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**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**GROWING IN ANOTHER CULTURE**

**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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# FINAL PROYECT GROWING IN ANOTHER CULTURE



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## Introduction

Today, learning English is strategic, because it is one of the languages related to foreign trade, industry, international relations in general, is why human beings have always had the need to communicate, this is how the language appears, by means of which we express what is meant to other people (feelings, ideas, knowledge, etc.). Among the fundamental means of human communication is oral language.

Writing, speaking and listening are important communication skills in all subjects of a curriculum. Therefore, reading and writing must occupy a central place in it. Even the differences in the level of reading and writing among students mean that some of them have not acquired the verbal foundations of learning. For this reason, an increasing number of students does not meet an adequate level of literacy, as it progresses in school. The purpose of this project is to put into practice teaching techniques in the acquisition of English as a second language. Using pedagogical research and extensive classroom experience, have seen in the EEAILE Platform to increase reading, writing, listening and speaking skills.

The historical antecedents of contemporary language teaching methods are premised upon notions about human learning. Language teaching is influenced by the fields of linguistics and psychology and, by extension, second language teaching methods are closely related to concepts and theories about the ways in which humans learn in general along with the ways in which linguist, followed by theories of language, and their relationship to second language teaching.

The language theories are divided in different categories: the structural, cognitive, functional, and interactional. Structural language theories are those that view language as composed of interrelated linguistic features of language, such as the phonological, lexical, and syntactical components.

There are different approaches which ones can be used as tools to teach and get better result when we are teaching English as second language. Like Input which one is defined in teaching as spoken or written forms of language to which students are exposed.

Methodological strategies to improve the skills of speaking, listening, reading, and writing in language, many times do not result appropriate in as much who designed the lesson do not take into account the kind of learning students have. That is why it is essential to make a change in the curriculum so in that way student will get the English language. Nowadays it is essential to have English as a second language because the needs of the new world and the technology, sometimes they do not realize that it is susceptible of continuous improvement, using systematic, oriented and conscious practice.

So it is very important for teachers to develop an oral and written expression as well as reading comprehension to the students because we live talking, requesting and giving information, giving opinions, discussing, commenting, talking. Through oral communication, the basic needs of the human being, both material and spiritual, are met. For students who learn a language, oral expression is one of the most difficult skills. Students in general always present different deficiencies such as organizing and structuring the speech in a coherent way (in chronological order), Clearly expose which are the main ideas and which secondary ones Transmit a message fluently (without excessive hesitation, pauses, false starts, correction : phonetics, grammar and lexical and precision: conceptual, lexical), adapt to the situation in which the speech is developed (tone, record, topic, clarify, expand, summarize, assess).

### **Theoretical framework**

According to Hedge (2000) in Gomez 2010, second language learners interact and solve tasks when they develop their communicative skills; therefore, language students should learn conversational rules, openings and closings; they should know what linking words to use to pass from one situation to another one. They should learn how to pronounce and stress words according to the setting of the conversations. They should even learn when to interrupt because “studies of native speaker conversation have shown that if any of these skills are lacking or poorly performed, then communication can break down” (p. 262).

## Reading and writing Skills

Villanueva (2006) made a research where she found that reading is a crucial skill for students of English as a Second Language (ESL) and English as a Foreign Language (EFL). There are two main approaches which explain the nature of learning to read: (1) bottom up processing, so called because it focuses on developing the basic skill of matching sounds with the letters, syllables, and words written on a page, and (2) top-down processing, which focuses on the background knowledge a reader uses to comprehend a written text. The bottom-up approach is associated with a teaching methodology called phonics, while the top-down approach is associated with schema theory. Lively debate still occurs about which approach is more valid, but for many years now the top-down approach has had a greater influence on ESL/EFL pedagogy.

Villanueva (2006) Refers that the traditional bottom-up approach to reading was influenced by behaviorist psychology of the 1950s, which claimed learning was based upon “habit formation, brought about by the repeated association of a stimulus with a response” (Omaggio 1993, 45 in Villanueva 2006). Language learning was characterized as a “response system that humans acquire through automatic conditioning processes,” where “some patterns of language are reinforced (rewarded) and others are not,” and “only those patterns reinforced by the community of language users will persist” (Omaggio 1993, in Villanueva 2006). Behaviorism became the basis of the audiolingual method, which sought to form second language “habits” through drilling, repetition, and error correction. Today, the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence. According to this view, reading is a linear process by which readers decode a text word by word, linking the words into phrases and then sentences (Gray and Rogers 1956, cited in Kucer 1987 in Villanueva 2006). According to Samuels and Kamil (1988) in Villanueva (2006), the emphasis on behaviorism treated reading as a word-recognition response to the stimuli of the printed words, where “little attempt was made to explain what went on within the recesses of the mind that allowed the human to make sense of the printed page” (25). In other words, textual comprehension involves adding the meanings of words to get the meanings of clauses (Anderson 1994). These lower level

skills are connected to the visual stimulus, or print, and are consequently concerned with recognizing and recalling. Language is a code and the readers are a passive decoder whose main task is to identify graphemes and convert them into phonemes.

As with the audiolingual teaching method, phonics requires a strong emphasis on repetition and on drills using the sounds that make up words. Information is received and processed beginning with the smallest sound units, and then proceeding to letter blends, words, phrases, and sentences. The bottom-up model describes information flow as a series of stages that transforms the input and passes it to the next stage without any feedback or possibility of later stages of the process influencing earlier stages (Stanovich 1980 in Villanueva 2006).

Ausubel (1968), an early cognitive psychologist, made an important distinction between meaningful learning and rote learning. An example of rote learning is simply memorizing lists of isolated words or rules in a new language, where the information becomes temporary and subject to loss. Meaningful learning, on the other hand, occurs when new information is presented in a relevant context and is related to what the learner already knows, thereby being “easily integrated into one’s existing cognitive structure” (Omaggio 1993, 58). According to Ausubel (1968) in Villanueva (2006), learning that is not meaningful will not become permanent. This emphasis on meaning eventually informed the top-down approach to L2 learning, and in the 1960s and 1970s there was an explosion of teaching methods and activities that strongly considered the experience and knowledge of the learner. These new cognitive and top-down processing approaches revolutionized the conception of the way students learn to read (Goodman 1967; Smith 1994). In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading. Reading, in this sense, is “a dialogue between the reader and the text” (Grabe 1988, 56 in Villanueva (2006)).

It is seen as an active cognitive in which the reader’s background knowledge plays a key role in the creation of meaning (Tierney and Pearson 1994 in Villanueva (2006)). Reading is not a passive mechanical activity but “purposeful and rational, dependent on the prior knowledge and expectations of the reader (or learner). Reading is a matter of making

sense of written language rather than decoding print to sound” (Smith 1994, 2 in Villanueva 2006).

According to Nunan (1999, 201) in Villanueva (2006), “schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences.” Smith (1994) calls schemes the “extensive representations of more general patterns or regularities that occur in our experience” (14). As an example, he uses our generic scheme for a classroom, which allows us to make sense of classrooms we have not previously been in. This means that past experiences will be related to new experiences, which may include the knowledge of “objects, situations, and events as well as knowledge of procedures for retrieving, organizing and interpreting information” (Kucer 1987, 31). Anderson (1994) presents research showing that recall of information in a text is affected by the reader’s schemata and explains that “a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message” (469). Comprehension is “activating or constructing a schema that provides a coherent explanation of objects and events mentioned in a discourse” (Anderson 1994, 473 in Villanueva (2006)). For Anderson and Pearson (1988), comprehension is the interaction between old and new information.

Schema theorists make a distinction between formal schemata (knowledge about the structure of a text) and content schemata (knowledge about the subject matter of a text). Carrell (1984) states that prior knowledge of content and formal schemata enables readers to predict events and meaning as well as to infer meaning from a wider context.

Content schemata refers to the message of the text, and, if the topic is familiar, the reading task will be more productive and efficient. As Anderson (1994) explains, “a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message” (469).

Noli et al. 2013, found there are two main theoretical models of reading that currently dominate the literature. These models, namely, the bottom up approach and top down approach, or generally known as the schema theory, place heavy emphasis on the



importance of reading comprehension process. In this light, reading can be regarded as a psycholinguistics guessing game in which the reader reconstructs as well as he can, a message which has been encoded by a writer as a graphic display (Goodman, 1971; Green & Oxford, 1995; Chamot; 2005 in Noli et al. 2013). According to the schema theory, comprehending a text is an interactive process between the readers' background knowledge and the text itself. This process can be divided into two parts; Bottom-up Approach to Reading: The previously acquired knowledge structures (Schemata) are hierarchically organized from most general information at the top to most specific information at the bottom. Top-down Approach to Reading: Many reading theorists currently conceptualize reading as an interactive, process-oriented activity in which a reader actively constructs meaning from the text by constructing background knowledge, including knowledge of language, with text information (Anderson & Pearson, 1984; Noli & Sabariah, 2011). Weber (1984) and Khezrlou (2012) in Noli et al. 2013, emphasized that any reading process, be it in L1 or L2, needs to be perceived as a top-down/bottom-up interaction between the graphic exhibit in the passage, a variety of stages of linguistic knowledge and procedures, and a range of cognitive processes.

