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PRESENTA:

Dulce María Melgoza Mendoza

TUTOR: Rocío Salgado Perea

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CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS
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UNIVERSIDAD PEDAGÓGICA NACIONAL

THE TEACHER'S ROLE IN THE CLASSROOM AND NEW TRENDS

FINAL PROJECT

STUDENT: Dulce María Melgoza Mendoza.

TUTOR: Rocío Salgado Perea.

DATE: Junio 6th, 2019.

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Introduction

The final project called the teacher's role in the classroom and new trend showed the knowledge acquired in the specialization. It is analyzed the significance of the intercultural competence in order to communicate effectively in a range of cross-cultural context. In this development not only it will be considered but also developed a meaningful intercultural activity that will be carried out in my English Language Classroom.

Furthermore, the lesson has been designed with intercultural activities that will help my learners develop cultural awareness at the same time that I cover a topic from the syllabus. In addition, the lesson plan was created taking into consideration my learners' needs, background, and context. Thus, it is essential to do remembrance that the techniques, methods, approaches, and activities included have been learned in the course.

This project is applied in the Autonomous University of Hidalgo State campus *Huejutla*. The group selected has a level A1.2 and is integrated for 36 students who study High School. They have a diversity of culture even though they were born in the same city, 30% of them have as their L1 *Nahuatl* and L2 Spanish. On the other hand, we will use digital resources in order to support the English class.

Finally, it will be reflected the understanding of how interculturality plays an important role in both, the teaching of English and teaching principles.

Chapter 1: Philosophy and theory.

1.01. Teaching identity and philosophy.

Teaching is a continuous learning and now studying this specialization has allowed to improve my teaching practice, the pedagogical issues, methodologies, strategies, to understand the processes of learning language skills and the theories for second language acquisition open up my view about the importance of teaching a second language. As English language teacher, difficult areas for learners were also understood. The ability to predict common mistakes during the teaching- learning process has helped in designing or adapting activities for improving students' English language skills. Studying this post-graduate was a continue learning since starting, reading and working on the tasks and contents of every lesson contributed not only in developing teaching skills, which might say it is the main aim of this specialization, but remembering the title: "Specialization in English Language Learning and Teaching" it also collaborate in the growth of other needed skills within the professional teaching practice as when reading, the acquisition of new vocabulary or practicing and improving writing skills due to the forum participation and assignments delivery; video conference and online tasks performance helped in growing speaking and listening skills.

Therefore, the posture after the specialty could not be the same, there is a before and after to start the challenge about studying formally for the first time English Language Teaching, besides learning online since I have never studied under that system. What I meant in the previous lines is the fact that my teaching practice has been enormously benefited improving not only the teaching- learning process part but also increasing my language proficiency. On the whole, it was an integral awareness complement to strengthen my professional development. Currently, I could understand students' problems when performing reading and listening in class and their frustration after their poor performance of this activities in, to help in this I have understood that there are stages to develop: pre-activity, during activity and after activity. In addition, the use and implementation of technological resources has been an important element for developing activities and assessing tools to encourage students in learning due to students' interaction with technology. I also have taken into account the affective

part motivating and providing positive feedback on tasks helping learners to low level of anxiety to succeed in language acquisition. Something that is not easy and being honest I have never integrated during the lesson plan it was the intercultural competence, after learning about this which is also vital as a part of communication (not only communicative competences) I keep in mind during the lesson planning. It is important to consider its reliability and validity when designing or implementing a formal assessing that is why now I design more precise tests, based on the principles of testing. For the period of this time as soon as I was enrolled with the specialization, it has been sometimes a little bit complex, the reason is because many different things and ideas have made me change the way I think, the manner in which lesson plans have been changed, I have noticed some changes in the environment class, also the way I teach in the classroom.

Therefore I believed that I have been evolving definitely in the professional field with more knowledge about pedagogy and the way in which English is more than a language. Throughout this, in every module which I have been taking online by the UPN specialization is being a very helpful as said by (Richards & W., 2014) tool to develop new skills and abilities in the teaching English area for me, language and culture have been learned in module 3, but the previous ones have been relevant and important at the same time here. In this section, it is used to talk about the speaker, the person who is guiding the students in a classroom and as (Finlinson, 2016) believes that the teacher's role in the classroom is like being an architect or just a facilitator. In other words, it is meant that it is their responsibility not only to plan a class, organize, and conduct lessons that encourage interaction in the classroom and in real English situations, but also to create a good classroom environment that is conducive to learning. A teacher also can affect the mood of a classroom and in the student's behavior, allowing for new and original thoughts, and inspire them to question and investigate their ideas, thoughts, and believes.

When I was at school and now as an English teacher, I honestly believe that we can inspire our students and motivate them to learn anything at school. In my case I get the level B2+ from the TOEFL assessment, and each semester the Autonomous University of Hidalgo State offers courses to all the English staff in Pachuca for 1 week, which means that it must be taken 40

hours of training among the best English teachers from university and also from foreign English teacher trainers and the MIR author's (Make It Real) books that are used for the University. I have some very important things about my teaching personality, even though I did not realize that I have my own way to teach English.

Currently, there is increasing in huge more interest in the professional development of teachers and educators as the demands, expectations, and requirements of teacher education increasingly come under analysis. The manner in which teacher educators learn to traverse their world of work in the development of their knowledge, skills, and ability is really important. As it is mentioned in the article from (Loughran, 2014) where he mentioned the importance of the development, which is closely associated with becoming a teacher educator, the nature of teacher education itself, and the importance of researching teacher education practices. In other words, every teacher should continue studying in order to gain more experience in the education area.

On the other hand, every change has been its consequences but I have faced troubles in the classroom with the best attitude. I try to fully aware my students on the importance to acquire a second language. I provide them some examples in order to support the main idea. Sometimes, it has not been easy all the time but neither impossible. The facilitator all the time tries to encourage and challenges them. One student closed to the teacher and said "I do not know about the implementation of new acquisition, theories, and techniques that you are used but I am sure that you are given the best about you and I trust you "Oh! My God, it was such as satisfactory as a raining of the responsibility transferred me.

Nowadays, I can compare the previous and recently teaching process. Not all are bad but now are much better. When I developed the lesson plan years ago, I took into consideration the material and activities that I consider relevant according to my experiences and good results. In comparing with now, I analyze my material, activities, and lesson plan according to the level, needs, content, context, background, level, syllabus, and all those factors which were learned in the specialization. I used to apply the technology in the classroom but now not only use it but

also I am more careful to select the material which will be projected. I show all the time good attitude with my students. I provide as a tutor to my students with extra help in hours extraordinaire according to the schedule of the students and their own. I believe in the preventive extra help regardless that the corrective extra help in order to support my students all the time that it is possible. The application even though has been similar it has changed in being more prudent at the moment to do it. Thanks to the specialization the order has been modified for the activities such as now I take awareness about the methodology and proper application which both have resulted amazing.

If I had to summarize in a few lines:
My teaching philosophy mainly consist on planning meaningful language activities which provide several steps that allow students to learn specific skills understanding their learning language acquisition process based in the target language and aim. Secondly, encouraging students giving positive feedback on every single progress which help to students' self-esteem and lack of confidence. Thirdly, integrate the intercultural competence as part of the ability to communicate and behave in appropriate ways with those who are culturally different. Finally, to design / adequate reliable assessment tools which reflect real students' learning progress.

1.02. Theories underlying your teaching practice and identity.

Krashen's Theory of second language acquisition (1987) has made my teaching practice improving since he stated that language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill as well as this theory mentioned that acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Reflecting on Krashen's theory it is understood that grammar rules and boring words repetition are not the center of teaching a second language it should be through meaningful activities for learners which implies to know student's activities, backgrounds and likes. To set the target language and keep it in mind in every class has directed my teaching activities as well as giving the adequate input to create a comfortable classroom environment to promote learners' confidence.

Since the last year (2017) I got enrolled in a new adventure named: Specialization in teaching and learning English as a foreign language, and it was the best decision I have ever taken. And I will try to summarize in a few words why; firstly because even though I have a few years' experiences teaching English as a second language acquisition but honestly I did not know that there were a lot of things that I did not take into account when I was teaching to students from high school and college. During the last year, I also attended some courses in Pachuca City, Hidalgo; there were some conferences and workshops where people from the USA and England came to the UAEH and gave talks about new trending in English teaching and we as teachers who faced real problems in classroom had the chance to exchange ideas between each other.

It was the International Congress about language and culture 2017 and in December last year I did for the very first time a video about English from my school and it was uploaded on iTunes and YouTube platforms, and it is available in the following link:

https://www.youtube.com/watch?v=LHW4ldqW9vo

It has been a very good experience recording a video that I can use to explain my students a topic (Needs and Obligation) and in the next month then I will record my second video and this time it will be about "Habits and Routines". The UAEH (Autonomous University of Hidalgo State) makes supervision to all the English teacher every semester, the main objective with this activity is to supervise the teachers' work and provide at the same time the right feedback necessary to achieve the necessary level of English to students. According to the institutional curriculum in the English language department at the UAEH named "Centro de Lenguas" students must reach level B1 on the CEFR. Learning has been defined by (De Houwer, Barnes-Holmes, & Moors, 2013) functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience.

Reflections on how learning processes are taking place among my students.

As a matter of fact, during this semester the students from the high school have taken the English classes since the very beginning of this semester January-June 2019 in which they are enrolled in English 1, and the level for this semester is A1.2. During the first sessions students

have been listening to the teacher's performance in front of them, but something which must be specified is that they have practiced English since the first class, even though when some of them said that they did not speak English, to do that some of the strongest students in English we used as models to them, or sometimes they are called monitors. Nowadays Cultural and intercultural things have been included in the lessons plan and the MIR A1.2 Professional book has considered and included Cultural topics about Mexico and the rest of the world; there are many topics that cover Mexican culture, Mexican museums, archeological sites, Mexican cities and more about Hidalgo states and tourism. Personal development in English pedagogy. As far as I know, my own teaching philosophy in English exclusively in the pedagogy field has been enormous, it means, I have learned new English techniques and much more.

For example, in the first module, it was covered mainly about language and language acquisition and teaching; the lesson from that module covered many perspectives including the language information from English, topics from the second language acquisition and in the forums we discussed how to help students to acquire language and reach a very good level of communication, therefore we agreed on some factors that affect language learning process at school and outside of it.In the methodology field, I have learned about communicative approaches in learning-centered and task-based and then I have changed the way in which teaching English to my students is kind different because I should include strategies I did not know in the past. Just doing a personal feedback the teacher can summarize that I have had some troubles when reading and analyzing new English material, but with the tutor’s help and from my colleagues when we participate in forums and furthermore, when we have the opportunity to share on the videoconferences have increased a lot my confidence when teaching and also to be able to use new techniques and methodologies to get better results for my lessons.

In the second module, the topics covered were mainly about the use of the new information and communication technologies which are very good tools to help teachers and students to take different classroom environment and it is a good technique to engage students in the class. Finally, for the module 3, the topic is about the assessment and the different ways in which English teachers can evaluate students, therefore there are still lesson to be completed in the

next months and how to create exams too. The branch of linguistics known as generative linguistics rests on the idea of a generative grammar, a set of rules that generates an endless variety of sentences that are considered grammatically correct. The idea that a set of formal rules could be used as a model of the human cognitive ability to create a language is said to be structure-dependent. In other words, the formal rules of a generative grammar must refer to the structural units of the language.

The concept of a generative grammar was first applied in the field of syntactic theory, where it was employed in attempts to describe the human ability to construct sentences. The generative linguistics approach has since been expanded it has become useful in the fields of phonology, morphology, and semantics. There are now many different models of generative grammar that attempt to explain how the human mind processes language. The first technical use of the term generative within the discipline of linguistics occurred in 1957 when Noam Chomsky, a famous linguist, published a book entitled Syntactic Structures. In the book, Chomsky proposed a theory of generative grammar that he called “transformational grammar.” (N Chomsky, 2002) Vygotsky’s sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky’s theoretical framework is that social interaction plays a fundamental role in the development of cognition. (Vigotsky, 1978) Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

Behaviorist teaching methods tend to rely on so-called “skill and drill” exercises to provide the consistent repetition necessary for effective reinforcement of response patterns. Other methods include a question (stimulus) and answer (response) frameworks in which questions are of gradually increasing difficulty; guided practice; and regular reviews of material. Behaviorist methods also typically rely heavily on the use of positive reinforcements such as verbal praise, good grades, and prizes. Behaviorists assess the degree of learning using methods that measure observable behavior such as exam performance. Behaviorist teaching methods have

proven most successful in areas where there is a “correct” response or easily memorized material. (Savignon, 2017)

Differences between acquisition and learning.

Acquisition:	Learning:
• Intuitive •Subconcious •Emerges Naturally •Convey Meaning •Optimal conditions •Rules are stored diferently •Depends on attitude •Informal situations •Focus in communication •Produce an ability •Practice	•Concious •Focus on form •Figure out rules •Aware of the process • Error correction •Depends on aptitude •Formal situations •Produce a knowledge •Theory

Stephen Krashen´s hypothesis.

