UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

NOMBRE DEL PROYECTO

How impact my teaching philosophy in the students' Second Language learning, when the facilitator in an intercultural environment understands and applies the rationales behind Second Language Acquisition (SLA) theories, communication models, and approaches.

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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Abstract

This paper shows a teaching philosophy under the theoretical foundations about theories of Second Language Acquisition, Methods used in learning languages and their principles, the Monitor Model, (it has its rationales in five hypothesis) and approaches for the four skills and for intercultural competence. Besides there is a lesson plan that has the objective to promote the four skills under a intercultural environment and promoting specific content grammar. It was implemented with its assessment tools and designed under the Content Based Approach and collaborative work promoting the intercultural competence, with students who are in High School level. Finally there is an analysis of the teaching practice and conclusions about how this specialization has impacted a lot of aspects in the teaching philosophy of the professor.

Chapter 1: Philosophy and theory

First of all; it is important to point out how teaching languages have changed, because it is a mean where people communicate feelings, ways of thinking, interact with others, thoughts, express and discuss how they think and their points of view, it means it is a social practice. When we refer to social practice it goes beyond that only teaching vocabulary, pronunciation, grammar rules, it does not mean that these aspects are not important, it means that students have to use the language producing meaningful interactions, because if students only focus on learning grammar, vocabulary, pronunciation, but if they do not create, interpret and produce meaningful interactions that build their lives and the others it does not have sense. The High school Program for English in Mexico says "Language is a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the world and integrate him or herself into society" (SEP, 2006 p. 9)". Another important document which establishes the language curriculum development is "The Common European Framework of Reference for Languages" (CEFR), it is based on an action-oriented approach, which refers what people do with language to carry out different tasks in real life (CEFR 2002, p. 9).

It is important when we teach a language, to see the whole context, and try to develop skills that students are going to incorporate to their real life, and topics that are interesting for them, thus we have to pay attention to teaching the language in use perspective.

Teaching a language is art, and the field of Linguistics have worked a lot about Language Theories and Language Teaching, such as Ferdinand de Saussure has been considered by many people like the father of modern Linguistics, he developed the structuralism approach where it pays attention to the syntactic (grammatical) aspects of languages, and created the concept sign and signifier, it means that every word has a meaning, in other words every form (sign) represents a signified, but he pointed out that there is not a relationship between the sound of a language and the reality, he called to his principle "The arbitrary nature of language" (De Saussure, n. d). There is another approach that is called Communicative Approach which has as a main goal to use the language. It is important to take into account that the production of written texts and oral texts, it is

necessary to know writing system, linguistics forms and speaking system, to carry out the social practices of language.

Teaching a language does not mean to teach vocabulary and meanings, they have to be together in meaningful situations. According to Larsen-Freeman (2003) considers the systematic, semantic and pragmatic dimension of language, that includes Form, Meaning and Use.
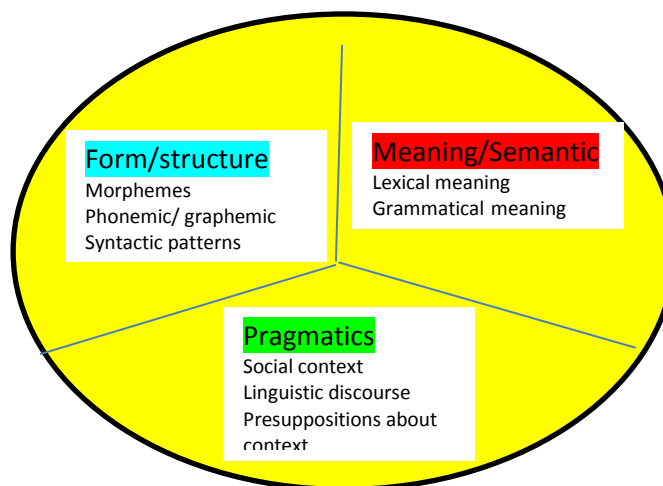

Figure 1: Larsen-Freeman's three dimensional grammar framework

This model seems to me so important, because all the elements that compose this model have to work together to produce the social practices of the language.

At this point it is essential that we have to create communities of practice, and some good strategies that we can implement in our class is the creation of conversations clubs, where students share their points of view about interesting topics for them, or sometimes we have gone to excursions where there are people who speak English and they interact with them.

When we teach a language we teach not only the language, but also cultural context, ways of thinking and view the world, so, there are features of language such as polysemic, conventional and cultural transmission, it is so important because people learn a language depending on the culture they are immerse. When we speak a language come into play many factors, so it is necessary to clarify and to negotiate the meaning, rephrasing, and confirming what the other person refers to talk about, because it could conduce to a miscommunication. When somebody speaks a language it is important to take into account intonation and stress patterns, they tell us a lot of information related to the person who is speaking, we realize about how he or she feels, and which his intention is when

he talks, so, the discourse that a person makes is putting the language system and sentences together, that convey a message. It is very important to take into account the cooperative principle, It contains these maxims that says "be true", "be brief", "be relevant", "be clear", these allow to have a health coexistence. The other principle of politeness keeps the good relationship within society and families and any kinds of working environments, this allows us no to impose our ideas on others and to try to maintain a good relationship with our peers.

When somebody speaks a language He / She must include linguistics rules that are the basis of a good communication, these ones include some aspects like: Phonetics/Phonology (Pronunciation), Morphology and lexicon (Vocabulary), Syntax (Grammar) and Semantic (Meaning), so, the speaker must have knowledge about it, little by little, acquire a language proficiency.

1.01 Second Language Acquisition

The term "Second Language Acquisition" (SLA), refers to the process of learning another language which is learnt after the first language, there are different schools of thought that they have had influenced in the Acquisition of a SLA. In this section you are going to know the main figures and their principles of these schools, besides a very important model called "The Monitor Model", and some terms that are connected with the SLA.

THEORY	MAIN FIGURES	MAIN PRINCIPLES
Behaviorism	Ivan Pavlov Edward Lee Thorndike John B. Watson Burrhus Frederic Skinner (1950s – 1960s)	• Humans learn as consequence of responding to a positive or negative stimulus, it is a reiterative process. A stimulus is any kind of information (input) that a learner receives, for example: thoughts, emotions or sensory activities. • A response is what the learner does due of the stimulus received. • Learning a language is a set of habits that the learner has to develop. • Learning is manifested by a change in behavior.

