

**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA:**

**“Desarrollar la interculturalidad en un aula de  
segundo grado de Telesecundaria.”**

Desarrollo de competencias interculturales a través de comparación cultural y un  
Programa de intercambio de correos electrónicos

**TRABAJO RECEPCIONAL.**

**QUE PARA OBTENER EL DIPLOMA DE:**

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

**PRESENTA:**

**ALUMNA: KAREN LILIANA BALDERAS TAKAKI**

**ASESOR: GERNOT POTENGOWSKI**

**SEP**

SECRETARÍA DE  
EDUCACIÓN PÚBLICA



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA:**

**“Developing interculturality in a second grade  
Telesecundaria classroom.”**

Developing intercultural competences through culture comparison and an  
e-mail exchange program.

**TRABAJO RECEPCIONAL.**

**QUE PARA OBTENER EL DIPLOMA DE:**

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

**PRESENTA:**

**ALUMNA: KAREN LILIANA BALDERAS TAKAKI**

**ASESOR: GERNOT POTENGOWSKI**

México, DF. A 13 de Junio de 2021.

# ORIGINALITY LETTER.

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL  
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad  
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)  
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL  
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

**Datos de identificación de quien suscribe y del documento en cuestión.**

Título del trabajo recepcional o tesis:	Final Project. "Developing interculturality in a second grade Telesecundaria Classroom"		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización	Tutor(a), Asesor(a) o Director(a):	Rudolph Gernot P.
Nombre completo del(la) autor(a):	Karen Liliana Balderas Takaki		
Matrícula:	2 0 0 9 2 6 0 9 5		
Domicilio:	Ave. Punta Chueca 1306 Hermosillo, Sonora		
Teléfono:	6624267798		
Correo electrónico:	lilytakaki@hotmail.com		

Ciudad de México a 13 de Junio de 21 .  
*Karen L. Balderas Takaki*  
Karen Liliana Balderas Takaki

**Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional**

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional:  
Coordinación de Posgrado UPN  
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado

# TABLE OF CONTENTS

	PAGE
<b>ORIGINALITY LETTER.</b>	
<b>INTRODUCTION.</b>	
<b>1 CHAPTER 1: Teaching Identity, Philosophy and Theories about Teaching.</b>	<b>1</b>
1.01 Teaching identity: evolving in teaching.	1
1.02 Teaching philosophy.	4
1.02.1 Professional Perspective.	5
1.02.2 Professional Development.	6
1.03 Theories underlying the teaching practice.	7
1.04 The use of Information and Communication Technology.	13
1.05 Interculturality in teaching.	14
<b>2 CHAPTER 2: Methodology and practice</b>	<b>16</b>
2.01 Lesson plan. Rationale behind activities and assessment.	16
2.01.1 Theoretical Foundation of activities.	23
2.02 Description of the procedures of the learning activities.	25
2.03 Tools to assess and evaluate students' progress.	30
2.04 Evidences of procedures.	34
2.05 Evidences of designed assessment and evaluation tools.	34
2.06 Video: performing and recording the activities.	35
2.07 Critical analysis: what activities worked? Which ones not? What can be improved?	36
<b>3 CHAPTER 3: Experience Report.</b>	<b>38</b>
3.01 Challenges.	38
3.02 Analysis.	39
<b>4. CHAPTER 4: Conclusions.</b>	<b>42</b>
<b>5. REFERENCES.</b>	<b>47</b>
<b>6. APPENDIXES.</b>	<b>50</b>

# INTRODUCTION

As a culmination of this specialization program, participants needed to develop a final project document which “*reflect the new acquired knowledge within their teaching practice by designing and implementing a pedagogical intervention*”<sup>1</sup>.

The project’s objective is to integrate what has been learned in the past modules and link language teaching with culture in a deeper way. Also, to reflect on the importance of evaluation and review different ways to test language acquisition and its purposes, all this by performing activities that will be directed to apply what was learned, in classroom with students.

This document includes the following areas of knowledge: content and curricula and underlying theories, didactic methodological competences, different types of communication competences in English, attitudes and values. It takes into account everything that participants have learned in the development of a project designed on the basis of the three Modules analyzed in this Specialty where participants created different learning scenarios integrating different author’s ideas, methods, approaches, techniques and strategies.

The document is divided into three main chapters:

Chapter 1 named “Philosophy and theory” includes three main subtitles integrating a general vision of the before and current teaching philosophy of the participant, the most important theories which the participant bases the teaching activity on as well as a description of the teaching identity.

Chapter two is titled “Methodology and practice” this is the part that shows the put into practice of everything the participant learned, here is included the designed lesson plan along with a description of the activities developed, the rationale behind them and aspects considered about assessment and evaluation. There are some evidences about the work and the assessment tools implemented. One of the most important elements in this chapter is a video recorded about the implementation of the project of the teacher’s intervention, structure of the lesson plan and students’ participation in the activities.

---

<sup>1</sup> Module 3 final Project. UPN. Specialization in English Language Learning and Teaching.

The designed lesson plan reflects the best about teachers' best practices into a educative and successful proposal, which was designed in previous assignments and updated based in our tutors' feedback.

Chapter 3 "Experience Report" includes information after the implementation stage, the results and findings obtained and after developing the different activities. In this case there were very important results that will be included in this final part of the school year. There are also included some of the challenges the participant faced when developing activities and some possible solutions for further intervention.

Undoubtedly, this program has been a great support for the professional development of the participants through quality materials and staff with great knowledge about this Specialty I am sure that every student has developed endless knowledges, attitudes and skills that will make of their work a better intervention that will be reflected in the learning of their students.

The acquired knowledges will allow teachers to develop more significant and efficient activities to answer society demands about communication in a globalize world and linguistic diversity with a solid base on theories and methodologies on the English learning and teaching didactic.

The program has contributed enormously based on lines of actions such as students' centered education, flexible and contextualized curricular aspects, integration language skills and the development of teaching competencies related to English as second language.

From a personal experience, this program besides of all the important knowledge, it also gave teaching confidence, collaborative attitudes, update of teaching competencies about language acquisition, language skills, integration of technology, assessment and evaluation and interculturality a key element to face the teaching implications in the current educative program "*Aprendizajes Clave*" and "*Nueva Escuela Mexicana*".

The following pages show not only what was learned and developed but also the materialization of the different texts of every Module in the lesson plan, video, activities and results.

# 1. CHAPTER 1: Teaching Identity, Philosophy and Theories about Teaching.

## 1.01 Teaching identity: evolving in teaching.

Identity is defined as “*who a person is, or the qualities of a person or group that make them different from others*”<sup>2</sup> it is based on the beliefs, values and commitments and individual holds toward his/her profession, in this case: being a teacher. One of the objectives is to achieve specific educative objectives and promote students’ learning, but also to enjoy helping others, since teachers work with human resources and are an influence on others.

In the following paragraphs it will be shared some of the participant’s identity mentioned in first person.

Along the years I have as a teacher, I have been evolving about my teaching practice and identity. Talking about my teaching practice, my first years as a teacher I was focused more about grammar, my first encounter with English was with a teacher around my twelve years, I remember her activities were about formulas and copying down extensive texts, translating words with the help of a dictionary and we students needed to make sense of what we had translate it, sometimes guessing because some word by word translation did not make sense.

The exams were very stressful, no matter how much I wanted to memorize formulas or remember exercises, most of the times they were not significant to me and I could not remember all of them. I consider myself as a task-based<sup>3</sup> student and despite all that I mentioned before I would do my best to get a good grade in English.

Once I became a teacher, I started working the same way I had learned, with extensive texts, formulas, etc. I remember my first group and my first English class I asked them to memorize and sing the alphabet song to a teenagers group, I am sure that it was a little

---

<sup>2</sup> Cambridge dictionary. Identity. Retrieved from <https://dictionary.cambridge.org/es/diccionario/ingles/identity>

<sup>3</sup> Richards, J.C. and Lokhart, C. (1996) Reflective Teaching in Second Language Classroom. Cambridge University Press. P. 145-6 cited by UPN Specialization in English Language Learning and Teaching Lesson 12

embarrassing for them, I asked them to go to the front and sing the song in groups. At that time, I was more inclined to a behaviorism intervention, having memorization and repetition as a way for learning.

Also I remember my first years as I teacher correcting my students at all times, I did not have into consideration if it was their first encounter with English I would privilege accuracy instead of fluency, as a result I had students apathic about the activities and classes because I used to correct them constantly. This was causing anxiety among the students and I noticed stress or negativity as I said, I did not know Krashen's hypothesis<sup>4</sup> about comprehensible input and the affective filter.

Now that I am student in this specialization program is where I have learned the most about learning a new language, English in this case and also about teaching. Here is where I could know the variety of methods and techniques possible to use when teaching a second language.

Now I can identify that I was using a grammar-translation method<sup>5</sup> during my first years as a teacher, trying that my students would translate texts and that they could remember the meaning of the words in later opportunities, also that the comparison about grammar between the two languages would help them to identify some structures.

As I have mentioned before, I am a Telesecundaria teacher and I work with teenagers, I am in charge of teaching all subjects including English. I have 11 years of experience and I have had the opportunity to teach in different levels, I started my teaching journey in elementary schools, then in preschool, after that I was a preschool principal for four years and now, I am in Telesecundaria.

Telesecundarias are located in rural communities far from cities where regular school cannot reach. This situation causes that there is not much support from the families because of two elements: first because they do not know how to help their sons and daughters, it is rare

---

<sup>4</sup> Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. University of Southern California, p. 20-21, 30.

<sup>5</sup> Larsen-Freeman Diane & Anderson Marti (2011). *Teaching & Principles in Language Teaching*. Oxford University Press, p.32.



that one of the parents has superior studies, and second because they do not see school as a way for living and they transmit this ideology to the teenagers.

This context has forced me to develop different roles<sup>6</sup>, such as material developer because sometimes the book is not enough or the activities in them are beyond what the students know, other times because there are not enough books for the students. I have also been counselor with those students who have difficulties not only with English but with any situation related to education and sometimes with parents who get desperate about their sons and daughters' age or the challenge it represents for some spouses to try to convince their husband that permits their daughter or son he needs to finish school.

I have also been translator, translating some letters or mail from my students families in their community and finally I identify the role of team member, around once a month we have meetings called "Consejo Técnico" where we talk about how the students are doing, the difficulties we identify about learning, we share strategies, analyze results, etcetera. The first Friday of every month we have "Academia" meetings, where the teachers from the same grade analyze how the students are doing, we take agreements, share material, talk about our hit and misses and generally we listen and help each other solve the problems with the leadership of our principal.

The school where I work is in a rural community where the majority of the students lack their parent's support to do de activities. Most of them work in fields and start their jobs very early in the morning and come back to their houses until 6 p.m. This situation is difficult for students and the learning process because not all of them are alert of their teenagers' school development.

Despite difficulties, barriers and challenges I may face along my teaching practices, I consider myself as an agent of change, as a guide for students and a role model. It is a reality that students spend various hours of the day with us, and it is important that we are aware of that in order to motivate them to try to do always their best and develop resilience competencies.

---

<sup>6</sup> Richards, J.C. and Lokhart, C. (1996) Reflective Teaching in Second Language Classroom. Cambridge Univeristy Press, p. 99-100. cited by UPN Specialization in English Language Learning and Teaching Lesson 12

We may make a difference and transcend in our students' lives, by creating learning environments to make our students feel secure, listened, accepted and respected just as the actual Mexican educative project "Nueva Escuela Mexicana"<sup>7</sup> requires from us.

