# UNIVERSIDAD PEDAGÓGICA NACIONAL

## UNIDAD AJUSCO

## PROPUESTA DE INTERVENCIÓN EDUCATIVA

**"DESARROLLAR LA CONCIENCIA INTERCULTURAL REVISANDO LEYENDAS Y MITOS DE OTROS PAÍSES".**

## TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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# UNIVERSIDAD PEDAGÓGICA NACIONAL

## UNIDAD AJUSCO

## EDUCATIONAL INTERVENTION PROPOSAL

**"DEVELOPING INTERCULTURAL AWARENESS BY REVIEWING LEGENDS AND MYTHS FROM OTHER COUNTRIES".**

## RECEPTIONAL ASSIGNMENT

TO OBTAIN DIPLOMA OF

SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING

SUBMMITS:

IRMA PATRICIA ALDAMA GONZÁLEZ

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**INDEX**

# INTRODUCTION

This work represents the final assignment of the UPN University Specialization in English Language and Teaching as a Foreign Language. This work integrates the knowledge acquired from methods, theories and techniques implemented in the performance of the current teaching experience. The demonstration of the acquired knowledge is developed in a lesson plan which was elaborated following the recommendations of several authors regarding the use of learning and teaching techniques. In this same lesson plan, didactic activities involving the development of the four language skills were designed.

The subjects of the application of this project are fourth-grade students from "Vasco de Quiroga School" in Mazatlán Sinaloa. The classes were given through zoom and the material used is a combination of didactic material provided by PRONI and authentic material taken from the internet.

In order to understand how communicative skills and cognitive processes have to be considered in the learning process, a personal philosophy is summarized as a product of the reflection of the theoretical development of what was learned during the specialization.

For the results of this work, it was important to establish an order of ideas of formal and scientific character that justify the line of action for the teaching strategy that frames this work. Social Culturalism and Constructivism sustained three learning models: Communicative Approach, Learning - Based and the Experiential Model created by Kolb. The compiled information on the first Chapter, explains the processes that EFL students go through in the acquisition of knowledge of L2.

A detailed description and analysis of the learning activities included in lesson Plan Template are the structural part of the project in the second Chapter. The first part explains the rationale behind the selected activities. The Lesson Plan presented in this section, is oriented to achieve the developing of the four language skills including the Intercultural competence by reading "Myths and Legends" from other countries. This topic was taken from the Syllabus provided by PRONI (Programa Nacional de Ingles).

The last points of this Chapter include evidence of the outcomes of the implementation of the Lesson Plan as well as evidence of the Evaluation Tools selected to assess the progress of the students and the

implementation of teaching strategies. There is also a linked video of the class sessions and a script to explain the display on the video to complement the information.

Chapter three includes a report about the learning outcomes as a result of the implementation of the Lesson Plan designed for this project. This part of the project is an objective report summarizing the achievements of the students after the four class sessions held in May.

The conclusions of this project, which is considered as the culmination of the English language teaching specialization, are found in chapter four, which is the last chapter of this work.

The bibliography, which is the contributions taken from the readings of the specialization, is included at the end.

# CHAPTER 1

# PHILOSOPHY AND THEORY

## 1.01 TEACHING PHILOSOPHY

The National English Program for which I work has designed the syllabus that governs our English language teaching. This teaching practice is based on the Socialculturism proposed by Vygotsky, and the social practice of language has been the best strategy to socialize knowledge in my classes.
Although I have worked for many years following this theory in the classes I have been teaching, especially in the design of planning activities, I think it is important to broaden the vision to appreciate different dimensions in the field of teaching, such as the concept of language, the learning process and the teaching of language.

As a teacher, I have struggled with multiple problems in the classroom during all these years, but I have learnt to take into account that it is important to become aware of the needs of the students. Especially, the comprehension of the level that the students handle in their cognitive process, as well as the level of English they need to acquire through the different grades of elementary school.

In the review of theories, I find some theories focused on cognitive processes that distinguish different elements like the differences between the process of learning and acquisition, the importance of monitoring the production of language and the relevance of comprehensive input and exposure to language. There are other thoughts like Behaviorism and Structuralism, Generative Linguistics and Contrastive Analysis which were the first theories that observe the learning process as a result of developing learning habits.

The theories and thoughts about learning and acquisition reviewed in Unit 2 present a variety of concepts that have helped me to understand how our students are exposed to different learning L2 processes and to identify different elements that could allow me as an EFL teacher to facilitate this process.

The principal idea that I conceived from this information was Krashen´s idea about the difference between learning and acquisition. From this information, I could understand during this training if my students were in a training level or in a more complicated subconscious level where the stimulus, they were receiving was guiding them in the acquisition process.

There were other contemporary methods sustained in a different framework like Sociocultural and Constructivist theories that can be suitable to our personal teaching practice. These methods could be a complement to the other methods and may accomplish techniques and ideas that were guiding me in my teaching practice during this training to confirm the efficiency of their proposal.

After reviewing methodologies, techniques and approaches about learning an EFL, I can say that it has always been a concern how my students learn English. Observing their performance as they work through the activities in this project, I can see how the activities must fulfill certain requirements in order to be effective.

As a teacher, I must prioritize that my first approach is to set an achievable objective according to the level of English my students have in order to design a teaching strategy that will allow me to direct them to increase their performance in EFL developing the four skills.

Sociocultural language theory states that language is learned as a result of interactions between social and cognitive aspects, in my experience as a teacher I could incorporate interculturality to this process of English language learning. Students express themselves through their cultural experiences in and out of school. I think that Communicative Language Teaching (CLT) purposes are really focused on the needs of

our students, the roles of the teacher and students can be successfully implemented in an EFL classroom mainly in a country like Mexico.

Dell Hymes in his Communicative Competence theory, assumes that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately. (Hymes, 1971) This assumption is important for the objective of this project because students are going to be led to use the L2 by reading "Myths and Legends" selected for the lesson plan and to work with the designed material as worksheets and questionnaires. The communicative competence will be relevant in this project where I intend that students interact with other students to make use of the language, giving their opinion and following instructions given by the teacher.

