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Desarrollo de la Interculturalidad a través de la Exploración de algunas Características del Continente Americano para Registrar Información Básica.

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Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera
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Developing Intercultural Awareness about The Americas by Exploring some Features, to Record Basic Information.

SECOND GRADE IN ELEMENTARY

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Introduction

This project, discusses different concepts about language, language learning, language teaching, as well as the teaching context and how these theoretical concepts are related to our own experience as English teachers.

It also explains how different language teaching methodologies, approaches and techniques work, to establish the link between these and theories about language learning.

It defines the idea of “role” to be able to identify our role as a teacher examining various factors, such as the school setting, our knowledge base, beliefs as teachers and cultural issues, that might be involved in the different roles we play as English teachers.

It identifies the role of our students as well, from our real teaching context. This, helps us to understand that students may not be classified in just one category or another and that there is no single interactional style that might be ideal for all of our students, since they may favor different interactional styles.

It reflects on our own learning and teaching experience, from the perspective of the theoretical concepts analyzed throughout this course.

In this project, the four language skills are discussed, sometimes called “macro-skills”. These are four skills needed for complete communication when a language is learned, such as reading, writing, listening and speaking. These four basic skills are developed during the process of learning a language.

It discusses how the four language skills are related to each other in the direction of communication (in or out) and the method of communication (spoken or written); and how these skills, allow an individual to comprehend and produce spoken language for proper communication.

It also analyzes the model related to the most promising approach to the theory of reading. It focuses our attention on the interactive model of reading as well as different strategies, theories and approaches that helped us to plan a series of activities that develop in our students reading and writing skills according to the National English Program for Elementary School Cycle 1.

It reviews some guidelines for developing listening activities by using authentic materials for listening comprehension according to the level of our students. The main purpose of planning these activities is to improve listening skills, not only by using traditional resources in the classroom but also by incorporating new technologies when it is possible.

Then, it focuses on speaking, which involves gaining fluency in spoken interactions with others. Learning how to develop English speaking skills is one of the most important parts of language learning, as speaking is how we tend to communicate in everyday life. The ability to speak confidently and fluently is something that children will develop during their time at school, that is why, learning how to develop this particular skill is very important for ESL students.

It considers some approaches and strategies when teaching writing that helped to plan the activities, as well as different ways to guide and evaluate writing.

After that, it focuses our attention on the importance of social and cultural influences on schema to determine how much cultural knowledge our students need in order to understand a reading, since it involves interaction between the reader and the text.

It discusses how language teaching and culture are related, as well as three different types of competence that play an important part in these, such as linguistic competence, communicative competence and intercultural competence.

It shows us how we can develop intercultural communication competencies in the classroom through different approaches and how culture enters into the language classroom.

Finally, it talks about the role of the teacher in developing intercultural competencies, since teaching in today's diversified educational environments requires that teachers who carry the responsibilities of a classroom acquire the knowledge and skills for working effectively in our culturally diverse society. We also need to acquire the knowledge of and sensitivity to the variety of cultural representation in the classroom.

Chapter 1. Philosophy and Theory

1.1 Teaching Philosophy

As an English elementary teacher in the public system, I have realized throughout these years, that no matter what we lack at school, in the classroom or even at a professional level, I should always be determined to meet up with the requirements and principles that a professional English teacher must have in order to achieve the expected outcome regarding my students and their learning process.

Even though we might not have the perfect conditions to help our students as we would like to do it, it is very rewarding to see how they are engaged in the class and immersed into the language that they actually get to use it despite all the challenges. Here it is when we find out that all the effort we put forth in developing our professional curriculum and all the time invested in preparing the lessons was worth it.

I consider myself a responsible teacher, but I also believe that this has a lot to do with my personality type, which I would describe as affiliative and cooperative. This is because I prefer working together with others in a collaborative way to achieve goals, rather than on my own. In this way, we learn from one another and it creates close relationships, that help us to develop a warm, trusting environment for all the ones involved in the teaching and learning process.

Reflecting in the way I was taught in general, usually influenced by the traditional view of the role of an authoritarian teacher, has helped me to keep those positive practices and experiences that contributed to my learning process in a meaningful way.

Now that I have had the opportunity to teach for a few years, I try to be firm in my convictions as a teacher, but at the same time, to be friendly and polite because the way we treat others, is the same way we will be treated.

As a no native speaker of the English language, acquiring the language, has been a long journey. An ongoing process that I am still going through, because every single day I discover and learn something new. Thinking about all what is involved in acquiring a second language, has helped me to be empathetic with my students and take into consideration not only their needs and limitations, but also their age, learning style, cognitive level, the context and also the environment in which they are being raised. I personally believe that all these factors affect the learning process of our students as well as our teaching practice.

From this perspective, I learned the importance of helping our students not only to acquire the language through different methods, approaches and techniques, but also to do it from heart to heart, in a way that they believe in themselves and believe that they could speak another language.

I put it this way because, the English language is not present in most of the social environments of our students, English is not their native language and they live in a Spanish dominant setting. And as teachers, we need to promote social uses of English in the classroom by creating social learning environments, so learners, actively construct their own knowledge rather than just passively absorb it.

According to the Sociocultural Theory, each student is not an isolated being and we must consider everything around them (Lantolf, 2000), because learning is a social and interactive process. As teachers, we not only need to be flexible but also adaptable to our students' needs, according to their own learning pace and context.

These experiences have helped me to analyze my teaching practice and my role as a teacher, in order to provide interesting and motivating instruction in a way that ensures that students are receiving comprehensible input as well as opportunities to increase verbal interaction and active involvement.

This have been accomplished by contextualizing the language as much as possible and using teaching strategies and techniques that reduce the anxiety of the students. Creating a low anxiety learning environment affects the learning process in a positive way. Students are motivated and it can contribute to their self-confidence and self-esteem.

According to Krashen, creating a safe environment lowers the learner's affective filter and give them more confident communication not only inside but also outside the classroom. For this reason, it is essential to use comprehensible input in a safe environment and create engaging activities that absorb students so much that they forget they are learning another language.

1.1.2 Professional Development

Another aspect that impacts my teaching practice and philosophy is the professional development of my curriculum. As a teacher, I should be prepared to face any challenge that I might encounter in the process of helping my students to achieve academic goals under any circumstances. This, has required on my part to continue improving my teaching practice in all aspects of the teaching and learning process.

Working as an elementary English teacher for the National English Program (PRONI) in Sinaloa, I have taken any opportunity for professional development by taking different courses, workshops, international certifications about the language and methodology, classroom management, training as an EFL teacher and I still continue learning new tools and techniques, looking forward to be able to offer my students quality education in a second language.

There are many factors that play an important part in our ongoing development as teachers and we all play different roles for our students throughout the course of one class period.

From a perspective of the communicative approach, based on the sociocultural theory of Lev Vigotsky, the role of the teacher in the classroom is that of a guide, a facilitator or an instructor.

Our role is to help students to learn by bringing objects and ideas towards the target language. For this reason, it is important to keep in mind that students need to be in contact with the target language as much as possible, in order that they acquire interactional competence, including the acquisition of vocabulary, syntax and pragmatics. We can do this by talking while playing with them, by reading stories, and by asking questions and listening to the answers.

All these have helped me to reflect on what Richards and Lockhart mention about the different roles teachers play outside the classroom, such as needs analyst, curriculum and material developer, counselor, mentor, team member, translator interpreter, researcher and professional.

Through this pandemic, we have played all of them at the same time, in order to meet up with the needs of our students, by carefully planning the right strategies to make the target language accessible to the learners no matter what challenges we might face.

1.2 Theoretical Foundations

As an elementary teacher, my role is to encourage students to learn in an intellectual and in an emotional way for them to believe that they can also learn another language.

Even though, the learning process of my students might differ from one to another, as a teacher, I need to give them the confidence and security they need in order to use the language, no matter how many obstacles they might find during the process.

On the other hand, as a teacher, I need to create the right environment for them to learn, so they may feel comfortable and not afraid to participate in class. Since we all learn by experience, that experience

should be positive, fun and meaningful for them so they can overcome all those fears they might face when learning another language.

In the communicative approach, the role of a learner is described as a negotiator. But there are different factors that might influence the roles individuals adopt or are assigned in the class. For example, in order to engage students in learning, they should be involved since the very beginning in making decisions regarding their course. This will allow students to participate in real life activities through collaboration, exploration and discovery, along with their classmates.

According to (Richards & Lockhart, 1996), students are expected to follow certain rules in order to participate appropriately in lessons, but because of individual differences in learner's personalities and their individual cognitive styles, different patterns of interaction can be observed among learners. So, we can find different roles of our students in the classroom, such as task-oriented, phantom, social, dependent, isolated and alienated. For this reason,

Students may not be classified easily in one category or another; they may favor one interactional style for one particular learning task and then adopt a different style for a different task, for example. Individual students may favor different interactional styles and there is no single interactional style that can be viewed as ideal for all students. (Richards & Lockhart, 1996)

Although the program I work for has a communicative approach and it is based on the Sociocultural Theory, I have had the opportunity to try different approaches and methods.

The sociocultural approach focuses its attention on Social Practices of the Language which refers to the use of English for the purpose of social interaction.

From this perspective, I will say that I follow the principles of the communicative approach but I could also tell that the Eclectic Method is the one that best suits my teaching, since it is a combination of various approaches and methodologies to teach language depending on the lesson and the abilities of the learners.

In this approach, different teaching methods are borrowed and adapted to suit the requirement of the students.