## **1.02 Teaching Philosophy.**

Teaching Philosophy is a conscious analysis about the professional perspective that a person has developed through experiences, studies, goals and beliefs. In this Specialty program, this aspect has been enriched with every lesson and module taken. This reflective exercise was an important element during this specialty program because it helped to identify the systematic learning process as well as the critical rationale behind the selection and decisions when designing activities.

This way of thinking and conceiving teaching, evolved thanks to every module, unit and lesson, to develop a more professional job, to have more ideas about what it takes to be an English teacher, to feel more secure about how to develop this profession and the process that must be followed. This program helped also to work with the curriculum but also to improve in other aspects such as classroom organization, designing and selecting materials, how to work with different types of students and also to recognize different roles a teacher plays in the classroom.

It is my belief that education can be the answer to many problems that affect us nowadays, by being effective teachers, we can prepare better generations that can solve those problems or starting the work in order to do so. One of the most important current challenges is about equity and about the concept of "excellence" added in this new educative program. I would say that both situations, are far from reachable because for many reasons students do not have the same opportunities to attend to school although it is prescribed as a right in our Constitution, also many schools lack materials and basic resources to help our students give an education of excellence, and these situations reduce the chances for effective and enjoyable learning.

---

<sup>7</sup> Nueva Escuela Mexicana. Retrieved from <https://dfa.edomex.gob.mx/sites/dfa.edomex.gob.mx/files/files/NEM%20principios%20y%20orientacio%C3%ADn%20pedago%C3%ADgica.pdf>

Vocation to teach, solid foundations about profession, openness to updates, changes and learning, are key element to continue working and do not feel defeated although the scenario looks daunting. These actions are the ones that define our identity and philosophy: all students are important and deserve to have opportunities to learn.

Learning is not only about mental aspects; it also includes physical and emotional elements and teachers must have in mind this when planning lessons. We need to promote a safe and secure teaching environment in our classroom, and now that we cannot be working in person, we need to look for resources to follow-up and help them no matter the distance. Teachers need to be close to their students, incorporate their interests, needs and learning styles as well as a diversity of activities that answer to their features and educative program. All this needs to be done with courage, motivation, responsibility and why not, with love.

Summarizing, some of the most important aspects about the participant's teaching philosophy are that all students are unique, they come to school with very diverse background and experiences and of course different previous knowledge about English. It would be imperative to consider students' needs and age, characteristics, level of proficiency, learning style and all context that affect the learning process, and to take decisions based on theories, approaches, models and techniques that can help our students' learning process.

### **1.02.1. Professional perspective.**

It is my belief that an English teacher must be a well prepared professional, someone who is always eager to learn in order to offer better practices to students, everything that has been analyzed and read in this program is very motivating to continue working on about professional development and to do everything it takes to be at the forefront when talking about teaching. Society changes rapidly, and this situation represents a challenge if we do not have openness to changes and try new things in this working field.

Having in account that learning a second language requires cognitive effort will help us to be sensitive to students and respectful during the whole process, it is necessary to be active and work continuously in order to have good results.

Teachers affect our lives in different ways, sometimes they are our counselors and help us face our barriers and problems (*affiliative and cooperative personalities*<sup>8</sup>). Other occasions they represent our limitations through their personality (*authoritarian or aggressive*<sup>9</sup>). The experience throughout the years about different roles modify elements of teachers' identity, personality and philosophy.

As a teacher and after participated in this specialization program, it is the participant's desire to include everything that was learned in every module in an educational environment where students can grow and develop safe and accepted, as a human right, as an enriching situation where everyone can learn from others and as a space where they can reach their maximum potential.

### **1.02.2. Professional development.**

Referring to the development that a teacher must focus on, it is considered that a solid and better built knowledge about the different roles of teaching as well as theories, approaches and techniques can contribute in a positive way to make better selections of materials, designing of activities, organization and working dynamic that allow to reach the learning objectives.

Teachers must understand the importance we have in being a guide for students, always being there to support, give feedback and assess their work can be the difference about feeling motivating or refuse to work with that subject. In order to improve their knowledge about the educative scenario, teachers must be in constant update about their job, looking for continuing education options and opportunities to be aware of upgrades about the best way to develop the teaching practice.

These aspects about offering the best intervention to students and the commitment about being a professional is what must lead teachers' motivation to improve skills and as a result, obtain better outcomes.

---

<sup>8</sup> UPN. Specialization in English Language Learning and Teaching Lesson 12.2.1 How your knowledge base and belief system affect your role as a teacher. The impact of personality on teacher roles.

<sup>9</sup> Ibid.

### 1.03 Theories underlying the teaching practice.

In order to understand better how we learn and some of the methodologies there are to work with students, first we need to have a clear idea about approach, method and technique<sup>10</sup>:

- “An approach includes assumptions, values, theories and working ideas<sup>11</sup>”. It could be viewed as our perspective, ideology, belief, or theoretical ideas on something. It could also be seen as a way to understand teaching and a guide to create systematic plans and the strategies to achieve particular goals.
- A Method includes “organizational patterns and ways of working<sup>12</sup>”. It is an objective plan or a set of ordered procedures that are based on an approach. It guides out intervention to what needs to be done in a systematically way in order to achieving goals. Methods include techniques.
- A Technique is “the practice of activities and tools<sup>13</sup>” a technique can be seen as a precise strategy, or tip designed by steps to help you achieve your goals.

This relationship can be better seen from the following image:

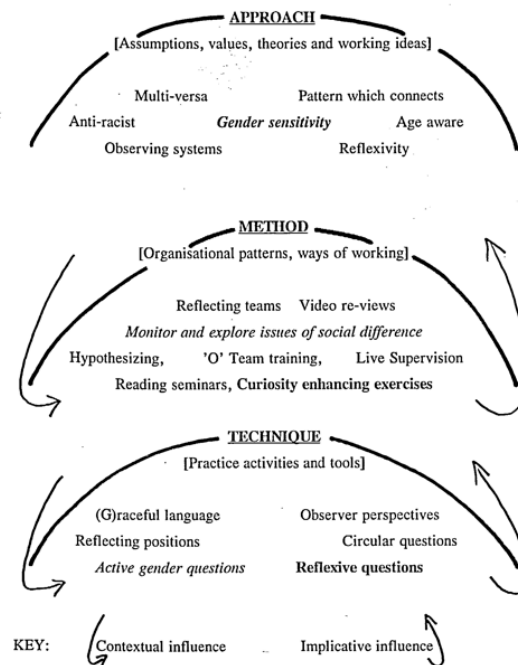


Image taken from: Burnham, John. (1992). Approach-method-technique: Making distinctions and creating connections. P. 9

<sup>10</sup> Burnham, John. (1992). Approach-method-technique: Making distinctions and creating connections.

<sup>11</sup> Ibid. p. 9

<sup>12</sup> Ibid. p. 9

<sup>13</sup> Ibid p. 9

About teaching practice and identity, there are some very important elements that are part of participant's new teaching style which include the following elements into consideration:

1.- The Comprehension approach, which includes the Total Physical Response method. The author is James Asher. He reasoned that *"the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor" (without native language translation) (p. 138).*

This method implies the use of physical movement to react to verbal input. Mimics are also included as the way infants learn their first language, this way students' stress is reduced, and stress is low.

The main principles are meaning in the target language can often be conveyed through actions. The students' understanding of the target language should be developed before speaking. Students can initially learn one part of the language rapidly by moving their bodies, students can learn through observing actions as well as by performing the actions themselves.

Teacher's roles in this method includes Teacher as a model for students, he directs student's behavior. Students are imitators, when students are ready to speak, they can also direct the teacher and other students

Techniques that can be implemented: using commands to direct behavior, role reversal and action sequence.

2.- Communicative Approach, considers that the target language learning is to learn and to express communication functions and categories of meaning. (UPN, *The communicative view of language*). There are two versions of the communicative approach: According to Larsen-Freeman the strong version *"goes beyond giving students opportunities to practice communication"<sup>14</sup>*, while the weak version *"could be described as "learning to use" English"*. This approach is based on the idea that learning language successfully comes through having to communicate real meaning.

---

<sup>14</sup> Larsen-Freeman Diane & Anderson Marti (2011). *Teaching & Principles in Language Teaching*. Oxford University Press, p. 172.

One method of this approach is the Communicative Language Teaching<sup>15</sup>: *It is based on the idea that learning language successfully comes through having to communicate real meaning.* The main objective of this method is the development of communicative competence in students, involving students in the learning process and giving equal emphasis to the four language skills: speaking, listening, reading and writing. In this method, the student has the central role and the teacher acts as a mediator.

Under this approach, teacher's role implies that he/she talks less and listens more, thereby actively fostering student learning. The teacher provides motivation for the students to work with the language. He facilitates communication in the classroom.

Techniques that can be applied are about: using authentic materials, scrambled sentences, language games, picture strip story and roleplays.

3.- Content-based approach, one method of this approach is the Task-based language teaching method: 1976, *"Tasks are meaningful, and in doing them, students need to communicate"*<sup>16</sup>.

According to Breen (1987), cited by Willis and Willis (2007) *"task is therefore assumed to refer to a range of work-plans which have the overall purpose of facilitation language learning-from the brief and simple exercise type to more complex and lengthy activities such as group problem-solving or stimulations and decision-making"*<sup>17</sup>.

The main principles consider the fact that activities that involve real communication are essential for language learning. Activities in which language is used for carrying out meaningful tasks promote learning. Language that is meaningful to the learner supports the learning process. It focuses on process rather than product. Task in communication and meaning are essential. Students learn the language through communicative and intentional interaction.

---

<sup>15</sup> Teaching English. Communicative approach. Retrieved from:

<https://www.teachingenglish.org.uk/article/communicative-approach>

<sup>16</sup> Larsen-Freeman Diane & Anderson Marti (2011). Teaching & Principles in Language Teaching. Oxford University Press, p. 192.

<sup>17</sup> Willis, D. and Willis, J. Doing task-based teaching. Oxford: Oxford University Press, 2007.

Teacher's role is to choose tasks, based on an analysis of students' needs, that are appropriate to the level of the students and to create pre-task and task follow-up phases that are in line with the abilities and needs of the students.

Some techniques of this approach are information-gap task, opinion-gap task, unfocused task, focused tasks, input-providing tasks, output-prompting tasks.

4.- Task-based approach. This approach places tasks into the central part of the teaching process. According to Larsen-Freeman *"tasks are meaningful, and in doing them, students need to communicate... As the students seek to complete the task, they have to work to understand each other and to express their own thoughts. (p. 192)"*.

According to Willis, "tasks can be real-life situations or have a pedagogical purpose. (2007)<sup>18</sup>". A task should meet these considerations<sup>19</sup>.

- *Provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/structure.*
- *Have a clear purpose: learners should know the outcome they are expected to produce once they finish the task.*
- *The result is an outcome that can be shared with more people.*
- *It is related to real world activities.*

Task -based learning is an alternative for language teachers, *it is based around the completion of a central task and the language studied is determined by what happens as the students complete it*<sup>20</sup>. The main focus of this approach is the authentic use of language for genuine communication.

