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**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**EL PROCESO DE APRENDIZAJE DEL IDIOMA INGLÉS A  
PARTIR DE LA FILOSOFÍA DOCENTE**

**TRABAJO RECEPCIONAL**

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

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The learning English language  
process from  
the teacher's philosophy

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## Introduction and framework:

The next job has as objective to present the methodology used as part of teaching process which may have a direct impact with the learning process and its different ways to obtain the communicative skills and communicative competence developing; considering dissimilar elements, like students' learning styles, approaches, materials, tools, design tasks, assessments tools and so on. All those together let teachers plan a lesson planning showing how the formative process can do it; it says, how the learner may acquire developing skills: receptive as listening or reading and productive skills as writing and speaking by evaluating it through assessment or testing.

However, the learning process require to build up a comfortable scholar scenery where the students feel motivate to learn in a natural process, and it is possible with use of the methodology theories; being the main of this project the Sociocultural Interaction by Lev Vygotsky how focuses on the learning process through the interaction and interchange cultural practices between the interlocutors (speaker-listener) with his Zone of Approximal Development (ZPD)

The Sociocultural Theory elaborated by the psychologist Lev Vygotsky, have allowed us to examine how a second language is learned successfully if teachers are able to manipulate input through effective scaffolding techniques which are thought to offer support to each student throughout the learning process until they can progressively get rid of it. Results. The impact of the Socio-cultural Theory by Vygotsky on second language acquisition leads to suggest the SIOP as a new approach towards English teaching. This emphasizes the use of comprehensible input that is highly beyond students' level of competence and multiple interactions at all levels throughout the lesson from the preparation and delivery to the assessment stage. (Castrillón, 2017)

Furthermore, ZPD is retaken here because the learning process requires a guide; so, the teacher has this function o role because he/she is the first person who students are in touch most of the time; they are the main companion during the way and his/her accompaniment results essential to get a second language; even though, into this guide, the

learner require to be interacting with others as listeners or/and speakers; developing the cognitive students' process which in the same time, they may learn; first interpersonal and after that intrapersonal; so, the students may create learning. Therefore, the scholar environment which has been created by the teacher, will be the area created by negotiating the students' cultural practices, beliefs, point of views, sharing among students with diverse communicative levels; as result of the stimulus.

As well, in the same action line, other theory which is aligned with the previous idea, it is the Behaviourism Theory by B.F. Skinner, which signals a learner learn a second language if the students have a stimulus during through their interaction with a social context; so, in this situation, their knowledge are conditioned and they are consequence dissimilar inputs which the students have encouraged to get outputs or outcomes as communicative developing skills, thanks the students' association. It is in this theory which the teacher requires to reinforce the students' background. So, this theory is used in this project because the teacher into his/her role will mix up the previous and new knowledge and through them, he/she may create different teaching strategies which the learning process might be less difficult for the students, and those strategies directly will give the bases of the feedback. "...A process of learning or teaching that encourage the learner to construct phrases and sentences modelled on previously settled set of rules and drills is thought to obstruct the instinctive production of language...Conversely, the learner's activity, be it thinking or doing, is confined to the framework of "behavior", and is governed by the stimulus-response-reinforcement process. (Demirezen, 1988)

On the other hand, this project must be based on the communicative competence which the main idea is the natural capacity to learn a language because of recognise the basic language structures to create their own discourse and share it in the social interaction context, as result of many inputs expose it wherever; depending on the artificial and real material which has been selected by the teacher with the objective to create a learning process (the language is getting through the exposition of this). The language acquisition is success when a learner is exposed with it; so, the language is acquiring as result of the inputs.

By the other way, the learning process requires a methodology to do it, and for this task, the Bottom up will be this method implemented to sustain the didactic sequence; pointing out the teacher process is designed to focus on steps which all together can develop the communicative skills; starting with the receptive skills and afterword the productive skills;

so, considering the cultural context and the cognitive maturation; as the author Comenius says (2009); without forgetting that this method is the base on this project's philosophy, because the learning process depending on the students age an scholar years as the author Piaget (1961) focuses on it; it means, those author are retaking because their researchers show the learning process; step by step.

Finally, the students may have the confidence to being with the interaction process and learn through this socialization process, which share their culture practices, as the author Vygotsky points it out (2007).

Otherwise, the project is supported on approaches which the teaching process is done; obviously relying upon the aim of this task, which is achieving the accurate developing communicative skills and communicative competences; pointing out in the Lexical Approach because vocabulary is an essential element to learn and produce the language. If the learners don't have the capacity to recognise different kind of chunks such as collocations, idioms or fixed expression; the communicative process simply it is not possible to do it; so the classrooms practices usage by the teacher could be syllabus focus on lexis, notice chunks on the text, underlining phrases, etc.

Other approach elementary here is, the Total Physical Approach (TPR) because in there the most important is the use of vocabulary and grammar. Learners learn by being exposed the language and comprehension comes before production; and some classroom activities could be the syllabus focuses on grammatical structures and vocabulary involved to give and follow instructions.

Finally, the Communicative Approach is indispensable because in that, communication is the most important aspect of language. Meaning is communicated through functions, grammar, vocabulary, discourse and skills; so, the classroom activities may possible are classroom activities focus on fluency, design communicative skills; given a student's roll, create discussion short groups or short conversations, and so on.

Since the personal point of the author's view, for this task, the communicative approach is the most useful to acquire a second language accurately, because is here where the students have the opportunity to use the language; language in use, in real interaction, language in specific context; without leaving aside, the Content Based Learning (Interesting topics. The students and the teacher compare the social events, cultural activities like Christmas or Halloween, politics situations, music and its social influence) Language is presented through topics related to school subjects or learning about the world.

It is important to mention that, those approaches are applied in different session during the lesson plan; taking into account the aim session, the timing, the syllabus, the learning students styles, the classroom context; even though, the teacher requires not forget considering the possible challenge during the teacher process and they have the vision to transform or adapt those approaches to resolve the possible conflict situation; without disremember the way but not the main aim. The adequate approach may have the hoping results and it might be the motivation for the students to carry out to learn a second language.

In sum up, there are many challenges which teachers need to face; mainly break down ideological barriers, to avoid the differences amount the students communicative competences, beefing up their languages skills, principally the productive skills; because those are the most difficult aspect of the language that the students feel weak, by using the accurate materials and technological tools like textbook, dictionary, HOP, official pages on Internet (British council) apps, educational platforms; having better teaching and learning strategies by pointing in the social interaction out through the design of the dynamic and meaningful tasks, which the students can implement in diverse real sceneries as outcomes of their expositions of their dissimilar inputs.

Definitely, during the teacher process might happen unhoped situations that impact negatively, like the poor materials and /or tools, the students´ attitude and values, their weak vocabulary, knowledge, skills or communicative competences, their social and academic context; nevertheless, the teaches must have a second plan to resolve those just with the implementation of others approaches.

This final project is centred on designing a lesson planning, showing evidences and the methodology, before explicated with the bottom up as method, and in the same time, focal point the receptive and productive and its sub-skills; declaring the reading skill also involve dissimilar sub-skills like scanning, skimming, inferring, predicting, understanding text structure; while the writing skill require following steps like drafting, editing, proofreading and re-drafting. At the same time, the listening skill has different sub-skills like listening for gist, global understanding, specific information, inferring attitude, listening intensively and extensively.

Finalizing, the speaking skill (considering the most difficult communicative skill to develop) points out its interest on its sub-skills like use of grammar, vocabulary and functions, register to speak appropriately, using features of connected speech, body

language, producing dissimilar text types, oral fluency, self-correction and interactive strategies.

In sum up, if learners do not utilize the sub-skills probably their communicative competence will not have any option to increase precisely and their communicative interaction will be limited or fail. All the framework has been generated as result of the author interpretation research; the intercultural competence, the fundamental communicative competence to learn a second language and use it in real sceneries.

Furthermore, during the planning lesson the teacher's philosophy must be present all the time, establishing the class' rules, create a dynamic environment, implement distinct teaching strategies, etc. as part of the teacher's role, because it is the way to lead the correct selection and implementation of tasks which evidence the learning process, and in the same way, the formative assessment (formal and informal) and the summative assessment and test could have likely; being the most important step into the learning process, because it is when the student's advance is most present; I mean, during the evaluation, students show their competences which have developed during a specific period of the time and in the same way, it demonstrates what kind of teacher's and students' roles and jobs might chance to get better both process teaching and learning. So, with all those factors, I as teacher can give an objective and useful feedback.