Krashen’s theory of second language acquisition consists of five main hypotheses: (Schutz, 2007)

The acquisition / Learning Dichotomy

It is the most fundamental of all the hypothesis in Krashen’s theory and the most widely known among linguists and language practitioner. The acquisition is meaningful interaction in the target language and natural communication. It is when we are concentrated not in the form of the utterances, but in the communicative act.

For example; when I have a presentation on the first day of the new group. I effort to concertize them to take the English class adequately. I ask the students. - What is the first word that children usually speak in the tongue mother? I write the brainstorm on the board about it. After, I ask other question. Why do you think about it? … Finally, we analyze when acquired our first language. The purpose is to motive and convince them the main reason to receive the English class in English.

Monitor Hypothesis.

It explains the relationship between acquisition and learning in define the influence of the latter on the former. Its function is the practical result of the learned grammar. In this theory, the students are able to modify their output. It means that they produce an utterance that is a target – like conform rules Second Language. The monitor acts in a planning, editing and correcting function. Three conditions limit the successful use of the monitor: Time, focus on form and knowledge of rules.

The Natural Order Hypothesis

The acquisition of grammar structure follows a natural order which is predictable. Errors are signs of naturalistic developmental processes, and during acquisition (but not during learning), similar developmental errors occur in learners no matter what their mother tongue is.

The Input Hypothesis.

The Input Hypothesis claims to explain the relationship between what the learner is exposed to of a language (the input) and language acquisition. It involves four main issues. First, the hypothesis relates to the acquisition, and not to learning. Second, people acquire language best by understanding input that is slightly beyond their current level of competence. Third, the ability to speak fluently cannot be taught directly; rather, it “emerges” independently in time, after the acquirer has built up linguistic competence by the understanding input. Fourth, if there is a sufficient quantity of comprehensible input, I + 1 will usually be provided automatically. Comprehensible input refers to utterances that the learner understands based on the context in which they are used as well as the language in which they are phrased. When a speaker uses language so that the acquirer understands the message, the speaker “casts a net” of structure around the acquirer’s current level of competence, and this will include many instances of I + 1. Thus, input need not be finely tuned to a learner’s current level of linguistic

competence, and in fact cannot be so finely tuned in a language class, where learners will be at many different levels of competence.

Affective Filter Hypothesis.

Krashen sees the learner's emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. A low effective filter is desirable since it impedes or blocks less of this necessary input. The hypothesis is built on research in second language acquisition, which has identified three kinds of affective or attitudinal variables related to second language acquisition.

1. Motivation. Learners with high motivation generally do better.

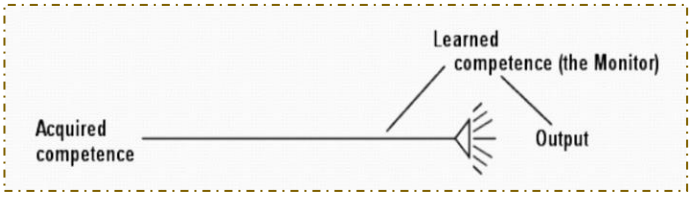
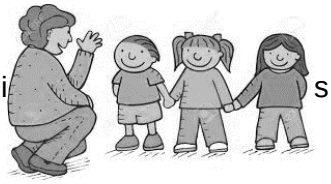
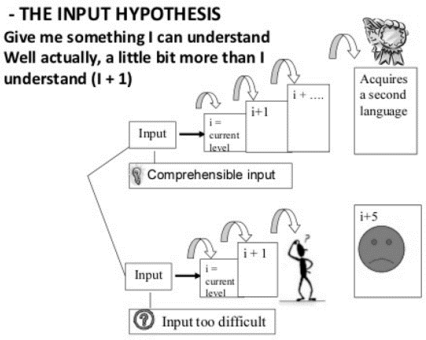
2. Self-confidence. Learners with self-confidence and a good self-image tend to be more successful.

3. Anxiety. Low personal anxiety and low classroom anxiety are more conducive to second language acquisition.

This will be explained as follow:

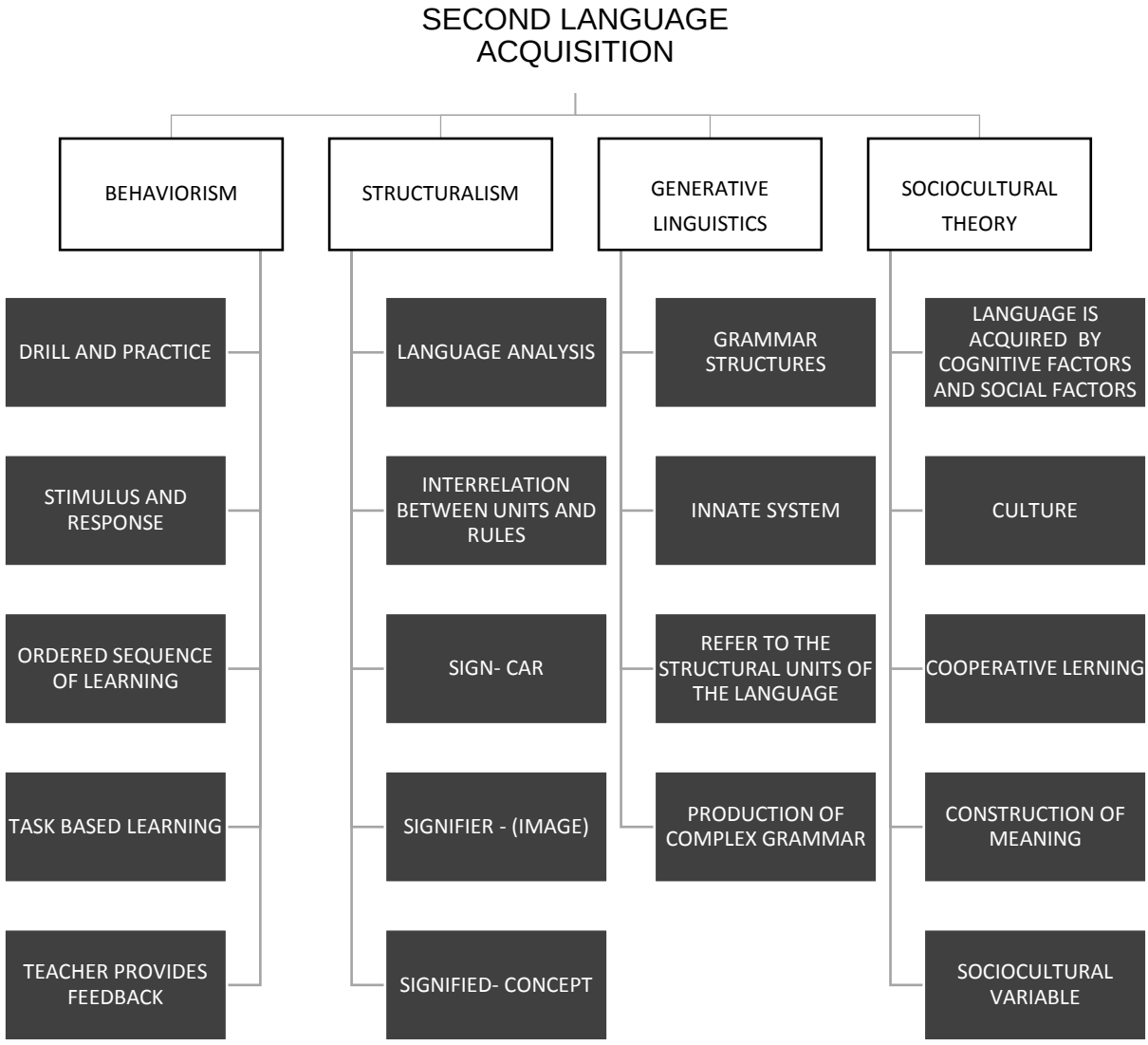
STEPHEN KRASHEN´S HYPOTHESIS

THE ACQUISITION	Two ways of developing knowledge of L2 **LEARNING** Conscious and intentional process process **ACQUIRING** Subconscious and incidental

MONITOR HYPOTHESIS	Explains the relationship between the acquisition and learning, the acquisition is the utterance initiator, while the learning system performs the role of the "MONITOR".  ***THREE SPECIFIC CONDITIONS:*** ***Form***: more important than meaning ***Knowledge of the rule***: He have **X** he has √ ***Time***: Think about rules to use them
NATURAL ORDER HYPOTHESIS	We acquire the rules of a language in a predictable order, this says nothing about learning, only acquisition Progressive (verb +i  s in past (go-went)
INPUT HYPOTHESIS	An important condition for a language to occur is that the acquire understand input language that contains structure "a bit beyond " learner current level of competence 

AFFECTIVE FILTER HYPOTHESIS	When the learner is experiencing high anxiety, low steam or low motivation, the filter turns on and causes the learner to block out input.

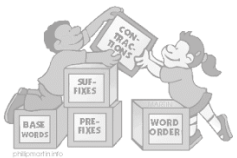
. Diagram of the different SLA theories. (Bill VanPatten)

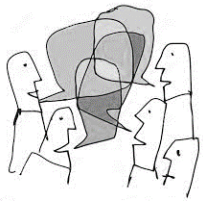


5. Zone of Proximal Development.

"…what we call the Zone of Proximal Development… is a distance between the actual development level determined by individual problem solving and the level of development as determined through problem-solving under the guidance or in collaboration with more capable peer" (AL Brown, 1999).

Tasks too difficult to master they can be done with M,.4Ñ guidance or





Analysis and observation of processes.

Since **input** is language which a learner hears or receives and from which he or she can learn (spoken or written); **intake** refers to that part of the language to which learners are exposed that actually "goes in" and plays a role in language learning; **interaction** could be more than opportunity for learners to practice the language and develop their second language; **output**

should be the language that learners produce. (VanPatten) During the practice through teaching a second language I would like to set these definitions in a classroom context, when students are exposed to L2 listening to the teacher with instructions, written examples or sharing ideas among students themselves it is said they are exposed to **input**, and here the importance of interact with task in collaborative work because not only the I am provided with relevant input, but also my students, the main source of input that my students receive due to their context, is provided in the class by me and sometimes by a classmate.

Some resources that the students are exposed **inside** the classroom are a worksheet, videos, podcast, pictures, an opening class with some questions for example: Do you like to see raining? (In case that it is happening), what about your weekend? (In case it was Monday), etc. On the other hand, my students are exposed in other resources **outside** the classroom; for example tutorial on internet, movies, series, tutorial, the application Ted Talks, etc. I start class questioning students about their relatives who live far that could be meaningful for them, for instance, their relatives who live in the United States. This makes could reflect that the students need a wide variety of input to help them to perform it and so it be learned. I should implement a variety of activities to promote teamwork and the most important task I must change is to motivate them to speak English when interacting with peers. Part of the assessment criteria includes an oral presentation, which some students are afraid of; it is supposed they have to perform orally what they have been practicing at the classroom some grammar patterns, expressions focused on the target language of the lesson.

This performance the teacher might refer to it as the part of the **intake** internalized by the students as they have worked with it doing different activities to remember and could be presented to the class successfully. During the intake, the students are exposed that actually accesses and plays a role in language learning. After that, there are several reasons that motivate me to select carefully the interactive activities. In the **interaction**, my students practice the language and develop their second language. Obviously, I create groups of two students which must practice earlier to the oral production, they need to take care of the target structure and support each other. In the **output**, in not only the opportunity for teachers to test their students on their knowledge, it is important to remember that, but also it is to opportunity-rich moment for them to learn the language. The activities I ask my students to do in order to produce language in the **four skills**. First, **Speaking**, in the oral production the students must

show their performance according to the specific target structure and rubric, which it was showed time ago. Second, **Writing**, the students must write about what they did yesterday, they need to include anecdotes and memories. Third, **Reading**, the students read an article about Mexican in the United States and answer the questions. Finally, **listening**, the students must listen about vacations. These concepts are applied in the teaching practice within the classroom every day. When I design the lesson plan, according to the characteristic of the group, I select carefully the resources that must include in the input, intake, interaction, and output. I usually take the plan "B" in each one, because I consider that it is important to give the best service of the students in each moment not to depend on the electricity or other factors. How? In the input, I choose a diversity of resources such as authentic material, narrative, and anecdote that support the next topic, etc. In the intake, I give the opportunity to my students play a role in language learning, they need to include the correct target language. In the interaction, my students have the chance of performing the language and developing their second language.