Appropriate strategy use is said to be the distinct remark of efficient reading. Many empirical studies have linked success in reading to the quality and quantity of strategies used (Oxford, 1990; Alderson, 2000; Noli & Sabariah, 2011 in Noli et.al. 2013). It has been found that effective readers were more aware of strategy use than less effective readers (Mokhtari & Reichard, 2002). This suggests that one needs to be a strategic reader to be an effective reader. In other words, certain reading strategies need to be used to construct meaning effectively from any given written texts. Presently, a general consensus in the literature regarding the definition of reading strategies is that strategies are conscious processes that are executed for a purpose (Choo, Eng, & Ahmad, 2012; Carrell, Gajdusek, & Wise, 1998). For a process to be considered a strategy, it needs to be observable or identifiable by the users when asked (Oxford, 1990). In this paper, reading strategies is defined as any processes that the readers are conscious of executing with the intention of constructing meaning from written texts. ( Noli et al. 2013)

**According to Ken Lackman & Associates there are some strategies**

## **Before reading**

Pre-reading strategies are of three types, those that draw attention to linguistic features of the text, those that prepare students for conceptual or cultural aspects of the text and those that get students to activate knowledge or opinions they may have about what will be presented in the text. For each task, decide which category it belongs in (it can be more than one).

When I start a lesson where the students are going to practice the reading skills, first I introduce them to the topic we are going to discuss, making the question about it, then applying in their own context in order to get their interest on it; when this happens the students feel comfortable and confident. In many cases, the students lose their attention in the English classes, because they do not understand what the teacher is talking about, and the result is worse because they get bored.

## **While Reading**

Lackman & Associates are agreeing that these strategies, as the name suggests, are employed as the reader is actually reading through the text. They are a bit more problematic to implement with students as it is hard to monitor what a learner is actually doing while reading (note that reading out loud is not considered valid reading practice) and there is sometimes a danger that the use of a strategy will interrupt or hinder the relatively natural flow of reading that is often so hard for learners to achieve. For example, studies have shown that the most effective readers are those who learn to gloss over words whose meaning they're not sure of and continue on reading through the text. Learners often fall into the trap of "tunneling" where they get overly concerned about the meaning of one word and in trying to decipher it lose some comprehension of what they have already read. So, the trick to implementing these strategies is to try not to hinder optimum reading speed and also not to take the learner's focus off comprehension of the text as a whole. What has been shown through studies is that strategies that get the students to interact with the text greatly improve comprehension. For example, texts with questions to the reader, even if rhetorical, seem to be understood by readers more than texts without them.

Because of the danger of hindering the flow of reading some of the tasks below are best done after the initial reading as the aim is not so much that the students use the strategy to process the particular text that they are working with but that they practice the strategy with that text for use while reading other texts in the future. Identify which “while-reading” strategies would be best practiced right after the initial reading. (Lackman & Associates)

### **Composing Comprehension Questions (sample activity from the handout)**

Comprehension questions are designed primarily to promote understanding of essential content. These questions are main point questions and should dominate the list of comprehension questions. However, other questions to get students to notice specific information in the text should also be used. These are, of course, detail questions. In addition, and particularly at higher levels, one or two questions designed to get students to make inferences based on information in the text are used as we are often required in real life to read between the lines. Normally a student text will have between 5 and 8 comprehension questions and a mix of at least main point and detail, if not all three. The questions should be in the same order as the answers appear in the text with the possible exception of the inference questions. To really function as comprehension questions, they should be impossible to answer using general knowledge.

(even though many coursebooks don't) as it's important that they understand what skill they are practicing. If your students are quite familiar with the three main types of questions, you can have them write the questions themselves. This requires the use of two different sets of texts and students work in pairs or small groups to compose the questions for the other group to answer with the text that they will also give them. Writing comprehension questions is actually a great way to promote comprehension of the text.

Getting students to write their own comprehension questions is a great way to get them to focus on the most important points in a text and it improves comprehension because as they read, they will be constantly evaluating what they read in terms of its overall importance. As writing comprehension questions is an artificial task which native speakers do not do when reading, try using this sort of procedure over time to convert this “classroom” skill to a real-world one.

- Train students to write their own comprehension questions by giving each member of a pair one of two different texts and each student reads their text and writes questions to hand to the other student along with the text.
- Once students have had enough practice in writing comprehension questions, have them do the same procedure with their text but this time have them take brief notes on the main points. They keep the notes but hand their texts to another student and after the other student reads the text, they use their notes to compose oral questions to their partner about the main points. Alternatively, especially for lower level learners, give each student two copies of their text and they underline or highlight the most important information. They can then give one copy of their text to the other student to read and then they compose the oral comprehension questions by referring to the highlighted parts of the text they kept.
- The next stage would also involve pairs of students working with different texts. They read their text and compose comprehension questions in their head on the main points. Then they give their text to their partner and after the partner reads their text, they ask the questions to their partner.
- The final stage has all students working with the same text. Students read the text and compose comprehension questions in their heads as they read. They then alternate asking comprehension questions to a partner. You should have now trained students to focus on and remember the most important points when they read!

## **Post-Reading**

These strategies are not really drawn directly from strategies used by native-speaker readers but were created as a means of enhancing a learner's involvement with the text, recognizing the experience a learner has with a text is not exactly the same as a native-speakers. However, since studies of effective native-speaker readers demonstrated that involvement with the text led to increased comprehension, these post-reading tasks are meant to simulate the questioning and

other means of working with ideas or content that would take place in the mind of a native's speaker reader while reading the text. Because it's often too much to expect that

a learner trying for comprehension might be effectively able to work with the text while reading, placing these tasks after the text was seen as the next best thing – although in many cases native speaker does not use any post-reading strategies.

## **Listening and Speaking Skill**

The fact that listening is a complex multistep procedure that involves different types of processing implies that both top-down and bottom-up skills should be practiced in the classroom. Although many teachers tend to favor such top-down activities as comprehension questions, predicting, and listening, listening practice should incorporate bottom-up exercises for pronunciation, grammar and vocabulary that allow learners to pay close attention to language as well.

Bottom-up processing helps students recognize lexical and pronunciation features to understand the text. Because of their direct focus on language forms at the word and sentence levels, bottom-up exercises are particularly beneficial for lower level students who need to expand their language repertoire.

They become more aware of linguistic features of the input, the speed and accuracy of perceiving and processing aural input will increase. To develop bottom-up processing, students could be asked to

- ✓ Distinguish individual sounds, word boundaries, and stressed syllables
- ✓ Identify thought groups
- ✓ Listen for intonation patterns in utterances
- ✓ Identify grammatical forms and functions
- ✓ Recognize contractions and connected speech
- ✓ Recognize linking words.

Top-down processing relies on prior knowledge and experience to build the meaning of a listening text using the information provided by sounds and words. To arrive at a meaning of a text, the listener draws on her knowledge of the context, topic, speakers, situation and the world, matching it to the aural input. Top-down listening skills include:

- ✓ Listening for gist, main ideas, topic, and setting of the text.

- ✓ Listening for specific information.
- ✓ Sequencing the information.
- ✓ Prediction
- ✓ Guessing
- ✓ inference

Skilled listeners simultaneously engage in top-down and bottom-up processing, using both types of skills to construct meaning. Although pedagogically people often practice them separately because of their distinctly different focus, they can be addressed within the context of a single listening text. (bk\_ELTD\_Listening\_004)

### **Listening Strategies**

Richards (2009) said that successful listening can also be looked at in terms of the strategies the listener makes use of when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen? A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening.

Buck (2001,104)00 in Richards (2007) ( identifies two kinds of strategies in listening:

**Cognitive strategies:** those mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

**Comprehension processes:** associated with the processing of linguistic and non-linguistic input

Storing and memory processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory.

**Using and retrieval processes:** associated with accessing memory, to be readied for output.

**Metacognitive strategies:** those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

**Assessing the situation:** taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task.

**Monitoring:** determining the effectiveness of one's own or another's performance while engaged in a task.

**Self-evaluating:** determining the effectiveness of one's own or another's performance after engaging in the activity.

**Self-testing:** testing oneself to determine the effectiveness of one's own language use or the lack thereof.

Goh (1997,1998) shows how the metacognitive activities of planning, monitoring, and evaluating can be applied to the teaching of listening.

