



Universidad Pedagógica Nacional
Unidad Ajusco
Especialización en enseñanza y
aprendizaje de inglés como lengua
extranjera

Conociendo otra cultura y
resolviendo problemas

Proyecto final

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Coronado

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Knowing other culture and solving
problems

Final project

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July 4, 2021.

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Introduction

The main aim of this final project is to reflect about how the learning of the different approaches, methods, theories and techniques during the Specialty, have affected my teaching philosophy. What is more, how the communicative competences have been implemented in my context and finally the reflection about the obtained results.

Beginning with the teaching philosophy, where some beliefs could be reconsidered to have a clearer purpose now with the new knowledge acquired.

The theoretical foundation mentioned in this project, are the ones that have better results with elementary students and the I incorporate the theoretical part considering the students' context, learning styles, needs, level and interest at the moment of selecting the activities. Here are integrated the topics of knowing other culture to compare similarities and differences and how to make a manual to solve a problem that are correlated with the Programa Nacional de Ingles and the headmaster's order of following the Television Program "Aprende en Casa".

Then, the rationale behind the activities covered the aspects why these activities were selected and how they were implemented in order to see the learners' progress during their performance. Here is also covered the aspect of how the activities were assess.

After that, the obtain results are commented and the possible solutions to avoid future situations.

To conclude, it is analyzed the complete project by considering all the aspects that have affected to the development of each selection.

Chapter 1. Philosophy and theory

1.1. Teaching Philosophy

From the first forum of this specialization, I could not make a real insight of my teaching philosophy. What I have noticed by reflecting on what I focus my attention, it is the importance of a safe environment and the connection with my learners to know their needs, context, level, learning style and interests. According to that, I can plan my classes, because if we don't have a clear objective, the learning style and connected with their interest, needs and background, it is going to be hard to achieve the expected outcome.

Now, I can identify the different approaches methods and techniques that I use without knowing their names and in that previous forum I was only able to identify the Total Physical Response method by name.

This specialization has shown me the importance of the basis and I think the lack of those basis were the ones that cost me class control since my thought were disperse.

Particularly, I use each approach for different purposes, for example I use the Behaviorism to establish routines and rules inside the classroom in order to have classroom management but also some approaches work better according to the type of students, in my case I have elementary students and, in these ages, it is important to teach rules for social interaction. Specifically, at PRONI in SEP I based my teaching practice in the communicative approach and to get that I try to recreate the context where my students could find those moments of interaction, for example if we are checking the social practice of describing a social event, we pretend to have a party and some of them have to describe the actions or probably the dressing code. In general, approaches help to have a general idea of how learning takes place.

The methods, give me practical ideas to transmit that knowledge about language to my students, personally the one that I use the most is Total Physical Response because according to the diagnostics done in my school center, the majority of my students are kinesthetic, but I also use grammar translation method when I already

try everything to transmit the idea and despite that they have not understand the meaning or when we are creating a dialogue. I try to use the direct method to force my students to create connection with what I said connected with my body language and images to support the message, but sometimes it is difficult not speaking in Spanish when there is misbehavior. The audiolingual method, works for pronunciation with my students, therefore when they have troubles to pronounce something, that would help them. Also, at the end of each unit we do a project so they apply what they learn while they find different answers to solve a problem.

At the end, the techniques that I use are based on my personal requirements, that have to do with type and quantity of students, space, resources, etc. I frequently use games (such as Simon says, run and touch, fly swatter, Chinese whispered, do what I say not what I do, role play, tongue twisters, hot potato, tic tac toe, etc.) in different ways according to the age and level.

Nowadays, some aspects that I have highlighted is the importance of using authentic materials since they provide a real context with a natural speed and commonly used vocabulary, not only with audios or videos but also with readings where students can learn from the values and traditions of each culture. With this particular subject, I already taught the history and traditions of some places to raise openness, curiosity and knowledge about other social groups, but I have never asked students to reflect about the similarities and differences in a way to interpret, relate, interact and be aware of our own values, beliefs and behaviors as society. I could observe how teaching only grammar and the sociolinguistic aspects are not enough to interpret a message, there are many aspects that influence meaning.

Now, talking about the different skills, I could explore other characteristics such as activating schema specifically the top-down where students can activate their background knowledge to be prepared and involved with the subject, most of the times I use the bottom up activating schema to prepare students for the matter. Moreover, I learn the importance of having a purpose to read or to listen, students need to have that in mind in order to get them concentrated and not to be

overwhelmed. Also, when we integrated the different skills, our classes become more attractive and natural, as in real life

Finally, when I am assessing and testing, I can consider all their processes and create my rubrics focus on certain aspects that are important in that moment and my exams using the kind of exercise and vocabulary that my students where expose to, giving them feedback that would help them to improve instead of only mark their mistakes.