		• The environment shapes behavior.
Structuralism	Ferdinand de Saussure (Swiss Linguist) (early 1900s)	• It considers that the language is a complex of structures. • It does not care about the language users, do not consider to the users as a creative generator of language. • This theory studies the language in terms of **phonology** (the sound system of a language), **syntax** (grammar of a language) and **morphology** (study the arrangement and relationships of the smallest meaningful units in a language).
Generative Linguistics	Noam Chomsky American linguist, philosopher, cognitive scientist, historian, and social critic. (In the late 1960s)	• It regards a set of rules that build up grammatical sentences in a language. • It has focus on the study of syntax mainly. • This theory tries to explain the rules of the Native Speakers (NSs) complex grammar.
Sociocultural Theory	Lev Vygotsky (Philosopher and psychologist) (1917-1925)	• It is the process of development of the mind and higher functions, that take into account social and cultural aspects of the environment. • It pays attention to the development of higher mental functions (attention, emotion, memory, rational thinking). • Vygotsky stated a research methodology called "the genetic model", which tries to explain how interact the mind and some tools (physical or symbolic).

Table 1: Schools of thought. Source: My own.

1.02 The Monitor Model

This model called does not see the acquisition of a language as a habit formation as behaviorism does, it views the learning process as "information processing" because it takes place at the cognitive level. This model gives a lot of answers in our teaching practice, and we can understand how the learning process is carrying out.
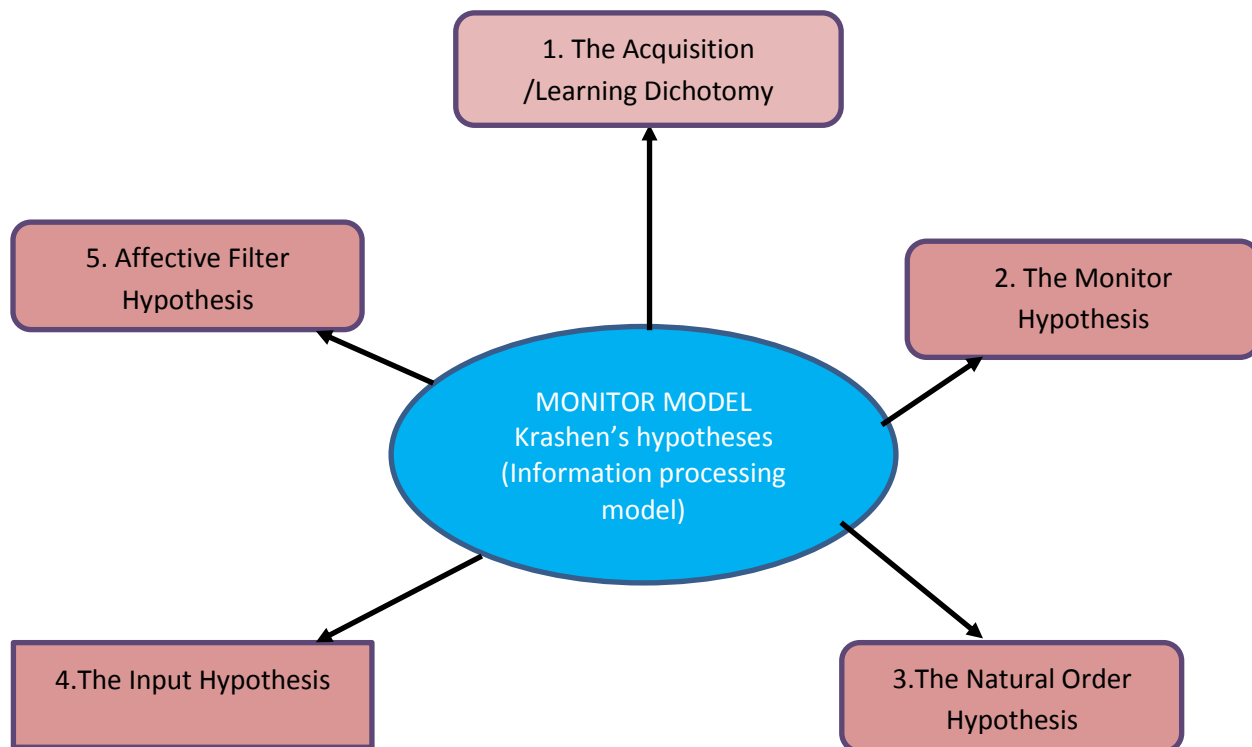
Figure 2: The Monitor Model (Krashen's five hypotheses). Source: My own.

1. **The Acquisition/ Learning Dichotomy:** It states that there are two ways of acquiring a second language. The first way refers to a subconscious process, that the learner does not realize that he is learning the language every time that he is exposed to the language, and the second way says that it is a conscious and intentional process, so it is an explicit process. "Other ways of describing acquisition include implicit learning, informal learning, and natural learning. In non-technical language, acquisition is "picking-up" a language" (Krashen, 1982; 10)

2. **The Monitor Hypothesis:** It says that students can be their own monitor of their production, and I have observed in my teaching practice that students realize when they make a mistake, they correct themselves, Krashen proposes pays attention to these aspects.

   a) **Focus on form:** It is necessary to focus on the form of the language, at this point it is more important than the meaning in the learning process.

   b) **b) Knowledge of the rules:** Students must have knowledge about the rules of the language, so, they have to apply when they are producing it (oral or written)

   c) **Time:** It is a very important condition for learning a language, it is a process that takes time for learners apply all the rules, vocabulary, pronunciation and after they are able to use them.

3. **The natural order:** It states that there are some morphemes in the language that are earlier learned that others, it means there is specific and predictable order. for example: Learners learn first the morpheme "ing" that the third person 's in the verbs.

4. **The input Hypothesis:** Krashen called with the letter " i " the learner's current level of development. He says that a learner must be exposed to a higher level that called " i + 1" that refers to a comprehensible input that the learner needs for acquiring the target language, because if he is exposed to a lower level than " i ", it is something that he has already acquired, and it can result bored for him.

5. **Affective Filter Hypothesis:** There are a lot of factors that intervene in the acquisition of a second language. The Affective Filter hypothesis says that if a learner has a high affective filter it means that he feels anxiety, nervous, so it does not allow him to acquire the language, but if the learner feels peace, calm, it means that he has a lower affective filter so he is going to be more receptive to the input of information that he is receiving.

Let me share with you some experiences that I have had with my teaching practice when I have applied some Krashen's hypothesis.