5.- Kolb's Model of Experiential Learning. David Kolb published his model about learning in 1984. It is used to explain how we learn through experiences. It includes a cycle with four stages and there is one type of learning style to each stage of the cycle. This Model helps to identify the fact that learning happens when students are exposed to concrete experiences, it is related to constructivism and teacher may work with it when they take

---

<sup>18</sup> Willis, D. and Willis, J. Doing task-based teaching. Oxford: Oxford University Press, 2007.

<sup>19</sup> Zakime, Andrea (2018). What is task-based learning? Retrieved from <https://www.whatiselt.com/single-post/2018/01/19/What-is-Task-based-learning>

<sup>20</sup> Teaching English. A task-based approach. Retrieved from <https://www.teachingenglish.org.uk/article/a-task-based-approach>



realia to the classroom, set up environment before a class, has decoration or peripheral information, handling artefacts or objects to help students have a more likely concrete experience about what he is supposed to learn. Teacher is supposed to give time and opportunity for students to reflect about the concrete experience, guide and help student to reach abstract conceptualization and finally the experimentation or doing stage.

6.- Teacher's role inside the classroom, as some important aspects that complement this new teaching identity:

- **Sharing Knowledge:** This can be the easiest identifiable role teachers play in the classroom. He shares what he knows with his students and makes sure all of them advance and improve about what they know. Teaching and students reaching knowledge is his most important responsibility.
- **Facilitator:** In order for students to learn, teacher plays the role of facilitator, he looks for the ways and tools so students can advance and improve. He considers interests, learning styles, methods and techniques that are more suitable for his students. He mediates between knowledge and students.
- **Role Modeling:** teachers who make students feel secure and comfortable in class are seen by his students as role models. Students are always observing what he does, and due to the amount of time teachers and students share at school they have and influence on them. Being a teacher is not only about education or curriculum, it is also about accompanying students through their life<sup>21</sup>.

7.- Schema theory: it can be described as: "*schema is knowledge about the topic that individuals have already acquired through various experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text*"<sup>22</sup>. It is a concept that teachers must have in mind whenever designing their lesson plans, it is an important fact that can be a great help to reach learning. There are three types of schemata: content, linguistic and formal schema.

8.- Bottom-up and top-down approaches. Bottom-up can be defined as the piecing together of the smallest parts of language and emphasizes a part-to-whole direction when reading a

---

<sup>21</sup> The Role of Teachers in Education. Retrieved from <https://exeedcollege.com/blog/the-role-of-teachers-in-education/>

<sup>22</sup> Fundamentals of reading. UPN Specialization in English Language Learning and Teaching, Lesson 01, Unit 1, Module 2.

text. Top-down, is opposite to bottom-up, it goes from a general meaning to examining the written course. This approach considers that readers can understand a text even when they do not identify every single word, they can use cues to identify what is unknown.

9.- Accuracy, fluency and pronunciation. Accuracy refers to *“how correct learner’s use of the language system is, including their use of grammar, pronunciation and vocabulary.”*<sup>23</sup>, Module 2 showed us accuracy as a component of fluency which refers to how effectively students can communicate their ideas in spoken or written form. These concepts were new and added to this participant’s teaching philosophy and reshaped the teacher’s identity by being more opened to activities where students could develop them but prioritizing each one depending on students’ level and proficiency.

10.- Language learning vs language acquisition<sup>24</sup>. The first is a conscious activity, it is the teaching about language in use and form, hoping that students will learn the target language. The second is an unconscious activity where teacher tries to expose students’ to target language or structure hoping that they learn by using and practicing. Both ways are important and depending on the content teacher can select one or another. Sometimes it is necessary to make students aware of what they are learning, while others it is important that they do this by discovery and doing.

11.- Authentic materials and Online activities. The concept about authentic material refers to *“any material written in English that was not created for intentional use in the English language classroom”*<sup>25</sup> considering the use of this type of material can make the process of learning and teaching even more engaging and motivating for students and of course can help to achieve better results.

In every module, of this specialization program there were recommendations to integrate technology and online resources as a tool for learning, which turned to be a great help during this school year to face the pandemic and virtual classes situation.

---

<sup>23</sup> Accuracy. Retrieved from: <https://www.teachingenglish.org.uk/article/accuracy>

<sup>24</sup> Language learning vs language acquisition. Retrieved from: [https://link.springer.com/chapter/10.1007/978-3-319-05293-9\\_3](https://link.springer.com/chapter/10.1007/978-3-319-05293-9_3)

<sup>25</sup> Using authentic material from the real world to teach English. Pearson English. Retrieved from <https://www.english.com/blog/authentic-material/>

12.- Assessment. In order to assess my students, I took into consideration the ideas from Brow H Douglas, about Language assessment, this can be done in both formal and informal<sup>26</sup> ways. Another categorization about assessment is in terms of formative or summative<sup>27</sup>, the first is ongoing and informal, it is part of the instructional process and can help either teaching or learning when they are happening; while the second refers to an evaluation at the end of a period of time to determine students' progress, it is given periodically to determine what students know and do not know.

The above-mentioned approaches, methods, theories and concepts have made a remarkable difference about teacher's intervention, identity and philosophy. Their main principles can be they identified in every stage of teaching: designing, developing, assessing and evaluating.

#### **1.04 The use of Information and Communication Technology.**

ICT are powerful tools that now are very common in students' life. With a good use it can be an allied to learning. To some authors it is true what is mentioned in Module 2, lesson 09 "*technology can be a doubled-edged sword*"<sup>28</sup> for those who do not have access to it, it becomes a barrier, if it is not well applied or used it can takes us apart from our objectives and educational goals, however; with correct selection we can aid our students' skills development.

Just as it was seen in various modules of this specialization program, there were many recommendations to integrate technology and online resources as a tool for learning. As a matter of fact, during this school year, technology was very important as the main way to establish communication with students and families: WhatsApp messages, videos, songs, and some websites where students could practice.

The lesson plan that will be described in the next pages, and that was designed for this project, incorporated technology as a teaching and motivational aspect for students. It is

---

<sup>26</sup> Informal and Formal Assessment. UPN, Unit 2b, Lesson 09, Module 3. Adapted from McKay, P. (2006). *Assessing young language learners*. Cambridge, UK: Cambridge University Press.

<sup>27</sup> Formative and Summative Evaluation. UPN, Unit 2b, Lesson 08, Module 3.

<sup>28</sup> Reflection moment M2-9.3.1. 9.3 Technology and listening. UPN Specialization in English Language Learning and Teaching, Lesson 9, Unit 3, Module 2.

known that technology can be a good allied, now more than ever technology is a great help, it allowed teachers to continue working with students even when we could not be in face to face classes.

One of the possibilities that technology offers is multimedia material, since it integrates not only audio but also texts, graphics and motion video, adding to learning a ludic and more interesting view. Multimedia technology benefit students due to the complexity to understand what we listen in a language new to us, through visuals it can be easier to relate what we listen to an idea or definition; thus, we can construct meaning from that reference

Along the three modules, it was reinforced the idea about the use of technology in classes, the participant considers it as a positive tool and even more now with the situation that we are facing. Technology has given the opportunity to continue in contact with students, families and colleagues. Thanks to that, students and teachers were able to continue working with activities in a synchronous and asynchronous ways and education did not stop.

## **1.05 Interculturality in teaching.**

Interculturality can be defined as the set of relationships and interactions that take place intentionally between different cultures in order to promote dialogue, mutual respect and the awareness of preserving the cultural identity of each individual<sup>29</sup>. Based on the fact that it is a competence, it means that teachers can develop these attitudes, skills, values and knowledges in students.

English is now considered as lingua franca or a language that is used primarily for communication purposes<sup>30</sup>, and since it is used by many people in order to communicate this makes necessary the fact to look for competences that allow us to interact effectively and respectfully with others, and one of the main actions is through being aware of the existence of other cultures, diversity and different ways of thinking.

Interculturality implies that teachers develop various roles, such as: mediator, ethnographer and researcher, agent of change, manager, learner and mentor. Also, talking about this

---

<sup>29</sup> What is interculturality. Euston. Retrieved from <https://www.euston96.com/en/interculturality/>

<sup>30</sup> International or Global Language. UPN, lesson 1, Unit 1, Module 3. Specialization in English Language Learning and Teaching.

concept, there is a situation that can be found in schools about interculturality, this is the “*Third Culture in the Classroom*”. This concept describes the situation where “*students find a neutral space in which they can create, explore and reflect on their culture and contrast it with the target language culture*”<sup>31</sup>. This is important to consider when teaching, to have a context where our students can feel respected, included, comfortable to express and share their cultural background without fear or exclusion.

Interculturality was considered in the lesson plan of this project as an aspect about inclusion and respect to others, diversity and as an element that contributes to the development of values and better conditions to interact as human beings.

Being able to understand and include these aspects of interculturality can result to be very helpful for students to consolidate their personality, to make wise decisions about who to interact with, to be tolerant in a world that is always changing and that has many challenges for them and many dangerous situations as well. The process of developing interculturality in our schools can be seen as an opportunity to contribute in the graduation profile of basic education mainly, but also as something that will have a positive impact along our students lives.

---

<sup>31</sup> Third Culture in the Classroom. UPN. Lesson 03, Unit 1, Module 3. Specialization in English Language Learning and Teaching.

## 2. CHAPTER 2: METHODOLOGY AND PRACTICE.

### 2.01 Lesson plan. Rationale behind activities and assessment.

The complete lesson plan is included in the appendixes section. But it is important to mention the rationale behind the activities and materials.

The lesson plan was implemented with second grade Telesecundaria students who live in a rural community. It included five synchronous sessions via Zoom platform and 5 asynchronous sessions as a continuation “practice at home”. The different sessions were focused on each one of the four language skills, the fifth session was focused again on writing as a follow-up activity to give continuation to the e-mail exchange. Although each session has as a title one specific language skill, the activities included required from students to work and practice their language skills as an integrative activity in order to complete different tasks.

#### 1. Lesson plan identification cell.

LESSON PLAN	
Author	Karen Liliana Balderas Takaki
Educational stage	Segundo grado Telesecundaria.
Title of your Lesson Plan	<b>Title:</b> developing interculturality in a second grade telesecundaria classroom. <b>Subtitle:</b> developing intercultural competences through comparing other cultures and an e-mail exchange program among teenagers in telesecundaria level.
Learning Objectives of the Plan / Competency	<ul style="list-style-type: none"> <li>● Escucha y revisa información personal.</li> <li>● Comprende en sentido general, ideas principales y detalles.</li> <li>● Intercambia información personal.</li> <li>● Identifica información sobre el aspecto físico.</li> <li>● Escucha y revisa conversaciones sobre experiencias personales.</li> <li>● Comparte experiencias personales.</li> <li>● Describe y compara aspectos culturales.</li> </ul>
Communicative skills considered	Reading, writing, speaking and listening.
State of the following options	Recycling grammar structures.
Functions.	<b>Ambiente social de aprendizaje:</b> familiar y comunitario. <b>Actividad comunicativa:</b> intercambios asociados a propósitos específicos. Comprensión del yo y del otro. <b>Práctica social del lenguaje:</b> Comenta información o experiencias propias y de otros en una conversación
Main Grammar structure	Simple present, likes and dislikes.