The things I want to maintain is the good relationship that I have created by knowing my students and the good interaction with the parents since we depend on each other to continue the learning processes of their children.

In general, what I wish to alter is the interactional aspect by pushing them to produce the outcome in communicative activities, to give my students more opportunities to share and see the real-world communication.

1.2. Theoretical foundations

During this Specialty it has been highlighted the importance of the communicative aspect and the relevance of authentic materials and context, with this point of view, language is seen as what people can do with language. As well as the relevance of intercultural competence to get meaning across, this gives students the communicative competence of the language in use perspective. It has been also emphasis the use of technology to that purpose in order to involve students with attractive lessons.

Considering the students' age, there is an approach that works better with kids that is the **behaviorism**. With this approach, the behavior can be managed with positive and negative reinforcement and also by establishing habits. At this age, students are learning about how to socialize and respect each other and this stimulus helps them to have a clear idea of what is expected from them.

Furthermore, **Stephen Krashen** shows how the **affective filter** plays an important role in the learning process. This is why it is necessary to create a safe environment and motivate learners but this is only possible if teachers really know students. What

is more, this author sets the concept of the **input hypothesis** that demonstrates that students need that exposition to be able to reproduce the target language. At this point, teachers should consider the quality of that input since students should be exposed to authentic materials where the interlocutors have a natural speed and use typical phrases with contractions, idioms, phrasal verbs, etcetera.

When input is mentioned, **output** should also be considered. At this point teachers have to reflect on the input provided and the opportunities given to students to produce that output. This output helps learners and teachers to notice the gaps in their learning process.

Vygotsky presents the **zone of proximal development**, where it is explained that learners are able to do a higher task when they are guided. With this concept, teachers can set teams to promote **collaborative work** and **peer guidance**. However, it is quite difficult to monitor in large classes and even more knowing the exact level required in order to encourage students and not cause frustration or boredom for the ones that have already achieved that level.

Other methods used with elementary students are the **Direct Method**, **Audiolingual method** and **Grammar translation method**. The first one is necessary since students do not have many opportunities to be in **contact with the language** and the English classes are their main exposure with this language, some of the techniques to transmit the message is the body language, images and realia, in that way students can deduce the meaning. With the Audiolingual method we can create **habits** with routines and typical commands; this gives them comfort of what they have to do. Additionally, students can practice pronunciation and intonation. In some cases, the use of translation is needed, for example, with **instructions** or at the beginning of the classes when the teacher needs to establish the **rules** to operate during the school year. Moreover, when **misbehavior** is presented, in order to have clear indication of what is acceptable and what is not, and the consequences, the use of the first language is required. Furthermore, learners can build their own language by finding similarities, for example, in a dialogue at the supermarket where they have to greet, ask for what they need, ask for the price and use a farewell at

the end of the conversation, with this typical discourse they can have as a basis start building their knowledge. Not only can teachers be facilitators, but also students can take responsibility for their own learning process.

Working for SEP implies the use of **social practices** to establish a context where students have to relate the vocabulary and the grammar aspect with the environment where these tools can be **use**. This is very helpful for students to know exactly how to apply that knowledge in real life. This **Communicative** aspect that is encouraged is quite difficult if there is not a good classroom management or the context have not been well establish or also if the input has not been clear, in this point teachers need to have in mind what they expect at the end of the lesson since they should not try to cover to many aspects that could create confusion.

On the other hand, there are some model and approaches that work better **at the end of a unit**, such as the **task-based approach** that it is required to have certain knowledge to be able to develop the task ask.

What it is necessary to promote, is the **learner center learning** where students have more **responsibilities** about their own learning process, but this is a progressive learning.

The majority of the kids are kinesthetic learners and an approach that works marvelous with this type of students is the **Total Physical Response**, where learners can **do with the language** instead of just being sitting taking notes and listening to the teacher. When students activate all their senses, they can have more opportunities to received that input through the different skills.

When a lesson is presented, it is key to have **stages** (pre, while and closure) with the purpose of having a smooth progress by taking students step by step through their progressive knowledge. In these stages teachers should cover the different skills. Two of the skills are the **receptive skills** that are **reading and listening** but, in both cases, teachers need to **activate students' schema** in order to prepare students to the new knowledge, that could be done with the bottom-up by processing sounds and words or top-down where students use their background knowledge.