I could achieve this objective by designing activities for this project that have facilitated the students the development of language skills in real situations. The authentic material taken from the internet, for each one of these activities are intended to focus the student on the developing of the four learning skills. I always consider setting a challenge for my students by implementing the i+1 proposed in the Input theory by Krashen.

Technology in my classes has always been present since I started teaching in elementary school, the videos that are taken from internet converted into audio files that are used in the classrooms as an input that students receive to distinguish a similar speech from native speakers of the English language. I believe that if I prepare an effective class material to provide as much comprehensible input as possible, students will have the opportunity to develop a language acquisition, especially in situations where learners are not exposed to the Teaching Learning outside of the classroom.

In the situation of distance learning, empathetic attitudes must be present, to understand the situation and the problems students are having in a situation like the one we are currently living. When designing the activities, it is important to consider the level of English of the students. When they have the opportunity to participate in a class transmitted over the internet, I considered to support with interesting visual material that awakens the interest of the students to learn.

The humanistic approach of teaching needs to be adequate. The Affective Filter proposed by Krashen could be appropriate to implement in distance classes as it was useful to promote motivation and to avoid the mental block of students by decreasing the levels of anxiety and insecurity in class. (Krashen, 1982)

In order to introduce the intercultural competence as a part of this project I consider that to enhance this objective, it is important to consider the model of intercultural proposed by Byram, Gribkova, and Starkey.

Byram mentioned the importance of intercultural attitudes such as curiosity and openness. He explains that in order to be interculturally competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way. I think that my concept of culture and its aspects was enriched thanks to the experience of working in a public school. This experience gave a greater dimension to my concept of culture as well as its different expressions within the school.

Byram points out that, "knowledge of the processes of interaction at the individual and societal level" are part of intercultural competence. If my students acquire a perception of themselves on a cultural level with respect to people from other cultures with whom they interact, this experience could be used to establish the basis for the development of intercultural competence. (Byram M. , 1997)

# 1.02 THEORETICAL FOUNDATIONS

It is important to distinguish theories focused on cognitive processes that establish the differences between the process of learning and acquisition. Some theories are focused in the importance of monitoring the production of language and the relevance of comprehensive input and exposure to language. And there are other thoughts like Behaviorism and Structuralism, Generative Linguistics and Contrastive Analysis which were the first theories that observe the learning process as a result of developing learning habits.

The Sociocultural Mind Theory explains the social dimension of learning, it explains the higher abilities of mind: memory, attention, rational thinking, emotion and the control over them that every person could have as they interact in a social and cultural plane. Public school students present a range of different ways of adapting to the school environment that is decisive for their learning process. In Mexico, it is difficult to talk about an acquisition of a foreign language because many times the Cultural conditions are not ideal.

It is important to distinguish between the concepts of language acquisition and language learning. Establishing this distinction has made it easier to try to conduct the L2 teaching project. The theories and their ideas of learning and acquisition are as follows:

| SLA THEORIES | LEARNING PROCESS | LANGUAGE ACQUISITION |
|---|---|---|
| Leonard Bloomfield (Behaviorism) | Behaviorism studies the process of learning language in an objective form, they also observe linguistic behavior and consider learning as a process that results from an interaction between stimuli-response. | They explain the L1 acquisition arguing that children are compelled to imitate language when they first hear it, and they become a more competent speaker as they are being reinforced gradually from the first utterance trough more complicated use of language |
| Structuralism | Structuralism like behaviorism base their theory in objective observation of the use of language describing different aspects of the language like phonology, syntax, and morphology; they don't accept mental approaches during this process of learning. | The acquisition of language depends on the correct use of all the elements of language as a result of a set of habits. |
| Chomsky (Generative Linguistics) | Generative linguists regard the principles of Universal Grammar as underlying processes of L2 performance. | Chomsky said that children everywhere acquire language in an innate way, as if we were born with the basis to acquire language as an inherent mental function. |
| Lev Vigotsky (Sociocultural Theory of Mind) | In the language learning process, the interaction between social and cognitive factors are implied. Vigotsky includes the mental process in the language learning approach | The social practice of the language facilitates the L2 acquisition. Vigotsky said that our social and mental activities are affected by (UPN, 2020)language and vice versa |
| Contrastive Analysis | During the learning process students can find some difficulties that can be predicted by comparing the L1 with the language to be acquired. Teachers can use these predictions to help their students by given them additional support. | Learners use their L1 language acquired habits to acquire the L2. This interference could be used as an established pattern of language acquisition. |
| Stephen Krashen (Monitor Model) 5 Hypothesis | This model is based on a view of language learning as information processing in a cognitive level. | Acquisition is a subconscious and incidental process. Exposure to language is necessary for the acquisition process. |

| | | |
|---|---|---|
| 1)The Acquisition / Learning<br> 2) Monitor Hypothesis<br> 3)The Natural Order Hypothesis<br> 4)The Input Hypothesis<br> 5)Affective filter Hypothesis | Learning is a conscious and intentional process.<br><br>1)The Acquisition / Learning Dichotomy: learning and acquisition are different processes<br><br> 2) Monitor Hypothesis: learners' output can be modified by monitoring their language production .<br>4)The Input Hypothesis: only comprehensible input can be learned<br><br>5) Affective filter Hypothesis: anxiety, motivation, and stress interfere with the learning process. | During the process of learning students are more focused in convention of meaning than on grammar. They produce the language in a very intuitive form.<br><br><br>3)The Natural Order Hypothesis: structures are acquired in a predictable order |
| Merrill Swain<br><br>(Output Hypothesis) | Output is not only a product but the opportunity for students to notice gaps in their interlanguage. | |
| Michael Long<br><br>Rod Ellis<br>Susan Gass<br>(Interaction Hypothesis) | The breakdowns in communication help students make interactions modifications like negotiation of meaning | |

The theories and thoughts about learning and acquisition reviewed in Unit 2 present a variety of concepts that can help to understand how students are exposed to different learning L2 processes and to identify different elements that facilitate this process.

