the respectful study of said cultures through the language and by this investigation they can understand the importance of interculturality in our days.

The topic of this work is also related to my identity as English teacher which is stated in the teaching philosophy, for me it is important the bases and values taught during the early stages of school education since they will be reflected and developed by students along their lives.

A series of activities based on the National English Program for Basic Education (NEPBE) have been planned to direct students to the reinforcement of their conception about Literature as a means to know different ways of thinking that will enrich their appreciation of values and cultures.

The project is planned to be carried out with three groups of students of elementary third grade at a public school. It is important to mention that most of the activities based on the approaches , theories and methods learned during this specialization have been practiced with these same groups along the present school year. It has to be pointed out that when the quarantine started, it was expected to come back to regular live sooner to be able to finished the year in presence; unfortunately the situation has lasted more, for this reason the project is still waiting to be implemented as it is planned; nevertheless, the analysis performed of this project is based on the previous practices accomplished with these groups the previous months to the quarantine starting. The project represents the continuation in a way of early plannings, therefore reflections have solid bases and

¹ Understanding values as “ a culture’s standard for discerning what is good and just in society”. According to: courses.lumenlearning.com

predictable outcomes; the personal goal was to observe the way students had accomplished their scaffolding construction process to reach their zone of proximal development shown in a more fluent speaking reproduction aided by writing texts in order to be able to retell a story; previous outcomes from earlier units had included shorter pieces of dialogues or sentences, this time children should say longer sentences in turns to retell the fable, but as it was said before, outcomes can be foreseen up to a point.

Activities are based on the communicative approach since it is the curricular foundation for the NEPBE, they followed an order from the general to the particular: students were expected to reinforce what they remember about structure and elements of a story starting at the general information about stories to analyse and identify these parts and elements in a particular story; then they will apply their previous knowledge about general stories to the particular fable they will retell as product at the end of the unit.

The advantages of the communicative approach are mentioned, underlining also the importance of grammar due to the students' school level.

The four abilities are always incorporated in every one of the classes; nevertheless each one of them has its particular study and evaluation along the development of the sixty minutes sessions (the project is planned to last between six and seven sessions). A very significant part of this project is the analysis related to assessment tools and the final test, due to the fact that it made possible the observation of the student's development during the unit; there is a rubric elaborated to the speaking activity and the final one to grade the product of the project; it is also mentioned the activity that will be part of the portfolio where the students keep a record of their progress in the year.

The work is supported on several theories and approaches that were studied during the specialization such as: the schema theory, the interactive model of reading, the importance of cross cultural awareness for reading, teaching listening and listening strategies; authentic materials for listening comprehension and its elaboration or adaptation, having a very important place literature as a way to achieve intercultural competence; the role senses may play when we want to involve children in a retelling activity and the importance that the use of the Information and Communications Technology (ICT) represents when we deal with interculturality and literature. The theoretical foundations are also related to Intercultural competence, Total Physical

Response (TPR) method and the Zone of Proximal Development theory together with the consideration of learning styles to incorporate scaffolding techniques.

It is important to point out the use of technologies as a way to support students process keeping at the same time their interest and curiosity towards the class. There is an interactive exercise taken from an internet page which reinforces students' learning of the tale and a set of cards was created at quizlet.com to make sure children understand the vocabulary related to values which will be analyzed in the last session of the project. I would like to mention that the use of the material from different virtual pages has meant a great help to the students interest and motivation during the class; most of the students are accustomed to use the tablet, the cellphone or the computer to play games; the fact that they were able to know the existence of these funny pages made them realize that they can learn at the same time that they play.

The project is planned to be implemented from the general to the particular during six sixty minutes length sessions: in the first session, students are invited to activate their content schema to remember what they know about the characteristics and types of stories (genres); then they identify and narrate the topic of three different tales based on illustrations. During the second session, learners focus on the analysis of one story (tale) they become familiarized with the vocabulary so that they can perform their interaction with the reading (aided by the CD). At the end readers identify the parts of the story and make comments in regards to feelings and values present at the tale. Students are assessed with 3 exercises from their workbook.

For the third session, pupils deal with "The Lion and the Mouse" fable at the ICT laboratory where they identify story genres (fable characteristics); and obtained the main idea of the video through the pre, while and post activities. The fourth session is focused on ordering and labeling the parts and elements of the fable, as well as the retelling the fable in order by the students.

During the fifth session at the ICT classroom, learners know the meaning of the vocabulary related to values represented by the characters at the fable by means of an internet site where a set of cards was created to said aim; next students learn how to retell the fable with the help of hand movements (mudras) which they observe at a video; this TPR activity with the aid of six written sentences make students retell the fable. The sixth activity is aimed to allow children present the product of the unit with this kinesthetic

activity; learners also reflect on the values presented on the fable, the universality of said qualities and the importance of literature as a means to know other cultures. Finally participants make the self- evaluation they have in their workbooks.

This work pretends to show some of the many tools acquired during this specialization, which have enriched the student's process and experiences in my English classroom during the time they are in class; keeping them motivated and curious towards different cultures presented in my classes; using techniques that make more solid and interesting the classes: I have acquired a better understanding and scope of the rationale of each one of the plannings of my classes and the importance that evaluation has to determine student's exploitation of the materials used during the class.

Chapter 1 PHILOSOPHY AND THEORY

1. Teaching Identity and Philosophy.

“If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

Antoine de Saint-Exupéry. The Little Prince.²

During this year I have enriched my knowledge, and experiences through the theories, approaches and methods we have studied and that have been reflected in my students' language learning motivation; at present I am convinced about the importance of updating what I have studied, together with my practices in order to fulfill the requirements new generations have according to modernization; I have learned that when we are trying new methods it is important to observe, analyse, and evaluate focused on our students; that any theory and approach has advantages that might be useful in our classrooms. The most valuable knowledge we can teach our students is the language as the key that opens the door to interculturality which is one of the main tools that together with technology will provide our students with the necessary knowledge which will help them to fit in this modern world.

Autobiographical Remarks

My Language (culture) acquisition process has followed diverse approaches, methods and theories which have directed part of my practice since I found them useful in different moments of my life. I started my learning process at middle school where I learned through the audiolingual method ³, teachers used drills to teach structural patterns (affirmative, negative, interrogative and interrogative negative sentences order), we used to memorize dialogues by using dialogue deletion exercises focused on intonation and pronunciation; teachers also used TPR activities when we dealt with certain vocabulary, I still find these activities useful with my students. Presentation, practice production activities were used with the dialogues used in role-plays in third grade, they made us

² www.brainyquote.com/quotes/antoine_de_saintexupery_121261

³ [es.slideshare.net.the-audiolingual-method](http://es.slideshare.net/the-audiolingual-method)

practice a certain interaction among us. This controlled activities help me improve my communicative abilities; because the constant repetition aided me to pay attention to pronunciation.

Certain aspects of the Grammar translation method⁴ was also part of my formation as middle student, in second grade the teacher made us learn by heart irregular verbs conjugation in present, past and participle together with their meaning in Spanish, we also used to review the exercises using Spanish or having it as a point of comparison ; as years passed that memorization helped me to use verbs with their correct conjugation and spelling.

During high school, we follow the communicative approach⁵ since we used to learn a series to dialogues; we practiced them in class and then we made changes like complements or verbs, keeping the structure to use them in different situations (real situations), these dialogues and adaptations were given by exercises in our workbooks; nevertheless, grammar was one of the vital points focused on those exercises.

At the University, we completely focused on communicative approach; although grammar aspects were also fundamental since we used to perform literary analysis.

Standpoints as an ESL Teacher

All the methods I experienced during my language acquisition contributed to my appreciation of the language learning- teaching process.

Language is made of particular symbols, signs, sounds, and gestures that we use to communicate with each other; it is alive, it is diachronic and through the meaning charge of its words we can know the way a group of people think, feel or express in a given place during an specific period of time. Language is to communicate something to someone.

Language learning is a process that should be based on respect, openness, curiosity, interest but above all persistence; the most important aspect to learn a language is the firm desire of doing it, therefore we should plant and encourage this wish in our students, from here the responsibly we have as teachers to create environments where students can feel

⁴ es.slideshare.net. the-grammar-translation-method

⁵ ontesol.com/communicative-approach/

motivated to practice the language and curious towards those aspects that are part of this learning, aspects such culture, history, art, literature, to mention some.

Language teaching includes all the actions that we as mentors, leaders, planners, facilitators, material designers/creators, mediators, listeners, value models among others perform instructed by means of theories, approaches, methods that we have studied and that we continuously update, in accordance to our experience and above all to our own values and standards aided by modern technologies to encourage our students to become involve in their own learning process.

We have to be aware to make know our students that nowadays English is not a style, but it is part of our lives since people who deal with new inventions, studies, discoveries or social contributions among other things, use either written or spoken language to communicate their findings; technology is also based on this language; therefore it will be part not only of our learners' academic formation but also of their every day nature.

Critical Reflection

Having the opportunity of studying this specialization has given me time of obtaining a broad understanding of the foundations where the official Program which is the one I use to teach, is based on: the Communicative approach. I consider this approach has many benefits since it considers that learning language successfully comes through teaching using meaningful communicative activities which will allow learners the use of the language in real communicative contexts.⁶ What I found difficult to apply of this methodology in my classes is the fact that it is defiant to foster meaningful communicative activities in classrooms of more then 25 students; communicative activities at this stages requires controlled activities focused on pronunciation rather than fluency due to the fact that students are still acquiring important elements of language like grammar and relationship between writing and spoken language. Speaking activities should be brief and the monitoring of this activities in class is not easy since children require behaviour control during these type of their school formation.

Thanks to the theoretical readings I performed during this year, I have a better understanding of the content organization of the curriculum I teach which is based on

⁶ See www.teachingenglish.org.uk/article/communicative-approach

Michael Byram and colleagues' cultural competence model: Doing with the language, Knowing about the language and Being through the language. I appreciate that "Being through the language" content is directly related to the intercultural competence since it is focused on attitudes towards others and other cultures; the fact of having these considerations has helped me realize the importance that interculturality has in my classes since it is the content that should amalgamate the other two contents; I know that my students should learn how to interact with what they learn about the language in a context that can allow them acquire the tools that make them fit in a world whose multicultural essence is every day more evident.

Being in this specialty has fortified my philosophy as teacher; and it taught me about the importance of basing our teaching on solid theoretical bases which can help us develop better teaching methods; that the fact of having a specific methodology rooted on given principles does not imply that we cannot enrich our teaching by means of including different approaches from different theorist as long as our planning can justify them.

I try to include the use of technology in my classes; nevertheless I faced some challenges during the implementation of the activities at the technologies classroom; the laboratory has a very tight schedule, to be able to use it with third graders I had to ask the teacher in charge of the classroom so that she could change some classes to a different time which implied extra work for her and that sometimes I only could use it with one or two of the three groups of third grade. Besides, since I teach from to classroom to classroom I usually adapt my activities to the disposition each teacher has in his or her classroom, sometimes I needed to arrange the tables to form teams and that made students become restless which influenced on their attention. Sixth graders were able to work using interactive exercises on internet where they also had to use the www.wordreference.com dictionary; since most of them were 10 or older I considered they would be able to work autonomously, but many of them still required a lot of help from me an from the laboratory teacher; nevertheless at the end students enjoyed the activity, and the most important the acquire certain ability to use a virtual dictionary. The most significant challenge for me was to incorporate technology in a different way than only videos, to make students work in different sites on internet.

I was able to consider new perspectives from which I could enrich my classes due to the methods, theories, approaches, activities, to mention some I reviewed during this course,

and I discovered that they were really enriching for my students' motivation and attention; they become more interested in the activities of the class; some of these new activities were not so effective the first time I tried them in class, but with the pertinent adjustments they become more useful, like the use of interactive pages on internet according to the ages of the students.

Personal Goals

As a teacher, one of my main goals includes the implementation of activities such as daily ten minutes reading of stories related to values that can lead my classes to have an environment where students can feel confident when expressing their thoughts and feelings during the class; the constant reinforcement of values is necessary not only to create this attitude in class among them, but also to reinforce in children their openness and acceptance towards other cultures since they may convey different cultural expressions that may have values not so different from ours, but at the same time, they can have practices or customs that may not be necessary understandable for us; nevertheless they deserve to be respected.

For me literature as one of the most suitable tools that together with technology can increase my students' interest towards other cultures, and knowledge in general.

I want to help my students to realize about the importance that English has as one of the principal tools that they can have to become world citizens with all that this citizenship implies: a respectful attitude towards other people and their culture, a constant intellectual and ability development, and above all a true desire of a constant personal improvement.

Considering the previous factors, a "good teaching" for me is that one capable of motivating students to develop and construct all the skills and capabilities they have in order to find their best version of them, where they can see English as the tool that can help them reach all the goals that as individuals they may develop along their lives. A good teacher has his/her students in the center of his/her teaching activity which leads him/her to be a mentor, model, facilitator, researcher among other things in order to create the appropriate conditions where their students can develop their learning actions in order to reach their personal goals. A student should not leave the class without having something learned from the class.

