

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“Crear interesantes actividades en línea que promuevan y mejoren las cuatro habilidades del idioma en educación a distancia ”

TRABAJO RECEPCIONAL

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

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Ciudad de México, a 21 DE JUNIO DE 2020

UNIDAD AJUSCO

EDUCATIONAL PROPOSAL

***“Create engaging online activities to boost and improve
the four language skills in distance learning”***

FINAL PROJECT

TO OBTAIN THE DIPLOMA IN:

SPECIALIZATION IN ENGLISH LANGUAGE LEARNING & TEACHING

BY:

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Mexico City, June 21st, 2020.



INTRODUCTION

In the present day, communicative competence is a dominating target of teaching a foreign language. The English language performs communication, education, and self-education, being a vehicle of collaboration and interaction in modern society. Most students are interested in the practical use of language in other world cultures and as an efficient and necessary tool for becoming competent in the labor market.

The absence of free command of English as the global medium of communication means significant limitations for a person in their educational, professional, career, and even personal opportunities restricting such a person to living and functioning only inside one *speech community* (Hymes 1986), that of their own, without any chance of going beyond its narrow borders. In the twenty-first century's "global village," not being fluent in English is somewhat akin to functional illiteracy (Marshall McLuhan 1964).

Therefore, high school education should train the students capable of working in the real circumstances of a professional environment.

In this project, an attempt is made to start developing the underlying theory for optimizing teaching English as a foreign language to CECyT 13 teenagers encompassing interculturalism, information technologies, communicative and task-based approaches involving distance learning.

The first challenge facing a teacher of English at high school is the fact that the group includes students demonstrating different language skills. Groups may comprise beginners, intermediate and advanced learners. The formation of groups following the students' language skills is not always possible. This requires using the individual approach and graded language, especially in the beginning.

In the process of learning, attitudes of learners play an important role; as such, their learning is affected by various factors. The willingness to learn something new without anxiety is vital to develop a positive attitude. Learners' attitudes determine the success or failure of the learning process.

There is a huge change occurring in high school education in the systematic way that considers what students should be learning and how teachers should be evaluated.

Chapter 1: Philosophy and Theory

1.01 Teaching identity and philosophy

My teaching philosophy has both traditional and revolutionary roots; I am not a master or guru in my field; that's why I am a long-life learner, an agent of change, researcher and a mediator. I believe that as an English teacher, I need to be able to adapt my role and responsibilities to the new requirements that English Language Teaching demands. My teaching philosophy is born from the perspective of humanism that supports my desire to help each student, to see good in everyone, to coach each student, and to emphasize empathy. Social Constructivism encourages teachers to become facilitators of learning, and knowledge comes through social interaction and language use. After reading a variety of articles during this course I identify the theorists who back up my teaching philosophy are Krashen, Vygotsky, Gardner and Hymes. What I learnt is that one primary objective in my classroom will be to develop cultural awareness.

My teaching approach is to guide students not only theoretically but also by providing information to help them grow and develop healthy self-esteem, which consequently will project to other areas of their lives and allow them to succeed in a country where their native language is not spoken.

My philosophy of education is based on what I know and have experienced at this point in my career. I am sure that my teaching philosophy will continue changing as I learn more as a professional. That's one of the gifts of being human; we can make mistakes, or learn something new, and make a change for the better. I am always excited about the opportunities that lie ahead.

Every time I plan my class, I ask myself what my students should know and be able to do at the end of the lesson. I try not to chain myself to use only the textbook. I spotlight how the use of technology enhances listening, speaking, reading, and writing abilities in the classroom. The use of technology helps me to make the learning experience motivating for my students by providing them enjoyable activities.

In my classes, students must always speak in English; sometimes, it is not easy for some of them, because they are afraid of making mistakes, or they are phantom students. In this case, I make them feel comfortable expressing themselves regardless of their level of ability. Occasionally, I pamper them, and I give them some candies when they participate accurately.

It is clear that many of the challenges I face in education come from the fact that my students bring to school diverse outlooks, background experiences, cultural beliefs, and behavior. I always bear in mind my students' varied backgrounds as the diversity that enriches the learning environment, understanding how they develop and learn.

Equally important, I foster my students' self-esteem, motivation, perseverance, civic responsibility, and respect for others.

I want my students to use the language actively in communicative contexts, the use of language is dynamic because it involves interacting with others, having communities of practice.

I believe that all my students, with the right tools, will be able to rise above any difficulties that the study of a foreign language might present. I am not saying that every student who takes my class will be able to express himself because of how I give the lesson. Still, I can guarantee that each student will have the opportunity to express himself to the best of his abilities.

