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PROPUESTA DE INTERVENCIÓN EDUCATIVA

"HISTORICAL CHRONICLES OF MEXICO AND ENGLISH-SPEAKING COUNTRIES".

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

PATRICIA PÉREZ ARÁMBURO

ASESOR: ELIN EMILSSON

México, DF. a 2 de julio de 2021.

Module 3

Final Project

"Historical chronicles of Mexico and English-speaking countries".

By

Patricia Pérez Arámburo

Tutor

Elin Emilsson

July 2nd, 2021.

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Nombre completo del(la) autor(a):	**Patricia Pérez Arámburo**					
Matrícula:	200926120					
Domicilio:	Juan Belmonte 122. Fracc. El Toreo. Mazatlán, Sinaloa.					
Teléfono:	6691613915					
Correo electrónico:	200926120@g.upn.mx					

Atentamente,
Ciudad de México a 2 de Julio de 2021.

Patricia Pérez Arámburo
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Elin Emilsson
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

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Introduction

Language is a communicative, cognitive, and reflective activity through which we express exchange and defend our ideas; we establish and keep interpersonal relations and gain access to information; we participate in knowledge building, organize our thoughts, and reflect on our own discursive and intellectual creation. Language shows a variety of forms that depend on the communication purposes, the interlocutors, the type of text or oral interaction, and on the medium by which the exchange is carried out (SEP. p. 66). Communication is the most basic function and characteristic of language.

In the early 1970's, new social needs demanded new ways of learning languages caused by the interdependence of peoples and countries. The social purpose of learning a language started to gain importance. Communicative competences were taken as reference for the development of a new approach in the learning of foreign languages. The Council of Europe designed scholars to design the methods and techniques necessary to achieve this objective. The result was the Functional-Notional method, nowadays is referred as the Communicative Approach. According to this approach, most learning activities should be contextualized in realistic interactive situations.

An English course should have as its goal "communicative competence" and not only a "linguistic competence". We are not saying that grammar is not important, actually, the four elements of communicative competence are linguistic, sociolinguistic, discourse, and strategic competence.

Nowadays, English teachers base the teaching-learning processes on the Communicative approach, which includes developing the four communicative skills: speaking, listening, reading, and writing, and, the use of English. With this new approach and methodology, it is expected that students and teachers focus their attention on the practice of the communicative

skills in an integrated way; it means, students, learn, practice and develop communicative skills with the intention of communicating them in every situation in the real life.

The present final project contains four chapters. Chapter 1 is about philosophy and theory. In this section, we state our teaching philosophy and our new teaching principles; we also state the theoretical foundations, principles, hypothesis, approaches, methods, techniques that are part of our new teaching style.

"Methodology and practice" is the title of Chapter 2. In this second chapter, we present our lesson plan, including a detailed description and a deep analysis of the procedure of the learning activities, mentioning what students and the teacher will be doing as well as the expected outcomes on processes. We also explained the designed assessment tools like rubrics, a checklist, a portfolio and an online test using Google Forms, attaching the corresponding evidences: pictures, power point presentations, word documents and a video that contains portions of each step of the lesson.

We continue with our experience report in Chapter 3; here we make some reflections on our results. Finally, in Chapter 4 we present the conclusions of the project and about the whole course, explaining what we have learned since we started this amazing trip back in August 2020.

CHAPTER 1 PHILOSOPHY AND THEORY

1.1 Teaching identity and philosophy

In our teaching practice, the techniques we use for our students to acquire English language come from different approaches and methods. Our goal is that our students may develop communicative skills, so the selected approach and method implemented in the classroom will depend on their learning needs of the moment. In the same class we can use the Audiolingual Method and the Rassias Method coming from Cognitive Approach through drills, repetitions and routines like writing the date and reporting on the weather, saying the numbers from 1 to 20, the days of the week and months of the year in the beginning of the class.

We also use the Direct Method using pictures to teach vocabulary, verbs and even ideas, that help us to avoid using translation or by miming the action, only speaking in the target language, we exchange questions-answers with our students for them to internalize complex structures. We teach pronunciation too. Then, sometimes we take the Constructivist Approach with the Concrete Experience Method beginning or ending a class with a song, a poem or a video. However, students need to give meaning to the target language, within a social context, so; finally, we use the Communicative Approach with social practices of the language. Some communicative activities we implement are finding information, talking about self, learning about the North American culture, playing games, acting in role-plays and problem solving tasks, working collaboratively and being cooperative.

Through this short analysis, we can say that in our classroom, we use a mix of different techniques drawn from a variety of methods, and then we would say we work with the communicative-constructivist approaches. In our opinion, to improve our classes we would need to implement a more interactional view of language with strategic interaction and communicative approaches like the Task-based Language Teaching Approach. Most of the time this implementation turns out to be very difficult or almost impossible because of the big sizes of the groups and the short time available, which is around 45 minutes. Therefore, we as teachers must adapt our activities to our specific context our and to our student's needs as well,

doing and giving always our best. We would say that we have learned to take into account children's emotional, creative, psychological, spiritual and developmental needs as well as the academic needs of the learners.

All this theory is relevant in our teaching practice because it helps us to know how the second language acquisition process takes place in each student, and on top of that, we have learned the different approaches, methods and techniques that can make our students' acquisition of English possible. Definitely knowing all these principles has helped us to reflect and become more critical in our classes. We give virtual classes since we have learned how social interaction is important for language acquisition.

In their English classes, teachers should balance form, meaning, and use, one cannot work without taking into account the others. Students need to understand the mechanics of the language and how, why, and where a particular structure, word, or phrase gets used. It is imperative that teachers and students have access to suitable materials to achieve a specific learning goal. Teaching materials should include and reflect on the learner's experiences, knowledge, background and interests.

Our suggestions of materials regarding form, meaning and use are the following authentic materials:

• Listening: TV shows, radio, commercials, news broadcasts, documentaries, movies, phone messages, songs, etc.

• Visual: photographs, art works, signs with symbols, postcards, picture books, etc.

• Printed: restaurant menus, newspaper articles, bulletin board advertisements, company websites, coupons, sales catalogues, travel brochures, maps, telephone books, signs, blogs, movie posters, food labels, etc.

We have used the above outlined materials for using language in a context of social practices. We think that any selection of materials is used through the whole English class but most of all in the input stages. The result of using authentic materials is that teaching and learning will

have an impact on the student´s life, he/she will be able to solve problems and to understand complicated   matters   better.

Nowadays our materials are more "technology made" than "hand made". We think that in the teaching field technology has more advantages than disadvantages:

ADVANTAGES:

-Cultivate Students' Interest in Study. -Promote Students' Communication Capacity

-Widen Students' Knowledge -Improve Teaching Effect -Improve Interaction Between Teacher and Student -Creates a Context for Language teaching -Provide Flexibility to Course Content

DISADVANTAGES:

-Objectionable materials, predators, copyright violations and plagiarism, viruses and hacking, netiquette behaviour, and privacy issues.

-Start-up costs, which include hardware, software, staffing and training, are expensive.

-Spending too much time on computers is considered harmful to a child 's development of relationships and social skills.