Finally, in the output, I encourage my students to produce the language. In the classroom is essential to mention that some students are shy. Most of the students catch the knowledge nevertheless they feel embarrassed when they have the opportunity to show it. Every lesson, I plan the output associated with the four skills such as speaking, listening, writing and reading taking use of unlike resources according to the learning style of my students. The reflection, as a teacher, is substantial that gradually builds not only before or during the stay in the classroom but also outside the classroom, which allows analyzing the best and the opportunity area polish it the opportunity to improve the day with the day. Taking into account a reflection according to the teaching practice, I have not applied in the interaction the collaboration with other students in the additional group. Nevertheless, I design to carry out an activity never done before. For example: Invite another group of students to the classroom, with the purpose of leaving their comfort zone in the area of interaction. To do this, first, I must talk with other teacher and invite him to collaborate in this new challenge. Second, design an interactive activity where the two groups exchange their memories. Finally, we should monitor the activity and reflect on the productivity of the activity and, where appropriate, analyze the area of opportunity that should be improved. Analyzing the different types of motivation that the students might have in order to learn English as a foreign language. Gardner define motivation as "the combination of effort

plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language"

Four different types of motivation.

TYPE OF MOTIVATION	DESCRIPTION
INTRINSIC MOTIVATION HYPOTHESIS	• Natural or personal interest in learning. • comes from external factors • interest and curiosity
RESULTATIVE HYPOTHESIS	• Students who do it well continue to work hard
INTEGRATIVE MOTIVATION	• the desire to integrate with target language community • The direct relation between motivation and learning • The more motivated a learners, the more he/she will learn the language
INSTRUMENTAL MOTIVATION	• A strong indicator of success • Comes from the rewards that might come from learning English

According to Gardner's definition of motivation, I could take some important words from it, effort, desire, and favorable attitudes. With this I identify different types of motivation in my students as their interest in learning and the effort they demonstrate in class activities and when delivering homework or activities on time. Also asking questions for doubts. What is mentioning in the resultative motivation, it is totally true students who do it well continue to do it in the same way, those learners who not only are worried for a grade at the end of the month but also in learning the language keep going successfully. Sadly students with the poor performance of language not always succeed in language. Analyze the type of motivation that students should have with the purpose of learning English as a foreign language. I think that the four types of motivation mention before is vital. First, intrinsic motivation, because the personal interest is an important factor definitely. Second, resultative learners who effort to do it well continue to work

hard. Third, integrative, because the straight relation between motivation and learning is fundamental. Finally, instrumental because learning another language it is a solid sign of the success. On the other hand, the external reasons are that students have more tools and are more competitive as a result of speaking English. For instance, Marisol, who is a student from high school, is an outstanding student who has a good performance in class, is motivated because she wanted to get a good job after graduating and she knows that English is a plus for applying in a company with a well-paid position. As well Marisol has been selected for a scholarship now she is doubly motivated knowing that there she could continue applying all he has learned and also she will continue increasing her linguistic skills, she is traveling to Texas, USA for a fully paid month in Denton University this October 22nd, but not only Monserrat has gotten the scholarship, but also four of her classmates got it too. What is different? Marisol is happy enough, enjoying this new experience while her four classmates are worried because they know that their English performance is not as good as Monserrat's. Now they are motivated in class asking questions, reading, participating and they would like to have more English classes to improve their skills. In this case, the four whose skills are not as Monserrat's are integrating motivation due to the fact they are traveling to a foreign country where L1 is English.

Talking about instrumental motivation, which comes from the rewards that might come from learning English, I would like to share the following experience. I have invited an event, where was held a lecture by the 41st Treasurer-Secretary of the United States Rosario Marin. This lecture is relevant and goes according to instrumental motivation. She started with her family immigrant story, which in some point of the lecture the audience (including teachers, students, directors, special guests, etc.) was almost on tears; she talked in a charismatic way using similar words as we do it in real life reflecting her humble personality even of her outstanding position in a powerful nation as the USA. She continued talking about the process of achieving that important level in the American government not also due to the fact she was immigrant but also as a Mexican woman. She just could say that her story has been a lesson of life for most of the people were there because of the similarities in several aspects she mentioned. But it was remarkable at the point she referred to the importance of the English language, she might say that after that experience more students from our university get the point of the importance of getting a language.

7. Trying out procedures.

Krashen in his effective filter hypothesis proposed various factors tied to influence learning process including motivation, self - confidence, and anxiety. These entire factors affect learning an L2. Knowing that when learners' affective filter is high it is due to factors as nervousness, anxiety, and more causes which provoke the input exposed cannot be acquired. According to (Richard Towell) these conditions could be faced in order to make more productive classes reducing the high filter into a low filter taking advantage of this environment to encourage learners in learning the language. Promoting effective learning environments as motivating learners with meaningful materials, based in a context real for them, preparing the class with diverse activities to motivate students learning. In order to have relaxed and confident students input must be according with their skills and needs, also assessment could get up their filter, if students work during classes with some topics at their cognitive and skills level they should be evaluated in the same way (comprehensive input).

Stressed students who have experienced with more complex evaluations or topics than those dealt on classes tend to be worried, absent or uninterested in class increasing their filter. Collaborative work allows shy students to integrate into tasks encouraging them to participate. Giving confidence to learners could be done carefully by me because if my students treat me as a friend or a classmate it affects in the same way as a high filter. Students whose teacher is as any of their peers tend to feel unimportant issue the learning process. Collaborative activity work applying how the zone of proximal development takes place among them.

For this activity including the Zone of Proximal Development which is an area of learning that occurs when a person is assisted by a teacher or peer with a skill set higher than that of the subject. The person learning the skill set cannot complete it without the assistance of the teacher or peer. I help the student attain the skill my student is trying to master, in hopes that I will no longer be needed for that task.

Developing a collaborative activity for learning an L2 in an oral project which includes interacting learners in teams allow to apply the ZDP. It has happened when working this activity among the university students, it starts forming groups including in each one weak and strong language performance students, subsequently describing what should be including during the presentation as the target language, grammar spotlight, and materials needed for the presentation. As a result of this interaction, strongest students will help those with difficulties in developing the oral activity; learners' interaction might allow peer correction as in pronunciation and grammar patterns when elaboration the conversation. The aid provided for the stronger students during preparation for those who needed could be reflected in the final project presentation and it might only help the learner needed to achieve and perform the task precisely. Through this preparation, the learner was encouraged to achieve a target and in most of the cases if the student stimulus is positive the learning process is reached and no longer be needed for a similar task.

I also have been integrating in my teaching practice tecchiques to develop **language skills**, for instance the Bottom-up, Top-bottom and the Interactive Instructional Approaches for **Reading.** Dechant, E. (1991), **which postulates that reading combines two types of processes: the top-down, and the bottom-up.** This theory states that both these approaches interact to give the reader a hypothesis or prediction about the text. Understanding this reading approach has allowed my students to have a better understanding of texts implementing activities before reading to activate students' prior knowledge. Another strategy added to my teaching style for building **listening comprehension**, is the interaction between "bottom-up" and "top-down" listening skills, Richards (2008) which also suggests a sequence of activities consisting of pre-listening, while-listening and post-listening. Drilling technique and activities as Simulation and role-playing are now added consciously into Social interactions activities to improve **speaking abilities.** In addition, I have included a relevant principle in the **writing** teaching field by Brown (2007), which is "Connect Reading and Writing" where students gain important insights by reading often, and reading a variety of texts. One way that students can learn to write is by observing what is already written; this includes patterns of language, vocabulary choices, and register, among others. With reference to culture issues the Cultural Criticality Approach and Cultural Dialogism, Whorf (1956) are the base approaches to develop the intercultural competence in my lesson planning. The suggestions of using technology to improve language

skills during the specialization provided powerful tools for learning since students' interaction with technology is relevant and attractive, to develop these activities implies teacher compromise to achieve the set aim in class adapting them according to the students' requirements.

To include the Intercultural competence in my lesson plan I have kept in mind that in every lesson I must add a task which promotes culture awareness in the proposed theory by Dell Hyme's (1971); he asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge. The intercultural approach shows how essential is to reach not only the target culture, but also to be joined with the students' context. Changing the view of being just a member of the target culture, involving and creating culture. Since knowing the diverse learners' socioeconomic strata developing and promoting intercultural communication.

Chapter 2: Methodology and practice.

2.01. A practical and useful lesson plan.

1. **Lesson plan identification cell.**	
Author	Dulce María Melgoza Mendoza
Educational stage	High school. Level A1.2
Title of your Lesson plan	Mexican in the United States.
Learning Objective of the plan/Competency	Language purposes. • To develop comprehension reading through stories about Mexican people living abroad. Ss need to identify verbs in the past (the verb to be "was/were" and also regular and irregular verbs). It will help them to express what happened in the past, explaining their own stories. Intercultural purposes. • To guide Ss through the reflection about life past events about Mexicans and why they have moved to another country (USA) and after that, they became the first Mexican-Americans in the US.
Communicative skill considered	Speaking and Reading.
State of the following options	Introduction to the topic
Functions	Talk about past events.
Main Grammar structure	Past simple
Other Grammar structures	Past simple of the verb to be (was, were)
Brief description of the plan	Firstly the teacher will Ask Ss if they have visited the US. After that Students will watch a 12 min video on the screen and at the end the class will discuss why Mexicans have to immigrate to another country. Then Ss will read the information about Mexican in the USA on page no. 11 on their Make It Real book Junior A1.2
Hours of the plan implementation	5 hours
Number of sessions	5
Contents required for the lesson	Video.
Link of the content	https://www.youtube.com/watch?v=u5_B3iYUcOw
EEAILE tutor on line	Rocio Salgado Perea

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	Teacher welcomes students to the Class. 5 minutes.	Students reply to teachers greeting.	1
	The teacher provides information about migration 10 minutes.	Students listen carefully.	
During the lesson	Teacher requests students take to the session information in English about their relatives or family members who live in the USA. 10 minutes.	Students participate actively.	
	The teacher asks questions to students about their relatives and what they do in the USA. 10 minutes.	Students answer the questions.	
	The teacher and learners create a brainstorm 15 minutes.	Students collaborate in the creation of the brainstorm.	
	The teacher projects a slide which has images about the topic. 20 minutes.		

	After that, the teacher will project a video about Migration topic to enhance students' opinions about it. 15 minutes. After the video, students and teacher will comment on their ideas about it so they discover what the topic for the class is. 10 minutes. The teacher asks her learners details about the information provided for the video. 10 minutes.	Students appreciate the imagen and give their opinion. Students watch the video about immigration to the USA. Students answer the questions. Students interact using English in class. Students give brief explanations about their relatives.	
Set the objective or competencies of the lesson	The teacher shares a slide about the learning purposes of the lesson. The teacher and students read together. 10 minutes.	Students read the learning purposes of the lesson, clear doubts and express Opinions briefly. After they write down on their notebooks.	

3. Communicative skills development.

Listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	The teacher requires her students to open their book page 12 and announces that students will	Students will listen to an audio once if it is necessary they will do it again.	Speakers. MIR Junior book A1.2 Pencils	2	

	listen to two radio program hosts talking about a famous dog trainer in the United States. 10 minutes. The teacher asks her students to answer the questions about What is his name ? Where was he born? How old was he when he went to the USA? etc. 5 minutes. The teacher asks the students for the answers. 5 minutes. The teacher provides her students with the audio which is a conversation talking about last vacations. (Link is below the lesson plan) 15 minutes The teacher asks her students some questions about it. For instance, What did they do? Why did people take the decision to emigrate?	Based on the answers, students can listen one more time the same information. Students answer the questions. Students answer the questions. Students listen to the radio. Students answer the questions.			