### **Metacognitive strategies for self-regulation in learner listening Planning**

This is a strategy for determining learning objectives and deciding the means by which the objectives can be achieved.

### **General listening development**

- ✚ Identify learning objectives for listening development Determine ways to achieve these objectives.
- ✚ Set realistic short-term and long-term goals Seek opportunities for listening practice.
- ✚ Specific listening task

### **Preview main ideas before listening**

Rehearse language (e.g. pronunciation) necessary for the task Decide in advance which aspects of the text to concentrate on

### **Monitoring**

This is a strategy for checking on the progress in the course of learning or carrying out a learning task

## **General listening development**

Consider progress against a set of pre-determined criteria Determine how close it is to achieving short-term or long-term goals Check and see if the same mistakes are still being made

## **Specific listening task**

Check understanding during listening

Check the appropriateness and the accuracy of what is understood and compare it with new information

Identify the source of difficulty

## **Evaluating**

This is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task.

## **General listening development**

Assess listening progress against a set of pre-determined criteria Assess the effectiveness of learning and practice strategies Assess the appropriateness of learning goals and objectives set

## **Specific listening task**

Check the appropriateness and the accuracy of what has been understood

Determine the effectiveness of strategies used the task Assess overall comprehension of the text.

Goh and Yusnita (2006) in Richards (2007) describe the effectiveness of strategy instruction among a group of 11 and 12-year-old ESL learners in Singapore. At the end of the period of metacognitive instruction, the children reported in their written diaries a deeper understanding of the nature and the demands of listening, increased confidence in completing listening tasks, and better strategic knowledge for coping with comprehension difficulties. There was also an increase in the scores in the listening



examinations of the majority of the students, particularly the weaker listeners, suggesting that metacognitive instruction also had a direct impact on listening performance.

Another approach to the incorporating listening strategies in a listening lesson involves a cycle of activities, as seen below.

Steps in guided metacognitive sequence in a listening lesson from Goh 2006 in Richards (2007)

### **Step 1 Pre-listening activity**

In pairs, students predict the possible words and phrases that they might hear. They write down their predictions. They may write some words in their first language.

### **Step 2 First listen**

As they are listening to the text, students underline or circle those words or phrases (including first language equivalents) that they have predicted correctly. They also write down new information they hear.

### **Step 3 Pair process-based discussion**

In pairs, students compare what they have understood so far and explain how they arrive at the understanding. They identify the parts that cause confusion and disagreement and make a note of the parts of the text that require special attention in the second listen.

### **Step 4 Second listen**

Students listen to those parts that have caused confusion or disagreement areas and make notes of any new information they hear.

### **Step 5 Whole-class process-based discussion**

The teacher leads a discussion to confirm comprehension before discussing with students the strategies that they reported using.

### **The role of the student**

The process view of listening has changed the role of the listener from someone who was thought to passively receive the spoken message to an active participant in the act.

Translated into the realities of classroom teaching it means that students take responsibility for their own learning how to listen. Instead of ingesting language and content, responding to comprehension questions when asked, and receiving instructions, they interact with the text and the task at many levels.

They construct meaning by drawing on their own learning how to listen. Instead of ingesting language and content, responding to comprehension questions when asked, and receiving instruction, they interact with the text and the task at many levels. They employ a variety of strategies and skills, and discuss their effectiveness with their classmates. They rely on metacognitive abilities to overcome difficulties and seek additional opportunities to listen outside of class. By actively attending to their listening needs, learners improve performance in listening and learning the second language. (bk\_ELTD\_Listening\_004)

For example, the situation mentioned in students are going to listen to a 4:26-minute-long conversation about Not feeling well, Gemma and Jack are having a picnic. Before they begin, they are asked to \*listen to sentences about the illness and what are their causes from the conversation and repeat them, paying attention to the intonation, meaning, and grammatical structure of each phrase. They do \*a fill-in-the-blank exercise, choosing an appropriate form of the verb.

Another very important aspect of active listening is its social dimension. A typical listening textbook as well as most teacher-made material contains only recorded speech. Thus, students cannot rely on facial expression and body language to gain valuable cues to meaning, and they are missing the opportunity to communicate with the speaker as well. To approximate real-life listening experiences, students can be grouped or paired up to practice showing understanding or incomprehension, asking questions, agreeing or disagreeing with the speaker, and interrupting when appropriate.

When teachers teach, they seem to take charge of everything, they select input, design and sequence activities, determine tasks, and decide what constitutes a correct response. When several students give the desired answer, the teacher acknowledges their effort and moves on, never pausing to think if everyone in the class understood the text, and if

not, what caused their confusion. When students make a mistake, teacher deem it their professional duty to immediately correct it, by doing that, teacher hope they are keeping the lesson going and also helping learners avoid the same mistake in the future. This approach puts the teacher in control of classroom activity and allows students to check the accuracy of their responses. (bk\_ELTD\_Listening\_004)

In a process-oriented classroom, the teacher assumes a more supportive role, facilitating rather than controlling and testing listening. He or she continues to manage the classroom business of planning, implementing and assessing listening while talking a noninterventional stance in listening instruction (Field, 2008). Instead of presenting students with the correct answer, he or she guides them in comparing responses and reflecting on different steps they took to achieve comprehension.

As the (bk\_ELTD\_Listening\_004) refers is essential that students receive feedback immediately after the task, while they still remember the activity. At the same time, teachers do not want to embarrass weaker listener in front of their classmates, so the discussion of common error and ways to avoid them should be impersonal and nonjudgmental. Personal feedback can be spoken or written a quick in class conference right after the activity may be followed by an email message with observations and suggestion after class.

### **Listening Processes.**

The listener goes through certain processes in constructing a message out of information that he or she hears in the target language. As set forth by McErlane in aeeaille platform, this includes:

1. Perception: the process of identifying speech sounds the listener hears, trying to recognize the intonation and sounds, and turning this information into something meaningful for them.
2. Decoding: The way that listeners create some kind of understanding of a message by taking in chunks and not just sentences.

3. Prediction and selection: Predicting, or making guesses about what comes next, allows the student to listen without needing to understand every word; selection is being able to filter information (make choices about what is important) and identify the relevant information.

In addition to using these processes, students have other processes they use when trying to understand spoken English. Teachers should consider the following elements when deciding what to include in listening activities:

1) One part of listening comprehension is trying to recognize the parts of what a person hears that will satisfy his or her needs or wants. This is similar to listening in our native language in daily life: we pay attention only to what is important for us. Classroom activities are different, however, because our students often have to pay attention in order to complete a task.

2) Usually, the listeners might predict some of the information they expect they will hear; therefore, teachers need to determine which information will be new and which will be familiar. This monitoring process for listeners requires that they find the similarities and differences in what they hear vs. what they already know about the topic.

3) Most listeners choose how much of the message is important, depending on why (and when) they first began to listen.

4) Listeners have several ways to check their own comprehension. They can check their understanding of the message by asking or answering some questions about the information in the message they have just heard. This often occurs naturally when listeners are having a conversation with someone else. Listeners can also check their comprehension by taking notes on what they heard in a listening comprehension activity.

**Critical cultural awareness:**

Ability to evaluate critically and on the basis of explicit criteria, perspective, practices and products in one's own and other culture and countries.

The stages through which an individual has been socialized in his/her community are lost in the mists of time, to such an extent that they may well be unaware that what seems "obvious" is a construct of the world which is culture-determined.

### **Penetrating the Other's system**

Getting out of oneself to see things from the Other's perspective.

It is an attitude of opening up, a personal effort of enquiry about the main themes which are shaped around basic systems of reference and fundamental signs that are interpreted and blended in a unique way by each individual.

### **Negotiating**

Finding the necessary minimum compromise and understanding to avoid confrontation where the stronger imposes his or her code of priorities on the weaker.

It is here that cultural relativism, which would like all the values of members of a group to be made to coexist, is seen to be inoperative. How in fact do you proceed when you have a conflict of values? Living together implies agreeing about a common minimum of values and ways of looking at things. The framework of the negotiation can be inferred from the principle of autonomy of conscience.

### **Assimilation - insertion – integration.**

Without falling into the error, we indicated earlier (confusion between an intercultural approach and an immigration approach), we think it is useful to use this reference in order to examine how we teach.

### **Assimilation**

"I accept the Other if he rejects what is different about himself."

He is accepted without reservation or discrimination, but on condition he renounces his own personality and adopts the values and behavior of the host society in full and without hesitation.

## **Insertion**

"I tolerate the Other with his lasting cultural characteristics, but he is foreign, different and will remain so." He has the right to work and take part in society, but he remains different.