 The pandemic has changed teachers and students' reality: we have either online or virtual classes, now it is our only option to keep schools personnel and students, safe. But even before the arrival of COVID19, technology was already a very important issue in our students' everyday life: Facebook, YouTube, WhatsApp, Instagram, Tik Tok, etc. These were sometimes more companionship than even students' parents. Therefore, in our teaching philosophy nowadays teaching is unthinkable without the support of technology. We started giving virtual classes using Messenger Rooms Application, YouTube videos and PowerPoint Presentations which have improved student-teacher interaction.

We have learned that the best formula for a successful activity is to follow the next sequence consisting of pre-task, during-task and post-task. We work with young learners and we consider that for beginners it is crucial to spend time putting them in context and reviewing schemata in order for them to understand better the during-task stage; if we do not do that students can get frustrated and loss motivation for the class and for learning English. If we work with a good pre-task and with a meaningful during-task our students will be motivated and it will be easier to work with the post-task for building communicative ability.

Let us remember that we always communicate in a social context and culture is part of it. In other words, it is crucial to know the message's context to be able to really understand it. A word, phrase, action or attitude accepted for a group of people can be totally rejected in another group; this depends on the group's culture. This is why lately the teaching foreign language programs take into account the intercultural competence.

Since we definitely live in a heterogeneous world, we all need to develop intercultural competence which can help students, future citizens, to live together in our diverse societies. We can clearly see this happening with all the United States' and Europe's immigrants. We all know there are millions of Mexicans living in the US and hundred of thousand of north Americans living in Mexico. The development of intercultural competence is a key element of education. We as teachers need to help students to develop the necessary attitudes, skills and knowledge needed for mutual understanding.

To develop intercultural competence teachers need to help students to develop the ability to interact and communicate with people from different cultures in an effective and respectful way. In our learning environments, we should promote inclusion and diversity; it is crucial being inclusive to different people's backgrounds. To teach diversity teachers should work with student's tolerance and acceptance, to encourage the search for new information and perspectives, to improve decision-making and problem-solving skills and to lead to innovation and discovery.

Some ways to build intercultural competence are self-reflection is important for students in developing their own cultural identities, think-pair share in small groups to know the diverse backgrounds of their classmates, rearranging the classroom layout periodically facilitates an inclusive learning environment, team-building exercises to promote a classwide community and building cross-cultural relationships using the Internet.

Teachers need to become "intercultural teachers" because of the cultural diversity, pluralism and globalization of today's society. Society and education influence and affect each other. The institution of the "school" must comply with the cultural diversity requirements. Teachers are expected to educate students, the future world citizens, to function in a knowledge-based society with culturally flexible boundaries and becoming competitive in the changing economic, political and cultural dynamics of our modern world. The first thing to be "intercultural teachers" is to be to open to other cultures, accept cultural differences, to be able to communicate and interact with people who belong to different cultures and develops tolerance to cultural ambiguity, to be interested, curious about or empathetic towards cultural diversity.

To form students that will be able to live, study or work in a foreign country with a different culture teachers must influence and foster the learners' sensitivity to "otherness", not just in his/her culture, but at the same time learners need to recognize their own cultural identity. We as teachers must guide learners to

- discover connections between culturally-diverse entities
- develop the need to know and find out more about other people
- to realize their own cultural identity and accepting who they are.

The nature of the experience of teaching and learning languages has changed in great manner and English teachers are expected to guide learners in the acquisition of various skills that contribute in their knowledge and understanding of a target language and culture, and helping them reflect on their own culture as well. According to this teaching philosophy we present the theoretical foundations of our model and our lesson plan.

1.2 Theoretical foundations

1.2.1 Theoretical basis about language, language learning and language teaching of our model

The Mexican English learning program aims to have students competent in four language domains: listening, speaking, reading, and writing. Using the target language "competently", involves being able to integrate the language domains and skills into a fluent conversation. Learning a second language is a highly interactive process: the interaction between teacher and learners and among the learners themselves.

The English language is not present in most of the social environments of Mexican students who participate in the Second Language English program because English is not their native language and they live in a Spanish-dominant setting. This makes fundamental the need to promote social uses of English in the classroom by creating social learning environments that compensate for the absence of English in the out-of-school context: The Communicative Approach.

In the early 1970's, new social needs demanded new ways of learning languages caused by the interdependence of peoples and countries. The social purpose of learning a language started to gain importance. Communicative competences were taken as reference for the development of a new approach in the learning of foreign languages. The Council of Europe designed scholars to design the methods and techniques necessary to achieve this objective. The result was the Functional-Notional method, nowadays is referred as the Communicative Approach. According to this approach, most learning activities should be contextualized in realistic interactive situations (Martínez and Martínez, 1992).

The theoretical background of the Communicative Approach comes from the Sociocultural theory also called social constructivism assumes that learning arises in social interaction: the collaborative nature of learning. For Lev Vigotsky, language is a social phenomenon: knowledge is constructed by the student rather than passively absorbed. This theory states that a learner is not an isolated being. Therefore, learning is a social and interactive process (Ordoñez and Turner, 2015).

For the Communicative Approach or Communicative Language Teaching (CLT) If learners are involved in real communication, natural strategies for language acquisition will be activated, allowing them to learn to use the language. To learn language successfully, students need to communicate real meaning, through considerable students ´interaction, emphasizing the importance of all four language skills to achieve "communicative competence" rather than linguistic competence. If learners are involved in real communication, natural strategies for language acquisition will be activated, allowing them to learn to use the language. The CLT promotes the functional over the structural, fluency over accuracy and authentic materials over fabricated ones. It sees communications as both the goal and the means. The central idea is real, functional communication (Teflnet, 2020).

According to David Nunan (1991) there are five features of communicative learning teaching: 1. Learning to communicate by interaction in the L2. 2. Presenting of authentic materials into the learning situation. 3. Giving opportunities for people to concentrate on both language and the learning management procedures. 4. Enhancement of learner's own personal experience as important contributing elements to classroom learning. 5. Linking language learning inside classroom with language learning activities outside (UKEssays, 2018).

Learner centeredness should be the motivation for CLT, the analysis of the student's needs could help in the design of the curriculum. In the classroom, everything done involves communicative opportunities. CLT is not a method per se. It is not a method in the sense by which content, a syllabus, and teaching routines are clearly identified and has left its doors wide

open for a great variety of methods and techniques. There is no single text, authority nor any single model that is universally accepted as authoritative. It uses materials and utilizes methods that are appropriate to a given context of learning (Pearson, 2007). The main goal for students is to use the L2 as a tool of communication. Some classroom applications are role-plays, songs, games, storytelling, student created dialogues, debates, cartoon and comic strips, problem solving tasks, pair work and small group work.

The Communicative Approach (CA), a new language teaching theory, has made it clear that communication is the most basic function and characteristic of language. The CA embraces and reconciles many different approaches and points of view about language learning and teaching. CLT and TBLT are part of The Communicative Approach and are not methods per se. The methods, techniques and materials they use are going to depend on the given context of learning.

Task-based language teaching (TBLT) is a learner-centered approach based on the constructivist theory of learning and the CLT, a more recent refinement of CLT that has gained popularity. This approach puts communicative tasks into the central part of the teaching process, since language learning is a developmental process enhancing communication and social interaction. According to Nunan, a task is "a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (Hismanoglu and Hismanoglu, 2011).