Due to the present situation, I have also reflected on the importance of making our students have an active part on their use of the language to communicate which will allow them to undertake the process by which they can construct and look for the tools they need to perform a meaningful communicative activity in accordance to whatever their personalities and life goals might be.

Assessment

Evaluation represents one of the parameters I have, to take decisions related to the class activities, planning, processes, among others. In the school where I work, I perform several evaluations, most of them assessments, during the school year, some or them are part of the school policies and some others are part of my personal teaching feedback. At the beginning of the school year we as school make a diagnostic exam so that we can focus the first weeks on basic aspects students should know at specific levels, and we also perform a written learning styles test, which helps me determine the type of material specific students need to make them become involve in the class. The continue assessment as part of the students formative evaluation using rubrics, check lists, portfolios, anecdote diary of the different activities students perform in class allows me the reflection on the planning, materials and activities the students work in class; at the end of each unit, students solve a test which usually is focused on the knowing about the language contents (grammar) and it is part of with the final rubric indicators. The rubrics grade students' attitude, and disposition to work during the classes, identification of certain concepts, activities in class, among other things.

At the end of the school year I usually perform a summative assessment so that I can know , up to a certain point, the abilities students developed during the year based on the diagnostic test.

Rubrics aid me realize about the appropriateness of the methods, activities and exercises I am using for a specific unit, it also allows me ask the students why they cannot answer for example an exercise which help me reflect about my methodology to perform the adequate adaptations. they also help students when they are solving exercises that we review in class to realize whether they are paying attention or not. Of course the final test make me and them have a complete ides about the teaching - learning process during the unit.

To conclude, for me, being a teacher conveys a whole life style since you put your students not only in the center of your teaching for also they occupy a part of you live. I am aware that I may represent a model to be followed for some of my students therefore, everyday I try to be an improved version of me, being empathetic, responsible, tolerant and respectful, among others. Updating is a very important aspect that I should never forget since new theories, methods, and approaches, or their recalling help me

understand the requirements students have nowadays. I know about the importance of the different roles I have as a teacher since an adequate development of my work depends on them. Evaluation plays a very important role in my work due to the fact that it allows me a constant review of what I am doing with my students so that they can feel motivated and curious of what is being developed in class. I also consider literature as one of the most powerful tools I have to be able to raise awareness in my students towards other cultures so that they can understand the importance of being intercultural and respectful towards other cultures. For me it is very important to plant in my little students the importance of values, the interest for the language and the use of English as the media to know other cultures, to awake in them the curiosity towards other ways of thinking so that they can develop a desire to continue their acquisition process of the language along their lives. As it is quoted: to make my students “ long for the endless immensity of the sea.”

1.2 Theoretical Foundations

Considering that the main function of language is communication, language learning should be the process by which students gather along their school path all the tools they will need to perform said communicative interaction; during the earlier steps of their education learners should develop attitudes and curiosity towards the language since they will make them construct solid bases of respect, openness, interest, recognition of themselves through the others. The theories, approaches and methodology are the paths we as teachers have to help our students with the construction of these solid bases; through the implementation of this project I use some of the techniques learned during the specialization having the communicative approach as the guide for the methodology. Besides fostering intercultural competence by means of literary pieces in my students through the use of technologies such as interactive pages and videos, the use of the following strategies will help me keep my learners motivated and involved into the activities of the class in an environment that allows them follow their constructive process towards the respectful realization of the existence of other cultures with values no so different from ours.

1.2.1 National English Program for Basic Education (NEPBE) SEP

My teaching practice is based on the Curricular Foundations set on the National English Program for Basic Education (NEPBE)(SEP) as follows:

“The General Purpose of English Language Teaching in Basic Education is for students to get the necessary knowledge to engage in social practices with spoken and oral language to interact with native and non-native English speakers by means of specific competencies with the language. This is to say, through competencies that involve production and interpretation of oral and written texts- of familiar, academic and literature nature- students will be able to satisfy basic communication needs in different everyday, familiar, and known situations.”⁷

Social Practices of the language represent the referent in the establishment of the contents in the public English Program; they are patterns of interaction of spoken and written texts; beside this social practice, a series of specific competencies are established to define the

⁷ Programa Nacional de Inglés en Educación Básica, Segunda Lengua Inglés.

contents of the Program.⁸

The Specific Competencies implies that students listen, speak, read, and write in accordance to the developmental step they are. These competencies involve three types of knowledge which define the practical considerations for the contents: “Doing “ with the language (communicative actions that can lead to a communicative situation); “Knowing” about the language (concepts and topics proper of the language to know how to use it); and “Being “ through the language (which refers to aspects related to the role of intercultural education, attitudes and values that should be present in any oral type interaction where the language practice is involved).⁹

Where Language is considered as a “ communicative, cognitive, and reflective activity through which we express, exchange, and defend our ideas; we establish and keep interpersonal relations and gain access to information, we participate in knowledge building, organize our thoughts, and reflect on our own discursive and intellectual creation.”¹⁰

As we can see the National English Program for Basic Education is directly based on the Communicative Approach. I personally consider that this Program represents a great contribution to the Mexican Public School since it is given to children since pre-school and it includes elementary and middle school. It is continuous and transverse which facilitates the meaningful contents; in the curriculum you can find topics related to history or geography for example which is also useful when I am teaching a given topic it happens that at the same time the Spanish teacher is dealing with it and that helps students to obtain a better idea of what they are discussing in English.

It is a Program easy to adapt and to understand; and the most important it fosters English acquisition since the early stages of the students’ lives.

1.2.2 Zone of Proximal Development (ZPD) and Scaffolding

Vygotsky maintained that the ZPD is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers ¹¹,where the role of education was to provide the children with experiences that

⁸ See *ibid.* Language teaching Approach.

⁹ See *ibid*

¹⁰ *Ibid.* Foundation

¹¹ (12)Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge:

are in their ZPD to encourage them to advance to that zone.¹²

To assist a student to move through the zone of proximal development, it is required to focus on three important components which aid the learning process:

- 1) A person with knowledge and skills beyond that of the learner.
- 2) Social interactions with a skilful tutor to allow the learner to observe and practice their skills.
- 3) Scaffolding, or supportive activities provided by the teacher, or a more competent peer, to support the student as he or she is led through the ZPD.

Scaffolding is a key feature of effective teaching, where the adult continually adjusts the level of his or her help in response to the learner's level of performance; in the classroom, scaffolding can include modeling a skill, providing hints or cues, and adapting material or activity.¹³ (Copple & Bredekamp, 2009).

1.2.3 Communicative Approach

The Communicative approach is focused in the five points given by Nunan:

1. An emphasis on learning to communicate through interaction in the target language.
2. The use of authentic texts in the learning situation.
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important elements that contribute to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.¹⁴

Communicative Competence is related to both verbal and nonverbal communication, it is the correct use of the language: when and how to use it appropriately, teachers use textbooks with settings to teach in such a way that students can practice what it is said and how it is said in a given context.¹⁵

1.2.4 Schema Theory

Schema is defined as the knowledge about a particular topic which individuals have already

Harvard University Press, p. 86

¹² See Berk, and Winsler (1995) at: www.simplypsychology.org/Zone-of-Proximal-Development

¹³ See Copple and Bredekamp, 2009 at :www.simplypsychology.org/Zone-of-Proximal-Development

¹⁴ Nunan, D. (1991). Communicative tasks and the language curriculum.

¹⁵ *ibid*, slide 6

acquired throughout their lives due to the different experiences they have had and which might be activated when reading or listening ; it can help the reader to give sense to what he or she is reading, listening or watching.

There are three types of schema:

1. Content schema refers to previous general knowledge people have of a particular topic.
2. Linguistic schema: refers to the linguistic information stored in the mind in order to decode words with their meanings.
3. Formal schema: refers to the knowledge we have about the different organizations of texts.¹⁶such as spelling, syntax, cohesion, and text structure, among others.

1.2.5 Interactive Model of Reading

In top-down approach readers use meaning and grammatical cues to identify those words they do not recognize, they read to obtain a general meaning or idea of the text by reading complete sentences, paragraphs or parts, the most important is the amount of information gained through the activity. ¹⁷

In Bottom-up approach the readers try to understand small elements of the language such as to the letters of the alphabet, then phonics, vocabulary, grammar, and finally reading comprehension skills. ¹⁸ .Interactive reading model uses the interaction of bottom-up and top-down processes simultaneously in a given reading. All readers use this model in an unconscious way when we read a considerably amount of a reading to obtain a general idea and then we come back to look for more specific of detailed information.

1.2.6 Listening comprehension skills

These skills include understanding of the vocabulary used in a given listening activity; recognition of literal and figurative meaning; the capability of making inferences, summarizing content and identification of the main idea; the identification of the tone used by the speaker which can determine sarcasm, hesitation, sadness,happiness, among other language tones.

¹⁶ eeail.ealupn.net/mod/book/view.php?id=1923&chapterid=4162. Lesson 1.schema theory

¹⁷ www.slideshare.net. Teories in Reading instruction.

¹⁸ Ibid. Bottom-Up Approach to Reading Instruction

1.2.7 The importance of cross cultural awareness for reading.

Cross-cultural awareness refers to be aware and respectful towards other cultures' uniqueness when we enter in contact with them. Every culture, and in consequence its language, appreciates the world according to its values, religion, life style, among other factors; therefore it is essential for our students to know about the differences and similarities they have in relation to other societies, in order to develop their tolerance and respect towards other ways of being and think.

1.2.8 Teaching listening and Listening Strategies

The listening comprehension strategies are the result of the interaction between "bottom-up" and "top- down".

Bottom-up skills involve "decoding", that is, constructing a message from sounds, words, and phrases. Top-down skills involve using background knowledge to make inferences about what the speaker intended.¹⁹

These two processes occur together in a listening process, and the use of each of them, will depend on the familiarity the listener has with the topic and/or the contents of a text, the density of the information provided, the type of text, and the listener's purpose in listening.²⁰

A listening lesson should include a sequence consisting of pre-listening (prior knowledge, making predictions, and reviewing key vocabulary); while-listening (comprehension through exercises that involve selective listening, general idea, sequencing, etc) ; and post-listening (response to comprehension)²¹; always considering both bottom-up and top-down processing.

1.2.9 Authentic Materials for Listening Comprehension

Authentic materials (materials that have been produced to fulfill some social purpose in the language community like a telephone message, a newscast or songs) give students opportunities to encounter the language as native speakers do such as: a natural rate of delivery and intonation, false starts, slang, reduced forms, abbreviations, mistakes and other

¹⁹ Richards, J. C. (2008). Teaching listening and speaking: From theory to practice.

²⁰ Ibid

²¹ Adpated from Richards, J. C. (2008). Teaching listening and speaking: From theory to practice.

characteristics of spoken language that may represent a challenge for them.²²

When selecting these type of materials, we have to consider the information we are presenting to our students, and determine if the cultural element fulfill the general language lesson goals; some directions can help us in the successful selection of materials: exclude listening material with too many new grammatical structures or vocabulary; consider shorter sections; provide pre-listening activities that address the new elements.²³

1.2.10 Writing

I consider writing as one of the most difficult skills to be developed in my students due to the fact that it requires well understanding of the language, a proper use of grammar and good reading habits since reading is the source of writing abilities. Since I teach children, most of them are still acquiring the grammar basis in Spanish, therefore to understand them in English represents a great challenge. What I find useful to do is to use controlled and guided writing²⁴ where students can imitate model texts in order to develop their confidence and abilities in this field.

In regards to the use of micro and macro skills²⁵, students are introduced from the beginning of the elementary school to the use of these skills, focused on micro skills related to the adequate grammatical patterns and use of correct spelling when writing and copying.

1.2.11 Speaking

Conversation if partially constructed with routines or fixed phrases or expressions that also convey intentions or purposes: the exchange of information; interactions, to socially interact and performance, to speak to an audience. Conversation is also interactive which means collaborative in turns taking; conversation deals always with a meaningful or trivial topic with a formal or casual style.²⁶

Classification of communicative activities and techniques in the classroom as a whole:

²² Ibid

²³ Ibid

²⁴ Hyland, K. (2002). *Second Language Writing*.

²⁵ Brown, H.D. (2007). *Teaching Writing*.