## **Integration**

"I wish to go on believing in my values but I do not make you give up yours." It is an open process. Integration is dependent on the passage of time, in the fullness of time it yields a rich cross-fertilization.

## **The relativity of policies**

"A policy of individual integration imposes a kind of acculturation which is often brutal, depriving individuals of the references that define their identity; when the generation which has been born in the host country integrates, it causes particular xenophobic reactions bound up with the cultural proximity and the social rivalry that exist with the local population. However, it has the advantage of not creating a rigid long-term confrontation between established groups and of integrating the population of immigrant origin - or at least their children. ."(Research Interculturality)

A policy of collective integration allows for an acculturation process lasting three or possibly four generations, protecting the migrants themselves from emotional trauma. But it reinforces ethnic self-awareness, contributing to the reinterpretation into ethnic and social divisions of the boundaries between groups and risking exacerbating group confrontation. ."(Research Interculturality)

It helps to emphasize the existence of groups suffering from several ethnic and social handicaps to justify acts of discrimination in social life and then to encourage the authorities to adopt compensatory policies of "positive discrimination". But above all, it could easily open the way to "community-related" thinking in the workings of public life, so that each ethnic group demands and possibly gets representation proportional to its number in each area of authority within the body politic. ."(Research Interculturality)

We may well ask ourselves how far the concept of culture, like that of race, is not a mental construct that separates rather than unites. Indeed, what basically is the relevance of a

cultural classification? What criterion do we adopt to classify a musical or literary work? There is as much diversity to be found in the adjectives used to classify culture as in the classification of individuals, and the same incongruity: sometimes it is a geographical area: continent ("African" dance), country ("French" literature) or region (Provençal cuisine); sometimes a language (English song), sometimes a former empire ("Arab" architecture), sometimes a religion (Jewish music), ... This classification is bound to encourage the search for something "pure", it is an invitation to isolate some major source of influence. Can we really claim to be able to define this reality, in as much as we are now the product of a multitude of cultures which have not ceased to influence each other since mankind's first encounters and exchanges?

"The approach which "fluidifies" cultural structures, considering them as something endlessly mixed and transformed by the processes of interaction, has the advantage of making it easier for exchanges, negotiations and developments between partners to take place. But the sort of people one deals with in real life very often, if not usually, take the opposite view: they imagine and live out their culture like a transcendent reality which they readily regard as sacred."(Research Interculturality)

## **Philosophy**

My philosophy comes from my experience as English teacher, in how students learn, the environment that is the most conducive to furthering their education. Pressed to condense my experiences and beliefs into a knowledge and passion for languages and psychology reflective practice as a way to make meaning of experiences in life, the belief that the activities of reading and writing help us construct meaning from our experiences by prompting us to think critically about our world, reading and writing challenge (to live rather than simply to exist).

As Hodges (2018) mention in her philosophy, my course assignment and classroom activities stress individual thought and the diversity of interpretive processes to assist students in cultivating the cognitive skills necessary for effective interpretation and communication.

I agree with the Hodges goals, I believed those are an important tool to improve the students English as second language, those goals are:

Engage the students' interest and demonstrate the relevance of reading and writing to their lives:

- Acknowledge and support each student as an individual learner.
- Participate as a fellow learner with students.

My role as an educator is to provide a balance between presenting English problems as approachable and continuing to push higher goals for student performance. In my experience, students will reach the goals you set for them as long as they believe it is possible – and that requires that I believe in them. One means to that end is often to break up a large project into smaller, more manageable aspects. Smaller scale practice builds confidence, and a willingness to continue despite setbacks allowed us to experience failure without being devastated. Some students require more support than others, and one way that I provide that support is through accessibility – my students know they will get a quick response to email or phone contacts, and I am available on a regular basis outside of the regular classroom meetings for one-on-one instruction if necessary. (Hodges, 2018)

Teaching, to me, is a joyful challenge of finding the materials, methods, and inspiration that encourages and engages my students in finding meaning in their lives, to understand and interact in knowledgeable ways with the world, and to inspire others.

Promote critical thinking and creativity: classroom participation and open class discussion are essential to my teaching method. I emphasize the immense variety of interpretations possible; and while offering cultural, historical, and biographical contexts, as well as various critical interpretations of the texts from other readers, I encourage students to formulate and share their own responses in class discussions and writing assignments. (Hodges,2018)



## Methodology

As student of the EEAILE I found to many difficulties to make students to get involve in the activities of the English language. That is why I made a research and read all information that EEAILE provide us. Once I put all information together, I started talking with the students about their preferences and dislikes, in order to design a lesson plan that would fit in all needs of the UTTEC University student's needs. I used the writing, reading, listening and reading strategies taken from some literature from EEAILE and some from some articles about teaching as second language educators. demonstrating the effectiveness of storytelling, role playing, and information gap exercises as speaking activities, peer tutoring and as a social strategy to help ESL students increase their communicative skills and class participation, I observed classes, interviewed and surveyed teachers, analyzed state-mandated tests scores and data from the school media center. I also interviewed a peer tutor to learn her perception about the ESL students' progress.

For listening there is a small strategy in which students can improve their listening skills. When I explain what they were going to do; students looked surprised or worried at first. Some complained that they were not very good at drawing. I explained that this was not a test of their drawing skills, but that it was a chance to practice listening to English. I told them: 'Don't worry about how good your drawing is. This is not art class, it's English class! Just draw quickly.' As they drew, I walked around the room to encourage them, saying things like 'Nice bear!' or 'Good, the woman is on the right side of the page.'

Listening and speaking are now taught because they are very important parts of being able to use English to communicate. Listening skills are also crucial to the development of speaking skills. Listening to other speakers helps students to develop their pronunciation and fluency in English. Successful listening skills are acquired over time and with lots of practice. Your students need exposure to spoken English to be able to develop their listening skills.

## Analysis

As result of use of some reading strategies in my daily lesson planning pay off. My students enjoyed to be pulled out of their comfort zone. At the first lesson plans they were confused, they did not know the meaning of several words, and when I made to them some questions about the text, they did not know how or to say. I started to challenged them, I noticed that they love that way to learn because they share their ideas between them and they were growing up together in the reading and writing skills. Even they did not are interested in some subjects, they were doing their best in the classroom in order to succeed and win a challenge.

Surprisingly at the end of the course more than half of the group were answering most of the questions made at the end of each reading text, plus they improve their writing skill.

<b>Before to practice the learning English as second language strategies</b>	<b>After practice the learning English as second language strategies.</b>
It was difficult for the students to understand what they had to do with the information gap exercises.	All students got involved in the activity and practiced the vocabulary knowing the meaning of each word.
The teacher's instructions were confusing for the students; the new context arrangements were too complex for them they were to different from the activities they used to do before.	The students could practice the same types of questions several times with different vocabulary. The students could practice the conversations about cultural awareness so easily. They also practiced how to ask and to answer questions since they had all learned through the information gap exercises to play the roles of both the interviewers and interviewees.
The students were tense. I could see that they felt they were alone even when	We continued using exercises with three questions although the way to perform an

working with a partner.	information gap exercise was not new for the students; however, the content of the exercises was.
It took the students like 10 minutes of class time to understand how to perform the information unscramble the sentences. It took me almost 6 times to repeat the audio in order they can understand and complete the activity so at the end of the class, students only had five minutes to practice.	There was enough class time to practice the listening and do the listening exercise and at least two information gap exercises with different vocabulary.
Showing and modeling how to do the activities helped students to understand how to perform an information.	Modeling was always performed at the beginning of any information or exercise.
	The reading exercises can also be used as a writing activity because the students take notes on their partners' responses and then report the information. Multiple choice exercises are also a good resource to practice listening, and reading.

**Conclusion**

As I describe in this project there are extensive amounts of research, opinions, and suggestions regarding the teaching reading skill, and this summary of reading methods is by no means exhaustive. However, with a basic understanding of the theoretical underpinnings of top-down and bottom-up processing, teachers can better take advantage of the most useful methodologies associated with the different approaches. What is important to bear in mind is that relying too much on either top-down or bottom-up processing may cause problems for beginning ESL/EFL readers; therefore, to develop

reading, writing, listening and speaking abilities, both approaches should be considered, as the interactive approach suggests.

In my own experience as ESL teacher, I agree with Villanueva (2006) the students who benefit the most from the interactive approach are those poor readers who approach texts in a painful, slow, and frustrating word-by-word manner. By improving their decoding skills, they are freed to concentrate on global meanings. Agreeing with Clarke (1988), I believe that “ESL reading teachers must emphasize both the psycho and the linguistic”

As for activities, include role playing sceneries which the student would encounter in their own job. This can be speaking, writing, reading, or listening skills practice. Follow up with error correction. Also, ask the student about real-life sceneries they encountered that day or will encounter before the next lesson and help the student analyze that communication.