First experience: In my teaching practice I have realized that there are some grammatical morphemes that are so hard for learning, I mean, I have found that for the students is hard to learn that a verb that is in present tense, they have to add the letter "s" at the end of the verb when they

are talking about the third person, I did this exercise, I dictated to the students who are in second semester a small paragraph, it means that they have already taken a semester of English class. My experience was that once I had already taught to the students the grammar rules, and they practiced in an oral and written way, they made some exercises and I thought that they had understood, but it was not **"intaken"**, because after one or two weeks later they make the same mistake. The natural order hypothesis states that there are morphemes that have to be acquired before other morphemes, and it could be the case. We can observe that the students neither apply the rule for third person in the present tense, nor the conjugation of the verb "to have ", and they did not acquire the irregular noun in plural of child, it does not mean that they are not going to get it, it means that it takes time. (Natural order hypothesis)

Second experience: I put into practice the Affective Filter Hypothesis, I have done it before, but at the beginning of my teaching practice I did not do it, I was learning over the years, now I realized that the rationale are in Krashen's hypothesis. I tried to create a very peaceful and relaxing environment in my classroom, it does not mean that it is bored, it means that I like that my students are not afraid to speak the language, to ask any doubts they have, and I tried to promote the culture of the respect. I usually tell them that learning a language takes time, and everyone has his process, and to speak another language besides his mother tongue is a signal of culture, and it is going to open opportunities in their life, especially in this globalized world. I tried to encourage and motivate my students to speak the language, and I never expose them if they do not pronounce a correct word or make mistakes in the form of the language. It is amazing how students react when they finish an oral presentation or any kind of activity and I give them feedback, they receive it in a very good mood my suggestions.

1.03 Methods used in learning languages

Grammar Translation Method
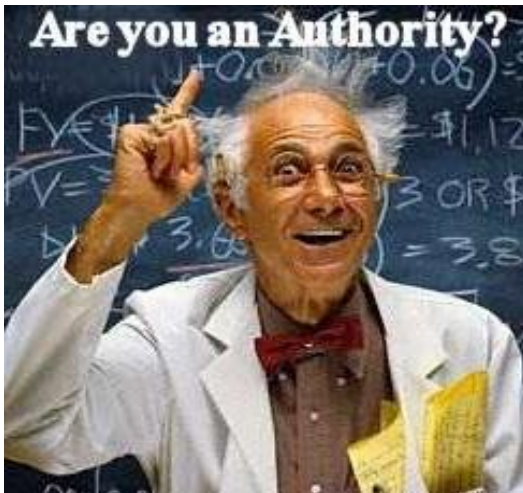
PRINCIPLES

- ✓ The teacher is the authority in the classroom.
- ✓ Grammar rules are presented by the teacher, and then students have mechanical practice.
- ✓ Students have a passive role in the teaching learning process.
- ✓ Language learning consists of memorizing Rules.
- ✓ The main goal of language learning is to be able to read works of literature.

The Direct Method

PRINCIPLES

- ✓ Language is connected to words which are produced orally and perceived by the listeners.
- ✓ Language is communication, it does not care about understanding

literary pieces of written language.

✓ It is so important the oral input in

the process of language learning.

✓ The best way of learning a

language is by hearing and using

the language and not by reading a

grammar book.

Audiolingual Method

PRINCIPLES

✓ The use of the first language is not allowed
   in classroom.
✓ It method does not focus on the form of
   the language.
✓ It does not pay attention to the structures
   of the language, it is acquired through
   dialogues and the use of drills.
✓ Teachers must first teach listening,
   speaking, the reading and writing.

1.04 Terms related to Second Language Acquisition

When we talk about learning and acquisition of a second language, there are terms that are important to define what they mean, it helps us to understand much better how the acquisition of a language takes place.

Input: It is all the information that our senses receive of the Second Language, when we are in a classroom, teachers are the main source of oral input, but we have to promote that students speak the language in class, exchange their points of view about any topic, work in pairs, ask questions, or simply share information. There are written input too, as textbook, materials prepared for the teachers, resources in the net, etc. It is important to point out that students are in a country that the target language is not the official language of the country they live and despite they are learning the language, so we do not have to lose the opportunity to offer input (information in the target language) all the time that students are in class, so we have to create a good learning environment as much input as we can.

Intake: This process works together with "input", because students can receive a lot of input, and as a teacher I have thought many times that students did not get the knowledge, but I have understood that it is a process where the students first have to internalize "the input", it means it takes place in the student's cognitive level, and after they are able to use, to apply, what they have already built in terms of knowledge, so they can face any situation and to solve it, due to learning a language takes time and everyone has his own rhythm.

Output: Teachers always have goals that their students have to overcome, they want to know how much they have understood and learnt, so the teacher applies test, make specific questions, and some activities that allow him to know how much the students have built in terms of knowledge, but many times these final products (output) do not have the level of competence or performance that teachers expect, so it is necessary to have an open mind and checking our teaching practice (strengths and weaknesses), clarify contents, listen to students' needs and clarify their doubts and thinking that learning process is a reiterative process it is not a finished product.

1.05 Sociocultural theory

I want to focus in this theory because my lesson planning that is going to show ahead is based mainly in this theory. Most of the researches have paid their attention in Second Language Acquisition (SLA) in what kinds of input are necessary for learning a language, levels of proficiency learners reach, the learners' success, but they have not taken into account the social factors that play

an important role in learning a language. The sociocultural theory of mind pays attention to the social factors and the linguistic of the language. It theory pays ~~its~~ attention to the development of the higher mental functions, where the humans make use of artifacts cultural and biological (brain) which interact and lead to the development of higher mental functions. It is based on the work of the Russian philosopher and psychologist Lev Semenovitch Vygotsky. Another important contribution for this psychologist was the Zone Proximal Development (ZPD), it refers that there are two planes where the cognitive functions and development occur, they are called inter-mental and intra-mental, the first one refers that it happens in the social plane, the second one refers that the knowledge is internalized for the learner that allows him to use it. "ZPD characterizes the student as someone who has two levels of learning potential: one potential that is reachable alone (the "intramental plane"), and one that is only reachable with the assistance of others (the "intermental plane"). Through the sharing or "scaffolding" of knowledge from fellow classmates, rather than the rote copying and regurgitating of knowledge, students can reach their ZPD potential for learning" (Apple: 2006; 284).
 When this concept is applied to an environmental classroom, it means that an expert or guide serves as a guide who assists a learner to solve any tasks and the learners shows a higher level of development. "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peer" (Vigotsky: 1978; 86).

1.06 Approaches for the four skills

Teaching a foreign language is not an easy job and to be an English teacher for a foreign language neither, it is a challenge that as a teacher we have to face every day in our teaching practice. When we teach a language that it is not our mother tongue not only we have to master the language in an acceptable level we have to know approaches, strategies for teaching the language and besides to teach strategies that students have to implement for getting success in the language. Teaching is considered a way behavior strategic where the teacher diagnoses the teaching problem and designs the best solution to fix the problem (Dakowska, 2005).

The importance of the four skills (Reading, Writing , Listening and Speaking skills), which are so important in the life of any human being, we can say that of these skills depend our quality of live, because we are always using these for communicating with others. These skills are classified in active

and passive skills, active skills are considered speaking and writing because the learner has to produce sentences and ideas for fostering what he wants to say, and passive skills (listening and reading) because the learner does not have to produce any sentence or idea, he has to interpret and give a meaning about what he reads or listens to.

There are different approaches that exist for reading, such as bottom-up, top- down and interactive model, it is important to point out that the schema theory is so important when we are promoting the reading skill in our students, besides you are going to find approaches and relevant principles for teaching writing.