²⁶ See Nature and Function of Speaking in Ibid. 5193

| | | | |
|--|--|---|---|
| Activities and techniques in the classroom | Manipulative (totally controlled by the teacher): choral repetition, cued substitution drills, dictation, and reading aloud. | Communicative (they allow for open-ended, unpredictable responses): brainstorming, storytelling, role plays | |
| | Mechanical drills (require precise answers from the students, and are highly decontextualized. | Meaningful drills (require precise responses, but bear some connection to reality or context) | Communicative drills (the possibility of negotiation for meaning, the activity is no longer a drill- form focused practice) ²⁷ |

“Drill: A drill is “a technique that focuses on a minimal number (usually one or two) of language [grammatical or phonological] forms through some type of repetition chorally, or individually...and can take the form of simple repetition drills, substitution drills...and even the moving slot substitution drill.”²⁸

Types of Techniques

| | | |
|--|--|---|
| Controlled Techniques: Warm-ups, reading aloud, drills, translation, substitution, meaningful drill, etc. | Semi-controlled techniques: Brain-storming, wrap-ups, narration, exposition, asking and answering referential questions, etc. | Free techniques: Role play, cue dialogues, report, drama, interview, problem solving, etc. ²⁹ |
|--|--|---|

What is also of core importance in the process of speaking as an interactive tool, is the teaching- learning process of vocabulary since it will provide our students the require elements to be able to express their ideas. “The students need to process the new item through a cycle of noticing (the implicit recognition of a word as a useful item worthy of retention), retrieval (the ability to remember the word when it occurs again in discourse –or to use it when it becomes relevant again), and generation (being able to use the word in a new context)” ³⁰

As it was mentioned before, Intercultural Competence is considered when it is mentioned as Intercultural Education (Being through the Language) in the official Curricular Foundations; one of the foci of this work is to make students reinforce the positive attitude and recognition of values as part of the human nature in other cultures based on the understanding of these values in their own culture.

²⁷ Brown, H. D. (2007)p. 183.

²⁸ Ibid, p. 182.

²⁹ Ibid, pp. 185-186.

³⁰ Learning Vocabulary for Speaking Practice Activities in eeale.upnvirtual.edu.mx. 5244

1.2.12 Culture

Culture is also contextual: it emerges out of a specific context, environment and history; it is also dynamic: it changes; it is unconsciously learned from your family or from the external influences such as school, or church, and it becomes more conscious as a person become older and realizes his or her capability to make decisions³¹

An inter-culturally competent speaker sees all cultures as equally valuable.³²

1.2.13 Intercultural Competence

Michael Byram, and his colleagues developed one of the most popular models of intercultural competence in language education: ³³

| Model of Intercultural Competence | | | | |
|---|---|---|---|--|
| Intercultural attitudes (<i>savoir être</i>) | Knowledge of social groups (<i>savoirs</i>) | Skills of interpreting and relating (<i>savoir comprendre</i>) | Skills of discovery and interaction (<i>savoir apprendre/faire</i>) | Critical cultural awareness (<i>savoir s'engager</i>) |
| Curiosity and openness about your own country and other countries. Ability to "decentre". | Knowledge of social groups. Awareness of cultural differences , | the ability to interpret events from another person's point of view, "decentering". | By observing and asking questions, you are demonstrating the skills of discovery and interaction. | to become aware of your own values and how they influence your reaction to the behavior of others. |

One of the main Byram's proposals is to teach students to be intercultural speakers (rather than native speakers) which includes practices such as teaching intercultural competence through literature, using children's books to understand ways in which children are socialized into a culture, analyzing media for cultural topics and so forth. ³⁴

1.2.14 Language Teaching in Cultural Teaching

In unit three we reflected about the importance of considering the teaching of other cultures as important as academic teaching given that is basic to foster our students' capacity of

31 See: "Culture" and "How culture is Learned" at [eeail.eupnvirtual.edu.mx/mod/scorm/player.php- M3.U1.L2](http://eeail.eupnvirtual.edu.mx/mod/scorm/player.php-M3.U1.L2) slides 4-6

32 Ibid.

33 Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in language teaching: a practical introduction for teachers.

34 Ibidem Byram, M., & Fleming, M. (1998).

intercultural communication. When we open a space in our classes to know about other countries, our students will have opportunities to analyze and reflect on how different points of view from other cultures enriches our own culture and our values as human beings.

1.2.15 Third Culture in the Classroom

Since our classroom is considered to be a space of cultural creativity, a community of practice and a space for cultural encounters where students can create, explore, and reflect on their culture and contrast it with the target language culture³⁵, we must be sure to create the appropriate environment where our students can learn “what is appropriate to say to whom, and in what context. Identifying beliefs and values represented by the various forms and usages of the language”³⁶, developing in them an attitude of open-mindedness and respect towards other ways of being and think, to other cultures by using adequate material. In this rubric, technologies represent an endless source of information, of material and also of activities.

1.2.16 Language Teaching Materials

Language Teaching Materials refers to anything that is used by teachers or learners to facilitate the learning of a language;³⁷ any systematic description of the techniques and exercises to be used in classroom teaching.³⁸

They can be classified according to their purpose (instructional, authentic), format (paper-based, audiovisual, electronic) and creator (commercial, in house). In using materials you can decide whether to adopt (from existing materials), develop (create news) or adapt them (select and make adjustments) to provide meaningful activities, arouse and maintain learners' interest and attention, meet the learner' needs and background, among others.³⁹

1.2.17 Literary Genres

35 Kramsch, C. (1993). Context and culture in language teaching. Oxford: Oxford University Press

36 Peterson, E. & Coltrane, B. (2003). Culture in Second Language Teaching. Center for Applied Linguistics.

37 Tomlinson, 1998, p.2 at: es.slideshare.net

38 Brown, 1995, p.139 at: ibid

39 Richards, 1990, p.15 at: ibid.

As part of the Development of the class, we should deal with literary genres, as a fact of general information; nevertheless it is important for the children to have a clear distinction among different genres. There are benefits of showing literary genres to children among others: usually children do not like reading, when we allow them to know different genres we give them the opportunity to improve their attitude about reading; each genre of literature allows students to acquire an endless amount of vocabulary in a different context from the academic; if students learn how to interpret and understand a genre “their confidence will build as they broaden their horizons to learn from other genres.”⁴⁰

1.2.18 Learning Styles

This work underlines the importance of teaching to children by means of appealing their senses; every person has a particular way for which he/she learns; when you deal with children the fact of appealing their senses in the class makes them become involved in what is happening inside the class.

“When students are not performing as well as they could be, it is likely they just need to be taught in a different way. It is important to remember; diversity is not exclusively about qualities, beliefs and faith, it can also determine how we best learn new skills.”⁴¹

Neil D. Fleming developed a model called VARK (1970’s) which is one of the common and widely used tools to determine the sensory preferences students use when they learn; this model describes these preferences according to the way people process information: Visual; Auditory; Read-Write and Kinesthetic.

What I usually try to use, when I teach my students, is the visual, auditory, read and write; and as much as possible the kinesthetic senses; as their names describe the sense it is required to stimulate in order to help the student obtain a better understanding of a given matter. In this work, I will try to incorporate kinesthetic aspects through a telling fable where hands occupy the main role; which is also related to Total Physical Response approach or “Language body conversation”.

1.2.19 CALL (Computer-Assisted Language Learning)

⁴⁰ How to Teach Genres in Elementary School at www.cfclassroom.com/2011/07/teaching-genre
⁴¹ www.inspireeducation.net.au/blog/the-seven-learning-styles/

In internet, students find more contextualized topics to learn the language in those sites. Students can also find immediate assessment of any topic.

Brown ⁴²presents three relevant aspects when designing speaking tasks that we can adapt for assessing purposes:

1- Students and teachers should connect the speaking to other skills or activities; student may listen or read a short excerpt of a story and then talk about the passages or main ideas on it.

2- Aims of elicitation prompt achieves must be done as closely as possible.

3- Scoring procedures should be carefully specified for a response and to achieve a high reliability index as possible.

⁴²Brown, H.D. (2004). Language Assessment.

Chapter 2: METHODOLOGY AND PRACTICE

2 Lesson Plan

| | | | | | |
|--|---|---------------------------------------|--|---|------------|
| School: | | CCT: | | Month : | June |
| Teacher's name: | | Unit: | 4-B | Level: | third |
| Social Practice: | Read narrative texts and recognize cultural expressions from English-speaking countries | Environment: | Literary and Ludic | Group (s): | A, B ans C |
| Specific Competency: | Read children's stories and appreciate cultural expressions from English-speaking countries | Product: | Storytelling activity | Three 60 min sessions Elementary | |
| Semana 1 | | | | | |
| Expected Outcomes (Achievements): | Identifies graphic and textual components in story books. <ul style="list-style-type: none"> Identifies the content of a story through its title and images. Answers questions about the characters of a story. Selects words to express personal experiences. Compares differences and similarities in behaviors, values and settings | Instrument (s) for evaluation: | Rubrics, Portfolio, written exam | | |
| Steps of the Product: | | | | | |
| Contents Articulation | | Session | Activities | | |
| Doing with the Language | Explore children's stories. <ul style="list-style-type: none"> Activate previous knowledge. <ul style="list-style-type: none"> Predict the content of stories based on images and titles. Identify topic, purpose, and intended audience. Analyze the structure of stories. Relate stories to personal experiences. Read a story out loud. <ul style="list-style-type: none"> Identify new sentences and words. Identify some settings in a story. Answer questions about characters' actions. | 1 Beginning | <p>Routine: Greet the students (students practice a brief dialogue to greet the teacher)</p> <ul style="list-style-type: none"> Review of the rules of the classroom (students repeat them so that they can practice them in class) Spelling practice (students sing the alphabet, then they practice a brain gym⁴³ exercise with the letters to prepare their brain for the class) Date. The teacher asks for the date which she will write on the board as the students answers. Continuous Spelling practice . Teacher will write 5 words taken from the vocabulary of the lesson which they have been reviewing since the beginning of the unit to make remember the students what they are dealing with. Students should tell the meaning of the word by raising the hand so that the students who say the meaning of the word, perform the spelling of the word. (fable, story, tale, legend, moral) these words will change as the activity develops along the different sessions.10 minutes Activation of previous learning. The teacher asks the students what they dealt with last class (so that students can apply what they already know (at least had seen) on the fable to be able to go to a further analysis) | | |

43 Brain gym: movements to directly target and stimulate the brain to help a child reach their academic potential. BRAIN GYM: Simple Brain Gym Exercises

| | | | | | |
|----------------------------|---|---|--|--|--|
| Knowing about the Language | <ul style="list-style-type: none"> Select from a group of words, those that describe features of characters. Identify main characters. Distinguish narrator from characters. Compare differences and similarities in behavior, values, settings, etc., in Structure of children's stories: beginning, body, ending. Graphic and textual components. | 2 | | - Schema activation. Teacher will asks the students what they remember about stories (literary genres.) ⁴⁴ | |
| | | | | Development (writing) | <ul style="list-style-type: none"> - what are stories? - what are the characteristics of a story? - what is the purpose a of the stories? 5 minutes <p>On the board the teacher will make a mind map related to stories with the information given by the students (literary genres),types (tales, fables, legends, myths) characteristics and purpose. 5 minutes</p> <p>Children will see pictures related to the the Little Red Ridding hood; Jack and the beanstalk; the turtle and the hare, and the Ugly Duckling. 18 minutes</p> <p>3-Children will mention briefly what they remember about these stories. 10 minutes</p> |
| Being through the language | <ul style="list-style-type: none"> Topic, purpose, and intended audience. Elements of children's stories: narrator,leading and supporting characters, and settings. List of suitable words. Appreciate children's stories as a reflection of emotions and experiences of people and their cultures. Show interest in reading aloud a children's story. | 2 | | Closing | Students will copy in their notebooks the mind map from the board. Homework review the mind map and finish coloring it. 12 minutes |
| | | | | Beginning | Routine. Ask the students what they remember from the last class. Teacher will ask the students what are the parts and elements of a fable. (title, author, beginning, development, ending) (characters, setting, narrator, moral) 10 minutes |
| | | | | Development (Reading and Listening) | <p>1- All the parts and elements mentioned by the students will be written on the board on a mind map. 7 minutes</p> <p>2- (Introduction of Vocabulary)Teacher will announce the students that they will see some pictures related to a fable which they will figure out. Students will observe a set of cards related to the vocabulary of the tale they will read together with the teacher. Once students had guessed the title of the story, they will repeat the vocabulary pasted on the board (Duck, duckling, big egg, go away, sad, ugly, alone, farmer, swan, winter) 10 minutes</p> <p>3- Reading and Listening. Students will follow the reading in their work book, with the help of the Cd. After each paragraph students will be asked to say what is happening in the story.</p> <p>Feelings. The teacher will ask the students. How do you think, felt the Ugly Duckling when he realized he had transformed into a beautiful swan? Have your ever felt like him? When? 23 minutes</p> |
| | | | | Closing | Students will match and order the parts of the story in the exercise they have in their workbook (matching five yes or no questions related to the comprehension of the tale), and complete exercise with words from the bank. Homework: students will make a drawing based on the feelings of the story in their notebooks. 10 minutes |

44 eeale.cealupn.net/mod/book/view.p and hp?id=1923&chapterid=4162.