Then while they are exposed to the text or audio, they need to have in mind a **purpose to read or listen**. Teacher must consider the process that required students to decipher the signs and sounds of this new language for them to take meaning from the oral and written language encounter. Teacher needs to provide other supports such as visual materials, authentic text and audios that are appropriate for their age and clear instructions.

It is relevant to include **cultural input** to provide students the **language in use**, to get this, teachers have to create awareness about students own culture, compare other cultures, to be able to interpret from other's point of view, in order to have the capacity of discovering and interact with any person and being a citizen of the world.

The cultural awareness gives students the **communicative competence** necessary to get meaning across, since it is needed the social knowledge not only the linguistic aspect.

The **active skills** are **writing and speaking**. Referring to these two skills in the case of elementary students it is quite difficult for kids to produce authentic written and spoken discourses since they need more exposition to the language to be able to build for their own. In most of the cases, controlled activities are developed, where students have to follow patterns and guided writing or dialogues. For writing, it is relevant the familiarization through text to provide the English conventions. Some of the aspects to consider at the moment of creating the rubrics to grade the development of learners is the micro-skills: handwriting, spelling, punctuation, capitalization and also the macro-skills such as their connection of ideas and use of conventions.

For speaking, the aspects to consider are the accuracy and fluency. Intelligibility, has relevance since we as teacher should pay attention to the suprasegmental features of pronunciation, instead of native like pronunciation. With elementary students the pre-communicative activities, such as structural exercises, focus on grammar and include mechanical drills and quasi-communicative activities, semi-fixed exchanges some of which resemble natural dialogues have better results than communicative activities, even though some role plays can be prepared.

Referring to the subject of assessment, there are a variety of manners that students can be assess, it could be considered the traditional assessment, the performance-based assessment and the portfolio. Teacher can consider the formative and the summative assessment to complement the criteria at the moment to assign a score.

Finally, at the moment of providing feedback, by having a focus on a particular aspect that facilitates the teacher’s work, as well as giving appropriate feedback that allows students to edit their own work. Also, teachers have to take advantage of peer revision and oral feedback to the group.

Chapter 2. Methodology and practice

2.1. Lesson Planning

This lesson is thought of for students of fifth and sixth grade of elementary school, the Cycle corresponding to this grade is Cycle III, where the social practice is “read a short anecdote of a travel to find out natural aspects and cultural expressions”. **(Appendix 1)**. Expected outcome: Make a guided reading, Distinguish and express natural aspects and similar and different cultural expressions between Mexico and other countries. Write sentences with descriptions and comparisons.

Lesson 1				
Stage	Time	Objective	Procedure	Materials
Warm up (Pictionary)	15 min.	To present the key vocabulary of the reading in a fun way.	Teacher makes a drawing on a white sheet with a sheet protector and asks students to guess what it is (Teacher draws a weather for example sunny) Then teacher sends the word to another student (that must be with a private message that could be on	White sheets with sheet protectors (as boards) and markers

		To activate previous knowledge about New York	the meet session or via WhatsApp) and that student has to draw another weather/food/verb Students repeat the words after they guess. Teacher asks if they know anything about New York, if they have seen series, movies or cartoons about it and comment.	
Development (Reading activity)	10 min.	To practice reading aloud.	Teacher selects the student who is going to read unless one wants to participate voluntarily. Teacher stops in each paragraph to check comprehension with the following questions: What places did they visit? What kind of food did they try? What did they do? How was the weather? Etc.	Reading extract.
(Speaking activity)	10 min.	To check comprehension	Teacher makes teams to order the paragraphs.	Breakdown room.
	5 min.	To work collaboratively to order the text.	With the whole group, the Teacher checks the answers	
		To achieve an agreement about the		

	5 min.	<p>correct order of the text.</p> <p>To share the answers</p> <p>To identify specific information given in the text</p>	<p>Teacher asks to complete the chart at the end of the text with the information read it.</p>	Chart
Conclusion (Writing activity)	15 min.	<p>To find similarities between the two cities and making use of the sentence “Both cities have _____”</p>	<p>Teacher mentions that both cities have many similarities and asks students to write five sentences of the similarities, making use of the sentence: Both cities have _____(a lot of people)</p>	Rubric

