



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
DESARROLLO DE LA CONCIENCIA INTERCULTURAL
DESDE UN ENFOQUE PRAGMÁTICO**

TRABAJO RECEPCIONAL

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

PRESENTA:

PAULINA MONTELONGO GONZÁLEZ

ASESOR: GABRIELA RUIZ DE LA ROSA

México, Ciudad de México, a 22 de junio de 2020

SEP

SECRETARÍA DE
EDUCACIÓN PÚBLICA



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
DEVELOPMENT OF INTERCULTURAL AWARENESS
FROM A PRAGMATIC APPROACH**

PRESENTA:

PAULINA MONTELONGO GONZÁLEZ

ASESOR: GABRIELA RUIZ DE LA ROSA

México, Ciudad de México, a 22 de junio de 2020

INDEX

INTRODUCTION	2
1. PHILOSOPHY AND THEORY	3
1.01 Teaching identity and philosophy	
1.02 Theoretical Foundations	4
2. METHODOLOGY AND PRACTICE	11
2.01 Lesson plan	11
2.01.01 Context of the school	36
2.02 Assessment	37
2.02.01 Assessing reading	38
2.02.01.01 Materials	45
2.02.02 Assessing writing	46
2.02.02.01 Materials	48
2.02.03 Assessing speaking	49
2.02.03.01 Materials	50
2.02.04 Assessing listening	51
2.02.04.01 Materials	52
2.03 Evidence	53
2.04 Assessment Results	53
2.04.01 Reading	54
2.04.02 Writing	55
2.04.03 Speaking	56
2.04.04 Listening	57
2.05 Performing and recording activities	57
3. EXPERIENCE REPORT	57
4. CONCLUSIONS	58
5. REFERENCES	60

INTRODUCTION

Learning English language is essential today due to different processes that the Mexican society faces, such as migration or the interaction between countries in the political, economic and cultural spheres that have created the need to communicate in this language. This has motivated the Mexican government to include the teaching of this second language in public schools from an earlier age. In this context, the educational system proposes to help students understand the cultural diversity in Mexico and the world.

To provide students with the necessary tools to achieve this goal, it is essential to identify the role of language in the construction of knowledge and cultural values. The study on the acquisition of English as a second language has been developed during the XX and XXI centuries, fed by various sciences such as pedagogy, linguistics and psychology, which have served as a basis for the creation of theories, methods and techniques of teaching, learning and evaluation. These new ways of looking at second language learning have given it a multidisciplinary character.

The main objective of this proposal for educational intervention is for the students to obtain the necessary knowledge to understand and make use of the English language, strengthen their learning, promoting cultural diversity and respect for it, as well as promoting interculturality, through a pragmatic approach. Based on these considerations, the proposal is developed in a planning of five lessons of three sessions, making a total of 15 sessions that are covered in 15 hours.

Chapter 1 contains a general explanation on the approaches, theories, methods, and techniques that underlie the educational intervention presented. They are briefly described along with their relationship to the educational proposal.

This proposal is fully described in Chapter 2 detailing the objectives of each lesson from planning to evaluation. Evidence of the application and evaluation of said proposal is also provided. Teaching is a planned and systematic process. In this regard, the actions that take place within this process respond to the desire to achieve predefined objectives that mark the content, educational treatment, and evaluation. Chapter 3 shares the results obtained through this practice, and the observations made on the student's achievements and progress.

The final chapter refers to the conclusions drawn from the research carried out with the proposed intervention, and an overall evaluation of the whole project.

1. PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

From my student point of view, I remember my first contact with the English language as a time of great stress. I felt that I could not understand or learn the language; I changed courses and teachers, and I just find myself unable ... or at least felt that way. I was then studying for a degree in Tourism and therefore had to master a second language, so I decided to choose English. I continued my studies and finished my degree. I kept studying English but only improved my reading and writing skills; my listening and speaking did not achieve effective communication.

Soon after graduating I started working as a tourist guide, and then I discovered the pleasure that explaining and teaching something new gave me; I enjoyed talking about the culture of my country and making it known to foreigners. Thanks to this practice I managed to improve my skills in the English language, which I had not achieved in schools. Contact with foreign people gave me the practice I needed to perfect oral and listening skills.

Over time, my passion for explaining and my frustration at believing that I could not learn another language were the engine that drove me to make a very important decision for my personal and professional life: to become an English teacher. This event was motivational because I had managed to teach one of the subjects that were most difficult for me.

As teachers, we must always be eager to learn new things and improve or perfect the knowledge already acquired; get constantly updated to better understand how the world is changing. I understood this over time: when I was young I visualized a world that today is not how I thought it would be, everything is in constant change and as teachers, we must have flexibility and adaptability to respond to it, so that the education we provide to the students is really meaningful and useful for their lives and for society.

When teaching a second language, I intend not only to provide the students with technical knowledge of the language they are learning (syntax, grammar, etc.), I introduce them to the

language diversity, help them understand human diversity through the cultural field, and thus be more tolerant, and how to act regarding language in different environments. I also seek to make them aware of their surroundings, to promote reflection, creativity, autonomy and the development of their critical thinking through activities that raise internal questions and promote new interests; I aim to drive them to be co-responsible for their learning, valuing the consequences of their actions and apply what they have learned in different and new ways.

I understand that education is a permanent intellectual and sociocultural process focused on the integral formation of individuals, which requires constant updating, adaptability to the needs of society and the world.

1.02 THEORETICAL FOUNDATIONS

In order to develop the program contents for the school cycle, several theories, methods and techniques were considered, starting with pedagogical theories, such as thought structures formed by values, beliefs, and assumptions that allow the teacher to interpret situations, conceptualize the student's experience, systematize it, investigate it, and transform it.

One of such theories are Vygotsky's postulates, that lead to ponder on how to achieve learning success through interactions with the environment, and how the experiences brought by an individual to educational situations are affected by the results. He stresses the importance of the environment, so that students respond appropriately to stimuli: the classroom is essential to achieve the lesson objectives. Respect, motivation and self-esteem must be constantly worked in each class, talking to the students in a way that helps them to focus their efforts in achieving their objectives, showing them that they are capable of accomplish them and capable of helping others; it is important to carefully prepare such interventions, as the student might feel debased with them, instead of elevated.

Vygotsky also explains human thought in new ways, considering that the social environment is crucial for learning, as the phenomenon of social activity helps explain changes in consciousness, unifying behavior and mind. The domain of the external process of transmission of thought and cultural elaborations through symbols such as language, numbering and writing is integrated as a fundamental component of language development. Once these symbols are mastered, the individual's thoughts and actions begin to be regulated. An important concept of Vygotsky's theory

(1978) is the zone of proximal development, emphasizing that those who know more or are more skillful share their knowledge and skills with those who know less; this is the reason why spaces inside the classroom to work in groups or in pairs and thus, promoting learning, are permanently provided.

For this project, Jean Piaget's contributions to the field are also considered. He focuses on the processes that cause the appearance and development of language (1. Perceive, 2. Memorize, 3. Categorize, 4. Generalize). It is considered an active association and a construction process where, in first instance, the student is exposed to a certain amount of information but cannot perceive some parts of it. It is with practice and experience that the student becomes able to process the information. He then achieves the ability to distinguish patterns, use them, and apply them to similar situations.

Cognitive constructivism is a subfield of psychology related to the development of thought processes in humans. In this area, Piaget stated fundamental principles about the stages of development and learning through action (Piaget, 1952).

Theorists like Piaget (1954) and Bruner (1960) also proposed that individuals build knowledge from within, contributing to the process by incorporating their personal experience. Constructivist instruction tends to be social and exploratory, sometimes without clearly defined results, often taking advantage of critical thinking activities, peer review and / or collaborative projects. Such type of instruction is considered throughout the lesson plan: each session starts with questions related to the student's environment which are intended to stimulate his imagination; the activities are designed to work in groups, in pairs and individually. For the assessment process, encouraging self-evaluation is promoted, in order to promote cognitive processes.