To improve student's ability of speaking English is necessary to improve students' ability of combining the four skills of speaking, listening, reading and writing. Curriculum designers are taking the whole language approach. Different approaches that operate on the principles of **skills integration** have been developed. The most well-known among these are content-based instruction, task-based language teaching, theme-based instruction, and the experiential and episodic learning. From the analyzed approaches, the approach that we liked the most is the Task-Based Language Teaching (TBLT) which emphasizes the development of the

language-related skills and functions that the learners will need to operate in the real world. For any skill acquisition, we consider we need a pre-activity, during-activity and post-activity.

Understanding vocabulary is a crucial factor that affects the success of foreign vocabulary acquisition. Acquiring different vocabulary learning strategies helps students to become independent and responsible for their own learning process. Multiple vocabulary learning strategies are often used concurrently, rather than being used individually. There are five steps involved in vocabulary learning: 1) having sources for encountering new words, 2) getting a clear image, either visual or auditory or both, of the forms of the new words, 3) learning the meaning of the words, 4) making a strong memory connection between the forms and the meanings of the words, and 5) using the words (Yunhao, 2011).

Learners need to develop skills in communicating language in context. The process of learning a second language requires linguistic forms and also to become familiar with the culture of target language in order to interpret intercultural communication. We as teachers need to provide learners' cultural context and awareness so as to obtain proficiency in intercultural communication of target language (Ali, Kazemian and Hussain, 2015).

Knowing the different teaching and learning theories have enriched our work as a teacher. We think that dominating the theory behind an approach, the procedures a method needs to follow as well as the suited strategies of the learning and the teaching process will help to fulfill what people expect from us as teachers that is sharing knowledge and from our students, which is to learn a second language. For us all this theory is like "the helm of a ship". We think that the more a teacher knows the more security he/she has giving classes, and consequently these classes should be better. The acquired knowledge of this specialization, has shaped us into different and we think better teachers. Now, we will present our lesson plan.

Chapter 2 Methodology and practice

2.1 Lesson plan.

SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA EL ESTADO DE SINALOA	
SUBSECRETARÍA DE EDUCACIÓN BÁSICA PROGRAMA INGLÉS EN EDUCACIÓN BÁSICA CICLO 2020 – 2021 LESSON PLANNING **Teacher Patricia Pérez Arámburo.**	
1.-Lesson Plan Identification Cell	
Author	Patricia Pérez Arámburo
Educational Stage	6th grade Elementary school. Level Basic.
Title of the lesson plan	Historical chronicles of Mexico and English-speaking countries.
Learning Objective of the plan/Competency	**Language Purpose** To develop in the student the reading comprehension of historical chronicles at an elementary level, through the comprehension and identification of regular and irregular verbs in the past tense. Students infer the meaning of words from the new vocabulary and develop communicative competence in the English language by answering exercises on worksheets. **Formative-intercultural purpose** Students will be able to compare the different cultural aspects of Mexico and English-speaking countries by reading a diary entry of an Easter party, a diary entry of a Day of the Dead celebration, a chronicle of Halloween, a chronicle of Thanksgiving, a chronicle of the American Independence and a chronicle of the Mexican Independence.

Environment	Recreational and Literary.
Social practice of the language	Read and compare various aspects of Mexico and English-speaking countries.
Product	Comic.
Achievements	- Identify the topic, purpose of historical chronicles and who they are intended for. - Identify the main elements of a chronicle. - Read aloud paragraphs of a chronicle. - Describe aspects of nature and culture of a historical chronicle. - Compare aspects of nature and culture of a historical chronicle to contemporary ones from Mexico and English-speaking countries. - Write questions and answers about different aspects described in a chronicle. - Read questions and answers related to chronicles.
Communicative skills considered	Reading, writing, listening and speaking.
Main grammar structure	Simple past.
Hours of the plan implementation	5 hours.
Number of sessions	5 sessions of one hour.
Contents required for the lesson	- YouTube videos. - Thanksgiving, Day of the Dead, American and Mexican Independence readings from Activity Book 6 I'm ready Unit 4, lesson 3 and 4.
Link of the content	https://docs.google.com/presentation/d/17AkXm_2EIr-563K7XMX6kgl77xM12RIRLchQDAcDYeM/edit#slide=id.gda4ea3b0bd_0_10 https://drive.google.com/drive/folders/17iKlvlozGBOM4rwTgTmhkDa2cyZel_1R?usp=sharing

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the Lesson	Teacher sends to students the material for class via WhatsApp. The videos and the file with the activity. Teacher welcomes students to the class, greets the students and asks them the date and the day's weather. Teacher shares the screen with Ss and show on a power presentation slide the date and weather. T presents the topic of the class projecting a video that is about different holidays around the world: • https://www.youtube.com/watch?v=yD66U4gu0NA&t=104s _asking students which holiday they like the most and why._	Students are prepared with the material for the class, and they have reviewed the topic and the information given. Ss greet back to the teacher. Ss say aloud the date and the weather´s day as the T shows it on the screen. Ss watch the video and identify different holidays around the world.	00

During the lesson	Teacher reviews briefly the topics seen the previous lesson. Teacher makes a brainstorming activity to put students in context:	Students practice what they learned in the previous class. Students answer the questions and discuss their answers.	01-05
Setting the objective of the lesson	Teacher mentions the learning purposes of the lesson.	Students listen the learning purposes of the lesson, clear doubts and express opinions briefly.	01-05

3. **Lesson Planning**

CLASS 1

Previous knowledge activated	Mexican and American holidays (Thanksgiving, Easter, Halloween, Day of the Dead, Mexican and American Independence).
Repertoire of words suitable for this practice of the language.	Narrator, chronicle, main character, supporting characters, title, author, introduction, body, conclusion, setting.

Specific objectives	Identify the title and the author of a diary entry, the main elements of a chronicle and the paragraph division of a chronicle. Practice pronunciation of vocabulary.

Warm-up (10 minutes)	1.-Teacher (T) shows a diary photo and asks introductory questions:
	
	   o What is this?
	   o Do you have a notebook like this?
	   o What information do people write in this type of notebook?
	
	2.-T presents a diary book photo (Dear Diary Boy) and ask questions about the title, the narrator and the author.
	
	3.-T shows a hamburger photo divided in introduction, body and conclusion and students identify the parts of a diary entry (photo).
	
	4.-T asks students to find the narrator, setting, main character and supporting characters in the diary entry.
	
	5.- T asks introductory questions:
	
	   o What is Thanksgiving?
	   o Why do Americans celebrate Thanksgiving?

Development (35 minutes)	5.-T explains students that the story of Thanksgiving also have a narrator, an author, a setting, main and supporting characters, and introduction, body and conclusion.
	
	6.-T presents orally key vocabulary through images using a Power Point presentation and students say the words:
	
	   1. Settlers (pilgrims)
	   2. Native Americans
	   3. Harvest
	   4. Meal
	   5. Corn Crop
	   6. Relatives
	   7. God

	8. Gratitude
	
	9. Dinner
	
	7.-T plays the following video:
	
	https://www.youtube.com/watch?v=7zeHPhJOBnE
	
	8.- T asks if the video is about a diary or a chronicle.
	
	9.- Students (Ss) underline the best option:
	
	    a) A chronicle is a record of events that happened in the past / present.
	    b) Chronicles / Legends have elements such as narrator-author, main and supporting characters and different settings.
	    c) Like many other texts, a chronicle / a manual is divided into introduction, body and conclusion.
	