| | | | | |
|--|--|---|---|--|
| | | 3 | Beginning | In the ICT classroom Routine. Ask the students what they remember about the last class. The teacher will ask the students: what is a fable?. what are the characteristics of a fable? What is the moral for? 10 minutes |
| | | | Development (listening the legend with the aid of the video and reading the subtitles) | The answers given by the students will be written on the board. The teacher will ask the students: what fables do you remember? To create expectation , she will ask the students to guess the title of the fable they will watch. 1- (Introduction of Vocabulary) through the use of a power point presentation. (lion, mouse, favor, net, hunters, to free, to thank, strong, to need, help).10 minutes 2- Students' will guess the title and/or topic of the video, the teacher will ask them to listen carefully the beginning of the video to know where the story takes place; students will start watching the video: The Lion and the Mouse, by Jerry Pinkney (Author & Illustrator) at https://www.youtube.com/watch?v=7hn0nGiy4CU . at the minute 1:25 the teacher will stop the video to ask the students: Where does the fable take place? After the answer they will continue watching the and listening the video (<u>the English subtitles will be activated in order to allow students identify words they may know</u>) at the minute 4:48 the teacher will stop the video to point out what it says "they became friends forever". (end of the projection)20 minutes The students will be asked to retell the tale in order with their own words with the teachers assistance; then they will be asked to voluntarily answer the following questions: How do the lion and the mouse feel? How can you know that? How did the lion feel after he was released by the mouse? What do you think is the moral of the fable? Some students will answer. 10 minutes |
| | | | Closing | Students will solve and interactive exercise at https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/The_lion_and_the_mouse_av73587tb 10 minutes |
| | | 4 | Beginning | <u>Routine.</u> Students will remember what they dealt with last class. Teacher will ask the students: Do you remember the characteristics of a fable? What are its parts? 10 minutes |
| | | | Development | 1- The teacher will ask the students to name the parts of a story using the "Lion and the mouse" fable as the example: Title, author, beginning, development (students will retell the story in order) end, moral. 15 minutes 2- Students will be asked to remember the elements of a story: characters, setting, narrator. (students may name more, but the class will be focused only on those previously named). these elements will be written on the board in a mind map. 5 minutes |

| | | | | | |
|--|--|---|--|--|--|
| | | 5 | | Students will identify in the photocopy this elements, they will have to pick from a bank of words the correct vocabulary to put it in the correct part: Characters, setting, beginning, development, end) 8- 10 minutes | |
| | | | | Closing | Students will copy the map in their notebooks and will finish the photocopy if the have not finished it. They will paste the photocopy in their notebooks. 15 minutes There are 5 minutes to adjust due to the fact that students may need more time to copy the mind map. |
| | | | | Beginning | <i>In the ICT classroom</i> <u>Routine.</u> Students will be asked to remember the fable focused on the values present in the tale: the teacher will mention: Have mercy, be thankful, be grateful, be humble, be proud, to listen students' appreciation of these values. 7 minutes |
| | | | | Development | 1- Students will be required to click the link to see the flashcards to remember what they say about the values, they will be allow to play with the cards. https://quizlet.com/_8h7lid?x=1qqt&i=2xaesh 15-20 minutes The teacher will introduce the video by telling the students that it is based on the video they saw but it is different: They will have to point out them. 2- Students will start watching the video, at the second 27 the teacher will stop it to ask the students what the woman is doing (some students will express what they guess) Students will see until second 45 to be asked what is the woman going to do (it is expected from them to answer "to tell the fable" since they have seen already the vocabulary involved in the story and the way it is going to be represented with the hands). The students will continue seeing the video until the end. https://www.youtube.com/watch?v=I4FtwU2MVoE 5-7 minutes if the video is repeated 3- Teacher will ask the students what differences they found comparing to the previous video (students will answer according to their appreciation) . Their answers will be focused on the fact that this tale is told with the help of the hands, and that it is shorter, and also the mention of certain values they saw previously 5 minutes 4- Students will be asked to remember the way the characters and actions were represented with the hands (teacher may help them if it is necessary). 7 minutes 5-Teacher will write four sentences on the board based on the tale students had just seen: 1- There once was a proud lion. 2- one day he got caught in a hunters net. 3- a little mouse decided to free him. 4- he cut the net with his teeth. 5- the lion thanked the mouse for his kindness. 6- he understood that even the strongest may need help.The End. 5 minutes |

| | | | |
|---|---|----------|---|
| | | | Closing Students will read the sentences monitored by the teacher. Around 7 minutes For homework students will be asked to review again quizlet.com to re-examine the vocabulary related to values and play one of the games, at least. They will bring a picture related to one of the values. |
| | | | Beginning Routine. 7 minutes Teacher will invite the students to remember the fable of the Lion and the mouse |
| | | 6 | Development (Speaking) Review of the homework, some students will say what value is represented in her/his picture. 10 minutes Teacher will paste on the board the six sentences so that the students will remember how to tell each sentences with the help of their hands. Teacher will make teams of six students so that each one of the members of the team can read one of the sentences together with the movement of the hands. Students will have time to rehearse in teams the tale. Around 15 minutes |
| | | | Closing Reflection about the universality of human values (interculturality) Students will start retelling the fable by teams. If the students do not finish this session they will finish the next one. Once they finish they will be asked to express their opinion about the activity and the values it depicts. Do you think this values exist only in a specific culture or they are universal? How can you learn about values in different parts of the world? 25- 30 minutes |
| Hours for the planning implementation | 6-7 hours. Through 6-7 session of 60 minutes each one. | | |
| Observations about evaluation and timing | Students will be evaluated with an standardized written exam from their workbook in order to grade the acquisition of the knowing about the language students' process, together with a Rubric to obtain the grade that will be part of the grades report of the period . The photocopy related to the parts and elements of the fable will be part of the students' portfolio. | | |

Intercultural Component

The intercultural Component is included along of the development of the project; during the second session, students analyze the feelings and values present in the tale like empathy, love, rejection, sadness which they mention and relate to their own experiences; learners also understand the values and moral present in the fable (third lesson) which they know was written by a Greek writer who lived 620-564 BCE (Aesop); they understand the importance and existence of values in different cultures along the human history (during the

sixth lesson an oral analysis is performed with the students); children observe that values such as friendship, loyalty, and thankfulness are the same for every culture in any country, and that is the reason they should be opened to different ways of thinking or being.

Evaluation

The four abilities are evaluated in accordance to the contents articulation; listening, writing and reading comprehension are evaluated with traditional informal formats in format of exercises that are included in the students' workbook, reading comprehension of the fable is assessed with an interactive exercise in the technologies classroom. Speaking, given that it is the ability observable during the product (retelling a tale) is graded by means of a rubric elaborated to this aim; it includes aspects related to the spoken language such as word formation and pronunciation and also reflects students' understanding and attitude which are observable in their body language and behaviour during the development of the final activity. Evaluation also includes a test taken from the teacher's book and it considers listening, reading and knowing about the language aspects.

The grade of the project is given by a final rubric that takes into account some of the previous assessments: the written test, the speaking rubric, the interaction of the students during the project and their final intervention when they talk about the values of the fable.

At the end of each unit students perform a self evaluation included in their workbook where they reflect about what they learned during the unit.

The product for this unit which is included into the portfolio is the photocopy where students identify parts and elements of a story.

Conclusion

The conclusions includes a personal reflection where results are seen from a perspective where I consider my personal growth as teacher as well as from the point of view that considers the bases established at the beginning of the school year for my students where the goals reached through the development of the application of the different theories, methods and approaches basically mentioned in this work.

Follow up Activities

After students present their product (retelling of the fable) they will be invited to mention what they think about the values presented in the fable, and the importance of being presented that way according to the audience fables are directed to, this with the intention of reinforcing their appreciation of the universality of certain values; they will fill up the self evaluation included in their workbooks.

The constant reinforcement of the values and attitude in relation to the different cultures along the units that form every year course during the elementary education, as it is established by the being through the language content is what will contribute to the formation of the students as intercultural people.

Students usually keep in their portfolio the products of each unit; in this case, they will keep the photocopy where they identify the elements and parts of the fable.

2.1 Development and Outcomes of the Activities

At the beginning of every class students follow controlled and semi-controlled techniques with established routines: greetings, date, alphabet repetition to perform a spelling exercise so that students can practice dialogues and new vocabulary in a controlled environment where they can practice and learn how and why these dialogues are used in a real life situation. Also, usually students have a ten minutes reading moment where they are requested about different aspects of the reading which can be related to the topic of the unit or not; during this moments students have opportunities to reflect about values and other countries culture. This reading practice was a suggestion made by the principal of the school and it has allowed children to know Literature in English as a moment of pleasure and enjoyment. Listeners enjoy this moments, the reading is usually performed by the teacher and sometimes it is used as a reference to start the class.

Students are also asked to tell what the previous class was about, then the teacher writes on the board the unit and its topic; this to make the students have in mind what they are dealing with; also due to the fact that learners have for homework to review what is done during the class.

2.1.1 First Activity Schema Activation

During the first activity students activate the previous knowledge (Content Schema) they have about characteristics and parts of stories. Students' participation (semi-controlled technique) will be written on the board in a mind map which is completed by the teacher with the rest of the information. Learners are required to observe three pictures related to different tales (The Ugly Duckling, Jack and the Beanstalk and the Little Red Riding Hood. See)(see Material Evidences) to guess the titles and plot, students narrate in order with the help of the classmates or the teacher when necessary what they remember about them. Through this activity students activate previous knowledge and awake their interest in what will happen during the development of the rest of the activities.

In these groups of third grade, most of the techniques and tools of the specialization have been put into practice, therefore the outcomes for these sessions have been based on previous outcomes from last activities.

Outcomes: Students become involved in the activities, they activated their content schema . they became prepared for the rest of the activities related to stories.

2.1.2 Second Activity Vocabulary and Reading of a Tale “The Ugly Duckling”

During this session, using adapted material taken from internet, students notice the vocabulary belonging to the tale they read and listen with the aid of the CD as controlled pre-reading activity; this to help them during their interaction of bottom-up and top-down reading processes. During the reading(in the students’ workbook) pauses should be done in order to know if the students are understanding the main idea of the tale (“The Ugly Duckling”).

When the reading is finished, students summarize the tale and share their thoughts about the feelings present in the tale: sadness, empathy, solitude, happiness, tolerance among others. The fact of being reflecting and relating these feelings and values with their own help make sensitive the children towards other people’s experiences, opening the possibility of self-identification with others through the identification of their own feelings with those of the Ugly Duckling’s.

Outcomes: Students know how to say and sound some of the vocabulary of the tale, among them feelings, they can relate this feeling with their own experiences. (Intercultural competence- decentering ⁴⁵). Students’ bottom-up and top-down reading processes allow them understand the tale. The informal assessment (workbook exercise) makes readers know how much they acquired from the reading listening assisted activity.

2.1.3 Third Activity Listening and Reading

This activity takes place in the Information and Communication Technologies (ICT) classroom, students activate their content schema to mention characteristics and elements of fables. The vocabulary is introduced using created material with vocabulary of the video with labels (pre-reading and listening activity) ⁴⁶ . Students guess the title of the fable (“The lion and the mouse”), and they will know that it was written by Aesop a Greek story teller who was thought

⁴⁵ Decentering: the ability to interpret events from another person’s point of view, Model of Intercultural competence.

⁴⁶ <https://drive.google.com/file/d/12Ehf4xVMld5XT4YCbUoXE-Q-JaZoOEQW/view?usp=sharing>

to had lived between 620 and 564 BCE: this information is relevant since students will be asked to reflect about the universality of values in different moments of the project, Aesop wrote about friendship, gratitude and generous help long time ago in Greece; said values are now a days also consider desirable values among people.

For the video (Authentic material) subtitles are activated to help students understand the fable by reading, listening and watching. The video is and authentic material narrated by a native narrator, it is important to observe that he is a narrator since he gives the adequate intonation to the telling which is part of the appropriateness listeners should identify respect to factual dialogues and literary narration; furthermore, the video has introduced by jungle sounds which makes the audience enjoy the whole experience.⁴⁷

The video is stopped in the middle to verify if students are following the fable (while-listening activity) and at the end it is pointed out “they became friend forever” . Students are required to retell the fable naming its parts (author, title, beginning, development, end, moral) (post - listening activity) and following the order of the narration they voluntarily participate in the activity. Then students participate the feelings and values in the fable: about the proud lion, the mouse attitude, the gratitude, the loyalty, among other things. The activity is closed with an interactive exercise, which is also used as an informal assessment. where students are assessed with a traditional matching exercise which provides students with immediate feedback. ⁴⁸

Outcomes: students reinforce the academic information they are reviewing during the unit, they start acquiring the vocabulary they will be using the next sessions; participants are able to recognize the values present at the tale, they efficiently solve the interactive matching activity which means that they understood the plot of the fable because of the pre, while and post listening moments of the activity.