Since most of my students are kinesthetic, I plan activities where they need to stand up, sing, move around the classroom, or even going to the basketball court.

As a teacher, I regularly evaluate my class performance, if I chose the correct activities or materials, analyze my students' reactions during the class, how I can improve my teaching style to maintain my students' interest, I even talk with experienced teachers for advice.

Unfortunately, I must follow the rules imposed by school policies, such as limited school materials, time limits, lack of technology, and being time-constrained. Still, perhaps the most critical verdict is my students' point of view.

Now that we are facing closures and quarantines due to the Covid-19 outbreak. I have experienced stress because of exposure to a wide variety of apps and technical challenges. My students and I have been going the extra mile to make sure that our online classes and activities can be the best option, making our hilarious effort.

I know that distance learning works for some students, but I realize just how irreplaceable it is to connect with my students in person.

1.02 Theory underlying your teaching practice and identity

Centro de Estudios Científicos y Tecnológicos #13 "Ricardo Flores Magón" is a high school that depends on IPN, CECyT 13 offers four different technical careers which are: Accounting Technician, Administration Technician, Computer Systems Technician and Tourism Business Administration Technician. In all these careers, the student must study English from 1st until the 6th semester, in each semester he takes four face to face 50-minutes classes, one lab work 50-minutes class, and one virtual class. While the student is studying the 5th semester, he takes a placement test to know if he will present a B1 or B2 certificate according to the Common European Framework of Reference of Languages (CEFR 2001). At the end of his studies, he presents a final project to get their Technician Degree and the Cambridge Certificate.

Since 5th semester Administration he starts working on a project where he needs to create a sustainable product incorporating all their subjects, such as Macroeconomics, English, Probability & Statistics, Finances, Integral Calculus, Marketing and Law. The student sets up a micro-enterprise, which will be presented at the end of the 6th semester.

Since the student is in the second period of the 6th semester, he does not use his student's book anymore because he is focused on the micro-enterprise.

As Krashen mentioned, "Language Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

... 'comprehensible input' is the crucial and necessary ingredient for the acquisition of language. It is described as one level above that of the learners if it can only just be understood.(Krashen 1982) According to Krashen's theory of language acquisition, giving the learner this kind of input helps him acquire language naturally, rather than learn it consciously. The most effective learning environment is where the student feels at ease and feels comfortable if he makes a mistake. A more open, more comfortable environment is the most effective learning environment, especially when learning languages. Emotional states and attitudes are adjustable filters that freely pass or block input necessary for acquisition. The student needs motivation, self-confidence, and low anxiety. The best acquisition will occur in environments where stress is low, and defensiveness does not exist (Krashen 1982).

Vygotsky developed a number of important pedagogical theories, but two of his most important classroom concepts are the Zone of Proximal Development and scaffolding.

According to Vygotsky, the Zone of Proximal Development (ZPD) is the conceptual gap between what a student is and is not able to accomplish independently. Vygotsky suggested that the best way for a teacher to support the student is by identifying the ZPD and working with him to accomplish tasks just beyond it (Vygotsky 1978). This happens when one student is struggling to pronounce some words. By working with the student to teach how to sound out words and practicing pronunciation, the student is able to pronounce correctly. The second theory, Scaffolding, is the act of adjusting the level of support provided to best meet each student's abilities. To teach gradually, moving away from step-by-step until the student can complete a task on his own. Such guidance or scaffolding is an important element in the teaching process. In particular, scaffolded instruction through the use of online technology optimizes student learning by providing a supportive environment while facilitating student independence. It is an excellent way to provide comprehensible input that is not just interesting but compelling, to reiterate Krashen.

Whenever the student is successful at achieving some of the tasks, the teacher gives extra participations or rewards. The Behaviorism theory explains that all behavior is a response to an external stimulus. In class, the student's learning and behavior will improve in response to positive reinforcement, producing positive outcomes. (Skinner 1938)

It has become clear that the needs of the modern student have outpaced the teacher's best strategies.

As it was mentioned in Module 1, since 2006, the English language curriculum in Mexico has centered on this notion of language as social practice, that is, on what the learner does with language in real life.

The core of each class is to use language in social contexts, the focus is on what a student does with language, and how he manipulates the language system for his own interests and needs. Since every teacher's goal is to help students use the language accurately, meaningfully, and appropriately, the Social Practices of the Language (SEP 2006), which refers to different ways in which language is used in different settings.

The Larsen-Freeman's three-dimensional grammar framework covers the form, meaning and use. All three dimensions need to be "mastered" by the student.