Other grammar structure	Adverbs of frequency, giving personal information, wh. Questions, countries and nationalities.
Brief description of the plan	Es un Proyecto de 5 sesiones síncronas y 5 asíncronas como tarea o seguimiento de las clases. Se seleccionó el tema de la adolescencia ya que los alumnos actualmente se encuentran en ese periodo de edad y de cierta forma les abre el panorama a darse cuenta de que los cambios que experimentan a nivel físico, pero también cognitivo y social también lo enfrentan otros jóvenes. Asimismo, para ampliar el panorama que tiene acerca de su identidad, que tengan la oportunidad de conocer a más adolescentes fuera de su círculo de amigos o familia como lo es en este caso alumnos de otra escuela telesecundaria en un municipio distinto al suyo. Finalmente se aprovechan estas situaciones didácticas para que el alumno experimente la necesidad de comunicarse en inglés con los recursos lingüísticos que posee y vaya un poco más allá al tratar de hacerse entendible por otros. Se espera que además de contribuir a los propósitos y aprendizajes esperados del proyecto, los alumnos se sientan motivados a participar y aprender más sobre esta segunda lengua.
Hours of the plan implementation	7 hours
Number of sessions	8 sessions: 5 synchronous and 5 asynchronous of 45 minutes each
Link to the content	
EEAILE tutor on line	Rudolph Gernot Potengowski

## 2. Introduction to the Lesson

### SESSION 00 INTRODUCTION

In the previous days to the beginning of the project, the teacher explains to students and parents that they will be working in the following days with a project about teenagers and other cultures and that it is very important to connect to zoom sessions and do the planned activities. Teacher shares the calendar about the sessions they will work on.

### 3. Communicative skill development.

#### SESSION 01 READING. TUESDAY MAY 4<sup>th</sup>, 2021

Step of the lesson	Teacher activities	Students activities	Time
Warm-up	Teacher starts the Zoom class asking the meaning of "teenage", she shows some images, to elicit information from students.	Students try to give some ideas about what they know about the word teenage with the help of the images.	10 minutes
Presentation	Teacher explains with help of visuals, the meaning of teenage. Some of the main characteristics such as age period, likes, dislikes and the fact that students are going through that stage.	Students will watch and read the visual presented and will complete a chart about likes and dislikes.	15 minutes

Practice	<p>Teacher will exemplify some sentences about characteristics of teens, making emphasis on the use of s with third person in simple present.</p> <p>Asynchronous practice. Students will practice and play in “mentimeter” about completing sentences about characteristics of teenagers and simple present tense.</p>	<p>Students will watch the examples and will choose the correct answer in an exercise where the characteristics about teens will be reviewed.</p> <p>Students will record a short audio about What do they like the most about being teenagers.</p> <p>They will also share a screenshot about their results in “mentimeter”.  <a href="https://www.menti.com/hr1acrdonu">https://www.menti.com/hr1acrdonu</a></p>	<p>20 minutes</p> <p>45 minutes approximately</p>
----------	---	--	---

Materials	Electronic device, notebook, internet, visuals.		
-----------	---	--	--

**SESSION 02 WRITING. THURSDAY, MAY 6<sup>th</sup>, 2021**

Warm-up	Teacher starts the Zoom class greeting students and explains they will continue talking about teenagers. She will present some pictures about teens from different countries: United States, India, Japan, Brazil and Spain. And ask them if they would like to know teens from different places.	Students will watch the presentation and check the pictures the teacher is showing	10 minutes
---------	---	--	------------

Presentation	Teacher presents the idea about getting in touch with teens from a different school to get to know them better, this will be through an e-mail exchange or letter exchange. Teacher helps during the writing process and she will be in contact with her colleague in order to organize the exchange.	Students are invited to participate in an e-mail/letter exchange with teens from a different school. They will write a letter with the help and feedback of the teacher and ask questions to know them better.	25 minutes
--------------	---	--	------------

Practice	<p>Teacher shows a template to students so they have a clearer idea about what to write, but ss can use their creativity as well. The contact to send and receive the letters will be the teacher, she will share them among students.</p> <p>Asynchronous practice: teacher will be in touch with students during the</p>	Students write a letter with the guide of their teacher; they will write a first draft and receive feedback.	20 minutes
----------	--	--	------------



	week to help them complete the letter and organize the sending.	Students receive feedback and will re-write or correct what is necessary in order to complete the task. They will be informed when the letters are sent.	45 minutes
--	---	--	------------

Materials	Electronic device, notebook, internet, visuals.		
-----------	---	--	--

**SESSION 03 LISTENING. TUESDAY MAY 11<sup>th</sup>, 2021.**

Warm-up	Teacher starts the class explaining they will continue working with content about teens. Today they will watch and listen to some teenagers from other parts of the world. She explains some words that will be mentioned in the video so they can understand them <a href="https://youtu.be/9iRuDqbAGfA">https://youtu.be/9iRuDqbAGfA</a>	Students watch and listen to a video about some teenagers talking about what they usually do.	10 minutes
---------	---	---	------------

Presentation	Teacher explains ss will analyze the video in 4 parts. She will play twice each part to work some activities	Students watch the video and can take notes to work later on some activities.	15 minutes
--------------	--	---	------------

Practice	Teacher plays each part of the video twice, if it is necessary it will do it once more.	1. With the first part, students listen and need to circle the word that completes the sentence. 2.- With the second part, students listen and choose the correct word from a word bank to answer the questions. 3.- With the third part students will order the activities mentioned in the video. 4.- With the last part students select the summary that best describes the content of the video.	20 minutes
	Asynchronous practice: teacher sends an audio for students to work on a listening activity. <a href="https://youtu.be/NNAk4dJdkrY">https://youtu.be/NNAk4dJdkrY</a>	Students will watch and listen to a video about a teen from the United States giving information about how it is to be a teenager in that country and will work on a TRUE/FALSE activity on their notebooks	45 minutes approximately

Materials.	Electronic device, notebook, internet, visuals.		
------------	---	--	--

**SESSION 04 SPEAKING. THURSDAY MAY 13<sup>th</sup>, 2021.**

Warm-up	Teacher starts the zoom class with different greetings and asks students if they know what that means, later she explains about the existence of different cultures and the need to respect them. Teacher explains some vocabulary that will be used in the session.	Students try to guess what the teacher says as a greeting and reflect about the existence of different cultures.	10 minutes
Presentation	Teacher shows a video about cultures around the world, <a href="https://youtu.be/8kr7gH0zQbc">https://youtu.be/8kr7gH0zQbc</a> After watching the entire video, she asks some questions orally and writes about the video and students participate orally.  She presents some parts of it, to work with it.	Students watch the entire video and after that they participate orally answering some questions.  After that they focus on specific parts of the video shared by the teacher, they can take notes.	15 minutes
Practice	Teacher announces they need to select a country and do a presentation about specific aspects. She shows a template about the presentation as an example.  Asynchronous practice: teacher shows an example of an audio and electronic album about a specific country and asks students to try to do something similar with the information they investigate.	Students will investigate some of the aspects shown in the video such as language, traditional food, typical dressing, religion and aspects about the culture, they will integrate that information in an electronic album or any presentation program.  Students will record an audio and integrate aspects as the example, they will receive feedback from their teacher, once it is corrected, it will be shared in the WhatsApp group so they can see their classmates' works.	20 minutes  45 minutes
Materials	Electronic device, notebook, internet, visuals.		
<b>SESSION 05 WRITING. TUESDAY MAY 18<sup>th</sup>, 2021. FOLLOW-UP ACTIVITY.</b>			
Warm-up	Teacher greets students and explains they will check the letters from the e-mail/letter exchange program. They will do it as a group.	Students will check the letter from the exchange program.	10 minutes
Presentation	Once the checking is finished, Teacher will talk about the most	Students will help to write a list about the activities teens from the exchange usually do,	15 minutes

	common things teens do, from what was in the letters.		
Practice	<p>Teacher explains to students that based on the examples read before, now they need to write the answer to the letter about what they do. She shares an example or template.</p> <p>Asynchronous practice: Teacher will give feedback about structure and grammar if needed. Once the letter is corrected it will be shared in the WhatsApp group.</p>	<p>Students write, as a first draft; the letter with the help of the example about what they usually do as teenagers.</p> <p>They will share a picture about their text to the teacher and next she will share it in the WhatsApp group. They will be able to read what their classmates wrote. They will be notified when the letters are sent.</p> <p>As a conclusion of this project, students will practice on a “google form” activity where they will work with some sentences about what they worked on during these weeks. The teacher will check the results. They can do it several times until they get the highest grade.</p>	<p>20 minutes</p> <p>45 minutes.</p>
Materials	Electronic device, notebook, internet, visuals.		

#### 4. Intercultural component.

The activities where students had the opportunity to reflect about the aspects about teens in the world, the existence of other cultures as well as the communication with students from a different school allow them to reflect first about the fact that there is diversity everywhere, it is a positive aspect and also about the importance of learning from others.

5. **Evaluation.** The evaluation will be formative and summative: formative because in the daily activities, teacher will give feedback to students as well as recommendations, and summative because there will be an evaluation to conclude

the project and rubrics the teacher will use about every language skill. Also, there will be a Google Form activity to conclude the project.

6. **Conclusion.** The conclusion will include session 04 and 05 where students talk about themselves and also work on a google form, about aspects of the project it can serve as a practice and also to check what students learned through the sessions.
7. **Follow up activities.** In order to continue with the e-mail exchange, there was included a fifth session about writing, students will follow the “Strategies for writing” from module 02, which include the drafts, revision and re-writing of texts, the exchange may continue if the circumstances allow it, it can be about different educational topics.

Every session in the lesson plan attends the idea about Functional Communicative Activities<sup>32</sup>, specifically the processing information activities, which involve problem-solving tasks. Also, pre-communicative and communicative activities were considered as well as some drills, semi-guided and free production activities, categorized as manipulative or communicative activities<sup>33</sup>.

One of the approaches used in order to try to reach the lesson plan’s objectives was the experiential and episodic learning<sup>34</sup>, which *emphasizes on the learner’s involvement that is not purely cognitive but holistic*, it was chosen because it was wanted to offer students real life learning situations where they could identify the need to learn a second language and to develop intercultural competencies starting from a close and known context. Also, it was considered task-based language teaching and theme-based instruction approaches since the interculturality served as a vehicle for language learning as well as cultural competencies.

---

<sup>32</sup> Littlewood (cited in Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press, pp. 67-69). Cited by UPN, Lesson 11, Unit 4, module 2.

<sup>33</sup> The Controlled-Free Practice Cline (Drills, Semi-Guided, and Free Production Activities in the Classroom) Manipulative vs. Communicative Activities/Techniques. UPN lesson 11, UNIT 4, Module 2.

<sup>34</sup> Different approaches. UPN Specialization in English Language Learning and Teaching, Lesson 12, Unit 4, Module 2.

## 2.01.1 Theoretical Foundation of the activities.

It is important to mention some other theories, approaches and techniques that were considered in the designing stage, during the development and assessing of the activities:

1.- Schema theory: in order to activate students' schemata it was selected the topic about teens and culture, since this is a stage they are at, and culture is a daily situation we experience, both elements served as a vehicle to talk about individual aspects of interculturality that were later extrapolated to another concepts.

2.- Linguistic schema: Just as this concept is about, whenever introducing new vocabulary, teacher's intervention was focused on trying that it was not too difficult to understand, try to help with pictures, visual cues or different explanations so students could have a mental picture and build the concept, also some cognates were selected to ensure this, in that way understanding could be a little less complex.

3.- Formal Schema. Following this concept and by activating students' formal schemata in the session where the letter elaboration was worked, helped students to achieve that task. The objective was for students to understand better what the activity was about and also predict some of the content I showed as examples.