About the listening skill there are some theories and listening strategies for promoting this skill, you will find some aspects related to the listening comprehension skill, it is a receptive skill because learners do not need to produce language, they receive and give a meaning to it, so it is sometimes known as passive skills, so it is the opposite of the productive or active skill as speaking and writing, (BBC, n.d.). The listening comprehension skill requires not only hear and comprehend the language at the time that the speaker is talking, it demands the background that the learner has as well as the personal experiences, it means "the schema theory" where the learner activate his knowledge that he already has and connect previous experiences to the content of the listening, and finally the speaking skill that requires to know grammar, vocabulary, accuracy, fluency and so on, where we have to connect the ideas that we have in our brain in an oral way.

Teaching a language demands to promote the four skills, and as an English teachers mostly the skill that less promote is that which is our weakness skill, because we do not have the level of competence required, so we have to focus and work on it.

Reading Skill

In my teaching reading skill I feel more identified with the approach **Top down**, it begins in the reader's mind about what he knows about the topic, so it is necessary to activate the reader's prior knowledge. Here is important to take into account the schema theory because I have to apply activities that have to be according to their previous knowledge.

The process of reading both in the mother tongue as the second language demands not only to know the symbols of the language, it is a complex process where the reader has to give a meaning to what he is reading, and some factors such the reader's prior knowledge, life experiences, attitudes

towards reading, motivation, and some more factors take place into this process, so according to Sánchez (2004) it takes into consideration three stages: decoding, making inferences and critical reading. The first one allow to translate symbols into sounds, in the second stage the reader requires morphemic analysis (it refers to analyze meaningful parts, as prefixes, suffices, roots, etc), syntactic knowledge (how words are combined in meaningful sentences), contextual clues to identify the meaning of unknown words.
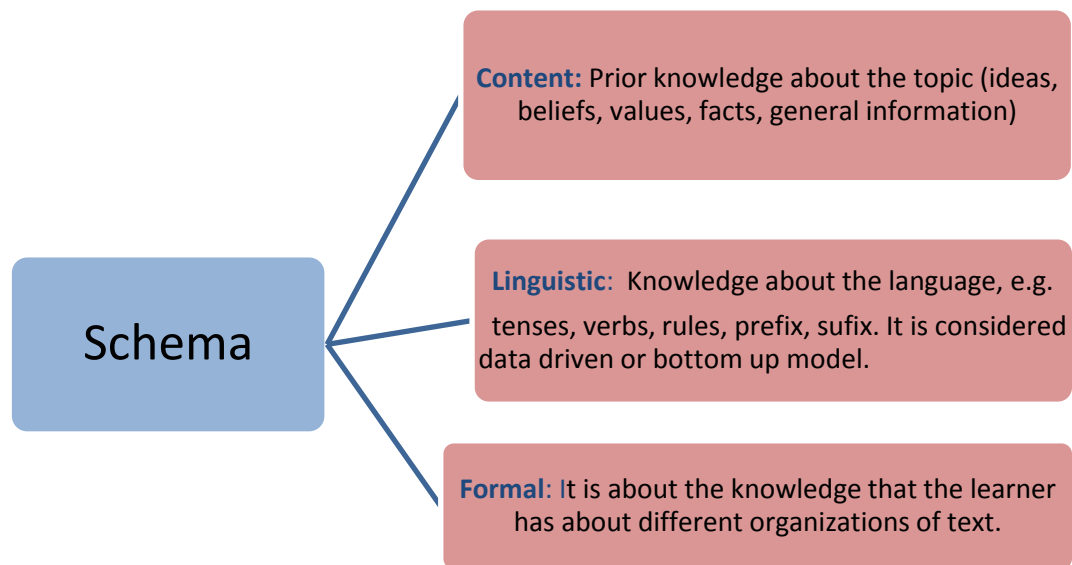
There are different approaches for reading, in the next paragraph we are going to describe some of them.

Different approaches for reading

Bottom up: This approach analizes the small elements of the language as graphemes, morphemes, the grapheme-phonetic(letter to sound), and after comprenhend the higher units.

Top down: It refers that before to process a text, it begins in the reader's mind about what he knows about the topic, so it is necessary to active the reader's prior knowledge

Interactive model: Integrate the both approaches mentioned.

Source: My own

Schema Theory

It is important to point out what **"schema"** means in the process of reading, it refers to the knowledge that the reader has built about a topic in the course of his life, so that it helps to understand what the student reads and gives meanings to his reading. It is so important that as a teacher of the language we take time to activate the learner's content schema, I have seen that where I have done activities related to activate the learners' prior knowledge, they have more motivation in reading the text besides I realize there are a high level of comprehension, because it helps them to make connections to the new information. There are three different kind of schema:

Content: Prior knowledge about the topic (ideas, beliefs, values, facts, general information)

Schema

Linguistic: Knowledge about the language, e.g. tenses, verbs, rules, prefix, sufix. It is considered data driven or bottom up model.

Formal: It is about the knowledge that the learner has about different organizations of text.

Taking into account these schemas when we teach the language is very important, because we can clarify some aspects that we can observe in a text, for example the linguistic schema gives me the opportunity to detect the knowledge about the grammar language or the formal schema where learners know the types of organization of texts. In my experience as a teacher I realize that I do not have to think that I lose my time activating these schemas, sometimes I believe that I acted in that way because we have a big program in the English Language and I want to go ahead but I lost the chance to strengthen important aspects of the language.

An important aspect as a teacher of the language is that I have to consider the cultural knowledge that learners have about the topic they are going to read, something that is meaningful to our learners and relevant for them, what would happen if we give texts or readings that are not meaningful for them, the most probably thing that is going to happen is that we are   not going to activate the content schema, and it is crucial for making connections with the new information.

Strategies for the Teacher

Our role as teachers is to promote and to apply different reading strategies that impact in the reading second language, in the next figure we are going to show some strategies that teacher can apply in their classes.

Source: My own

In my experience as teacher about teaching to read in a second language, I encourage that students can be in contact with the language every day, and the way that I implement it is that they have a book or I give them some readings that they read at home, because we have only 3 hours English class per week, but they work at home daily, I really believe that reading daily is a very effective reading strategy, and the way that I realize they read the readings they do academic works (summarizes, answers some questions, graphs). I have worked with my students that English subject is of great importance within their education, because a lot of time learners believe that is an isolated subject in the school, and they only think that they have to learn grammar, words, tenses, verbs but no more, they do not think that the target language is as important as the Spanish language, where

they develop other competences as critical thinking, collaborative work, learning to learn and general culture.