The ethnography of communication explains that communication conduct is what people do when they communicate with each other. (Hymes 1974) For instance, a user of a particular website may be considered a speech community if he shares specific rules for speaking online. This model of communication identifies the components of a communicative process. (acronym SPEAKING)

The learner needs to use the language not only correctly as it is based on the linguistic competence,(Chomsky 1965) but also appropriately based on communicative competence involving Discourse competence, Sociolinguistic competence, and Strategic competence. These components should be respected in teaching a foreign language.

By building confidence, increasing knowledge, and raising awareness of the aspects mentioned before in the student, it will help to develop his communicative competence. Other important aspect is motivation as a vital element in the process of second language learning. It has huge impact on an L2 learner's learning outcome. As Gardner defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language". In classes, motivation is the force that leads the student to behave according to his goals, contributing to the achievement of a second language.

The current models of integrated teaching of the four language skills have the objective of developing learner's fluency and accuracy, as well as his sociocultural communicative competence requiring adapting the language into context.

The absence of the Integrated-skill Approach of the English language adversely affects the student's performance when learning English as a foreign language.

For helping the student to reach a better competence of English as a second language, it is necessary that the language learning process, listening, speaking, reading, and writing should be treated as integrated elements of communication. To incorporate opportunities throughout the reading for the student to develop his learning by responding verbally as he reads, writes, and learns in English because it is the integrated use of oral and written language for functional and meaningful purposes that best promotes the full development of second language proficiency.

Reading and writing as well as speaking and listening, should be integral parts of all language classroom activities because all these processes interact with one another. In this way, opportunities and resources are provided to the student to engage in authentic speech and literacy activities.

Technology has been gaining a boost in the field of education. Tasks designed using technology could awake the interest among the learners in the four language skills. The use of technology makes the learning experience motivating for the student by providing him enjoyable activities.

Working with large groups is not easy and it is challenging to have them all speaking in English during the class.

Many students believe that the most significant elements to help them acquire their second language are grammar rules, verbs, and vocabulary lists.

In Module 1, it is mentioned that the teacher is the primary input source; he gives instructions, explains situations, and facilitates tasks. Another vital input source comes from the student himself when he works in pairs or teams, or every time he does presentations in class. The teacher needs to encourage the student to notice the input.

Intake is just what a student can internalize, what he does learn. It may function as immediate recognition and comprehension.

Interaction is an opportunity for a student to practice the language through synergy, so he develops the second language. Some teachers focus their teaching on accuracy and production. However, to Krashen errors are to be expected and should be used constructively in the learning process. Move further away from perfection and efficiency and focus on communication or fluency and the cognitive approach. (Krashen 1980)

Output is as essential as input for language progress. Output is the language spoken or written by second language learners themselves. Therefore, the teacher needs to encourage the student to use the language as often as possible.

Chapter 2: Methodology and Practice

2.01 A practical and useful lesson plan.

LESSON PLAN

Teacher's name:	Thania Kohler
Educational stage:	High School
Title:	Pet Wheels (Project)
Time:	
Profile of Learners:	The group has 23 students in list. They are high school students (6 th semester), between 16-18 years old. The group has 5 boys and 18 girls, so it's largely female. Their mostly B1- and B1+, although I have three students struggling and attending tutoring online lessons. They have limited vocabulary (depending on context), and some fossilization of the lack of irregular verbs in the past and they tend to be shy when they need to express their ideas. They are very demanding of attention and praise. Learners are mainly kinesthetic.
Main Grammar Structure:	Passive Voice
Language Function:	By the end of the lesson students will be able to recognize the passive voice in different tenses. They will explain and develop a process in multiple tenses about their product. (Pet Wheel)
Other Grammar Structures:	Present Simple, Past Simple, Present Perfect, Gerunds & Infinitives, Comparatives & Superlatives, Modals of Obligation & Deduction, First Conditional.
Anticipated Problems:	<ol style="list-style-type: none">1. Students are not motivated to work.2. Students may get confused with the previous grammar structures.3. Students deal with some internet issues.4. Students are not used to work in virtual teams.
Anticipated Solutions:	<ol style="list-style-type: none">1. Teacher encourages students through text messages or video calls.2. Teacher clarifies some grammar problems online.