Lesson 2				
Stage	Time	Objective	Procedure	Materials
Warm up	15 min.	To review the subject of adjectives and prepare students for the new	Teacher asks students if they have play memory game and presents the game, she	Memory game in a power point presentation

		subject of comparatives	mentions that each card has a number and they have to say the number of the card in order to turn that card. Once all the cards have been uncovered, students should practice the pronunciation of those adjectives.	
Development	5 min.	To explain students how those adjectives change when we compare one thing to other.	Teacher shows how we compare two things in Spanish and then explains how it is done in English.	Power point presentation
(Controlled Practice)	10 min.	To apply the rule, provide by the teacher to change the adjectives to the	Students answer a virtual worksheet. For this, teacher asks based on the attendance list to participate.	https://es.liveworksheets.com/3-yh133406sh

<p>(Writing activity)</p> <p>Kahoot test</p>	<p>10 min.</p>	<p>To make use of the comparatives with the differences commented</p> <p>To practice individually the use of comparatives.</p> <p>To observe if the topic was clear</p>	<p>Teacher comments about those differences to create a sentence using the same adjectives presented at the beginning and asks the students to do the same with the rest of the places.</p> <p>Teacher shares a link to access to a kahoot activity http://www.kahoot.it/ to answer individually.</p> <p>Where students have to select the correct use of the comparative.</p>	<p>Power point presentation to show the differences</p> <p>https://create.kahoot.it/details/b042595d-790f-4b8b-a3a0-141f3cd28e35</p>
<p>Conclusion (Writing activity)</p>	<p>10 min.</p>	<p>To apply the comparatives to their context</p>	<p>Teacher asks students to relate those comparatives to their context by providing an example: I am</p>	<p>Rubric</p>

			stronger than my mother. My room is smaller than my living room.	
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This lesson is thought of for students of fifth and sixth grade of elementary school, the Cycle corresponding to this grade is Cycle III, where the social practice is “following information of a manual to solve a problem” (**Appendix 1**). Expected outcome: Explore illustrated manuals, interpreted information to follow steps, Write instructions.

Lesson 3				
Stage	Time	Objective	Procedure	Materials
Warm up	5 min.	To present the vocabulary.	Teacher shows a list of 15 objects with a power point presentation. Teacher mentions the object and asks students what it is, then asks students to repeat the name of the object chorally.	Power Point presentation “The boat is sinking”
Game (search and find)	10 min.	To practice the vocabulary checked.	Teacher sends a link to play the search and find individually and when they finish they have to send the screenshot to	https://es.liveworksheets.com/3-ho149412xc

(Speaking activity)		To share and debate their reasons behind their decision	without water for three days so I need clean water. Teacher makes emphasis on the format to follow to be easier to answer the activity. Teacher asks students to share their answers and debate about their decision, asking other students what they think about those selections and if they believe that they could survive with those objects.	
Conclusion (Listening activity)	10 min.	To observe the suggested objects to survive.	Teacher displays a YouTube video and asks students to pay attention to the objects that the woman comments and students should mention at the end what they think.	https://www.youtube.com/watch?v=6GJOcQ9Wiuc

		To comment about the suggestions	Students would mention the objects suggested and comment if they agree or if they choose the same.	
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Lesson 4				
Stage	Time	Objective	Procedure	Materials
Warm up	10 min.	To create expectation about guessing a game. To present connectors to create a manual	Teacher asks students to guess the manual that she is describing: To play this game you need: First, write some words related to a subject in a piece of paper. Then, in pairs someone opens the paper and has to draw After that, the other person has to guess the word	

			based on the drawings. Finally, the person who guess more drawings is the winner.	
Development (Writing activity)	5 min. 20 min.	To practice the use the connectors to organize a manual. To apply the connectors to make their own manual.	Teacher sends a link on the meet chat for the kids to solve the activity. Teacher asks students to make their own manual using the connectors presented.	https://es.liveworksheets.com/3-cg176091on
Conclusion	20 min.	To show their creations	Students would present their manual to the whole group	

2.2 Rationale behind the activities

First of all, the previous lessons have been based on the program television “Aprende en casa” since that order was given by the principal of the school where I work.

Lesson 1

The first part of the lesson was designed to present the vocabulary in a fun way, since they are kinesthetic learners, they learn more when they do something with

the language. The **activating schema** used is the **bottom-up** since there are asked to repeat the words after they guess. **(Appendix 2)**

The questions made in the warm up activity are based on the **top-down approach** where the readers activate what they already know about the topic, in this case about New York.

Since the activation of the **schema** is already done by asking them about New York they have brought that **content** to the present moment.

Now, it is time for the reading activity where teacher asks students to read aloud but they have to notice that all the paragraphs are in disorder and they have to find the **key words** (purpose) to order them. Teacher makes questions to check comprehension in each paragraph. In this case the reading extract it is a diary that is chosen with educational purposes. **(Appendix 3 and 4)**

The strategies and principles used in this reading activities were: a) a purpose for reading to have a clear vision of what was expected and b) analyze vocabulary by checking key words before the reading

Then, a **collaborative work** was asked to reach a conclusion about the order of the paragraphs since they can help the ones that cannot find the key words and share their understanding of the reading.