Pragmatism is focused on linking practice with theory, aiming to achieve learning through activities and through experience; it proposes that life is a constant solution to problems and cognitive function is at the service of the student's will, to be put into practice. Dewey (1900), developed this theoretical approach. His educational proposal was based on the concept of learning by doing. This theory claims that the ideas only matter to the extent that they serve as an instrument for solving real problems.

His pedagogy projects the positive assessment of learning by discovery, and it stimulates students to explore. It promotes the incorporation between learning through manipulable objects and visits

to museums, attending to the results of empirical studies on children's learning, development and motivation, as well as the inclusion of media and activities for the students to work individually or in groups.

Language theories are also considered a fundamental part of lesson development. Ferdinand de Saussure's theory states that language is a system of signs or a structure. It proposes to describe the structure and functioning of linguistic systems, formulating a series of binary dichotomies: Language / Speech, Diachrony / Synchrony, Significant / Meaning. Language is analyzed synchronously based on the signifier. Linguistics allow to think over the language of the student, identify components of such language, its structure, its levels, its units and its functions, as in knowing-doing with the language, that is, having the skills and resources to communicate orally and written, and be able to deal with the understanding of a written text in a meaningful way.

Language is the system through which we communicate and express our ideas and feelings, whether through speech, writing or other conventional signs; the development of pragmatics in children supports the language learning. This area of language science focuses on how context influences the interpretation of meaning. Lucas (1980) analyzes the possible situations that could cause interruptions in pragmatic knowledge, with notable effects on the development of general communication. He points out that children can fail to develop rules, to establish a desire or to find motivation in trying to express themselves linguistically; they need to communicate with someone who listens; and / or be able to participate in the active process. Lack of any of these areas, at any level, could cause a development gap and consequently, a communication failure.

Chomsky (1986), on the other hand, states that grammar is innate in babies, the structure of language is present in their genetic set and they only need to develop it. This means that language is tacitly acquired; children do not need to analyze language in a metalinguistic way. The need to communicate is inherent to the human being, therefore, the brain will adapt to the new requirements. Activities such as listening to songs and exploring picture books were considered to create associations in the students and promote language development.

The acquisition of a second language is multifactorial, there are many elements involved. A main factor is to understand the normal development of communication. Johnston (1988) emphasizes that, during these years of communication learning, children progress through a series of hierarchical developments. To understand children with language problems, the professional must have a deep understanding of normal language development. Another factor is the nature of what

is being learned, beyond the repetition of what students are hearing, with the possibility of using it at future time; but if it is outside the student's needs, he will not use it at all. For language functions (message transmission), verbal communication requires productivity, that is, the ability to create an infinite number of expressions that the speaker had never heard before. Students are expected to develop their language productivity, as suggested in the lesson plan described in chapter 2.

Chomsky's (1959) references point out that it is not possible to obtain direct experience from an abstraction, as these must arise from the child's mental activity while listening to what is said. Thus, discourse is also part of acquisition, the way language is used and how it is socialized, according to Dijk (1997). In situations of a social nature, discourse identifies three main dimensions: the use of language, the communication of beliefs (cognition) and interaction in social situations. All these aspects influencing second language acquisition should be integrated as a recipe. Today, communication needs have changed, ways of learning, social contexts, accessibility to information, use and management. Dijk points out that discourse is chosen as action and interaction, so texts and conversation emerge as a complicated order of different acts. Therefore, through the activities proposed by the lesson plan, the students must learn to create their own discourses, and learn how to interact with their classmate's discourses, thus developing self-awareness and tolerance.

To achieve an intercultural education the students must work on their communicative competence, and they should be led effectively and appropriately to an ideal behavior, within a national and an international speaking community. This implies following a set of rules that includes both grammar and other levels of linguistic description (lexicon, phonetics, semantics), and the rules of language use, related to the socio-historical and cultural context in which communication takes place. Hymes proposes that communicative competence is related to knowing "when to speak, when not and what to speak about, with whom, when, where and in what way"; that is, such competence is about the ability to form statements that are not only grammatically correct but also socially appropriate. His study of language in society, refers as a first approximation to such definition and goal, *The Means of Speech in Human Communities, And Their Meanings for Those Who Use Them. Means of Speech*, first as objects of description, for identification and analysis: a broader conception that, in part, crosses the common categories of "language" and "dialect", and that pays attention to speech varieties, styles, levels, genres, fields, repertoires, routines, acts and events. *Speech Means*, second, as objects of explanation, regarding their origins, development and disuse, as part of the maintenance and transformation of sociocultural orders. *Its Meanings*, because the relevance in the

sociolinguistic description, as in the ordinary linguistic description, implies covariance of meaning and of form, a sociolinguistic commutation test, so to speak, sociolinguistic signs where the ordinary linguistic characteristics enter on one side, and the social meanings on the other. *Its Meanings*, because the questions of function are fundamental for sociolinguistic research, both for its empirical validity and for its social responsibility (Hymes, 2010).

Intercultural learning requires working with experiential learning. Kolb's approach establishes the idea of the experiential learning cycle as going in circles from concrete experience to observation, and then ponder over that experience. The student must find himself in new and unknown situations, to experience a wide range of emotions, thus, learning from and with people from other cultures becomes necessary. During the sessions, the student learns through videos how these cultures are manifested, focusing in one of their universal symbols such as greeting. Kolb argues that for the cycle to be effective, learning activities must involve the cognitive, affective, and behavioral dimensions of the learning process.

The development of SLA methodologies led to research on how students actually produce the language, as well as the context in which they learn, instead of simply focusing on the description of the languages of origin and destination; this idea represents an important change in SLA theorizing. Krashen (1985) developed his Input Hypothesis, arguing that all learners, in order to acquire a L2, need to be exposed to comprehensible input just beyond their current developmental level ($i+1$). This is one of the basic ideas that drives all lesson planning: giving the students materials that push them just above their current level and make it easier by working in pairs.

The first lesson was designed in accordance with Goodman's Reading Schema Theory, where reading is considered to be a selective process, involving the partial use of the minimum available language cues selected from perceptual input based on the reader's expectations. Thus, the first lesson will activate the student's schemes through images and questions that are then complemented with videos that help him to understand the content to be addressed. The chosen strategy is to work the first lessons with a group of selected words that summarize the content of the lesson and the purpose of the knowledge, and the following lessons work on the usefulness and importance of each word.

McCormick's proposal on the interactive reading model combines the two models, the top-down and bottom-up; this is the one that is considered to be the most appropriate to work with the

specific group of students chosen for this investigation. In the first lesson, the students receive the vocabulary, only words, to be identified, then they use them in broader readings that start with expectations and ideas about the text, depending on its title, format, and style. They later begin to look for words that corroborate or refute these expectations, which allows them to become familiar with the content of the text.

To promote the writing process, the activities focused on strengthening micro-skills such as producing graphemes and spelling patterns in English, writing with efficient speed and producing an acceptable number of words, using appropriate word order patterns, using acceptable grammatical systems and expressing particular meaning in different grammatical forms. Such activities are intended to create ideas about meaning and to help L2 students to express ideas through the use of resources such as mimicry, reality or visual aids: naming and describing objects and actions, modeling interactions with gestures and body language, with songs, videos about other people and their experiences.

Prieto (1999) proposes a pedagogy of meaning that focuses on communication, as a fundamental part of the human relationships. Communication goes beyond grammatical knowledge: it involves of course words, but also body gestures, sounds and images. Thinking of this, the following points were considered in the planning:

1. Exercises of the quality of human being when the students interact, looks, gestures, words.
2. Body expression when communicating.
3. Exercises that promote interaction and relationship.
4. Communicate for pleasure: jokes, sing, play on words.
6. The exercises generate an intention.
7. They support the students in creating their own thoughts, ideas and language.
8. Developing empathy.
9. Understand different cultures.
10. Create a sense of identity.
11. Use of drawings, since they contain a lot of information about an idea, situation or a simple word; when children draw, they activate their memory and their sense of meaning.