Considering this framework, I would like to take into account the tasks that I have designed, which are basing on the topic selected "murder"; topic that the students in many occasions have discussed and it is the principal topic of the unit of their textbook; pointing out the formative assessment will be a portfolio which the students are going to arrive at the summative assessment with a mini oral project. However, the learning process will add sequence activities aligned with the language skills (receptive and productive skills) so, the students in a first step they are going to introduce in a murder context through the teacher's help, they are going to know specific vocabulary and use it to give their particular view during their interaction; then, they may have the curiosity to know more about an specific murderer and even though, they might compare the American and Mexican criminal context; so the students may seek new information by reading online, select the information and give an order to present it.

With those steps, the students could have more information and may write an interesting article that may build previously with a draft, editing, proofreading and re-drafting; driving their reading and writing skills; and finally the students are going to presenting an



oral mini project which their speaking ability must exhibit fluency, punctuation, natural pauses, use of grammar (past simple, continuous and question tags) and the topic domain, through a short editable video that students can create a criminal zone as scenery. To sum up, into the class the students will receive a feedback as result of their final project, and their outcomes.

On the other hand, the cultural competences in this project are established through the topic "Murder" as bases of the planning lesson; it says, the teaching strategies are splitting up in steps as learning process; starting with reading activities which the students identify the murder vocabulary and in the same time, the use of those considering the reading function; pointing out the grammar rules. Afterward, the students direct their previous knowledge and the new ones, have the background about the social, security, economics, politics and educational context which they can understand for what reason the American people encourage this type of social problematics; It means, learners may compare this context with own and recognise the similarities; topic in which they base their social interaction in the familiar, scholar, job environment conversations; situation where the cultural competences are exposing when a topic as culture practices are the centre on the nature conversation in wherever context where the learners pay in practices their social relationships and their behaviour, beliefs use of the language (register) formal or informal, their body language and manner to wear are determining with this practices. All those components are the cultural competences developed when the students workout their communicative skills: receptive and productive.

Whether student or faculty, becoming interculturally competent is a developmental, lifelong process. For faculty guiding their students in the development of these competencies, a process-oriented approach includes the incorporation of learning activities such as critical reflection and analysis into students' coursework. Faculty should reflect on the intercultural aspects of their teaching practice. (Samdperil & Gunther; 2012)

## Chapter 1: Philosophy and Theory

### 1.1 Philosophy

All teachers during their professional experiences have been built up diverse ways of how to teach and fulfil success achievements which have been changed and adapted depending on their real necessities, their knowledge acquired through the new experiences and educational challenges; showing the teacher philosophy is dynamic and the innovation is mandatory currently.

Philosophy, is not only a simple idea to teach; it is the manner to cover her/his students about the different world diversities, where they want to know through the teacher's vision to apply dissimilar strategies which students have a specific role into their learning process; it is the way where the teacher has a flexible mind to re-lead the knowledge pointing out the students' role as the main character in the meaning learning.

#### Teaching Philosophy Environment

So, the teaching philosophy is based on creating a confident and comfortable environment where the students give the false idea up that they are not good at learning English; telling them, they can learn a second language practicing every day; avoiding or get away the shame; also it is sure that if the students feel afraid or nervous into the class, their brain crashes; so, the teacher tries to practice the language through their favourite English songs that they bring and all together listen and sing the song identifying new vocabulary, and after that, they seek the new vocabulary when they talk about what they have understood; pointing out the songs don't have any relation with the grammar topic, but in this activity they expose their opinions about the song; if the song liked them or not, what is the main idea, they ask about new vocabulary or they try to interpret the phrases depending on the context or rhythm of the song, and so on; because they feel interested in to understand their song; even though they feel happy, relaxed and more motivated to learn.

#### Teaching Philosophy Adjustments, Activities and Language practices

By the other way, the teacher is really strict into the class, there are agreements which the respect is essential; subsequently, the class starts punctual, and the class begins with a summary of the last class; in this time the students express their questions or doubts about grammar, vocabulary or a future test because the modules must be evaluated with short projects as part of the summative assessment, and the teacher gives them examples which they may have a clearer idea to get better; because the student is my priority and all of

them have the same opportunities the teacher does not make distinctions; moreover, when there is not any other questions, the class continues with diverse activities; most of those are focus on the textbook because is an institutional regulation to work with the book as base of the class, and the textbook as main material is interactive; it contains an app with listening tracks, videos, interviews, series, etc. and I always bring a small horn which I project them this material and they can fill the gaps in listening activities or some exercise like that; so, they have two opportunities to listen the track and finally all together check the answers. There the students read the instructions sentences or paragraphs aloud and share their answers; if they have the same only affirm it, but if they do not have it, they give other option and explain why, and I listen to them, give a feedback and the correct option; writing it on the board. So, if a student has an incorrect answer, the teacher as guide, always points out that do not matter if they make mistake because it is part of their learning process and even, the teacher makes it too and do not pass anything.

#### Teaching Philosophy Roles

On the other hand, when the students require to do a writing exercise, the teacher writes a simple example on the board with the intention that the students may have an example to follow it to do their own, and in the same time, this help the teacher to explain what and how might have the correct use of the grammar tenses, taking care the structures and the accurate vocabulary of their level domain. In spite of, when they have understood, the teacher asks for their draft; sometimes in pears or teams and in other occasions individual; depending the time of the lesson, the task and the target of the class because there are many students in the public middle school and is not the same in the private school and where it stablishes the time to deliver the task which sometimes It checks in the free time or among the interchange their task and they identify their classmates´ mistakes and with colour put the correction, because the importance of these activities is that the students have the guide to recognize their mistakes and in other writings exercises avoid the same mistakes or errors. The corrections always are doing with green or blue colour never with red because that demotivate them to carry on.

#### Teaching Philosophy Vision

The author of this task believes that students have all the freedom to practice and ask question during and outside the class, but into the teacher´s perception they must practice all the time; so, one of my requirement is that they must speak or try to do it in English don´t matter if they make mistakes or if their ideas are incomplete the most important

is that they try it, because in this way the teacher can identify their strengths and weaknesses and what aspects are necessary to beef up to develop communicative skills; and since the particular experience, even they only tell me hello miss or good morning in the store or in the school halls, It identifies that they fell confident and excited to try to speak and sometimes by having though they believe different or important, because the teacher ignores them if they speak in Spanish because it is one way to create them a necessity to use a second language, obviously, when they are losing It is more flexible but not all the time.

### Teaching Philosophy Approaches

Since the author's vision, the grammar tenses is a requirement to learn a second language and create coherent ideas to achieve to communicate with others, but much time it is bored to teach it; so into the class, It uses the PPP approach; It means, In a piece of paper It gives them an example and It asks them to identify the structure, the grammar rules, the functions and It writes the students' contributions on the board which It retakes into overall feedback. Afterword, It prepares some different dynamics which they can practices; for example, It gives an envelope with many short cards and they in teams like 3 or 4 classmates build the sentences up, following the grammar rules have been seen before as a competition or they do a piracy board and all together play dictation; there they and It identifies again if the students understood the grammar topic or not and if they have other weaknesses as part of the formative assessment and informal assessment too, because in some occasions through the coevaluation they explicate the correct answers and the teacher in her role is a guide.

### Teaching Philosophy Materials

Finally, the students like to work in pairs or teams because among them to teach or explicate the reading and the vocabulary; so, it gives the freedom to do it while they work. Most of the time, they read the readings into the textbook and respond the comprehension quiz as part of the exercise; but It gives them time to do it for having time to check the answers in and correct it; however, in many other times, It gives them news which have published in newspapers like " The New York Time, The Washington Post, The Economics or The County" which the vocabulary is different and they encourage with the real life, and the evaluation is presented when they in an oral exercise to do an individual interpretation where it hopes they get to rescue the main idea and they have a personal posture about the topic presenting there.

The teacher's philosophy is adapted depending on the scholar context, their geographic location, the number of its students, the students' social and economic context, the students' quantity in each classroom, the student's weaknesses and strengths, and so on; which is reflected directly with the teaching strategies because it is the visualisation of how the teacher prefers to teach and what kind of resources, materials and technological tools want to be done; with the main target to achieve the students learn other languages and their practices are beyond a scholar project; unlike, the aim is they can use the language in real situations, when they travel or into a job interview as meaningful learning. So, the teaching philosophy will be the guide for the teacher to teach in the best way.

As was saying lines before, the teaching philosophy always is dynamic, so when the specialization started, this teaching vision was centred on the grammar rules as base of the practices among the students and led by the teacher; considering the grammar let the students to recognise the elements to build a complete idea up; nevertheless, currently, this vision has been changed, now the teaching process must design pointing out into the culturalism and the social interaction where the students may identify the correct use of the grammar and they might accurate a social role into their communicative practices. In this way, the theoretical foundations will be the author Piaget (S/D), because he says that the cognitive process is done depending on the students' ages and the author Comenius (S/N) who is considered as the pedagogic didactic father says that it is necessary to beef up the idea that the cognitive learning process would be by stages, because the intellectual maturity is a key for the student may learn.