Working with very young learners, the Total Physical Response (TPR) approach is very useful since it was developed to engage as much of the brain in language learning as possible. Here it is when elements of communication such as seeing, hearing, saying and especially doing, work together to make language

lessons meaningful because the language and the actions match, and language significance is acted out or demonstrated physically.

I also consider that the Cooperative Learning approach will always be very helpful because it provides a social learning environment where language learning takes place as a group, and the students work together, sharing information and helping each other.

1.2.1 Theoretical Concepts

Language

Language shows a variety of forms that depend on the communicative purposes, the interlocutors, the type of text or oral interaction, and on the medium by which the exchange is carried out.

Language is a communicative, cognitive, and reflective activity through which we express, exchange, and defend our ideas; we establish and keep interpersonal relations and gain access to information; we participate in knowledge building, organize our thoughts, and reflect on our own discursive and intellectual creation. (Secretaría de Educación Básica, 2006)

From this perspective, language is centered on social practices by means of specific competences that involve production and interpretation of oral and written texts in different situations that are familiar and known to students, so they satisfy basic communication needs.

Learning a language implies that students engage in meaningful interactions in order for them to learn to use it, to organize their thoughts and speech, and identify the role language plays in the construction of knowledge and cultural values.

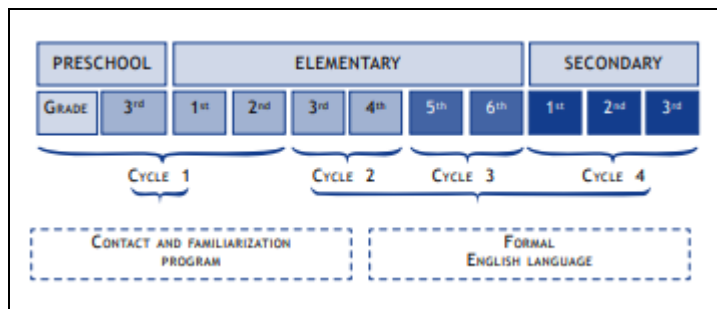
The sociocultural approach focuses its attention on Social Practices of the Language which refers to the use of English for the purpose of social interaction. Each Social Practice has a specific communicative purpose and a history linked to a particular situation. These are the general contexts where different kinds of Competencies are required to be used in order to convey meaning.

Specific Competences have the purpose of preserving the formal aspects and functions of language within social life, (doing with, knowing about and being through the language).

The National English Program (PRONI) consider two ample stages. The first one is committed to the contact and familiarization (Cycle 1) by means of social practices of the language and specific competences with the language, which are the basis for later learning.

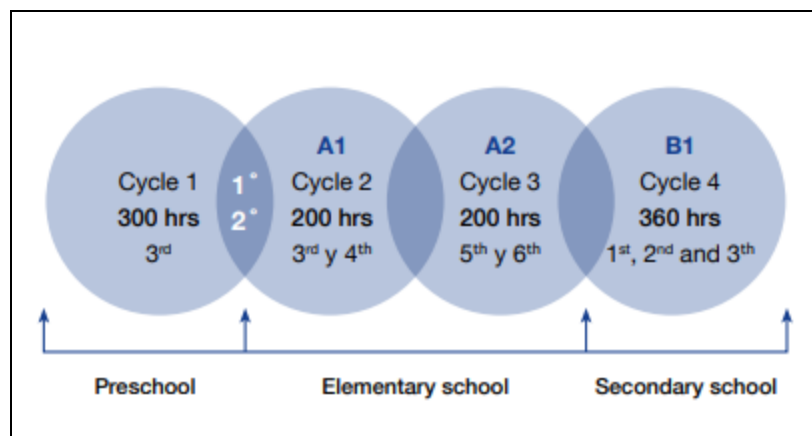
The second stage focuses on the formative teaching of English (Cycle 2, 3 and 4), where the students will obtain the required competencies to use English in an effective way in different social learning environments.

Organization in Cycles (SEP, 2011)



The CEFR describes and establishes levels of common reference for different languages, including English. The National English Program uses its parameters along with the national standards for foreign languages established on the National Certification of Language Qualifications (CENNI) to establish the contents for each cycle and the different time scales required to attain each of the achievement levels.

Grades in Basic Education Articulated in Cycles



This is how the basis for familiarization, approximation, acquisition, and consolidation of curricular for the subject Second Language: English are established in order to attain the purposes in the syllabuses and achievement levels.

Based on the previous distribution, it is expected that students attain at least CENNI level 3 at the end of Cycle 1.

Expected Achievement Levels by Cycle and Grade

	PRESCHOOL	ELEMENTARY						SECONDARY		
	3 rd	1 st	2 nd	3 rd	4 th	5 th	6 th	1 st	2 nd	3 rd
CEFR	...		A1		A2		B1-			
Cenni	0	0	1	2	3	4	5	6	7	8
	Cycle 1			Cycle 2		Cycle 3		Cycle 4		

Purpose of English Language Teaching for Cycle 1

To raise students' awareness about the existence of a language different from their own and to get them acquainted with English by developing specific competencies particular to routine and familiar social practices of the language, through the interaction among students and spoken and written texts belonging to various social environments. (SEP, 2011)

Consequently, at the end of this cycle, students are expected to:

- Acknowledge the existence of other cultures and languages.
- Acquire motivation and a positive attitude towards the English language.
- Begin developing basic communication skills, especially the receptive one.
- Reflect on how the writing system works.
- Get acquainted with different types of texts.
- Start exploring children's literature.
- Use some linguistic and non-linguistic resources to give information about themselves and their surroundings.

1.2.2 Theoretical Perspectives

Communicative Approach

The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to use the language. (British Council, 2020)

In the communicative approach, the main objective is to present a topic in context as natural as possible. Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills that systems, lessons are more learner centered, and there may be use of authentic materials.

Task Based Approach

In this approach, the language to be studied is not predetermined; the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.

Stages (Frost, 2020)

- ✓ Pre-Task. Introduction of the topic and instructions.
- ✓ Task. Spontaneous use of the language.
- ✓ Planning. Input and advice.
- ✓ Report. Fluency and accuracy.
- ✓ Analysis. Focus on the form of the language.
- ✓ Practice. Interaction.

Comprehensible Input

Krashen states in his hypothesis that we acquire language when we understand what people say to us and when we understand what we read (Krashen, 2004). He makes an important distinction between language acquisition and language learning, and he defines comprehensible input. Krashen says that

young children should acquire their second language, not learn it. Acquiring the language occurs when a learner is provided with comprehensible input.

Providing comprehensible input means the teacher makes sure the students will be able to understand everything that is being taught, by concentrating on a small piece of the language and do it thoroughly rather than presenting an ample set of topics.

The result of second language acquisition is the direct result of learners' understanding of the target language in natural communication situations. Krashen states that language is acquired through exposure to comprehensible input (i+1) which could be oral or written and is either at or just beyond the learners' current level of language development. So, we need to expose our students at a level that is challenging enough and that keeps them motivated.

According to Krashen, it is also crucial to acknowledge the listening period. An extended listening period always gives learners the opportunity to gather meaning and to use context to interpret and understand what is being said.

He (Krashen, 1981) suggests that simply hearing a second language with understanding appears to be necessary but is not sufficient for language acquisition to take place. An important element of Krashen's theory is the Silent Period. This is the time when ELLs acquire some language knowledge (receptive moment) by only listening and understanding without necessarily producing answers.

Kolb's Model of Experiential Learning

Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the motivation for the development of new concepts is provided by new experiences and it is concerned with the learner's internal cognitive processes.

According to Kolb, "learning is the process whereby knowledge is created through the transformation of experience". (Kolb, 1984)

Four Stage Learning Cycle

- ✓ Concrete experience
- ✓ Reflective observation
- ✓ Abstract conceptualization
- ✓ Active experimentation

Socio Cultural Approach

The sociocultural theory of Lev Vygotsky, establishes that languages are learned as a result of social interaction and a cognitive process, where children are active learners and language provides them a new tool that opens up new opportunities for doing things and organizing new information. To Vygotsky, learning awakens a variety of internal developmental processes that are able to operate only when children are interacting with people.

Vygotsky introduced the concept of the zone of proximal development (ZPD). This is where learning takes place. It is the distance between the learner's current level of development and the potential development. Vygotsky also suggested that intelligence is better measured by what a child can create with new knowledge.

Schema Theory

This theory states that all knowledge is organized into units, where information is stored, which represents knowledge about concepts. Before students come to school, they develop these units of knowledge about everything they experience.

Schemata can represent knowledge at all levels, from ideologies and cultural truths to knowledge about the meaning of a particular word, to knowledge about what patterns of excitations are associated with what letters of the alphabet. We have schemata to represent all levels of our experience, at all levels of abstraction. Finally, our schemata are our knowledge. All of our generic knowledge is embedded in schemata. (Rumelhart, 1980)

Content Schema

It refers to previous general knowledge the students have about a particular topic. This knowledge from past experiences is used to make connection to new information in the text. Since using content schema can connect old and new information, it helps to understand the message of a text more clearly.

Formal Schema

This refers to the knowledge we have about the different organizations of text.

Linguistic Schema

It refers to the linguistic information students have in their mind in order to decode words and their meanings.

Intercultural Competence

Intercultural competence is the ability to function effectively across cultures, to think and act appropriately and to communicate and work with people from different cultural backgrounds. (Leung, Ang, & Tan, 2014)

Intercultural competence is a valuable asset in an increasingly globalized world where we are more likely to interact with people from different cultures and countries who have been shaped by different values, beliefs and experiences. It helps us to engage and act globally.

Model of Intercultural Competence

The Byram's model of intercultural communicative competence sees the development of intercultural communicative competence as a combination of communicative competence and intercultural competence.