The above-mentioned approaches and theories were also considered for assessing the planned activities, as they allow the collection and analysis of relevant information that can be used to plan future lessons.

Wiggins (1989) stipulates that an authentic assignment is one that involves the application of what students have learned to a new situation, and this determines which information and skills are pertinent and how they should be used and assessed. Also, he considers an authentic assignment has to be realistic, which requires teacher's judgment and innovation. According to this, the student's ability to efficiently and effectively use a repertoire of knowledge, and skills to realize a task completely, are assessed. It is required for the student to "do" the task to allow appropriate opportunities to rehearse, practice, review resources and get feedback to refine his performances and products.

Discrete point tests are built assuming that the language can be broken down into its component parts, and those parts can be successfully tested (listening, speaking, reading, writing, and various language units of phonology, discourse, morphology, lexicon, and syntax). Discrete point test seeks to isolate one aspect of language proficiency for examination of learner's knowledge. Examples of discrete point test items in language tests include multiple-choice, true/false, fill in the blank, and spelling.

According to the cognitive level of the students, it is expected to strengthen the micro-skills of the writing and reading processes, based on the lesson plan presented in Chapter 2. It focuses first on introducing a context from which some keywords have been selected, in order to help the student to understand it. Later, to reinforce the words, they are linked to images, aiming to strengthen the meaning of the learned word. The proposed assessment approach allows recording the information necessary to evaluate the evolution of these skills.

Communicative language tests focus on the use of authentic materials and activities based on predictions of language use incorporating communicative principles. Among the fundamental principles of language testing, is the need for correspondence between language test performance and language use; test performance must correspond in demonstrable ways to language use in a non-test situation. This direct and holistic style of testing seeks to measure various types of adequacy regarding social, cultural, and pragmatic rules. The student is evaluated from the focus of the language tasks he manages to do; according to his level the activities are designed to introduce

him and familiarize him with the second language, its use, and the cultural and social contexts in which it is presented.

These approaches were considered in order to favor the construction of meaning beyond the sentences, and to level and form a coherent mental representation of a text. The simultaneous and integrative application of vocabulary knowledge, general world knowledge, and discourse competence are also required.

2. METHODOLOGY AND PRACTICE

2.01 LESSON PLAN

Considering the National English Program in Mexico City for the corresponding grade, the content of the selected topic, and the actual situation of the of students, this learning situation is developed seeking to achieve a positive impact on the inclusion of students, keeping in mind the characteristics of the group regarding ways of learning, interests and styles. Five lessons were designed aiming to work with the four language skills (Reading, Writing, Speaking, Listening).

The selected strategies respond to the development and learning characteristics of the students, in addition to allowing them to reflect, contrast, analyze and discuss their ideas, knowing their environment and that of other cultures.

2.01.01 CONTEXT OF THE SCHOOL.

The elementary school U.R.S.S. is located between two main avenues: Periferico and Zaragoza, which allows easy access. The community has water, electricity, various businesses, a shopping plaza and cybercafes. Its inhabitants belong to the low, medium-low, and medium socioeconomic levels.

The school has all the required utilities as well: water, electricity, telephone, internet, public lighting, drainage, and garbage collection. It has a library, a toy library, an ICT classroom, a dance classroom, UDEEI service, three patios and 12 classrooms for the groups (two groups per grade).



On one side of the building there is a preschool attended by most of the students who enter this school and have English classes, so the majority of the elementary groups are familiar with the English language.



There are two second grade groups, 30 students per group. The students of second grade generally develop their learning processes considering the visual, kinesthetic, and auditory, show interest in new topics and motivate with collaborative work.

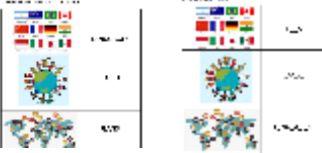
The environment, in general, is respectful, but whenever there are cases of indiscipline, they are reviewed in coordination with all the teachers, principals, UDEEI and parents so that the community can provide solutions. Based on the characteristics of the group, activities that promote teamwork are planned, jointly and clearly establishing the rules of coexistence for the development of such teams and the relationship between classmates.

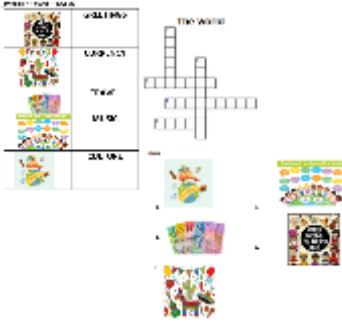
For the development of the activities, visual and technological resources are available to perform them, always in accordance with the learning objective and skills to be promoted.

LESSON 1				
Teacher's name: Paulina Montelongo González.			Educational stage: Primary 2 nd grade.	
Title:	Share information through graphic resources	Communicative skill considered:	Vocabulary	
Learning objective of the plan:	Students explore vocabulary Identify vocabulary and topic	Functions:	Information processing. Record basic information about a geography topic with the support graphical resources.	
Main grammar structures:	Present simple tense	Other grammar structures:	None.	
Contents required for the lessons.	Explore illustrated maps with specific information about the Americas. Identify graphic and textual components. Point out information about countries.			
Brief description of the plan.	Students explore vocabulary through word games as crosswords, find a word and worksheets. Vocabulary: map, world, continent, region, country, city, people, language, flag, culture, travel, currency, greetings, culture, music.			
Session	Teacher's Activities	Students' Activities	Time	Interaction
1	Beginning The teacher shows a map of the world, explores the schemata of the students with questions: What is it? What information does a map give us?	The students look at the map The students could identify the map and what is it for.	15 mn	Group

	<p>How is the world divided?</p> <p>Do you use maps?</p> <p>Do you identify your country?</p> <p>The teacher writes their answers on the board</p>	<p>The students should discuss what information they know</p>		
Development	<p>The teacher divides the group into teams.</p> <p>Each team receives various types of maps, where they can see the world, the continents, the countries, the cities.</p> <p>The teacher asks the students what they can identify from the maps.</p> <p>The teacher writes their answers on the board. With her help, they write the information in English.</p> <p>From the answers obtained, the teacher identifies the vocabulary to be worked on (map, world, continent, region, country, city).</p>	<p>The students should discuss what information they know</p> 	20 mn	Team
Closure	<p>The teacher asks if they can identify the world, the continents, the countries.</p> <p>The teacher gives to each student a SEARCH A WORD with the vocabulary seen in class.</p>	<p>Students should point the answers.</p> 	15 – 20 mn	Individual

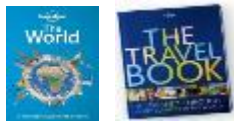

			<p>The students should look for the answers</p> 		
2	Beginning	<p>The teacher shows new maps of the world, with people and with flags.</p> <p>The teacher asks the students what they observe on the map.</p> <p>What do you see?</p> <p>What continents do you know?</p> <p>How many countries do you know?</p> <p>With her help they write their answers in English</p>	<p>The students should give their opinion.</p> 	15 mn	Group
	Development	<p>The teacher divides the group in teams, give the same maps and asks to students:</p> <p>Are people the same in all countries?</p> <p>What differences do you find?</p> <p>How can we identify a country?</p> <p>What do the flags represent?</p> <p>Do people speak the same language in all countries?</p>	<p>The students should discuss their answers.</p> <p>The students should listen the opinion from other teams.</p>	20 mn	Teams





		The teacher elicits responses from several students and with her help write the answer in English on the board.			
	Closure	The teacher gives two worksheets to the students, to work with the vocabulary.	<p>The students should answer the questions</p> 	15 – 20 mn	Individual
	Beginning	<p>The teacher asks to students about the topic they reviewed in previous classes .</p> <p>Do you know someone who is not from your country?</p> <p>Do you know someone who speaks another language?</p> <p>Do you know how people live in other countries?</p>	<p>The students share their opinions.</p> <p>The students should listen their partners' opinion.</p>	15 mn	Group
3	Development	<p>The teacher plays videos from a travel around the world, greetings, music, and cultures.</p> <p>Teacher asks for their opinion about. the videos they have seen.</p> <p>Would you like to travel the world?</p> <p>Would you like to know the countries and their culture?</p>	<p>The students watch the videos and share their opinions.</p>	20 – 30 mn	Group