#### Teaching Philosophy Context

The teaching philosophy has been practiced at public and private middle schools, where the contexts are totally opposites; so, it points out this task on the private school, which is called Instituto WISSEN, it is incorporated at the UAEM and the SEP system because it offers technological educations and general baccalaureate and its enrolment is near 150 students. Currently the writer is working in the UAEM system in the CELe area, which there are three classrooms with second, fourth and sixth semester. The creator of this job, is English teacher of the sixth semester, and in theory they are in the fifth English level (pre-intermediate) even though they do not this level; they could be in basic because not have the elementary knowledge and make simple mistakes, almost they have not developed the communicative skills and many of them look like beginner students.

The institute is located in Temoaya, Estado de México; a town near with Toluca city and considering a semi urban area; nevertheless, it counts with all the public services and Internet connection; each grade has its classroom and into it, there is a white boar and an over high projector, and if is necessary the teachers can ask the tape recorder but those are insufficient; so the teacher prefers to ask it time before or design another listening activities.

It is precisely that, even though it is a private school, the students do not have the opportunity to be in touch with foreign people or travel around other counties, because they belong a meddle social class; so, the only inputs which they encourage, it is through the artificial materials; even years ago arrived foreign students here, but currently these has not passed again; so, with this context the methodology usages is through bottom up, because I consider that is a positive way teach step to step and the cognitive process may be slow, but constant and effective.

## 1.2 Theory

Carrying out with the theoretical foundations, the Stephen Krashen's Theory of Second Language Acquisition (1998) is taking into account because his contributions says that “the language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill”; it only requires to be in practice and this repetitions practices show to students how the language is used successfully, and into this project the practices with diverse tasks have been beefed up the communicative skill developing, with speaking activities or expose the students´ opinions or comments, reading many kinds of readings with artificial and real materials (newspapers) writing short articles and listening activities when the students watch video series or tv series.

So, the Krashen´s Theory points out to split up in five hypotheses: the Acquisition-Learning hypothesis, the Monitor hypothesis, the Input hypothesis, the Affective Filter hypothesis and the Natural Order hypothesis. All those hypotheses visualize the learning acquisition focus on easy function grammar, comprehension language, practice and interaction and as result of the encourage inputs with dissimilar difficulty levels. Factor which are presenting in this final task.

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. 'Comprehensible input' is the crucial and necessary ingredient for the acquisition of language.

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful. (Schütz, 1988)

As the introduction, the approaches which have been considered here, are PPP approach, TPR approach, Lexical Approach, Communicative Approach; those approaches aligned the idea that the students require a constant practices an use the second language which the learners may have the possibility that the students identify their strengths and the opportunity areas working out during the session class and after thereby helping the technology tools; however, how this part has been exposed before, since the author's vision is not necessary to deeply there.

## Chapter 2: Methodology and Practices

### 2.1 Lesson Plan

When a planning has been designed with the intention to facilitate the teacher and learning process, all the characters involved into this, to require determine role; depending their function; "In the case of the teacher, his/her role is as planner, diagnostician, guide, mediator, monitor, facilitator and assessor" (Sprat, Pulverness & Williams, 2011) because the teacher prepares and reflects on the lesson before teaching, anticipate problems, select, designs and adapt materials; organizes the learning space, setup rules and routines for behaviour and interaction. He teacher goes around the class during individual, pair or group work activities, checking learning and providing support as necessary; provides opportunities to learning and develop learner autonomy; working out the cases of learner's difficulties, and finally the teacher evaluates the language level and attitudes by using the different means of formal and informal assessment.

Nevertheless, the students role depending on the approach function; in some occasions, the learner's role is as passive student, as listener and the other occasions is as active, as speaker who builds the session with her/his knowledge; even they make decisions, guide de class, allow the environment creations, engage actively in learning activity, do tasks and scholar projects, demonstrate their skills developed as result the learning process, they are actively their learning autonomous communicative competence. Currently the main learner's role is focuses on the students as main class character.

So, with this distinction about the teacher and students' roles; the teacher how was mentioned before, as planner; the teacher designs a lesson planning, to shows the activities which the didactic sequence may carry on accurate, and in the same time, this lesson planning let them to do sub-product and final product which the teacher are going to evaluate the students communicative skills and have a measure about the learner advance; as formative assessment and/or summative test.

All those foundations ask it to present a planning lesson which the teacher who is writing this task, to pretend to show the learning process to learn a second language.



1. Lesson Plan Identification Cell	
Author:	Mtra. Carla Angélica Colín Domínguez
Educational stage:	Middle School: Pre-intermediate
Title of your Lesson Plan:	Past events: Past tenses review
Learning Objective of the plan/Competency :	<p><u>Language´s propose:</u> Develop the oral exposures through the reading comprehension ability recognise the main information and the acquisition of new vocabulary; increasing the writing ability through creating a murder story which the students must present as part of the final project.</p> <p><u>Formative- Intercultural propose:</u> Guide students toward reflect on the social problem context that USA country faces although its economy and security administration.</p>
Communicative skill considered:	Reading / Writing / Speaking
Functions:	<ul style="list-style-type: none"> <li>-Confirm a specific information</li> <li>-Talk about past events</li> </ul>
Main Grammar structure:	Tags Questions
Other Grammar structures:	Past simple, past continuous
Brief description of the plan:	The murder stories are one of the most interesting topics into my students; in many occasions they talk about local crimes showing a real interest about it. So, they have done comparisons about Mexican and American social context.
Hours of the plan implementation:	8 Hours
Number of sessions:	4 sessions (two session of 2 hours each other and one with 1 hour)

Contents required for the lesson:	Readings about murder (Textbook and international newspapers) TV chapters, You Tube videos
Content enlace:	<a href="https://www.youtube.com/channel/UC08wrceRCWhajGG4udhETw">https://www.youtube.com/channel/UC08wrceRCWhajGG4udhETw</a> <a href="https://www.fbi.gov/contact-us/field-offices/newyork/news/">https://www.fbi.gov/contact-us/field-offices/newyork/news/</a> <a href="https://www.kentucky.com/news/local/crime">https://www.kentucky.com/news/local/crime</a>

		Didactic Sequence			
<u>Step of the lesson</u>	<u>Teacher activities</u>	<u>Student activities</u>	<u>Materials</u>	<u>Session number and sub-product or product</u>	<u>Assessment Tool / kind of assessment</u>
Introduction lesson	<p>The teacher welcomes to the students to the class.</p> <p>The teacher explicates what is going to do as summative assessment; pointing out the topic will be murder; so, students will have the freedom to select a famous murderer, who they require to investigate important aspects as: name, age, psychological aspects, criminal mind, judgment, and so on.</p> <p>Teacher clarifies the mini project and avoid the possible confusions; pointing out the</p>	<p>Students express how feel today.</p> <p>Students are paying attention with the teacher's instructions, keep their things into their backpack and ask the teacher their questions about the speaking activity.</p>	-Board	First lesson	Diagnostic test

	performance will be oral, and they must record their presentation, using diverse materials to create a criminal environment.				
During the lesson	<p>The teacher writes a topic on the board “murder” and ask the students some questions like:</p> <ul style="list-style-type: none"> <li>-Have you ever listened to murders in your country?</li> <li>-Do you know something about famous murderers?</li> <li>-What do you know about it?</li> <li>-Is common in your country this kind of criminal problems?</li> <li>-The USA country has the same criminal contexts as Mexico country? Why?</li> </ul>	<p>Students right their hand, wait their opportunity and voluntarily they participate orally.</p> <p>Students respect their classmates’ points of view and argue about the topic, showing a positive attitude.</p> <p>Many of the students have listened or read about murder and with all those data, they based their opinions, coinciding in some background information; although, they check their book which there is a short text about one of the most important murderer “Jack The Ripper”.</p>	<ul style="list-style-type: none"> <li>-Textbook</li> <li>-Dictionary</li> <li>-Notebook</li> </ul>	First Session	Checklist
Close the lesson	The teacher leads the lesson toward doing a sum up, saving the main	Students do an overall conclusion	-Notebook	First Session -Conclusion	Informal assessment