Byram defines intercultural competences as "knowledge of others, knowledge of self, skills to interpret and relate, skills to discover or to interact; valuing other's values, beliefs and behaviors; and relativizing one's self. Linguistic competence plays a key role (...)" (Byram, 2002).

Intercultural competence consists of three components:

- ✓ Knowledge
- ✓ Skills
- ✓ Attitudes

The Experiential Learning Approach

According to Kolb's experiential learning cycle, it is not enough to read or listen about other cultures; it is fundamental to be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy and empathy. (Humphrey, 2002)

The Role of the Teacher

As English teachers, we take different roles when teaching. One of our responsibilities is to deal with multicultural students with different backgrounds, cultures, ideas, etc.

Language teachers need to be able to adapt their roles and responsibilities to the new requirements in order to expose students to different ethnicities with different cultural backgrounds.

Among the multiple roles a teacher plays, is one as a mediator who sets the conditions for negotiating meaning, attitudes and the classroom interchange between students and the context.

The teacher also plays a role as ethnographer and researcher by being both an observer and a participant, in order to know the needs of students, cultural and economic backgrounds as well as the personal views needed to connect to connect their present knowledge to the new.

We also need to try to convey meaning to students so that the target language helps them to understand their own culture.

As a manager, the teacher administers all the human and material resources available. That includes setting, environment, students, time, learning activities, and planning for different backgrounds and learning styles. Our own experiences play a big part in this role.

As a learner, teachers never stop learning especially when we are teaching a second language but we are also looking for new qualifications to overcome all the challenges we might face when teaching.

As a mentor, we are leaders in the classroom and role models for our students because we are there to guide them by promoting a positive environment through the learning process.

Chapter 2. Methodology and Practice

2.1 Teaching Context

Even though I have had the opportunity to teach English all grades in elementary, this school year I am currently teaching very young learners. Their ages vary from 6 to 8 years old but I will focus only on the students in 2nd. grade.

This group in particular, is a very large class, there are 42 students, 20 of them are girls and the rest of them are 22 boys. All of them are very enthusiastic, playful and willing to learn, but different in so many ways.

Of course, everyone has their own little personality, style of learning and different needs that I try to cover as much as possible. Some of them need more attention than others because they still need guidance but the majority of them are very independent.

Since they are very energetic, I take advantage of that. They like to sing and dance a lot so, I always include songs, games and TPR activities in their classes so they are more relax before starting to work and at the same time enjoy the class and have fun.

Some of them are also very visual, that is why among the materials I use there are always images, posters and realia.

The school where I teach, is a full-time school located in the suburbs of Mazatlán, Sinaloa. It is in a very accessible area for everyone, since it is on the main avenue. It has all the necessary services and utilities, there are public transportation available all day long and most of the students live near by the school.

The majority of the parents are workers from the factories that are around the area. No all of them are well educated people, but they still support their children in learning a second language. And like in every city, there are social problems that affect our school community.

2.2 Lesson Plan

This project focuses its attention on recording basic information about The Americas, such as countries, nationalities, languages, regions of the continent and some of the typical food people enjoy there.

This was accomplished by:

- Exploring illustrated maps with specific information.
- Identifying information following its reading aloud.
- Participating in the writing of such information.

The social learning environment in which this project was implemented was educational and academic. This contributed to create language learning conditions that offered students opportunities to interact, explore and experiment with the language in different forms.

The social use of the language was fundamental in the classroom since the English language is not present in most of the social environment of the learners.

The purpose of this environment is for students to participate in oral and written situations that imply acting in and out of the classroom. The emphasis is on the learning strategies that will allow students to adjust their comprehension (listening, reading) and production processes (speaking, writing) in order to identify meanings and solve problems that might arise to fulfill the main goal.

In this environment students are expected to learn how to participate with language as a social practice that includes knowing about different areas of knowledge.

The topic of the lesson plan, encourages students to appreciate and show curiosity and respect for other cultures. It is part of the National English Program curriculum for elementary students in second grade, which is situated in Cycle 1 according to the program stages. This stage is committed to the contact and familiarization by means of social practices of the language, that establish the basis for later learning.

The whole lesson plan was divided in five classes (see the appendix) that were carefully planned according to the needs of the students in the group and from the perspective of the communicative approach in order to produce meaningful and real communication.

According to the Sociocultural Theory, each student is not an isolated being and we must consider everything around them (Lantolf, 2000), because learning is a social and interactive process. As a teacher, I not only tried to be flexible but also adaptable to my students' needs, according to their own learning pace and context.

The purpose of the activities was to integrate the four skills (listening, reading, writing, speaking) involve in learning English as a second language as well as to promote intercultural awareness in second grade students of elementary.

The sociocultural approach focuses its attention on Social Practices of the Language which refers to the use of English for the purpose of social interaction.

The objective was to record basic information about the Americas by exploring some features. For this reason, it was essential to provide comprehensible input that could help the students to acquire small pieces of the language as Krashen states (Krashen, 2004).

2.3 Assessment and Evaluating Tools

Assessment is an ongoing process that documents and uses data on the knowledge, skills and attitudes. One of the reasons for assessment is to improve students' learning. It can be focused on the individual learner or the whole class. Classroom assessment can be formative or summative.

Formative Assessment gives us an overview of our students in the beginning of our instruction and it also gives us the opportunity to improve that; it is made during teaching and learning. Summative Assessment will give us the outcome of the whole instruction. It is made at the end of instruction in order to assign a grade or to be part of program evaluation. (Bailey & Jakicic, 2012)

Testing examines knowledge to determine what is known or has been learned. It measures the level of skill or knowledge that has been reached.

The difference is that a test is a product that measures a particular objective and assessment is, as I mentioned before, an ongoing process used during and after the instruction has taken place. It helps to interpret the results in order to alter such instruction if needed.

The term authentic assessment refers to teacher observations made in the context of a lesson rather than as part of a separate test.

“Authentic tasks provide the mileposts leading to the final destination of content mastery and learner exit outcome achievement” (Baron & Boschee, 1995).

Authentic assessment is also sometimes referred to as informal assessment. These are made by being observant during activities that would have been part of the lesson even if the teacher is not documenting those. However, these observations should be documented.

Documentation helps guide teacher reflection and lesson planning. It shows student growth over time. It also provides a base for feedback to students, for reporting to supervisors and for preparing for the end of year tests used for program evaluation.

Types of Authentic Assessments

Notes

These should identify which activities went well during the lesson, topics needing more instructional time, or what the teacher needs to organize better next time before the lesson begins.

Checklists

These are a form of assessment documentation that takes each student into account and which lists the target skills, competencies, standards or language objectives. Checklists can be designed for use with an entire class or for use with individual students. They may often be categorized as whole class or individual student checklists and as such refer to group or individual mastery of target skills.

Rubrics

These are checklists with performance criteria. They can be used to guide an oral interview and assess student's oral proficiency, or to assess work on projects. To assess a student's work on a project, where there is no single correct answer, teachers can divide the project into smaller, discrete steps, then determine whether the student successfully took all of the required steps and whether his skill throughout the process resulted in a successful language product.

2.4 Instruments of Learning Assessment

The purpose of this cycle is to record the degree of progress attained in every day class work and any changes or adaptations required by any component of the teaching practice in order to reach the goals established during the school year.

From this perspective, the assessment of each stage in the first cycle does not involve promotion, and therefore its function is related to the learning process and should be characterized by being:

- Global, because it considers the student's English language skills as a whole and does not isolate or break them down into fragments.
- Continuous, because it takes into consideration work and performance done throughout the development of the stages of the communicative situation, not only the final product.

- Formative, because it is a continuous process of uninterrupted gathering of evidence and qualitative data on the students' performance; that is, on their strong and weak points, so that positive and effective feedback among students and the teacher is guaranteed.

Monitoring the students and their participation during classes not only gave me the basis to assess their work but also to collect important information and evidence about their progress. One of my roles as a teacher is that of an observer. Direct observation, helped me to get the necessary information to find out if the objective of the class was being accomplished. Reflecting on that, I was able to focus on the different aspects I needed to improve in my teaching practice.

“Authentic tasks provide the mileposts leading to the final destination of content mastery and learner exit outcome achievement” (Baron & Boschee, 1995).

In this way, informal assessment was done by being observant during the activities that were part of the lesson. Documenting those observations helped me to guide my own reflection and lesson planning. It showed students' growth over time and it also provided a base for feedback to students.

Checklist, rubrics, notes and a questionnaire (see the appendix) were very important to accomplish the task of evaluating the students.

2.5 Applications

According to the Common European Framework of Reference for Languages and the National English Program, 2nd. grade is situated in Cycle 1. This is committed to the contact and familiarization by means of social practices of the language and specific competences with the language, which are the basis for later learning.

Listening

At this level, listening comprehension involves understanding and responding to expressions of basic social interaction, common instructions and basic information of oneself and one's own environment in order to meet communication needs.

Reading

Reading comprehension in this level includes participating in the exploration and identification of a list of known words in illustrated informative texts and children's literature. The relation between graphic and

textual components allows students to participate in reading aloud actions and to identify general characteristics of writing, which activates skills, knowledge and attitudes.

Speaking

It implies the ability to respond with known expressions to oral and written models related to immediate communication needs in familiar and known contexts and with specific purposes.

Writing

Writing at this level involves reacting to familiar and known texts through the spontaneous production of graphics, as well as the guided production of words that communicate a message. It also involves understanding the purpose of such productions.

The four skills were integrated through the lesson by helping the students to recognize the topic, graphic components such as colors, that helped them to find the different regions of the American continent in a map, to point some countries when they listened to them.