<p style="text-align: center;">Closure</p>	<p>The teacher gives two worksheets to the students, to work with the vocabulary.</p>	<p>The students should answer the worksheets.</p> 	<p>15 mn</p>	<p>Individual</p>
<p>Link of the content</p>	<p>Make a SEARCH WORD : https://www.help-teaching.com/free-math-worksheet-game-generators.htm?do=wordpuzzle</p> <p>Video Travel around the world: https://www.youtube.com/watch?v=P7kyRww9XKg</p> <p>Video Greetings around the world: https://www.youtube.com/watch?v=NAvc-NLVo7U&t=19s</p> <p>Video Music around the world: https://www.youtube.com/watch?v=iNv6XvRJQS4</p> <p>Video cultures around the world: https://www.youtube.com/watch?v=hTxKv5n5M2Y</p> <p>Make a CROSS WORD: https://worksheets.theteacherscorner.net/</p>			

LESSON 2			
Teacher's name: Paulina Montelongo González.		Educational stage: Primary 2 nd grade.	
Title:	Share information through graphic resources	Communicative skill considered:	Reading
Learning objective of the plan:	Name countries and locate them on a map. Rewrite information about a country on a chart.	Functions:	Information processing.

			Record basic information about a geography topic with the support graphical resources.		
Main grammar structures:	Present simple tense	Other grammar structures:	None.		
Contents required for the lessons.	Identify topic and purpose. Explore books and maps with specific information about the Americas. Locate North, Central and South America. Point out data or information about countries. Write names of regions, countries and capitals of the Americas based on a model.				
Brief description of the plan.	The students explore illustrated maps and books of the American Continent looking for specific information (country, capital, flags). The students understand specific information.				
Session	Teacher's Activities	Students' Activities	Time	Interaction	
4	Beginning	The teacher brings a map of the American continent and a small toy plane. Teacher asks to students if they would like to travel the American continent. What would you like to know? Do you know which countries there are? What language do they speak? How are the people of that country? What currency do they use?	The students should share their opinions. The students watch the video.	15 mn	Group




		The teacher shows a video about a trip to the American continent.			
	Development	<p>The teacher divides the group in teams, brings books about the countries of the world.</p> <p>The teacher offers students opportunities to interact, explore and experiment with written language.</p>	<p>The students should explore books and maps, identify countries and regions of the American continent.</p> 	20 - 30 mn	Teams
	Closure	<p>The teacher explains the three parts in which the continent is divided: North, Central, South.</p> <p>The teacher gives a worksheet where they should work with the new vocabulary.</p>	<p>The students match the pictures with the word.</p> 	15 mn	Individual.
5	Beginning	<p>The teacher writes AMERICAS vertically on the board.</p> <p>The teacher shows an American continent map.</p> <p>The teacher brings a list of countries and capitals of American Continent.</p>	<p>The students should read and complete the acronym AMERICAS using countries' name.</p> <p>*EXAMPLE</p> <p>A RGENTINA M EXICO E CUADOR</p>	15 mn	Group




	The teacher explains that students should complete an acronym, using the information from the list.	<p>DOMINICAN R EPUBLIC</p> <p>HAITI</p> <p>CANADA</p> <p>ANTIGUA AND BARBUDA</p>																		
Development	<p>The teacher displays on the board an American continent map.</p> <p>The teacher divides the group in teams.</p> <p>The teacher gives a chart that must be completed by each student.</p> <p>The teacher brings to each team information about countries, flags, and capitals. (America)</p> <p>The teacher gives a map of North and Central America.</p>	<p>The students should complete the chart about countries: Names, flags, and capitals.</p> <p>*example</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Region</th> <th>Capital</th> <th>Flag</th> </tr> </thead> <tbody> <tr> <td>Canada</td> <td>North</td> <td>Ottawa</td> <td></td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>The students should write on the map the countries' name where correspond.</p> 	Country	Region	Capital	Flag	Canada	North	Ottawa		_____	_____	_____	_____	_____	_____	_____	_____	35 mn	Teams/Individual
Country	Region	Capital	Flag																	
Canada	North	Ottawa																		
_____	_____	_____	_____																	
_____	_____	_____	_____																	
Closure	<p>The teacher plays a video about North and Central America.</p> <p>The teacher reviews the chart.</p>	<p>The students watch a video about North and Central America, read and compare the information from the video with the chart.</p>	10 mn	Teams/Individual																
















6	Beginning	<p>The teacher shows flash cards about flags (North and Central America)</p> <p>The teacher asks: Where is the flag from?</p>	<p>The students should identify where the flag is from.</p> 	15 mn	Group												
	Development	<p>The teacher displays on the board an American continent map.</p> <p>The teacher divides the group in teams.</p> <p>The teacher gives a chart that must be completed by each student.</p> <p>The teacher brings to each team information about countries, flags, and capitals (America).</p> <p>The teacher gives a map of South America.</p>	<p>The students should complete the chart about countries: Names, flags and capitals.</p> <p>*example</p> <table border="1" data-bbox="1186 623 1436 769"> <thead> <tr> <th>Country</th> <th>Region</th> <th>Capital</th> <th>Flag</th> </tr> </thead> <tbody> <tr> <td>Argentina</td> <td>South</td> <td>Buenos Aires</td> <td></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td></td> </tr> </tbody> </table> <p>The students should write on the map the countries' name where correspond.</p> 	Country	Region	Capital	Flag	Argentina	South	Buenos Aires						35 mn	Teams/Individual
	Country	Region	Capital	Flag													
Argentina	South	Buenos Aires															
																	
Closure	<p>The teacher plays a video from South America</p> <p>The teacher reviews the chart and read aloud the information.</p>	<p>The students watch a video from South America, read and compare the information from the video with the chart.</p>	15 mn	Teams/ individual													

Link of the content	<p>Travel to America continent: https://www.youtube.com/watch?v=hA3SfNuWjA4</p> <p>Countries: https://www.youtube.com/watch?v=MhCtBa9DQNO</p> <p>North, Central America (countries, capitals, flags) https://www.youtube.com/watch?v=eCP1gGQaD4o</p> <p>Maps creator: https://mapchart.net/americas.html</p> <p>Information about countries, capitals and flags : https://www.nationsonline.org/oneworld/america.htm</p> <p>South America (countries, capitals, flags): https://www.youtube.com/watch?v=K5J5mk2iOVg&t=115s</p>
Grammar focus	Present Simple to talk about facts.
Summary:	The students work by themselves to explore books, videos about countries. They should research other information about the countries, capitals, and flags, they should write the information on a chart. The teacher helps to check spelling and helps to practice pronunciation. The students present the chart. Talk about the countries.

LESSON 3			
Teacher's name: Paulina Montelongo González		Educational stage: Primary 2 nd grade.	
Title:	Share information through graphic resources	Communicative skill considered:	Writing
Learning objective of the plan:	Identify words that are similar to one's own mother tongue. Rewrite information about a country on a chart.	Functions:	Information processing. Record basic information about a geography topic with the support graphical resources.
Main grammar structures:	Simple Present Tense	Other grammar structures:	None.