Instructional Approaches to Reading

There are different methods for teaching to read, the first one is called Phonics instruction, that is within the bottom up approach, it refers that there is a relation between letters or combination of letters and a sound. The other one is called the Whole Language Approach which is an integral method that promotes different skills as listening, reading, speaking and writing. In my experience in Mexico most of the teachers do not use this method when they are teaching specially in public school, because we teach the English Subject only, but in other schools they teach at the same time another subject in the English Language as math, chemistry, physics, etc, and I really believe that this method has a better impact in the teaching language, and besides demands a high competence both in the language and in the subject taught.

Strategies used by the Cognitive Academic Language Learning (CALLA)

Next we show some strategies used by the Cognitive Academic Language Learning Approach (CALLA) and for Reading Comprehension.

1.- Elaboration: It is about to activate the prior knowledge that the learners have about the topic that is going to be presented. We can do this activity individually or in groups. (This strategies is within the content schema)

2. Planning: With those strategies students have to determine or identify what the purpose for reading is. Teacher has to be very clear what the learners are going to do with the reading, it could be found new vocabulary, find specific facts, summarize, make a chart, explain to others their point of view, if they have clear what they are going to do the learners focus their attention in the task.

3. Monitoring skills: It refers about supervising the activities that the teacher has implemented aligned with the goals. I consider that it is so important to pay attention because many times students are stuck and they do not advance in the activity, or they do something mechanic but his level comprehension is minimum and sometimes no because they face problems with the language it is because they do not understand what they are going to do with it.

4. Self-evaluation : It is about the performance of the activity that they have done, they have to realize if they got the goal or not, what was their performance, in which level, how are going to get better. Some final products that teachers can implement are group discussion, retelling, summaries, self-rating, learning logs and so on.

Reading Strategies

The strategy that we are going to use depends on the purpose for reading. Next there are some strategies that we can teach to our students.

- Identify a purpose for reading: It is so important that students identify what are looking for or what they are going to do, it keeps their focus in the activity.

- Use graphemic rules: Teach patterns , which is a bottom-up decoding.

  (It is something difficult for me, because like the reading says many Spanish-speaking learners of English believe that we have to memorize the pronunciation of the new words, and for me it has been hard to read a word that I have not heard before and say what is its pronunciation)

- Use efficient silent reading techniques for improving fluency: This strategy is mainly for advanced and intermediate levels, not for beginners levels because they face the problem of the vocabulary and grammar.

- Scanning: This strategy is used for getting specific information. Like numbers, figures, names, years, facts and son on.

- Skimming: This strategy is for getting the main idea, for example for getting the opinion positive or negative of the reader's author or for getting the general idea of the reading. It is a fast reading.
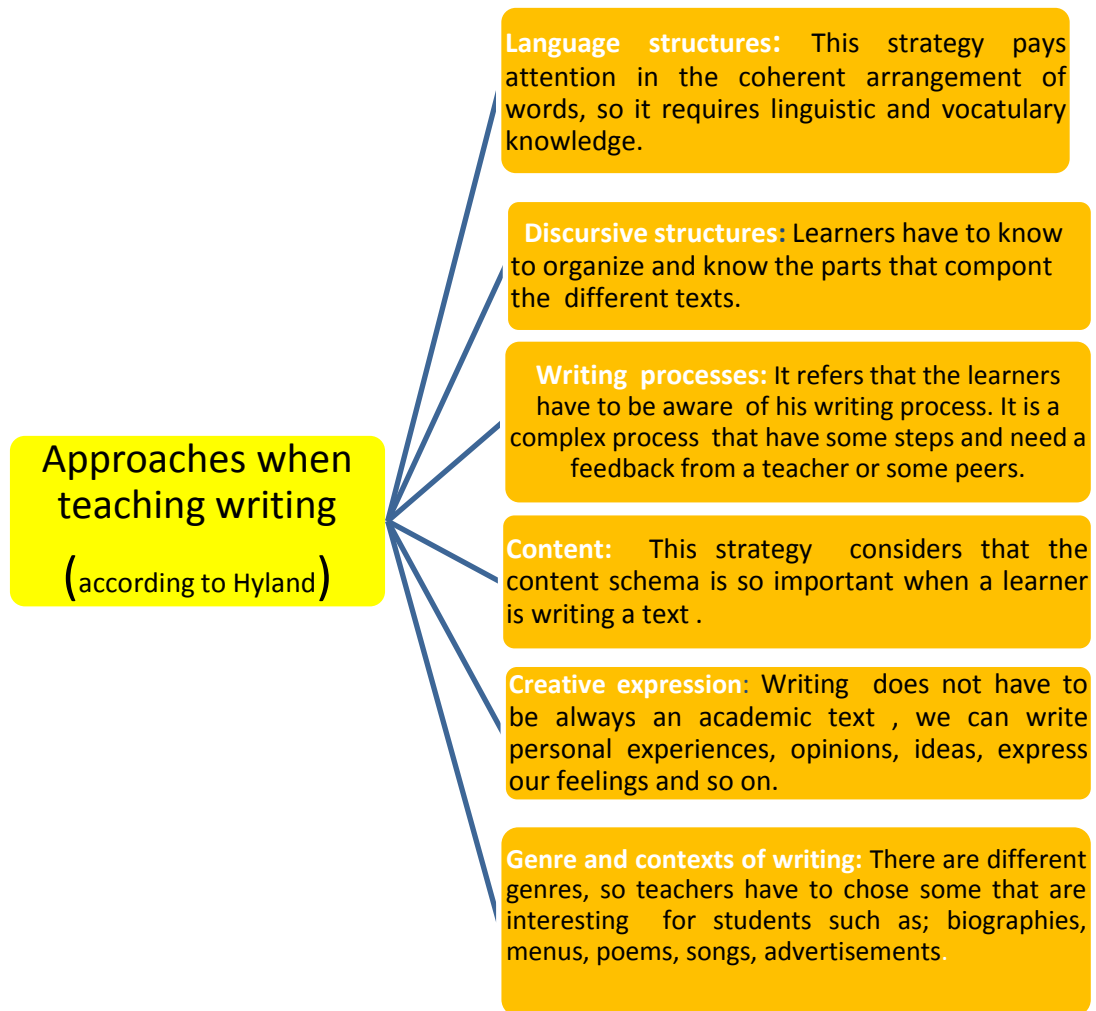
Strategies for learning Vocabulary

When we are reading it is necessary to know the meaning of the words, it means the vocabulary that there is in the reading. There are some strategies for learning vocabulary, a) Reflecting upon the word learning task, b) asking questions about words, c) taking context into consideration when determining the meaning of words. The first strategy is to analyze what we know about a word and identify some levels of performance about the knowledge with respect to it, it is a tool called student self-assessment. The second one goes far beyond the meaning of the word or the synonim, it is more about to know the linguistic aspects aspects fo word knowledge (meaning, grammatical features, word parts, register, collocation). This strategy demands a high level of knowledge of the language, because knowing a word in all the aspects is a hard task.