Feedback is provided when the whole group is sharing their ideas in order to avoid individual feedback that would take too much time of the class.

Finally, the writing activity is focus on the similarities between these two cities, to present this city with things in common with our context to cultivate the openness. Here the teacher presents the model to follow and students only make few changes, therefore it is a controlled writing where is intended to connect the reading and writing. The **micro skill checked** is the handwriting and spelling.

To evaluate the students' progress, the **rubric** used contents only two components: the *identification of vocabulary and the comprehension of the reading*, these aspects are considered for two reasons, the first one, it would be easier for the teacher to

assess how students use the vocabulary and check with questions if they understood the reading and for the kids to check what it is going to be expected for them from this activity. **(Appendix 5)**

Lesson 2

To begin this lesson, a memory game was chosen since student would see the vocabulary several times and they have to pronounce each word when the pair is found. Here the activated schema **bottom-up** is applied.

Then, the presentation of the subject of comparatives is taught using the adjectives presented in the warm up. Some of the adjectives presented were: big, small, tall, short, warm and cold, with images that represent those adjectives. An example of the sentences using the adjectives in the comparative manner is “The elephant is bigger than the mouse”. For this matter a worksheet is presented and the whole group has to participate to collocate the correct comparative. In this activity the main aim is the **grammatical aspect** with a **controlled practice**.

After that, a video is displayed, students are asked to observe the places presented for the kid **(purpose)** and then they have to comment with the whole group what they notice.

As collaborative work they have to comment about the similarities and differences between the two cities and share those conclusions with the whole group. Then the Teacher comments about those differences and shows a sentence using the comparatives “Central Park is smaller than Chapultepec Park”. Teacher shows the different places that are similar but with certain differences and makes use of the comparatives seen.

To evaluate the understanding of the subject, teacher applies a kahoot game where they have to use the same comparatives.

Finally, students have to apply those comparatives with their context, they may compare the school with their house, their room with the classroom, etc.

To evaluate the students' progress, the **rubric** used contains only two components: the *identification of vocabulary and the comprehension of the listening*, these aspects are considered for two reasons, the first one, it would be easier for the teacher to assess how students use the vocabulary and check with questions if they understood the reading and for the kids to check what it is going to be expected for them from this activity. **(Appendix 5)**

Lesson 3

In this lesson, the **vocabulary is introduced** again with a game. In this case with a search and find activity. First, students observe and repeat the name of fifteen objects that could help them to survive and after that they have to connect the word with the image then, they are ready to solve the search and find activity individually **(activating schema bottom-up)**. At the end of the activity, students send a screenshot to the private chat on WhatsApp. **(Appendix 6)**

This time they have to imagine that they are in a boat that is sinking and they have to take 5 objects to survive, they must write five sentences where they justify their selections and after that they have to share those decisions. For this it is provided a format to follow, in this way they are doing a controlled writing and an authentic writing since they have to write their reasons. Here it would be evaluated the handwriting, spelling and coherence of the sentence. Then, when they are sharing their sentences, it would be checked the pronunciation and intonation. **(Appendix 7)**

To conclude, they would listen to a woman mentioning the objects that she recommends to take in an emergency. Students have to take notes about the five objects that she mentions **(purpose)** and then comment and debate.

Lesson 4

At the beginning of this lesson, expectation is arisen with a guessing game where they have to find out the game described, in this game it is emphasis the use of connectors and then, they have to organize a manual related with the past subject of survival, using the same connectors. With these activities it is applied the **input**.

This final lesson is based on the Task based approach where students have to write some connectors to make a manual about any subject that they find interesting and then they have to share it. They have to choose a subject, plan how to present each step and present. With this activity it is demanded the **outcome. (Appendix 8)**

This approach provides an excellent opportunity for the learners to focus on the use and not on the form.

Here the **rubric** to evaluate their presentations would be the correct used of the **connectors** and the **accuracy** in each sentence.

Chapter 3. Experience report

3.1 Result and possible solutions.

From lesson one, the results obtained showed that when students work together, they can accomplish faster the main goal of the lesson and they can share ideas to reach an agreement. Some of the problems presented where with the warm up since some students did not have their cell phones to see the vocabulary that they have to draw to give the opportunity for the other students to guess the word. Another difficulty was the camera that even when they said that it was turned on the rest of the class could not see the drawings. A possible solution was the use of jamboard where all the students could share the board and they could see what everybody has drawn.