	<p>students contributions.</p> <p>The teacher requires the students bring a news current for the next session</p>	<p>through a summary</p>			
<b>Session 2</b>					
Introduction lesson	<p>The teacher welcomes to the session</p> <p>Teacher asks about the last topic and lead them to do a summary of the las session and she connected giving them the murder vocabulary present into their textbook.</p> <p>The teacher asks them to read the short reading and using their comprehension reading skill, to complete the shot quiz.</p>	<p>The students participate voluntary to build the summary up, question their doubts and always maintain a respectful attitude.</p> <p>The students check the vocabulary into their textbook and compare it with their classmates.</p>	<p>-Board</p> <p>-Notebook</p> <p>-Markets</p>	Second lesson	Quiz
Develop lesson	<p>The teacher selects some students and ask saying what is the main idea about the text</p> <p>The teacher listens to them carefully and do a short sum for each participation, pointing out the</p>	<p>The students are right to participate when the teacher asks and share their personal interpretation about the reading; avoid give false information and trying to build up complete ideas.</p>	<p>-Textbook</p> <p>-Dictionary</p>	Second Session	Formative assessment / Checklist

	<p>common mistakes.</p>	<p>The students give their participation beyond if they have been selected or not, taking care to avoid mistakes and respect their students' turn.</p> <p>During the session, the students ask for clarify information or vocabulary and among them explicate with any teacher help.</p>			
Close lesson	<p>The teacher asks them if the topic has been interesting for them and ask them to do a conclusion</p> <p>The teacher asks for them as homework a research about the murderer, pointing out the selection is free, and again she remembers the data: name, age, nationality, criminal mind, judgment.</p>	<p>The students voluntarily express their experience and do a short conclusion.</p> <p>The students propose select different murderer; so, the information is not repetitive and the characters' lives will be more interesting in to know.</p> <p>-The students require to respond their doubts about the homework, which they must read to choose the information that the teacher require them.</p>	<p>-Board -Textbook</p>	<p>Second session -Reading</p>	<p>Informal assessment</p>

### Session 3

<p>Introduction lesson</p>	<p>Teacher welcomes the session</p> <p>The teacher remembers the topic and ask them to write their own story; pointing out the grammar tense to say their narratives correctly; past simple and continuous; and in the same time, introduce them the tags questions to clarify the information.</p>	<p>Students pay attention and if it is necessary ask their questions.</p> <p>Students prepare their material to expose and wait their turn to participate.</p> <p>Students respect their classmates' participation and when is their time, present their character.</p> <p>Students usage their material to enrich their exposition and if they make mistakes immediately try to correct it.</p>	<p>-Board</p> <p>-Markets</p> <p>-Notebook</p>	<p>Third lesson</p>	<p>Diagnostic assessment / Checklist</p>
<p>Develop lesson</p>	<p>The teacher writes a short writing example using the grammar tenses asked, which will be as students' guide.</p> <p>The teacher monitors the task</p> <p>The teacher distributes the students' writings and generate the coevaluation</p>	<p>The students have selected the main information and stat the draft; which constantly they are checking, and editing avoid taking out essential data.</p> <p>The students review the murder vocabulary and integrate it in their writing activity together the information</p>	<p>-Textbook</p> <p>-Dictionary</p> <p>-Pencil and eraser</p> <p>-White sheets</p>	<p>Third lesson</p>	<p>Rubric</p>

		<p>before seeking for.</p> <p>The students deliver the writing activity and help the teacher gives another, which they require to revise and mark the possible mistakes, as part of the coevaluation.</p>			
Close lesson	The teacher points out in the common mistakes and give a general feedback	Students express their experience and identify their mistakes and errors to take it advantage in futures practices.	-Board -Markets	Third session -Writing	Rubric

#### Session 4

Introduction lesson	<p>Teacher welcomes the session and explicate the oral assessment, point out in the criteria</p> <p>The teacher assigns the students' turn</p>	The students pay attention when the teacher assigns them a turn and all the time, they are respect their classmates.	-Computer -Internet	Fourth session	Rubric
Develop lesson	<p>The teacher leads the assessment and check the order of the lesson</p> <p>The teacher focuses on the students' oral performance</p>	The students present their videos which they show the previous activities which they can do their final performance.	-Computer -Internet	Fourth session	Rubric

	and write their mistakes, avoiding facial expressions or interruptions.				
Close the lesson	The teacher gives them an objective and meaningful feedback, pointing out their gets and doing recommendations	The students focus on their feedback and express their experience and how those activities have been meaningful to get better.	-Computer -Internet	Fourth lesson -Portfolio (video)	Rubric Summative assessment /

## 2.2 Assessing Tools and Achievements

The learning as process requires to follow some steps, and this process is measured with an assessment tools; so, since the writer's criteria, the ideal tool which evaluates this process is the portfolio, because the portfolio is building up with diverse tasks to evidence step by step the processual job since arrive the final project. The formal assessment needs to use right tools; so, "the portfolio can contain all of the student's work for a period of time, or just a section of the work...also include some kind of evaluation writing by the student of his/her own work" (Spratt, Pulverness & Williams; 2011)

This process is explicating with the activities which are selecting to think about how mix it up between them to arrive to show the learning process; so, as exhibit the planning, the first step is select a murderer character and look for relevant information about he/her; select the information and ordering it. Then the student must create a first draft, editing, revise again and many times if it is necessary, and finally write a closing writing task. When the writing is finishing, the students can prepare all the murderer scenery and record a video which they demonstrate their speaking ability, taking care their pronunciation, fluency, punctuation, rhythm, intonation, and nature pauses.

The activities must be together hand to hand, and it is not possible to think to take it out none of those, because if a student decides not to do it any of them, the process split up and the learning process neither be finishing; it mains, the process might be incomplete; therefore, with this activities the outcomes fulfil are: the students get better their reading



comprehension abilities, the writing activity shows less mistakes and there are complete and coherent ideas; it is not only short phrases, the students understand listening information in dissimilar materials, and finally their speaking skills avoid the misunderstand when the student present their video. Their performance has evidenced to has a nature stops, more fluency, grammar rules applied, the correct pronunciation or better pronunciation, less hesitation, coherent ideas and the most important, the students have more confident themselves through their nervous, and stress.

“The portfolio is not an exhaustive compilation of all the document and materials that bear on teaching performance. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness...Purposeful collection of student work that has been selected and organized to show student learning progress (developmental portfolio) or to show samples of students best work (showcase portfolio) Portfolio assessment can be used in addition to other assessments or the sole source of assessment”. (S/D)

#### Activity I: Diagnostic Evaluation

<b>Checklist</b>		
<b>Criteria</b>	<b>Yes</b>	<b>Not</b>
1.- The students have previous knowledge about murder		
2.- The students have murder vocabulary as their background		

3.- The students participate giving their point of view about the topic		
4.- The student's usage the correct grammar rules tenses in past simple and continuous		
5.-Students can compare the USA and Mexican insecurity context		

### Activity II: Reading

Instruction: Read the article and find the answers to these questions

<b>Reading comprehension Quiz (10 points)</b>	
Questions	Answers
1.- Where and when did the murders take place?	
2.-How many murders were there?	
3.- How long did the murders go on for?	
4.- Who are the main suspects?	
5.- What does Patricia Cornwell usually do?	
6.- How did she try to solve the mystery?	

### Activity III: Vocabulary Assessment

Instructions: Match the words and definitions

<p><u>Vocabulary bank:</u> detectives    evidence    murder    murderer    proves    solve  suspects    victims    witnesses</p>	
<p><b>Words and definitions (2 points)</b></p>	
	<p>(Noun) Police officer how investigate crimes</p>
	<p>(Noun) People who see something which has happened, and then tell others about it</p>
	<p>(Noun) People who are hurt or killed by somebody in a crime</p>
	<p>(Noun) A person who plants and kills another person</p>
	<p>(Noun) the crime of killing a person illegally and deliberately</p>
	<p>(Noun) the facts, signs, etc. which tell you who committed a crime</p>
	<p>(Noun) People who are thought to be guilty of a crime</p>
	<p>(Verb) To find the correct answer to why something happened</p>
	<p>(Verb) To use facts and evidence to show something is true</p>