We have to take into consideration that it is is necessary to promote in our learners the reading, so we need to design comfortable spaces in our classroom called **reading labs**. We have to take into consideration that it is is necessary to promote in our learners the reading, so we need to design comfortable spaces in our classroom called reading labs. These spaces allow to the students to promote the habit or reading, with readings that they like and enjoy, , and have the opportunity to share ideas with their classmates about what they have already read, besides people who read increase their vocabulary, know different perspectives of life, increase their background knowledge and are more capable to speak the language.

Writing Skill

There are six approaches for teaching the writing skill, so the approach I am going to apply depends on what the final product is, and the intention of the written. The approach "Genre and contexts of writing" works very well when students are beginners in the language, because this activity motivates them to write what they like.

Approaches when teaching writing

(according to Hyland)

Language structures: This strategy pays attention in the coherent arrangement of words, so it requires linguistic and vocatulary knowledge.

Discursive structures: Learners have to know to organize and know the parts that compont the different texts.

Writing processes: It refers that the learners have to be aware of his writing process. It is a complex process that have some steps and need a feedback from a teacher or some peers.

Content: This strategy considers that the content schema is so important when a learner is writing a text .

Creative expression: Writing does not have to be always an academic text , we can write personal experiences, opinions, ideas, express our feelings and so on.

Genre and contexts of writing: There are different genres, so teachers have to chose some that are interesting for students such as; biographies, menus, poems, songs, advertisements.

Listening skill

It is one of the most difficult skills to acquire when a student is learning a new language, it is the listening comprehension, because it demands time to get it and the ear requires used to hear different phonemes and build a meaning in a short time, so it demands a lot of practice. When we are teaching this skill it is important to take into account the student's English level, because it could generate feelings as it is impossible to get the language, it is so difficult, frustration and so on. We have to explain to our students that this is a process that takes time and over time they are going to improve in this skill. There is a term known as "a mental block", it refers to the feelings that the learners can experience when they do not understand when a native or a non-native of the language is speaking, so that it is important to help to the learners to feel confident when they are in their own learning process.

When we are teaching the language there are two important processes that are into playing, one of them is the "Processing Sound", it refers to recognize sentence and clause boundaries in speech, falling intonation, rising intonation, tone, speed and so on. The other one is called "Processing Meaning", it means to recognize and identify redundant material, use the background that the learner has to anticipate what speakers are going to say, etc.

Skills required for the listening comprehension

• It requires time to achieve it, it is necessary a lot of practice.

• The receptor requires giving a meaning from the oral language that the transmitter emits.

• It demands to recognize words by hearing.

• When somebody listens to the language, he needs to understand and build the meaning at the same time the speaker is talking, otherwise it generates frustration in the learner.

To implement in our class interactive and non-interactive listening is a good way for promoting this skill, due to speaking and listening skills go together ,and it is necessary to promote these skills since the lowest level in teaching, for example having a little conversation for six or seven participations where the students speak and listen (turn-taking), or in higher levels face-to-face conversation about any interesting topics for the students. I consider that telephone calls is an excellent practice because the learner can not see the body language of the other person and they need to ask for repetition, clarification, or slower speech. Videos, tv programs or lectures, radio, music, watch the news, or sites that are interesting for the students are good practice for non-interactive listening, we do not have to lose the opportunity to talk in English language in our classes all the time, because we realize how the students are improving in their listening skills over time and according to Krashen (1977) comprehensible input is the crucial and necessary ingredient for the acquisition of language.

Roles that takes the speaker and the listener in the listening process.

In this process there are at least one speaker and one listener, where each one has a specific role. The speaker has background knowledge and linguistic knowledge, and the listener tries connecting what he already knows about the topic that the speaker is talking and make connections and focus to understand what the speaker says. In a classroom the teacher usually speaks a lot, so it is important that students hear other voices not only the English teacher , so we can use sites in the internet (conversations, videos, songs, lectures, games , etc) where there are different voices or accents that can help the students in the listening comprehension skill.

We have to pay attention when our students do not get the message it can result in frustration and becomes difficult, and expressions as if I want to understand the language at the speed that a speaker talks or I need to live in a country where English is spoken, It is important to explain that it is a process , it is achieved over time, but our skills are getting improve when we are in touch with the language, and they can get a good level of comprehension if they are exposed to the language, so we must speak slowly in the low levels, and repeat every time that we see that they do not understand what we said. A good strategy is to implement some activities related to the topic that we are going to see, and they get some ideas and vocabulary about it. We have to tell them that

they have to be relax, and do not try to understand every word they heard, because some students want to understand every word for understanding the message.

Listening Theories

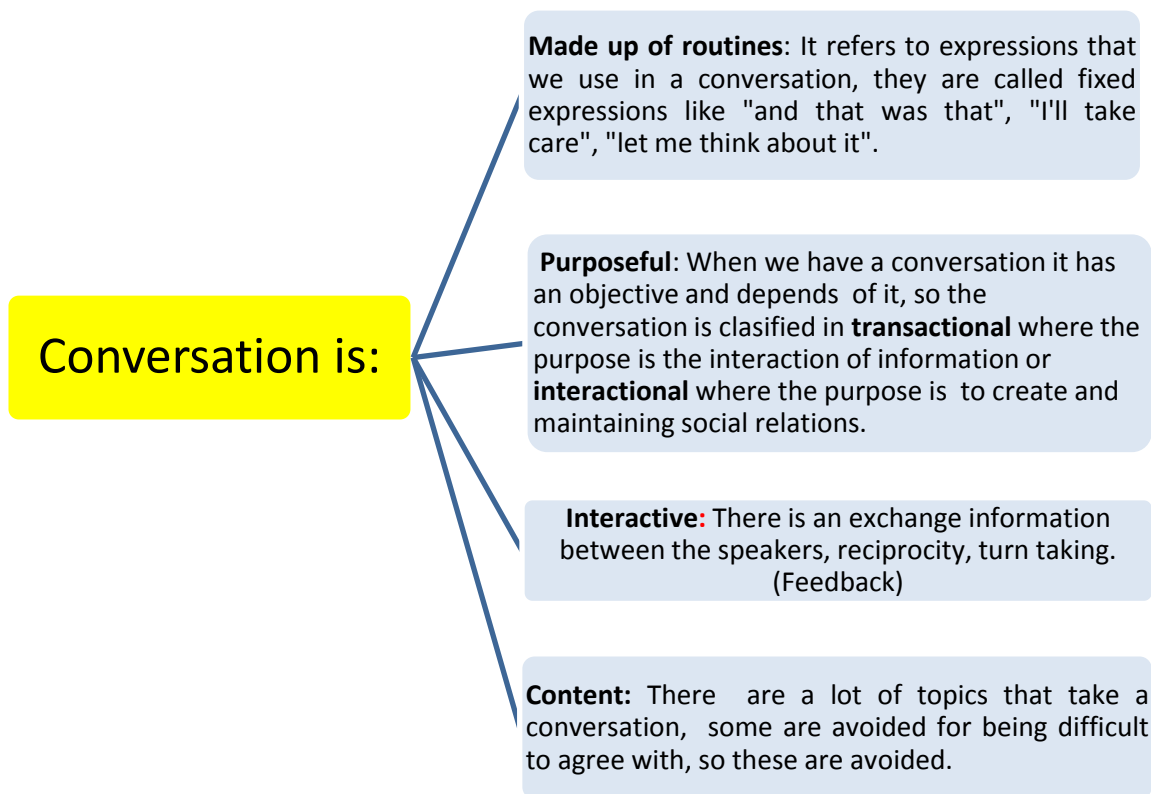There are different theories that establish the way that the listening skill is developed.