	Where did they move? 10 minutes The teachers require her students to work in pair. They must speak about what is most relevant about they listened on the radio. 10 minutes	Students interchange their opinion in pair about the most relevant about the new listened on the radio.			
1st practice					
2nd practice or Social interaction					
Grammar Focus	The teacher projects a slide. It has some sentences which were listened in the track. The teacher uses different color when writes a verb in simple past. She asks her students in pair to analyze them. 5 minutes. The teacher asks some	Students in pairs analyze the sentences. Students give ideas. The verbs are in a different color. They are			

	questions such as what you identify in each sentence. 15 minutes. The word that has a different color is a noun? 10 minutes.	not in the present tense. Students answers … I suppose that it is a verb.			
Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	The teacher asks students if they have family members or relatives living in the US. 10 minutes.	Students answer to the teacher to the questions.		1	
Vocabulary introduction	Underline in their book the verb to be in the past (was, were) and regular and irregular verbs. 20 minutes.	Students listen carefully to the teacher.			
1st practice					
2nd practice or Social interaction					
Grammar Focus		To express with confidence when speaking English.			
Reading					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	The teacher tells students to open their book activity number 2 on page no. 11.	Students read the activity no. 2 on page 11. Students will be paired in order to	MIR Junior book A1.2	1	

	She requests them to read in pairs taking turns while she monitors the activity per rows. 20 minutes.	read the text by taking turns. Students will sit in front of each other, so they read aloud a paragraph in front of his/her partner while he/she listens and vice versa. Students will practice pronunciation while getting closer to the grammar topic to study. Then they will answer the statement below circling the answer True or False.			
Vocabulary introduction	Based on the same exercise students will underline all the verbs in the past. 10 minutes.	Students will underline all the verbs in the past that are in the article from the activity no. 2.	MIR Junior book A1.2 Pencils or highlighters	1	Rubric 3
1st practice					
2nd practice or Social interaction					
Grammar Focus					
Writing					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	The teacher suggests to students to write down in their notebooks about	Students write in their notebooks about what they did the previous day.	Notebooks. Pencils.	1	Feedback from the writing. Rubric 5

	what they did the previous day (yesterday). 10 minutes. The teacher tells students to read the activity no. 2 on page 12 and the complete the table below with previous information from the exercise 1 from above. 10 minutes. Teacher gives homework to students, this is about writing their own brief information for his/her personal biography.	Students read, and then complete the table below with information from exercise 1 and 2. Students do the homework and it will be released in the next class. Students write down on their notebooks their personal biography in English.	Pencils. MIR Junior Book A1.2	2 3	
Vocabulary introduction					
1st practice					
2nd practice or Social interaction	The teacher has students do exercise VIII. Use of language, which includes vocabulary and writing. 10 minutes.	Students write sentences with the vocabulary of the reading according to the exercise VIII. Use of language. They write about one of your favorite celebrities.			
Grammar Focus		Students identify past event when			

		reading on the activity no. 2 pages 12.			
Summary	At the end of every lesson, the teacher will ask some questions in order to prove that students have learned and to check comprehension. The teacher will provide short feedback. 5minutes. The teacher and her students analyze the rubric provided at the begging of the semester No.4 which was designed for this topic. 5 minutes	Students will answer some of the teacher questions to check to understand.			

Link of the listening activity

https://drive.google.com/file/d/0BwrpDM2crvk3WlFka3ZtTnB6NDdFeWVfV2VhSmZTMGd1emc0/view?usp=sharing

4. Intercultural component

In this field, the intercultural component is present when talking about Mexican people living in the US. At the same time, they will read about the First Mexican in the US territory.

5. Evaluation

(1) Holistic Rating Scale for Speaking.

(2) **Summative assessment**

(3) Rubric – vocabulary

(4) Rubric – Reading comprehension

(5) Rubric – Writing

(6) Rubric – Listening

6. Conclusion

According to the purpose of the lesson, students will be able to describe the past event.

7. **Follow up activities**

Students will describe in the past what they did the previous day using the new English grammar.

Introduction to the lesson plan.

In the specialization was provided a template or format which was covering all the expected steps that a lesson plan must have. The lesson plan was designed according to the context and needs of the students. It was observed during the lesson how my students were evolving from the very beginning until now, they have reached certain confidence and they are practicing in the classroom to improve their English skills. The lesson plan was designed for a group of students integrated by 36 learners who are amount 17 to 18 years old. All of them study in the UAEH for taking high school educational program. It is important to mention that in the region Nahuatl is considered in some cases as a L1. In this group, 30% of the students speak that dialect but it is not an obstacle to succed in the ESL class. Another relevant point to highlight is the fact that they receive the class 100% in English. Due to, it is mandatory to do it, on the other hand, it is essential that learners strengthen their receptive skills as much as possible during the class. In the first warm-up stage. My first activity was to give welcome to her learners. After, I changed it and introduced the topic slowly. I provided information about migration. It was transactional, it means, the conversation was purposeful. This task-based language teaching emphasized the development of the language- related skills and functions that the learners need to operate in the real world.

In the next activity, I asked some questions about the issue in order to obtain their prior knowledge. In this activity was involved the back-channeling. Speaking was a two-way road. My students and I spoke to people and expect some kind of response, in this case, speaking involves reciprocity. My learners and I created a brainstorm to elicit background knowledge

about the main topic which was Mexican in the United States. Their conversation was interactive because my students shared their ideas writing them on the board. My learners enjoyed a lot this activity. It was a way to generate ideas within a group setting. In addition, with this semi-controlled technique, my students and I could acquire an amazing atmosphere. After this activity, I showed my learners some pictures about the topic. For instance, the train called "La Bestia" which carry immigrants from different countries to the United States (meaning support). This communicative stage was in order to contribute to the interaction with other speakers. My learners activated their background knowledge. Also, they remembered vocabulary and gave information about what they appreciated in the pictures. It was very significant. My students were involved all the time. On the other hand, they showed interest and passion in the collaborative task. Their activation of content schema involved them in the casual style of speaking. After when they elected what the topic of the class was. They felt more confident to select an accurate option. After that, I projected a video about migration to enhance student's opinions about the class topic and prepare my students for the following reading and after the video, my students commented their ideas about it so they discovered what the topic for the class was in order to use linguistic schema. In this section, they used hesitation markers. For example, I am not sure, but I think or I agree, and so on.

Finally, this stage fulfilled what was planned. We did not have any incidents. My learners and I had a virtuous time in their teaching-learning processes due to the lesson flowed as it was planned. In the second authentic language immersion stage, once students discovered the topic, I continued activating their background knowledge including vocabulary that they discovered in the warm-up stage. In the language introduction, accuracy and fluency in the productive skills which were provided by the performance of that activity. Personally, when it came to grammar and vocabulary, I tried to set a trajectory not only from accuracy to fluency but also from written to spoken production skills (EK, 1990). Furthermore, writing is a deliberate, recursive process. It gave the students' time to carefully consider the new form, work from models, and work out the details, catch their own mistakes, and get visual feedback from teachers. Then, we move on to speaking exercises, where the pressure was on a little, and strategies need to occur in real time. (Brown, 2007, pág. 323) . I asked my students to open their book (Make it Real) on page 12 so they read the next text called "Mexican in the United State". This technique was controlled since I directed the task. First, my students read aloud.

Then, they interacted in pairs in order to read the text by taking turns. How was it going? My learners sat in front of each other, so they were reading aloud a paragraph in front of his /her partner. Finally, he /she listened and vice versa. My students practice pronunciation while getting closer to the grammar topic to study. In this point, I asked them to underline the word stress, they could highlight the stressed syllable of every new word. Previously, I provided them enough practice and enough feedback with these aspects to all my learners. It is relevant to mention that activity was not planned in the lesson plan, but I considered it necessary at the moment and applied it. Obviously, it was taking into count because I measured it wise. The activity was fruitful. The learners were practicing and they supported each other. As a matter of fact, I monitored the task and helped my learners as accuracy as possible. To finish with this stage, students answered the vocabulary section where words to talk about real immigration issues. In the third stage called language discovery, when my students were done reading, I projected on the board a set of Simple past examples extracted from the audio script. My students identified simple past verbs in the slide projected. It could be mention that students' participation was active and assertive.

Due to the fact that I implemented a strategy at the beginning of the course which consisted in providing a list of verbs focused in simple present, simple past, past participle and gerund. Students must learn present and past simple, as a daily homework. Also, they know that I could evaluate them at any moment. It means that they might be surprised with a verb quiz which is considering in the evaluation criteria. On the other hand, it is possible to ask them a second task. For instance, the mandatory activity in autonomous way is to study verbs and a follow up investigation/ information about the migration. In addition, in language discovery, the students did not have issues with it. They located the target language without having difficulty. They were attentive and interested in it. They even gave more example and appreciated the activity. It was interesting how they were giving their opinion in grammar focus and how they recognized grammar pattern immediately. Finally, in order to enhance productive skills in that case was writing, they must create a text answering the question: What did you do yesterday? So students developed with their real experiences and scenery the planned activity. The follow up activity was created in order to motivate them to practice simple past pattern they must write down about his / her life mentioning important events in a biography.

The lesson plan is mainly focused on three theoretical aspects:

- **Communicative approach** which it says that the goal of language learning is the ability to communicate in the target language. Language learners in environments utilizing Communicative approach techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" (those written in the target language for purposes other than language learning), and use of the language in class combined with use of the language outside of class. I applied these aspects in my lesson plan in some activities. For instance, in the text called Mexican in the United States, we analyzed the target language in simple past form. They shared their opinions in continues to practicing with next exercises such as what they did previous day.

- **Krashen's theory of second language acquisition** which consists of five main hypotheses:

1. The acquisition / Learning Dichotomy
2. Monitor Hypothesis
3: The Natural Order Hypothesis
4. The Input Hypothesis
5. Affective Filter Hypothesis

In the lesson plan in the case of the monitor hypothesis were considered three specific conditions such as time, focus on form and know of the rule.

- **Intercultural competence.** Being competent in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge

Finally, as a final activity students integrated writing, speaking and the intercultural competence creating a poster with migration.

Difficulties faced:

- We had to change to the classroom.
- Prezi presentation the first time was slow.
- Postponing the activities due to partial exams. (During that week my learners were in final exams which are applied on computing. Each subject was programmed per day which it means that we did not have more class.)

At the end of the lesson after applying the lesson plan sequence the learning outcomes were achieved since students target language was presented in the activities writing about instructions and commands, talking about what they did yesterday an identifying the grammar structures in oral and reading activities.

EXPECTED OUTCOMES:

- Ask for and exchange written and oral information about Mexican in the United States, memories, and biography.
- Use grammatical structure (Simple past)
- Identify verbs in simple in a simple text.

The design of the sessions was about MEXICAN IN THE UNITED STATES under the context of MIGRATION focused on the target language where students use simple past. As a warm up activity the students' attention was talking about the main topic trying to guess the world "Migration" which objective was to activate learners' prior knowledge and encourage them to integrate in the activity. After several attempts, the students guess the topic. After the achievement students saw pictures in order to involve them to the contest. During the development stage students, as first task students needed to look up for new vocabulary in a bilingual dictionary whit the purpose of activate their schemata. As an activity to reinforce reading skills student used skimming reading technique in order to predict about the reading then students read in pairs subsequently chorally; to verify reading comprehension, confirm questions were asked. The text helped in the insertions of the intercultural competence due to it mentioned about migration after students interchanged information about passage, the activity developed speaking skills.

Students were asked by the teacher to underline the words that implied verbs in simple past, so they have to identify the target language of the lesson without explaining grammar structures, after that students complete a grammar chart. Informal assessing was considered a proper option at the present stage so students worked on multiple choice and filling exercises as well as writing about what they did a previous day using prompts given. As a final activity students integrated writing, speaking and the intercultural competence creating a poster with migration.

- Expected outcomes after applying the learning activities in the first 2 sessions were reflected as a product when creating and presenting the poster. The students were engaged in the activity it was also a good moment to revise common mistakes in grammar as well as to be close to students who are not language confident enough to motivate and support them.

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

Assessment is an integral part of instruction, as it determines whether or not the teaching goals are being accomplished. Assessment is the process that decides what a person knows or has learnt, and how learners can apply their knowledge, it is a tool used by EFL teachers to assess students' progress within the different domains of academic accomplishment. Facts that define methodology according to the school student's level are considered their age. They are amount 17 to 18 years old. In addition, their L1 is Nahúatl. Some students argued that they did not take English class until one year ago. Some of them said that they received their ESL classes in Spanish. Finally, others said that they did not have English class until they started at the UAEH high school. It is necessary to highlight once that the learners entered to new level of education, they are exposed to apply a diagnostic test by the UAEH English Academy staff. After that, we created a report with the results of the English awareness in order to help the teacher who will be attending the group in the current semester. The teacher evaluates Speaking with Holistic Rating Scale for Speaking (developing, competent, and exceptional), Reading comprehension – Making connecting (prior-knowledge) questioning, visualizing (sensory imagery), determining importance, monitoring comprehension, inferring, and synthesizing. Vocabulary (student self-assessment tool). It is used after the students read a text. The purpose of it is that the learners

take awareness of the importance of acquiring vocabulary. Its uses are considering when they realize their co – and auto-evaluation here the learners take their punctuation according to their rubrics and take note about it. In writing is evaluated the content, organization, vocabulary, language use and mechanic. Finally, in listening comprehension the categories ability to focus, general understanding, listening for details and accuracy for an answer. Furthermore, the teacher designed different assessment tools which has been useful and beneficial. A block of productive rubrics were provided to the students by the teacher at the beginning of the semester which will be used and developed during the current course. The first days of the course the teacher and her students clarify doubts in case that they have about the block of productive rubrics. The teacher believes that it is fundamental to stay in the same way according to the rubrics such as the teacher and students in order to obtain the best results. Formal assessment. They are exposed to every single class in continuous evaluation. In addition, the teacher provides them feedback in order to improve continuously. Obviously, the teacher always motivate them to take their opportunity areas in the best way as a chance to correct or improve their weaknesses. The teacher thinks that it is essential to promote motivation with our learners in order to include what is stated in the affective filter, the results had a marvelous atmosphere during the teaching-learning process. On the other hand, students felt confident during the class until at the point that they forgot that they were evaluated. The block of rubrics consisted several type of assessment tools. For instance, Auto-evaluation rubric – vocabulary, here my students after reading a text they need to observe the rubric and redact a reflection. It depends on their proper opinion according to the results. A written test was designed as a formal assessment which evaluated the learners every two months taking into consideration the syllabus. Even the exam was developed it is important to I mention that it was not applied because according to the English Academy staff regulation it must be presented in a different day which did not coincide with the delivering of the project.