From lesson two, the obtained results that were very favorable since students were able of apply the comparatives topic to their context, the only difficulty presented was about the time-consuming activities to reach that result because kids need a lot of practice, but it was worthwhile.

From lesson three, students enjoy the activities of thinking about a survival situation and that made them to search the words to complete their sentences to justify their answers. The difficulty was that the teacher's role of facilitator and translator took too much time at the moment to correct the sentences since the majority of the students selected different reasons for the selection of their objects.

For lesson four, students were able to use the connectors to create their own manual, they were said that the aspect that would be evaluated was the use of connectors and that gave them more confidence at the moment of selecting their manuals, it was also demanding the teacher's role as facilitator and translator but students enjoyed creating their own manual.

Chapter 4. Conclusions

To sum up, the aspects that have been covered aim to apply all the concepts reviewed during this Specialty by first knowing the students' interest, need, context and level and base on that select the best activities that could involve students and have meaningful learning.

The reason behind the selection of the topics were influenced by the headmaster's order to follow the Television Program "Aprende en Casa" and the Programa Nacional de Ingles, therefore that add another difficulty to implement the concepts learned.

To begin with, every time that there was a connection in the Meet platform with the students, they were greeted and asked about their week and other personal aspects such as what they ate, what new videogames they have played, what movies they have watched, etc. this helps to create a good environment.

Then, the warm-up was presented through games to motivate students to be more receptive during the classes and the authentic materials provided by the teacher offered a real input that students were able to understand since they have a purpose to focus and they could visualize other points of view about other culture.

The team work to reach agreements was helpful to create solidarity and openness to other perspectives.

The activities were guided in order to promote confidence and also a sense of responsibility about students own knowledge when students have to search the meaning of some words to complete the task.

The four skills were implemented in order to have more meaningful classes and to activate all the students' capacities.

Finally, the assessment tools and feedback were pretended to covered the whole student's performance not just the final result but also their attitudes to learning that could be shown with active participation.

Bibliography

<http://eeaile.upnvirtual.edu.mx/my/>

Appendix 1

CICLO 3. NIVELES DE DOMINIO Y COMPETENCIA			
Desarrollar: comprende y usa el inglés para interactuar con textos orales y escritos breves de interés personal en contextos conocidos.			
Referencia común: MCER A2 (A2.1)			
Reconoce el sentido general y algunas ideas principales de diversos textos orales y escritos de contextos cercanos, conocidos y relevantes (información básica sobre sí mismo y su familia, su escuela, compras, lugares de interés, ocupaciones, etc.). Interviene en algunas transacciones utilizando estrategias verbales y no verbales en intercambios muy sencillos y directos de información sobre cuestiones que le son conocidas, habituales y de interés personal. Interpreta y describe información. Describe en términos sencillos algunos aspectos de su entorno, así como cuestiones relacionadas con sus necesidades personales. Se relaciona con la lengua y la cultura mediante juegos y varias actividades lúdicas y literarias.			
LENGUA EXTRANJERA. INGLÉS. PRIMARIA. 5º			
AMBIENTES SOCIALES DE APRENDIZAJE	Actividad comunicativa	Práctica social del lenguaje	Aprendizajes esperados
FAMILIAR Y COMUNITARIO	Intercambios asociados a propósitos específicos	Intercambia expresiones para organizar reuniones.	<ul style="list-style-type: none"> • Explora y escucha intercambios de expresiones para organizar reuniones. • Interpreta expresiones usadas por interlocutores. • Asume el rol de interlocutor en un intercambio.
	Intercambios asociados a medios de comunicación	Intercambia opiniones sobre noticias en audio.	<ul style="list-style-type: none"> • Escucha y explora noticias vinculadas a contextos familiares y habituales. • Comprende noticias en audio. • Intercambia opiniones.
	Intercambios asociados a información de uno mismo y de otros	Describe y compara apariencia y habilidades en personas de distintas edades.	<ul style="list-style-type: none"> • Escucha y explora descripciones de la apariencia física de personas conocidas. • Comprende descripciones. • Describe apariencia física propia.
	Intercambios asociados al entorno	Intercambia información para desplazarse en una localidad.	<ul style="list-style-type: none"> • Explora indicaciones. • Comprende indicaciones para trasladarse de un lugar a otro. • Describe el entorno inmediato como punto de referencia para desplazarse. • Ofrece indicaciones para desplazarse. • Escribe indicaciones para llegar de un lugar a otro.
LÚDICO Y LITERARIO	Expresión literaria	Cuenta historias breves de interés.	<ul style="list-style-type: none"> • Explora anécdotas personales divertidas. • Analiza diversos aspectos de cómo relatar anécdotas de manera oral. • Expresa oralmente una anécdota personal.
	Expresión lúdica	Acepta o rechaza peticiones en juegos de rol.	<ul style="list-style-type: none"> • Escucha y explora intercambios de expresiones para aceptar o rechazar peticiones. • Comprende expresiones para aceptar o rechazar peticiones. • Intercambia expresiones para aceptar o rechazar peticiones.
	Comprensión del yo y del otro	Lee un relato breve de viaje para descubrir aspectos naturales y expresiones culturales.	<ul style="list-style-type: none"> • Explora relatos breves de viaje. • Hace una lectura guiada. • Distingue y expresa aspectos naturales y expresiones culturales semejantes y diferentes entre México y otros países. • Escribe enunciados con descripciones y comparaciones.
ACADÉMICO Y DEFORMACIÓN	Interpretación y seguimiento de instrucciones	Sigue información de una guía ilustrada para resolver un problema.	<ul style="list-style-type: none"> • Explora guías breves ilustradas. • Interpreta información para seguir pasos. • Escribe instrucciones.
	Búsqueda y selección de información	Reúne información sobre un tema para elaborar fichas y montar una exposición.	<ul style="list-style-type: none"> • Explora fichas museográficas. • Busca información sobre un tema en diversos textos. • Analiza textos informativos. • Registra la información. • Comparte la información de fichas museográficas.
	Tratamiento de la información	Registra información sobre un tema para elaborar un cuestionario.	<ul style="list-style-type: none"> • Explora cuestionarios con varios tipos de preguntas. • Lee cuestionarios con varios tipos de preguntas. • Busca e interpreta información documental sobre un tema. • Escribe preguntas sobre un tema.