	10.- Ss number the sentences in the correct order about the Thanksgiving chronicle and write a paragraph.
	
	11.- Ss answers the questions orally about the story of the first Thanksgiving.

Conclusion (15 minutes)	12.-Ss write questions and answers in their notebooks. 13.- Ss read out loud questions and answers.
Assessment Instrument	Checklist, observation.
Material & Space	Zoom, Power Point presentation, YouTube video, Worksheets.

CLASS 2

Repertoire of words suitable for this practice of the language.	Narrator, main character, supporting characters, title, setting, date.
Specific objectives	Read cultural aspects of English-speaking countries.

Warm-up (10 minutes)	1.-T asks Ss to draw a rabbit and an egg in their notebooks.
	
	2.- T asks introductory questions:
	
	   o What is the name of the holiday related to chocolate eggs and rabbits?
	   o What do you know about this celebration?
	   o Is it a Mexican or an American holiday?

Development (40 minutes)	3.-T plays the following video:
	
	   o https://www.youtube.com/watch?v=h8xqNh4Y9Og
	4.- T asks Ss about their favorite part of the Easter Facts for kids video.
	
	5.- T asks Ss what a verb is and if they know the regular and irregular verbs in past
	
	6.- T plays the following video to learn about the past regular verbs:
	
	   o https://www.youtube.com/watch?v=jxl28KQOHy4.
	7.- T presents a Easter party entry and asks Ss to underline the past regular verbs.
	
	8.- T plays the following video to learn about the past irregular verbs:
	
	   o https://www.youtube.com/watch?v=MA3NFtLc22k.
	9.- T presents a Easter party entry and asks Ss to underline the past irregular verbs.

	10.- T divides the group in two teams (boys and girls). T asks the first team to write and answer in their notebooks the first four questions related to the Easter holiday. The second team write and answer in their notebook the last four questions.
Conclusion (10 minutes)	6- T divides the group in two teams (Boys & Girls). Ss play Tic tac toe with the questions written previously in their notebooks.
Assessment Instrument	Checklist, observation.
Material & Space	Zoom, Power Point presentation, YouTube video.

CLASS 3

Repertoire of words suitable for this practice of the language.	Narrator, chronicle, main character, supporting characters, title, author, text, image, introduction, body, conclusion, date, setting.
Specific objectives	Read aloud paragraphs of a chronicle. Practice pronunciation of vocabulary.
Warm-up (10 minutes)	1.-T shows some pictures to Ss and asks Ss to practice pronunciation. 2.-T asks Ss what is the celebration related to the pictures and where is the celebration from.
Development (35 minutes)	3.-T presents an e-mail about the celebration of the Day of the Dead. 4.-Ss read the e-mail and to label the paragraphs with introduction, body and conclusion.

	5.- T asks Ss to read the e-mail again. T presents different questions and their corresponding answer. Ss underline the correct question. 6.- T plays the following video: o https://www.youtube.com/watch?v=7v22J4fdUmg 7.- T asks Ss if the video is a chronicle or a diary. 8.- Ss fill in the Halloween chart: https://docs.google.com/document/d/1tWsf2kgpOWlM8JtJEza3KxkcVQeF0f kIDseF1nTXeas/edit 9.-T divides the group in two teams (Boys & Girls). Ss play Tic tac toe using the chart. 10.-T asks Ss if Day of the Dead and Halloween are similar and what are the differences between them. 11.- Ss fill in a comparative chart about the Day of the Dead and Halloween: 12.-Ss copy the comparative chart in their notebooks.
Conclusion (15 minutes)	13.- T checks the comparative chart answers playing Tic Tac Toe (Boys & Girls). 14.-T plays the following video: https://www.youtube.com/watch?v=- jieCxKqPk0 and Ss sing and dance with the video.
Assessment Instrument	Checklist, observation.
Material & Space	Zoom, Power Point presentation, YouTube video, Worksheets.

CLASS 4

Repertoire of words suitable for this practice of the language.	Narrator, chronicle, main character, supporting characters, title, author, text, image, introduction, body, conclusion, date, setting.
Specific objectives	Write questions and answers about different aspects described in a chronicle. Read questions and answers related to chronicles. Practice pronunciation of vocabulary.

Warm-up (5 minutes)	1.- T asks introductory questions:
	
	   o How does your family celebrate Independence Day?
	   o Is it a Mexican or an American holiday?
	   o Or both?

Development (40 minutes)	2.-T presents American Independence vocabulary (flag, supper, meal, garden, The British, people, barbecues pork, chicken, beef, t-shirt, the yard, fireworks, parade). 3.- Ss read the American Independence Day entry. T asks questions and Ss answer the questions orally. 4.- T asks Ss to compare the celebrations of September 15th in Mexico with those of the July 4th in the USA. Ss complete a table (activities, food, clothes, decorations). 5.-Ss read a Mexican Independence chronicle and complete the table (date, setting, people involved). 6.-T models how to write questions (wh question * did * subject * verb * complement * ?). 7.-Ss unscramble the questions.

Conclusion (15 minutes)	8- Ss write the unscrambled questions and answers in their notebooks. T divides the group in two teams (Boys & Girls). Ss play Tic tac toe with the questions written previously in their notebooks.
Assessment Instrument	Checklist, observation.
Material & Space	Zoom, Power Point presentation, YouTube video, Worksheets.

CLASS 5

Repertoire of words suitable for this practice of the language.	Narrator, chronicle, main character, supporting characters, title, author, text, image, introduction, body, conclusion, date, setting.
Specific objectives	Describe aspects of nature and culture of a historical chronicle. Compare aspects of nature and culture of a historical chronicle to contemporary ones from Mexico and English-speaking countries.

Warm-up (5 minutes)	1.- T asks introductory questions:
	
	   o Can you tell me when we celebrate our Independence?
	   o Who is the Father of our Independence?
	   o Where did the revolt start?

Development (40 minutes)	2.-T shows Ss the most important parts of the Mexican Independence event.
	3.-T asks Ss to make a historical comic strip
	
	   o Ss work on the drawings and write the comic strip text under the corresponding drawing.
	   o Ss underline the past regular and irregular verbs.

Conclusion (15 minutes)	8- Ss show their comics to the rest of the class. Explain the pictures and read the text out loud.
Assessment Instrument	Checklist, observation.
Material & Space	Zoom, Power Point presentation, YouTube video, Worksheets, Cardboard, Colors, Scissors, Glue.

4.-Predictable Problems: Students might not know some linguistic aspects as vocabulary words or grammar structures for answering their worksheets and/or participate on the virtual classes.

5.-Suggested Solution: Students will be asked to request help from the teacher if they need it.

6.-Intercultural Component: The teacher will insert the intercultural component based on the historical chronicles to compare cultural aspects of Mexico and English-speaking countries.

7.-Evaluation: The teacher will use different sorts of instruments learning assessment like observation, rubrics, check list, portfolio and an online test (Google Forms)

8.-Conclusion: The Conclusion will be divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural). So students will verbalize what they learned and how they did it, but also they will state what they can and will apply in their own lives related to the ddifferent didactic materials.