Writing task

<b>Rubric</b>			
<b>Criteria</b>	<b>Excellent (20-15)</b>	<b>Enough (14-8)</b>	<b>Insufficient (7-2)</b>
<b>Investigation done</b>	There is used of the technology tools to obtain real and objective information, like digital or/and impress newspapers, magazines, TV series, and so on.	There is used of the technology tools partially to obtain real and objective information, like digital or/and impress newspapers, magazines, TV series, and so on.	There is used of the technology tools poorly to obtain real and objective information.
<b>Information selected</b>	The story presents a background to build the context up which the most important data are the murderer's name, his/her criminal mind, the judgment, how long was her/his crime	The story presents partially the background to build the context up which the most important data are the murderer's name, his/her criminal mind, the judgment, how long was her/his crime	There are not important information aspects like the criminal mind, judgment, timing, and so on.
<b>Use the grammar rule tenses</b>	The writing activity is based on the past simple and continuous tenses to stablish the murder's story and emphasizes or clarify a specific information through the question tags. There are grammar structures accurate to avoid mixing up the past simple and continuous auxiliaries and /or time expression or rules. There is a correct function tenses when talk about past events.	The writing activity is based on the past simple and continuous tenses to stablish the murder's story and emphasizes or clarify a specific information through the question tags. There are grammar structures mistakes, mixing up the past simple and continuous auxiliaries and /or time expression or rules.	The writing activity shows that it is not based on the past simple and continuous tenses to stablish the murder's story and emphasizes or clarify a specific information through the question tags. There are basic grammar structures mistakes Mix up the past simple and continuous auxiliaries and /or time expression or rules. There is not a correct function tenses when talk about past events.
<b>Structure and punctuation</b>	The writing has correct use of the punctuation like commas, points, expression signs The ideas are cohesible and coherency	The writing has partially use of the punctuation like commas, points, expression signs The ideas are cohesible and coherency	The writing does not have correct use of the punctuation like commas, points, expression signs The ideas are not cohesible and coherency
<b>Attitude</b>	-Student takes advantage previous feedback in drafts.	- Student takes advantage previous feedback in drafts.	Student does not consider:

	<ul style="list-style-type: none"> <li>-Student consider the teacher's opinions to get better her/his task.</li> <li>-Students presents her/his job taking care order and clean aspects.</li> <li>-Student has a creative presentation</li> <li>-Student shows respect when another classmate is participating.</li> </ul>	<ul style="list-style-type: none"> <li>-Student consider the teacher's opinions partially to get better her/his task.</li> <li>-Students presents her/his job but not taking care order and clean aspects.</li> <li>-Student does not have a creative presentation</li> <li>-Student shows respect sometimes, when another classmate is participating.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not takes advantage previous feedback in drafts.</li> <li>-the teacher's opinions to get better her/his task.</li> <li>-Does not present her/his job taking care order and clean aspects.</li> <li>-Does not have a creative presentation</li> <li>-Does not show respect when another classmate is participating.</li> </ul>
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Portfolio

Rubric			
Criteria	Excellent (20-15)	Enough (14-8)	Insufficient (5-2)
<b>Information</b>	<ul style="list-style-type: none"> <li>-Student look for security information in different information sources.</li> <li>-Student selects with detail a famous American murder character</li> <li>-Student dominies perfectly his/her character information</li> </ul>	Student partially: <ul style="list-style-type: none"> <li>-Look for security information in different information sources.</li> <li>-Select with detail a famous American murder character</li> <li>-Demine overall his/her character information</li> </ul>	Student does not: <ul style="list-style-type: none"> <li>-Look for security information in different information sources.</li> <li>-Does not select with detail a famous American murder character</li> <li>-Does not dominie perfectly his/her character information</li> </ul>
<b>Grammar in use</b>	<ul style="list-style-type: none"> <li>-Student use complete paragraphs.</li> <li>-Students uses complete phrases in past simple.</li> <li>-Student uses complete ideas in past continuous.</li> <li>-Student does paraphrases about the news reading using report speech</li> <li>-Student confirms information through question tags</li> </ul>	<ul style="list-style-type: none"> <li>-Student use complete paragraphs.</li> <li>-Students uses partially phrases in past simple.</li> <li>-Student uses partially ideas in past continuous.</li> <li>-Student does paraphrases about the news reading using report speech</li> <li>-Student confirms information through question tags but not enough.</li> </ul>	<ul style="list-style-type: none"> <li>-Use complete paragraphs.</li> <li>-Does not use complete phrases in past simple.</li> <li>-Does not use complete ideas in past continuous.</li> <li>-Student does not do paraphrases about the news reading using report speech</li> <li>-Does not confirm information through question tags nothing</li> </ul>
<b>Use of language and presentation</b>	<ul style="list-style-type: none"> <li>-Student presents interesting data.</li> <li>-Student uses a nature rhythm and intonation.</li> </ul>	Student does not totally: <ul style="list-style-type: none"> <li>-Present interesting data.</li> <li>-Does not use a nature rhythm and intonation.</li> </ul>	Student does not: <ul style="list-style-type: none"> <li>-Present interesting data.</li> <li>-Does not use a nature rhythm and intonation.</li> </ul>

	<ul style="list-style-type: none"> <li>-Student does a nature stops when is speaking. Student avoids hesitation problems</li> <li>-Student avoids pronunciation mistakes Student speaks with a nature fluency.</li> <li>-Student has dynamic and diverse materials.</li> <li>-Students use technology tools to create an environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not do a nature stops when is speaking.</li> <li>-Does not avoid hesitation problems</li> <li>-Does not avoid pronunciation mistakes Student speaks with a nature fluency.</li> <li>-Student has dynamic and diverse materials.</li> <li>-Students use technology tools but not create an environment</li> </ul>	<ul style="list-style-type: none"> <li>-Does not a nature stop when is speaking.</li> <li>-Student has big hesitation problems</li> <li>-Does not avoid pronunciation mistakes Student speaks with difficult fluency.</li> <li>-Student don have dynamic and diverse materials.</li> <li>-Students use technology tools to create an environment</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>-Student takes advantage previous feedback in drafts.</li> <li>-Student consider the teacher's opinions to get better her/his task.</li> <li>-Students presents her/his job taking care order and clean aspects.</li> <li>-Student has a creative presentation</li> <li>-Student shows respect when another classmate is participating.</li> </ul>	<ul style="list-style-type: none"> <li>- Student takes advantage previous feedback in drafts.</li> <li>-Student consider the teacher's opinions partially to get better her/his task.</li> <li>-Students presents her/his job but not taking care order and clean aspects.</li> <li>-Student does not have a creative presentation</li> <li>-Student shows respect sometimes, when another classmate is participating.</li> </ul>	<ul style="list-style-type: none"> <li>Student does not consider:</li> <li>-Does not takes advantage previous feedback in drafts.</li> <li>-the teacher's opinions to get better her/his task.</li> <li>-Does not present her/his job taking care order and clean aspects.</li> <li>-Does not have a creative presentation</li> <li>-Does not show respect when another classmate is participating.</li> </ul>

### 2.3 Materials and technology tools selected

For the project, the materials chose were thinking about the students and teacher context, because in the teacher's case it is mandatory to usage the textbook as main material and its app too; for that reason it was selecting, pointing out its contain is aligned the syllabus and it is useful for the students because most of the time, they are not another possibilities to look for information on practices; also, the app has the textbook's tracks and in many occasions their homework is the listening activities because in their houses they have more time to be relax and repeat the tracks the times that it is requiring.

Other material is the use of technology tools like Duolingo or The British Council page. Those are selected because their use is easy, free its cost and the students can

design their own schedule to practice in their free time; nevertheless, with a frequency use the students increase their vocabulary, get better their reading comprehension, and the listening practices are presenting depending on the students' skills levels; useful for all the students and the teacher too.

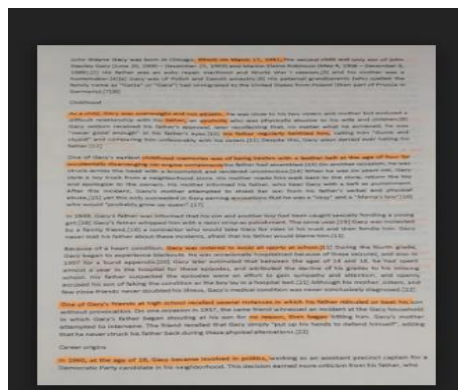
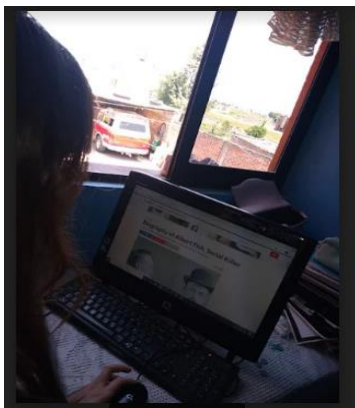
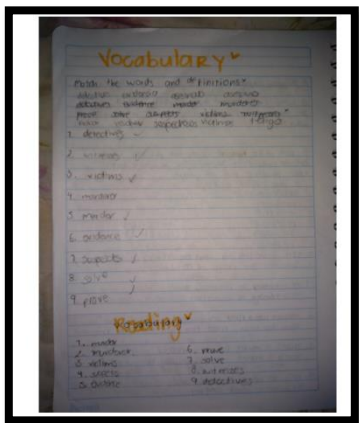
The materials and tools have the function to help them to work out by beefing up their receptive and productive skills which most of the time is not possible to do it into the class, and those are useful to build the autonomy learning. In the case of the murder project, its usage was to look for the information, select it and dominate it which the aim to create a short mini oral project through a writing article; creating with this information and you tube videos' data.