SPEAKING RUBRIC

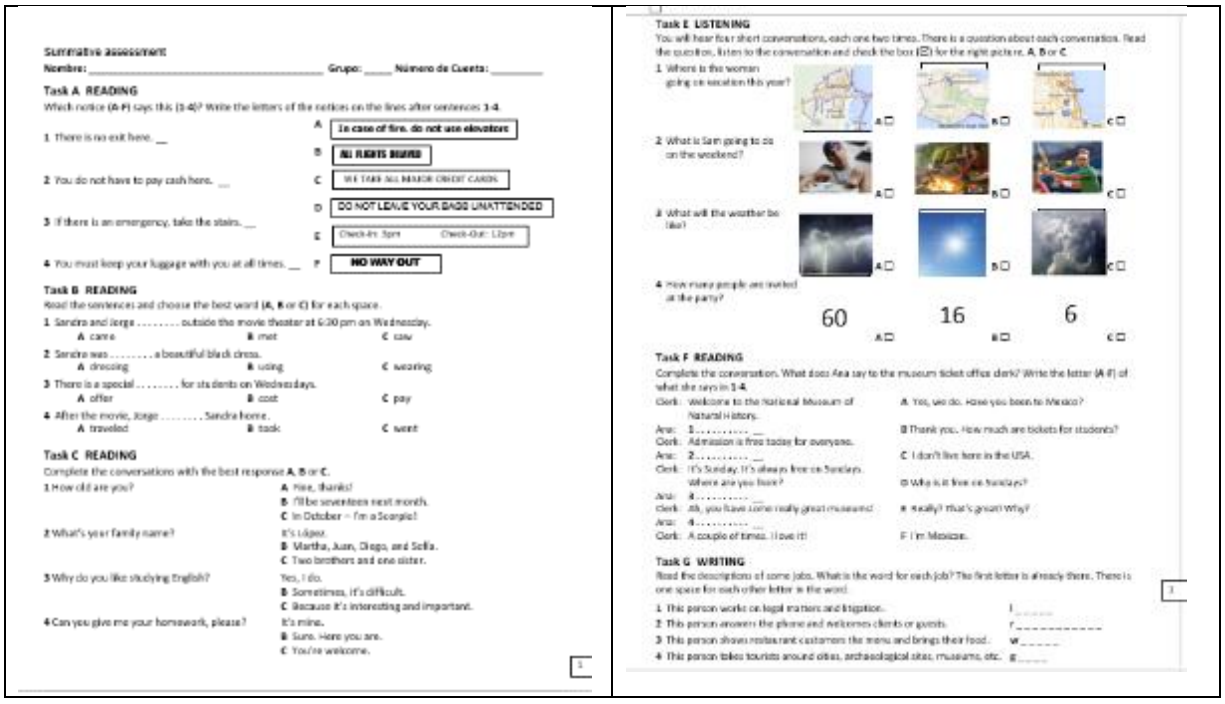
Student's name: _____. Group_____.

	Poor (1)	Good (3)	Excellent (5)
Pronunciation	Largely incomprehensible.	Easy to understand.	Sound almost like a native speaker.
Fluency	Do not flow.	Occasional pauses.	Natural pattern of speech.
Grammar accuracy	Multiple mistakes that take away meaning.	Some mistakes that do not interfere with meaning.	Very accurate few mistakes.

Total: _____/15.

The rubric was successful enough for the criteria of the planning. It will not be necessary a change according to the analysis and result. The students had such as result the bands yellow and green which taking advantage to identify the areas of the opportunity for each one. Moreover, the speaking activity was focused in language structure of the simple past tense. It also was included vocabulary and pronunciation while talking about the migration stories but the purpose of the task was analyzing the use of the target language promoting the students output using the correct simple past form.

Summative Assessment. Written exam.



Summative assessment

Nombre: _____ Grupo: ____ Número de Cuenta: _____

Task A READING

Which notice (A-F) says this (1-4)? Write the letters of the notices on the lines after sentences 1-4.

1 There is no exit here. __

2 You do not have to pay cash here. __

3 If there is an emergency, take the stairs. __

4 You must keep your luggage with you at all times. __

A In case of fire, do not use elevators

B ALL RIGHTS RESERVED

C WE TAKE ALL MAJOR CREDIT CARDS

D DO NOT LEAVE YOUR BAGS UNATTENDED

E Check-In: 3pm Check-Out: 12pm

F NO WAY OUT

Task B READING

Read the sentences and choose the best word (A, B or C) for each space.

1 Sandra and Jorge ..... outside the movie theater at 6:30 pm on Wednesday.
A came B met C saw

2 Sandra was ..... a beautiful black dress.
A dressing B using C wearing

3 There is a special ..... for students on Wednesdays.
A offer B cost C pay

4 After the movie, Jorge ..... Sandra home.
A traveled B took C went

Task C READING

Complete the conversations with the best response A, B or C.

1 How old are you?
A Hee, thanks!
B I'll be seventeen next month.
C In October – I'm a Scorpio!

2 What's your family name?
A It's López.
B Martha, Juan, Diego, and Sofía.
C Two brothers and one sister.

3 Why do you like studying English?
A Yes, I do.
B Sometimes, it's difficult.
C Because it's interesting and important.

4 Can you give me your homework, please?
A It's mine.
B Sure. Here you are.
C You're welcome.

Task E LISTENING

You will hear four short conversations, each one two times. There is a question about each conversation. Read the question, listen to the conversation and check the box (☑) for the right picture, A, B or C.

1 Where is the woman going on vacation this year?

2 What is Sam going to do on the weekend?

3 What will the weather be like?

4 How many people are invited at the party?
60 16 6

Task F READING

Complete the conversation. What does Ana say to the museum ticket office clerk? Write the letter (A-F) of what she says in 1-4.

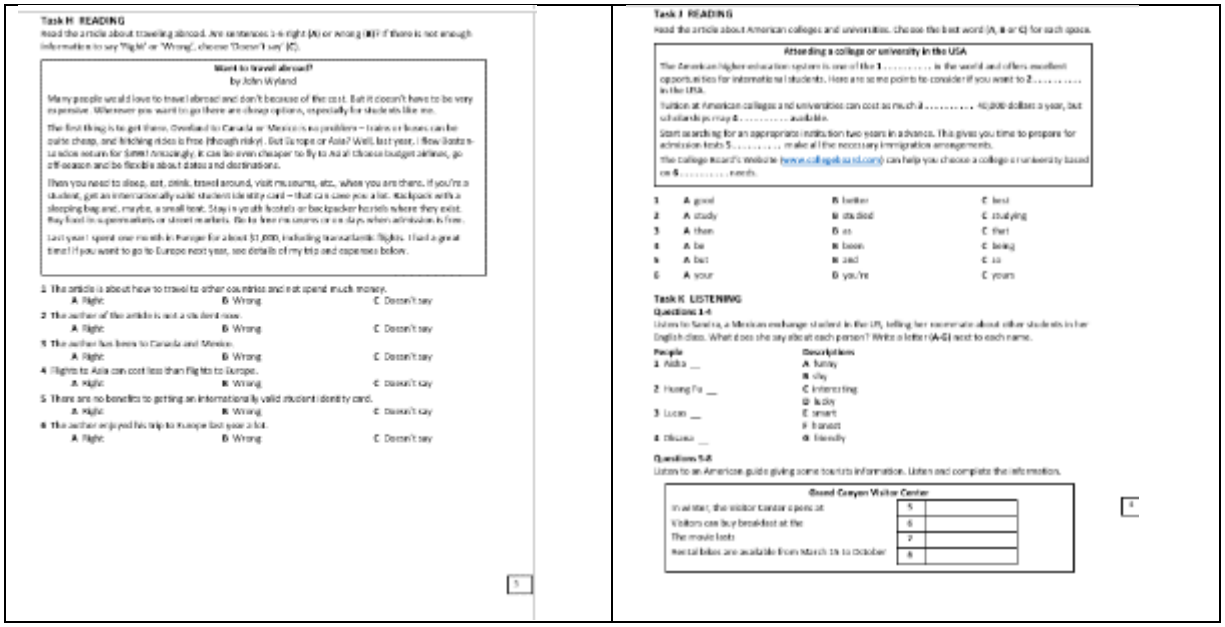
Clerk: Welcome to the National Museum of Natural History.
Ana: 1 .....
Clerk: Admission is free today for everyone.
Ana: 2 .....
Clerk: It's Sunday. It's always free on Sundays. Where are you from?
Ana: 3 .....
Clerk: Ah, you have some really great museums!
Ana: 4 .....
Clerk: A couple of times. I love it!

A Yes, we do. How you been to Mexico?
B Thank you. How much are tickets for students?
C I don't live here in the USA.
D Why is it free on Sundays?
E Really? That's great! Why?
F I'm Mexican.

Task G WRITING

Read the descriptions of some jobs. What is the word for each job? The first letter is already there. There is one space for each other letter in the word.

1 This person works on legal matters and litigation. l_____
2 This person answers the phone and welcomes clients or guests. r_____
3 This person shows restaurant customers the menu and brings their food. w_____
4 This person takes tourists around cities, archaeological sites, museums, etc. g_____



Task H READING

Read the article about traveling abroad. Are sentences 1-6 right (A) or wrong (B)? If there is not enough information to say 'Right' or 'Wrong', choose 'Doesn't say' (C).

Want to travel abroad?
by John Wyland

Many people would love to travel abroad and don't because of the cost. But it doesn't have to be very expensive. Wherever you want to go there are cheap options, especially for students like me.

The first thing is to get there. Overland to Canada or Mexico is no problem – trains or buses can be quite cheap, and hitching rides is free (though risky). But Europe or Asia? Well, last year, I flew Boston-London return for $[illegible] (amazingly, it can be even cheaper to fly to Asia! Choose budget airlines, go off-season and be flexible about dates and destinations.

Then you need to sleep, eat, drink, travel around, visit museums, etc., when you are there. If you're a student, get an internationally valid student identity card – that can save you a lot. Backpack with a sleeping bag and, maybe, a small tent. Stay in youth hostels or backpacker hostels where they exist. Buy food in supermarkets or street markets. Go to free museums or on days when admission is free.

Last year I spent one month in Europe for about $1,000, including transatlantic flights. Had a great time! If you want to go to Europe next year, see details of my trip and expenses below.

1 The article is about how to travel to other countries and not spend much money.
A Right B Wrong C Doesn't say
2 The author of the article is not a student now.
A Right B Wrong C Doesn't say
3 The author has been to Canada and Mexico.
A Right B Wrong C Doesn't say
4 Flights to Asia can cost less than flights to Europe.
A Right B Wrong C Doesn't say
5 There are no benefits to getting an internationally valid student identity card.
A Right B Wrong C Doesn't say
6 The author enjoyed his trip to Europe last year a lot.
A Right B Wrong C Doesn't say

Task J READING

Read the article about American colleges and universities. Choose the best word (A, B or C) for each space.

Attending a college or university in the USA

The American higher education system is one of the 1 ..... in the world and offers excellent opportunities for international students. Here are some points to consider if you want to 2 ..... in the USA.

Tuition at American colleges and universities can cost as much 3 ..... 40,000 dollars a year, but scholarships may 4 ..... available.

Start searching for an appropriate institution two years in advance. This gives you time to prepare for admission tests 5 ..... make all the necessary immigration arrangements.

The College Board's website (www.collegeboard.com) can help you choose a college or university based on 6 ..... needs.

1 A good B better C best
2 A study B studied C studying
3 A then B as C that
4 A be B been C being
5 A but B and C so
6 A your B you're C yours

Task K LISTENING

Questions 1-4

Listen to Sandra, a Mexican exchange student in the US, telling her roommate about other students in her English class. What does she say about each person? Write a letter (A-G) next to each name.