9.-Follow up activities: After the teacher reviews his students' historical comic strip and gives them feedback, students make a final version of their products making a video, which the teacher publish on the School Vasco de Quiroga Facebook and the WhatsApp of the group.

2.2 Assessment tools

Testing students elicits a specific sample of performance that can help us to make inferences about the characteristics of students. A test is going to measure what testers need to know. In other words, a test examines someone´s knowledge of something to determine what the student has learned. The process of learning can occur in spite of testing. Testing is a method of measuring a learner´s ability, performance or knowledge about a specific domain and the method must be explicit and structured. At the end of the lesson planning sequence to evaluate our students, we prepared the following on line test: https://forms.gle/YyMy6xjjtVYEdXZ99. As we can see it is an innovative way of testing learners using technology, we are using Google Forms.

The outcomes of teaching can be assessed without any form of testing. Testing is part of assessment, which it is an ongoing process to document skills, knowledge and attitudes in measurable terms in order to make improvements in the learning process. Another definition is that assessment is a process of gathering and using information about students´ responses to an educational task that can help us to provide the next learning step. This process gives teacher and students feedback information. Let us remember that negative feedback demoralizes learners, teachers should always give positive feedback to encourage and promote feelings of success. Some characteristics of classroom assessment: learner-centered, teacher-directed, mutually beneficial, formative rather than summative, context-specific, ongoing and builds on good teaching practices.

As we know the global work, culture is changing and now people, unlike their parents, have a number of different jobs and careers during their lifetime. Therefore, people need to develop their ability of learning; they need to become lifelong learners. Assessment can help in developing their confidence in their ability to learn, as well as in developing your lifelong learning skills.

In our English classes, we use most the informal assessment and sometimes the formal assessment. Since they are young learners, we would rather not test them.

Informal assessment

a) It is incidental, unplanned comments and responses: "nice job", "well done", etc., or putting a smile emotion on some homework. We used this kind of comments to our students through the five sessions of our lesson planning.

b) Classroom tasks without recording results. Examples of unrecorded assessment: marginal comments on class work, advice about how to pronounce a word, suggesting a strategy for compensating for a reading difficulty. In our Zoom virtual classes we helped students in pronunciation.

Formal assessment

a) Exercises to tap skills and knowledge. For our lesson planning, we prepared different worksheets to accomplish the different achievements of the lesson. These worksheets (Worksheets.docx) are in the following link:

https://drive.google.com/drive/folders/17iKlvIozGBOM4rwTgTmhkDa2cyZel_1R?usp=sharing

b) Techniques constructed to give teacher and student an appraisal of student achievement. Example: tournament games. In different sessions of our lesson planning sequence, we used the Tic-Tac-Toe game as an assessing activity, because of the game students got motivated participating more actively.

c) A portfolio. It is a collection of student's work, experiences, presentations, self-ratings, etc. For teachers these portfolios are the procedure used to plan, collect, and analyze the multiple sources of data kept in it in order to help assessment in class. In our lesson planning students worked with different suitable worksheets and made a historical comic strip to be able to achieve the social practice of the language. We present a student's portfolio in the following link:

https://drive.google.com/drive/folders/1_O2cIAJK_kCETpZVBq3I-VMwbzOYI6zp?usp=sharing

d) Checklist. A checklist is a form of assessment documentation which considers each student and which lists the target skills, competencies, standards or language objectives. We present a checklist in the following link:

https://drive.google.com/drive/folders/1yda9APbvjPt3i-furMkcHE7OABp13xNp?usp=sharing

e) Rubrics.

It is complicated for a teacher to assess all values in every writing activity like content, organization, vocabulary, language use and mechanics. It is recommended to set priorities and to focus on just one aspect at a time. In this case, in the present lesson planning I chose to assess two components: vocabulary and content. Let us remember we are working with beginners and for them we need to work with controlled writing activities: vocabulary exercises and matching questions and answers are suitable for their level. This is the reason why I have chosen the following rubrics.

	Criteria	Criteria	Criteria	Criteria	Points
	1	2	3	4	100
Identify and use the vocabulary	Essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate.	Limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.	Adequate range; occasional errors of word/ idiom form, choice, usage but meaning not obscured.	Sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register.	40
Reading comprehension through answering questions	Does not show knowledge of subject; not-substantive; not pertinent; OR not enough to evaluate	Limited knowledge of subject; little substance, inadequate development of topic	Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail	Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic	60

All kinds of informal assessment are formative. Formative assessment is to evaluate students in the process of building up their competencies and skills to help learners growing in their learning process. Summative assessment summarizes what a student has grasped in a certain period, typically at the end of a course. Some examples of summative assessment are final exams and general proficiency exams. Quizzes, periodic review tests, midterm exams are also examples of summative assessment. Our example of summative assessment is the following review test: https://forms.gle/YyMy6xjjtVYEdXZ99.

There are two basic considerations when constructing a test. It must be valid and reliable. The first concept first: Validity is commonly defined as 'the extent to which [a test] consistency of a test. Reliability refers to the consistency of a test. That is, if every time the test is administered it will have the same outcome.

Let us give an example of invalidity: A literate student with bad eyesight may fail a test with a small font because he cannot physically read the passages supplied. Thus, such a test would not be a valid measure of literacy. Validity can be achieved by using multiple tools from multiple viewpoints. On the other hand, to improve reliability we need to give clear instructions for each assignment, writing questions that capture the material taught, seeking feedback regarding the clarity and thoroughness of the assessment from students and colleagues. With such care, the average test given in a classroom will be reliable.

2.3 Lesson plan evidences

The classes were implemented via Zoom using five different Power Point Presentations. Please consult the following link:

https://drive.google.com/drive/folders/17iKlvIozGBOM4rwTgTmhkDa2cyZel_1R?usp=sharing

2.4 Assessment tools evidences

Cultural aspects of Mexico and English-speaking countries

Worksheets

Teacher Patricia Pérez Arámburo

Inglés Sinaloa   Unit 4b

Student's name _Jazel Andrés Galindo Barrutia_

Date: _Today is Friday May 21st 2021_

September 19, 2013

Dear Diary,

   Today I went for a lovely swim in the cool Pacific Ocean. Jonah took care of me in Room 17. I met my friends, Otto and Edick, who are also otters, but much bigger.

                    Bye for now,
                         Eddie

I.-Read the diary entry and complete the table:

Narrator	the teacher
Setting	Pacific Ocean
Main character	Eddie
Supporting characters	Jonah, otto and edick

II.- Label the following e-mail with introduction, body, or conclusion.

Hi Lucy,

2

Introduction

Hey, guess what? I went with Arturo and his parents to Mixquic yesterday. It's a small village outside Mexico city. We went to see the Day of the Dead celebrations.

body

It was fantastic! We say Day of the Dead altars decorated with pan de muerto, little sugar skulls and orange flowers. Mrs. Garcia says they're called cempasuchitl. The whole village was full of stalls selling food. As it was getting dark we went to the church and looked at the cemetery. There were lights from thousands of candles and there were a lot of people sitting at the graves. Arturo's dad says that the families stay there all night. The graves were decorated with flowers and something was burning. Mrs. Garcia said it was copal, which is a sort of incense,

Conclusion

It was a fantastic day. I had a great time and took lots of photos. I'll send you some soon.

Love,

Gustavo.