2.1.4 Fourth Activity, Review

In this activity students show what they know by retelling the story in order, naming its parts (content schema activation); they also identify elements of the fable: characters, main characters, setting, narrator, moral; the latest elements are written on the board in a mind map. In a photocopy, pupils can order in the correct parts of the fable (informal academic and

⁴⁷ See: www.youtube.com/watch?v=7hn0nGiy4CU

⁴⁸ www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/The_lion_and_the_mouse_av73587tb

writing assessment evaluation); students copy correctly the map from the board using the correct spelling.

Outcomes: Students enjoy the activity, they were attentive watching ; the sounds together with the narration involved them in the video. Many of the students are motivated since they identify and can name the elements of the fable, they know the difference between a tale and a fable, they understand the moral and can understand the importance of the values such as have mercy, be thankful, be loyal; participants appreciate that to become friends people need to demonstrate this behaviour. They understand the lesson given by the moral “Even a little mouse can be help”

2.1.5 Fifth Activity use of Mudras Version of the Fable

Students participate with their points of view in respect to the values they observed represented by the characters’ behaviour at the fable; they are required to review an interactive exercise where they can use the vocabulary related to values; they also explore one of the games created based on these words.⁴⁹ Students see another version of the fable “The lion and the King” which is retell with the help of the hands (kinesthetic learning strategy)..⁵⁰ Students give their appreciation from the video and they are asked to remember the different mudras for the representation of the fable, TPR activity: lion, mouse, trapped, free. Etc. Students observe the sentences on the board and start reading having the teacher as a model (manipulative speaking activity).

Outcomes: It is evident the development of the students through this year, focused on their ability to accompany their hand movements with the sentence reading using a correct intonation, many of them. Students show interest in continue playing at the quizlet page therefore they take has homework the address of the site. Students seem to understand the importance of values between people and they realize that they are important for the society since a long time ago (talking about Aesop times).

⁴⁹ https://quizlet.com/_8h7lid?x=1qqt&i=2xaesh

⁵⁰ <https://www.youtube.com/watch?v=I4FtwU2MVoE>

2.1.6 Sixth Activity Product Rehearsal and Presentation

For this session, children have between ten and fifteen minutes to rehearse in teams the reading and the representation of the fable summarized: 1- There once was a proud lion. 2- One day he got caught in a hunters net. 3- A little mouse decided to free him. 4- He cut the net with his teeth. 5-The lion thanked the mouse for his kindness. 6- He understood that even the strongest may need help. They present the fable with the help of their hands. The kinesthetic (TPR activity) stimulation maintain their attention on the representation and helps them to communicate feelings and attitudes presented in the fable with the correct intonation.(manipulative speaking activity with meaningful drills).

Outcomes: Students are able to identify that values are present in all cultures and that they are valid, it does not matter the time o the culture. They see the importance of literature as a cultural reflection. It is perceptible that students were able to reach their ZPD aided by the development of the activities which provided them with the tools which they used as a scaffolding. During the representation it is observable narrators understand what they are narrating in the intonation they try to imitate, and very important in their body language. They also show understanding of the importance that values such as gratitude, forgiveness, mercy , loyalty and friendship have in any society in any culture.

2.2 Evidences

Some of these evidences belong to the same groups of third grade for whom the Planning is done, but they were taken during the development of previous activities using methods and procedures learned during the specialization.

| | |
|--|---|
| <p>What is the title of this fable? See the pictures</p> |  <p>Lion</p> |
|  <p>hunters</p> |  <p>hunters' net</p> |
| <p>to need FOOD BANK  necesar</p> |  <p>Thank you!</p> |
| <p>Power Point Presentation with the vocabulary of the Fable "the Lion and the Mouse" By Aesop https://drive.google.com/file/d/12Ehf4xVMId5XT4YCbU0XE-Q-JaZoOEQW/view?usp=sharing</p> | |

proud



There was a _____ lion

to free someone

friends

There was a _____ lion

proud

The lion had _____ on the mouse

They became _____

set (someone) free

The lion _____ the mouse

The lion showed _____

climency

have mercy

The mouse _____ the lion from the net

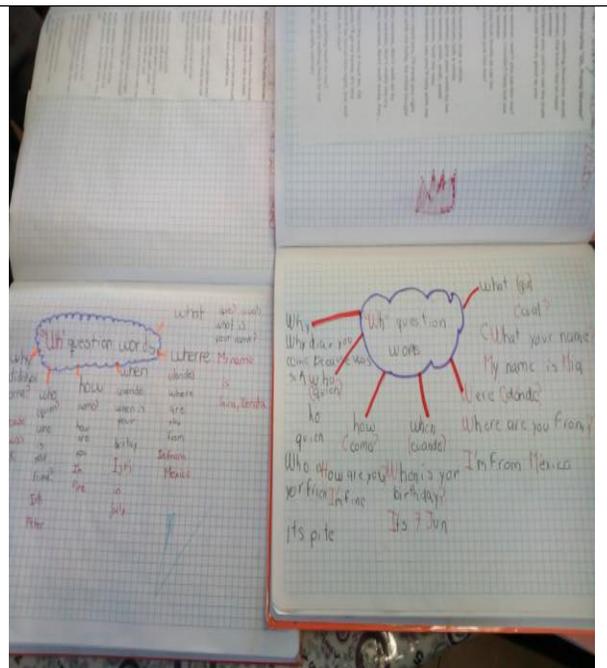
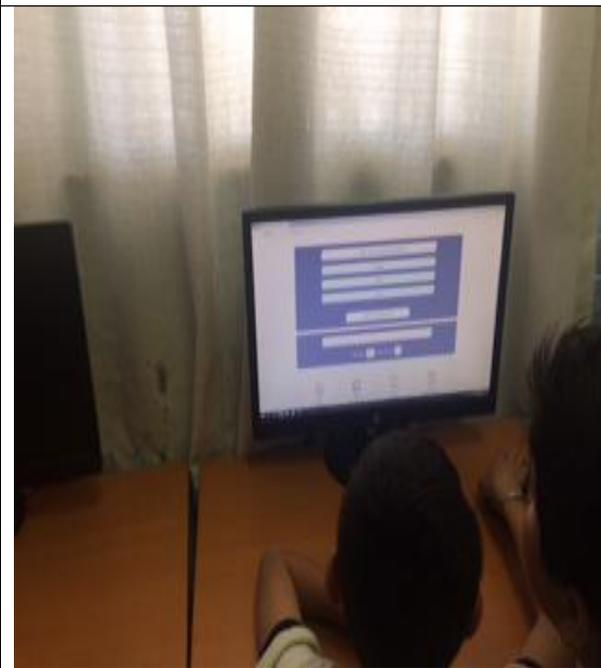
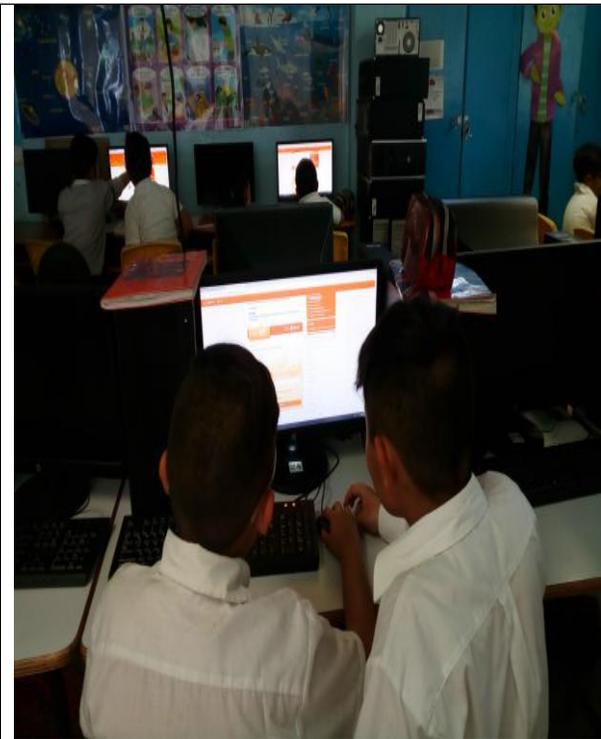
The mouse _____ the lion from the net.

Type your answer

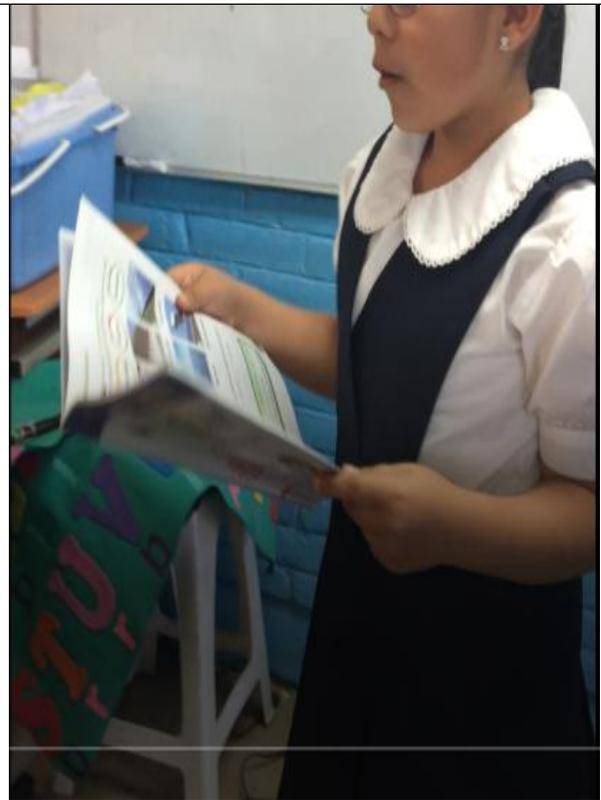
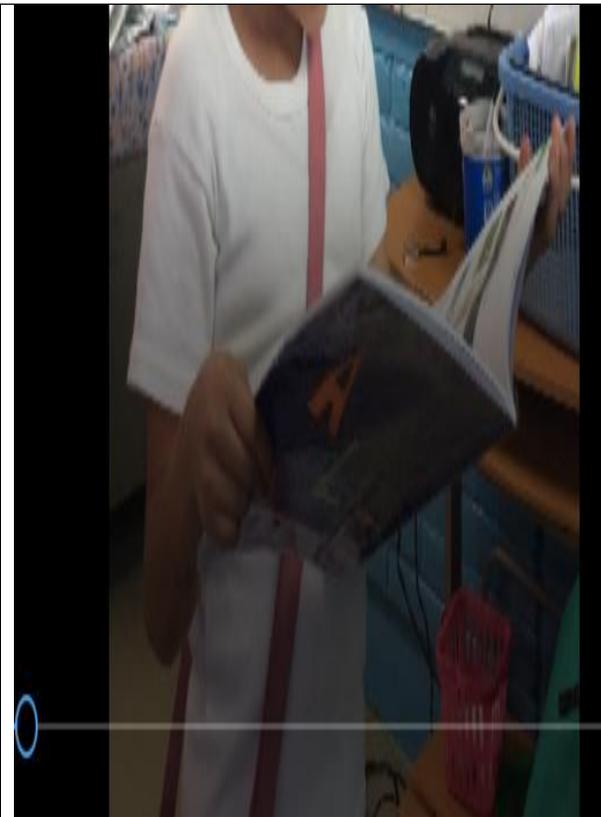
Quizlet exercises, there were done 10 cards containing vocabulary related to values. The page creates exercises to review; it can be even found an exam, but it was not used for this time.



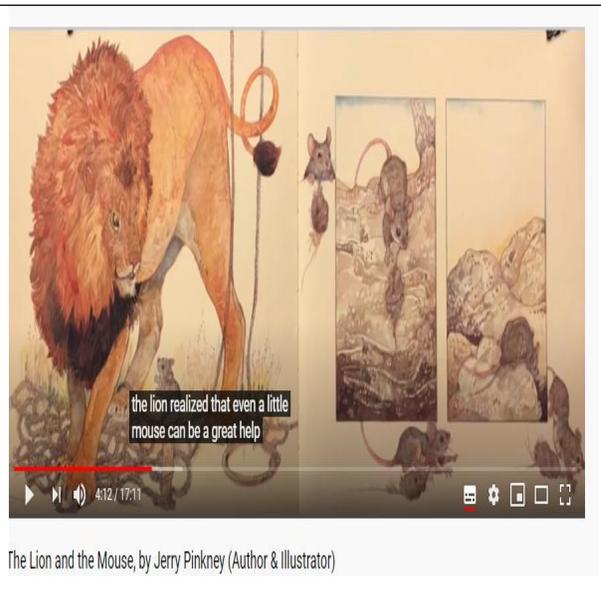
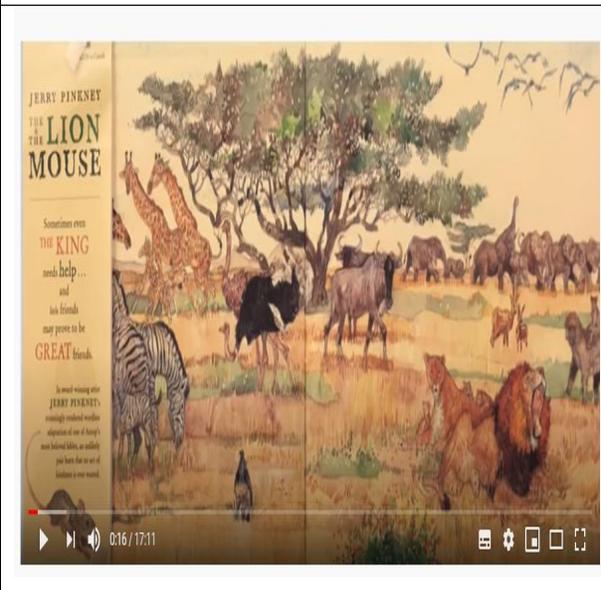
Students of third grade working at the ICT classroom in different classes.