I found some common activities as hangman, sentence jumbles, ESL connect four, etc. are exiting and funny for students. Most top execs will enjoy the reprieve and a good challenge of solving the problem. Just be sure to tie the activity into the lesson so they clearly see the purpose of it.

Sometimes I get frustrated at some students fairly often because I’m doing everything to catch their attention, but is hard for them to understand and they just said I can do it without try it, is when I talk to them about the benefit of learn another language so is when they tried to hard, at the end of the course they are satisfied with themselves, because they could see their progress in the English class.

The methods and principles being taught in the university or High are by no means the only approach to teaching. In fact, I can almost guarantee make lesson plans and design interesting classes the students will learn the English language as second tongue. I believe in myself as a teacher and I show confidence. I'm not afraid to experiment, sidetrack, and try things off the top of my head.

My role as an educator is to provide a balance between presenting English problems as approachable and continuing to push higher goals for student performance. In my experience, students will reach the goals you set for them as long as they believe it is possible – and that requires that I believe in them. One means to that end is often to break

up a large project into smaller, more manageable aspects. Smaller scale practice builds confidence, and a willingness to continue despite setbacks allowed us to experience failure without being devastated. Some students require more support than others, and one way that I provide that support is through accessibility – my students know they will get a quick response to email or phone contacts, and I am available on a regular basis outside of the regular classroom meetings for one-on-one instruction if necessary. (Hodges, 2018) Teaching, to me, is a joyful challenge of finding the materials, methods, and inspiration that encourages and engages my students in finding meaning in their lives, to understand and interact in knowledgeable ways with the world, and to inspire others. Promote critical thinking and creativity: classroom participation and open class discussion are essential to my teaching method. I emphasize the immense variety of interpretations possible; and while offering cultural, historical, and biographical contexts, as well as various critical interpretations of the texts from other readers, I encourage students to formulate and share their own responses in class discussions and writing assignments. (Hodges,2018)

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## **Appendix**

### **Lesson Plan**

#### **Reading**

##### **Objective:**

identifies, orders, and interprets explicit and implicit information in a text in context.  
Using context to understand new vocabulary.

##### **Warm up:**

Before starting the Growing up in another culture, introduce students to the Cultural awareness and intercultural lesson. Ask students why it is important to know about the culture of the language they are going to learn.

##### **Developing activities:**

Point out that what her students are reading a short informal text to or a longer formal text, this is an essential skill for language learning. Ask students how they can use the context to understand new vocabulary (by looking at the, sentences around the word, and also considering the general idea of the text or paragraph). When checking students' answers, have them say what clues led them to their decision.

Student reads Growing up and look at underlined words. They should use context to work out the meaning of any unknow words and how they might say them in their own language. Have them compare ideas in pairs, and then check answers as a class.

Tell students they are now going to look for more details in the text and decide if the statements are true or false. Students read through the statements and then complete the exercise. Check answers.

##### **Closing Activities**

Have students write an opinion about the Growing up Chinese- Canadian Text, have them say what they think about the what the writer wants to transmit in the text.

#### **Writing**

##### **Objective:**

Discusses and analyzes points of view on topic of general interest in a critical and reflexive way.



Structures a text in a clear and coherent way.

Warm up:

Refers students to the competency and explain that they are going to write a dialogue similar to the listening activity in the previous lesson, with one student giving advice and the other asking about how to act in a situation like in the text Growing up in another culture.

### **Developing activities:**

Elicit how they could open the conversation, and put some example language on the boards, but try to encourage as much autonomy as possible, allowing students freedom to decide the content of their conversation. Students can refer to the audio's scrips of the Damn Cat as a guide to structure their conversation if necessary.

### **Extra Activity**

Explain that students are going to write and perform a role play about Grow up in another culture.

Toolbox Task #6-Proverbs that Mirror

**Materials:** List of values/beliefs/convictions of a specific culture, proverbs which reflect these, two different colored index cards, scissors, paste

**Task:** From a list of values/beliefs/convictions from a particular culture, gather proverbs that reflect these. Paste each value/belief/conviction on an index card (use one color for values and a different color for proverbs) and paste a proverb on another index card. Create a "deck" of values/beliefs/convictions and proverbs for each group of participants (2-4 participants in a group). Have participant groups sort proverb according to each value/belief/conviction

### **Objectives:**

- To develop skills of another centeredness
- To build a community of learners through shared objective
- To shift perspective gaining an outsider's view
- To gain introspection

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## **Closing Activity**

Each student will expose their opinions about the text grow up in another culture in front of the group. Each one read their own writing to their classmates. Have them discuss the positive and negative opinions of the text. Draw their attention to the model conversation as an example. Have class feedback session and have them comment on their writing.

## **Listening**

Explain that students are going to listen to a broadcast on internet and answer some questions. Have them read through the questions and then play the audio for them to complete the exercise. Check the answers, and Morse code machine.

Tell students they are going to listen to the audio again, but this time they will listen for information about the description of a specific object mentioned. Elicit the meaning of chessboard and Morse machine. Then have students read through the text and check their understanding of the vocabulary. Tell them to predict possible answers according to the information already provided and then play the audio for them to listen and complete the information. Ask students to compare their answers in pairs. Play the audio again, if necessary, check answers. Finally, direct students to the Notice box and point out the two-expressions used for used to talk about an object's material. And its uses. Explain that after used for we use the ing form of the verb (gerund)

## **Speaking**

Ask student about similar tv shows like the one they have seen in the lesson. Then divide the class in to small group and have them discuss what they think about them and say why they are/ are not popular.

## **Closing Activity**

Students work with another pair and take turns to read their sentences out loud describing items for the other pair to guess. Walk around and monitor, making notes of any error students make for an error correction session later.

19-March-2019

## Where do I come From?

I am 16 year old, until now I have lived in the state of Mexico. My parents were born in the same way in the state of Mexico, like my grandparents.

I understand that my great-grandparents on my fathers side was born in

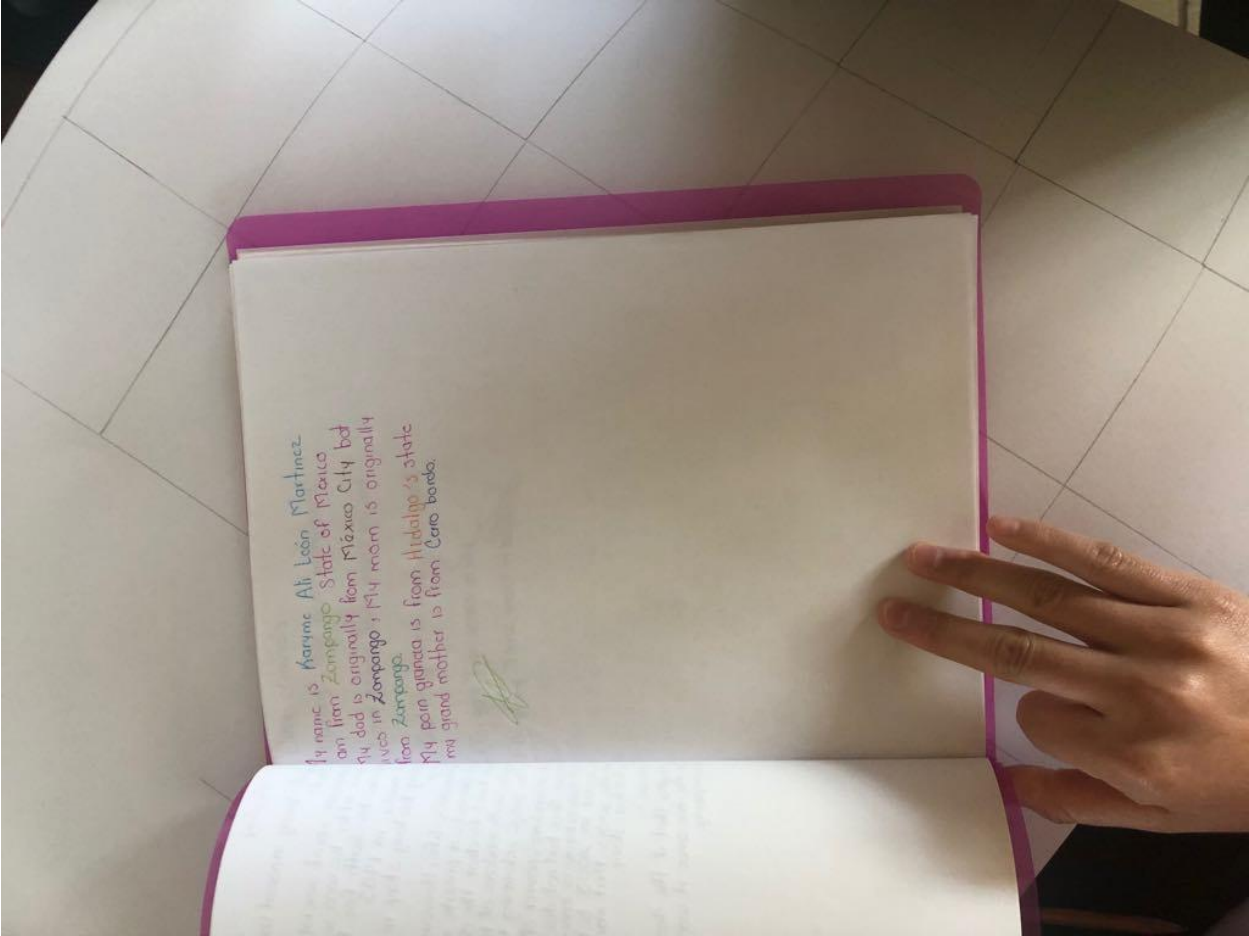
All my great-grandis were born in Mexico but one of them left the country to Spain and when I return taught what I had learned to his children