The principal idea conceived from this information is the contribution of Krashen about the difference between learning and acquisition. This helps to understand if students are in a training level or in a more

complicated subconscious level where the stimulus, they receive is guiding them in the acquisition process.

The learning models that are supported by behaviorism could not be discarded in the teaching of the English language. They are models that explain the way of learning based on behavior and they also explain, based on the observation, the changes that occur in people in a positive or negative way depending on the stimulus. Even nowadays, these methods can be effective in some activities such as different techniques centered in training in a mechanical way, drillings, translations, pronunciation, accuracy and grammar.

For instance, in public schools, due to the level of English that the students achieve, the Grammar-Translation Model could be useful, L1 may be used as a tool for explanations or clarifications and students are allowed to make translations from L2 to L1 for comprehension of meaning. The correct use of language reflects high moral standards and being able to read works of literature in the target language was one of their principal goals. Grammar rules are taught and expected to be practiced in a mechanical way. The role of the teacher is authoritarian and students are passive recipients of instruction. (Richards, 1996)

Direct Method recommends the use of visual images to avoid using L1 that is the basic rule. The use of L1 is forbidden and grammar is learned through practice in this method. This strategy sometimes could be useful when students need to learn new vocabulary. In the other hand, in the Audiolingual method, the L2 learning is based on a behaviorism framework where they conceive the learning process of L2 more like a habit or verbal behavior acquired by practice and imitation. That is why the use of drills is very common for this method ant they think that they should be taught without a focus on grammar, teaching grammar happens not to be based on analysis of structures, but briefly revised because the focus must be on repetition and internalization of structures. Teachers must first teach speaking, then reading and writing. (UPN E. r., 2020)

The Communicative learning Teaching CLT emerged as a contradictory or a challenging method, perhaps it shares some of the behaviorist ideas. However, its methods and techniques are designed in a more global perception of the use of language or L2, they promote the use of L2 in classroom and encourage students to use what they learnt in real life situations. Teachers recreate common lifestyle environments

in class, promoting solutions to different problems, establishing rules for different games, organizing plays to represent popular characters with the only purpose of developing communicative competence.

This method also considers the correct usage of language in form and meaning. Although accuracy and fluency may not be required, this language performance has to be produced as a result of the development of communicative skills. Since they perceive those errors are part of the learning process, this error correction strategy relies on the role of the teacher as a regulator and facilitator. The idea is that by using positive reinforcement, teachers can help students to transform these errors in a natural outcome for the development of the language. Students are active participants of his own learning process; they may become independent and self-conscious of their weakness and strengths. They acquire certain responsibility to achieve the goals. (Larsen-Freeman, 1996)

Among all methods revised here, it is important to consider that Communicative Language Teaching (CLT) purposes are really focused on the students' needs, the roles of the teacher and students can be successfully implemented in an EFL classroom mainly in a country like Mexico, the only problem found in this situation, is the responsibility of the students.

There are other contemporary methods to revise, they are sustained in a different framework like Sociocultural and Constructivist theories that can be suitable to our personal teaching practice. These methods could be a complement to the other methods and may accomplish techniques and ideas that could guide us as teachers to prove the efficiency of their proposal.

The Experiential Learning Model that results from Kolb's investigation presents an interesting cycle of four stages:

**FIRST STAGE CONCRETE EXPERIENCE**

On this stage the teacher must be sure to enhance students with a topic that may impact and get students' attention from the beginning. It could be selected after a brainstorming activity or the teacher could choose anything from the news or a subject of general interest, but it has to be something that starts to operate the cycle to pass to the next stage.

**SECOND STAGE REFLECTIVE OBSERVATION**

The learner is motivated to go further in the cycle of knowledge. If the teacher manages to awaken the interest of the students in the chosen topic, this will encourage them to want to learn more about the topic and they will try to deepen more through observation and reflection
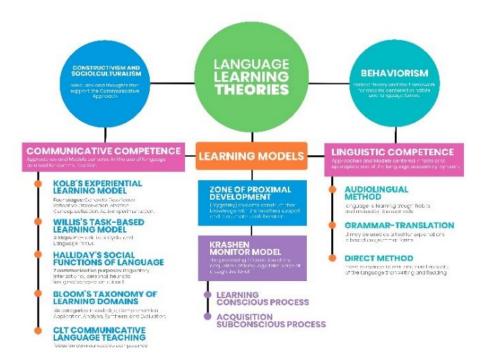
The Experiential Learning Model

(Kolb, 1984)

**THIRD STAGE ABSTRACT CONCEPTUALIZATION**

Students develop cognitive skills. The term "prehension" coined by Kolb takes on a greater meaning in this stage because students get involved in a process between apprehension and comprehension. They are constructing their knowledge and their cognitive skills are formed as a result of a deep comprehension

**FOURTH STAGE ACTIVE EXPERIMENTATION**

Which is presented as an opportunity for students to construct knowledge by transforming new information. This is the stage where the subjective concrete experience from the first stage is transformed into an objective and observable output like a product or it can be observed as a reaction.

The Experiential Learning Model provides a concrete explanation of what the cognitive process of our students means through the construction of knowledge. It gives us the opportunity as teachers, to assess our students by observing the steps it proposes.

This Mind Map links theories approaches and techniques. There are important ideas on each of these models that can support and justify the performance of teachers in class in order to facilitate the learning process of students. It is also helpful to decide which model or approach defines a teaching style or could be suitable to obtain better results.

The Communicative approach does not have techniques of its own, but the experience achieved and its thoughts and communicative intends are very similar to the other models. For instance, they expect students to become independent after a companion period during which students keep building their own knowledge.

These methods encourage the students to acquire the formal use of language, fluency and accuracy. Although errors at the beginning of the process are considered a pedagogical strategy, they are accepted as part of the learning process, but they are assumed to allow the students to achieve levels of preparation more attached to the forms.

This revision of theories and the application of new concepts of the teaching practice are oriented to promote the performance of the EFL teachers. It is expected that changes can be made by creating new teaching strategies that solve problems that impede the learning process of L2.