The activation of the schema (Rumelhart, 1980) was of great importance at the beginning of each class as they watched videos and listen to recordings related to the countries in the continent and that of others. This in particular, encouraged them to appreciate and show curiosity and respect about other cultures (Byram, 2002). At the same time, it helped them to connect their ideas to identify information when was read aloud.

Working with very young learners in elementary, the interactive model of reading helped them to put together smaller elements of language using their prior knowledge of words, their meanings and the syntactic patterns of their language; looking at language at the lowest linguistic level, such as working first with a combination of letters and sounds. They did this by forming the words related to the countries and languages.

It also helped them to process the text in their minds by making assumptions about the meaning of it. This was done by activating what they already knew about the topic. With this, they were helped to reconstruct the processes which start with the whole meaning and then the students, as readers, were able to break down the information to smaller pieces of meaning. (Dechant, 1981)

The spelling of words such as countries and languages, helped them to recognize expressions of the target language and identify isolated words when they listened to those (Kolker, 2008), to identify in a map the country that is referred in the information, to enunciate the names of the countries and

nationalities in order to practice their pronunciation. Recognizing English words similar to others in their own language, such as the names of some countries, helped them to convey meaning to words.

The activities also centered its attention in writing the names of the regions and some countries in the American continent by following a pattern or language structure as Hyland states (Hyland, 2002). This allowed students to use controlled and guided writing of specific information about those countries. It also was intended to order specific information to complete sentences and then organize that to be registered in a chart.

Since the lesson plan was intended for beginning students in second grade who are only able to write simple words, sentences or dictations, most of the writing done in the activities was imitative.

The purpose here, according to Brown (2007) is to make students familiar with the “conventions of the orthographic code” such as spelling conventions and patterns.

Following some of the approaches suggested by Hyland that were mentioned before when teaching writing, students were taught certain grammar and vocabulary items related to the countries in The Americas as well as different aspects such as, regions, nationalities, languages, flags and food, so they could get familiar with the cultural background of those countries.

Then, students practice writing following patterns (controlled writing) that helped them to write specific words such as the names of countries, languages, nationalities, regions and food.

After that, students imitated model texts (guided writing) by completing the information of some of the countries with the missing words.

Finally, students used the patterns they have already learned to write their own information about their country, nationality, language and the region of America where their country is located to present that to the class and exchange with others.

According to Kuhlman (2008), speaking is an observable skill, so after assigning the topic and discuss the features regarding The Americas, I was able to observe the achievements and errors students showed during their performance, as well as the non-verbal language such as hand or body movements and facial expressions, which helped them to convey meaning in actual conversation or speech.

In order to develop the students' speaking skills, vocabulary was provided regarding countries in The Americas, nationalities, languages, regions and food. Those words in specific, were emphasized and reinforced by practicing its pronunciation. Choral repetition was done as much as it was possible in order

that the students were able to pronounce words correctly and see how the sounds and the letters are related.

As Kuhlman also states, speaking requires interaction with at least two people since it cannot be assessed in isolation. In this particular skill, children were able to interact with their relatives at home and participate in the exchange of personal information about their names, country, nationality, language and the region of The Americas where their country is located by asking and answering questions related to their own information. This, helped them to practice fluency and to engage in interactive conversation.

This was planned according to the Task-Based Language Teaching (TBLT) approach which emphasized the development of the language related skills and functions that learners will need to interact in the real world, focusing on the functional purposes of the language.

This approach, centers on the development of pragmatic competence or the ability to manipulate the different aspects of language to fulfill certain functions and achieve certain goals (Brown, 2007).

Chapter 3. Experience Report

Through all this time, I have been able to connect the theoretical perspectives of learning a second language with my teaching practice. Before, I was probably doing the same without knowing the importance of integrating the four skills in every lesson plan as well as the intercultural aspects. I also learned to use new tools that helped to meet up the needs of my students in a virtual environment and the requirements that distance learning involve.

One of the biggest challenges was to engage all the students on a virtual setting in every class. Being used to interact with them face to face, made it a little hard at the beginning, but thanks to help of my tutor, colleagues and the content of this program, I was able to incorporate the use of technology in the development of every lesson, having in mind a social learning environment. This helps the students to engage in meaningful interactions that makes the target language accessible to each one of them.

At the end of the lesson, students were able to identify the vocabulary related to the topic by coloring the different regions of the American continent and writing its names in the right place. They also comprehended specific information about countries, nationalities, languages, regions and food that they completed and classified in a chart.

Some of the videos presented in the lesson plan were selected considering authentic materials that showed the students children from other countries in the world exchanging information about their countries. This helped them to express curiosity and show respect about other cultures.

During the development of the activities that were planned to teach the four macro-skills, I was able to recognize that while some students really enjoy the class and engaged in it by paying attention and participating, there were others who got frustrated because they were lost. These students did not even make the effort to understand what we were doing.

There were also some children that I just could not engage because they were too shy, so I needed to work on including them more and pay attention so make sure they do not feel left out.

Chapter 4. Conclusions

I consider all approaches and methods I have used relevant because they give me the flexibility to take something from each one of them, depending on my students. It might be challenging sometimes but they have given me the opportunity to break down learning English into smaller parts that the students can then use to construct their own English.

They have also helped me to work hard in creating the right environment for my students to learn, since everything in a learner's environment contributes to the process of language acquisition, including gestures, games, pictures and realia.

They are really important because the English language is not present in most of the social environments of our students, English is not their native language and they live in a Spanish dominant setting. And as teachers, we need to promote social uses of English in the classroom by creating social learning environments, so learners, actively construct their own knowledge rather than just passively absorb it.

All these have helped me to analyze my teaching practice and my role as a teacher, in different ways, in order to provide interesting and motivating instruction in a way that ensures that students are receiving comprehensible input as well as opportunities to increase verbal interaction and active involvement. Contextualizing the language as much as possible and using teaching strategies and techniques that reduce the anxiety of the students.

Listening and reading are known as receptive skills while writing and speaking are known as productive skills.

Listening is usually the first skill that we learn in our own language. We learn this skill by listening to people who already know how to speak the language. Listening is key to all effective communication. It not only helps us to understand what others are saying but also to speak clearly to other people. It helps us to learn how to pronounce words properly, use intonation and identify where to place stress in words and sentences. This makes our speech easier for other people listening to us to understand.

When working on listening in the classroom, teachers should give students the opportunity to listen actively by providing different accents, interesting topics and exposure to real situations they may encounter outside the classroom. We must strive to make listening activities as comprehensible as possible.

Since an individual may face difficulties in understanding a talk or a conversation in a second language, it is important to help our students to practice by listening to live or recorded voices, exposing them to a variety of voices as often as we can, so they develop strong listening skills.

Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it is important to develop both speaking and listening skills in order to communicate effectively. They give us the ability to convey information verbally and, in a way that the listener can understand.

Practice makes perfect when it comes to developing English speaking skills. Listening to English, understanding grammar and reading can all help, but they are never going to improve English speaking skills to the extent it is possible to an advanced level on their own. Our students need to actually speak.

Teachers need to encourage students to speak as much as possible. They can make it as fun as the structure of their lessons will allow. This might be through role-play, group work or even projects.

Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life.

Reading and writing are very important skills that help us to improve communication. The more we read and write, the more we will broaden our vocabulary and are able to articulate concepts accurately and more effectively to others. Increasing our ability to communicate also helps us to be a better teacher or student.

Understanding culture is essential to learning a language, since it goes beyond memorizing words and basic grammar rules. It is like having a context that allows us to give the right meaning to each new word we learn. The more we know about the sociocultural background, the easier it is to get involved and learn new words, expressions and ways of speaking. There is more to building a conversation than what we read in a dictionary. That is why we cannot just try to learn a language outside of its cultural environment.

When we can place all the new information through the learning process in a cultural context, it can help us engage at a different level with the foreign language. Learning about how native people live and talk introduces a human side to the language, which keeps us engaged on this process. Understanding culture and its background, allows us to give the right meaning to each word, in the larger context, because we will be able to think in the foreign language and it helps us reach language proficiency and really live the language while we learn.

Assessment is an ongoing process that documents and uses data on the knowledge, skills and attitudes. One of the reasons for assessment is to improve students' learning.

Authentic assessment is sometimes referred to as informal assessment. These are made by being observant during activities that would have been part of the lesson.

Documentation helps guide teacher reflection and lesson planning. It shows students growth over time. It also provides a base for feedback to students and for preparing for the end of year tests used for program evaluation.

It is very important to choose appropriate methods of measurement that are targeted to measure exactly what we want to know and that those should be based on existing knowledge.

Appendix

Class 1

SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA EL ESTADO DE SINALOA



SUBSECRETARÍA DE EDUCACIÓN BÁSICA PROGRAMA NACIONAL DE INGLÉS PRONI LESSON PLAN



School:	Cycle: I	Month: May
Unit: 5 A	Grade: 2 nd .	Week: 1 Date: May 3 rd ; 2021.
Social Learning Environment: Educational and Academic		
Social Practice of the Language: Record basic information about a geography topic with the support graphical resources.		
Communicative Activity: Processing information.		