The input Hypothesis -Natural approach -Total Physical Response	Attention Theory	Conversation theory:
• These theories focus on the importance of the listening comprehension for acquiring a second language, so it is necessary to provide listening input.	• It refers that the learner has to be aware to the grammatical structures when is listening.	• The main point of this theory establishes that is necessary understand what the other person says for giving a feedback in a conversation, so it is indispensable the listening comprehension.

Speaking skill

When we teach the speaking skill, it is important to pay attention to aspects as accuracy and fluency, accuracy involves grammar and pronunciation, but we have to take care that our students do not feel demotivated when they are speaking the language and we make some advices about that, we have to act in a polite way, to give confidence that they can get it and let the students develop their speaking skill over the time, it is a process that takes time, so learners who believe that they are capable and can learn the language, they have an advantage on others, and it is factor that determine their success in learning a language (Brown, 2007).

We consider that these features are so important when we are teaching the language, because they are like the "flavor" or "color" of the language, they transmit emotions and give to the speaking a "good taste", because language is not about letters or sentences, so we have to focus on

the features of stress work, rhythm and intonation, patterns that students must learn when they are learning the language.

Made up of routines: It refers to expressions that we use in a conversation, they are called fixed expressions like "and that was that", "I'll take care", "let me think about it".

Purposeful: When we have a conversation it has an objective and depends of it, so the conversation is clasified in **transactional** where the purpose is the interaction of information or **interactional** where the purpose is to create and maintaining social relations.

Interactive: There is an exchange information between the speakers, reciprocity, turn taking. (Feedback)

Content: There are a lot of topics that take a conversation, some are avoided for being difficult to agree with, so these are avoided.

Conversation is:

1.06 Intercultural Formative Purpose in our classes

English language is one of the languages more spoken in all over the world, so it is called "lingua franca" as global language, and we can see it in anywhere that we travel, we see English signs and advertisements, in a hotel or restaurant in a foreign city we listen the English language, or we can read an English menu, so it is a big responsibility to teach the language with a lot of elements that students can learn for adapting to real situations with an appropriate way, it means that we have to promote also intercultural competence, where students are able to speak the language but not only that, they have to know what, where, when, whom and in what moment they have to do it, so it demands to have an open mind, to know that there are a lot of realities, different ways of behaviors, living, values, etc., so we need to form global citizens.

According to Deardoff (2006), there are 3 parts that constituent elements of intercultural competence, these are:

Knowledge (Cultural self-awareness; culture specific knowledge, socio-linguistic awareness, grasp of global issues and trends).

Skills (listening, observing, evaluating using patience and perseverance; viewing the world from others perspectives).
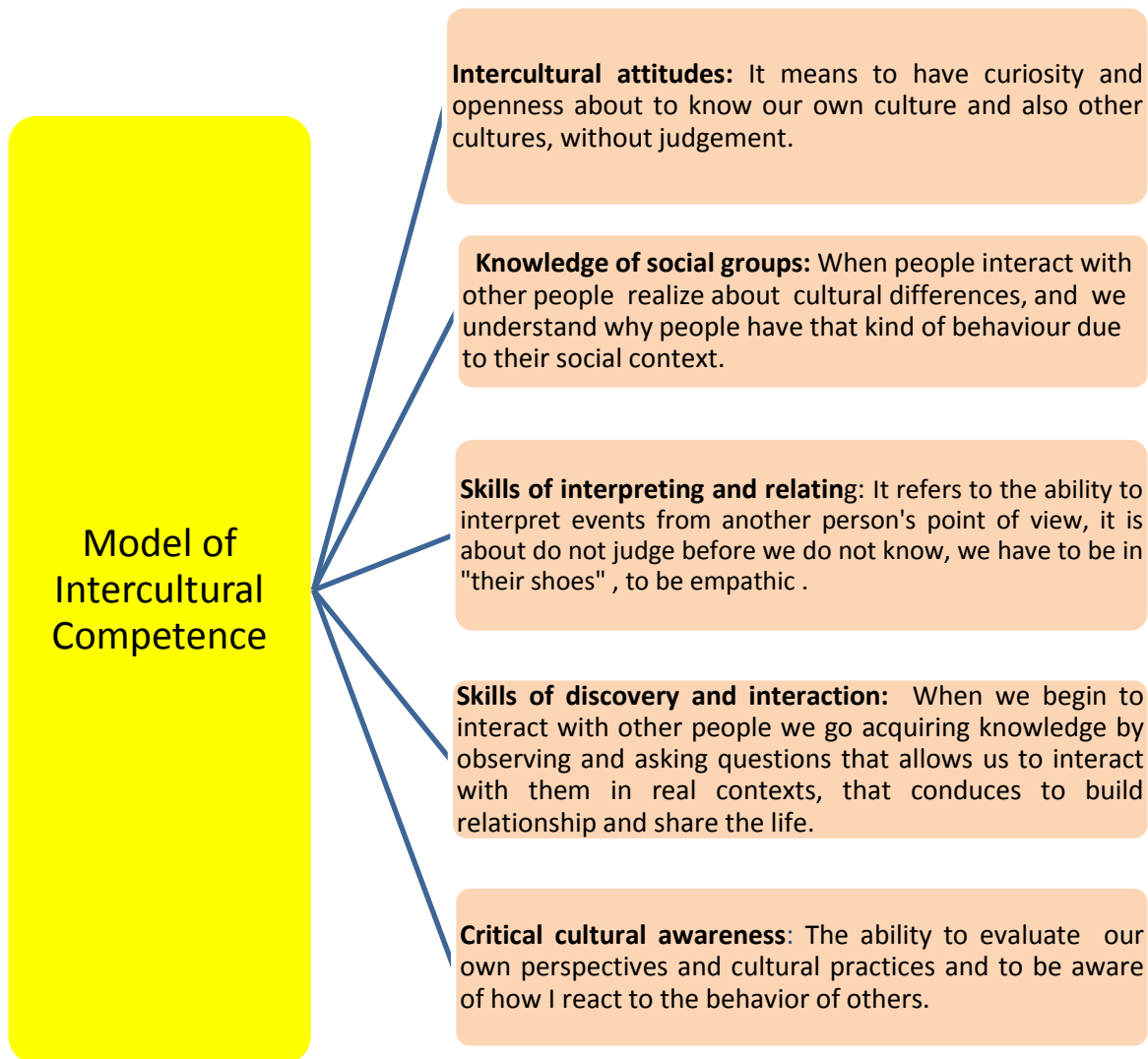
Attitudes (Respect (valuing other cultures), openness (withholding judgement), curiosity (viewing difference as a learning opportunity), discovery(tolerance for ambiguity).