	<p>3. Teacher understands and gives more days to work on the online activity.</p> <p>4. Teacher keeps on motivating students through text messages (whatsapp) or video conferencing(zoom).</p>
Assumptions:	<p>Students have studied different grammar structures before.</p> <p>Students are familiar with vocabulary about how to get dogs licensed, recycled materials, environmental issues and how to set up a micro-enterprise.</p>
Materials:	<p>Google Classroom Zoom Infographic (PIKTOCHART) YouTube https://www.youtube.com/watch?v=yPQPcky0f9g</p> <p>Web pages https://www.cesarsway.com/5-reasons-to-get-your-dog-licensed/ https://web.archive.org/web/20140717215416/http://animalcare.lacounty.gov/wps/portal/acc/programs/pet_licenses</p>

PROCEDURE

ACTIVITY 1 ICE-BREAKER
<p>OBJECTIVE: To get students involved in the new topic. To find out that in most US states, it's mandatory that dog owners have their pets licensed. If you get caught without a license, you will get a hefty fine.</p>
<p>RATIONALE: Comprehensible input is described as input that is understandable to the language learner but slightly about the learner's current proficiency level. Krashen describes this type of input as "i + 1," and says that this kind of input helps learners acquire language naturally. So with this definition in mind, speaking activities designed for students in the same class, who are more or less at the same proficiency level, may provide "i" but probably don't provide "i + 1," which means there wouldn't be any new language to acquire. That is why teacher input is important at all English levels, because teachers are the best option for delivering "i + 1" input due to their higher proficiency level.</p>
<p>EVALUATION: Intercultural Competence Rubric</p>

INTERACTION:

T-Ss

PROCEDURE:

Teacher shares a video about how and why you really should get your dog licensed in most US states.

ACTIVITY 2 / LISTENING

OBJECTIVE: Students will be able to identify specific information about Dog License to complete their sentences.

Students watch and listen to the video once again, so they can fill in the blanks with the correct information about License your dog.

Students answer the listening activity on Google Classroom.

RATIONALE: Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and they present specific exercises to make students active listeners to the same "inner voice" one hears when writing. As a receptive skill (Fang, X. 2008), listening comprehension is basically meant to help us understand everything we notice. We have the skills and background knowledge in our first language required to understand what we hear. For both our native language and a second/foreign language, there are two kinds of listening situations we encounter: Interactive and Non-Interactive.

Non-Interactive listening situations include activities like listening to the radio, music, TV programs, movies, or lectures. In these situations, we rarely can request clarification, slower speech or repetition.

Listening for the Gist (core idea); during this stage, students start to have some feel for the global meaning of a listening passage. While they are still unable to understand many details, they may be able to identify the topic or understand the main point.

This exercise is based on the Common Approach of Traditional Assessment which refers to standardized testing that uses questions with a limited number of answer choices. It includes multiple choice, true or false and some short answer responses. It is a listening comprehension gist exercise where the student listens and distills the critical information to a few words or sentences. This can indicate if the student has understood the general topic of the message and has been able to separate the key ideas from the other linguistic aspects.

PRODUCT: Fill in the blanks exercise

EVALUATION: Rubric

Teacher corrects if it is necessary.

ACTIVITY 3 / READING

OBJECTIVE: Student will be able to solve a questionnaire about taking care of dogs to get a fictitious Dog License online.

RATIONALE: Reading is a complex cognitive process and readers use different approaches to understand a reading.

Top-down decoding, consists essentially of moving from overall general meaning down to examining the written code. Top-down reading models suggest that processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. In other words, before interacting directly with the text, the reader activates what they already know about the topic (because of previous experiences) to facilitate the process.(Dechant 1991)

PRODUCT: To achieve a fictitious Dog License online. (Screenshot)

EVALUATION: Checklist

MATERIAL:

Google Classroom

Internet

Zoom

Web pages

<https://www.cesarsway.com/5-reasons-to-get-your-dog-licensed/>

https://web.archive.org/web/20140717215416/http://animalcare.lacounty.gov/wps/portal/acc/programs/pet_licenses

ACTIVITY 4 / WRITING

OBJECTIVE: Students will be able to identify and write a comparative chart using the information about the way dog owners in most US states take care of their dogs and how it is done in Mexico.

RATIONALE: The Language Structure refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts.(Hyland 2002) Writing activities are often organized around social issues which students know something about. Students can also select their own topics to write about. Materials and activities can be adapted to students of different proficiency levels by varying the amount of information provided or required. This is a micro-skill activity; these are kinds of skills involved in this writing:

1. Produce graphemes (handwriting) and orthographic patterns (spelling) of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms.(Brown 2007)

PRODUCT: To create a comparative chart with relevant information about the way dog owners in most US states take care of their dogs and how it is done in Mexico.(Screenshot)

EVALUATION: Rubric

MATERIAL:

Google Classroom

Internet

Zoom

Web pages

<https://www.cesarsway.com/5-reasons-to-get-your-dog-licensed/>

https://web.archive.org/web/20140717215416/http://animalcare.lacounty.gov/wps/portal/acc/programs/pet_licenses

POSSIBLE PROBLEMS:

1. Students do not remember the use of Passive Voice.
2. Teacher or Students have internet connection issues.

SUGGESTED SOLUTIONS:

1. Teacher reminds them of the grammar construction on the Google Classroom Board. (Passive Voice)
2. Teacher gives more time to answer the activity.