So, the relation the materials and tools with the assessing tools is because, when the students did their different activities, they produced sub-products which into itself were full of the evidence that the student's communicative competence have been developed, and the only way to compare this achieve, it is through the evaluation with assessing tools accurate the task intention; it says, the sub product must evaluate the skills developed during the time when it were doing.

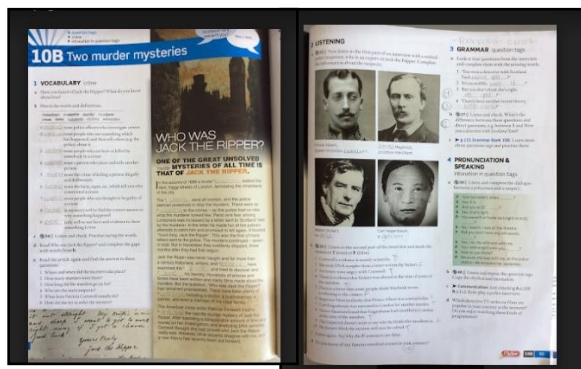
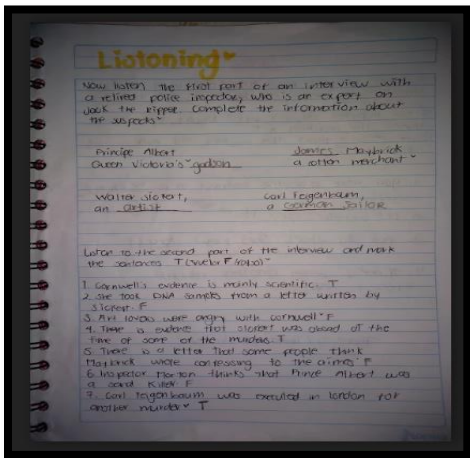
The portfolio because the project is centred on the learning process as formative assessment and the rubric as formative and summative assessment; being in this moment where the evaluation process 'feature can be interpretation in numbers; retaking here the Frida Díaz Barriga research's (2006) when she focuses on the assessment in two visions; the students' and teacher's criteria. The students show a number and it means that they have passed an evaluation; but for the teacher it to indicate if the didactic sequence has been success or not, what she/he must change and how can it do.

## 2.3 Attached Evidences

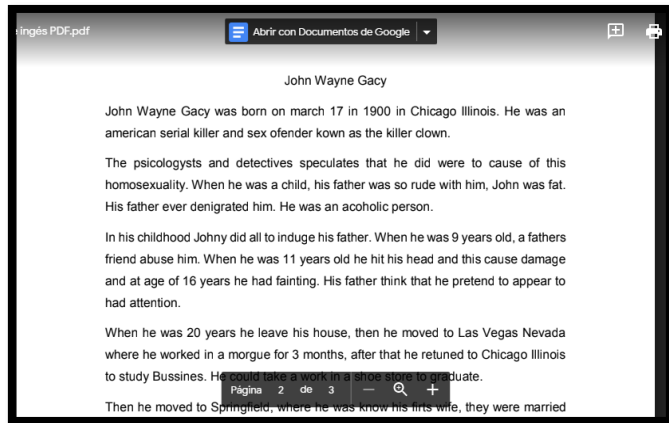
Vocabulary acquisition, look for information, select and ordering it



Listening activity and grammar work out







Writing a draft, editing, and present the final task



Oral presentation: final step of the learning process

#### 2.4 Analysis the tools usage

Since the creator's opinion, the tools implemented in this project has been enough considering the portfolio as main product which have let to carry on the activities that build it up because how has it been mentioned lines before, the task, the materials and the tools are directly related to construct the learning process and with the tools is possible to visualise the students advance, their communicative competences and the culturalism.

Once on the most important item during the learning process is the feedback; how and when do it, determine this process and motivate the students to carry out with their language acquisition, because as Díaz Barriga (2006) points out, the feedback can be formal or informal all will depend on the class necessity; it means, the feedback show the opportunity areas for the students and it helps them to recognise their achievements; so, the teacher can give an informal oral feedback in group, teams or individual or formal through some notes into writing tasks which the unique intention to get better the learning; taking care the language usage during this time, because if the teacher does not implement the correct words might demotivate them and the learning process in those moment will be broking up. Every activity require receives a feedback during its execution and in the last when the students have delivered it.

## Chapter 3: Experience Report

There are some experiences accurate in the task; firstly, by adapting the teacher philosophy new teaching method centred in the culturalism beyond the teach only grammar structures and rules; which the teacher has had the time to discovery a new way how to teach with more meaningful results and get better her practices; even though, by getting better the relationship between her students; creating new scholar sceneries and class environments where the interaction through the language in function it has let the students began more confidence and aware their own learning styles.

The outcomes obtained were much better that hoped it, because most of the students had a grow up and learning maturity, mainly with the writing and speaking skills; productive skills; demonstrating that the martials were selected correctly and the inputs which the teacher encouraged them were useful during this process; beyond that the students´ communicative competence developed; almost, the constant feedback that the teacher gave them to visualised the teacher guide and instruction was success and the most important, the students´ attitude to learn.

Considering the topic, it was interesting for the learners and it was easier the interaction among them; since the selection a famous murderer until the oral performance; time when the students showed more advance and the culturalism was more presented, because the students as part of their homework really did a deep investigation, watched documentaries, read about their murderer and presented their researches advances during the class with the unique intention to identify if their task was ok or receive a feedback to increase the quality of it. So, this project has been beneficial because the main outcomes have been

Fulfilling:

- Successful outputs
- More interaction
- Acquire specific vocabulary and usage it.
- Talk about specific topic and depending on its communicative intention
- Use of the grammar tenses accurately depending on the language function
- Look for, select, ordering and present the main information
- Oral presentation show less punctuation, fluently and intonation mistakes
- Show an advance their develop skills

- Identify their mistakes and correct them.

Event though, the project has had some weaknesses; for example, reading activities need more time to do it and measure its impact in the learning and acquisition of the specific vocabulary depending on the topic, which the students can use it in other context not only during determine class, and this vocabulary might be usage in real conversations or real life situations; because the main objective is the communicative competence may implement in the real life to communicate into socialization process; without forget, the speaking activity although demonstrates that students have advanced, most of their weakness are not disappear and the language level does not increase meaningful.

By the other way, the listening skill carry on being the worst with an evident backwardness; so, if the students do not obtain comprehension abilities, they continuous hardly a conversation and the silence period is more prolonger.

All those does not mean that the activities were bad designed, it is only a reflection about this exercise which visualise there are many things to do since this new context and determine the timing better; because the activities are right but could be the results are not expected because as process require more practice; the students need to be exposed more inputs and with a correct exposition and time, maybe they will obtain outputs with more quality.

Then, the principal challenge to encourage the teacher and the students are:

- Change my philosophy constantly depending on the students´ context
- More practice
- Break the ideological walls
- Apply new teaching strategies, may be more interesting for the students
- Dynamic classes with comfortable environment
- The feedback must be clean
- Considering the diversity of students and their language levels
- Planning lesson which the culturalism into.
- More interaction
- More inputs and real materials not artificial

Therefore, the teacher role must be beefing up as planner, guide, monitor, facilitator and asses and the opportune feedback too; so the mistakes perhaps might have solution precisely considering more time to do it, during the execution the teacher guide will be present, design group or pair activities and define roles for each mate; during the session, implement more speaking and listening practices, work in teams and carry on positive motivation; breaking the student's ideas that English is hard to learn and if they do not pass a test they will not continuous more. This will be the aspect which require analyze to advance not only the students, the teacher too.

Since the creator's criteria, this project has been useful to recognize what have been the right teaching strategies and the most interesting task for the students, and what those are not success, because the students are not interested to do it because those are not meaningful for their knowledge, theirs developing skills and their communicative competences; even though the planning lesson has been the first step to carry on working in this line action; by focusing on the culturalism and the skill being developing around it; including use of English as grammar structure and its rules.

Now it can say that, the students interact, and this interaction is possible because the students understand the language functions, social expressions and the communicative intentions in a real socialization process.

## Chapter 4: Conclusions

Without doubt, the project has been too hard, however, it has been an amusing experience to do it, discovering there are many things to learn and get better yet; by seeking new materials, real materials if it is possible, and technology tools as current educative factor to teach a second language; responding the globalization educational needs and the current labor demands.

For this reason, the students have had needs to learn a second language which they may have the tools to respond those demands; and the teacher since her labor has done it by designing a planning lesson aligned it, and implementing dissimilar task to fulfil the students develop communicative competence efficient; measuring with assessment tools.