Contents required for the lessons.		Participate in the writing of information. Complete sentences based on a set of words. Write nationalities of the Americas based on a model. Value and preserve cultures of the places where one lives.																				
Brief description of the plan.		The students explore illustrated maps, videos, and books of the American Continent with specific information (culture and nationalities). The students understand specific information and add information about the nationalities to the chart. The students identify information from others (name, language, nationality) and participate in the writing of their information.																				
Session		Teacher's Activities	Students' Activities	Time	Interaction																	
7	Beginning	The teacher invites students to value and show curiosity and respect for other cultures. The teacher play two videos about the Americas cultures.	The students should watch the videos and share their opinions.	10 mn	Group																	
	Development	The teacher gives the students two new columns to add to thei chart that they have already prepared. (Language and Nationalities). The teacher plays a video that explains the new information.	The students should watch the video and copy the information from it, to add to the <table border="1" data-bbox="1073 1133 1535 1235"> <thead> <tr> <th>Country</th> <th>Region</th> <th>Capital</th> <th>Flag</th> <th>Nationality</th> <th>Language</th> </tr> </thead> <tbody> <tr> <td>Argentina</td> <td>South</td> <td>Buenos Aires</td> <td></td> <td>Argentinian</td> <td>Spanish</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> chart. *Example	Country	Region	Capital	Flag	Nationality	Language	Argentina	South	Buenos Aires		Argentinian	Spanish							40 mn
Country	Region	Capital	Flag	Nationality	Language																	
Argentina	South	Buenos Aires		Argentinian	Spanish																	



	Closure	<p>The teacher reviews the chart.</p> <p>Corrects if is necessary.</p> <p>The teacher plays a game: she randomly throws a ball to a student and asks for the nationality of any country. The student throws the ball to another classmate.</p>	The students play the game, answer with the nationality, checking the information from the chart.	10 mn	Group / individual
8	Beginning	The teacher plays a video about kids around the world introducing themselves.	The students should pay attention to the names, ages and country they live.		
	Development	<p>The teacher divides the group in teams.</p> <p>The teacher makes questions about the video</p> <p>1. What is his/her name? ANNA</p> <p>2. Where is she/he from? </p> <p>3. What language do they mention? </p> <p>4. What is his/her nationality? </p> <p>The teacher writes the information on the board and draws a picture next to the sentences to help students identify the intention of the question</p>	<p>The students should answer the question.</p> <p>-His/Her name is ____</p> <p>-He/She is from ____</p> <p>-He/She speaks ____</p> <p>-He/She is ____</p> <p>The students should write the questions with answers.</p>	25 -35 mn	Team / individual
	Closure	The Teacher plays a game: she randomly throws a ball to a student and asks any of the questions, helps the student to answer.	The students play the game, answer with their information. <i>My name is</i> ____	10 mn	Individual

		<p>The student throws the ball to another classmate, asking a question:</p> <p>What is your name?</p> <p>Where are you from?</p> <p>What language do you speak?</p> <p>What is your nationality?</p> <p>The teacher helps the students to answer.</p>	<p><i>I am _____</i></p> <p><i>I speak _____</i></p> <p><i>I am Mexican</i></p>																																
9	Beginning	<p>The teacher brings letters cards; the teacher asks to the students take a card.</p>	<p>The students take a card, they take turns, they should name a country, nationality or language depending the letter of the card.</p>	10 mn	Group / individual																														
	Development	<p>The teacher brings a worksheet.</p> <p>A chart with information from other kids.</p> <p>The teacher explains how to answer and writes an example on the board.</p> <p>The teacher reads aloud the information.</p> <p>Continue reading aloud eliciting oral participation.</p>	<p>The students should read and write and introduce themselves (as if he/she were they)</p> <table border="1" data-bbox="1167 841 1503 1044"> <thead> <tr> <th>Name</th> <th>Country</th> <th>Language</th> <th>Nationality</th> <th>Introduce yourself as if he/she were you</th> </tr> </thead> <tbody> <tr> <td>Pedro</td> <td></td> <td>Spanish</td> <td>Mexican</td> <td><i>My name is Pedro I am from Mexico I am Mexican I speak Spanish</i></td> </tr> <tr> <td>Isabela</td> <td></td> <td>Spanish</td> <td>Argentinian</td> <td></td> </tr> <tr> <td>Ronaldo</td> <td></td> <td>Portuguese</td> <td>Brazilian</td> <td></td> </tr> <tr> <td>George</td> <td></td> <td>French</td> <td>Canadian</td> <td></td> </tr> <tr> <td>John</td> <td></td> <td>English</td> <td>American</td> <td></td> </tr> </tbody> </table>	Name	Country	Language	Nationality	Introduce yourself as if he/she were you	Pedro		Spanish	Mexican	<i>My name is Pedro I am from Mexico I am Mexican I speak Spanish</i>	Isabela		Spanish	Argentinian		Ronaldo		Portuguese	Brazilian		George		French	Canadian		John		English	American		25 – 30 mn	Individual
	Name	Country	Language	Nationality	Introduce yourself as if he/she were you																														
Pedro		Spanish	Mexican	<i>My name is Pedro I am from Mexico I am Mexican I speak Spanish</i>																															
Isabela		Spanish	Argentinian																																
Ronaldo		Portuguese	Brazilian																																
George		French	Canadian																																
John		English	American																																
Closure	<p>The teacher checks the writing information.</p> <p>The teacher reads aloud the information.</p> <p>The teacher elicits participation from students.</p>	<p>The students should follow and read aloud the information.</p>	10 mn	Group / individual.																															
Link of the content	<p>North America: https://www.youtube.com/watch?v=SPCUHB2t0fM</p> <p>South America : https://www.youtube.com/watch?v=PFcvCn2zPn8</p>																																		




	<p>Self-introduction: https://www.youtube.com/watch?v=KCZAfgacc7I</p> <p>Nationalities and language of The Americas: https://www.youtube.com/watch?v=w-2qLgX2YQ</p>
Grammar focus	<p>Present simple to talk about facts.</p> <p>Verb to be (positive form)</p> <p>I am from Brazil / You are from .../ She is from .../ He is from .../ We are from/ They are from</p> <p>Present simple tense</p> <p>Write about oneself.</p> <p>I am from.../ My name is.../ I speak ...</p> <p>Third person:</p> <p>He/She is from..... He/She speaks _____ Her/His name is _____ He/She is _____</p>
Summary:	<p>The students explore videos about self-introduction. They should rewrite information about others and themselves to practice writing skills.</p>

LESSON 4			
Teacher's name: Paulina Montelongo González		Educational stage: Primary 2 nd grade.	
Title:	Share information through graphic resources	Communicative skill considered:	Speaking
Learning objective of the plan:	<p>Ask and answer questions about their self and others.</p> <p>Understands information from reading aloud.</p>	Functions:	<p>Information processing.</p> <p>Record basic information about a geography topic with the support graphical resources.</p>

Main grammar structures:	Present Simple Tense	Other grammar structures:	None	
Contents required for the lessons.	Participate in the reading aloud Answer question using one word (yes, no) or personal information (name, nationality, language spoken)			
Brief description of the plan.	Through the game the students practice their speaking skills.			
Session	Teacher's Activities	Students' Activities	Time	Interaction
10	Beginning	The teacher asks about the previous class. The teacher shows flash cards of flags and ask where they come from.	The students should answer where is come from the flag.	10 mn Group
	Development	The teacher divides the group in teams. The teacher brings a game "GUESS WHO". There will be a previous exercise so that the students become familiar with the characters and their characteristics (name, language, nationality). The teacher explains the rule: 1. Students take a card and present the character in first person.	The students take a card and introduce the character in first person. *Example  <i>My name is Martin I am from Argentina I speak Spanish.</i>  <i>My name is Richard I am from Cuba I speak Spanish</i>	25 – 35 mn Teams


	Closure	The teacher gives a worksheet to practice North American countries.	The students answer the worksheet. 	10 mn	Individual
11	Beginning	The teacher asks about the previous class. The teacher shows flash cards of flags and ask where they come from.	The students should answer where is come from the flag.	10 mn	Group
	Development	The teacher divides the group in teams. The teacher explains the game "GUESS WHO" <ol style="list-style-type: none">1. Each team will have sheets and cards of the characters for each participant.2. Each team will have sheets and cards of the characters for each participant.3. A participant is selected, who will take a card without seeing the character and place it on their forehead.	 The students play the game "Guess who" following the rules	40 mn	Teams

		<ol style="list-style-type: none">4. The participant will have to guess which character has on his forehead.5. To guess what character they have, they should say affirmative sentences in the first person, about country and language. <i>*I am from Mexico</i> <i>*I speak Spanish</i>6. Their classmates can only answer with yes or no.7. When the participant feels sure of which character it is, they will have to say their name. <i>*My name is Sophia</i>8. If it is correct, the student keeps the card, if it is incorrect, he leaves it.9. The student with the most cards wins.			
--	--	---	--	--	--


	Closure	The teacher gives a worksheet to practice South American countries.	The students answer the worksheet. 	10 mn	Individual
12	Beginning	The teacher asks about the previous class. The teacher shows flash cards of flags and ask where they come from.	The students should answer where is come from the flag.	10 mn	Group
	Development	The teacher explains again the game adding a new instruction: the students have to say the nationality.	The students play the game following the rules. *example  <i>My name is Jeremy</i> <i>I am from United States</i> <i>I speak English</i> <i>I am American</i>		
	Closure	The teacher gives a worksheet. The teacher shows flash cards with countries names, says the country aloud.	The students see the card and write the country with its corresponding flag. 		