ACTIVITY 5 GRAMMAR REVIEW

OBJECTIVE:

To answer grammar exercises using the passive voice.

RATIONALE: Grammar is an issue that invariably goes hand in hand with the teaching of any language. Its importance relates to what students need to learn, and how educators teach it. The Common Approach of Traditional Assessment focuses more on finite knowledge and to get a more objective assessment measure.

PRODUCT: A written practice exercise on Google Classroom.

EVALUATION: Rubric

INTERACTION:

T-Ss / Ss-Ss / Ss-T

PROCEDURE:

Students are at home.

Ss' watch two videos about passive voice and analyze the grammar charts on Google Classroom.

MATERIAL:

Computer, internet, Zoom, Google Classroom, Textbook.

POSSIBLE PROBLEMS

1. Students face internet or apps issues.
2. Students do not get involved in the activity.
3. Students do not understand the instructions.
4. Students do not join the ZOOM meeting.

SUGGESTED SOLUTIONS

1. Teacher understands and gives more time to work on the activity.
2. Teacher adapts the activity.
3. Teacher keeps in touch constantly with the students.
4. Teacher reminds students about the ZOOM meeting by a text message or e-mail.

ACTIVITY 6 / WRITING AN INFOGRAPHIC

OBJECTIVE:

Student will be able to write an infographic about their micro-enterprise project with the previous info that they searched.

RATIONALE:

The macro skill covers wider areas of writing.

1. Use cohesive devices in written discourse, that is, connect ideas effectively. 2. Use the rhetorical forms and conventions of written discourse. 3. Appropriately accomplish the communicative functions of written texts according to form and purpose. 4. Correctly convey culturally specific references in the context of the written text. 5. Writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

PRODUCT: An infographic

EVALUATION: Rubric

PROCEDURE:

Students revise the information about why you really should get your dog licensed. Students design their infographic about having dogs licensed and explaining their product PET WHEELS (beds for dogs) Students share their infographic on Google Classroom, so the teacher can check it.

MATERIAL:

PIKTOCHART app

ZOOM

Google Classroom

POSSIBLE PROBLEMS:

- 1 Students do not identify the correct grammar structure or some vocabulary words
1. Students face internet or apps issues.
 2. Students do not get involved in the activity.
 3. Students do not understand the instructions.

SUGGESTED SOLUTIONS:

- 1 Teacher clarifies it.
- 2 Teacher gives more time.
- 3 Teacher encourages the students.
- 4 Teacher clarifies doubts by e-mail or text messages.

ACTIVITY 7 PRESENTING THEIR FINAL PROJECT “PET WHEELS” (SPEAKING SKILL)
OBJECTIVE: Student will be able to express their project in an oral presentation.
RATIONALE: Communicative activities can also be further sub-divided into functional communication activities, and social interaction activities. The purpose of functional communication activities is to prepare and enable learners to get their meaning across effectively, and the main measure of success is the student’s ability “to cope with the demands of the immediate situation”. We may see functional communicative activities as helping students build up transactional communicative skills. The purpose of social interaction activities, on the other hand, is for the students to develop sensitivity towards the social meanings ascribed to certain forms. They usually draw on such types of techniques as simulation and role play, where social situations and social relationships can be enacted. The main measure of success in these types of activities is given by the “acceptability of the forms that are used”. We may see social interaction activities as those types of activities aimed at helping students build up skills for interactional talk.(Bygate 1987) PRODUCT: Speaking presentation videos EVALUATION: Rubric
INTERACTION: T-Ss/Ss-T
PROCEDURE: Teacher sets the time to have the ZOOM meeting Students present their final project about their micro-enterprise (PET WHEELS) where they will be asked about the process in order to elaborate beds for dogs, they will explain their organization chart and what they have learnt during this experience.
MATERIAL: Computer, internet, Zoom app, Google Classroom, Whatsapp.
POSSIBLE PROBLEMS: <ol style="list-style-type: none"> 1. Time is not enough. 2. Students do not get all the information 3. Students get confused while speaking
SUGGESTED SOLUTIONS: <ol style="list-style-type: none"> 1. Teacher keeps in touch constantly.