I would like to be born in another country and learn the language of that country even though they will bring me to Mexico and learn another language. I feel that this is a very easy option to learn another language living in another country.

My name is Itzel, my parents were born in the state of Mexico. My grandmother was born in Veracruz and married in Zumpango.

I go ~~then~~ two sisters and ~~they~~ <sup>me</sup> in the same way were born in Zumpango state of Mexico

~~I~~ <sup>I</sup> would like to be born to another in the country and ~~that the they~~ will ~~take~~ <sup>bring</sup> me to Mexico. They



## Unit 8 Growing up in another culture

KEY READING SKILLS ANALYSIS KEY VOCABULARY SKILLS

### Focus

Look at these pictures and read the information.

Some people have two home countries: the country where they were born, and the country where they grew up. In these countries, two cultures ... twice the fun!



### Did you know ...?

- As many as six million Americans may live abroad.
- Approximately 25 per cent of people living in Australia were born in another country.



### Think about it

1 Read these statements. Check (✓) your opinions.

Children who grow up in a foreign country ...

- a have an interesting and fun time.
- b can learn languages more easily.
- c find it more difficult to make friends.
- d are more independent when they are adults.
- e often don't know where "home" is.

Agree Disagree

✓	☐
✓	☐
✓	☐
✓	☐

2 Make a group and compare your opinions.

I think it's good to have two nationalities as you can have several rewards if you know how to manage the languages

### Vocabulary skills: Prefixes

KEY VOCABULARY SKILLS

1 Match each prefix on the left with a word on the right.

a in	1 comfortable	comodo	(a) (3)
b un	2 cultural	cultural	(b) (5)
c multi	3 correct	correct	(c) (2)
d inter	4 happy	feliz	(d) (6)
e sur	5 paid	pagado	(e) (4)
f on	6 national	National	(f) (1)

2 Complete this text with the new words above.

### Third culture kids

Third culture kids (or "TCKs") is a term first used by researcher Dr. Ruth Hill Usseem. It is used to describe children who are born in one country but grow up in a different country. Often, this is because their parents work abroad. As worldwide travel becomes easier, there are more and more TCKs. These children have "national" childhoods - they combine their parents' culture with the culture of the country they grow up in to make a third culture. That is why they're called "third culture kids."

Research from Usseem and others shows that as adults, some TCKs feel "cultural happy" in every country they live in because no place feels like "home." It is "happy" however, to think that TCKs are "cultural" people. Many adult TCKs think they can understand people well. They often make friends easily, wherever they go. Many get high qualifications and have good jobs. They often help in their local communities, working "paid" as volunteers in their free time. TCKs are also very "correct." They know a lot about other cultures. A lot of TCKs keep in contact with people in different countries. Many also speak one or more foreign languages.

### Predicting Predictando

You're going to read about the experiences of three TCKs. With a partner, guess each person's story.

- a Tomasa Ibarra 1 left Turkey at age five to live in Germany.
- b Trisha Harding 2 has a Japanese father and an Indian mother.
- c Ahmet Alper 3 was born in Africa and lived there until she was 11.

### Reading fluently

Read the text quickly. Time yourself, and record your time in the chart on page 6.

Lea el texto rápidamente y anota el tiempo en el cuadro de la página 6

My History

My name is Lizeth Guadalupe Mantel Argueta, born in the Zumpango estate of Mexico. I am currently 11 years old. My parents are Guadalupe Argueta and Ricardo Mantel Argueta. He is from Michoacan and she is from District Federal. My mother is 36 years old and my dad is 38 years old. My mother is a preschool teacher and my dad is a police officer. I have a sister named Adithy Mantel Argueta who is 11 years old and attends 6th grade primary. They are up my family. We currently live in San Marcos, but most of my life I lived in the neighborhood of Santiago Zumpango. I am currently in the 4th semester of the General Baccalaureate and I am very happy with the results we have given during this time.

ES LIST

- 1. Fitness
- 2. Financial Independence
- 3. Fitness
- 4. Flexibility
- 5. Flow
- 6. Fluency
- 7. Focus
- 8. Fortitude
- 9. Frugality
- 10. Freedom
- 11. Flexibility
- 12. Fidelity
- 13. Identity
- 14. Integrity
- 15. Initiative
- 16. Invention
- 17. Innovation
- 18. Inspiration
- 19. Intelligence
- 20. Invention
- 21. Integrity
- 22. Initiative
- 23. Innovation
- 24. Inspiration
- 25. Intelligence

Reading skills: inferring meaning

- 1 Look again at the blog. Circle the correct words to complete the sentences.
  - a Stephen enjoyed / didn't enjoy being a teacher when he was young.
  - b He was surprised / wasn't surprised by the number of fans he had.
  - c Julia missed the family when she was young / when.
  - d Carla liked / didn't like the way her mother cooked.
  - e Richard's wife is probably young / old.
  - f The weather in Istanbul is hot and sunny / hot and rainy.

2 Read this text. Then check (✓) which statements are true and false.

**Zeynep**  
 I remember when I was seven years old. There was a girl named Zeynep in my English class. I often sat next to her because I wanted to please in class. She was very nice. I remember one day she asked to see my pen. I gave her the pen and said she could keep it. Then she took the pen and it was the happiest moment of my life!



- Atlan, Turkey**
- a ✓ Zeynep was about the same age as Atlan.
  - b ✓ Zeynep and Atlan are friends today.
  - c ✓ Atlan was the teacher he was writing.
  - d ✓ Zeynep was good at English.
  - e ✓ Atlan liked Zeynep.

3 Look at these common sayings about childhood. What do you think each saying means? Discuss your ideas with a partner.

“Children should be seen and not heard.”  
 Los niños deben verse y no escuchados

“There should still be a bit of child.”  
 Debe a la sala de asamblea de niño guarda la boca, mimo al niño

“The joy of youth is lost when you are young.”  
 La juventud esta perdida en los jóvenes

donde recuerdas que hiciste allí todavía vas allí

Spotlight on grammar: Articles

Study the examples, and then choose the best answer to complete each sentence.

**Defender (Def)** I remember going for long walks in the countryside.  
**Parade (Par)** They had a barbecue on Christmas Day every year.  
**Denim (Den)** We always wore our vacation for two weeks in August.

- 1 I can remember the best music teacher in high school.
  - a ~~the~~ a
  - b ~~an~~ an
  - c ~~an~~ an
  - d ~~the~~ the
- 2 I really liked to play a soccer when I was young.
  - a ~~a~~ a
  - b ~~the~~ the
  - c ~~an~~ an
  - d ~~the~~ the
- 3 I know just how hard learning to play the guitar was as a child. He hated it!
  - a ~~a~~ a
  - b ~~an~~ an
  - c ~~the~~ the
  - d ~~the~~ the
- 4 We always enjoy participating in a special event we wear in bed.
  - a ~~a~~ a
  - b ~~the~~ the
  - c ~~an~~ an
  - d ~~the~~ the
- 5 We all enjoyed our trip to Kansas. It was a great experience.
  - a ~~the~~ the
  - b ~~a~~ a
  - c ~~an~~ an
  - d ~~the~~ the
- 6 My family lived in a Thailand until I was 10, so I grew up there.
  - a ~~a~~ a
  - b ~~the~~ the
  - c ~~an~~ an
  - d ~~the~~ the
- 7 I thought Bangkok was a interesting city to live in.
  - a ~~the~~ the
  - b ~~a~~ a
  - c ~~an~~ an
  - d ~~the~~ the
- 8 Probably the happiest time in my life was when I was in elementary school.
  - a ~~a~~ a
  - b ~~the~~ the
  - c ~~an~~ an
  - d ~~the~~ the

Talk about it Hable al respecto

- 1 Think about a special place you remember from your childhood. Write notes.
  - Where did you remember? → How old were you when you were there?
  - What did you do there? → Why do you remember this place?
  - Do you still go there now?
- 2 Interview a partner.