The final product or the sub-products done by students as part their learning process, are the effects their job in process; however, the quality of it depend on the teaching-and learning process background which work join together the planning lesson; even though, the design of the activities are based on their previous knowledge, students' needs, beliefs, learning styles and the approaches used by the teacher to be easier the mediation between the students, knowledge and the teacher; so, the approaches depending on the main aim of the lesson and in the same time, it will determine the selection of the correct or more appropriate materials and technology tools; pointing out that the technology tools might use in special aspects because the students' contexts and their possibilities.

Therefore, the approaches which are used in this lesson planning are communicative approach, TPR approach, PPP approach, lexical approach and grammar approach depending the activities that the students need to do it because one of the way to focus on to build up a portfolio with all the sub-products, and the other one, create an oral exposition that exhibit the sociolinguistic task; so, when the student are presenting their final project as test; they most take care the language register, the intonation and rhythm of the language, pronunciation, fluency the correct use of grammar tenses and sub-skills like editing, read in detail, select the information, write drafts, listening focus on the main message, and so on; showing all the time the culturalism, because the lesson planning is basing on the learning centred assessment.

On the other hand, the products and sub-products must demonstrate the achievement of the language skills and communicative competences; so the control list will

be usage for the sub-products as assessment (formative process) and the final project will be evaluating with a test (summative- process) direct with a rubric.

So, the assessment is focusing on the activities which will evidence if the students are working on their weaknesses, but the learning process is not splitting up of the evaluation because this step is essential to measure the achieving competition; so, the evaluation needs an assessment tools accurate the activities designed, like rubric, checklist, portfolio, tests, quizzes, and so on; but those depending on the type of the formal or informal assessment or if it is formative or summative assessment; all according to the method used; top down or bottom up.

Likewise, continuous the learning assessment process, the students may have a feedback afterward to obtain the outcomes; which the teacher can identify if the students require more inputs and what kind of them are most properly for them, their age, their knowledge, their communicative skills obtained and their likes and needs.

Finally, all the process, as it name says; to stablish step to step how the activities build each skills up and is most possible to prevent or see the possible problems that the students and the teacher could encourage; without forget that the teacher into their philosophy has the freedom to create a dynamic class environment, select many materials and implement diverse dynamics to help them when the students are learning a second language which they might demonstrate their communicative competence have been developed in certain percent.

Moreover, if an assessment does not have the possibility to present what will be the weaknesses or the failures of the didactic sequence; it indicates that the teaching-learning process is not correctly designed or applied; because finally as teacher my purpose is that my students have to develop their skills in the same way and in the same level; breaking out the ideological barriers that they cannot learn a second language; and obviously, the outcomes help to me to re-organize my method.

Therefore, the results obtained in the learning process visualize that the students have not develop in the same level the communicative skills; they understand the information and the selection of it is right; however, the speaking skill is having for them; firstly, because they don't feel confident because they do not have enough knowledge, and they are afraid to speak in front of an audience, although they are motivate with the topic.

Nevertheless, many of them have gotten better their communicative skills and when the teacher gives the positive feedback, their face expression shows their happiness and they are motivating to continue to learn. By the other way, the assessment let to know that is not necessary to apply a test to measure their advance, but it lets to know what are the strategies that have help and what will be changing or take it out.

To sum up, the role teacher, the positive students' attitude and job, the correct materials and tools, the appropriate feedback and the formative assessment are the key to learn really a second language and pay in practices whatever, wherever and whenever that a student requires to usage it in real sceneries projecting their beliefs, opinions, register language and behavior as part the students' culture.

It is just that the power instruments which have obtained during the specialization and its utility has focused on the teaching philosophy panoramic; delivering new knowledge to design dynamic and flexible activities by falling the square mind that always plan as unique direction; by setting the students in the center on the teaching and learning process, and give them a specific role in each task.



# Chapter 5: Appendixes and Reference

## 5.1 Appendixes



Concept	Definition
Competitive Assessment	Assessment theory is essential. Defines the selected aspects according to conditions. It is associated with the processes of comparison, transformation, storage and use of educational products or processes. (The acquisition and storage of knowledge and learning that is the product of meaningful learning. (BLOK 1: Assessment 2011)
Definition	The term Assessment theory (AT) has had the definition of a set of theoretical concepts which were studied, researched and developed from theories on the concept of an educational process, and a set of conceptual relationships that are essential for the process. (BLOK 1: Assessment 2011)
Characteristics	For the National Institute of Education, the characteristics of the assessment theory are: 1. It is a theoretical framework that is based on the concept of an educational process, and a set of conceptual relationships that are essential for the process. (BLOK 1: Assessment 2011)

1. Which of the following is not a type of assessment?  
a. Formative  
b. Summative  
c. Diagnostic  
d. Placement

2. Which of the following is not a purpose of assessment?  
a. To measure learning  
b. To provide feedback  
c. To identify learning difficulties  
d. To provide a final grade

3. Which of the following is not a characteristic of formative assessment?  
a. It is ongoing  
b. It is diagnostic  
c. It is summative  
d. It is formative

4. Which of the following is not a characteristic of summative assessment?  
a. It is ongoing  
b. It is diagnostic  
c. It is summative  
d. It is formative



**Outcomes:**

- Increase student participation
- More interaction
- Acquire specific vocabulary and usage
- Talk about specific topic and depending on its communicative intention
- Use of the grammar tenses accurately depending on the language function
- Look for, select, ordering and present the main information
- Oral presentation show less punctuation, fluency and intonation mistakes
- Show an advance their develop skills
- Identify their mistakes and correct them

**Main challenges:**

- Change my philosophy constantly depending on the students' context
- More practice
- Break the sociological walls
- Apply new teaching strategies, may be more interesting for the students
- Dynamic classes with comfortable environment
- The feedback must be clear
- Considering the diversity of students and their language levels
- Planning lesson which the curriculum into
- More interaction
- More events and oral materials and material

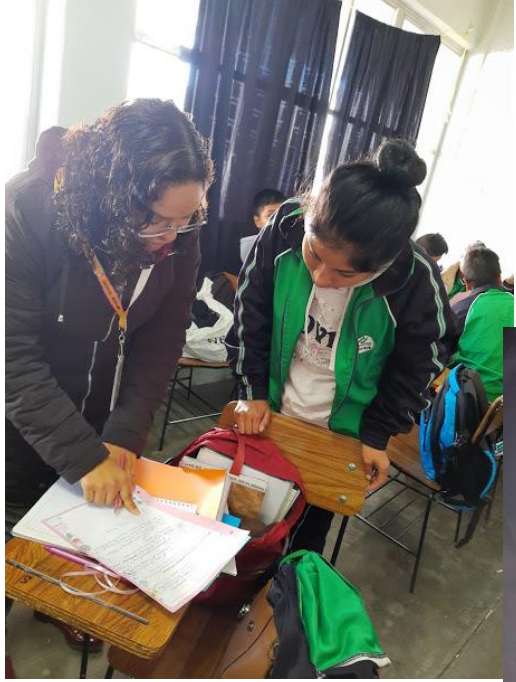


- there are ✓  
- food ✓  
- Contables  
- Quantables

Israel - Hi Sarah!  
Sarah - Hello, how are you?  
Israel - Very nice  
Sarah - Hey a question! -  
Israel - yes, tell me -  
Sarah - What is your favorite food?  
Israel - I'm from Mexico, my favorite food is mexican food and tamales too  
Israel - And yours?  
Sarah - I'm british, my favorite food is sausage and potato  
Israel - delicious!!  
Israel - Is there chapatis in the United Kingdom?  
Sarah - No, there isn't  
Sarah - There is tea in the restaurants  
Israel - but the way it's changed?  
Sarah - No, there isn't  
Just other question  
Sarah - tell me - how much tea do you drink during the day?  
Israel - How much tea do you drink during the day?  
Sarah - A little bit  
Israel - How many people are drink tea?  
Sarah - Yes, a lot  
Israel - Ah, you are nice - good - bye

	capabilities of the human brain, think fast, create, connect, discover and transform and evolution" (Pardo F., 2014)
Development zone:	It is represented in two dimensions, the role of the teacher as a mediator and the active learner. The author Vygotsky emphasizes that "the child needs to experience and the teacher responses to think, therefore think and experience are essential processes in learning" (Pardo F., 2014)
Motivation:	Schools should look to do more successfully with the knowledge of cognitive resources to assist what the school provides, as seasonal, (Verniers, Muñoz & Peña, 2015)
Learning Styles:	"There are linguistic, affective and anatomical data, that trace the social cognitive induction of both linguistic students, making and opening to both linguistic students: "challenges of a future, Garcia, 2012"
Neurological Development:	"It is a linked and vibrant sequence of genetic products of genes, affect of language and abstract manipulation in the human species" (Neurological Journal of Chaitin, 2011)

	understanding by knowing the language, not the scientific knowledge about the same, but the necessary mechanisms to express themselves in their language. In the Chemistry calls the "linguistic competence" (Digital magazine "Research and Education", 2004)
Sociocultural Theory:	The most important sociocultural tool in language, through it, the individual builds, develops and creates his reality. This serves to organize, build and transform thinking to learn, communicate and share experiences with others, and creates the conditions to learn and understand. (Carrera, 2013)
Input:	For the author Krashen (2013), in the second language acquisition model, the most effective strategy is a central concept that defines the language that the student acquires in a communicative context. This is to say, it is the language that the student hears and reads in the context of real communication, such as texts to interpret a message. The input is what is going to be processed. Remember that the process of acquiring a second language is complex and involve the activation of all lexical, semantic and morphosyntactic systems. This includes speech to allow "access" to the language, the morphosyntactic system, it is the knowledge for the student to understand easily most of the messages in both classes. Linguistic transformation, the most effective to use, is the construction of the context of the language, such as texts, are generated. (P. Fernández, 2013)
Output:	The output of the acquisition of a second language that the student has been exposed to and that is the student in the two levels of sociocultural competence. (Fernández, 2013)