3

III.-Using a red color <u>underline</u> the verbs in past of this diary entry.

Our Easter Partyi

Early in the Easter morning, I <u>saw</u> lots of Easter eggs <u>scattered</u> in our yard. The funny Easter bunny must have <u>dispersed</u> them before we <u>woke</u> up and <u>emerged</u> from our rooms. When we <u>arrived</u> downstairs, my sister and I <u>started</u> to explore and <u>saw</u> four purple eggs next to a tree. I <u>turned</u> the corner and <u>found</u> more next to our flowers. There <u>were</u> even Easter eggs on the floor of our garage and in the forest behind the yard.

After we <u>finished</u> our search an hour later, my sister and I <u>hurried</u> inside. My mother <u>served</u> turkey, popcorn, and blueberry pie on a large Easter platter. We <u>opened</u> our Easter eggs and <u>were surprised</u> to find candy bars, orange slices, and Oreo cookies. After Easter <u>was</u> over, I <u>was</u> so tired that I <u>went</u> to bed early. What a fun Easter partyi

4

Thanksgiving

The First Thanksgiving

IV.-Underline the best option:

1. A chronicle is a record of events that happened in the (past) / present.
2. (Chronicles) / Legends have elements such as narrator-author, main and supporting characters and different settings.
3. Like many other texts, a (chronicle) / a manual is divided into introduction, body and conclusion.

III.-Number the sentences in the correct order to make a paragraph.

Sentences	Write your Paragraph using the correct order.
• It was Thanksgiving yesterday. (1)	It was thanksgiving yesterday

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• Mrs. Harding told me that the first Thanksgiving feast was held in 1621. (4)	the pilgrims who colonized the USA Invited the Native Americans to a feast to celebrate the colony's first successful harvest.
• Thanksgiving is always celebrated on the fourth Thursday in November. (3)	Thanksgiving Is always celebrated on the foorth thursday In November.
• The Pilgrims, who colonized the USA, invited the Native Americans to a feast to celebrate the colony's first successful harvest. (2)	Mrs. Harding told me that the first thanksgiving feast was held In 1621
• Mrs. Harding cooked turkey, too. And we ate pumpkin pie for dessert.(5)	Mrs. Harding cooked turkey too. And we ate pumpkin pie for dessert.
• They ate wild turkey. (6)	they ate wild turkey

V.-Answer the questions about the story of the first Thanksgiving:

Questions	Underline the correct answer.
1.- Where did it happen?	a.　In Argentina
	b.　In USA
2.- When did it happen?	a.　In 1621.

6

	b. In 1876.
3.- Who was present?	a. The russians.
	b. The Pilgrims and the Native Americans.
4. What were they celebrating?	a. The colony´s first successful harvest.
	b. The birth of Jesus Christ.

VI.-Underline the correct question:

Questions:	Answer:
Example: 1)Who is writing the e-mail? 2)What is it about?	Day of the Dead celebrations.
1)Where did the event take place? 2)Who went to the event?	Billy, Arturo and Arturo's parents.
1)What did Billy see in the event?	Altars decorated with pan de muerto, Little sugar skulls and orange flowers.

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2)Who is writing the e-mail?	
1)Who is writing the e-mail? 2)What is it about?	Billy.
1)Where did the event take place? 2)Who went to the event?	In a small village outside Mexico City: Mixquic.

VII. Use the following information to fill in the following Halloween and Day of the Death Comparative Chart:

1. People carve faces and designs into pumpkins and put a candle inside to illuminate it.
2. Cempasuchil flowers are strewn about to guide the spirits home.
3. Parades with floats occur to honor the dead.
4. Typical icons are bats, black cats, and ghosts.
5. Relatives visit the cemetary to honor their dead relatives.

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6. Skeletons are hung and placed around to represent the dead.
7. Sugar skulls are made, decorated, and eaten.
8. People create or buy masks to wear.
9. Certain foods are eaten like Pan de Muerto.
10. Many people create or either attend haunted houses.
11. Altars are decorated with the deceased person's favorite things and portraits of them.
12. Children walk from house to house to house trick-or-treating.
13. Decorate the houses, cemeteries, and yards with appropriate symbols of the holiday.
14. Certain dances are performed to honor certain things.
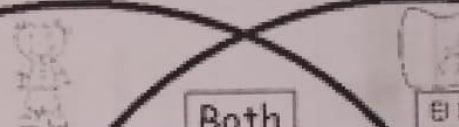15. People dress in costumes.

Name: _____

# Halloween and El Día de los Muertos
(The Day of the Dead)

Halloween

Both

El Día de los Muertos
(The Day of the Dead)

Typical Icons are bats, black cats, and ghosts

Many people create or either attend haunted houses.

Children walk from house to house trick-or-treating.

People carve faces and designs Into pumpkins and put a candle Inside to Illuminate It.

People dress In costumes.

Decorate the houses, cemeteries and yards with apropiate symbols of the holiday.

Skeletons are hung and placed around to represent the dead

People create or buy masks to wear
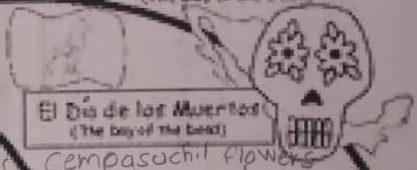
Cempasuchil flowers are strewn about to guide the spirits home.

Parades with floats occur to honor the dead.

Relatives visit the cemetary to honor their dead relatives

Sugar skulls are made, decorated and eaten.

Certain foods are eaten like pan de muerto.

Altars are decorated with the deceased person's favorite things and portraits of them.

Certain dances are performed to honor certain things.

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VIII. Compare the celebrations of September 15th in Mexico with those of the July 4th in the USA. Complete the table.

Word Bank:
- ✓ American Flags.
- ✓ Mexican flags and white, green and red color decorations.
- ✓ Shorths and T-shirths.
- ✓ Parades, fireworks displays, and a special supper.
- ✓ El Grito, parades and fireworks display.
- ✓ Traditional Mexican outfits.
- ✓ Barbacue beef, pork and chicken.
- ✓ Pozole, tamales and tacos.

	MEXICO	USA
Activities	El grito, parades and fireworks dis-play	parades, fireworks displays, and a special supper
Food	Pozole, tamales and tacos	Barbacue beef, pork and chicken
Clothes	Traditional Mexican outfits	Shorts and t-shirths
Decorations	Mexican flags and White, green and red color decorations	American flags

11

IX.-Read the chronicle and complete the table:

Late on the night of September 15th, 1810, a priest name Father Miguel Hidalgo y Costilla started a revolution against Spanish rule. First, he rang the bell of his church in Dolores, Hidalgo. A crowd gathered and he stood on the steps of the church and told them to fight for liberty. The next day, the rebels declared independence from Spain. Mexico finally defeated Spain in 1821.

Date	September 15th, 1810
Setting	In Dolores, Hidalgo's church
People involved	Father Miguel Hidalgo y Costilla, Dolores Hidalgo's population

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X.- Unscrambled the following questions:

1) did / When / happen / it / ?

Example: <u>When did it happen?</u> On September 15th, 1810.

2) happen / Where / it / ? / did

<u>Where did It happen?</u> . In Dolores Hidalgo.

3) Father Miguel Hidalgo / What / first / did / do / ?