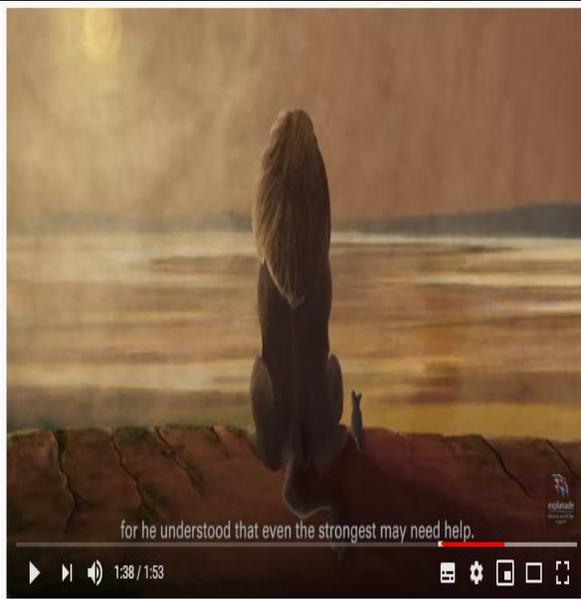
Third grade Students working at the ICT classroom in different activities. Mind map of a previous Unit copied from the board from the students.



Students Participating in a Dialogue from a previous unit.



The Lion and the Mouse, by Jerry Pinkney (Author & Illustrator)



www.youtube.com/watch?v=7hn0nGiy4CU . The Lion and the Mouse Fable



www.youtube.com/watch?v=7hn0nGiy4CU The Lion and the Mouse Fable, represented with "Mudras" (TPR technique)

2.3 Video

<https://drive.google.com/file/d/1L6Xwmt-uLyZgFtB7OQJY0NU1Mq-xupzo/view?usp=sharing>

(The video was re-taped)

Most of the theories, approaches and techniques were observed with the groups of third grade; the present planning represents one more of the steps students are using as part of their scaffolding process, outcomes and results can be pointed out.

The present video records the activities of the planning with the explanations of the rationale behind these actions together with some comments related to those reactions students had during previous units; as I mentioned previously, this planing was not able to be implemented, but similar activities were used with the same students in before units.

| Time Mark | Stage | Activity | Methodological Remark |
|-----------|---|--|--|
| | Introduction | | |
| Min.35 | Goals | | NEPBE. Literature, interculturallity, retelling activity, specific competence. |
| Min. 1.02 | Foundations | Theoretical Foundations of the Project | Communicative Approach (Nepbe) Schema activation ZPD (Scaffolding) Literary genres Learning styles (TPR) |
| Min1.40 | Schemata Activation General approach to literary genres. | Asking the students about what they know. Examples of tales by using pictures Reading-listening of the tale. | Schema activation, Knowing about the language. Literary genres. Pre/while/post realing-listening actions. Informal, traditional assessment. |
| Min 2.32 | Focus on fable, characteristics. | Activities at the ICT laboratory Vocabulary introduction for the fable. Watching of the video | Noticing vocabulary Listening real material ICT informal traditional assessment |

| | | | |
|-----------|---------------------------------|---|---|
| Min. 3:56 | Activity 4 | Recovery of what students know about parts and elements of the fable. | Assessment of the knowing about the language content |
| Min.4.27 | Activity 5 | At the ICT laboratory, value vocabulary at quizzlet.com Video of the fable Students writing of the sentences related to the fable | Noticing and practicing values vocabulary TPR activity following a model |
| Min.7.13 | Activity 6 | Presentation of the product Rubric Speaking activity Students' reflection | Assessment of the Performance activity |
| Min:8.37 | Explanation of the Final Rubric | Rubric to concentrate all the previous assessments | Formal Evaluation explanation |
| Min 9:52 | Bibliography | | |

3 Assessment

3.1 Assessing Intercultural Communicative Competences

Due to the fact that it is difficult to assess intercultural communicative competences because they are different from linguistic competences, it is suggested to have a record of the learner's competence, being the portfolio approach an appropriate tool⁵¹ by which students become aware of their learning and of the abilities they already have and have acquired.

3.2 Assessing Productive skills - Speaking

When we assess we should remember that assessment cannot be done in isolation, it is observable it has to be done during interaction; we include non-verbal language such as hand or body movements, and facial expressions., give that in speaking activities gestures help the speaker convey meaning. Micro (specific competencies) and macro (largest) skills can be evaluated in a given speaking activity. A rubric is an advisable tracking instrument given that it can be used to concentrate the results gathered in holistic, analytic rubrics, exams, check lists, etc.

We should not forget the importance of feedback after any evaluation.

For the purpose of this work, I will base the assessment on the observation of the micro skills: since students will narrate a fable, I will focus on their production of stressed and unstressed positions, rhythmic structure together with their body language and facial expressions, as part of the progress they have had during the school year.⁵²

3.3 Writing

Analytic Rubrics are generally focus on specific aspects such as organization of paragraphs. Mechanics, or composing among other aspects.⁵³ these rubrics can be adapted according to specific context of each teacher.

⁵¹ Ibid Byram, M., Gribkova, B., & Starkey, H. pp.29-30

⁵² See "Assessing Speaking" <http://eeai.e.upnvirtual.edu.mx/mod/scorm/player.php>

⁵³ See Ibidem

At this school level, second cycle, according to the curricular standards stated at the PNIEB Writing involves both the ability to express opinions and simple requests in familiar contexts, such as: distinguish different conventional ways to organize written texts; identify alphabet letters by name or common sounds; use words of the surroundings as a model for writing.; use models of structures to create one's own writing.⁵⁴

3.4 Assessing Vocabulary and Grammar

Vocabulary is the repertoire of words we keep in our brain to use it when we perform a communicative activity, the aim of assessing it, it is to assure that students are relating a word to its correct meaning according to a given context; outside the classroom grammar and vocabulary are interconnected since sentence structure is needed "to express meaning in a context-appropriate use meaning"⁵⁵.

To evaluate if our students have the ability to use the correct word in a given situation we can use diverse activities as role plays, vocabulary quizzes (like crosswords), among others. In this lesson we are advised to evaluate vocabulary in the context of a language-use task, I would add, because of my students' level of performance (at elementary school) according to the level students have.

In real life communication grammar, vocabulary and context are related, therefore the appropriate grammatical choices with the reference to context and purpose may help us when teaching grammar focus. We should never forget that grammar should be meaningful for our students.⁵⁶

3.5 Formative and Summative Evaluation

We have two possible ways of learn about our students' achievement through formative and summative evaluations. A formative evaluation is the one that can be performed in an informal way with a dialogue, a conversation, etc; it can be done as frequent as we consider it necessary. A summative evaluation on the other hand is advisable to be performed at the end

⁵⁴ Programa Nacional de Inglés. en Educación Básica Segunda Lengua: Inglés. Ciclo 2

⁵⁵ The importance of assessing vocabulary and grammar at eeai.e.upnvirtual.edu.mx/mod/scorm/player.php

⁵⁶ Ibid

of longer periods of time like each three months or at the end of the school year. Always providing feedback to our students at the same time that we observe their learning process related to our teaching activity.⁵⁷

3.6 Assessing EFL Learners

Informal assessment let us know our students' advancement without the requirement of having a formal record of it, it means that we can keep it, but we do not have to register on a formal report. We also can provide feedback to reinforce their performance in an informal way, using simple expressions like well done!, go ahead!, excellent!, which is important when we walk around the class assessing what they are performing.

At the early years of students' school life, it is important for kids to foster good activities and reinforce abilities that are under the process of acquisition.

Diagnostic, formative and summative evaluations will reflect important information related to the way students are following during their learning language process; diagnostic process may determine our decisions at the beginning, but also during the whole school year.

It is important that after a given exam or assessing action we should provide immediate and positive feedback to our pupils; it is also very recommendable to create the habit of making our students perform a self-assessment related to their class performance so that they can know what they are acquiring in the class.

Rubrics usually are related to the skills and tasks learners perform during a give period of time; they can be used together with the use of the portfolio which also by itself it represents the evidences of the development of the students during the school year.⁵⁸

3.7 Evaluation of the Activities

When I evaluate my students with a test (formal way) through the use of a rubric, checklist, anecdote record, etc (informal or formal way is with formative intentions, having in mind the idea of keeping them motivated, interested and with good attitude in class; for me it is

⁵⁷ Ibid Formative and summative Evaluation

⁵⁸ Ibid. See Assessing Adolescents EFL Learners

important to strengthen their self confidence by highlighting their efforts and achievements dealing with their weak points as common facts that should be reinforced in class. The way I perform the formative informal assessment is usually through the use of checklists which are verified while I walk among the rows in the classroom when the students are solving a giving exercise. I use this information to know whether the students are becoming involve and following the instructions (to know if the explanations where clear). At the end of a unit students usually solve a test (formal way of evaluation) which grade basically their knowledge with the language content; usually they collect a developmental process piece of a product or a whole product to include it their portfolio; at the end of each unit, in their workbook students complete a short survey where they can reflect about their learning process (self assessment) . (see evaluation tools 2.3.8)

An informal daily record of students' process used by the teacher is the attendance list where more columns were added to register students' work and behaviour. This tool is supported by the teacher's diary where issues related not only to behaviour, but to students' process or class observations are written down.

Assessment of Listening (reading) and writing (Receptive - productive) (stimulus-response format). Second session.

During the second session of the project, students listen and read the tale "The Ugly Duckling" which is in their workbook (see evaluation tools) students answer a traditional assessment yes/no sentences (5) together with a sequence order group of pictures; given that they will follow a selective listening task where they will focus on looking for specific information related to the tale. What it is assessed is that students are able to distinguish the vocabulary taught during the pre-reading (listening) activity in context which should help them perform their interactive understanding of the tale (top-down; bottom-up interactive approach) during the listening-reading activity; when they distinguish these vocabulary they can order the pictures and know whether the sentences are correct or incorrect.

Both exercises are include in the students' workbook . The assessment is monitored in an informal way by the teacher, children receive feedback at the end of the exercise when they check their own answers based on classmates participation and teacher's help when required.

Writing is assessed when students can differentiate the spelling of the word they listened during the narration so that they can write it in the correct space.

Listening Comprehension related to the fable "The Lion and the Mouse" (3rd session) is assessed with the help of a Computer-Assisted Language Learning tool, with an interactive

traditional matching exercise (multiple choice); the participants must complete the exercise and at the end the site allows them to send the exercise to be graded by the teacher or to receive an immediate grade, which is the better option so that students can receive in that moment their feedback. I consider it a valid and formal tool of assessing since it reflects student's comprehension (attention) of the fable, it is part of students formative evaluation.⁵⁹

Speaking is assessed with a Rubric, Students perform the retelling activity in groups of three where they retell the fable helped by six written sentences; this a manipulative activity; nevertheless it allows students' interactions since they have to take turns to participate, they use meaningful drills since they have to wait and understand what the other members are saying in order to speak pertinently. The criteria used is based on pronunciation, since it is a speaking activity, but it implies the active role of the students during the different sessions to be able to remember the correct pronunciation, it will reflect student's attention since they will express with their bodies what they are saying (TPR)⁶⁰. It also grades students' attitude at the class which is reflected during their performance at the activity. This rubric also allows the assessment of grammar⁶¹ aspects: students can interact using a correct order of the sentences they read complete sentences due to the fact that they understand they are using sentences (how they are formed accuracy = form)⁶²; participants can participate using a correct intonation since what they say makes sense to them (meaning). Grammar is not being taught as a specific topic, but as part of the elements students should handle to reach their product. Students are reinforced on the pronunciation and intonation of sentences to give sense to the retelling activity, if they can show it, it is because they understood the reason. Pragmatics is also observable when students retell the story, their intonation and discourse shows they are not talking but narrating.