# Listening

Now listen the first part of an interview with a retired police inspector, who is an expert on Jack the Ripper. Complete the information about the suspects.

Prince Albert - James Finlayson  
Queen Victoria's godson - a cotton merchant

Walter Sickel - Carl Fegenbaum, a German sailor  
an artist - a common sailor

Listen to the second part of the interview and mark the sentences T (true) or F (false)

1. Carnwell's evidence is mainly scientific. T
2. She took DNA samples from a letter written by Sickel. F
3. All letters were angry with Carnwell. F
4. There is evidence that Sickel was cleared of the five of some of the murders. T
5. There is a letter that some people think that Jack the Ripper wrote confessing to the crimes. F
6. Inspector Norton thinks that Prince Albert was a serial killer. F
7. Carl Fegenbaum was executed in London for another murder. T





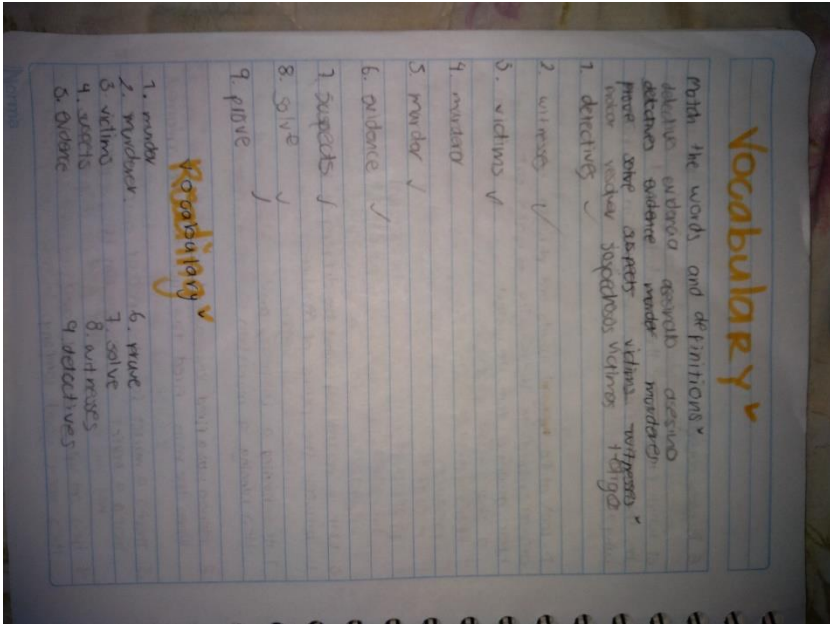




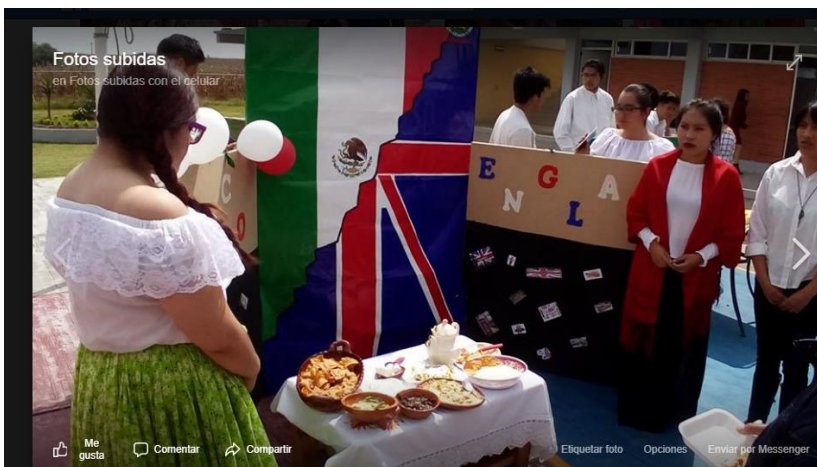
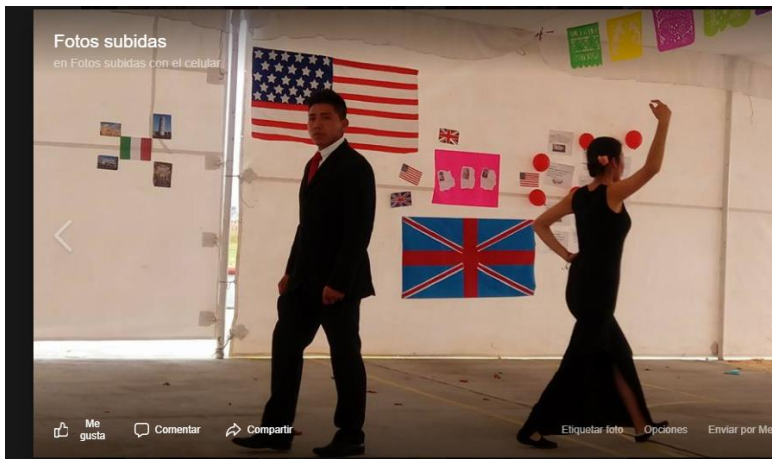
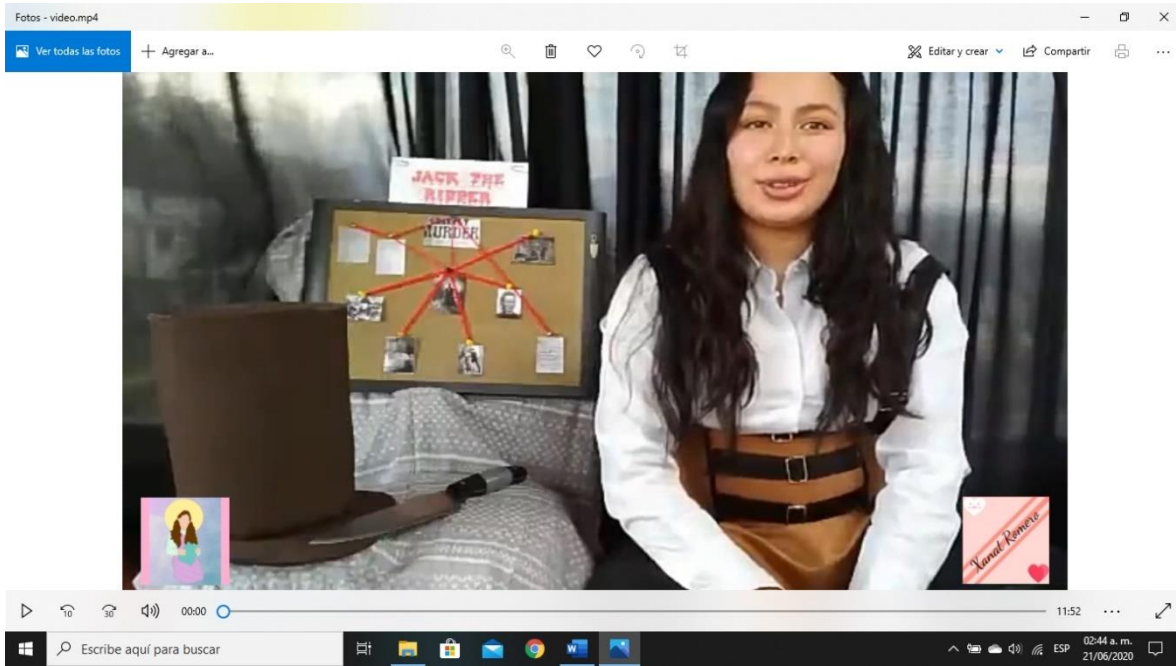














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