Appendix 2



Appendix 3

Instructions. Order the diary and then complete the chart with the information from it.



____ Then, on our third day, we visited the Statue of Liberty and took a tour to Staten Island. We took loads of photos. We tried the famous cheesecake, and it was delicious.

____ The first thing we did was to go up the Empire State Building. The view from the top is amazing! Then we went to Central Park. We ate some hot dogs there. There were lots of people doing different activities and enjoying the splendid summer days.

____ Finally, we returned to our hotel and started packing to leave early next morning. We really enjoyed our stay and hope to return soon.

____ We arrived in New York at 10:00 AM. The weather was nice. It was sunny and warm. We were surprised to notice that many people speak Spanish. The city is full of Latin American .

____ On our second day in N.Y, we decided to walk around Manhattan, and do a little shopping.

Complete the chart with the information from the diary entry.

Completa la table con la información que leíste en el relato del diario.

Place (City)	Weather	Food	Activities



Appendix 4

Friday, April 23, 2021

New York

Actividad 2.- En tu cuaderno de inglés anota la fecha y el título "New York". Lee y enumera los párrafos para poner las acciones del día en orden.

4 Then, on our third day, we visited the Statue of Liberty and took a tour to Staten Island. We took loads of photos. We tried the famous cheesecake, and it was delicious.

2 The first thing we did was to go up the Empire State Building. The view from the top is amazing! Then we went to Central Park. We ate some hot dogs there. There were lots of people doing different activities and enjoying the splendid summer days.

5 Finally, we returned to our hotel and started packing to leave early next morning. We really enjoyed our stay and hope to return soon.

1 We arrived in New York at 10:00 AM. The weather was nice. It was sunny and warm. We were surprised to notice that many people speak Spanish. The city is full of Latin American.

3 On our second day in N.Y, we decided to walk around Manhattan, and do a little shopping.

Complete the chart with the information from the diary entry.
 Completa la table con la información que leíste en el relato del diario.

Place (City)	Weather	Food	Activities
New York City	The weather was nice. It was sunny and warm.	<ul style="list-style-type: none"> • Cheesecake • Hot dogs. 	<ul style="list-style-type: none"> • Go up • Tried • Ate • Took photos. • Visited.