Entrevistar a un compañero

Pienso en un lugar especial que recuerdo de la infancia, cuantos años tenias cuando fuiste Porque te acuerdas de este lugar.





## DESCRIPTION OF MY LIFE

My name is Anett Marcela Mendez Moreno, I was born on June 25, 2002 in the municipality of Zumpango, I am 16 years old and I am studying high school at EPO. 242, which is located a few kilometers from my house. I currently live in San Andres Jaltenco with my parents and my three brothers, my father is from a town called Santa Cruz Vagavila in Oaxaca and my mother is from Huixtlan very close to Veracruz, both met working in a restaurant and so far both they work together in their own business. They both speak an indigenous language other than Spanish, my father speaks Zapotec and my mother Ojiteco, I have never tried to speak either of the two, it is a difficult to pronounce but some words I understand.

When I was little I went with all my family to visit my grandmother in Oaxaca, I did not like to go because always on the road I was dizzy and vomited, and the whole trip was that, but to my dad luck I always got sick so I did not disguise my holidays... that is the worst memory I have although there are also very nice memories, like going to the park every Sunday to play and spending time with the family, but all that was over when my cousins came to the house, the problems were present and with it also the dislikes... Now things have changed a lot, because the family outings are scarce and almost no longer live... very soon I will go to college and move to another stage of my life and all this will be just a simple memory.

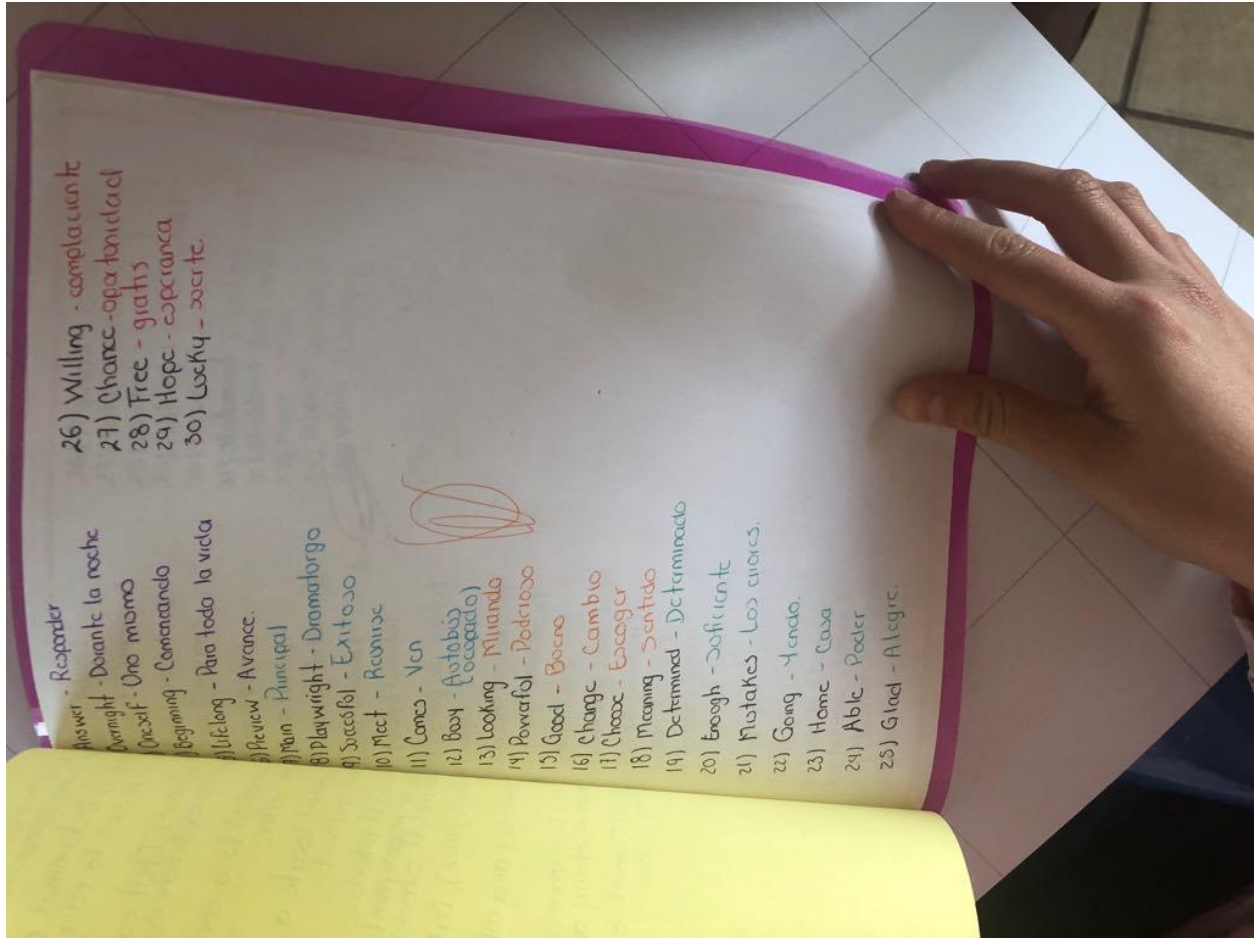
alegre

buscar for

achieve

preguntar por

lograr.



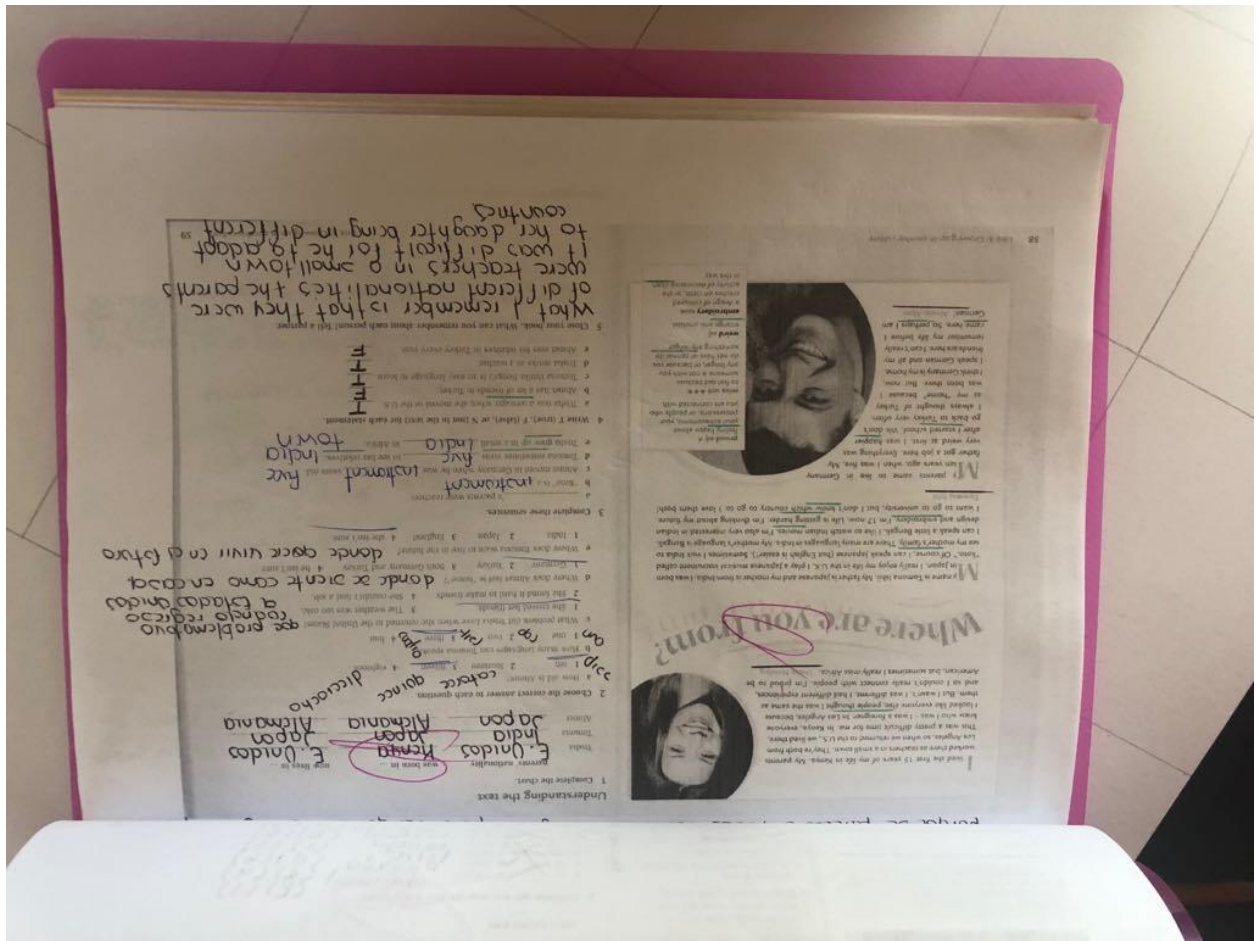
- 26) Willing - complaciente
- 27) Chance - oportunidad
- 28) Free - gratis
- 29) Hope - esperanza
- 30) Lucky - suerte.