4.- Bottom-up approach and top-down approaches. In the reading activities, especially in the videos, subtitles were added for students to have both aspects the listening and reading, and since they are beginners, small part of text were shown so they could follow and understand the content in order to accomplish the tasks.

5.- Phonics approach. Following this approach, it was shown to students how important is that they learn the sound of each individual letter and how they sound combined in words in different moments of the activities.

6.- Use inference and guessing<sup>35</sup>. As part of the compensatory strategies seen in Module 2, students were prompted to use these strategies about inferring or guessing when they work with reading mostly, they can extract the meaning by the context of the word or thanks to a

---

<sup>35</sup> Compensatory strategies. Speaking in a second language: compensator strategies. UPN.

visual aid they can have the whole idea of a text. That self-discovery can engage students because they can feel more confident during the activities and to accomplish the tasks.

7.- Language structures. According to Hyland (2002)<sup>36</sup> when teaching writing we can follow six approaches, the first is about language structures, including familiarization, controlled writing, guided writing and free writing. In the writing activity, students needed a guide to write, that guide would be the structure showed underlined to highlight what they were supposed to write, when we help them with these structures, we give students a base about how to start their writing activity. Oral or written examples were given about structures they could use in the writing activities, always trying to guide them until they can do the activities by themselves. This controlled activity can give them confidence to go finally to a free writing activity.

8.- Including different authentic material. Different videos were included in some sessions. They were an opportunity to expose students to different range of listening situations<sup>37</sup>, not only to the teacher's voice as speaker but also to other speeches and materials where they can listen different pronunciations, intonation and even rates of delivery. Also, it was attended the recommendation of seeking for relevance<sup>38</sup> (quality not quantity).

9.- Accuracy, fluency and pronunciation. These important elements were also considered especially in the speaking activities, where the idea about focusing more on accuracy and fluency than in pronunciation were very important and gave students confidence to participate.

12.- Online activities. In every module, of this specialization program there were recommendations to integrate technology and online resources as a tool for learning. During this school year, technology was a vehicle to teach and learn. A virtual platform of video communication was used to develop the different sessions, as well as WhatsApp messages, videos, and some websites where students could practice after my sessions.

---

<sup>36</sup> Hyland, K. (2002). *Second Language Writing. Chapter 1, Writing and Teaching Writing*. (pp. 1-30). City University of Hong Kong. Cambridge University Press. Cited by UPN Specialization in English Language Learning and Teaching, Lesson 04, Unit 2, Module 2.

<sup>37</sup> The speaker. UPN Specialization in English Language Learning and Teaching, Lesson 7, Unit 3, Module 2.

<sup>38</sup> Selection of authentic materials. UPN Specialization in English Language Learning and Teaching, Lesson 9, Unit 3, Module 2.

Talking about these elements, it is important to mention the technological tools that were used: *Zoom platform*, which allow students to have a closer feel to a class with the activities in real time. *WhatsApp* messenger which has been the most common used tool during this school year to communicate with parents, send and receive activities, HomeWorks and solve any doubt or situation. *Videos* have made an excellent tool to explain any classes or concepts but specifically, about this project videos were an option to expose students to different speeches and materials. *Power Point* as a resource to organize and present the information of each session, *Excel* to organize outcomes and results, received HomeWorks and completed tasks, *designed rubrics and checklists* based on the expected learnings and objectives to keep track about students' progress, *mentimeter app* as a resources to practice and evaluate what students learned in session 01 and *google form* as a final evaluation tool.

13.- In order to assess students, the ideas from Brow H Douglas, about language assessment were taken into consideration. There was formal and informal assessment as well as another categorization about it which is in terms of formative or summative<sup>39</sup>, the first is ongoing and informal, it is part of the instructional process and can help either teaching or learning when they are happening; while the second refers to an evaluation at the end of a period of time to determine students' progress, it is given periodically to determine what students know and do not know.

The theoretical basis mentioned above were considered based on students' characteristics, needs and the level of proficiency. The Modules of this specialization expanded the knowledge of the participant about language learning process with all the theories, approaches and models that were presented, analyzed and some of them put into practice.

## **2.02. Description of the procedures of the learning activities.**

In the following paragraphs a brief description of the lesson plan implementation and procedures will be shared:

Before the project started, there was communication with parents to agree about the best time for the zoom sessions, as well as to explain the importance of the activities since it was

---

<sup>39</sup> Formative and Summative Evaluation. UPN, Unit 2b, Lesson 08, Module 3.

part of the assessment and evaluation of this third bimester. The school's principal was also aware of the project's implementation and she showed her support at any moment.

As mentioned before, there were five synchronous sessions and five asynchronous sessions that were a continuation of the first.

Session 1: started with brainstorming and some vocabulary to activate students' schemata. Vocabulary related to content about teenagers, it was selected to serve as a learning vehicle since the students are currently in that age period and in a certain way it opens the panorama to them to realize that the changes they experience at a physical but also cognitive and social level are also faced by other young people. It was easy to understand but it was unknown until that moment for students, the images were really helpful and the text on them too.

There were presented some characteristics about teens, they could identify with teacher's explanations and because some cognates were used in order to help comprehension. Some of these characteristics led to aspects about culture since they were about likes, dislikes and their own ideas or ways to understand the world around them. One of the tasks was to complete a two-column chart writing some elements that teenagers like or dislike, this was done collaborative and with few participations at the beginning but as the class continued it was better.

Since likes and dislikes were being seen, there we had the opportunity to recycle aspects about present tense and the correct way of the verb in third person. After that, students practiced this verb tense and also aspects about teenagers with an exercise where they needed to choose the correct answer or verb form.

The asynchronous activity was about the content worked in that first session, students needed to work on a memtimeter activity, answering some questions, once the students answer the exercise, teacher can have access to the results and make a balance about if it was necessary to go over any specific element. The majority did well on the activity.

Session 02: focused on writing skill, the session started with some vocabulary to activate schemata, again it was carefully selected to be understandable, some images were included in order to help comprehension and examples were also given. There were some countries, and actions related to what was going to be worked in that session.



There was some reflection about pictures with teens from different countries trying to identify similarities or differences, students' answers were not structured since they do not have too many linguistic repertoire and because of this situation teacher intervention needed to be present in order to motivate their participation and also to focus their contributions to session's objectives.

Once they reflected, it was in this session when it was proposed to have an e-mail exchange program with the objective to experience meeting other teens, know more about what they like or dislike and discover how similar or different they can be, talking not only about the obvious aspect such as physical and the place they live but about the things they prefer, musical, musical taste, movies, actor/actresses, etc.

Students had the chance to analyze this situation and also to work on a written text in a real communicative situation by writing a letter, at this point they put into practice their knowledge about formal schema since they had worked before with this type of text, they could deduce some of the content, also there was a template given as an example with the invitation to be creative and ask for help in case they wanted to include something different.

The asynchronous activity of this session focused on five stages recommended in the specialization by O'Malley and Valdez-Pierce (1996)<sup>40</sup>.

This activity was very interesting for students, more than it had been imagined, likewise it helped to broaden the panorama they have about their identity, and was an opportunity to meet more adolescents outside of their circle of friends or family, such as students from another Telesecundaria school in a town other than their own.

Session 03: focused on listening skill, the session started recycling some vocabulary and also introducing new concepts that students were going to work with in the activities and tasks, such as countries, nationalities. There were images as support to understand better the words.

---

<sup>40</sup> O'Malley, J. Michael & Valdez Pierce, Lorraine (1996). Authentic assessment for English language learners: Practical approaches for teachers. In Natalie Kuhlman (Ed.) An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules.

During this session students were exposed to different speeches working with a video where there were presented some cultural differences among countries in the voices of teenagers, Aspects such as different types of breakfast according to the country, different ways to greet, and some stereotypes were in the video. In order to reach the session's objectives teacher edited the video, leaving only the fragment needed and adding some texts as support for listening and reading comprehension.

Once students watched the video, they needed to accomplish some listening comprehension activities, such as selecting the correct option, completing sentences, true/false statements, among others reflection activities. Sometimes it was necessary to play once or twice some fragments in order to understand and be able to solve the task.

The asynchronous activity also included a video in order to be exposed to different speeches, it was a bout a teenager from the United States who narrates his own day since he woke up until his mom picked him up from school. There, students had the chance to learn more about the daily life a teenager from a country different than theirs, compare situations such as the type of clothes, school, family, scholar aspects, etc. the task was to watch and listen to the video and solve a True/False activity.

It was explained to students they could watch as many times as needed in order to solve the task since it required comprehension of different speech, pronunciation and rate of delivery. The majority of students did well, if there was something to correct, teacher gave feedback.

Session 04: it was focused on the speaking skill, again the session started with some vocabulary to activate students' schemata related again to cultural aspects among countries such as language, places, food, dressing, etc.

Students had the opportunity to analyze some more other ways to greet around the world, they analyzed an image and mention some countries where they thought people greet like that.

There was presented a video, which included aspects and values about interculturality such as respect, other culture's acknowledge, as well as aspects of Byram's model such as attitudes relativizing self-valuing others, knowledge about one-self and other and skills to interpret and relate other realities. Based on the video content, student worked on some questions collaboratively, it was needed to watch the video twice, it was edited, and text was added.

The main activity or final product was an oral presentation, students needed to select a country and make a small oral presentation, following an easy structure showed as example with the information about their own country Mexico. Students needed to do some research in order to complete that task, organize main ideas, look for images or drawings and finally do the presentation, some of them made a short video. Pronunciation or accuracy is difficult to ask at this students' level, teacher focused rather on fluency and corrected only if it was necessary, students were nervous, but confidence and a respectful scenario was intended to be established for them to participate.

The asynchronous activity of this session was about completing the presentation, feedback, suggestions and support was always present for them during this task

Finally, session 05, was a follow-up activity and a continuation of the writing skill and the e-mail exchange program, The answers to the letters were received by this date and it was very exciting for students to read them, there they had the chance to read about their friends' favorite actor, actress, singer and the things they like to do as teenagers. In order to send an answer again, they analyzed the content and worked with a structure as example and completed a written task.

These didactic situations were thought and selected so students could experience the need to communicate in English with the linguistic resources that they possessed and go a little further by trying to make themselves understandable by others.

It was expected that in addition to contributing to the purposes and expected learning of the project, students would feel motivated to participate and learn more in this subject.

## 2.03. Tools to assess and evaluate students' progress.

Being more specific about the assessing part, the following author's ideas about the different language skills were taking into consideration:

1.- Reading. An idea included to assess the reading skill was that about the "reading lab" form the Author Jean Zukowski. There were different exercises and tasks in order to assess this skill based on the comprehension student showed and the accomplishment of some activities.

Lesson 07 also presented the existence of some testing formats<sup>41</sup> for reading, which include formal ones originating from standardized tests and informal ones originating from ongoing classroom assessment. I worked with some informal ones including activities as charts, comparisons, activities where students needed to select the correct answer and also an online activity where students needed to read and answer some questions based on a text.

The ideas of Beck, I. L., McKeown, M. G. (2002) about the tree types of vocabulary<sup>42</sup>: unknown, acquainted and established vocabulary were also considered since students work with the vocabulary in the warm-up stage and also are used to work with an activity "treasure box" where they write down any new vocabulary, so they can have it at hand whenever they need to check on it.