Grammar focus	<p>Present simple to talk about facts.</p> <p>Verb to be (positive form)</p> <p>I am from Brazil / You are from .../ She is from .../ He is from .../ We are from/ They are from</p> <p>Present simple tense</p> <p>Talk about oneself.</p> <p>I am from.../ My name is.../I speak ...</p> <p>Third person:</p> <p>He/She is from..... He/She speaks_____ Her/His names is_____ He/She is _____</p>
Summary:	<p>Through the game, the teacher elicit that the children participate and practice their orality; with the same material it is sought to give them variants of use so they continue with the practice and do not get bored of the game soon.</p>

LESSON 5			
Teacher's name: Paulina Montelongo González		Educational stage: Primary 2 nd grade.	
Title:	Share information through graphic resources	Communicative skill considered:	Listening
Learning objective of the plan:	Identify words when listening and locate them on a text.	Functions:	Information processing. Record basic information about a geography topic with the support graphical resources.
Main grammar structures:	Present simple	Other grammar structures:	

Contents required for the lessons.		Understand specific information. Point out data or information about the countries. Identify words when listening.			
Brief description of the plan.		Students register in a chart new information about greetings of countries of the American continent. Identify words and phrases when listening.			
Session		Teacher's Activities	Students' Activities	Time	Interaction
13	Beginning	The teacher asks the students if they think that greetings are the same in all countries. The teacher plays a video where greetings are expressed around the world. Teacher asks for their impressions.	The students watch the video and share their opinions.	10 – 15 mn	Group
	Development	The teacher writes on the blackboard the greetings that correspond to America. The teacher reads them aloud and asks the students in which countries they say hello. The teacher sticks several flash cards of American flags with her name on the board. The teacher starts a game: throws a ball at a random student, the teacher mentions a	The students should answer with the name of the country. *example Bonjour – Canada Hola – México, Argentina Hello – United States, Canada Olá - Brazil 	30 mn	Group

		<p>country and the student must point to the corresponding flag.</p> <p>The teacher elicits the whole group participate.</p>			
	Closure	<p>The teacher gives the students a new column to add to the chart they have already prepared (Greetings).</p>	<p>The students complete the table with the new information seen in class.</p>	10 mn	Individual
14	Beginning	<p>The teacher asks the students:</p> <p>If you couldn't speak, how would you express a greeting?</p> <p>Do you think that in all countries people express themselves with their bodies in the same way?</p> <p>The teacher plays a video of various ways to greet using our body.</p>	<p>The students should say their ideas.</p> <p>The students watch the video and say their opinions.</p>	15 mn	Group

	Development	<p>The teacher puts the "Guess who" game characters on the board.</p> <p>The teacher explains the game; she will throw a ball to one of the students randomly. The teacher describes any character, using the elements they already know (name, language, country) and the students should point out the correct character.</p> <p>The teacher elicits the whole group to participate.</p>	<p>The students should follow the instruction and play the game.</p> 	30 mn	Group
	Closure	<p>The teacher plays other video about greetings around the world.</p> <p>The teacher asks her students to listen carefully and try to identify the sounds of all the greetings.</p>	<p>The students should pay attention and listen carefully.</p> <p>The students express which is their favorite greeting</p>	10 mn	Group
15	Beginning	<p>The teacher plays a video about greetings.</p> <p>The teacher asks what greetings they recognize and which countries they recognize.</p>	<p>The students should pay attention and listen carefully.</p> <p>The students should participate.</p>	10 mn	Group
	Development	<p>The teacher gives a final revision to the table that was filled during the entire project. The</p>	<p>The students should listen and compare the information.</p>	30 mn	

		teacher reads each cell aloud and the students must listen and compare the information that they have individually.	The students could work alone, in pairs or thirds, depending on the level of independence.		Thirds, pairs or individual.
	Closure	The teacher gives a cardboard to each child and asks them to write the information of the country that most caught their attention to share with the school community.	The students should write the information they already have on their table on a cardboard and should include the information of the country, its flag, its nationality, and the way they greet. The students could work alone, in pairs or thirds, depending on the level of independence.	20 mn	Thirds, pairs or individual.
	Link of the content	Greetings in the world: https://www.youtube.com/watch?v=Ay-4IAmdvkk Greeting with the body : https://www.youtube.com/watch?v=nANhSfCGAs4 Greeting in the world (people): https://www.youtube.com/watch?v=ARF7nZKqXl0 Greetings around the world (puppets): https://www.youtube.com/watch?v=NAvc-NLVo7U			
	Grammar focus	Present simple to talk about facts.			
	Summary:	The students explore cultural aspects of other countries such as greeting, rescuing that not all do it in the same way and physical contact or body expression varies from one country to another.			

2.02 ASSESSMENT

Planning and evaluation of teaching and learning are fundamental elements since they are interacting with parts of the same process. This reflects the teacher's ability to select, adapt, create, and manage teaching actions whose goal is for students to achieve the training purposes outlined in the curriculum.

Planning is the action in which the teacher expresses his mastery of the curriculum, objectives, approaches, content, time, and resources considered, with the hope that these elements will improve the student's learning, taking into account their social and cultural context particularities.

The assessment integrates various actions into the processes of construction of student learning; these processes are permanent, so the student's capacities and forms of learning must be followed, maximizing their learning possibilities.

2.02.01 ASSESSING READING

Perceptive Reading: At the beginning of the reading level of a second language there is a fundamental job, which is the recognition of micro-skills such as the beginning of the early stages of becoming literate, the use of alphabetic symbols, upper- and lower-case symbols, punctuation, words and grapheme-phoneme correspondences. The assessment is performed reading aloud and getting a written response, then registering the process in a checklist.

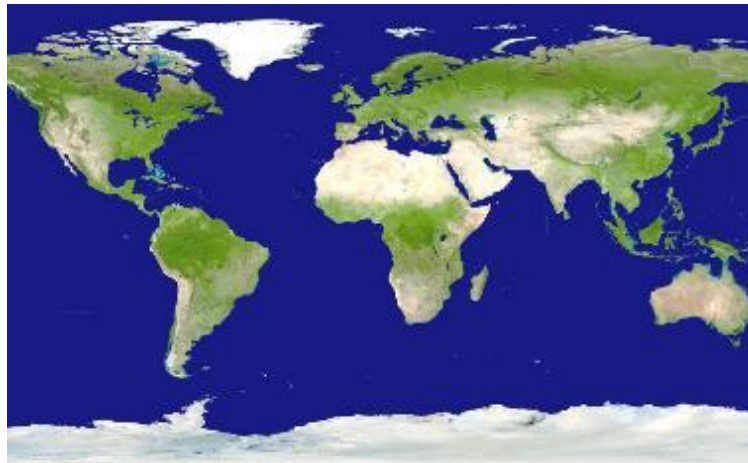
STUDENT NAME	Explore illustrated maps	Identify graphic and textual components	Answer the “ wordsearch”	Answer “ match words/pictures”	Answer “ complete the word”	Explore books with specific information	Identify specific information (countries, capital, flags)	Total points	Observations
STUDENT 1									
S2									
S3									
S4									

Complete Task 1 point.

Semi complete Task .5 point

No task 0 point.