Class 1	
Previous Knowledge Activated	<p>Colors, numbers, question words, personal information.</p> <p>Vocabulary: Continents (Asia, Europe, North America, South America, Africa, Oceania, Antarctica). Oceans (The Pacific, The Atlantic, The Indian, The Antarctic, The Arctic).</p>
Activities	<p>Warm Up: 10 min. Previous Knowledge Activated</p> <p>The teacher displays different colored pencils or crayons and name the colors, for students to say them after. Then, name different colors and have students point to the corresponding colored pencils.</p> <p>One more time, the teacher displays all the colored pencils and asks the students to look at them. Next, ask the students to close their eyes and remove one. After that, ask students to open their eyes and identify the one that is missing by asking them “What colored pencil is missing?”</p> <p>Finally, students draw, color and write the names of the specific colors indicated by the teacher (purple, yellow, orange, green, pink, red, brown).</p> <p>Development: 40 min. Listening Activity (Choral Repetition)</p> <p>Students watch and listen to the video: “Our Planet Earth, Continents and Oceans” to review and learn vocabulary. https://www.youtube.com/watch?v=dk8zDjQT0aE</p> <p>The teacher shows to students some flashcards with the different continents, as they watched on the video, to listen and repeat. After that, students read word cards related to the vocabulary previously presented, including the oceans. Then, the teacher presents a map with the different continents and their names, for students to identify those by colors. First, the teacher models the question and answer.</p>

Schema Activation

“What color is North America? It’s purple.”

What color is South America? It’s _____.

What color is Africa? It’s _____.

What color is Asia? It’s _____.

What color is Europe? It’s _____.

What color is Oceania? It’s _____.

What color is Antarctica? It’s _____.

Writing Activity

Once they identified the continents, they write in their notebooks the names of the continents and oceans they remember in two different columns by numbering them.

They also write new words on the Word Wall.

Continents

1. North America
2. South America
3. Africa
4. Asia
5. Europe
6. Oceania
7. Antarctica

Oceans

1. The Pacific
2. The Atlantic
3. The Indian
4. The Antarctic
5. The Arctic

Closure:

10 min.

Writing Activity (Dictation)

Comprehension Questions

The teacher dictates the names of some continents that were presented in the video for students to find out the continent where they live. Then, the teacher presents to students the flashcards of the continents they wrote down to color the one they live in and answer the question “Which continent do you live?” I live in _____. After that, the teacher models the reading of the question and answer, highlighting the proper stress and pronunciation of words, focusing on the continent they live in.

Speaking Activity (Role Play)

Finally, students get to practice the question and answer related to the continent where they live so they speak about their personal information with a friend.

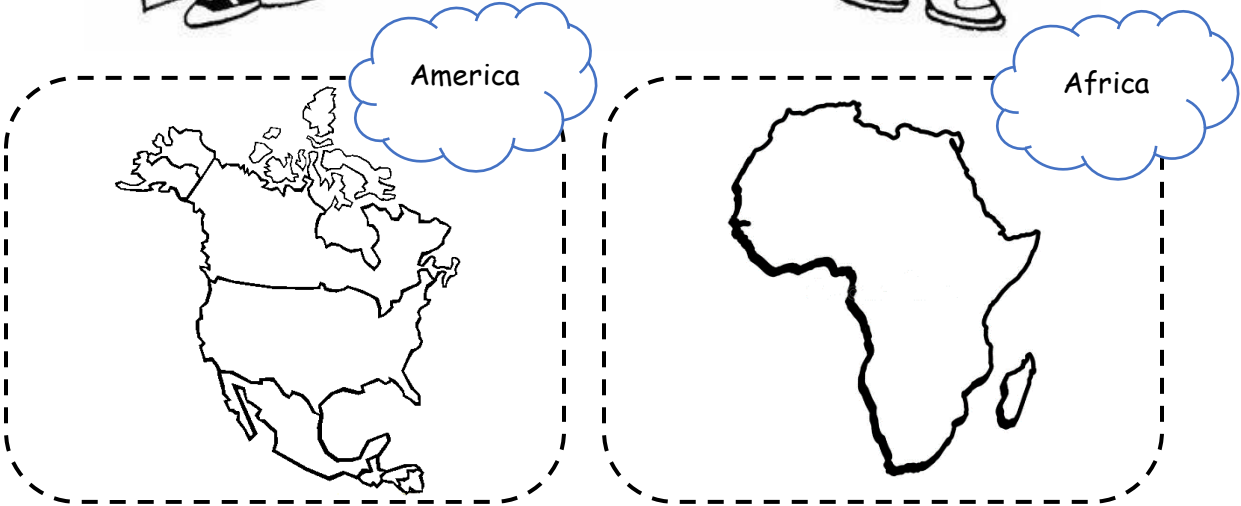
Assessment Instrument	Checklist, rubric, monitoring students work.
Homework	
Material & Space	Flashcards, worksheets, ppt presentation, zoom platform. Audios and videos.
Achievement	Explores illustrated maps with specific information about the Americas.

2nd. Grade Activity Class 1

Today is _____ May _____; 2021.

My Name is _____ Group _____.

1. Choose, color and answer .



I live in _____.



SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA EL ESTADO DE SINALOA

SUBSECRETARÍA DE EDUCACIÓN BÁSICA
PROGRAMA NACIONAL DE INGLÉSPRONI
LESSON PLAN

School:		Cycle: I	Month: May
Unit: 5 A	Grade: 2nd.	Week: 1	Date: May 3rd; 2021.
Social Learning Environment: Educational and Academic			
Social Practice of the Language: Record basic information about a geography topic with the support graphical resources.			
Communicative Activity: Processing information.			

Class 2	
Previous Knowledge Activated	<p>Personal information, colors, continents.</p> <p>Vocabulary: Countries of the world (Argentina, Australia, Brazil, Canada, China, Egypt, England, France, Germany, India, Italy, Japan, Malaysia, Mexico, The Netherlands, New Zealand, The Philippines, Portugal, Russia, South Korea, Spain, Tanzania, Turkey, The United States of America).</p>
Activities	<p>Warm Up: 10 min. Teaching Vocabulary</p> <p>Students watch and listen to the video: "Countries of the World" to review and learn vocabulary.</p> <p style="text-align: center;">https://www.youtube.com/watch?v=tk54tybepac</p> <p>The teacher shows flashcards to students with some countries, as they watched on the video, to listen and repeat, focusing on the countries from The Americas. After that, students read word cards related to the vocabulary previously presented. Then, they write in their notebooks the names of the countries from The Americas they remember. They also write new words on the Word Wall (Argentina, Brazil, Canada, Mexico, The United States of America).</p> <p>Development: 40 min. Reinforcing Target Language</p> <p>The teacher writes AMERICAS vertically down the left-hand side of the board. Then, displays a map or globe of the world and points to Mexico. Next, writes the name on the M. After that, encourages students to name countries that they know are part of this continent and correspond with one of the letters in the word written on the board (Argentina, Canada, States of America).</p> <p>Listening and Writing Activity</p> <p>Once the students recognize some of the countries, the teacher displays a map of America on the screen and elicits names of countries they know. Has students name the colors they can see on the map. Points to the names of the countries and reads them out loud. Plays track 1 and has students to listen and write the name of the</p>

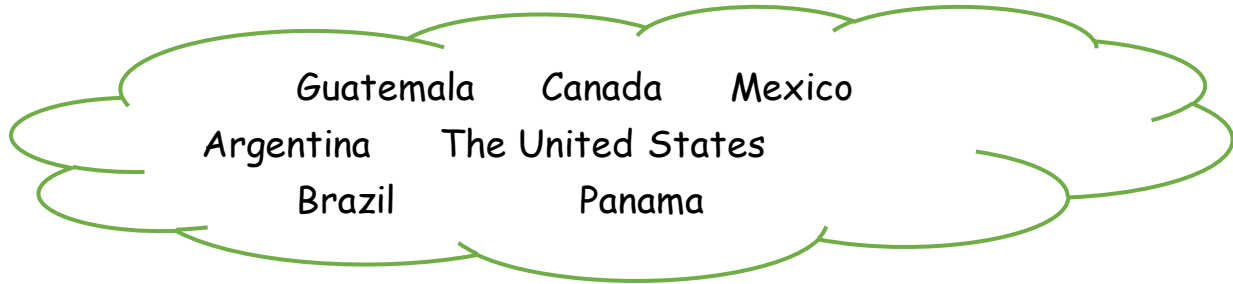
	<p>corresponding country (Guatemala, Canada, Mexico, Argentina, The United States, Brazil, Panama).</p> <p>Identifying Specific Words Finally, the teacher plays track 2 and has students point to the corresponding country and say the name.</p> <p>Closure: 10 min.</p> <p>Guided Activity (Reading and Writing) Students read sentences about the flags of some countries from The Americas and look for specific words (names of the countries) to complete them. Then, they color the flags with the corresponding colors.</p> <p>Speaking Activity (Modeling) The teacher brings out the question “Where are you from?” and the answer “I am from Mexico. I’m Mexican.” for students to practice giving personal information. Students connect the dots to discover the country here they are from and write its name.</p>
Assessment Instrument	Rubric, checklist and monitoring students work.
Homework	
Material & Space	Flashcards, worksheets, ppt presentation, zoom platform. Audios and videos.
Achievement	Explores illustrated maps with specific information about the Americas (Countries).

2nd. Grade Activity Class 2

Today is _____ May _____; 2021.

My Name is _____ Group _____.

1. **Listen** and **label** the countries .



2nd. Grade Activity Class 2

Today is _____ May _____; 2021.
My Name is _____ Group _____.

2. Read, complete  and color the flags.



Blue



Green



Red



Yellow

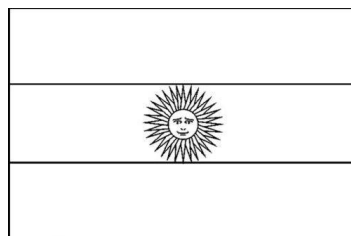


White



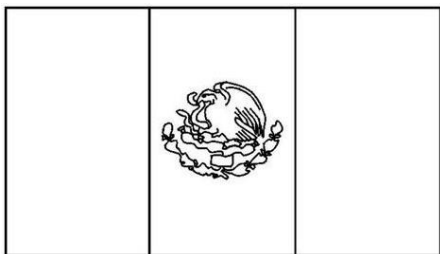
This flag is red and white.