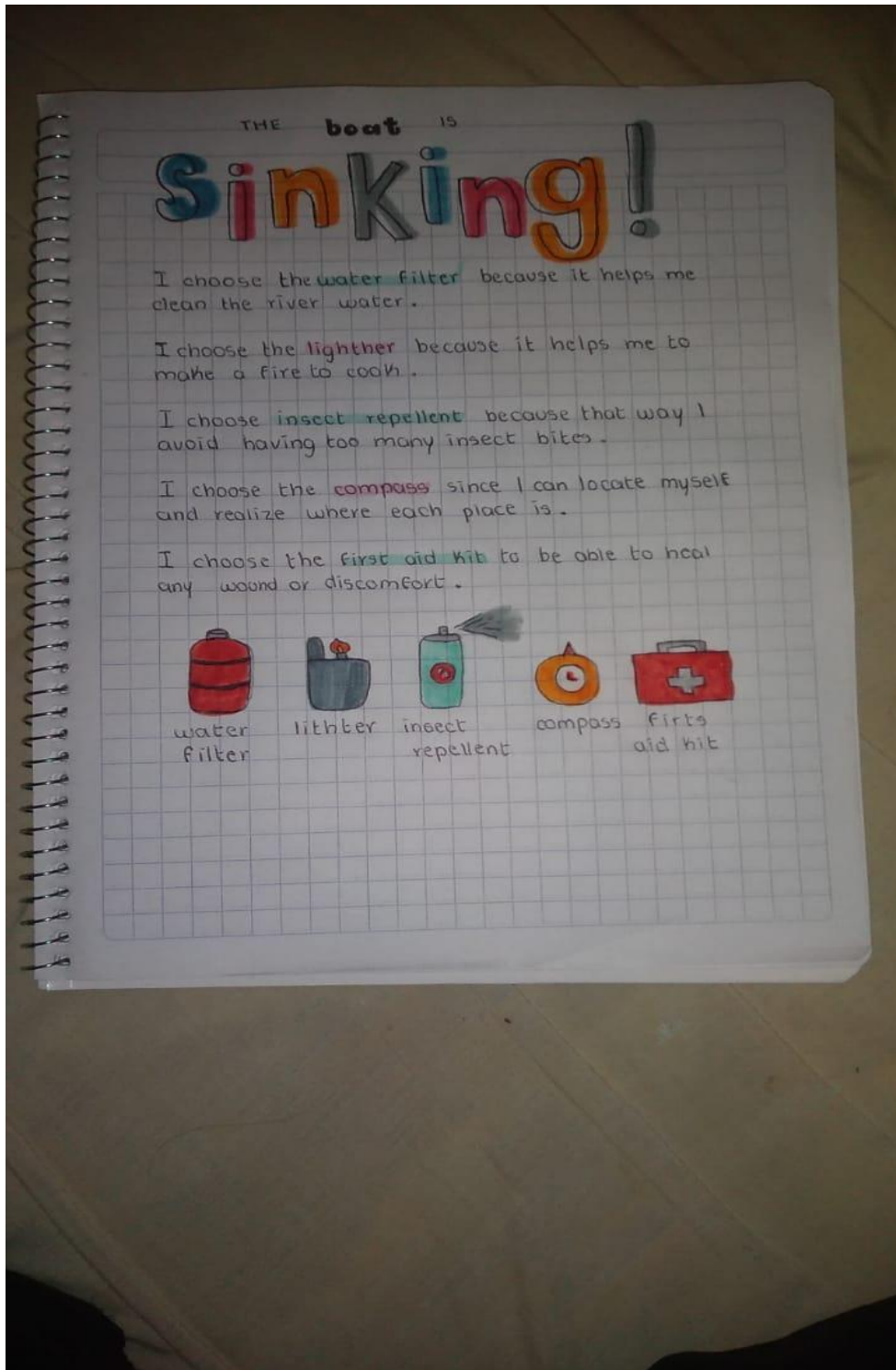
Appendix 5

	Criteria	Criteria	Criteria	Criteria	Points
	1	2	3	4	100
Identify and use the vocabulary	Essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate.	Limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.	Adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured.	Sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.	40
Reading comprehension through ordering the paragraphs and finding specific information/ Listening comprehension through the application of the grammar rule with the context checked	Does not show knowledge of subject; not-substantive; not pertinent; OR not enough to evaluate	Limited knowledge of subject; little substance, inadequate development of topic	Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail	Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic	60

Appendix 6



Appendix 7



Appendix 8

Friday, 21 May, 2021

HOW TO MAKE A STRAPPED GANG BRACELET.

By: Karla Denisse O. S.

Materials: colored rubber bands, plastic stringer and "S" shaped clasps.



1. First a rubber band must be inserted in the stringer in the shape of 8.



2. Then another one must be inserted on top of the one that is already there, but now in the shape of 0.



3. After that the initial band must be passed over it of the other (as in the image).



4. Finally you have to repeat the steps, inserting only garters in the shape of eight. Close with a clasp.