VIDEO URL

<https://www.youtube.com/watch?v=3GBc0EhFf50>

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

Intercultural Competence Rubric

	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Knowledge of Diversity	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Cultural Awareness	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. <ul style="list-style-type: none"> • Demonstrates little or no awareness of one's own assumptions, judgments and/or biases about self and others. 	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. <ul style="list-style-type: none"> • Begins to identify own assumptions, judgments and/or biases about self and others. 	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. <ul style="list-style-type: none"> • Articulates the influence of one's own assumptions, judgments and/or biases during interactions with one's own culture and the culture of others. 	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. <ul style="list-style-type: none"> • Demonstrates ability to assess the impact of assumptions, judgments, and/or biases related to one's own and other cultures.
Cultural Interaction	Demonstrates few skills in working with members of one's own and other cultures and is unable to negotiate a shared understanding.	Demonstrates few skills in working with members of one's own and other cultures and is unable to negotiate a shared understanding.	Mostly incorporates diverse and multiple perspectives when working with members of one's own and other cultures and is able to negotiate a shared understanding	Consistently incorporates diverse and multiple perspectives when working with others and is able to negotiate and facilitate a shared understanding.
Cultural Attitudes	States minimal interest in learning more about other cultures.	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

RATIONALE:

We as teachers project our own culture to students and develop classes under our own assumptions. The books and materials we choose also portray a peculiar way of perceiving the world, as well as the activities we design. The intercultural approach shows us how important it is not only to be looking at the target culture, but also to be working with the

students' context. The focus shifts from trying to become a member of the target culture, to understanding that we all can create culture. (Emilsson, E. 2010)

Student can slowly become aware that there are differences in the way people interact. The video and the teacher might point out that assumptions about formality may be different from culture to culture.

Student might examine some aspects of the target culture (C2) in his own language (L1), to discuss certain aspect that he is observing.

He might read a text in (L2) about aspects that have to do with his own culture (C1).

Listening Skill Rubric

	UNSATISFACTORY(1)	SATISFACTORY(2)	GOOD(3)	OUTSTANDING(4)
Ability to Focus	Student was not able to concentrate on the listening task and was easily distracted and inattentive.	Student found it difficult to concentrate on the listening task but was able to attend occasionally.	Student was mostly attentive and generally able to listen with good concentration.	Student was able to concentrate fully and listen very attentively throughout the assessment.
General Understanding	Student did not understand enough vocabulary or information to answer the questions.	Student did not understand a lot of the vocabulary and information, but he was able to complete some of the questions.	Student showed a good general understanding of the vocabulary and information, with most questions completed.	Student showed an exceptionally good general understanding of all vocabulary and information, completing all the questions.
Listening for Details	Student was able to grasp specific details when listening and did not include them in the answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	Student was able to include most specific information and details in his answers.	Student included all the specific information and details in his answers.
Accuracy of answers	Student's answers were mostly left out or unrelated to the information given.	Student included a small amount of information however, a lot was left out or was not accurate.	Answers were mostly accurate and related to the information given, with only a few errors.	The content was always accurate and related to the information given.

RATIONALE:

The bottom-up and top-down processes occur alongside each other in the 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. A representative listening lesson will include a sequence consisting of pre-listening, while-listening and post-listening; always considering both bottom-up and top-down processing.(Richards J.C. 2008)

This gist-level listening rubric involves several inter-connected factors, for example and individual's linguistic knowledge (intonation, stress patterns, lexicon), inferencing skills and cultural awareness. Successful listening is related to meta cognitive strategies which are ways to manage cognitive strategies like the ones we use for assessing the situation, monitoring, self-evaluating, self-testing.(Richards J.C. 2008)

Speaking Skill Rubric

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Adapted from ACCESS for ELLs[®] Training Tool Kit and Test Administration Manuals, Series 1 03 (2007-08)

RATIONALE:

The complexity of speaking from a communicative perspective; oral interaction is a balancing act, because like jugglers, speakers virtually have to keep track of and control over a number of aspects not only concerning their own performance, but also those concerning the goal and course of the communicative event itself. To be sure, they have to keep track of at least all of the following [1] (Snow D. 2007): their goals (what they expect to get out of the event), their strategy in reaching it (the manner of delivery, as well as the amount of talk that is appropriate), their listener (who it is, and what types of roles are enacted in that particular event), and both the formal features of the message (vocabulary,

grammar, pronunciation), and the pragmatic features (choice of style, choice of language, paralinguistic aspects such as tone of voice, gaze, posture, etc.)

Skill-using refers to those processes of real communication, involving the deployment of both comprehension and expression (production) strategies. This refers to Autonomous interaction where the teacher is to be alert and sensitive to opportunities for interaction which may arise or which may be fostered in the classroom...It is necessary for the learners to be engaged in using language for various purposes" (Bygate, M. 1987), such as maintaining social relations, expressing reactions, seeking and giving information, solving problems, discussing ideas, sharing leisure activities, etc.