⁵⁹

https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/The_lion_and_the_mouse_av73587tb

⁶⁰ TPR. Total Physical Response: It is based on the coordination of language and physical movement.

⁶¹ The Three-Dimensional framework of grammar facilitates the usage of grammar structures with accuracy, meaning and appropriateness (Celce-Murcia and Larsen-Freeman, 2001). *where The first dimension is form/ Structure' which indicates Morphosyntactic and lexical patterns, and phonemic and graphemic patterns; the second dimension, 'Meaning/Semantics' indicates lexical and grammatical meaning; and the third dimension, 'Use/Pragmatics', indicates social context, linguistic discourse context, and presuppositions about context.*

⁶² 1- There once was a proud lion. 2- one day he got caught in a hunters net. 3- a little mouse decided to free him. 4- he cut the net with his teeth. 5- the lion thanked the mouse for his kindness. 6- he understood that even the strongest may need help. The End.

Written test. This test is taken from the teacher's book, I consider it as standardized since it meant to help teachers to assess third grade learners' acquisition progress in general terms. It is divided in three parts; the first part is related to listening for specific information (words); the second part implies the children's reading comprehension skill and appropriate use of grammar since they have to choose the correct option, they need to distinguish between affirmative and negative forms, meaning of opposite adjectives and remember words meaning. The last part, which is longer, implies that the teacher should provide the students with a useful vocabulary since it takes a new reading with new words that might make difficult for the students the general understanding of the reading. This test require from the teacher to focus students attention on looking for the the specific information rather than understanding the tale. This test has to take place on a day fixed to that purpose, due to the fact that students must study in order to review their notes and workbook exercises.

The Rubric for the whole formal evaluation process includes some indicators given by some of the previous Assessments and the test: exercises from the student's workbook, student's knowledge about parts and elements of a story (fable), attitudes and participation about vocabulary related to values with the exercises performed at www.liveworksheets.com ; and the product that should be included in the students' portfolio is the drawing they perform as homework related to the feelings at "The Ugly Duckling" tale and the photocopy they solved with the parts and elements of a story, do to the fact that these are concrete evidences which can be included in a portfolio. The rationale that supports the criteria of this rubric is that students know that they are continuously assessed and that it is reflected on their grades; the speaking production that is the product of the unit receives the 50% part of the final grade due to the fact that it reflects students participation and attention during the six sessions; attitude and written have 20% each one since they reflect students' behaviour and the test revises issues related to the knowing about the language content; finally the exercises related to the parts and elements of a story have a 10% since they are also evaluated by the test. The grade can be improve according to the pupils' participation during the final session where they analyse the values (including the moral) of the fable.

3.8 Assessment Materials and Resources

Start
Explore brief stories.

1 2 Read and listen to the story.

The Ugly Duckling

Once upon a time, there was a Mommy Duck who had five little eggs and one big egg. One day, the five little eggs started to crack and five cheerful baby ducklings came out. Then, the big egg started to crack. Bang, bang, bang! One big, ugly duckling came out. "That's strange," thought Mommy Duck. "I just had five eggs". The Ugly Duckling didn't look like the rest of the ducks. He had gray feathers and a big head.

Nobody wanted to play with him. "Go away!" said his brothers and sisters. "You're ugly!" The Ugly Duckling was sad. So, he left and went to find some new friends, away from the farm.

The Pig was the first animal to meet the duck: "Go away!" said the Pig. The Ugly Duckling continued walking.

Then, the Cow said: "Go away!".

No one wanted to be his friend. It started to get cold. It started to snow! The Ugly Duckling found an empty barn and lived there. "I will stay in here" said the Ugly Duckling. He was cold, sad, and alone. A Farmer let the Ugly Duckling live there during the whole winter.

When spring came, the Ugly Duckling left the farm and went back to the pond. He was thirsty and put his beak into the water. He couldn't believe who was there. He saw a white, beautiful bird! "Wow!" he said.

"Who's that?"

"It's you," said another beautiful, white bird.

"Me? But I'm an ugly duckling."

"Not any more. You're a beautiful Swan, like me. Do you want to be my friend?" "Yes," he smiled, he was so happy. All the other animals watched as the two swans flew away, and were friends forever.

Adapted from: Lorenz, P. (2014). The ugly duckling. New York, NY: Farrago Books Ltd.

92 UNIT 8

Development
Interpret the content of a story.

4 Read the story again and put the sequence in order.

5 Circle YES or NO according to the story.

- a. The Ugly Duckling looked like the rest of the ducklings. Yes No
- b. Nobody wanted to play with him. Yes No
- c. The Pig wanted to be his friend. Yes No
- d. The Farmer helped him. Yes No
- e. The Ugly Duckling was a beautiful swan. Yes No

94 UNIT 8

6 Look at the underlined words in the story. Match the words with the sentences below.

alone · cheerful · happy · ugly · beautiful · sad

- a. In the beginning, the five baby ducklings were _____.
- b. The Ducks told the main character he was _____.
- c. The Ugly Duckling was _____ and _____.
- d. At the end, the Ugly Duckling was a _____ swan and he was _____.

BY-PRODUCT 1: sound effects for a story.
Read *The Ugly Duckling* and add the sound effects in the bubbles.

Quack Moo Oink Bang! Crack!

UNIT 8 95

Reflect! ✓ or X

I can explore brief stories.

I can interpret the content of stories.

If your answers are insufficient, check pages 90 to 97 with your teacher.

UNIT 8 97

Reflect! ✓ or X

I can read a story aloud.

If your answer is insufficient, check pages 90 to 99 with your teacher.

UNIT 8 99

Student's workbook. Listening/reading , and writing informal assessment (Reading comprehension). Student's self evaluation.

Assessment Materials and Resources

Miss Fat

THE LION AND THE MOUSE



Match the image with the correct sentence

1. A mouse sees a lion sleeping and starts playing on him.
2. The lion wakes up angrily with a loud roar.
3. The lion takes the mouse and wants to eat him.
4. The mouse cries and asks the lion to forgive him. The Lion let him go.
5. The Lion falls into a trap and screams for help.
6. The mouse bites the rope to help the lion
7. The lion is free and says "thank you" to the mouse.









LIVEWORKSHEETS

Miss Fat

THE LION AND THE MOUSE



Match the image with the correct sentence

10/10

1. A mouse sees a lion sleeping and starts playing on him.
2. The lion wakes up angrily with a




LIVEWORKSHEETS

screams

6. The mouse
the lion

7. The lion is
you" to the




Cancel

LIVEWORKSHEETS

<https://www.liveworksheets.com>

Listening Comprehension Assessment.
Interactive, traditional matching Exercise.

Computer-Assisted Language Learning tool

Assessment Materials and Resources

| | |
|---|--|
| | |
| <p>www.teacherspayteachers.com Photocopy to identify parts and elements of a story. This will be part of the Students' portfolio. Assessment, listening (reading) comprehension Knowing about the language</p> | <p>Teacher's checklist. It is used when the teacher monitors the class. The colors means red=student does not follow instruction, needs attention and help. Yellow= student sometimes follow instructions requires monitoring. Green = student understand and follows instructions. The teacher's dialogues keeps a track of what happens during the class, not only related to behaviour, but also related to techniques or activities.</p> |

Rubric to Assess Speaking Activity

| The Lion and The Mouse Retelling Activity | | | | |
|--|---|---|--|---|
| | Production | | | |
| Criterion | Language (word formation) | Pronunciation | Non linguistic elements | Attitude |
| Excellent | Produces sentences correctly or with few mistakes using the written sentences as support | Pronounces according to the pronunciation worked in class | The corporal language shows his/her understanding of the tale | It is perceptible he/she study for the presentation of the activity |
| Acceptable | Produces sentences with several mistakes, despite of the support of the written sentences | It is noticeable he/she did not practice the pronunciation in class | His/her corporal language does not show a real comprehension of the tale, but he/she tries | He/she has not enough study for the presentation of the activity |
| Needs Reinforcement | Only uses single words, despite of the support of the written sentences | Pronounces the words as they are written | His/her corporal language shows he/she does not know what is he/she doing | His/her work show lack of interest or commitment with the class. |
| Student's Name: | | | | |
| Teacher's Comments: | | | | |

Test. Written Exam from the Teacher's Book.

CHECK YOUR PROGRESS 8

Name: _____ Class: _____

1 Listen and circle the Relative Pronoun. (4 points)

a. WHO WHICH

b. WHO WHICH

c. WHO WHICH

d. WHO WHICH

2 Choose the correct word to complete the sentences. (6 points)

a. The Ugly Duckling is **different** / same from the other ducks.

b. The Pig **does not want** / want to play with the Ugly Duckling.

c. The Ugly Duckling becomes a beautiful **duck** / swan.

d. Jack **liked** / did not like his cow.

e. A man **gave** / sold magic beans to Jack.

f. At the end of the tree a **Giant** / Pig lived.

132 Unit 8 PHOTOCOPIABLE

3 Read the story The Real Princess and complete the chart in your notebook. (12 points)

The Real Princess by Hans Christian Andersen

a. There was once a prince and he wanted a princess, but then she must be a real Princess. He had travelled right round the world to find one, but there was always something wrong.

b. One evening, there was a terrible storm, when suddenly somebody knocked at the town gate, and the old King himself went to open it.

c. It was a princess who stood outside, but she was in a terrible state from the rain and the storm. The water streamed out of her hair and her clothes; it ran in at the top of her shoes and out at the heel, but she said that she was a real princess.

d. 'Well, we shall soon see if that is true,' thought the old Queen. She went into the bedroom, took all the bed linen off and laid a pea on the bedstead: then she took twenty mattresses and piled them on the top of the pea. This was where the princess was to sleep that night.

e. In the morning they asked her how she had slept. 'Oh terribly badly!' said the princess. 'I have hardly closed my eyes the whole night! There was a hard thing, and my whole body is black and blue this morning. It is terrible!'

f. They saw at once that she must be a real princess because she had felt the pea through twenty mattresses. Nobody but a real princess could have such a delicate skin.

g. So the prince took her to be his wife, for now he was sure that he had found a real princess, and the pea was put into the Museum, where it may still be seen if no one has stolen it.

Taken and adapted from: <http://www.gutenberg.org/files/17860/17860-4/17860-4.htm>

| | | |
|------------|---------|--------|
| Characters | Setting | |
| | | |
| Plot | | |
| | | |
| Beginning | Body | Ending |
| | | |

Total score: _____ / 22 points

PHOTOCOPIABLE Unit 8 133

Listening, Grammar (meaning of the words),
Parts and elements of a Story.

Final Rubric.

| Rubric for the Final Grade of the Unit | | | | | | | | |
|--|---|----|--|----|---|---|------------------------|--|
| Teacher: | | | Unit 4-B | | | Group: | 3 rd C | |
| Environment: | Literary and Ludic | | | | | Date | | |
| Social Practice: | Read narrative texts and recognize cultural expressions from English-speaking countries | | | | Specific Competence: | Read children's stories and appreciate cultural expressions from English-speaking countries | | |
| Achievements: | <ul style="list-style-type: none"> Identifies graphic and textual components in story books. Identifies the content of a story through its title and images. Answers questions about the characters of a story. Selects words to express personal experiences. Compares differences and similarities in behaviors, values and settings | | | | Product: | Participation in a story telling activity | | |
| | Indicators | | | | | | | |
| Students' names | Written Exam 20% | | Student answers questions about the characters and parts of a story 10% | | Students interact with respect during the activity 20% | | Speaking Rubric 50% | Notes What are his/her opinion in relation to the universality of values? This can improve the grade |
| | Yes | No | yes | No | Yes | No | | |
| | | | | | | | | |
| | | | | | | | | |

Chapter 3: EXPERIENCE REPORT.

The activation of the schema makes students realize that they have certain knowledge related to the unit they are going to study which motivates them and obtains their attention; in general terms students like classes where they deal with children reading like tales and fables; it is real material, but though for children. They name and remember the characteristics, purpose and types of stories, they remember some of the differences between the different genres. They remember the topic of the tales whose pictures they observe.

The fact that students read with the help of the audio helps them to be more focused on the reading activity, they are not accustomed to follow with their eyes when we read at class which makes them be distracted.

The informal assessment makes them appreciate what they understood from the reading.

Students become interested in class as soon as they know they are going to the ICT class. The pre- listening activity make students understand the gist of the fable, the narration is difficult to understand by the students the first time, then when they briefly analyse it during the development of the video, they found it more understandable. Students find interesting to know when it was written and where. They are able to express different appreciations of the fable and they seem to understand the moral. They find enjoying the interactive assessment (exercise), it is a way of assessing students without making them realize it

The fact that students constantly remember the elements and parts of a story, makes them identify them easily which contributes to the knowing about the language.