# CHAPTER 2

# METHODOLOGY AND PRACTICE

# 2.01 LESSON PLAN STRUCTURE

The structural part of this work is the lesson planning. The theoretical foundations that guided        the strategy for designing the activities of one skill at a time are presented on the following section. From a general approach to more specific ideas that support each activity.

Sociocultural and Constructivism theories were adapted for this project. The Communicative Approach, Task – Based approach, and the Experiential Learning Model created by Kolb are based on Sociocultural and Constructivism theories, they also conceive language as a communicative tool, and they implemented collaborative activities as a learning technique.

These three models coincide in the study of the language as object of investigation trying to explain the process of acquisition of the language and designing their own learning methods. The cognitive functions are important during the learning process since students should demonstrate progress depending on their cognitive level. The learning process may require the use of certain mental functions that could be simple in the initial stage and more complex in the last stage. Communicative Approach requires the development of certain social attitudes rather than cognitive ones because it is more focused on the development of communicative skills. Students need to be actively collaborating and participating in the construction of their learning process.

**READING.**

To achieve the development of the four-language skills by distance learning, it was required to use different strategies from those that are used in traditional learning.

Working at a distance with young students has been a challenge in the process of developing reading skills. In traditional learning, it could be observed that reading is mainly focused on Interactive Instructional Approach. The student can construct meaning in a combination of bottom up and top-down approaches. However, when handling written texts, a useful teaching strategy could be based on Phonics Instruction which is focused on bottom-up decoding and it is defined as instruction in the sound-letter relationship used in reading and writing. (Strickland D. S., 1998)

Bottom-up Approach was useful information to implement the learning process of reading in this project by selecting "Myths and Legends" which was the topic in the lesson plans designed for this work. (Richards, 2008) . This helped them distinguish the sounds of the letters of the alphabet as well as the sounds of the words of the target vocabulary.

From the ideas provided by Chamot and O'Malley, it was important to consider the activation of the prior knowledge of students by modeling the readings, to achieve reading comprehension and pronunciation. This strategy allowed students to complement reading activities with writing activities and to involve students in self-evaluation of their reading comprehension progress. (Chamot, 1994)

It was relevant to consider the Schema Theory, in order to identify aspects of cognitive character that can be produced in the acquisition of L2.

Since there is a strong relationship between vocabulary knowledge and reading comprehension, it is important to provide students with comprehensible input when presenting texts in a class. They need to understand the meaning of words, in order to increase their vocabulary knowledge, along with background knowledge.

**WRITING**

The writing strategy used for this project involves spelling, punctuation, and capitalization which are important elements to consider in written process. According to Weigle, written language differs in important ways from spoken language, but it is built upon linguistic resources that students already possess. (Weigle, 2002)

The English level of the students selected for this project and their gaps in L1 represented a challenge to overcome for the acquisition of a new language. The level of writing that they have managed to develop their writing skills in L1 is not sufficient to support the learning of writing in L2.

It was important to consider the principles proposed by Brown (Brown, 2007) to design the written activities, where he emphasizes the specific competencies to be developed when teaching this skill. From the five classroom writing performances he proposes students were able to develop only the next three:

1. Imitative or writing down. This category is targeted for beginner students who are only able to write simple words, sentences, or dictations. Dictation exercises

2. Intensive or controlled. For this category, writing could just be guided or controlled.

3. Students develop the academic type of real writing, produced in the classroom where students share information with the instructor.

**LISTENING**

Communicative skills enable students to communicate ideas, but sometimes the process of listening could be confusing because students have to process sound and meaning in order to develop listening comprehension.

According to the process of meaning, Fang says that it helps students to organize the listening speech into comprehensible sections in order to anticipate what the speaker is going to say and they can identify redundant material. As McDonough, J. and Shaw mentioned in the readings about listening comprehension, it requires the activation of contextual information and previous knowledge, "is not only

a function of the interplay between language on the one hand and what the brain does with on the other." (McDonough, 2003)

For the implementation of the activities focused on the development of listening skills, it was important to consider "The Input Hypothesis" and the "Affective Filter Hypothesis" created by Krashen, where he offers relevant information about the input material that is provided to the learners as well as how anxiety, motivation, and stress interfere with the learning process. (Krashen, 1982)

The vocabulary used for the lesson planning in this project required the adequate pronunciation of words, students were motivated to develop phonics competence. The listening of the "ed" sound at the end of the regular simple past verbs, sometimes created a confusion in students because they were not able to distinguish the sound. It can be implied that this is an example of the interference in the listening process of the students. The strategy for selecting the listening material in order to achieve the lesson planning objectives was to find sites on the internet that were related to the topic and had audio material that the students could understand. Activities were linked with a grammar structure using redundancy during class to practice and to transform from input into intake.

The concepts adapted from Kolker, were applied in the lesson planning as follows:

| Background Knowledge | Students know the name of different legends and myths. |
|---|---|
| Previewing | Pre-listening activities. Song from internet with the vocabulary of the lesson and the presentation of the vocabulary in images. |
| Advance Organizer | The chosen material from internet is authentic material. |
| Meaning Support | Printed activities. |
| Recall Question | Which country is this legend from? Who is the character? |
| Inference Question | Students infer vocabulary from the internet videos. |
| Intonation | Some parts of the legends in the listening material have specific intonation |

(Adapted from Kolker, 2008)

These concepts could be achieved considering the Bottom-up and Top-down processes in the pre-listening, while-listening and post-listening activities contained in the lesson planning. Also, they could be achieved by differentiating cognitive activities developed in class when receiving listening input and metacognitive activities when students produce L2 as an output.