<u>What did father Miguel Hidalgo do first?</u> He rang the church bell.

4) tell / did / the crowd / he / What / to do / ?

<u>What did he tell the crowd to do?</u> To fight for liberty.

5) the rebels / independence / did / When / declare / ?

<u>When did the rebels declare Independence?</u> . The next day.

6) Mexico / Spain / ? / defeat / did / When /

<u>When did Mexico defeat spain?</u> In 1821.

XI.- Make a Historical Comic Strip:

13

Late on the night of september 15th, 1810, a priest Father Miguel Hidalgo y Costilla started a revolt against the spanish rule.

Firs, he rang the bell of his little Church In Dolores, Hidalgo

A crowd gathered and he stood on the steps of the church and told them to fight for liberty.

the next day the rebels declared Independence from spain

Mexico's Independence

Mexico finally defeated Spain In 1821.

Make a Historical comic strip

Late on the night of
September 15th 1810, a
priest Father Miguel
Hidalgo y Castillo stated
a revolt against the
spanish rule.

First, he rang the bell
of his little church in
Dolores Hidalgo.

A crowd gathered and
he stood on the
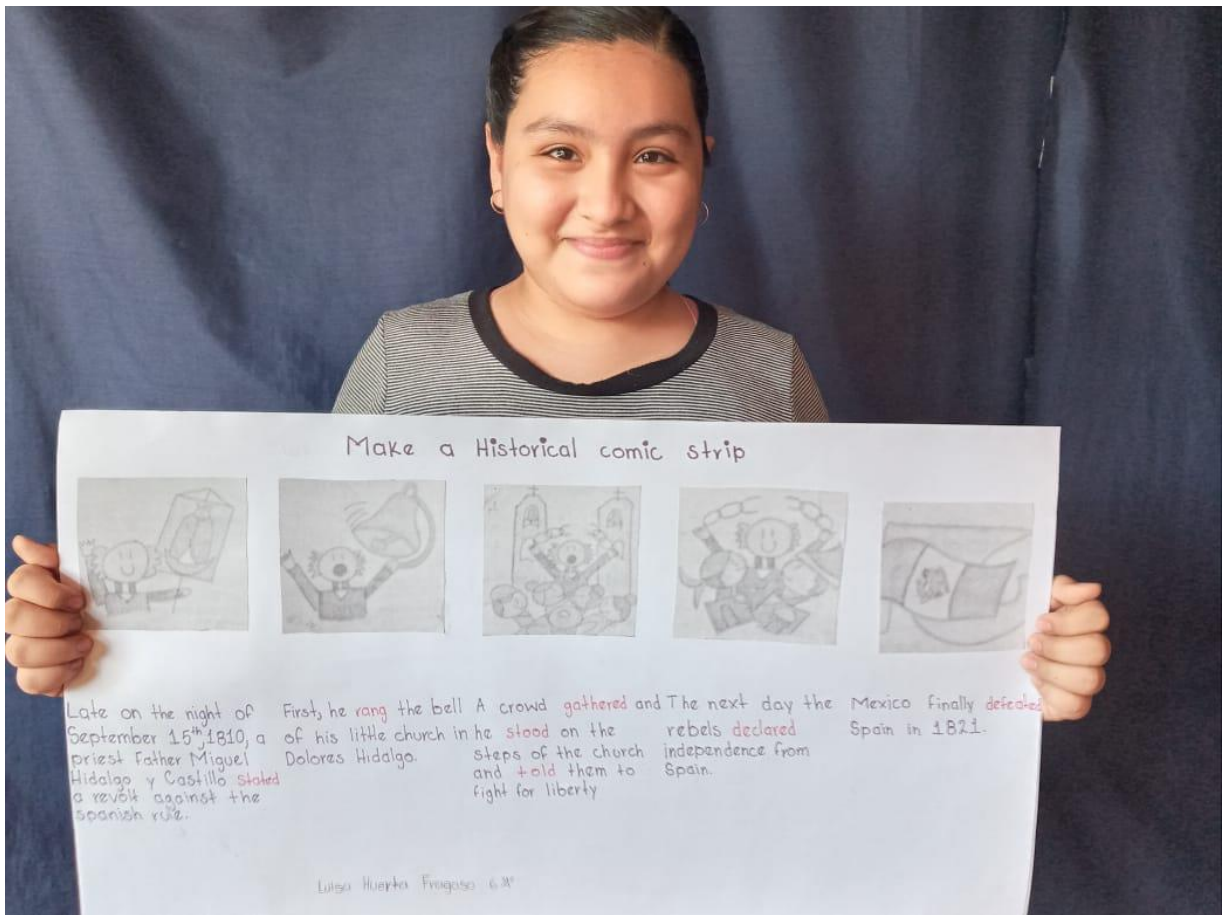steps of the church
and told them to
fight for liberty

The next day the
rebels declared
independence from
Spain.

Mexico finally defeated
Spain in 1821.

Luisa Huerta Fragoso 6.°

2.5 Video

The following video shows the planned activities sequenced and the materials we use for our lesson plan. Please, click in the following link:

https://drive.google.com/file/d/1_owIWLyZwXpr4yWig2WGVoy_lro4_4Iy/view?usp=sharing

Chapter 3 Experience Report

3.1 Reflections on our results

We have modified our lesson planning from the last assignment considerably since we learned that we needed to follow through with the activities, to improve the way we work with skills, linguistic aspects and intercultural aspects, to think things through regarding what we expect students to do exactly, and what we expect them to accomplish as well as produce. In our last lesson planning, we did not take into account any textbook unit and neither the exact PRONI contents, learning that both are important aspects to pay attention.

In the present lesson planning we are working with Elementary School 6th grade, Unit 4B. The social practice of language is to read and compare various aspects in a Recreational and Literary Environment. The specific competency is to interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries. The product is a comic. We worked our lesson plan in five sessions of one hour each. We have an attendance of around 15 students per session. All students' questions were answered by the teacher. Most students showed interest and participated in the different skills activities: reading, writing, listening and speaking, they participated more when we played the Tic-Tac-Toe game, working the speaking skill.

We worked the reading and the listening skills using authentic texts from the I'm ready English Activity Book 6 and also presenting some YouTube videos. We worked with the writing skill using worksheets, found in the following link: https://drive.google.com/drive/u/3/folders/17iKlvlozGBOM4rwTgTmhkDa2cyZel_1R. Students sent me their worksheets evidences (photos) to my WhatsApp. Most of our students answered correctly. We worked the speaking skill through oral participation with questions and answers on the Zoom class and the comic presentation that students sent it in a video to my WhatsApp. We think the lesson planning results were good enough.

Now we think that all activities were suitable because we guided our students through lessons and the vocabulary, grammar and context are adequate for our students' level. We think that presented videos, are motivating for children because they have colors, music, movement, action, guessing and on top of that, they are authentic materials, some of them with real people, making them attractive for young learners.

We live in a new world where technology is immersed in our everyday life included the way we teach. Most kids are native digitals and I think it is easier for them and more attractive to learn English using technological tools. Besides, with the lockdown it is mandatory for teachers to use modern technology as educational platforms such as Google Classroom and social networks (WhatsApp, Facebook). Classes were prepared as virtual classes and were presented using Zoom. All materials we used are from online resources like YouTube videos, on line images, and Google Power Point Presentations, and we use authentic texts from the I'm ready Activity Book 6. Even though virtual classes was something new I was able to get ahead, it was not easy though.