By solving exercises where learners order in the correct place what they have learned in organizers, represents a different way of reinforce what they know, students find useful the visual stimulus where they can write and color. Also the use of mind maps to visually organize information is a funny way for the students to take notes; nevertheless they have to practice its reading continuously since they are acquiring practice on doing them.

The use of visual, kinesthetic and auditory material makes students become involve in the activities of the class, students find enjoying exercises related to vocabulary with the use of

the computer; this stimulus contributes to learner's involvement and sense of the sentences they have to read to retell the story.

In a past unit students solved interactive exercises at the laboratory and they liked it in such a way that some of them took note of the address of the pages to be able to play at home. In fact, when quarantine started, as a initial action, my partner and I decided to give students some pages where they could solve exercises to reinforce what they had been working with..

Usually, when we read in class, students have a ten minutes reading as part of the beginning activities, they show a clear idea in relation to the benefits that reading have. In a previous lesson we used another fable by Aesop, they were surprised when they knew that the author had lived so along, children can understand the meaning of the values, it is necessary to constantly retake them in order to make them be practiced by the students.

The fact that students are constantly assessed represents a great help for the teacher since activities can be valuated an re-planned in weekly bases to make them be more effective; for students it is also significant because students realize that they are acquiring was it is being taught in class. Rubrics ,allow learners realize the importance of attitudes and values in class which keeps them motivated and with good attitude during the activities.

Activities focused on activating learning styles should be incorporated in any unit due to the fact that they help to keep students involved in the class and, for children as many senses included in an activity as better understanding of it.

Some of the challenges I faced when I implemented some of the activities along the time we had classes at the school were that children were not accustomed to work at computers on internet, and many times the signal was not of good quality, with the interactive exercises, for example, the teacher of the laboratory and I had to sit two or three students together to work in one computer so that they could finish the exercises. I realized that not all third grade students were so skilled when they have to look for specific sites on internet, they had to solve a pair of exercises on different sites and it was chaotic since most of them could not copy the address of the sites on the researcher and the teacher of the ICT classroom and had had to go from one computer to another to change the site where students were working

on; for the later sessions, the links to the pages had already been pasted on the computer desk in advance which made the problems easier to solve.

The fact that the school does not have classrooms for the English classes, makes my coworker and I move from one classroom to another and when students have to work in teams, they do not have many options to change the disposition of their chairs since moving them implied their distraction from the aim of the class, also some of the Spanish teachers do not like students keep talking since they consider this as a lack of order, but students need to talk so that they can reinforce and teach among them.

On the other hand, when the pandemic situation started, the principal of the school instructed all the teachers to focus on Spanish and mathematics; despite of it, students were provided with the addresses of the sites they had already worked on; this gave them funny and interactive English exercises to keep practicing the language. After the vacation period , we could send them short exercises.

Chapter 4: CONCLUSIONS

The goals stated at the beginning of the project were: to make students reinforce their positive concepts about other cultures (through literature) whose values are not so different from ours based on the Specific Competence from the official Program: Read children's stories and appreciate cultural expressions from English-speaking countries.

Through the different activities I also looked for dealing with the four activities, at the same time that I took into consideration some parts of the contents of the Program. I considered that the theory used to based the activities was pertinent; although I had to look for extra reading in order to support the actions.

It was decided from the beginning of the specialization to practice with all the groups I teach this year; first, third and sixth; nevertheless, the focus was on third graders. Students at this level still show interest on English classes and show disposition to become involve in activities under the condition that they feel motivated to do it.

Activities used during the months previous to the quarantine show that when classes are developed in an environment where English spoken is performed the most part of the class helps students in their scaffolding construction process; nevertheless, there should be also considered those students who may feel intimidated when they listen English language the entire class; when they are not helped by their other classmates the teacher should make them feel relax, sometimes by using some Spanish at class. Even when the communicative approach points out the constant use of the language, when talking about special cases, the norm should be adapted. The fact of using real materials helps to create meaningful activities; the videos narrated by native speakers helped students listen the intonation they should use when they are narrating.

It is important for children, in order to reach solidly their personal zone of proximate development to have a clear idea of what they are dealing with; there are times when grammar has to be clearly taught due to the fact that there are certain patterns that are difficult to be understood by the students like the use of auxiliaries for questions and negatives, or the position of the adjective in a sentence. Students tend to relocate the

adjective as it is use in Spanish despite of the fact that it is written in the correct place.

For these specific activities, students needed a clear explanation about the place of the adjectives: proud lion, humble mouse; ugly duckling. They also required to remember the question words use which have been taught since the second unit; and the use of the auxiliaries in present.

Total Physical Response activities maintain students motivated in the activities under the condition they are included in some part of the class; The fact that pupils use as many of their senses as possible in a given action makes it meaningful for them. For example, whenever students are taken to the ICT classroom one can notice they are involve in the video for the attention reflected on their faces and in the post activity when the video appreciation is valued by certain activities; for example the children where able to solve successfully interactive exercises after seen an listening a video.

Students' appreciation of literature is increased by their continuous relation with it, that is to say the fact that they have a ten minutes reading moment before starting classes makes them feel motivated, besides they have learned to appreciate several aspects related to reading like values, other countries' customs, food, currency, among other things.

The pre- while and post processes related to any activity help to determine the level of success of said activity; pupils were able to solve the exercises or informal assessment because they had clear during the previous process what was next and during the activities they received reinforcement which were strengthened with the post processes.

People acquire an intercultural attitude when it is correctly focused in class; it has to be mentioned, underlined and taught constantly; since students are still acquiring values and attitudes the constant reference to it is what create awareness in the students. Children understand the meaning of values, their constant repetition and analysis in different context is what makes them behave accordingly to them.

Our classes are spaces where a third culture takes place, we must be aware of it order to plan activities that allow our students appreciate English as the key that will open the doors which can take them wherever they can to go. We should be aware that our students will become involve into what happen in class as long as we can create meaningful classes

where they can acquire and practice what they are acquiring.

In this acquisition process, technology plays a very important role, mainly because this is the moment where our students were born; technology can offer them a wide range of possibilities like games, videos, interactive games, which can not only motivate them, but can also help us among other things to assess or test our pupils. Students enjoyed the quizlet.com exercises they can play with at class. At the same time it is necessary to keep in mind the abilities the children have according to their age. Young students require a more close help from their teacher than students from sixth year. For third graders, the interactive exercises or the links to find them should be placed at the monitor when they arrived at the ICT classroom, otherwise they became noisy and become distracted.

The Schema theory underlines the importance of the activation of previous knowledge, this activation moment may be so significant to the students that from this point their attention can be captured; when they realized how much they can know about a given topic, this motivates them and makes them involve into the class.

Students require from us the creation of opportunities where they can practice, where they can interact using the abilities they are constructing; they need to keep motivated and feel they can try, fail and re-try in a friendly environment which has to be constructed on basis of respect, confidence and empathy. From here the importance we have of playing accordingly our roles as mentors, researchers, helpers, teachers who at the same time should be in constant preparation to update our techniques, knowledge and abilities to be able to satisfy the requirements the new generations are asking from us.

The present situation has taught us it is that from now on, we should be prepared to face unexpected situations that just happen; that technology is going to be a more familiar tool we should manage in order to teach our students how to use it adequately as an essential part of our lives, and that we need to learn the most modern tools we have at hand in order to be able to satisfy our students necessities.

A good planning is the one that is based on solid theories, approaches and techniques that must be observable in meaningful classes with clear goals that can lead our students to the

acquisition of what they need so that they can construct the solid basis where they can continue with their acquisition process of the language. It is important for them to know that if they want to fit in the modern world they should develop an attitude of respect and curiosity towards other cultures using English as their entrance door.

Being in this course has given me the opportunity to learn about theories, methods and approaches that have enriched the way I teach; for example I have started experiencing the benefits that technology represents for my classes, I am not afraid anymore of taking students to the laboratory to work with exercises from internet, despite of the fact that sometimes this might not turn out to be the way I expected. The fact of analyzing the processes of reading or listening activities has helped me to have a more structured activities (pre, while and post activities). I am accustomed to activate previous knowledge on students, but the fact of knowing its importance (schema activation) has made me pay more attention when students intervene with their ideas during the brainstorming at the beginning of a new topic to use them to initiate the direction of the class.

I have valued the importance of instruct our students in intercultural competence that as Byram Nichols, & Stevens affirm: Language teaching should promote: a position which acknowledges respect for human dignity and equality of human rights as the democratic basis for social interaction ⁶³.

I was accustomed to use rubrics to evaluate students; nevertheless the fact of having the opportunity of reflecting about the importance or assessing students not only about their products but also on the process to create them has made me analyse the criteria I use when I create a rubric and then reflect about the results in order to give appropriate feedback to the students and have clear ideas to feedback my own performance as a teacher.

I appreciate the moments this specialization gave me to ponder and value the importance of my work.

⁶³ 12)Byram, M., Nichols, A., & Stevens, D. (2001). *Developing communicative competence in practice*. Clevedon, UK: Multilingual Matters.

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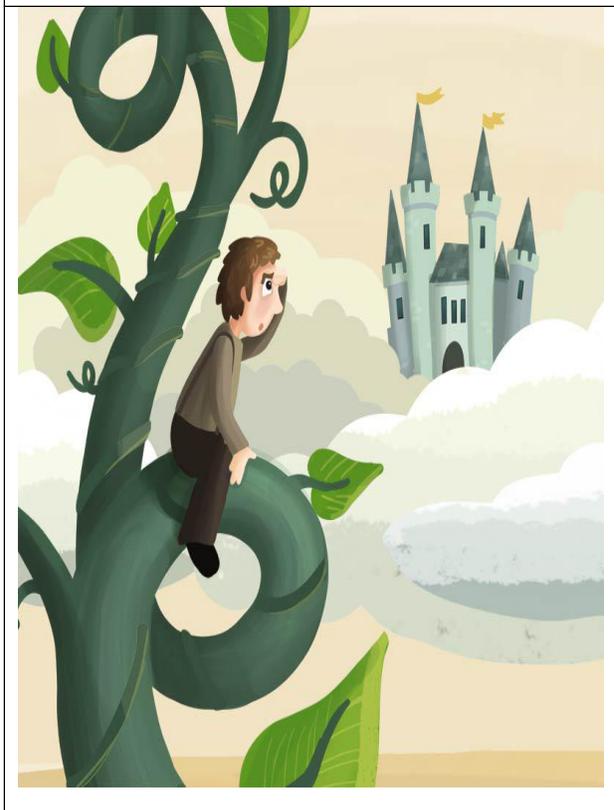
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Appendix Flashcards for the Tale Vocabulary

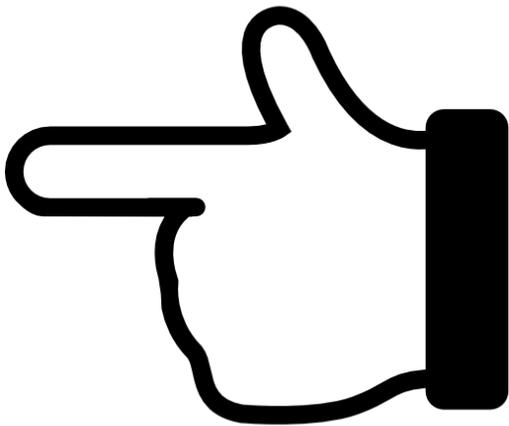




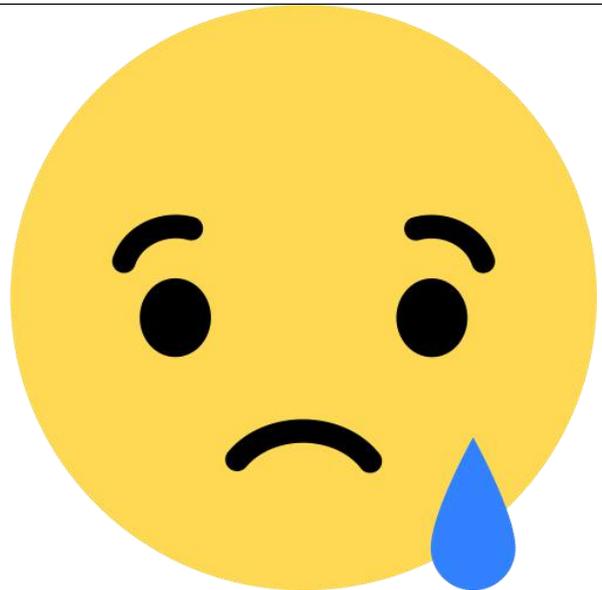
Duck and
Ducklings



Big Egg



Go away



Sad

Ugly



Alone



Farmer



shutterstock.com • 365865155

Swan

Declare Letter



UNIVERSIDAD PEDAGÓGICA NACIONAL



Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I Georgina Márquez Olaya , declare that the following Final Project: How Literature fosters Intercultural Competence. The use of Technologies to make students become involve in a story telling activity is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature:

Date: August, 2020.