Bottom-up skills imply decoding sounds, words, and phrases. Top-Down skills involve the use of background knowledge to make inferences about the speech of the speaker.

| Bottom-up | Top-down |
|---|---|
| Bottom-up skills refer to decode a message from sounds, words, and phrases. | Top-down processing refers to the use of background knowledge or previous information of a specific topic in order to understand the meaning of a message. |
| Bottom-up processing goes from sound to language to meaning, | Top-down processing goes from meaning to language. |
| Bottom-up listening skills help students recognize words and clauses boundaries. | Top-down listening skills help students to generate questions about a topic they already know. |

(Richards, 2008)

**SPEAKING**

The recommendations of The Reflecting Strategy proposed by Zimmerman were important in order to motivate students to appropriate new vocabulary words. Zimmerman proposed that the objective vocabulary included in class activities has to be according to the English level of students and it also has to provide them with assessment tools that allow them to perform self-assessment in the appropriation of the words according to their own ability. (Zimmerman, 2009)

An important consideration when planning activities to develop speaking skill is to focus on the development of sub-competencies such as grammar, discourse, sociolinguistics and speaking strategies. It is expected to obtain minimal approaches to the development of these sub-competencies.

For the topic of the lesson planning for this project, communicative techniques for beginners were applied because they involve small chunks of language built in some repetitions of patterns, like the questionnaire students constructed using Wh words like: Who is the main character of the legend? And the use of the verbs in simple past to construct sentences such as: Pecos Bill grew up with a pack of coyotes. (Comeau, s.f.)

Communicative drills that are focused on form can help students to construct the structure and the answers given in the questionnaires used in the activities for this project. They are also controlled activities because students have not achieved an autonomous performance of their work.

| 1. Lesson plan identification cell. | |
|---|---|
| Author | Irma Patricia Aldama González |
| Educational stage | 4th grade Elementary School |
| Title of your Lesson plan | **Parts of a Legend** |
| Learning Objective of theplan/Competency | **Language Purpose**<br><br>To compare different legends and myths by developing the four language skills.<br><br>**Formative-intercultural purpose**<br><br>Students compare the different cultural beliefs of other countries to their own by reading a legend from the USA, a myth from Scotland and a legend from Mexico. |
| Communicative skill considered | Reading/Writing/ Listening/ Speaking |
| State of the following options | Actual Syllabus topic |
| Functions | To express opinion about myths and legends.<br>To convey meaning of words.<br>To ask and answer question about myths and legends. |
| Main Grammar structure | Simple past |
| Other Grammar structures | Wh words for questions |

| Brief description of the plan | Parts of the legend is the theme for the month of April in the English Program. The plan includes simple readings of childhood interest to achieve the target learning objective and was adapted to the concept of interculturality with the selection of legends from other countries. The purpose is to enrich the culture of the students and at the same time to open their perspectives to other parts of the world. |
|---|---|
| | Students must pass through a cognitive process by decoding, making inferences and developing critical reading (Lozano, 2004) |

| Hours of the plan implementation | 6 hours |
|---|---|
| Number of sessions | 4 Sessions of 1 hour and complete homework exercises. |
| Contents required for the lesson | Videos<br>Worksheets<br>Reading Website<br>PRONI Facebook page.<br>Zoom transmission. |
| Link of the content | https://www.facebook.com/groups/224788112157595<br>https://www.youtube.com/watch?v=-_nePjWXecQ Parts of a story song.<br>Myth V Legend. What's the difference? - YouTube Differences between Myths and Legends.<br>https://www.facebook.com/proni.ingles.18/videos/280788880286702    The Story of Pecos Bill<br>https://www.facebook.com/proni.ingles.18/videos/284508643248059    The Rabbit in the Moon<br>https://www.youtube.com/watch?v=nzZd8L8yBhA  The Loch Ness Monster |
| EEAILE tutor on line | Norma Susana Rivera Herrera |

2. **Introduction to the Lesson.**

| Step of the lesson | Teacher activities | Students' activities | Session number |
|---|---|---|---|
| Activation Before the Lesson | Teacher sends students the material for class via WhatsApp (videos and a file with the worksheet).<br><br>Teacher greets the students and asks them the date. | Students are prepared with the material for the class, and they have reviewed the topic and the information given.<br><br>Ss greet back to the teacher. Ss say | 00 |

| | Teacher shares the screen with Ss and writes on the board of the screen the date as the Ss answer. | aloud the date as the T writes it on the board. | |
|---|---|---|---|
| | T presents the topic of the class and writes it on the board. T projects a video that is a song about parts of a story.<br><br>https://www.facebook.com /proni.ingles.18/videos/237 592494606341<br><br>Beginning, middle, end. characters, setting, main idea | Ss listen to the lyrics of the song with the new vocabulary, then, they try to sing along by reading the subtitles on the video. | |

| During the lesson | Teacher proposes a brainstorming activity asking students about different legends.<br>• What famous legends have you heard about?<br>• Do you know any Mexican legends?<br>• Do you know legends from other countries?<br>Teacher explains that there are many legends around the world and presents a video about the difference between a Legend and a Myth.<br>https://www.youtube.com/watch?v=dLK yv_oqvG4 | Students answer the questions orally by saying the title of different legends they know.<br><br><br><br>Ss watch a video to compare Myths and Legends. Students establish differences and similarities between them. | 01 |
|---|---|---|---|

| Setting the objective of the lesson | Teacher shows students on the board of the screen the objective of the lesson. | Students read from the screen and clarify their doubts and concerns about the objective of the lesson with the Teacher | 01 |
|---|---|---|---|