2.02.01.01 MATERIALS








World

N	V	W	W	U	B	W	N	J	O	L	L	B	M	E
F	S	U	Q	M	X	M	M	C	I	V	L	L	K	A
S	O	A	T	G	W	U	I	A	A	T	C	P	A	R
J	U	R	N	D	C	P	F	Z	P	Z	B	U	D	L
T	K	E	E	Y	V	Z	B	X	N	D	U	M	X	G
H	X	G	N	V	R	Q	Q	M	U	C	V	B	U	W
N	X	I	I	D	Y	T	N	D	W	J	G	B	R	J
P	M	O	T	L	P	X	N	O	F	R	U	J	H	M
P	O	N	N	R	Y	D	Y	U	W	V	D	U	Z	W
P	B	Z	O	O	A	W	D	T	O	B	S	T	S	O
X	D	K	C	W	J	L	F	H	I	C	A	R	A	I
U	V	Z	L	F	B	C	R	K	F	C	A	Y	U	D
P	B	D	F	T	Y	R	D	R	S	P	R	Q	B	Y
F	J	H	G	E	V	J	U	C	D	L	Q	C	T	T
R	Z	N	W	X	Y	A	A	G	J	V	R	A	C	O

CITY COUNTRY REGION
 CONTINENT MAP WORLD

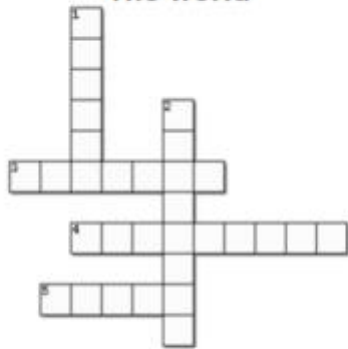
COMPLETE THE WORDS

	<p>FL__S</p>
	<p>P_O_L_</p>
	<p>L_NG_A__S</p>

MATCH THE PICTURES WITH THE WORDS

	<p>LANGUAGES</p>
	<p>PEOPLE</p>
	<p>FLAGS</p>

The world

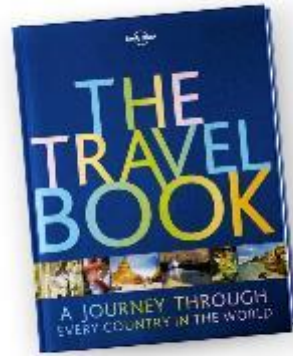
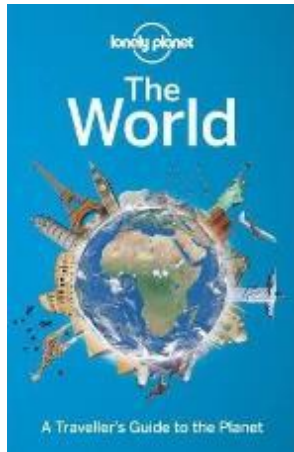


Clues.



MATCH THE PICTURES WITH THE WORDS.

	GREETINGS
	CURRENCY
	TRAVEL
	MUSIC
	CULTURE



MATCH THE PICTURES WITH THE WORDS

	SOUTH AMERICA
	NORTH AMERICA
	CENTRAL AMERICA



AMERICA ALL FLAGS



COUNTRY	REGION	CAPITAL	FLAG

2.02.02 ASSESSING WRITING

The students need basic training in an assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. Through specific tasks as copying, close-listening selection task, picture-cued task, and form competition tasks, the performance registry is made through a checklist.

STUDENT NAME	Participate in the writing information	Complete the chart of NORTH AMERICA	Complete the chart of CENTRAL AMERICA	Complete the chart of SOUTHAMERICA	Write sentences " self-introduction"	Total points Observations
STUDENT 1						
S2						
S3						

Complete Task 1 point.

Semi complete Task .5 point

No task 0 point.

2.02.02.01 MATERIALS

Name	Country	Language	Nationality	Introduce yourself as if <u>he/she</u> were you
Pedro		Spanish	Mexican	<i>My name is Pedro I am from Mexico I am Mexican I speak Spanish</i>
Isabela		Spanish	Argentinian	
Ronaldo		Portuguese	Brazilian	
George		French	Canadian	
John		English	American	

COUNTRY	REGION	CAPITAL	FLAG	LANGUAGE

2.02.03 ASSESSING SPEAKING

Imitative Speaking: Repetitive task. Repetitive tasks are made up of a fairly short sequence of upper limb actions that are repeated over and over again and are almost always the same. Asking for repetition involves asking students to repeat the same tasks or tasks slightly altered at intervals of, for example, one or two weeks.

Interactive speaking: Game. A game that directly involves language production is designed, assessing the performance of participants through scores in checklists.

STUDENT NAME	Participate in the reading aloud	Introduce characters (using first person)	Play the game “ Guess who” following the rules	Answer questions using yes/no	Answer questions using personal information	Total Point Observations
STUDENT 1						
S2						
S3						

Complete Task 1 point.

Semi complete Task .5 point

No task 0 point.

2.02.03.01 MATERIALS



2.02.04 ASSESSING LISTENING

Paraphrase recognition: On the scale of listening comprehension, micro-skills are words, phrases, and sentences, which are assessed by providing a stimulus sentence and asking the test-taker to choose the correct paraphrase from a number of choices, assessing the performance of participants through scores in checklists.

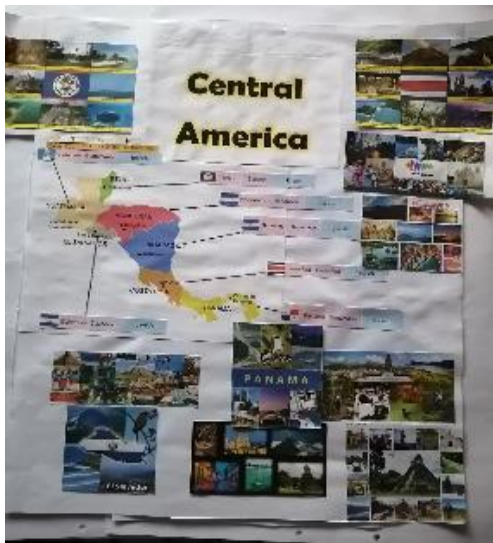
STUDENT NAME	Understand specific information	Identify words when listening	Point out data about others	Point out information about countries.	Total points Observations
STUDENT 1					
S2					
S3					

Complete Task 1 point.

Semi complete Task .5 point

No task 0 point.

2.02.04.01 MATERIALS



2.03 EVIDENCE

what students have learn



Brasil		América	Brasil	1. País / País 2. País / País 3. País / País
Canada		América	Canada	1. País / País 2. País / País 3. País / País



Country (País)	Capital	Region	Language (idioma)	Currency (moneda)	Flag (bandera)
Canada	Ottawa	Nort America	English	dollar C.	
United States	Washington	Nort America	English	dollar A.	
Mexico	Mexico City	Nort America	Spanish	peso	
Panamá	Panamá City	Central America	Spanish	balboa	
Costa Rica	San José	Central America	Spanish	colón	
El Salvador	San Salvador	Central America	Spanish	colón	
Dominican Republic	Santiago	Central America	Spanish	peso	
Honduras	Tegucigalpa	Central America	Spanish	lempira	

2.04 ASSESSMENT RESULTS

2.04.01 READING

STUDENT NAME	Explore illustrated maps	Identify graphic and textual components	Answer the “ wordsearch”	Answer “ match words/pictures”	Answer “ complete the word”	Explore books with specific information	Identify specific information (countries, capital, flags)	Total points	Observations
Sergio M.A.	1	1	1	1	1	1	1	7/7	Ss realizes all the activities without difficulties.
Evidence link	https://www.youtube.com/watch?v=ReQ7axdsip4 https://www.youtube.com/watch?v=M2o202S_zro https://www.youtube.com/watch?v=iX5_cVnXcXE https://www.youtube.com/watch?v=GY4VgRuryqI https://www.youtube.com/watch?v=3Y3gped5ins https://www.youtube.com/watch?v=ReQ7axdsip4								