2.- Writing: O'Malley and Valdez-Pierce (1996)<sup>43</sup> suggests an assessment about writing which I followed in my activities, it has five stages:

- Pre-writing. Here students choose the topic they are interested to write about as brainstorming, they choose concepts and write a draft.
- Writing. The main purpose during this stage is to have different ideas in a rough draft and the outline. At this point there can be a first teacher revision in order to give feedback and make some recommendations.

---

<sup>41</sup> Standardized Formats for Testing Reading. UPN Unit 2b, Lesson 07, Module 3.

<sup>42</sup> UPN, Unit 2b, Lesson 08, Module 3. Adapted from Beck, I. L., McKeown, M. G. (2002). *Bringing words to life: robust vocabulary instruction*. New York: Guilford Press.

<sup>43</sup> O'Malley, J. Michael & Valdez Pierce, Lorraine (1996). Authentic assessment for English language learners: Practical approaches for teachers. In Natalie Kuhlman (Ed.) *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

- Post-writing or revising. During this stage, student re-reads or corrects aspects pointed out in teacher's or peer's feedback. One recommendation from these authors is to use a checklist including some self-reflection questions about specific aspects connected to the objective of the writing activity, for example: are you using the appropriate verb tense? is your idea clear?
- Editing process. At this point and after having some corrections now it is time to focus on mechanics (grammar, punctuation, spelling, etc.) in order to publish and present the writing.
- Publishing. Here is where the final product, is publish or presented to the teacher, group or any audience.

O'Malley and Valdez Pierce also suggest the use of analytic rubrics<sup>44</sup> which have as purpose assessing specific aspects of the writing domain. In this case, an analytic rubric about writing skill can be focused on organization, teacher considered these ideas in rubric's designing to evaluate the tasks related to this skill.

Lesson 08, Unit 2b explains the importance about understanding and assessing grammar, this concept is defined as "*Grammar is a set of norms and standards operating at levels below and above the sentence, speech and in writing. That is, there are patterns within the language that make sense or guide ideas.*"<sup>45</sup>. Although we should not focus only in grammar, it is important to include some of these aspects in each lesson we design. In this case it was focused on grammatical aspects such as simple present tense, likes and dislikes, adverbs of frequency, recycled wh questions, and countries and nationalities.

3.- Listening. About assessing the listening skill, since there were developed online activities, assessing was based on the comprehension students showed during the tasks, there were considered the ideas about using authentic material and multimedia technology of Meskill (1996).

4.- Speaking: According to Kuhlamn (2008) "*Speaking is an observable skill so it might be easier to assess. The teacher can just assign a topic to students and observe the*

---

<sup>44</sup> Analytic Rubric. UPN, Unit 2b, Lesson 07, Module 3.

<sup>45</sup> Grammar. UPN, Unit 2b, Lesson 08, Module 3.

*achievements and errors they show during performance*<sup>46</sup>. This statement is probably true but, in this case, there were some more specific objectives and they had to have some complements to assess this skill.

An example of a rubric from lesson 07 to assess speaking was used, it is from Natalie Kuhlman, and it is a good option to keep track of each student's speaking progress. This instrument can be used in different moments of the school year in order to have evidence of how they are improving or to identify where they need extra help.

It was considered the ideas mentioned before but also aspects about the micro and macro skills<sup>47</sup>, each of them depending on the production that was being assessed, for example talking about micro-skills the assessment can be focused on the stress, rhythm, structure or intonation, fluency and rates of delivery since this micro-skills refer to lexical resources and grammatical range and accuracy.

About macro-skills the assessment can be focused on the appropriateness of the communication or message according to situations, participants or goals, pragmatic conventions, sociolinguistics' aspects, etc. The macro-skills can be used when students infer the meaning of a word based on the context of the text, there will be some words in the texts that can be inferred like this.

Both are important to consider whenever assessing this skill, but in the implementation of this lesson plan there was more focused on the micro-skills.

The tools designed and used to assess and evaluate were rubrics, checklists and online evaluative resources<sup>48</sup>, are in the appendixes section, a brief description of the process is described in the following paragraphs. The rubrics include the different levels of domain by which we can identify students' development, also a numeric value in points; every level has its descriptors and can be very useful to provide feedback, which is the important element

---

<sup>46</sup> UPN. UNIT 2B, LESSON 07, MODULE 3. Taken from Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

<sup>47</sup> UPN, UNIT 2B, LESSON 07, MODULE 3. Taken from Brown, H.D. (2004). *Language Assessment. Principles and Classroom Practices*. Longman. NY, pp 142-143).

<sup>48</sup> A link to these materials is in the Appendixes section.

here not only identify the level of the student. The checklists include the items required or tasks to be done in each session.

#### Session 01 “Reading”.

To assess students in session 01 a rubric was used, also it was used some informal assessment motivating them when they participated. Also, they needed to accomplish the online practice activity in a “mentimeter” activity which was included in a checklist containing the different tasks students needed to accomplish in this session.

#### Sessions 02 and 05 “Writing”.

There was also informal assessment with some motivation messages and phrases sent to students. Some recommendations about the writing process were followed for assessment and constant feedback was given to students so they could accomplish and improve the task about these sessions. There was also considered a checklist about completing every activity included. Trying to help them with their organization, the teacher shared to them an Excel chart about the dates and activities they had to consider in order to finish on time.

#### Sessions 03 “Listening”.

Here again a rubric was used in this session, and it is important to mention that it was based on listening comprehension and completion of different activities. In this case, the checklist included the accomplishment of the different activities and the “practice at home” activity where students had to solve a True/False task.

#### Sessions 04 “Speaking”.

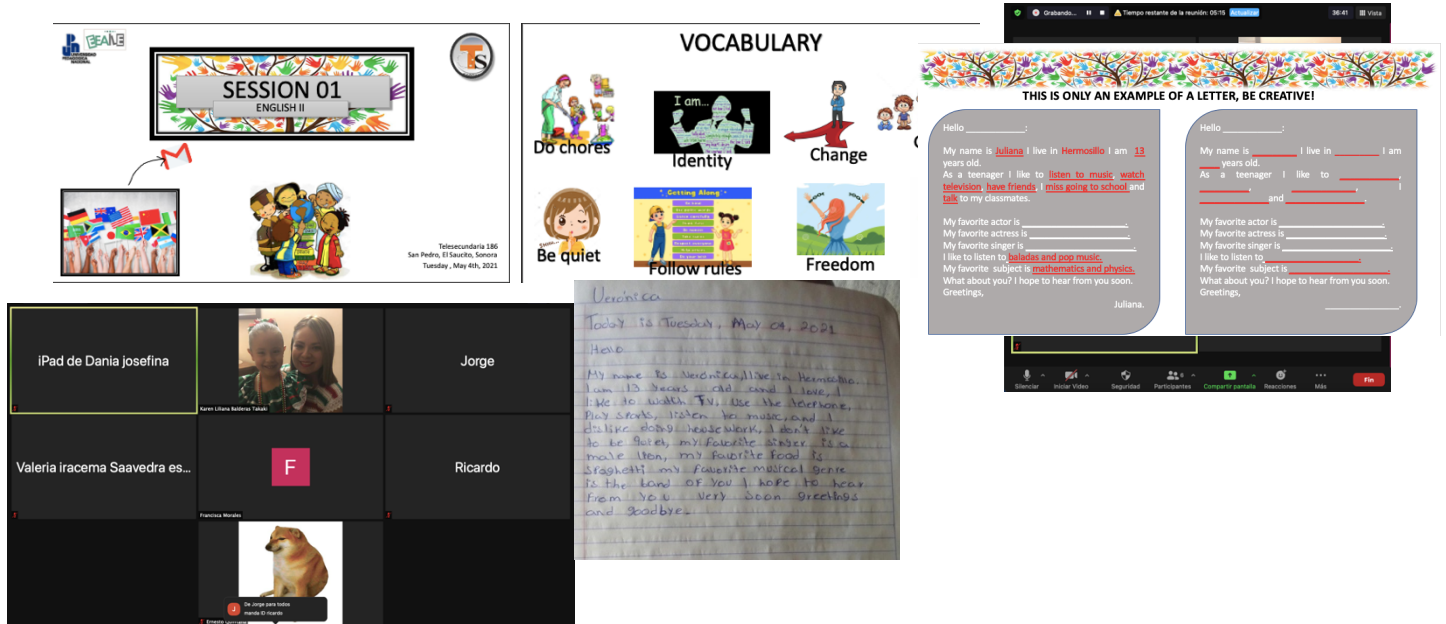
In order to assess this skill, a rubric was used and there were considered some recommendations from lesson 07, it was difficult to give assessment since they were not very participative from the moment they knew they were being recorded, but the teacher tried to analyze their performance and decide the level in the rubric.

#### Final Evaluation of the project.

As a final evaluation activity of this project, it was designed a “google form” questionnaire so there could be identified if the goals of this lesson plan were reached, also to know if the interculturality competencies were developed and enriched through the different activities.

## 2.04. Evidences of procedures.

Detailed images and photos about the lessons plan's development and procedures are included in the appendixes section, here are shown some of the most representable ones:



## 2.05. Evidences of designed assessment and evaluation tools.

The complete evidences about the rubrics and checklists, are in the appendixes section, here are some examples:

5.1 Rubric to evaluate: Session 01 "Reading"

	Expected 10 pts.	In process 8 pts.	Needs help 6 pts.
Pronunciation.	Student reads correctly every word of the text	Student has some errors reading the words of the text	Student rarely reads a word correctly or cannot read.
Fluency.	Student reads with good intonation and speed attending to punctuation marks.	Student reads sometimes with good intonation and speed attending to punctuation marks	Student does not read with a good intonation and does not attend punctuation marks in the text.
Comprehension.	Student shows comprehension of the text by solving the exercise correctly.	Student shows some understanding of the text, solves the exercise with little mistakes.	Student shows no understanding of the text and cannot solve the exercise.
Participation.	Student is active in the reading activity and is eager to participate by her/himself.	Student is eager to participate reading only when teacher ask her/him to do it.	Student refuses to participate in the reading activity.
Home practice	Student solved the exercise in mentimeter, correctly.	Student solved the exercise in mentimeter with and error and corrected.	Student did not understand the texts and could not solve the activity in mentimeter.

LISTENING ACTIVITIES AND "PRACTICE AT HOME". CHECK LIST			
Student's name:	Correct	Incorrect	Observations
1.- Activity 1: about circling the correct answer.			
2.- Activity 2: Select the correct answer from the word box.			
3.- Activity 3: order the sentences chronologically.			
4.- Activity 4: select the correct option about the summary of the lesson.			
5.- Activity 5 (asynchronous): true/false activity.			