## 3. Communicative skills development.

| Listening/ Writing<br>**Objective:**<br>**Students will be able to identify the new vocabulary about the elements of the Myths and Legends.**<br>**Students will be able to identify the main plot and the organization of a story.**<br>**Students will be able to copy the reading material from the input resources.** | | | | | |
|---|---|---|---|---|---|
| **Step of the lesson** | **Teacher activities** | **Students' activities** | **Materials** | **Session number** | **Evaluation** |
| **Information processing activity**<br><br>**Activity 1** | Teacher projects a video with the legend of Pecos Bill and have students repeat the vocabulary from the listening input. (Krashen, 1982) | Students watch and listen to the video with the story of Pecos and repeat the parts of the legend after the teacher. | https://www.facebook.com/proni.ingles.18/videos/2807888802867 02 | 01 | Student´s participation. |

| | | | | | |
|---|---|---|---|---|---|
| Activity 2 | Teacher plays the video again and addresses to different Ss and asks them questions from the listening input. (Anderson, 1999) | Students watch and listen to the video and answer randomly as the teacher points out to each student. | https://www.facebook.com/proni.ingles.18/videos/280788880286702 | 01 | Check the correct answers of the questions. |
| Activity 3 | Teacher asks students to answer a worksheet to practice the vocabulary and to identify the parts of the legend. (Brown, 2007) | Students work on the printed worksheet. Filling gaps with the missing letters of the words of the new vocabulary and circle in different colors the elements of the legend reviewed in the video. | https://www.facebook.com/photo?fbid=28078939028665 1&set=gm.450 162299620174 | | Completed exercise. |
| 1st Social practice (Weigle, 2002) | Teacher asks students to copy the legend in their notebooks with an illustration and circle the parts of the legend: beginning, middle. | Ss work after class with the material from the Facebook page. | | 01 | Evidence of the written work. |
| Listening/ Writing Activity 4 | Teacher presents the legend of The Rabbit on the Moon | Students listen to the legend and write the text copying the text from the videos projected in class to practice the verbs in past. | | 02 | |
| Conveying meaning | Teacher asks students about the parts of the legend and repeats the vocabulary and spells the words on the screen board after sharing it in a zoom session. | Students drill the words of the vocabulary after the teacher. | | 02-03 | Students' participation |
| Grammar Focus | Teacher explains that Legends and Myths are stories from the past, and draws students' attention to the verbs on the texts. | Students' previous knowledge is activated to identify regular and irregular verbs in past. | | 02-03 | Students' identification of verbs in past. |

| Step of the lesson | Teacher activities | Students' activities | Materials | Session number | Evaluation |
|---|---|---|---|---|---|
| **Listening Comprehension.** **Activity 4** | Teacher presents a questionnaire about the plot of the listening input from the video. | Students can answer with the help of the teacher. Students copy the questions and answer THEM in their notebooks. | | 03 | The questionnaire answered. |
| **Summarize Information** **Activity 5** | Teacher draws a chart on the screen and asks students to complete the chart with the information. Name of the legend, country, characters, setting, moral. | Students give the information to the teacher orally and the teacher writes the answers given by the students. Students copy the chart in their notebooks. | | 04 | Students complete the chart in their notebooks. |

| **Reading** | | | | | |
|---|---|---|---|---|---|
| **Objective:** | | | | | |
| **Students will be able to select specific information from the reading material to answer questions.** **Students will be able to identify phonics of the words.** | | | | | |
| **Step of the lesson** | **Teacher activities** | **Students' activities** | **Materials** | **Session number** | **Evaluation** |
| **Vocabulary introduction** **Activity 1** | Teacher projects a video with the Legend of the Rabbit on the Moon and have students follow the reading on the subtitles of the video. | Students read in silence the subtitles of the Legend of the Rabbit on the Moon. (Strickland D. S., 1998) | https://www.facebook.com/proni.ingles.18/videos/284508643248059 | 02 | Students' participation |
| **Activity 2** | Teacher asks students to read out loud after pausing the video. | Students watch and listen to the video, read chorally after the teacher pauses the video. | | 02 | Monitoring students. |
| **Activity 3** | Teacher presents the Myth of the Loch Ness Monster | Students watch and listen to the video, read chorally after the teacher pauses the video. (Chamot, 1994) | https://www.youtube.com/watch?v=nzZd8L8yBhA | 03 | Students' participation |
| **2nd Social practice.** **Activity 4** | Teacher asks students to read a questionnaire about the plot of the legend. | Students read the questionnaire in pairs, one student reads the question and other student reads the answer (Comeau, s.f.) | | 03 | |
| **Activity 5** | Teacher asks students to participate in class reading | Students read randomly the legend | The legends written in | 04 | Students' participat |

| Summarize Information | from their notebooks the legends reviewed in the unit. (Strickland, 1998) | they have chosen for the presentation in class. | students' notebooks. | | ion. |
|---|---|---|---|---|---|

**Speaking**
**Objective:**
**Students will be able to answer questions orally about the topic of the reading material.**
**Students will be able to reproduce the verbs in past correctly by following a model.**
**Students will be able to match the information from a chart to construct sentences in past tense.**

| Step of the lesson | Teacher activities | Students' activities | Materials | Session number | Evaluation |
|---|---|---|---|---|---|
| **Information Processing Activity**<br><br>**Activity 1**<br><br>(Anderson, 1999) | Teacher projects the video about the differences between legends and myths. Teacher asks students their opinion about the differences between legends and Myths | Students watch the video and give their opinion in a control activity after pausing the video to get the information about the differences between Legends and Myths. | | 04 | Students' participation |
| **Grammar focus** | Teacher points out the verbs in past, regular and irregular ones. Teacher asks students to drill the verbs to check pronunciation of the sound "ed" in regular verbs. (Strickland D. S., 1998) | Students analyze the texts of the legends they have written and pronounce the verbs after the teacher. | | 03 | |
| **2nd practice or Social interaction** | Teacher presents a chart to students in order to construct sentences using the verbs in past to socialize them with the rest of the group by saying them out loud in front of the camera. (Controlled activity) | Students read and say the structures as they construct them from a chart. (Weigle, 2002) | | 04 | Students say structures in past tense. |
| Summary | Teacher asks students to talk about the legends and myths reviewed in the Unit and to elaborate a moral message of each one of them. (Littlewood, 1987) | Students talk about the moral message of the legends and Myth reviewed during the classes. | | 04 | Students' participation |

**4. Intercultural component**: Students develop the skills proposed by the Model of Intercultural Competence, such as the ability to interpret and relate "Myths and Legends" from other countries and of their own, through the perspective of decentering mentioned by Byram.

**5. Evaluation**: Portfolio with the activities students did during the Unit.

**6. Conclusion: Students awareness** to other cultures "Myths and Legends" allow them to use L2 to express their opinions, sometimes using L1 but it was a good opportunity to guide them in their use for the development of linguistic skills.