Speaking is an observable skill so it might be easier to assess. This rubric measures how the learner deals with communication problems or cope when he has not mastered the language. These guidelines focus not just on accuracy of language, but primarily on communication including the clarity of the overall message, the effect on the reader or listener, and success in including, and conveying all relevant content. The teacher assesses the student's performance and the ability to use the target language.(Ramírez A.G. 1995)(Speech eliciting strategies)With this rubric the student identifies his strengths and intervention areas.(O'Malley 1996)

Reading Skill Checklist

<input type="checkbox"/> Student identifies the main topic.
<input type="checkbox"/> Student determines the meaning of unknown words or phrases.
<input type="checkbox"/> Student identifies key facts.
<input type="checkbox"/> Student answers questions correctly.

RATIONALE:

Reading is a complex cognitive process and readers use different approaches to understand a reading. It requires knowledge of schema which are experiences and knowledge that can help the reader connect previous experiences to the content of the text.

This activity relies on the interactive reading model combining the characteristics from both bottom-up and top-down decoding. An interactive model is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text, as necessary. (Chamot, A. U., & O'Malley, J. M. (1994))

In this checklist the student will recognize what he really understood from the quiz regarding the top-down processing ability.

Writing Skill Checklist (Comparative Chart)

Correct capitalization and punctuation.	()
Correct spelling.	()
Ideas are organized.	()
Comparative adjectives are included correctly in all the sentences.	()

RATIONALE:

Hyland defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse.” Two writing approaches were considered for this activity: Language structures which refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules, and Content where writing activities are often organized around social issues which students know something about.(Hyland, K. 2002)

The comparative chart is a micro-skill activity where the following skills are involved:

1. Produce graphemes (handwriting) and orthographic patterns (spelling) of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
5. Express a meaning in different grammatical forms.(Brown 2007)

After analyzing the seven suggestions for feedback (*The teacher is not the only respondent, Written commentary is not the only option, Teachers do not need to respond to every single problem on every single student draft, Feedback should focus on the issues presented by an individual student and his/her paper, not on rigid prescriptions, Teachers should try to avoid “appropriating,” or taking over, a student’s text, Teachers should provide both encouragement and constructive criticism through their feedback and Teachers should treat their students as individuals and consider written feedback as part of an ongoing conversation with each student*)(Ferris, D. 2007) it is clear that the first three suggestions are more practical, while the last four are more philosophical. The main point is to influence students positively by providing helpful feedback. Ferris also states that “well done feedback can be a motivator as well as a critical instructional opportunity.”

This was an online checklist. It’s a good idea to consider using CALL in the assessment process. Internet provides the opportunity to use a great variety of language learning tools.(Douglas,2000)

2.03 Attached evidences

The image shows a document viewer displaying a grammar test. The test consists of three sections: 1. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple. 2. Complete the sentences with the correct passive form of the verbs in brackets. Use the Past Simple. 3. Choose the correct form of the verbs in brackets. The test is titled 'FIAT' and describes the history of the company. The sidebar on the right shows the document is titled 'Archivos', delivered on May 30 at 14:00, and edited by Leonardo. The score is 40/40.

1. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.

- English is spoke (speak) in many countries.
- The post is delivered (deliver) at about 7 o'clock every morning.
- The building is use (the building/use) any more?
- How often are the olympic games held (the Olympic Games/hold)?
- How is your name spelled (your name/spell)?
- My salary is paid (pay) every month.
- These cars are not made (not make) in Japan.
- The name of the people who committed the crime are not know (not know).
- His travel expenses are not paid (not pay) by his company.

2. Complete the sentences with the correct passive form of the verbs in brackets. Use the Past Simple.

- My car was repaired (repair) last week.
- This song was not written (not write) by John Lennon.
- Was the phone answered (the phone/answer) by a young girl?
- The film was made (make) ten years ago.
- When was tennis invented (tennis/invent)?
- The car was not damaged (not damaged) in the accident.
- The original building was pulled (pull) down in 1965.
- Where was this pot made (this pot/make)?
- When was the bridge built (this bridge/build)?

3. Choose the correct form of the verbs in brackets.

FIAT

Fiat ⁰ was started (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat, ¹ produced (produced/was produced) 132 cars. Some of these cars ² were exported (exported/were exported) by the company to the United States and Britain. In 1920, Fiat ³ started (started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars ⁴ were tested (tested/were tested) by technicians. In 1936, Fiat launched the Fiat 500. This car ⁵ was called (called/was called) the Topolino - the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat ⁶ exported (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars ⁷ are sold (sold/are sold) all over the world.