SEMANA DEL 03 AL 07 DE MAYO DE 2021							
No.	NOMBRE COMPLETO	LUNES 3 MAYO		MARTES 4 MAYO	MIÉRCOLES 5 MAYO	JUEVES 6 MAYO	VIERNES 7 MAYO
		ESPAÑOL	MATEMÁTICAS	SESIÓN ZOOM	DÍA INHÁBIL	SESIÓN ZOOM	ARTES
1	AYALA GERMAN VANIA BERENCIE			carta ✓			
2	CHAVEZ ROBLES VERÓNICA					Investig España	
3	CÓRDOVA CORDOVA LUIS MANUEL			carta ✓			
4	CÓRDOVA MUNGARRO LIZANIA						
5	CORRALES FLORES AZUL JAZMIN						
6	FRANCO MORALES MELISSA SUJEY			carta ✓		Investig Brazil	
7	GRUALVA GERMAN REGINA			carta ✓			
8	MENDOZA MORALES JORGE ENRIQUE			carta ✓			
9	MOLINA CORRALES RICARDO GUADALUPE			carta ✓			
10	MORALES CORDOVA JESÚS ALONSO			Traducir a Inglés			
11	PADILLA VELASQUEZ MARCO EMMANUEL			carta ✓		investig Argentina	
12	QUINTANA JAIME JOSÉ ERNESTO			carta ✓			
13	ROJAS FRÍAS MARIA JOSÉ						
14	SAAVEDRA ESCARCEGA VALERIA IRACEMA			carta ✓			
15	SANDOVAL MARTINEZ CAMILA NICOLE						
16	TAVAREZ MUNGUÍA JOSÉ RAMÓN						
17	TRUJILLO JIMENEZ FRANCISCO HUMBERTO						
18	VALENZUELA CALLES FRANCISCO JAVIER			carta ✓	DÍA INHÁBIL		

In the future, some self-evaluation and peer evaluation could be included, those are also important and valuable tools to evaluate and have results about students' performance or learning process.

## 2.06 Video: performing and recording the activities.

As part of assignment 2b, it was required to record a video including some of the sessions from our lesson plan, containing the most important moments about the implementation and development of the activities.

The video was organized in sessions, each one includes the stages from the lesson plan (warm-up, presentation and practice), there were also highlighted some specific activities put into practice in the different moments of the sessions.

A link to the recorded video where important elements not only about the activities' development are shown but also key elements of the complete project is included in the appendixes section. Here is shown the script about video's content.

6.1 Script:	Minute
Entry.	00:04
Information cell.	00:12
1.- Session 01 "Reading"	00:24
a) Warm-up	00:28
b) Presentation	00:37
c) Practice	00:42
d) Asynchronous activity	02:15
2.- Session 02 "Writing"	02:29
a) Warm-up	02:33
b) Presentation	03:21

c) Practice	03:38
d) Asynchronous activity. Students' productions	03:45
3.- Session 03 "Listening"	04:16
a) Warm-up	04:20
b) Presentation	04:52
c) Practice	05:12
d) Asynchronous activity	07:28
4.- Session 04 "Speaking"	07:35
a) Warm-up	07:40
b) Presentation	07:51
c) Practice	08:44
d) Asynchronous activity	08:58
5.- Session 05 "Writing" Follow-up activity.	09:09
a) Warm-up	09:15
b) Presentation	09:29
c) Practice	09:31
d) Asynchronous activity	09:33
Tools for assessment	09:36
Conclusion and evaluation of the project	09:50

## 2.07 Critical analysis: what activities worked? Which ones not?

### What can be improved?

After the analysis about the activities' results, these were the most important findings:

Talking about participation it can be said, there were good results, not 100% of the students could work in a synchronous way but more than 50% did, favorable situation compared to the difficulties due to the pandemic.

Students had a better performance in writing and reading than in listening and speaking, this was also evidenced in the levels of participation. The activities where they needed to write answers had better results than those where students needed to give their contribution orally.

The presentation activity (session 04) for example it represented a challenge for them, some students sent messages asking to skip this activity because they felt shy, although the in working dynamic of the classroom are promoted values about respect to others, it is still

difficult for them to speak English, at the beginning of this school year in the diagnosis stage, students mentioned they did not work much with English in previous years, sometimes this can be because teachers do not have a solid knowledge base and decide to work other aspects. This situation can happen frequently in Telesecundaria where teacher is in charge of all subjects, sometimes they decide to work more with subjects they have more domain.

It is indeed necessary to develop more speaking activities where students identify the need to work this skill not only to obtain a grade but as communicative need, also it is necessary to continue working about acceptance and respect with students so they can feel secure and comfortable whenever they participate.

When students are aware about the aspects that will be evaluated, they try to organize their work and show a better performance in the activities. When teacher gave them feedback in the first session, she showed the rubric and checklist and noticed that some of them were more interested about accomplishing all the elements included in the instruments as well as with the aspects in the checklist, so in the next sessions teacher shared with them the aspects she was going to assess and evaluate.

There were better results giving informal assessment, even though students are teenagers, they showed excitement and motivation when some support messages and stickers as part of extrinsic motivation were given. Since the communication is through the parents, they were aware whenever a sticker congratulating their effort is sent, or messages about their performance or inviting to finish and send some pending activities.

The results obtained, although they were not all good, still results and can help to redirect the teaching practice, approach or strategy. This is the enriching thing about developing evaluation activities, and these types of projects: to use the results, improve teaching and learning. In further sessions, and based on the implementation's results, there can be a reshaping of the activities considered in this project, in order to offer more focused and specific tasks.

## 3. CHAPTER 3: Experience Report.

### 3.01 Challenges.

First of all, it must be said that there were some difficulties during the sessions, one of them was the fact that the teacher ended-up working with a small group of students, some could not connect to zoom classes because they did not have credit on their cellphones or technological devices so there were some adjustments that had to be done.

Some more challenges were that permission to develop the sessions and record them needed to be asked to school's principal, fortunately she was very comprehensive and supportive, the only aspect she asked was to maintain the student's camera off, this to respect their right to privacy contented in the 5th article of the "*Ley General de los Derechos de las Niñas, Niños y Adolescentes*"<sup>49</sup>. To make parents feel comfortable about the activity and the recording situation I also invited my principal and any parent who wanted to connect to the Zoom sessions.

Also, another difficulty was the fact that once they realized they were being recorded, it made them feel a little nervous and the participation was not as usual since they were trying to speak only English and to do it correctly.

Finally, one more challenge is the fact that students learn in different ways, each one has its own and particular learning style and it can be difficult to try to respect each one of them, in this lesson plan there was more about visual, verbal and aural, leaving a little out physical or kinesthetic, it is a compromise to include this if the pandemic situation continues the next months in order to respect and include all students characteristics, and with even a greater reason once we are working face to face.

---

<sup>49</sup> CNDH. Derechos de las niñas, niños y adolescentes. Retrieved from: <https://www.cndh.org.mx/derechos-humanos/derechos-de-las-ninas-ninos-y-adolescentes>

### **3.02 Analysis.**

Analyzing the learning objectives of the plan, it is important to mention that the majority of the students had the opportunity to listen, exchange and gave personal information such as likes and dislikes as well as some aspects about the teenager stage they are in. Not all of the goals were reached, it is difficult to work in this dynamic, students are used to work face to face and the situation about inequality to access to sessions or materials caused some negative results to have in mind for futures activities.

During the warm-up or activating schemata stage, they could understand in general terms, main ideas and some details seen in every session. At some moments it was a little difficult also for them to understand the vocabulary or some instructions because their teacher spoke only English to them, instead of giving some clues in Spanish as it is sometimes done when it is identified the situation where a concept is unclear or complex; instead of doing that the intention was to give diverse examples so they could have a clearer idea about the vocabulary or explanations.

They also had the opportunity to listen and reflect about conversations or personal experiences in the different videos included as authentic material, they had the opportunity to learn aspects about other teenagers and about other cultures, compare them with their own, identify similarities or differences and most important learn that we must show respect toward others' ways of understanding the world and their different cultural manifestations.

Analyzing the students' participation it can be considered that the project was well accepted by the majority of the students, since it was about content of their interest, also the e-mail exchange activity was a positive aspect, they were very motivated about getting to know other teens from a place that probably they have never been to.

When they received the answer to their letter, they were very interested about writing back, they were motivated and enjoyed the activity: a real life situation where they had to use what they knew about English, and also put into practice some new aspects in order to accomplish this tasks.

When they read the letters, they could identify some similarities but also some differences with the students from Navojoa, there, teacher took advantage to reinforce the ideas about respecting and acknowledging others.

Talking about the results, the objectives were selected based on the expected outcomes of the program “Aprendizajes Clave” as the lesson plan stated, the activities’ expectations were higher than the results of the class implementation. There were different variables that caused this, the main variable was the situation about COVID-19 which affected enormously the educative aspect.

Also, there was the fact that the teaching conditions were not the best to develop integrated skills, since the main way to maintain communication were limited and in order to implement the project, there had to be an agreement with parents to have a more close-to reality activity.

Although there were three students who had very good participation and worked very good in the activities there are still some improvement aspects that need to be considered with them. Also, it will be considered to design a strategy to work on the findings obtained.

The results showed that the majority of the students are at the “in process” level, this led to identified those who are in the “needs help” level and some strategies will be designed to implement during these last months of the school year. This shows that they have previous knowledges about English but not enough to reach the expected outcomes of second grade in an acceptable level, based on this situation there is the teacher’s commitment to reshape some activities in order to be more focused about the elements that students need to work on.

Since students are in a lower level teacher will also need to make adjustments to the activities proposed in the textbook in order for students to solve exercises and tasks. Teacher can focus on specific aspects, one of them definitely would be speaking and writing where students need to elaborate productions.

Summarizing, the expectations were higher than the obtained results, on one side because of the pandemic situation, and on the other because the teacher needed to consider in a deeper way all the students' context that affects the educational performance.

Also, it is needed to work in a more systematic way, starting with a better diagnosis of the group and student. The social context was very diverse among students, but in a similar situation it will be important to develop a deeper analysis about it in order to have a better designed lesson plan.

#### **4. CHAPTER 4: Conclusions.**

As a reflection point, there was identified a difficult situation to think about, based on the context of this project and that is happening in various schools, there are not always English teachers with a solid formation about teaching and learning English. Starting with the author of this document, who is in this situation as well as my school colleagues, who try to do the best they can but not what should be done, that situation causes many difficulties because there is not a systematic work or continuation about second language acquisition process.

Since the very beginning of this specialization, there was always much information to analyze and learn but there were also spaces to do so, as they were the videoconferences with the guidance of our tutor who was always there to solve doubts, guide and help throughout these months.

Talking specifically about the acquired knowledge during the specialization it must be said that teaching can be difficult sometimes because being a teacher is a challenge, students and their families, authorities and society in general have the highest expectations about us. They expect that we finish our program on time, have the best results and solve any problem that comes into the classroom, probably we would not be able to reach such high standards, but we must focus on doing our job the best of our abilities.

Module 2 and the recommendations about the language skills helped enormously because the information about each skill was very specific about the processes and approaches about how to develop them and even how to assess or test our students' performance.

About reading, there can be identified many aspects that definitely will help in the daily job of teaching such as the fundamentals of reading: bottom-up, top-down and the interactive approaches, concepts such as the schema theory that are very important to consider when designing our lesson plans and working with the curriculum.

Secondly, about writing, there were learned some approaches and definitions of this process and the opportunity to identify the most often assessed elements as well as some tips for developing this skill.



About listening, now it is known that there are specific ways to process sound and meaning, components that integrate the listening comprehension process, that there can be identified the stages of student listening and how a student goes through this process<sup>50</sup>, starting with the recognition of the target language and ending with what is defined as true listening.

Finally, about speaking it was learned that it can be defined as *“the ability to speak confidently and fluently to communicate effectively”*<sup>51</sup>. since most of our communicative acts happen orally it is very important to develop this skill and help our students to understand but also to be understood.

It was analyzed the concept about fluency, accuracy, pronunciation, and one more concept: Intelligibility which can be defined as *“the technical term for understandability of speech sounds and words*. There was also the chance to review some recommendations about what activities implement in class: manipulative (choral repetitions, reading aloud, substitution drills) and communicative (brainstorming, role-plays and storytelling).