**7**. Follow up activities: Students could be able to develop skills of discovery and interaction in order to be open to Critical Cultural Awareness which would be an important attitude that will allow them to use the language to develop the Intercultural Competence

# 2.02 EVALUATION

**ASSESSMENT**

The criteria used when assessing students is an objective criterion that accurately describes the performance of the students as suggested by Brown.

**Speaking and Listening.**

The activities of the lesson plan to achieve the development of these skills that are part of this project were supported on the observations made by Brown mainly for the speaking domain. If the purpose is that the learners perform activities effectively, it is important that the aural input is comprehensible to the learners. *The first way to evaluate the performance of learner is to confirm that the activities are comprehensible and at his level.* (Brown, (2004).)

**Writing and Reading**

The assessment used for these two skills was made through an observation that results from monitoring the performance of the students whose objective was that the students come as close as possible to the model. If it was about writing a questionnaire and answering it, they made a self-correction based on the model and if it was about copying a text, a peer correction was made or mistakes were pointed out during the developing of the class. These corrections were made on the basis of a grammatical explanation or a reason that provided the student with useful information for his learning.

O'Malley and Valdez – Pierce based his observations on five stages to asses writing. This process starts with the prewriting activities where students may choose a topic and the process ends with a writing product that students analyze and edit. Due to the English level of the students of this project, the stage three of this Observation of Process can be according to the assessment objectives for the development of writing skills.

In this stage, called post-writing or revision students reread and revise their writing and correct errors or mistakes based on the comments of the teacher or peers. It is intended to make the student aware of various details in the writing domain. (O'Malley, 1996).

The readings are also modeled readings that were done in a choral repetition and then students read individually. This criterion was useful to evaluate the performance of the students in both their choral and individual participation.

**EVALUATING TOOLS**

The most appropriate way to evaluate students is to use a form of continuous assessment, monitor their performance in the activities and provide them with appropriate feedback so that, they can continue learning in a direct and immediate way.

PRONI (Programa Nacional de Inglés) requires specific evaluation instruments, such as checklists that have to be filled out weekly where the progress of the expected outcome learning is registered. Also, the attendance and the delivery of the activities are registered every week. These aspects are considered as part of the ongoing evaluation that will form a criterion at the end of the trimester, to give the students a numerical value in a report card that is submitted to them.

The best way to obtain a criterion for assigning a grade in the case of young students is to design analytical and holistic rubrics of their performance. (O'Malley, 1996). The progress of the students regarding the expected outcome learning as well as the development of micro skills such as the production of short sentences, identification of some grammatical functions and macro skills such as identifying the main idea in a text, giving examples, making use of body language and non-verbal aspects of language, are used to convey a meaning. These observations are organized in a chart where it is possible to evaluate how a student is able to overcome the challenges of learning and developing productive English skills such as speaking and writing. Rubrics are the basic information in order to give feedback to students.

A Portfolio where students activities are filed, is another evaluation tool that is used to corroborate the progress of students as well as their perseverance and commitment. This Portfolio is useful because it shows the strengths and the weaknesses of the EFL students learning process.

## 2.03 APPLICATION EVIDENCE

In the next image there are some evidences of the application of the lesson plan. Students work developing the learning skills. Listening and reading were worked together, as students were listening to the audio from the video they were reading following the audios. For writing and speaking the activities were focused on the development of the skills to achieve the expected objectives

**LISTENING AND READING**

**WRITING**

**SPEAKING**





# 2.04 EVALUATION TOOLS EVIDENCE

The monitoring of the students during their work is very important, is part of a continuous evaluation. It helps the teacher to get a global criterion of the student progress. Rubrics especially designed for this project guided the teacher to be more specific about the observations made during the monitoring action.

As a complement of this observation, the Portfolio that students recompile during the unit is an important evidence that shows the progress through the sessions of class. Students can appreciate in the portfolio their own learning process. Feedback is the closure part of the evaluation that students receive. The teacher's opinion encourages students to follow through their learning process. The checklist is part of the formality of working for the English program. It also provides information on student attendance and compliance**.**



**CHECKLIST**



**PORTFOLIO**

# RUBRICS

| | ITEM | Excellent 10 | Very Good 9 | Good 8 | Regular 7 |
|---|---|---|---|---|---|
| **LISTENING RUBRICS** | Identify the topic of the conversation | Identify exactly the listening material about the legends. | Relates some words to the listening input but not all. | Recognizes only three words or expressions. | Could not recognize a single word or expression. |
| | Understand the questions related to the listening material | Understand all the questions related to the listening material. | Understand the majority of the questions related to the listening material. | Understand only three questions related to the topic. | Could not understand any questions related to the listening material. |
| | Span of attention | Always attentive to the audios. | Attentive but lost concentration eventually. | Was attentive but distracted in some periods of time. | Could not follow the audios. |
| **SPEAKING RUBRICS** | Says the vocabulary using the correct pronunciation | Repeats the vocabulary exactly as the listening model. | Repeats almost all the words from the vocabulary as the listening model. | Repeats only two or three words from the vocabulary as the listening model. | Could not repeat any of the words from the vocabulary. |
| | Talk about the topic of the legends | Can talk easily about the topic of the legend using keywords. | Can talk about the topic of the legend using body language and some keywords. | Can talk about the topic of the legend using L1. | Could not talk about the topic of legends. |
| | Answer questions related to the topic of legends | Answer all the questions from the questionnaire orally. | Answer some of the questions from the vocabulary. | Identify one or two questions and answer in L1. | Could not identify the questions to answer them. |
| **READING RUBRICS** | Reads using the adequate phonics sounds of words. | Reads clearly and fluently and does not need correction. | Reads with some hesitation, sometimes needs correction. | Reads with the help of the teacher. | Cannot identify the words in English. Reads as it is written. |
| | Writes the questions from the story | Writes well formulated questions referring to the story | Writes few questions referring to the story | Writes questions using Spanish words that shows comprehension of the topic. | Do not have a clue to any questions referring to the story |
| | Understands the new words of the story. | Identifies the new words and conveys meaning with the context of the legend. | defines and uses a few new vocabulary words from the legend. | Identify only one or two words in the legend. | Is unable to define new vocabulary words from the legend. |
| | He reads independently | Reads without the help of the teacher | The teacher helps to read some words | Reads after the teacher. | Struggles with reading and to identify words from the text. |
| **WRITING RUBRICS** | Identifies the written words. | Copies the words exactly from the projected material without asking questions | Shows some difficulty and has some questions about the written words | Completes the written material with some difficult. | The activity wasn´t accomplished. |
| | Grammar Structures | The grammar structure is written correctly in order and using punctuation marks. | There are some errors in grammar and spelling. | There are many errors in grammar and/or spelling and does not use the punctuation marks. | Only could write some words from the written text. |
| | Written answers. | Answers are accuracy written | Well written but the organization could have been better. | The answers are not taken from the text. | The answers not correspond to the questions. Has no cohesion. |
| | Assignments | Completes the final product as it was required. | Completes the product but misses some details of the product required. | Completes only part of the product. | Could not accomplish the product. |