- Answer - Responder
- Overnight - Durante la noche
- Onself - Uno mismo
- Beginning - Comenzando
- Uiclong - Para toda la vida
- Review - Avance.
- Main - Principal

- Playwright - Dramaturgo
- Successful - Exitoso
- Meet - Reunirse



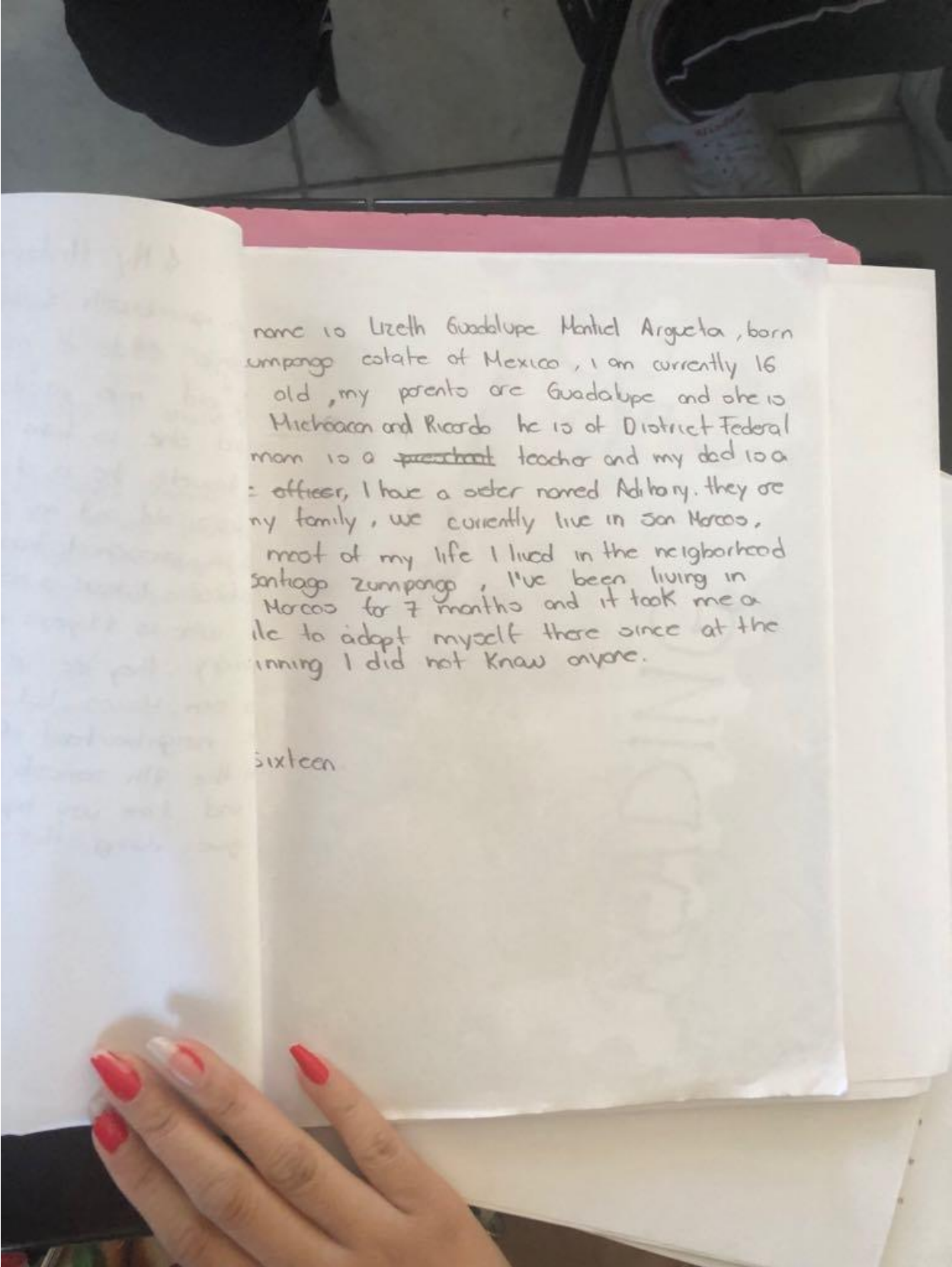
- 11) Come - Ven
- 12) Busy - Ocupado
- 13) Looking - Mirando
- 14) Powerful - Poderoso
- 15) Good - Bueno
- 16) Change - Cambio
- 17) Cheese - Escriber
- 18) Meaning - Sentido
- 19) Determined - Determinado
- 20) Enough - Suficiente
- 21) Mistakes - Los errores.
- 22) Going - Yendo.
- 23) Home - Casa
- 24) Able - Poder
- 25) Glad - Alegre.











name is Lizeth Guadalupe Mantiel Argueta, born  
 Zumpango estate of Mexico, I am currently 16  
 old, my parents are Guadalupe and she is  
 Michoacan and Ricardo he is of District Federal  
 mom is a ~~preschool~~ teacher and my dad is a  
 officer, I have a sister named Adibany. they are  
 my family, we currently live in San Marcos,  
 most of my life I lived in the neighborhood  
 Santiago Zumpango, I've been living in  
 Marcos for 7 months and it took me a  
 while to adopt myself there since at the  
 beginning I did not know anyone.

sixteen

soy chino pero vivo en Canada, vine a Vancouver con mi esposa hace cinco años y vivimos en un area llamada Richmond max hay asiaticos y especialmente los chinos viven aqui me gusta mi vida en Canada pero tambien esta agolpado de asi china.

1. There is Chinese. **el escritor vive en china**
2. There are English names. **el escritor vive en Canada**
3. There are Chinese. **el escritor vive en Canada**
4. There are Chinese. **el escritor vive en Canada**

**Learning tip: Chinese-Canadian**  
I am Chinese, but I live in Canada. I came to Vancouver with my husband five years ago. We live in an area called Richmond. Many Asian people, and especially Chinese, live here. I like my life in Canada, but I can also pretend to be Chinese when I had a son last year. I needed to know of a name for him. Most of my Chinese friends gave their children English names. They said a Chinese name would cause problems for my son in the future. I don't agree. I think we have to keep our culture alive. I want my son to have a Chinese name, and to learn to speak and read Chinese, too. I want him to know Chinese culture. Some Chinese people born in Canada can't speak Chinese. I think that is wrong. I want to give my son the language and culture of China - then he will be proud of being Chinese. Yes, we live in Canada and we're happy here, but we are still Chinese. It's not because we moved here that we're not Chinese. It's because we are Chinese.



ella quiere que la llamen Juanita

**Reading skills: Skimming**  
Quickly skim this text. Then immediately answer the questions. Do not look back at the text. You have one minute.

**enfocar en la gramatica**

**Spotlight on Grammar:** Time expressions

Study the examples, and then choose the best answer to complete each sentence.

1. Every year, **A** Juan we went to the USA on vacation. **a. on** **en** **en** **en**
2. James is getting a job in South America. He's leaving **A** Friday. **a. in** **en** **en** **en**
3. Carmen grew up in Taiwan, but she returns to Spain **B** year to see her relatives. **a. at** **en** **en** **en**
4. I think football started in Africa **A** the last 100 years. **a. at** **en** **en** **en**
5. I visited his grandparents in Chile **A** winter. **a. in** **en** **en** **en**
6. My sister and I lived in Peru **A** three years when we were younger. **a. in** **en** **en** **en**
7. I saw the movie **A** 1990. **a. in** **en** **en** **en**
8. I saw there **B** 2000 to 2002. **a. in** **en** **en** **en**

Talk about it. Habla sobre el tema y responde.

1. Ask and answer these questions with a partner. **Yes that you do not have the same customs as others**
2. Make a group and compare your answers. **Yes that you do not have the same customs as others**