Module 3, the last in the specialization, also had many new aspects to learn that were very useful to consolidate what we previously reviewed and learned, with the concepts about assessment and testing, validity and reliability, the recommendations about the use of portfolios, and the specifications about assessing speaking, writing, vocabulary and grammar.

In conclusion, it must be said that before being a part of this program, teaching was developed based on the idea that I had about how to be an English teacher, the way I learned the language had influence on myself and I was working in a way that it was not the best. Now after this specialization there is a solid knowledge about processes, theories and approaches, and more effective activities to offer to my students.

These were only some of the learnings and opportunities to reflect about the teaching practice along the program. Every Module was a great opportunity to foster and improve our intervention as teachers because it spanned theories, approaches, concepts, all language skills, and many recommendations which are the central part of teaching a language.

---

<sup>50</sup> The Stages of Students Listening. UPN Specialization in English Language Learning and Teaching, Lesson 8, Unit 3, Module 2.

<sup>51</sup> Speaking skills. Retrieved from <https://www.twinkl.es/teaching-wiki/speaking-skills>

Once it started to do some practicing activities to apply what had been read and seen in the different modules, everything that was being analyzed started to feel reachable, and easy to develop with students, concepts, all theories, approaches and strategies started to feel materialized and at our possibilities. It was also of great value, the support of classmates, learning was enriching with their opinions, contributions and the collaborative activities that were developed.

My way of understanding and conceiving language teaching and learning has changed enormously, now I know it is a process and that I can use different resources depending on student's characteristics and needs.

My Methodology has evolved and improves into a systematic one, learning from my students, taking into account their characteristics and needs as a starting point and reference for my intervention and lesson plans. Considering different approaches, methods and techniques in benefit of my students maximum learning, taking into consideration different evaluation tools depending on what skill I am trying to evaluate or assess, and recovering the results and information to take different decisions and redirect my teaching.

In terms of the observation I value this investigation technique as one that can give me information about my students learning processes, their attitudes, manifestations and performance, giving me the opportunity to supervise, assess, intervene and give feedback in the correct moments in order to build significant learnings.

Talking about the final project, after implementing and assessing the lesson plan I consider the designing stage was a challenge, because although I was aware that there were some limitations to work under this distance modality, I was not 100 % sure that the activities were going to work as planned.

To minimize uncertainty, I tried to include aspects that I knew about my students, their previous knowledges, interesting topics, strengths, weaknesses, their level of proficiency, etc. and in order to have the best conditions to develop my sessions I got in touch with every parent in order to agree about the most suitable time to have our zoom classes and make commitments.

Making and analysis I consider that just as it happens in the classroom, although it is important to have a well-designed lesson plan, it is also important to have in mind some considerations or adjustments to solve any difficulty we may face in the developing stage.

During the designing stage I had to considered several elements: I had to start my lesson planning based on the objectives I was trying to reach, connect them with the most suitable expected learnings from the English Program I use, make sure they matched the title I had selected for my lesson plan and the grammar structures I was going to work on, design enough sessions and activities in order reach my goals, etc.

Selecting the best materials that can help my students to accomplish the tasks and develop the expected learnings was also important, also understanding that we as teachers are also part of the helping learning resources students have through the different roles we play during the classes. We need to be eclectic when selecting not only materials but also different types of activities to diversify learning and to make our classes more interesting.

The selecting material stage was even more complex with the videos to expose students to authentic materials and different speeches because I had to look for videos related to the objectives I had set in my lesson plan, then I had to download the video and edit it so students would watch only the parts needed to develop the activities, I must say that preparation and designing stage can be tired and difficult sometimes, but it is necessary if we want to offer our students with diverse materials.

About the developing of the activities, as I mentioned I had to make some adjustments so that more students could have the opportunity to work with the sessions. In those cases, not all the learning objectives were reached since they were thought to work in both synchronous and asynchronous activities, but I tried to “rescue” the more I could.

Finally, I must confess that after analyzing these Modules, and materials in the specialization, I realized many “don'ts” I was doing in my attempt to work with this subject. It is true that we can look for different materials, help from our colleagues even online resources or books, but nothing would compare to the knowledge that I have obtained through these months, the experience and recommendations from my tutor.

In a meeting with my colleagues I had the opportunity to share, in general terms what I had been working on, they were very interested about working with some activities like the ones I described as a way to motivate students about learning English. It is a real situation that as Telesecundaria teachers, we are not required to have mastery in English, this situation causes that even we as teachers transmit disinterest and apathy or in the worst cases that we are teaching erroneously, this can have a negative effect on the short and long term of the scholar life of our students.

As any other profession, we must understand that we need to look for constant update and training in our expertise area, in the teaching scenario this should be a constant since we work with human resources and we impact and affect lives.

One of the ideas that were read in this program and that have come along with me and have strengthened through this program is the idea about being agents of change, *“Education is the most powerful weapon which you can use to change the world.” Nelson Mandela*. It is clear that the teaching job is not only what happens inside the physical space called classroom or is not only comply with an educative program, teacher go beyond that, and those who give their extra effort are the ones who help students to make a favorable change in the short or long term.

In the words of Steve Irwin. *“I believe that education is all about being excited about something. Seeing passion and enthusiasm helps push an educational message”*. We teacher must be in the constant seek of better intervention and ways to do our job according to our students´ needs, also we need to be professionals when we teach, we need to master what we teach, investigate, do research and look for courses that help us achieve that. The way we teach and the quality of what we teach can have an enormous and positive impact in our students.

## 5. REFERENCES.

Accuracy. Retrieved from: <https://www.teachingenglish.org.uk/article/accuracy>

Analytic Rubric. UPN Specialization in English Language Learning and Teaching Unit 2b, Lesson 07, Module 3.

Burnham, John. (1992). Approach-method-technique: Making distinctions and creating connections.

Cambridge dictionary. Identity. Retrieved from <https://dictionary.cambridge.org/es/diccionario/ingles/identity>

Compensatory strategies. Speaking in a second language: compensator strategies. UPN.

CNDH. Derechos de las niñas, niños y adolescentes. Retrieved from: <https://www.cndh.org.mx/derechos-humanos/derechos-de-las-ninas-ninos-y-adolescentes>

Different approaches. UPN Specialization in English Language Learning and Teaching, Lesson 12, Unit 4, Module 2.

Formative and Summative Evaluation. UPN, Unit 2b, Lesson 08, Module 3.

Fundamentals of reading. UPN Specialization in English Language Learning and Teaching, Lesson 01, Unit 1, Module 2.

Grammar. UPN Specialization in English Language Learning and Teaching Unit 2b, Lesson 08, Module 3.

Hyland, K. (2002). *Second Language Writing. Chapter 1, Writing and Teaching Writing.* (pp. 1-30). City University of Hong Kong. Cambridge University Press. Cited by UPN Specialization in English Language Learning and Teaching, Lesson 04, Unit 2, Module 2.

Informal and Formal Assessment. UPN, Unit 2b, Lesson 09, Module 3. Adapted from McKay, P. (2006). *Assessing young language learners.* Cambridge, UK: Cambridge University Press.

International or Global Language. UPN, lesson 1, Unit 1, Module 3. Specialization in English Language Learning and Teaching.

Krashen, S. (1981). *Second Language Acquisition and Second Language Learning.* University of Southern California, p. 20-21, 30.

Language learning vs language acquisition. Retrieved from: [https://link.springer.com/chapter/10.1007/978-3-319-05293-9\\_3](https://link.springer.com/chapter/10.1007/978-3-319-05293-9_3)

Larsen-Freeman Diane & Anderson Marti (2011). *Teaching & Principles in Language Teaching*. Oxford University Press, p. 32.

Larsen-Freeman Diane & Anderson Marti (2011). *Teaching & Principles in Language Teaching*. Oxford University Press, p. 172.

Larsen-Freeman Diane & Anderson Marti (2011). *Teaching & Principles in Language Teaching*. Oxford University Press, p. 192.

Littlewood (cited in Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press, pp. 67-69). Cited by UPN, Lesson 11, Unit 4, module 2.

Module 3 final Project. UPN Specialization Program.

Nueva Escuela Mexicana. Retrieved from <https://dfa.edomex.gob.mx/sites/dfa.edomex.gob.mx/files/files/NEM%20principios%20y%20orientacio%C3%ADn%20pedago%C3%ADgica.pdf>

O'Malley, J. Michael & Valdez Pierce, Lorraine (1996). Authentic assessment for English language learners: Practical approaches for teachers. In Natalie Kuhlman (Ed.) *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

Reflection moment M2-9.3.1. 9.3 Technology and listening. UPN Specialization in English Language Learning and Teaching, Lesson 9, Unit 3, Module 2.

Richards, J.C. and Lokhart, C. (1996) *Reflective Teaching in Second Language Classroom*. Cambridge University Press. P. 145-6 cited by UPN Specialization in English Language Learning and Teaching Lesson 12.

Selection of authentic materials. UPN Specialization in English Language Learning and Teaching, Lesson 9, Unit 3, Module 2.

Speaking skills. Retrieved from <https://www.twinkl.es/teaching-wiki/speaking-skills>

Standardized Formats for Testing Reading. UPN Unit 2b, Lesson 07, Module 3.

Teaching English. Communicative approach. Retrieved from: <https://www.teachingenglish.org.uk/article/communicative-approach>

The Controlled-Free Practice Cline (Drills, Semi-Guided, and Free Production Activities in the Classroom) Manipulative vs. Communicative Activities/Techniques. UPN lesson 11, UNIT 4, Module 2.

The Role of Teachers in Education. Retrieved from <https://exceedcollege.com/blog/the-role-of-teachers-in-education/>

The speaker. UPN Specialization in English Language Learning and Teaching, Lesson 7, Unit 3, Module 2.

The Stages of Students Listening. UPN Specialization in English Language Learning and Teaching, Lesson 8, Unit 3, Module 2.

Third Culture in the Classroom. UPN. Lesson 03, Unit 1, Module 3. Specialization in English Language Learning and Teaching.

UPN. Specialization in English Language Learning and Teaching Lesson 12.2.1 How your knowledge base and belief system affect your role as a teacher. The impact of personality on teacher roles.

UPN. UNIT 2B, LESSON 07, MODULE 3. Taken from Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

UPN, unit 2b, lesson 07, module 3. Taken from Brown, H.D. (2004). *Language Assessment. Principles and Classroom Practices*. Longman. NY, pp 142-143).

UPN, Unit 2b, Lesson 08, Module 3. Adapted from Beck, I. L., McKeown, M. G. (2002). *Bringing words to life: robust vocabulary instruction*. New York: Guilford Press.

Using authentic material from the real world to teach English. Pearson English. Retrieved from <https://www.english.com/blog/authentic-material/>

What is interculturality. Euston. Retrieved from <https://www.euston96.com/en/interculturality/>

Willis, D. and Willis, J. *Doing task-based teaching*. Oxford: Oxford University Press, 2007.

Zakime, Andrea (2018). What is task-based learning? Retrieved from <https://www.whatiselt.com/single-post/2018/01/19/What-is-Task-based-learning>

## 6. APPENDIXES

In the next link there are included:

- 1.- Lesson plan
- 2.- Implemented materials.
- 3.- Evidences of procedures.
- 4.- Assessment/evaluation tools.
- 5.- Video.

LINK:

<https://drive.google.com/drive/folders/1iYdgw5auHqXg6QBkKv3V0ruhsGFQOOIZ?usp=sharing>