## 2.05 RECORDED ACTIVITIES

This is the link of the video that presents the main activities of the lesson plan:

https://www.youtube.com/watch?v=FBZ5N_VGbeA

https://drive.google.com/file/d/1ZJDh5MFs8ZS_rk8VNe32gKw7hobIfjwt/view?usp=sharing

SCRIPT.

| Stage and Time Mark | Activity | Methodological Remark |
|---|---|---|
| Greetings 00:00 | Daily Routines. Date and presentation of the topic of the class. | Connecting previous knowledge promoting students' speech. |
| Warm up Pre – reading 2.00 | Sing a song about parts of the story. | Strategy for learning new vocabulary. (Zimmerman, 2009) |
| Development Reading 4:00 | Choral reading (Controlled activity) | Phonics Instruction focused on bottom-up decoding (Strickland D. S., 1998) |
| | Individual reading (independent activity) | Comprehension of the given Phonics instruction. |
| Production Post – reading 6:41 | Pecos Bill questionnaire. | Reading and writing using Top-down Approach for specific information. |
| | Intercultural chart information about legends. | Gathering information about the different reading material. |
| | Constructing sentences using verbs in simple past. | Students' comprehension about the use of verbs in simple past. |

## CHAPTER 3

## EXPERIENCE REPORT

Based on The Input Hypothesis, Natural Approach and Total Physical Response methodologies, the comprehension of the listening input was achieved since students could cover these four stages proposed by Kolker:

1.- Recognition of the Target Language: Students could distinguish their L1 from L2.

2.-Recognition of Isolated Words: They could recognize the new vocabulary in a song.

3.- Recognition of Phrase Boundaries: Students could distinguish the sound of the "ed" at the end of the regular simple past verbs. They could also identify verbs in past by the sound.

4.-Listening for the gist: They could understand the Legends and Myths by listening to the video and identify the topic and the actions in the story to answer a questionnaire and to complete a chart. (Adapted from Kolker, 2008)

The students participated with interest and the production of their work was acceptable. They managed to understand that Myths and Legends have an intercultural aspect and they also increased their lexicon by identifying the parts of the story and its elements as could be seen in their portfolios.

Grammar outcome: Students constructed sentences in simple past tense and identified "wh" words for questions.

# CHAPTER 4

# CONCLUSIONS

The Whole Language Approach could be adequate when the four skills were integrated in the comprehension of the reading of texts. From the ideas presented by CALLA Cognitive Academic Language Learning Approach, prior knowledge was activated during reading experience. For example, students knew that there were many popular "Myths and Legends", and they also elaborated meaning from the instructions on each activity. During the reading activity, they planned what they needed to do with the text, the monitoring skills were activated mainly in virtual classes, and students were always asking questions to confirm the comprehension of what they were reading. Sometimes, students were asked about the topic and they could figure out how much they were understanding from the reading.

 They also identified with a formal schema if the text was a story based in real experiences. They activated their linguistic schema to understand the content of the story, the spelling of words, their pronunciation, verbs in past simple tense and all the linguistic knowledge of grammar, phonology and vocabulary were required to perform the written activities.

Listening is a basic skill in the process of language acquisition. In order to develop this skill, it is necessary to develop techniques and methodologies that allow the development of the four language skills. It was not expected that students develop an English native speaker level, but they could develop the ability to participate and understand real conversations, where they could identify a message that includes changes in the tone and speed of speech.

Working online with students through a zoom transmission promoted the speaking skill. In this learning modality, the students received acceptable listening input. However, the outcome they processed was not very satisfactory.

The development of the speaking skill involves the achievement of an appropriate level of fluency and accuracy which is considered one of the macro-skills. In this project, was quite difficult to set such an objective, since public school students at the elementary level are unable to recognize the sounds in a conversation between native speakers of L2. The development of speaking skills is reduced to a controlled classroom activity where they are supported by reading or repeating after listening input.

Conversations are part of the speaking activities so in PRONI, the social practice of language, is always included in the lesson plan. This social practice of the language based on the ideas of Vygotsky in his Social Cultural Theory, is promoted in daily classes through interaction which is the social aspect of the speaking. This theory states that languages are learned as a result of interactions between social and cognitive factors. In this way, students developed their speaking skills, interacting with the teacher and in peer activities such as dialogues or drills. Students took turns to perform when they answered a questionnaire or filled a chart.

All of these aspects reviewed up to this point should be considered as the basis for achieving effective speaking objectives in the future preparation of children in L2. In these circumstances, it is a recommended solution to implement communication strategies.

Observing their performance as they worked through the activities in this project, it can be said that the activities must fulfill certain requirements in order to be effective.

The goal is to set an achievable objective according to the level of English that the students have, so it is necessary to design a teaching strategy that will allow them to increase their performance in EFL developing the four skills.

35

# CHAPTER 5

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