People
1 Aisha __
2 Huang Fu __
3 Lucas __
4 Dicuna __

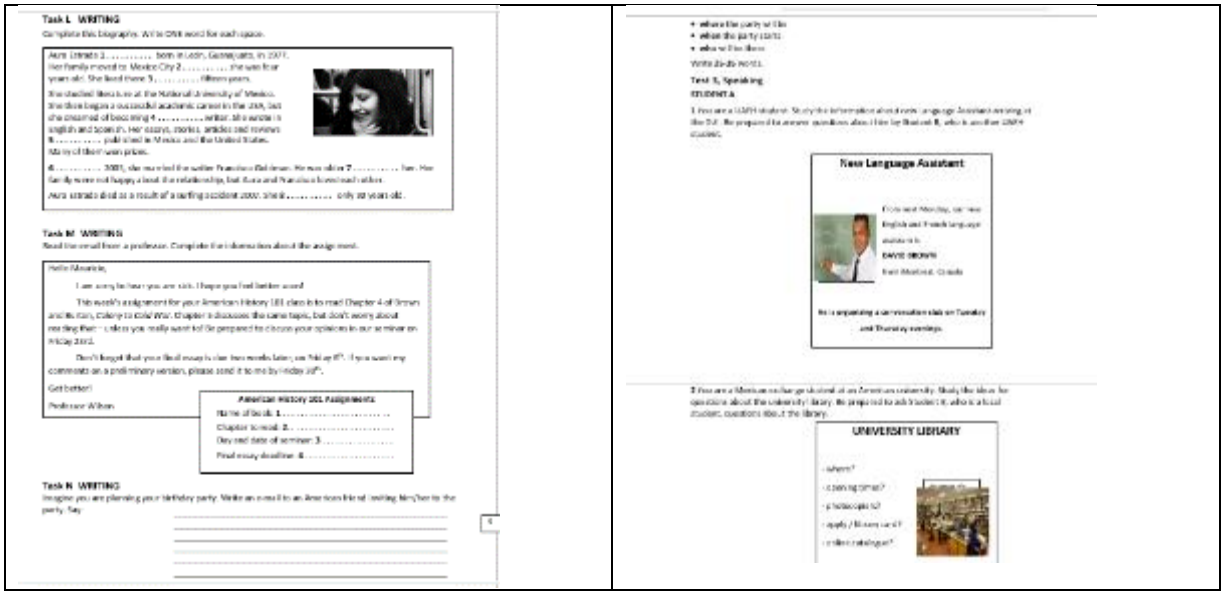
Descriptions
A funny
B shy
C interesting
D lucky
E smart
F honest
G friendly

Questions 5-8

Listen to an American guide giving some tourists information. Listen and complete the information.

Grand Canyon Visitor Center

In winter, the visitor center opens at	5
Visitors can buy breakfast at the	6
The movie lasts	7
Rental bikes are available from March 15 to October	8



Task L WRITING

Complete this biography. Write ONE word for each space.

Aura Estrada 1 ..... born in Leon, Guanajuato, in 2007. Her family moved to Mexico City 2 ..... she was four years old. She lived there 3 ..... fifteen years.

She studied literature at the National University of Mexico. She then began a successful academic career in the USA, but she dreamed of becoming 4 ..... writer. She wrote in English and Spanish. Her essays, stories, articles and reviews 5 ..... published in Mexico and the United States. Many of them won prizes.

6 ..... 2001, she married the writer Francisco Baldman. He was older 7 ..... her. Her family were not happy about the relationship, but Aura and Francisco loved each other.

Aura Estrada died as a result of a surfing accident 2007. She 8 ..... only 30 years old.

Task M WRITING

Read the email from a professor. Complete the information about the assignment.

Hello Maurizio,

I am sorry to hear you are sick. I hope you feel better soon!

This week's assignment for your American History 101 class is to read Chapter 4 of Brown and Kuhn, Colony to Cold War. Chapter 5 discusses the same topic, but don't worry about reading that – unless you really want to be prepared to discuss your opinions in our seminar on Friday 23rd.

Don't forget that your final essay is due two weeks later, on Friday 8th. If you want my comments on a preliminary version, please send it to me by Friday 30th.

Get better!

Professor Wilson

American History 101 Assignments

Name of book: 1 .....
Chapter to read: 2 .....
Day and date of seminar: 3 .....
Final essay deadline: 4 .....

Task N WRITING

Imagine you are planning your birthday party. Write an e-mail to an American friend inviting him/her to the party. Say

- where the party will be
- when the party starts
- who will be there

Write 25-35 words.

Test 5, Speaking

STUDENT A

New Language Assistant

UNIVERSITY LIBRARY

Analyzing the summative assessment according to the result obtained and the experiences acquired about it the next time when it must be used it is necessary to reduce the activities in order to pay more attention to the factor time. In the assessment is evaluated the four skills

such as reading, listening, writing and speaking. Each reactive has as value one point and its total punctuation is 70.

Self-Assessment Rubric Vocabulary (Mexican in the United States text)

No Knowledge					Expert Knowledge
0	1	2	3	4	5
I do not know the mean of 15 words or more.	I have seen the words but am not sure what means is.	I understand the words when I see or hear it in a sentence.	I have tried to use the words with, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word confidence both in speaking and writing.

The results of this rubric always have been amazing. The students take awareness about the necessity to acquire more vocabulary every single day. On the other hand, it is useful for their co and auto-evaluation due to them take into consideration their prior knowledge and analyze their areas of the opportunity. Students used that rubric to auto evaluate through a reading task. First, the students read the Mexican in the United States article. Subsequently, they took their rubrics and analyzed unknown words and finally they counted them and checked their score in the rubric. In order to take aware the importance to acquire new vocabulary as scaffolding to improve the language awareness.

Rubric (reading comprehension)

	Level 1	Level 2	Level 3	Level 4
Making connections (Prior knowledge)	Does not make connections to the text.	Talk about text reminds them of, but cannot explain	Relates background knowledge/experience to the text	Links background knowledge and example from the text to

		how it relates to the text.		enhance comprehension and/ or interpretation.
Questioning	Unable to ask or answer questions; gives inappropriate or off-topic responses.	Beginning to ask any questions; unable to support with evidence from the text.	Can ask answer questions and begin to provide evidence from the text.	Asks and answers different types of question, and find evidence in the text to support questions and answers.
Visualizing (sensory imagery)	Does not demonstrate the use of sensory images.	Demonstrate the use of some sensory images.	Demonstrate the use of sensory images	Demonstrates multi-sensory imagen that extend and enrich the text; demonstration may be through any modality of the medium.
Determining the importance	Unable to identify important concepts in the text.	Identifies some important concepts in the text.	Identifies some important concepts in the text with some supporting explanation.	Intensifies at least one key idea, theme or concept linking it to the overall meaning of the text. Uses supporting

				details from the text to clearly explain why it is important.
Monitoring comprehension	Does not identify difficulties or problem areas.	Identifies difficulties, but does not articulate need to solve a problem or articulate the problem area.	Identifies difficulties and articulates the need to solve the problem, but does not use strategies independently to solve the problem, may need teacher guidance.	Identifies, articulates need to solve the problem and identifies the appropriate strategy to solve the problem. For instance, using meaning visual, or structural cues.
Inferring	Does not make a prediction, interpretation , or draw a conclusion.	Make predictions, interpretations , and/or draw a conclusion, but does not justly response with information from the text.	Makes predictions and7 or draws conclusions and justifies response with information from the text.	Independently predictions, interpretations, and/ or draws a conclusion; and clearly explains connecting using evidence from the text and personal knowledge,

				ideas, or beliefs.
Synthesizing	Unable to retell elements of the text.	Randomly retells some elements of the text.	Retells all key elements of the text in a logical sequence.	Retells elements of the text in a logical sequence with some extension to the overall theme, message, or background knowledge.

The rubric of reading comprehension covers interesting factor which are so significant to take into consideration in the evaluation. The major of the students did not have any problem about it. They felt familiarized with it. The result was optimum.

Rubric (writing).

	Excellent	Good	Fair	Poor
Content (20 points)	knowledge	Some knowledge for the subject	Limited knowledge for the subject	Does not show knowledge for the subject
	20	15	10	5
Organization (20 points)	Fluent expression	Somewhat choppy	Not-fluent	Does not communicate
	20	15	10	5
Vocabulary (20 points)	Sophisticated range	Adequate range	Limited range	Essentially translation
	20	15	10	5
Language use (30 points)	Effective complex construction	Effective but simple construction	A major problem in simple complex/ construction	Virtual no mastery of sentence construction dominated by errors.
	30	20	10	5
Mechanic (10 points)	Demonstrate mastery of convention	Occasionally errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.	Frequent errors for spelling, punctuation, capitalization, paragraphing.	Dominated by errors for spelling, punctuation, capitalization, paragraphing
	10	7	5	3

In the rubric writing at the beginning when it was explained to the student by the teacher, they showed an expression of frustration. But after the teacher broke down each stage they changed their faces showed more confidence with it. The process of the evaluation was slower than theconsidered. For this reason, it is pretended the next time to reduce the stages.

Rubric (listening comprehension).

Rubric. Listening comprehension				
Categories	Unsatisfactory	Satisfactory	Good	Outstanding
Ability to focus	Difficulties to concentrate on the listening task.	Difficult to concentrate, but to attend occasionally.	To listen with good concentration.	To concentrate fully and listen very attentively throughout the assessment.
General understanding	Do not understand enough vocabulary.	Answer some questions correctly.	A good general understanding of the vocabulary and information.	Answer all the question with a good general understanding of all the vocabulary and information.
Listening for details	Unable to grasp specific details.	Limited ability to listen for details.	Include the most specific information and details in the answers.	Include all the specific information and details the answers.
Accuracy for answer	The answers were unrelated to the	Information left out or was not accurate	The answer was accurate and related to the information.	The content was always accurate and related to the

	information given.			information given.

This rubric was the rhetoric and was achievement too. It is important to remember that the area of the opportunity of this specific group selected is the listening skill. For this reason has been included more activities of this ability in order to improve the level of listening comprehension.

2.03. Attached evidence of (graphics, photos, and images).

How it can be appreciated. Here, the teacher shares some images to support her job. The collage shows the development of the respective activity. Here, it is appreciated how the students were working individually, in pair, teams and collaborative work.

More Evidences.

Warm –up

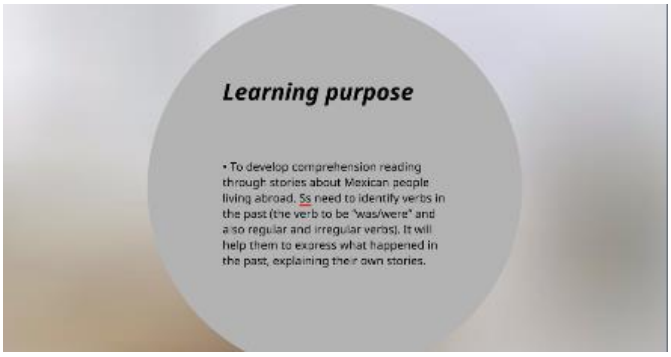
Information about migration.

Ss answer the question what their relatives do in the USA.

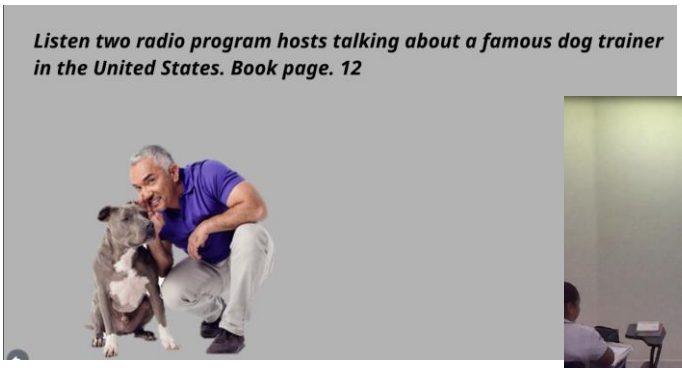
Brainstorm

A slide which has images about the topic.

Video about the migration.

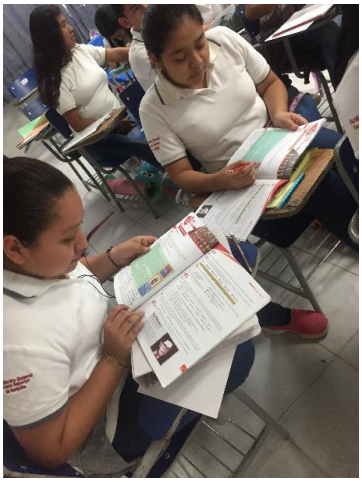


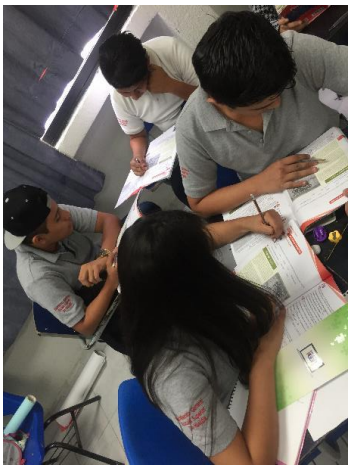
Learning purpose.



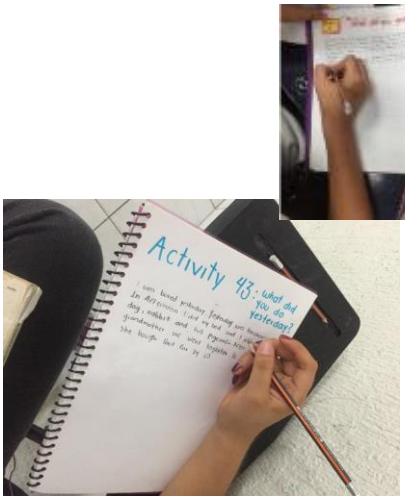
Listening comprehension.