The country is **Canada**.



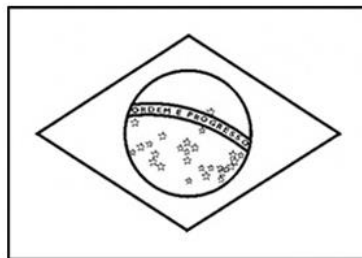
This flag is blue and white.

The country is _____.



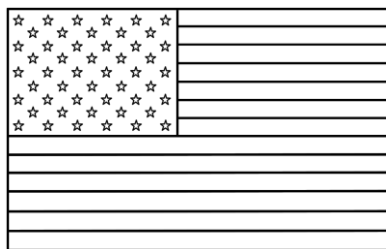
This flag is green, white and red.

The country is _____.



This flag is green, yellow and blue.

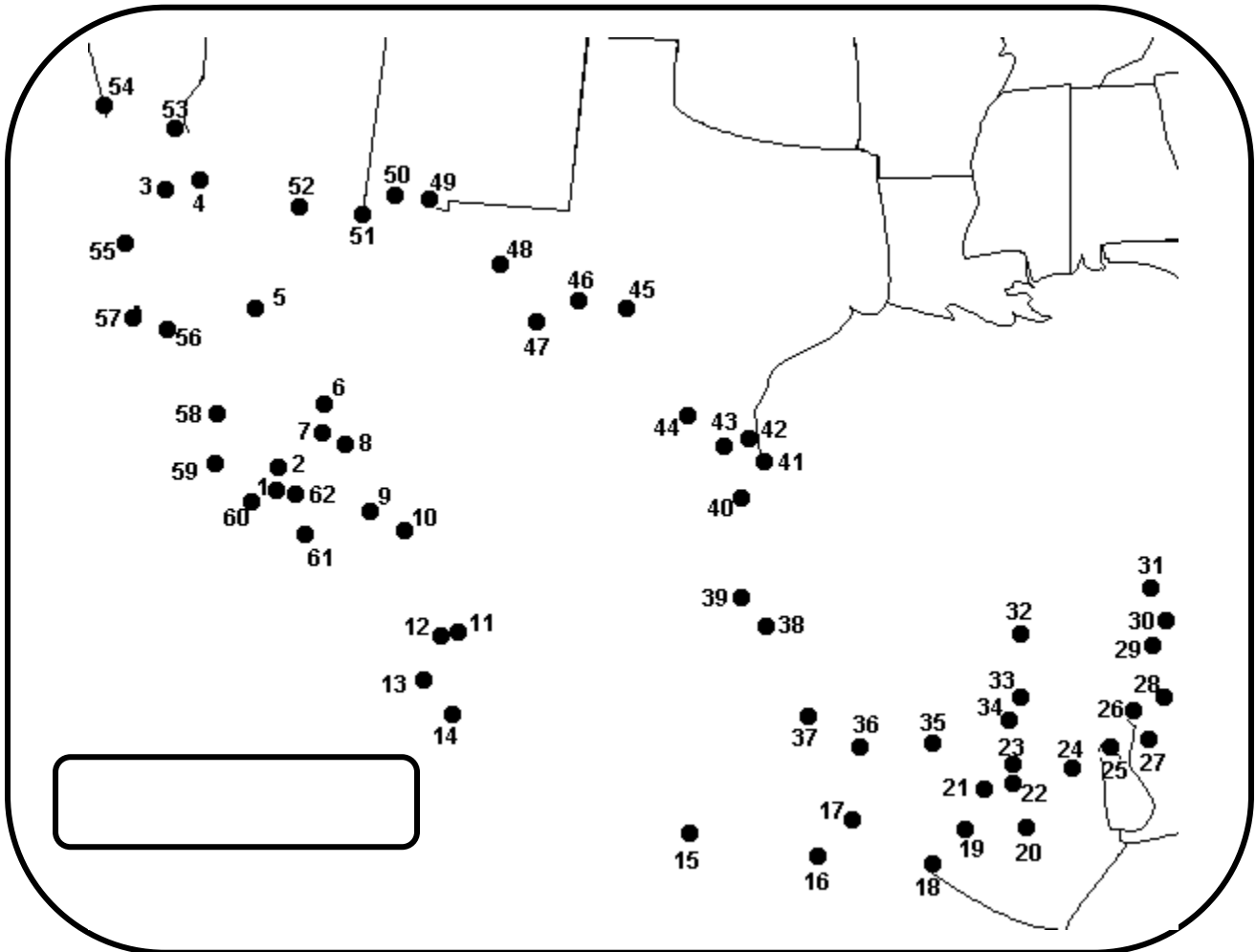
The country is _____.



This flag is red, white and blue.

The country is _____.

3. Connect the dots and **write**  the name of the country.



SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA EL ESTADO DE SINALOA

SUBSECRETARÍA DE EDUCACIÓN BÁSICA
PROGRAMA NACIONAL DE INGLÉSPRONI
LESSON PLAN

School:		Cycle: I	Month: May
Unit: 5 A	Grade: 2nd.	Week: 1	Date: May 3rd; 2021.
Social Learning Environment: Educational and Academic			
Social Practice of the Language: Record basic information about a geography topic with the support graphical resources.			
Communicative Activity: Processing information.			

Class 3	
Previous Knowledge Activated	Personal information, numbers, continents, countries. Vocabulary: Nationalities (Mexican, Brazilian, Canadian, American) Languages (Spanish, Portuguese, English, French)
Activities	<p>Warm Up: 10 min.</p> <p>Previous Knowledge Activated Teacher invites a student to the front and “writes” a name of a country on his or her the back with the finger. Then, have the student say what you wrote. Put students into pairs and encourage them to take turns writing the names of countries on each other’s backs.</p> <p>Development: 40 min.</p> <p>Authentic Material (last part of the video) Students watch and listen to the video: “Learn Nationalities of the World” to review and learn vocabulary. https://www.youtube.com/watch?v=0vY2sf2jty4&list=LL&index=6</p> <p>Pre-Reading (Teaching Vocabulary) The teacher shows flashcards of some countries with the corresponding nationality and language, as they watch the video, to listen and repeat.</p> <p>While-Reading (Identifying Specific Words) Then, students read word cards related to the vocabulary previously presented focusing on the countries from The Americas.</p> <p>Writing Activity Next, they write in their notebooks the nationalities and languages they remember. They also write new words on the Word Wall (Nationalities, Languages).</p>

	<p>After that, the teacher reads the introductions out loud and has students follow along on the screen.</p> <p>Post-Reading (Completing Sentences) Finally, the teacher reads the incomplete sentences and ask students to use the information to complete them.</p> <p>Closure: 10 min.</p> <p>Students cut out the parts of words. Then, the teacher asks them to count the pieces they need for each word. Next, the teacher asks them to glue the pieces in the correct place in order to complete the names of countries and languages. After that, students draw lines to match the names of the countries to the languages spoken there.</p>
Assessment Instrument	Rubric, checklist and monitoring students work.
Homework	
Material & Space	Flashcards, worksheets, ppt presentation, zoom platform. Audios and videos.
Achievement	Identifies information following its reading aloud.

2nd. Grade Activity Class 3

Today is _____ May _____; 2021.
My Name is _____ Group _____.

1. Look at the pictures, read and complete  the sentences.



In Mexico people speak _____.

In Canada people speak _____ and _____.

In the United States people speak _____.

In Brazil people speak _____.

2. Complete the words and match the countries with the languages.

Countries			Languages		
Me	<input type="text"/>	<input type="text"/>	Por	<input type="text"/>	<input type="text"/>
<input type="text"/>	na	<input type="text"/>	<input type="text"/>	glish	
Bra	<input type="text"/>		Spa	<input type="text"/>	
The U	<input type="text"/>	<input type="text"/>	S	<input type="text"/>	tes ch



guese		
xi	ni	tu
Ca	da	En
ted	co	Fren
zil	ta	nish

SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA EL ESTADO DE SINALOA

SUBSECRETARÍA DE EDUCACIÓN BÁSICA
PROGRAMA NACIONAL DE INGLÉSPRONI
LESSON PLAN

School:	Cycle: I	Month: May
Unit: 5 A	Grade: 2 nd .	Week: 2
Date: May 3 rd ; 2021.		
Social Learning Environment: Educational and Academic		
Social Practice of the Language: Record basic information about a geography topic with the support graphical resources.		
Communicative Activity: Processing information.		

Class 4	
Previous Knowledge Activated	<p>Personal information, continents, countries, nationalities, languages. Vocabulary: Regions (North America, Central America, South America).</p>
Activities	<p>Warm Up: 10 min.</p> <p>Reading and Writing Activity The teacher displays a map of The Americas with the three regions in which it is divided in different colors for students to identify them (North America, Central America, South America). Then, they read them out loud. After that, the teacher dictates to the students the names of some countries located in each region so they point to them on the map (Canada, Belize, Brazil).</p> <p>Development: 40 min.</p> <p>Listening Activity Students watch and listen to a video that highlights the three regions of The Americas. The teacher shows to students the flashcards of some countries located in those regions, as they watched on the video, to listen and repeat. Then, students read word cards related to the vocabulary previously presented focusing on the regions of The Americas.</p> <p>Checking Comprehension Then, the teacher reads the incomplete sentences and ask students to complete them. Next, the teacher brings out the questions:</p> <p>Where is Mexico? It's in _____. Where is Argentina? It's in _____.</p>

	<p>Where is Guatemala? It's in _____.</p> <p>for students to answer, read and practice in pairs with their classmates.</p> <p>Closure: 10 min.</p> <p>Sentence Formation Students order the information to write sentences related to regions, countries, languages and nationalities.</p>
Assessment Instrument	Rubric, checklist and monitoring students work.
Homework	
Material & Space	Flashcards, worksheets, ppt presentation, zoom platform. Audios and videos.
Achievement	Participates in the writing of information.