In our opinion, these five sessions contribute to effective pedagogies such as high order thinking, deep knowledge, substantive conversation, active engagement, social support, cultural knowledge, group identity, knowledge integration, background knowledge and co-construction of learning. We encourage children to be agents of their own learning, scaffold learning to help children to higher order understandings.

Chapter 4 Conclusions

4.1 Conclusion

Language is a social construction that needs individual processing. Learning a foreign language enriches a child. . It is important to know what our students learning are styles in order to improve our teaching practices. It is our responsibility to know our students' preferred styles and develop engaging lessons suited to them as individuals. The cognitive aspect of the learning process is more difficult when teachers do not take the affective side of language learning into account.

Affect and cognition are both part of the learner's whole-person development. The relationship between learning and affect will influence any language-learning situation in the classroom. Students learn more easily when they are having fun and actually, they are willing to learn more since they are in an enjoyable context with a non or very low anxiety level. In other words, they are focused on playing games, singing songs or dancing, and even if they do not notice it in the beginning, they are learning new vocabulary, syntax and grammar, and at the end they are happy because they notice they learned new stuff in the meanwhile they had fun with their teacher and their classmates. There are other important factors can affect language-learning acquisition like support at home, age, intelligence, prior linguistic knowledge, learning environment, teaching strategies and comprehensible input.

We have learned that not all of our English class activities used to develop communicative strategies. We learned that isolated vocabulary activities are not meaningful and even though they can be fun, they will not help in developing communicative skills. Social interaction is very helpful in building language ability. Using authentic materials are one of the best practices for developing language skills in the English classroom since students should have the opportunity to listen to different listening conversations with native speakers, representing a challenge for

them with characteristics of the English spoken language like intonation, false starts, slangs and abbreviations.

In our teaching practice with young learners, we use more the structured-controlled and semi-guided techniques. However, working communicative techniques for beginners is possible involving appropriately small chunks of language and build in some repetitions of patterns for establishing fluency; sometimes, we only focused on accuracy, limiting our teaching.

The Mexican English learning program aims to have students competent in four language domains: listening, speaking, reading, and writing. Using the target language "competently", involves being able to integrate the language domains and skills into a fluent conversation. Learning a second language is a highly interactive process: interaction between teacher and learners and among the learners themselves.

To improve students' language ability is necessary to combine the four skills of speaking, listening, reading, and writing. To communicate in a second language, we need as teachers to provide strategies to our students that work the skills for effective communication. An English lesson planning should have as its goal "communicative competence" and not only a "linguistic competence". We are not saying that grammar is not important, actually, the four elements of communicative competence are linguistic, sociolinguistic, discourse, and strategic competence.

We have learned that the best formula for a successful activity is to follow the next sequence consisting of pre-task, during-task and post-task. I consider that for beginners is crucial to spend time putting them in context and reviewing schemata in order for them to understand better the during-task stage; if we do not do that students can get frustrated and loss motivation for the class and for learning English. If we work with a good pre-task and with a meaningful

during-task my students will be motivated and it will be easier to work with the post-task for building communicative ability.

The learning processes among our learners take place in steps or stages with related activities set in a sort of introduction, warm up or pre-task, development or task, and conclusion or post-task. It is always important to give students clear instructions, which sometimes are referred as task preparation. Instructors need to follow this procedure through the process of learning and carrying out any kind of tasks whether they are reading, writing, listening or speaking activities.

In our opinion, all and every skill are important but in real-life situations, speaking is the most used skill definitely and due to this, it is the most important skill in learning a foreign language. Despite its importance, teaching speaking has been undervalued and the majority of ESL teachers keep teaching speaking skills with memorization of dialogues or repetition of drills, but this is not enough for developing communication skills for the students. Lecturers need to teach the ELLs the needed skills so that they will be able to improve their abilities in speaking and have a good performance in real contexts.

To improve students' skills, it is necessary to combine the four skills of speaking, listening, reading, and writing. To communicate in a second language, we need as teachers to provide strategies for our students that work with the skills for effective communication.

The main outcome that we expect when we assess our students is to know their strengths and weaknesses in their English language acquisition process. Assessment must guide our lesson planning work; teaching and assessment are two inseparable processes. According to Krashen's Input Hypothesis, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1', ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of

linguistic competence. In other words, we as teachers should not teach something that our students are not prepared to learn.

Nowadays Internet is a great source of all kind of materials, from only oral texts to engaging visual elements, for example videos. With the Internet, we as teachers have a wide open door to work with and to take advantage of; if we follow the recommendations from this specialization course, we have the resources to help our students to develop the integration of the four skills in real life circumstances.

Today with the online and virtual classes because of the COVID lockdown is easier for me and for my students to work with authentic materials such as movies or music, but we as teachers need to consider a suitable context, level of difficulty and proficiency level when selecting ESL materials, we must provide adequate oral input. On the other hand, we need to guide students in order to be meaningful activities.

Since we definitely live in a heterogeneous world, we all need to develop intercultural competence that can help students, future citizens, to live together in our diverse societies. We can clearly see this happening with all the United States and Europe's immigrants. We all know there are millions of Mexicans living in the US and hundreds of thousands of Americans living in Mexico, in this case in Mazatlán, where I am from. The development of intercultural competence is a key element of education. We as teachers need to help students to develop the necessary attitudes, skills and knowledge needed for mutual understanding.

To develop intercultural competence teachers need to help students to develop the ability to interact and communicate with people from different cultures in an effective and respectful way. In our learning environments, we should promote inclusion and diversity; it is crucial being inclusive to different people's backgrounds. To teach diversity teachers should work with

student's tolerance and acceptance, to encourage the search for new information and perspectives, to improve decision-making and problem-solving skills and to lead to innovation and discovery.

Teachers need to become "intercultural teachers" because of the cultural diversity, pluralism and globalization of today's society. Society and education influence and affect each other. The institution of the "school" must comply with the cultural diversity requirements. Teachers are expected to educate students, the future world citizens, to function in a knowledge-based society with culturally flexible boundaries and becoming competitive in the changing economic, political and cultural dynamics of our modern world. The first thing to be "intercultural teachers" is to be to open to other cultures, accept cultural differences, to be able to communicate and interact with people who belong to different cultures and develops tolerance to cultural ambiguity, to be interested, curious about or empathetic towards cultural diversity.

Teachers model inter human and cultural relationships. Each learner in the class represents a "different culture" because he/she has different family and social backgrounds and different learning experiences. To deal with all these learners teachers require a flexibility of mind to cross borders and accept differences. Professors have always been 'intercultural' by the specific nature of their profession.

To form students that will be able to live, study or work in a foreign country with a different culture teachers must influence and foster the learners' sensitivity to "otherness", not just in his/her culture, but at the same time learners need to recognize their own cultural identity.

After this teaching experience what follows for us is a change of mind, we will quit working with not meaningful activities that do not build in the communicative abilities, and we commit ourselves to be working with a whole language approach integrating the four skills and that gives a lot of importance to the developing of the speaking skills within social interaction. In other words, to improve our classes we will implement a more interactional view of language with strategic interaction like the TBLT from the Communicative Approach.

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