Archivos
Entregada el 30 may. a las 14:00

Edited - Leonardo ...

Calificación
40/40

Guía de evalu... /40

Passive Voi... 40/40

Comentarios privados
Añade un comentario ...

Congratulations! You scored 100% in all sections and have received your D Licence!

The image is a certificate of achievement for a Dog Licence. It features the 'pet licence' logo at the top. The recipient's name is Lenny Martínez. The text congratulates him on achieving his Dog Licence and states that he is now armed with the knowledge and skills necessary to prepare and care for his new best friend. The certificate includes logos for 'THE LOST DOGS HOME' and a circular seal with a dog and a person. The date is 30/05/2020 and the ID is #L008464.

pet licence

Lenny Martínez

Congratulations on achieving your Dog Licence.
You are now armed with the knowledge and skills necessary to prepare and care for your new best friend, ensuring you share a long and happy life together.

THE LOST DOGS HOME

30/05/2020
#L008464

USA

- Americans are required to get a pet license.
- A microchip is implanted in dogs and cats.

Mexico

- Mexican people are not required to get a pet license.
- Dogs are abandoned everyday in this country.

Listo ENGLISH PA.pages.zip

PETWHEEL
ROLLING THEIR DREAMS

OUR PRODUCT
It's a pet bed made from recycled wheels that can no longer be used due to its deterioration using different designs according to your preferences.

MISSION - Offer pet beds with ecological design at attractive prices, so we can position our selves well in the market to be recognized as a sustainable and responsible company in terms of our production processes.

Vision - To be a national and international enterprise by offering comfort to your pet at an economic price.

OUR PET WHEELS ARE...

- 1 WASHABLE
- 2 NOT HEAVY
- 3 EASY TO TRANSPORT

MAIN IDEA
To take care of the environment by recycling.

Did you know that 2m of car tires are discarded per year?

GET YOURS IN our Instagram page @petwheel_



Chapter 3: Experience Report

During this semester, I noticed that my students took responsibility for their learning and developed solutions for complex problems when their "homework" becomes a Project-Based Learning Task.

They are actively engaged in decision-making, managing their team's tasks, and, most importantly, hoping to develop quality products and performances.

Obviously, during this process, they faced some problems in group dynamics. Problems occurred when some students did most of the work. Sometimes this happens because one or more students refuse to do the work. Other times it happens because one or two members do not want others involved, fearing that their grades will be damaged by the efforts of peers they perceive as having weaker skills.

Now that we are facing closures and quarantines due to the Covid-19 outbreak. I have experienced stress because of exposure to a wide variety of apps and technical challenges. My students and I have been going the extra mile to make sure that our online classes and activities can be the best option, making our hilarious effort. In the end, I know that there are some skills such as writing and speaking, which are the productive skills that they are the biggest challenge in distance learning.

Some solutions are to keep in touch with our students, setting some specific hours to continue practicing. Another solution for writing could be to work with some apps, for example, Grammarly, where they can identify their mistakes and correct them. Finally, as teachers, we must establish guidelines that include roles and responsibilities, coach our students on how to collaborate, and manage their time to take advantage of it, and the most important is to keep on studying during this pandemic.

Chapter 4: Conclusions

It's quite important to develop activities that integrate language and culture with special focus on contrastive behaviors, reactions and values of individuals from different countries. As teachers, we are challenged with trying to implement effective teaching in this distance learning environment, and assessment is certainly one of the most challenging part of this process. It's important that the assessment we design for our students demand that they apply their knowledge to new performance tasks where they create engaging opportunities to show what they know.

Further, I agree that it is easier for students to understand concepts when they can relate new information to their prior knowledge. Organizing lessons and units around students' experiences allows them to make imperative connections with the subject matter. Having specific themes and certain goals ensures that students will stay focused on the material provided. Therefore, not only should teachers develop lessons and units that correlate with one another and with the students' social and cultural familiarities, they should enlighten students about these themes by assisting in the identification of connections.

Considering English to be a useful course for students to take, I believe that it must address more than the traditional activities. Students require a need for understanding what they are doing and why. It is my goal to show future students the significance behind each activity we engage in. Students will learn how to apply their English skills to grasp a more meaningful understanding of who they are as individuals and of the community they are part of. An atmosphere such as this will be created for students, so they learn and grow through their practice of the English language.

Finally, I learned that to encourage students to step out of their comfort zones, I had to step out of mine too, but beautiful, authentic learning happens when we create the right conditions for it.

Chapter 5: Appendixes and references

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Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I Thania Kohler Maldonado declare that the following “**Module 3 Final Project**” 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.

Date: June 21st, 2020