2nd. Grade Activity Class 4

Today is _____ May _____; 2021.

My Name is _____ Group _____.

1. Look at the map, read and complete  the sentences.



North America

Canada

Central America

Belize

South America

Brazil



I'm Canadian.
Canada is in _____
_____ America.



I'm Belizean.
Belize is in _____
_____ America.



I'm Brazilian.
Brazil is in _____
_____ America.

2. **Order** the information and **write** sentences. **Look** at the example.

Brazil am I from I am from Brazil

is South America in Brazil _____

I Portuguese speak _____

am I from Canada _____

in is North America Canada _____

I Canadian am _____

speak I English _____

SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA EL ESTADO DE SINALOA

SUBSECRETARÍA DE EDUCACIÓN BÁSICA
PROGRAMA NACIONAL DE INGLÉSPRONI
LESSON PLAN

School:		Cycle: I	Month: May
Unit: 5 A	Grade: 2nd.	Week: 2	Date: May 3rd; 2021.
Social Learning Environment: Educational and Academic			
Social Practice of the Language: Record basic information about a geography topic with the support graphical resources.			
Communicative Activity: Processing information.			

Class 5	
Previous Knowledge Activated	<p>Personal information, continents, regions, countries, nationalities, languages. Vocabulary: Question words (What, Where), typical food.</p>
Activities	<p>Warm Up: 10 min. Previous Knowledge Activated (Schema)</p> <p>Reading Activity</p> <p>Students review countries and languages by reading some sentences and selecting the right answers.</p> <p>Listening Activity</p> <p>Then, they watch a video that presents some of the dishes people enjoy in countries from different regions in America, to listen and identify specific words (food, country, language and region of America).</p> <p>Development: 40 min.</p> <p>Listening, Reading, Writing and Speaking</p> <p>After watching the video, students read and complete the sentences using the word bank given.</p> <p>Then, the teacher presents some questions for students to answer with their personal information and reinforced their knowledge about the subject.</p> <p>Next, they read them out loud. After that, the teacher models the reading of their own information in a small paragraph for them to read by themselves or speak about it.</p>

	<p>Finally, students complete a chart with the missing information about the language, food and region of America.</p> <p>Answering Comprehension Questions</p> <p>What is your name? My name is _____.</p> <p>Where are you from? I am from _____.</p> <p>What language do you speak? I speak _____.</p> <p>Which region of America does your country belongs? _____ is in _____.</p> <p>Closure: 10 min.</p> <p>Final Product Students make a map puzzle of the Americas by highlighting each region in different colors and writing its name. Then, students present their own information.</p>
Assessment Instrument	Rubric, checklist and monitoring students work.
Homework	
Material & Space	Flashcards, worksheets, ppt presentation, zoom platform. Audios and videos.
Achievement	Participates in the writing of information.

2nd. Grade Activity Class 5

Today is _____ May _____; 2021.

My Name is _____ Group _____.

1. Look at the picture, read and match .

Kate is from Canada. She is Canadian. She speaks English and French. Canada is in North America.



Dora is from Brazil. She's Brazilian. She speaks Portuguese. Brazil is in South America.



Kate is Canadian. She speaks English and

- a). French b). Spanish

Dora is Brazilian. She speaks

- a). English b). Portuguese

2. **Complete**  the sentences using the word bank.



South America

pupusas

Spanish

Brazil

Central America


mole

Spanish

1. In Mexico people eat _____. They speak _____; and it is located in North America.

2. In _____ people eat picanha. They speak Portuguese; and it is located in _____.

3. In El Salvador people eat _____. They speak _____; and it is located in _____.

3. **Write and complete**  the information about the countries.



Country	Food	Language	Region
Mexico			
Brazil			
El Salvador			

2nd. Grade Final Product

Today is _____ May _____; 2021.

My Name is _____ Group _____.

1. Write  and color.



North America

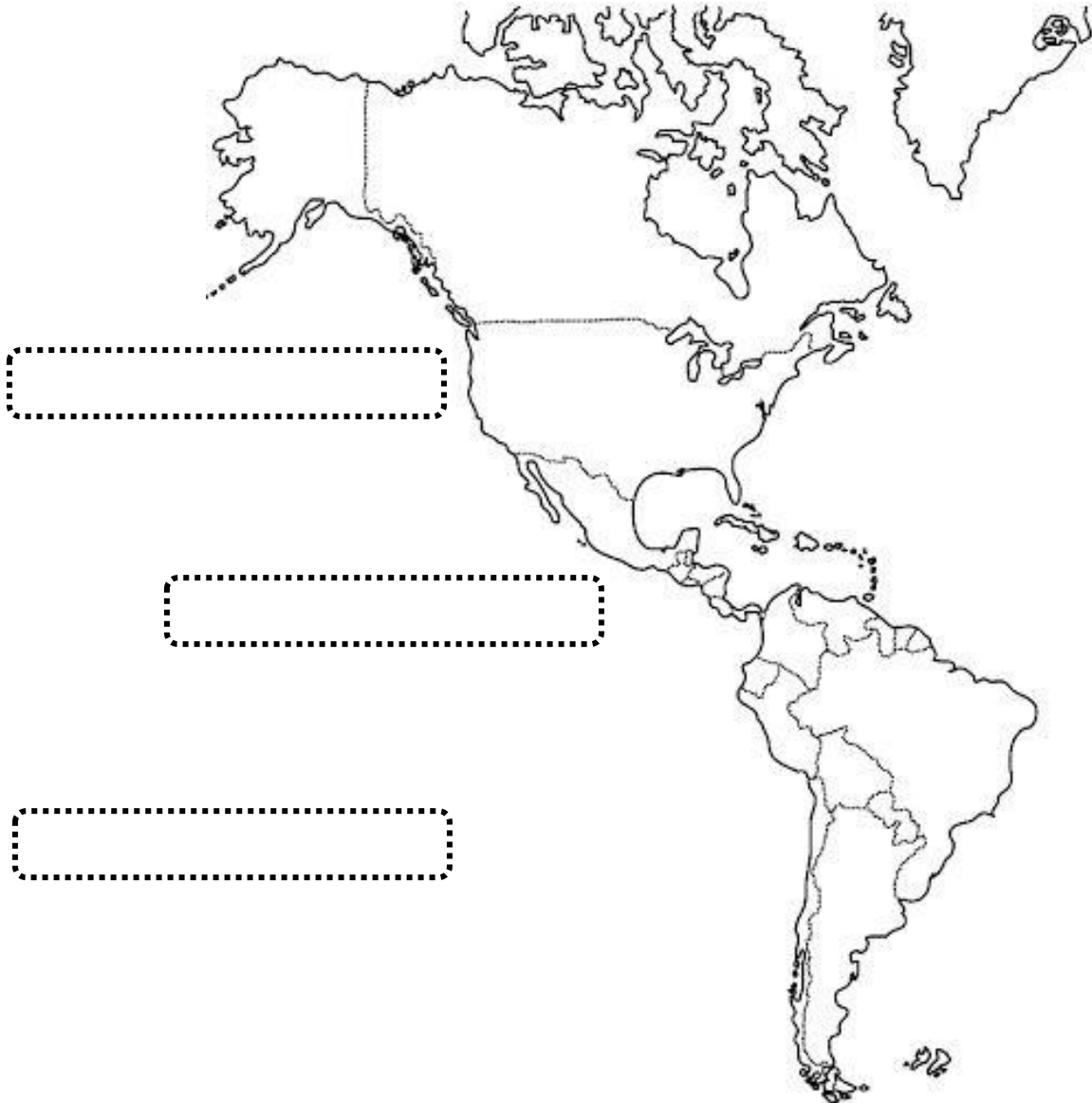


Central America



South America

America

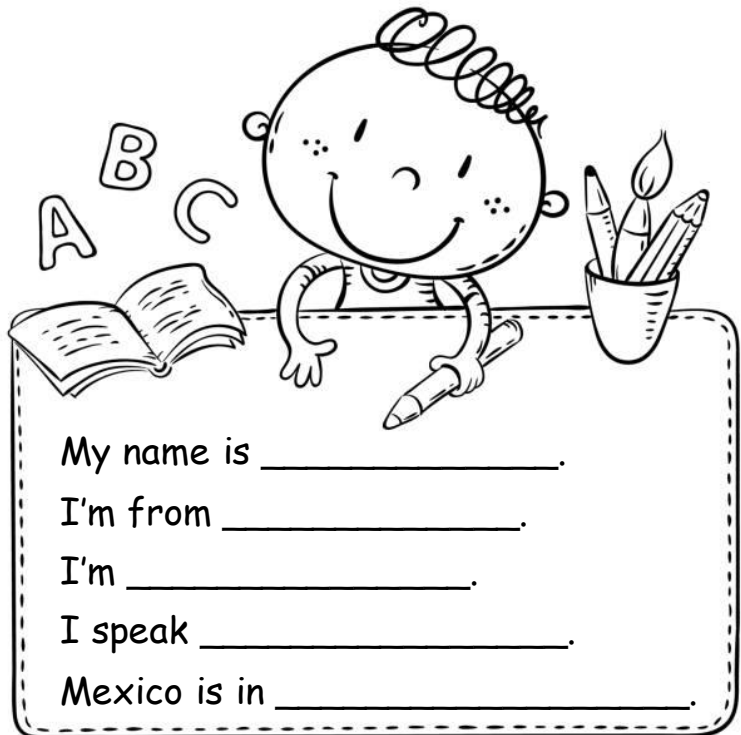
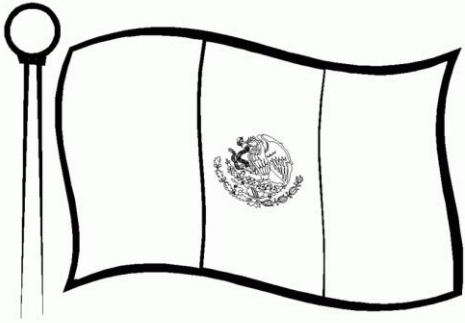


2nd. Grade Final Product

Today is _____ May _____; 2021.