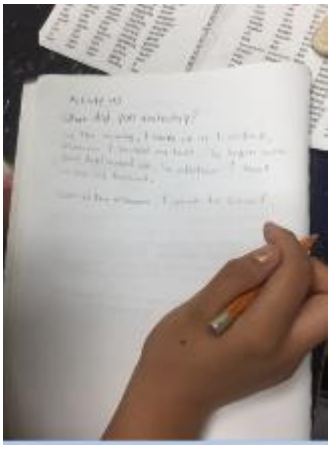
Audio script.



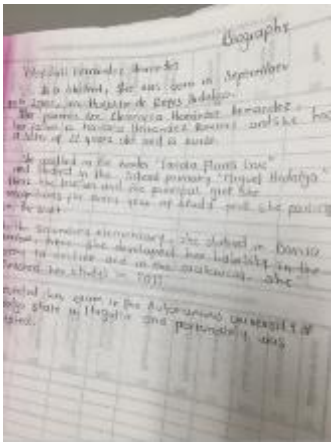


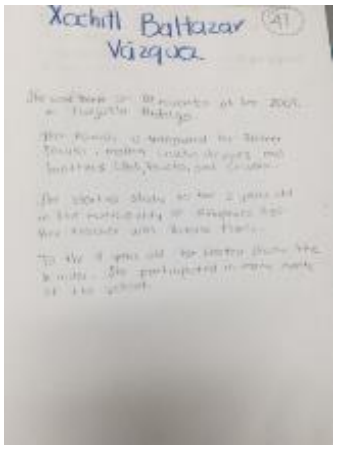
Reading in pairs taking turns.



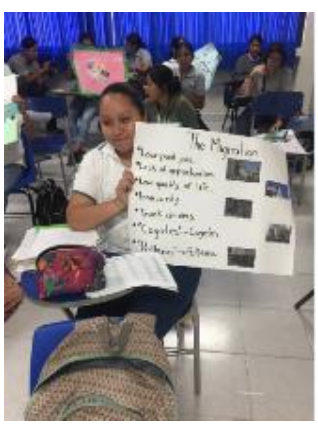


Writing about what they did previous day.





Homework.



Posters.

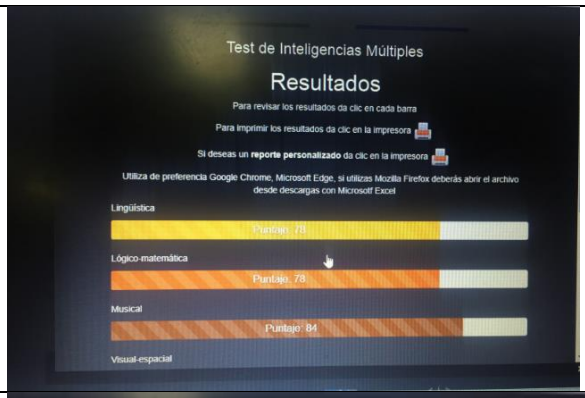
Labeling the School

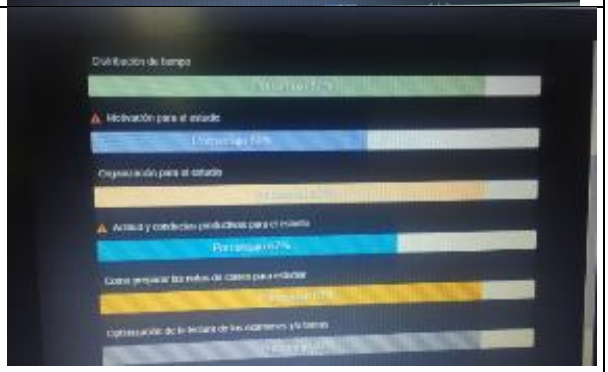
2.04 Show evidence of your designed tool to assess your students.

Holistic Rating Scale for Speaking.

This Holistic Rating Scale for Speaking was used when the teacher wanted to check students' performance in speaking. With the holistic rating scale for speaking the teacher was able to evaluate students' speaking practices in class. The rubric was successful enough for the criteria of the planning. It will not be necessary a change according to the analysis and result. The students had such as result the bands yellow and green which taking advantage to identify the areas of the opportunity for each one. Moreover, the speaking activity was focused in language structure of the simple past tense. It also was included vocabulary and pronunciation while talking about the migration stories but the purpose of the task was analyzing the use of the target language promoting the students output using the correct simple past form.

References about my group. I applied them some strategies in order to have knowledge and evidences about what kind of learning they have. The images show their results.



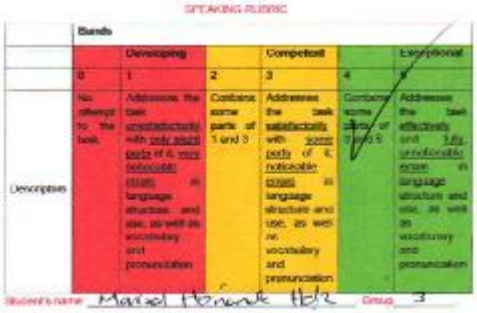


Victor Manuel Hernández Morales

No Knowledge					Expert Knowledge
0	1	2	3	4	5
I do not know the mean of 15 words or more.	I have seen the words but am not	I understand the words when I see	I have tried to use the words with, but I am not	I use the word with confidence in either	I use the word confidence both in

Victor Manuel Hernández Morales

	Good	Fair	Poor
Content (30 points)	Knowledge	Some knowledge for the subject	Limited knowledge for the subject
	20	15	10
Organization (20 points)	Fluent expression	Generally fluent	Not fluent
	20	15	10
Vocabulary (20 points)	Sophisticated range	Adequate range	Limited range
	20	15	10
Language use (20 points)	Effective complex constructions	Effective but simple constructions	A major problem in simple/ complex constructions
	20	15	10
Mechanics (10 points)	Demonstrate mastery of conventions	Occasionally errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured	Frequent errors for spelling, punctuation, capitalization, paragraphing
	10	7	5



SPEAKING RUBRIC

	Bands				
		Developing		Competent	Exceptional
	0	1	2	3	4 5
Levonpass	No attempt to the task.	Addresses the task unsatisfactorily with only short parts of it, incomprehensible errors in language structure and use, as well as vocabulary and pronunciation	Contains some parts of 1 and 3	Addresses the task satisfactorily with some parts of it, noticeable errors in language structure and use, as well as vocabulary and pronunciation	Contains some parts of 3 and 5 Addresses the task effectively and fully unobservable errors in language structure and use, as well as vocabulary and pronunciation

Student's name: Marisol Hernandez Hdz Group: 3

Marisol Hernandez Hernandez

No Knowledge					Expert Knowledge
0	1	2	3	4	5
I do not know the mean of 15 words or more.	I have seen the words but am not	I understand the words when I see	I have tried to use the words with, but I am not	I use the word with confidence in either	I use the word confidence both in

Rubric (listening comprehension).

Marisol Hernandez Hernandez

Categories	Unsatisfactory	Satisfactory	Good	Outstanding
Ability to focus	Difficulties to concentrate on the listening task.	Difficult to concentrate, but to attend occasionally.	To listen with good concentration.	To concentrate fully and listen very attentively throughout the assessment.
General understanding	Do not understand enough vocabulary.	Answer some questions correctly.	A good general understanding of the vocabulary and information.	Answer all the question with a good general understanding of all the vocabulary and information.
Listening for details	Unable to grasp specific details.	Limited ability to listen for details.	Include the most specific information and details in the answers.	Include all the specific information and details the answers.

Marisol Hernandez Hernandez

	Good	Fair	Poor
Content (30 points)	Knowledge	Some knowledge for the subject	Limited knowledge for the subject
	20	15	10
Organization (20 points)	Fluent expression	Generally fluent	Not fluent
	20	15	10
Vocabulary (20 points)	Sophisticated range	Adequate range	Limited range
	20	15	10
Language use (20 points)	Effective complex construction	Effective but simple construction	A major problem in simple/ complex construction
	20	15	10
Mechanics (10 points)	Demonstrate mastery of convention	Occasionally errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	Frequent errors for spelling, punctuation, capitalization, paragraphing
	10	7	5

2.05. Performing and recording the activities.

https://www.youtube.com/channel/UCAeiNz2ojQ7-kj7vh26o-SA

These images show how the teacher and her students worked in class. Every skill was exposed in the ESL classroom such as Listening, Reading, Writing and Speaking. It was covered with memorable moments. In the beginning, the teacher announced the students that the class should be recorded in order to support the knowledge acquired in the specialization. The process was simple even though the teacher had cold and temperature the class should be continued. The students were participating actively all the time. They neither acted nor were nervous. Finally, the process of teaching-learning was significant. The practice of the knowledge acquired has a lot of benefits. As teacher can share that has recorded materials due to this experience has been one of the best. The results were well, the students acquired the use of English and practiced. Finally, it might be concluded that the decision of taking the specialization was the best option.

Chapter 3: Experience report.

The lesson plan was covered totally. I corroborate one more time that the importance of taking into consideration their level, age, background, needs, content, context, and use of the technology in my lesson plan. They are significant factors that provide a potential result obviously whether it is included correctly in our document. On the other hand, I want to share that her learners finished 15 minutes before. For this reason, I required them extra activity, which was not planned in her lesson, same topic, but always I effort to have in her hand a plan B.

The activities were functional but I recognize that need to modify on the video lyrics in order to the students feel more confident about it. I could say that only 3 students did not feel confident about it but it is important to consider that every single student is important and it is necessary to include it on the video. The material was according to the background of the students and needs. In the ESL classroom was not a problem with the resources at that time. In the future lesson, I will include more listening activities because that skill is the opportunity area of this specific group. Moreover, the activities were according to their level and they did not show any difficulty to do them. Finally, the students did not have any problem with the evaluation of the rubrics. They enjoyed learning so much that they forgot for a moment that they were being evaluated.

After performing the lesson plan activities in where students mainly focused on developing the target language to express rules also understanding the grammar pattern and verbs in simple past:

- At the beginning the intention was students' prior knowledge activation, so it was expected in that way. However, some answers were well structured in accordance with the topic presented. On the other hand, the problematic presented was students use of L1 due to the fact that some learners' responses were in Spanish, despite this the output performed was according to the topic.
- Activities designed for development stage promoted mainly two skills: reading and writing, task were conducted following the bottom up and top down technique, helping students to identify small pieces of information that were necessary and useful when reading and writing. Students worked with new vocabulary looking up in a dictionary, interacting in teams allowed to speeded up the task nevertheless not all students had a dictionary which caused waste of time to get one from the library so were delayed in carrying out the activity. In addition, students read a text about Mexican in the United States, their textbook supply the content to introduce and encourage the intercultural context, students' observations about the migration by contrast a remarkable issue for students is the form to express some points of view about it.

Introducing the target language in a text allowed learners to find out it in deductive or natural setting since they were told to identify the words which express simple past, exercises from the

book helped to evaluate the continuous students' progress informally since activities from the book have a value of 10% of their evaluation which is revised at the end of the month.

- As a result of the learning activities to integrate learners schemata were decided to create a poster focused especially in productive skills and including the intercultural competence. Students expressed rules using verbs in simple past according with main aim reflecting the acquire intake. The description of the poster was showed just to the teacher no to the whole group, with the purpose of encouraging shy students to do it. Presenting that in diverse settings in a poster was motivating and interesting. Students' doubts were asked and clarified, so it could be said that the consolidation of the topic and target language was accomplished. The topic about Mexican in the United State, eliciting student to embed on abroad cultures.

  After session could be said that:

- During carrying out of the activities in lesson using simple past forms to follow what they did yesterday including some memories. The outcomes at this part reflected the knowledge acquired. Considering the lack of a projector to play the Prezi presentation it was necessary to use the board, I might solve it having a plan B, printing the pictures and the phrases to past on the board and creating the assessment icons in a smalls cards in order to create a cheerful environment.

  Labeling the school was funny since, everybody could observe what the students do in the ESL classroom my point of view the outcome overwhelmed the expected.

  For the session it would be reported the following:

- The lead in activity had to be faster than planned due to students had an academic activity and it was no possible start on time , in addition external factors affected the performance of the lesson: the schedule because my students were near to present other subject on computer it was planned for the coordinator . As we were short of time check the exercise and I could provide them a feedback.

  Despite the technical problems and the short time students enjoyed the activity and the purpose of the class which was the use of simple past tense according with the expected outcomes.

Chapter 4. Conclusion.