2.04.02 WRITING

STUDENT NAME	Participate in the writing information	Complete the chart of NORTH AMERICA	Complete the chart of CENTRAL AMERICA	Complete the chart of SOUTH AMERICA	Write sentences " self-introduction"	Total points Observations
Gael E.G.	1	1	1	1	1	5/5 Ss realizes the activities, was necessary to give him more time. It is necessary to improve speed.
Sharon M.H	1	1	1	1	1	5/5 Ss realizes the activities without difficulties.
Evidence link	https://www.youtube.com/watch?v=37ty2NuVLtE https://www.youtube.com/watch?v=oyzlobczcas https://www.youtube.com/watch?v=vrSRvBpcwQw					

2.04.03 SPEAKING

STUDENT NAME	Participate in the reading aloud	Introduce characters (using first person)	Play the game " Guess who" following the rules	Answer questions using yes/no	Answer questions using personal information	Total Point Observations
Gael E.G.	1	1	1	1	1	5/5 Ss realizes all the activities. The time was necessary.
Sharon M.H	1	1	1	1	1	5/5 Ss realizes all the activities without difficulties.
Daniel X.L	1	1	1	1	1	5/5 Ss realized all the activities, only one direction was given: say "speak" instead of "speaking"
Evidence link	https://www.youtube.com/watch?v=dIRgxe2EWkQ https://www.youtube.com/watch?v=yfL_Kvn_iXs https://www.youtube.com/watch?v=l43btRX5hdI					

2.04.04 LISTENING

STUDENT NAME	Understand specific information	Identify words when listening	Point out data about others	Point out information about countries.	Total points Observations
Gael E.G	1	1	1	1	4/4 Ss realizes all the activities without difficulties
Sharon M.H	1	1	1	1	4/4 Ss realizes all the activities without difficulties
Evidence link	https://www.youtube.com/watch?v=VnyKrbwnqNA https://www.youtube.com/watch?v=A8X2af6AQi0				

The assessment instrument selected for this practice was useful and practical, using the observation and performance analysis technique to record the evidence and observation notes, because class time is very limited.

The motivation was achieved and the participation of most of the students was encouraged. Through self-assessment and peer assessment, students were allowed to improve their own work, allowing them to be more aware of their learning.

The time for writing activities had to be adapted for some students, because the activities demand greater self-discipline and concentration; in some cases, it was not possible to comply with this aspect so their works lacked elements for evaluation.

2.05 PERFORMING AND RECORDING ACTIVITIES

The following link presents the development of the activities proposed by the teacher and the results obtained by the students.

Link: <https://www.youtube.com/watch?v=hWE6WJMOAZ0&t=1s>

3.EXPERIENCE REPORT

Through the proposal described in the planning, students were exposed to new information about environments different from theirs, using personal experience as a motivation to listen, sharing experiences or knowledge they have about places or people who live in communities other than their own, thus helping to appreciate people, their culture and language, valuing the natural environment of Mexico and the world, and promoting equality between people. The materials used were favorable for the development of activities where students paid attention to oral texts of personal interest, recognizing that written texts were used to communicate and interpret the meaning of specific writings, through images related to written texts. Text production was achieved by imitating writing actions, using seen, heard, or read texts as motivation to produce the student's writing. The use of videos encourages autonomy and the production of these texts. Through the game, they reacted to oral texts they interacted with and made

attempts to speak. The existence of various cultural and technological tools to communicate was recognized.

The difficulty observed is the time given to perform the writing exercises; there is a small group of students who do not have the same speed when writing, or have difficulty recognizing graphemes and phonemes, so for this group time was adjusted and work in pairs was favored; this way they were able to carry out all their activities and record points on the checklists. Learning environments are favored at all times. The assessment tool allows the teacher and the student to use it and promotes the student to be responsible for his own assessment process, providing appropriate opportunities to rehearse, practice, receive feedback and improve his practice.

4. CONCLUSIONS

Along this project, the need to not only teach the English language from a cognitive approach, but also involving the student with the communicative and sociocultural focus it demands as well, has been identified. Promoting the learning and laying the foundations for its acquisition is fundamental.

The approaches, theories, methods and techniques reviewed and selected to build this work give meaning to the teaching and learning of English as a second language by carrying out exercises that are significant, by taking advantage of time in class and by creating learning environments. They adjust to the context and the needs that the student shows.

It was confirmed that the student not only learns to write sentences as an object of practice but also intends to create speeches that motivate the use of this language. They also build a broad vision of linguistic and cultural diversity, recognizing and respecting their own culture.

The objectives set were met through the implementation of the educational proposal, since the students apprehended different intercultural elements about the countries of the continent where they live, through the activities suggested in the educational proposal. The students became aware of and then got to know the existing reality and cultural diversity that surrounds them, appreciating the differences as enriching contributions, and thus, generating more tolerant discourses.

The students delivered satisfactory results, provided that the majority performed the activities without difficulty. Students showed a more positive attitude towards making attempts on oral and written communication in English language; they also appreciated the diversity of cultures and showed interest in learning more about them and their environment. It is necessary to make adjustments on the time provided for some of the activities, but only for some students, who are a minority.

Finally, it is considered that working from a pragmatic approach provides the students with the ability to use the language appropriately for each social context or circumstance in which the communicative act occurs. In order to communicate adequately in each context, we must know how to choose the vocabulary, grammatical structures and the correct register in terms of formality. If the students have acquired pragmatic competence, then they will be able to express the full range of functions that language allows, by choosing appropriate linguistic resources for each circumstance.

5. REFERENCES

- Barrena, S. (2015). *Pragmatismo y Educación. Charles S. Peirce y John Dewey en las aulas*. Madrid: Antonio Machado.
- Brown, H. D. (2000). *Principles of language learning and teaching (Vol. 4)*. New York: Longman.
- Brown, H. D. (2004). *Language Assessment. Principles and Classroom Practices*. New York: Longman.
- Bruner, J. (1960). *The Process of Education*. Massachusetts: Harvard University Press.
- Elgin, C. Z. (Ed.). (1997). *Nelson Goodman's Theory of Symbols and Its Applications (Vol. 4)*. Taylor & Francis.
- Haynes, M. (1989). *Interactive approaches to second language reading*. Patricia Carrell, Joanne Devine, and David Eskey (Eds.). Cambridge: Cambridge University Press, 1988. Pp. xiii 289. *Studies in Second Language Acquisition*, 11(4), 468-471.
- Hymes, D. (1972). Editorial introduction to Language in Society. *Language in Society*, 1(1), 1-14. Great Britain: Cambridge University Press.
- Hymes, D. (1972). *On communicative competence*. Sociolinguistics. In: J.B. Pride and J. Holmes (eds).
- Johnston, J. R. (1988). Children's verbal representation of spatial location. *Spatial cognition: Brain bases and development*, Hillsdale, Nj: Erlbaum.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development (Vol. 1)*. Englewood Cliffs, NJ: Prentice-Hall.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Ltd: Addison-Wesley Longman
- Lucas, E. (1980) *A remediation procedure for language disorders*. Rockville, MD: Aspen.
- Parviz, A (2003) *Schema Theory-Based Pre-Reading Tasks: A Neglected Essential In The Esl Reading Class*. The Asian EFL Journal. Teaching Articles. November 2006 Vol 16.
- Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International Universities Press.
- Piaget, J. (1954). *The Construction of Reality in the Child*. London: Routledge.

Prieto, D. (1999). *La comunicación en la educación*. Buenos Aires: La Crujía.

Tran-Thanh, Vu. (2014). *Using the Interactive Reading Model to Develop High School Students' Reading Comprehension Ability*. Saigon University Conference: Investigating Effective Methods of Teaching Listening and Reading Skills in English, At Ho Chi Minh City.

Van Dijk, T. A. (Ed.). (1997). *Discourse as structure and process* (Vol. 1). Los Angeles CA: Sage.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Wiggins, G. (1989). *Toward More Authentic and Equitable Assessment*. The Phi Delta Kappan.