My Name is _____ Group _____.

1. **Complete**  the sentences.

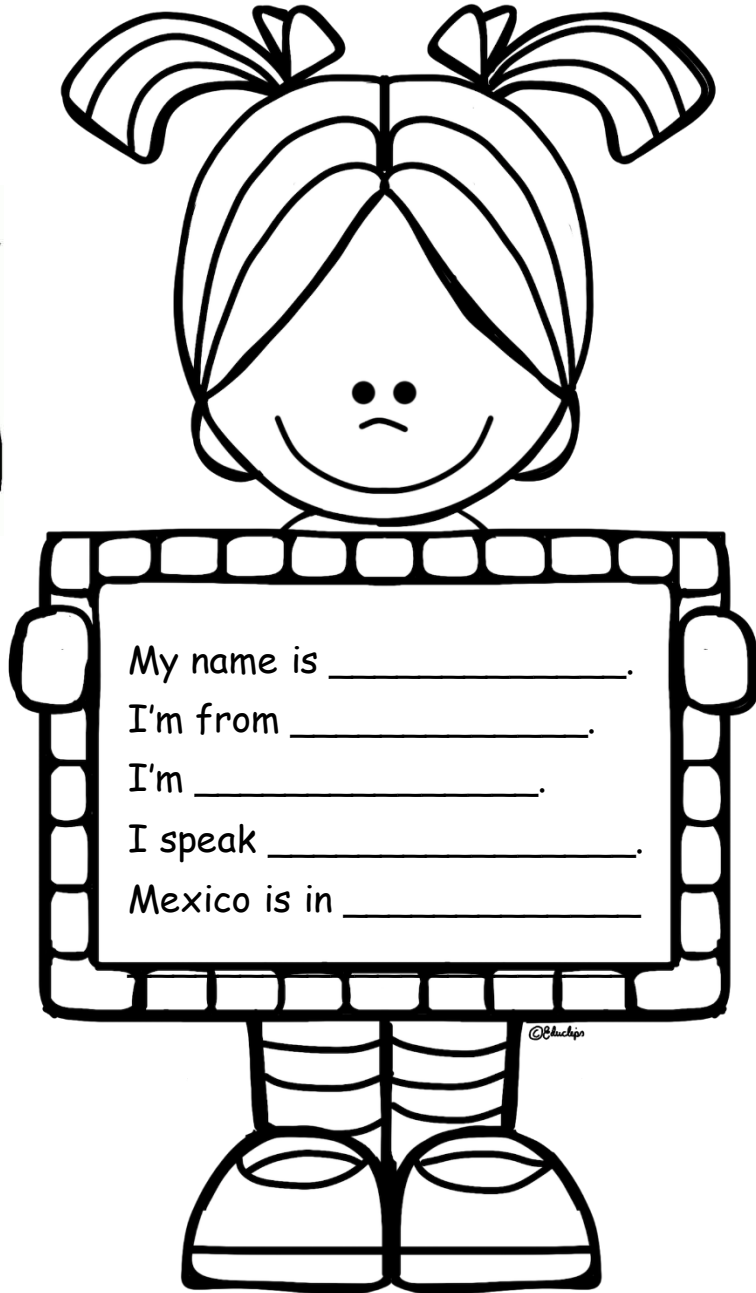
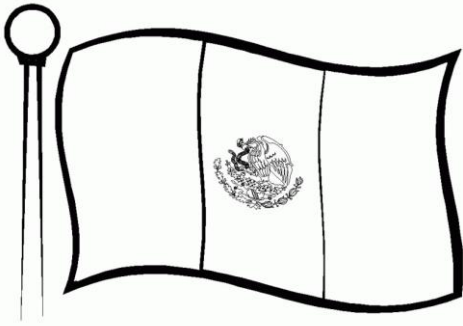


2nd. Grade Final Product

Today is _____ May _____; 2021.

My Name is _____ Group _____.

1. **Complete**  the sentences.



Instruments of Learning Assessment

Checklist						
School:				Date: May 2021.		
Grade: 2 nd .				Unit: 5 A		
Product: Make a puzzle of the Americas						
No.	Name of the Student	Explores illustrated maps with specific information about the Americas.	Identifies information following its reading aloud.	Participates in the writing of information.	Level of Progress	Grade
1						
2						
3						
4						
5						

Rubric						
School:				Date: May 2021.		
Grade: 2 nd .				Unit: 5 A		
Achievements: Explores illustrated maps with specific information about the Americas. Identifies information following its reading aloud. Participates in the writing of information.						
Values		Points		Numerical Grade		
3 Excellent		09-08		10		
2 Very Good		07-06		9		
1 Good		05-04		8		
0 Poor		03-01		7		
No.	Name of the Student	Identify and locate the American countries on a map.	Point out American countries on a map when listening to their names.	Recognize and remember words in the text based on certain indicators.	Total	Numerical Grade
1						
2						
3						
4						
5						

Rubric for Assessing Speaking

School:		Date: May 2021.				
Grade: 2 nd .		Unit: 5 A				
Achievements: Explores illustrated maps with specific information about the Americas. Identifies information following its reading aloud. Participates in the writing of information.						
Values		Points			Numerical Grade	
✓ Always		5			9	
👍 Usually		3			8	
✗ Normally		1			7	
Criteria						
No.	Name of the Student	Pronunciation Diction	Fluency	Word Choice	Usage	Ideas Meaning
1						
2						
3						
4						
5						

Criteria	Points		
	5	3	1
Pronunciation Diction	Student is easy to understand and makes few errors.	Student makes many errors in pronunciation but can be understood.	Student is very difficult to understand or responds in L1.
Fluency	Student can effectively communicate in different contexts.	Student can generally communicate in most situations.	Student cannot communicate effectively in any situation.
Word Choice	Student uses appropriate words to express meaning.	Student uses words or phrases to express simple meanings.	Student speaks using unrelated words.
Usage	Student makes minor errors in grammar and structure and can be understood.	Student makes major or frequent mistakes in grammar and structure but it is possible to understand.	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas Meaning	Student responds with connected vocabulary and language to express ideas. Response contains few errors.	Student responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

Formal Evaluation

Link

https://docs.google.com/forms/d/e/1FAIpQLSf-EBmH_tQidDjhfT2Gay_d_jwEbu8--Mgyx8Y8XTgZvcrzw/viewform?usp=sf_link



Recording Activities

Link

https://drive.google.com/file/d/1RERJ4rG9U6CAvwIFNFjyO_aouAig16-t/view?usp=sharing





Information about The Americas

IGNACIO M. ALTAMIRANO

Abdiel Isai Arias Vallin

2"A"

2nd Grade Activity 2
Today is Wednesday May 26 2021.
My Name is Abdiel Isai Arias Vallin Group 2A

1. Complete the sentences using the word bank.

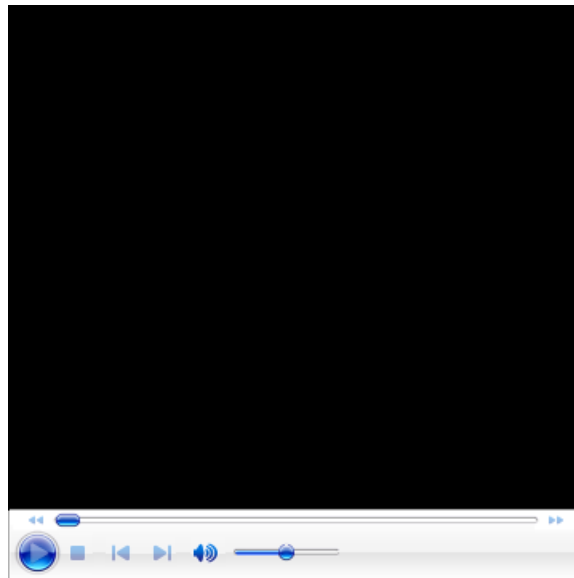
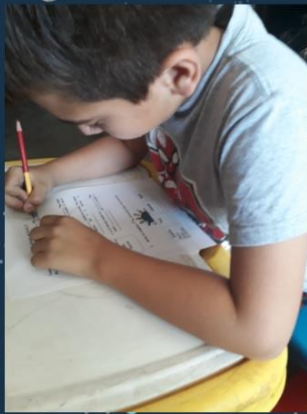
1. In Mexico people eat mole. They speak spanish and it is located in North America.

2. In Brazil people eat picanha. They speak Portuguese, and it is located in South America.

3. In El Salvador people eat pupusas. They speak spanish and it is located in South America.

2. Write and complete the information about the countries.

Country	Food	Language	Region
Mexico	mole	spanish	North America
Brazil	picanha	Portuguese	South America
El Salvador	pupusas	spanish	Central America



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