The development of the activities were consolidated according to the expected outcomes. I did not have any problem in developing the tasks in my classroom. Each activity took its relevance ccording to the planned. The students were familiarized with these activities. That reason was that in the ESL classroom these events have been repeating before with another topic. Obviously, now thanks to the specialization it has been modified with more impact on the students. For instance, the students even thought have realized these everyday jobs they showed more interest, attention, and relevance results in every single activity. In addition, it has a cause even though I did these activities before I did not know the theories, didactic and methodological competencies, and so on of these tasks. It means, nowadays I have into action the knowledge acquired in the specialization. I selected the materials taking into consideration the needs, content, context, level, age of the students, plans with theories and foundation that has been learned in this course. Evidently, the results have been optimized. I planned well the lesson plan according to the result that before the students had been but now I recognize the meaning that has not only to take into consideration the result but also the previous knowledge and responsibility to select the material, activities, and so on. I identified that always can improve such as a person, teacher, student, human and every roll that I have. Furthermore, in the classroom not only the students learn but also I. Humbly, as a teacher can say that this course has had its benefits inside and outside the classroom. The students were participatory such as the teacher. It was an amazing moment that every single person will remember.

Finally, the results were awesome. The students acquired knowledge, motivation and reflected good results. Nowadays, the students are in the last period of the semester but regardless that who will be their teacher the next semester I share the knowledge acquired in this specialization with the next teacher. As a teacher in my opinion it is important to share this relevant information in order to have better EFL classrooms. To sum up, I consider that I have learned a lot in the specialization. Although, I have recorded material for the University that I work and I have designed a software in order to facilitate the easy way to learn English my students I always trie to improve it taking into consideration the knowledge acquired there. Furthermore, in the process of my teaching practice, I felt confident and motivated to do it. I appreciated that not all the time she had the tools assessment on my hands. I suppose because I created them carefully and could remember how I must cover them. Honestly, I felt marvelous when my students acquire knowledge. Previous to finish the class, I usually provides them feedback but

first I asked the question. For example, what was the purpose of the English class today? What did you learn in this class? What did you practice here? And so on. It is fantastic when they give their opinions and sometimes it is not necessary to provide them feedback because they say, my students must learn more verbs, more vocabulary, etc. Another important point is the use of the technology EFL class, it is useful and attractive. In the presentation, I used a specific although she did the presentation in both Prezi and power point in case they could not the internet.

In addition, I have a reflection, before the specialization, I always try to create my lesson plan and they were some time functional and other not. But now, it is totally different due to I have more knowledge about the methodology, techniques, strategies, approaches, and so on. Every single class, I learn with my students and I effort to do the best it. Every assessment did in this course has been amazing and I have learned every moment. Consequently, I enjoy the feedback that my tutor gives me. Now, I can feel how my students feel when they are evaluated. The teacher has taken into account everything that has learned and shows how that information was put into practice. Absolutely, the new scenarios are not only for the students but also for the teacher both were learning much more meaningful and far richer. To sum up, the students have the ability to solve the possible problem, they have more critical thinking and they might face to avoid communication breakdowns and to improve the language in use. The participation in the specialization in English Language Learning and Teaching has been a great challenge and achievement after the commitment to finish what has been started. It has being a continuous learning since the beginning familiarizing with the virtual environment, handling with the platform, engaging with technological tools and devices, facing unknown terms , reflecting upon the professional practice and interacting with new people.

Each module was an opportunity to reflect, enrich and learn about our teaching practice; conclusions are showed by modules.

Module 1: language, language acquisition and Teaching

Understanding concepts and analyzing processes for learning a second language as well as learning about theories make language teaching more effective since we could help students to succeed in language learning taking them into the correct process. Second Language Acquisition (SLA) is the process by which people learn a second language. The field of second-

language acquisition is a sub discipline of applied linguistics, but also receives research attention from a variety of other disciplines, such as psychology and education. Second language refers to any language learned in addition to a person's first language; although the concept is named second-language acquisition, Second-language acquisition refers to what learners do. Linguist Stephen Krashen (1981,1982) has developed the most famous second language acquisition theory (SLA) which is also known as the Krashen's Monitor Model. Krahsen has developed his theory of second language acquirers who are assumed to have two independent systems for improving their ability in acquiring a second language. Structuralism, in linguistics, any one of several schools of 20th-century linguistics committed to the structuralist principle that a language is a self-contained relational structure, for linguistics, by the Swiss scholar Ferdinand de Saussure (1857–1913). Vygotsky's sociocultural theory of human learning (1978) describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. *Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.* Second language acquisition theories have specific techniques, for instance Behaviorism is based on drilling and practice trough a stimulus and response and proposed the Tasked Based Learning Approach, Structuralism focused on language analysis and the interrelation between units and rules. The generative linguistics stated his awareness in grammar structures using innate techniques to language acquisition.

The relevant points added to my teaching practice after module 1

- Process for acquiring a language requires effective techniques that is the purpose of learning theories.
- It is not possible to focus just in one approach or theory since we do not have homogenous group of students
- Provide students with necessary input is vital to get the target language
- Motivated, relaxed and confident students will learn easily.

Module 2: Language skills and Technology

The importance of language skills is reflected through successfully communication interaction. When we communicate, we often use more than one language skill. On a phone call, for instance, it is necessary listen and speak and perhaps could be written down a message and read what has been written. Integrate language skills helps to build new knowledge and skills on to what students already know and can do. So, if learners are able to read a short story, this skill will help them to create their own story. **Listening skill**, as Howatt and Dakin (1974) define, is the ability to identify and understand what others are saying. Understanding the listening process thought the bottom up and top down processes help to understand the learner's needs and also to achieve the purpose of the activities designed to improve the skill, due to in *'real-life'* listening, our students will have to use a combination of the two processes, with more emphasis on 'top-down' or 'bottom-up' listening depending on their reasons for listening.

Reading and writing is a complex process that makes use of an extensive knowledge base on a range of strategies and skills. Contrary to the popular theory that learning to read is natural and easy, learning to read and write is a complex linguistic achievement. For many students, it requires effort and incremental skill development. Moreover, their teaching requires considerable knowledge and skills, acquired over several years through focused study and supervised practice. Some theories as ***the interactive theory of reading*** (Dechant, 1991) suggests that the reader constructs meaning by the selective use of information from all sources of meaning (graphemic, phonemic, morphemic, syntax, semantics) without adherence to any one set order. The reader simultaneously uses all levels of processing even though one source of meaning can be primary at a given time***. Schema theory*** (Rumelhart, 1980). is an explanation of how readers use prior knowledge to comprehend and learn from text It states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information. A schema, then, is a generalized description or a conceptual system for understanding knowledge-how knowledge is represented and how it is used.

According to this theory, schemata represent knowledge about concepts: objects and the relationships they have with other objects, situations, events, sequences of events, actions, and sequences of actions. **Speaking** is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and we have a chance to ask for clarification,

repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. There are some micro-skills involved in speaking, as the clearly pronunciation of different sounds of a language so the receiver can distinguish them.

As well as the use of stress and rhythmic patterns, intonation patterns of the language in order to understand the message. One image for teaching English as a second or foreign language is that of a carpet. The carpet is woven from many strands, such as the characteristics of the teacher, the learner and the context. Language skills also must be connected with this carpet. Integrating skills can be emphasized due to the fact that in real communication we rarely separate skill as teachers do in class, nowadays curriculums promote a trend towards skills integration as in the ***whole language approach*** (Brown 2007). The integrated-skill approach exposes English language learners to authentic language and fosters to interact naturally in the language.

After studying module 2 contents which provided approaches to language skills as well technology tools for teaching I could highlight the most important principles for my teaching practice:

- Listening as receptive skill, in my opinion is the most complicated to teach and to learn, understanding the process thought the bottom up and top down processes help to understand the learner's needs and use the appropriated technique.

For instance, to design an effective listening activity is necessary to perform different stages: pre- listening, specific listening strategy to develop and a post- listening task. In class I used to ask just a few questions most of the times suggested by the teacher's book and they play the audio then answer the exercises. Students felt overwhelmed facing pitfalls and as a teacher just encouraging to paying attention and do it better at the second time.

- Productive skills as writing is a hard skill to develop on students, teaching requires considerable knowledge and skills, acquired over several years through focused study and supervised practice. To improve writing I created a blog, where the student wrote about the topic of the class. Although it motivates posting in a digital space, teacher must guide learners

and take them since the most basic stage providing with useful vocabulary, organizing ideas and joining them coherently, following the necessary writing style and writing technique.

- Reading might be a difficult skill, student could feel frustrated after reading and do not convey any meaning. Currently I design a previous reading task, as seeking vocabulary in a dictionary or dictating the new words also take the reading appropriate technique as skimming, scanning, identifying main idea.
- Role playing and different types of drilling are good practices for developing speaking

Module 3: Intercultural Communication and Assessment

The need for *language competence* in a global society touches every sector of life. Learners today must have the linguistic proficiency to communicate with *global audiences*, insight into the cultural perspectives that shape those audiences, and the ability to *behave appropriately* in a variety of cultural contexts. Intercultural competence proposed by Dell Hyme's (1971); In this theory, he asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge. Intercultural Competence differs from communicative competence; it focuses on communicating effectively in cross-cultural contexts. It shows the ability to communicate and behave in appropriate ways with those who are culturally different. Knowledge, experience, beliefs, values, attitudes, or religion are different from one country to other, from a state to other, therefore the importance of including it in teaching language is to make students conscious of the diversity, promoting intercultural attitudes understanding people they would interact with, also motivate them to be curious and opened. Intercultural competence is of crucial importance in our interconnected world. In fact, intercultural competence is quite different from communicative competence.

Communicative competence involves two cultures: you're own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts.

- Integrating the intercultural competence when planning is not easy at the beginning but if we insert this competence as any other in our learning outcomes it will be more familiar to

work it. While I was designing my sequence for the final project I had no idea how to do add it in a writing and speaking task focused on the topic rules, so I decided to include rules in different countries so was include the intercultural competence in the learning activity.

Final Project

The final project was designed with the purpose of integrating the four basic language skills, as well as the intercultural competence in a lesson plan sequence which helps to develop communicative competences to acquire English as a foreign language through diverse approaches, theories, strategies and techniques; also incorporating technology as important tool when adapting and creating assessment materials. The sequence of activities is dealt within the DGB framework applying it to a group of students which language proficiency is set in a A2 level according with the CEFR. Providing meaningful input in order to achieve the target language in every designed task has been consider it as is suggested by Krashen (1982) who stated that language is acquired through exposure to comprehensible input; incorporating strategies which attract students' attention and activate previous knowledge are applied in the warm-up stage. The importance of pre-reading activities is based on schemata theory.

According to Ajideh (2003), '' A schema (plural schemata) is a hypothetically mental structure of representing generic concepts stored in memory, due to it is mentioned in this theory, students during the session activate their schemata before the reading activity in order to help to decode and understand the text considering the content, linguistic issues and readers familiarity context, as well as considering the social and cultural schema knowledge. According with the Top-reading process learners can understand a reading passage even if they do not comprehend every single word, since it is stated during the process, students in the lesson plan are forced to use meaning and grammatical cues to identify unrecognized words as they did when inferring the meaning of modal verbs as obligations or prohibitions in a text. Skimming and scanning as reading strategies also are developed by students integrating in the Interactive Reading Theory which suggests that the reader constructs meaning by the selective use of information from all sources of meaning (graphemic, phonemic, morphemic, syntax, semantics) without adherence to any one set order. The reader simultaneously uses all levels of processing even though one source of meaning can be primary at a given time. (Dechant, 1991).

Listening, as Howatt and Dakin (1974) define, is the ability to identify and understand what others are saying. This involves understanding a speaker's accent and pronunciation, his grammar and his vocabulary and grasping his meaning. Listening plays an important role in second language instruction for several reasons. If you cannot hear it well you will find it hard to communicate or you might fail your listening exam. Teaching listening skills is a difficult task due to the fact that it is achieved after spending many hours of practice and learning. So, in order to help students to improve with their listening skill, are developed: ***Pre-listening activities*** which help students to involve prior knowledge and review important vocabulary and predicting the situation (Bottom-up processing), for that reason students performed a dictation about some rules in case of fire, **w*hile listening activity*** focuses on selecting important information, for instance students listened a teacher talking about a fire drill and identified information from the pre-listening activity. ***Post-listening*** activity guide to the students to answer about they understand. It is considering according to Richards (2008): A representative listening lesson will include a sequence consisting of pre-listening, while-listening and post-listening; always considering both bottom-up and top-down processing.

"The use of authentic materials is beneficial for learners such as listening to a telephone message to understand about cancelling appointment, to a newscast to learn about current events, or to songs to relax and learn about the English lyrics and popular bands." As is suggested by Ross (2007) when mentioning authentic materials, teachers must take into account that these materials provide our learners the opportunity to improve skills that are necessary in real life, that is, in specific moment and contexts. When teachers work with traditional materials in class, they are almost always focused on a particular pattern designed to raise our students' knowledge of certain important patterns or structures. Authentic materials, on the other hand, are used to give students opportunities to find the language as native speakers do. The lesson plan provides the opportunity to work with these materials using a song which has imperatives forms.

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