It is important to notice that competence demands an integral vision of the life, and people who share common physical spaces like communities, neighborhood, city, etc, they have a very similar vision of the world.

Model of Intercultural Competence

This model is formed by three components: knowledge, skills and attitudes, and Byram et all (2002) points out that the most important component are the attitudes that people have when they interact with other people from another culture and without this competence the other ones can not truly develop. When we are teaching a language it is so important not only to teach aspects of the language, it is necessary to take into account customs, beliefs, traditions, important values for them, manners, what is considered polite and impolite, etc., because it gives to the student an integral vision that allows them to understand much better the context and their reality.

One of the models that explains the intercultural competence in language education was developed by the British Michael Bryan and some of his colleagues. This model is composed of five aspects.

Model of Intercultural Competence

Intercultural attitudes: It means to have curiosity and openness about to know our own culture and also other cultures, without judgement.

Knowledge of social groups: When people interact with other people realize about cultural differences, and we understand why people have that kind of behaviour due to their social context.

Skills of interpreting and relating: It refers to the ability to interpret events from another person's point of view, it is about do not judge before we do not know, we have to be in "their shoes" , to be empathic .

Skills of discovery and interaction: When we begin to interact with other people we go acquiring knowledge by observing and asking questions that allows us to interact with them in real contexts, that conduces to build relationship and share the life.

Critical cultural awareness: The ability to evaluate our own perspectives and cultural practices and to be aware of how I react to the behavior of others.

Source: My own

This model points out very important aspects that if we follow and apply in our lives, we are going to be a more balanced person, because we care about respect believes, values, perspectives, cultural practices of others, so it gives us the opportunity to grow as a human being, as Byram (2002)

said, that it is necessary to respect the human dignity and equality of human rights as the base of the social interaction.

What is culture and its characteristics

Talking about culture means a lot of aspects that we have to take into account, but in this context we are going to focus in shared language, beliefs, and values, next we are going to describe five characteristics of culture.
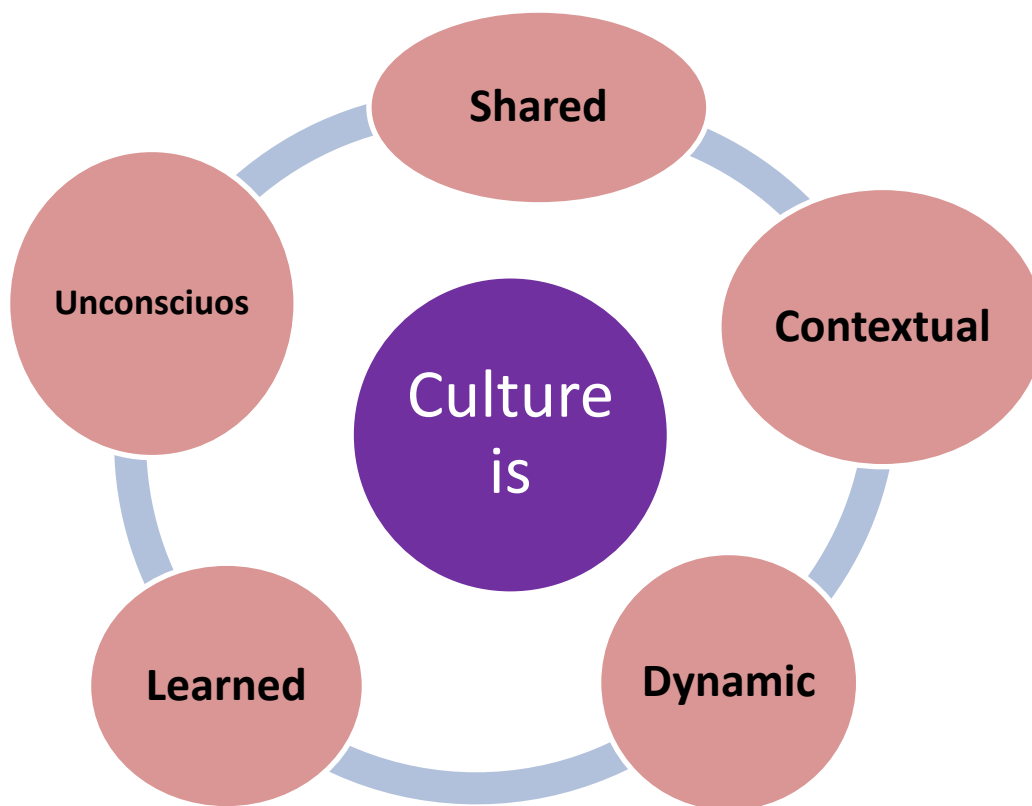
Source: My own.

Culture is shared: It refers to people who share social knowledge, values and belief systems, that have a very similar vision of life.

Culture is contextual: It is very important the place where we live, because the context determine the way in what we live, and see the life, people who live in a dessert have a different

vision from people who live close to the sea , so the context determine the culture of a group of people who share an space in common. Context also includes political and economic factors.

Culture is dynamic: Every time the time passes the culture changes, because the environment affects our lives, technology, ways of thought, ways of living, nothing is static in this world.

Culture is learned: The way we see the world depends on how we have learnt from people who are close to us, one of the most big influences is the way that our parents live, so we imitate ways of thinking, belief systems, values, attitudes, behaviors and so.

Culture is unconscious: We do not realize that our social and familiar context is influencing in the way we perceive the world, especially when we are kids, because we do not make judges about if something is correct or wrong, but with the pass of the years we are taking more awareness about our beliefs, values, religion, ways of thought, etc. because we have more power of decision.

Ethnocentrism

This concept is very important especially for people who are responsible for training others, as teachers, who are guides and models for many students. We have a very painful experience about the Second World War between the years 1939-1945, there was a man called Hitler who had the power to convince a lot of people that they were a superior race, they were a pure race, so they had the power to kill other people (Jews) because they were inferior, it is one of the greatest pain and most horrible catastrophes that humanity has ever experienced. Behind this horrible attitude there was "Ethnocentrism", because they believed that their values and ways of being were superior, and more right than other people's values and ways of being. They were convinced that they were better than others, more deserving.
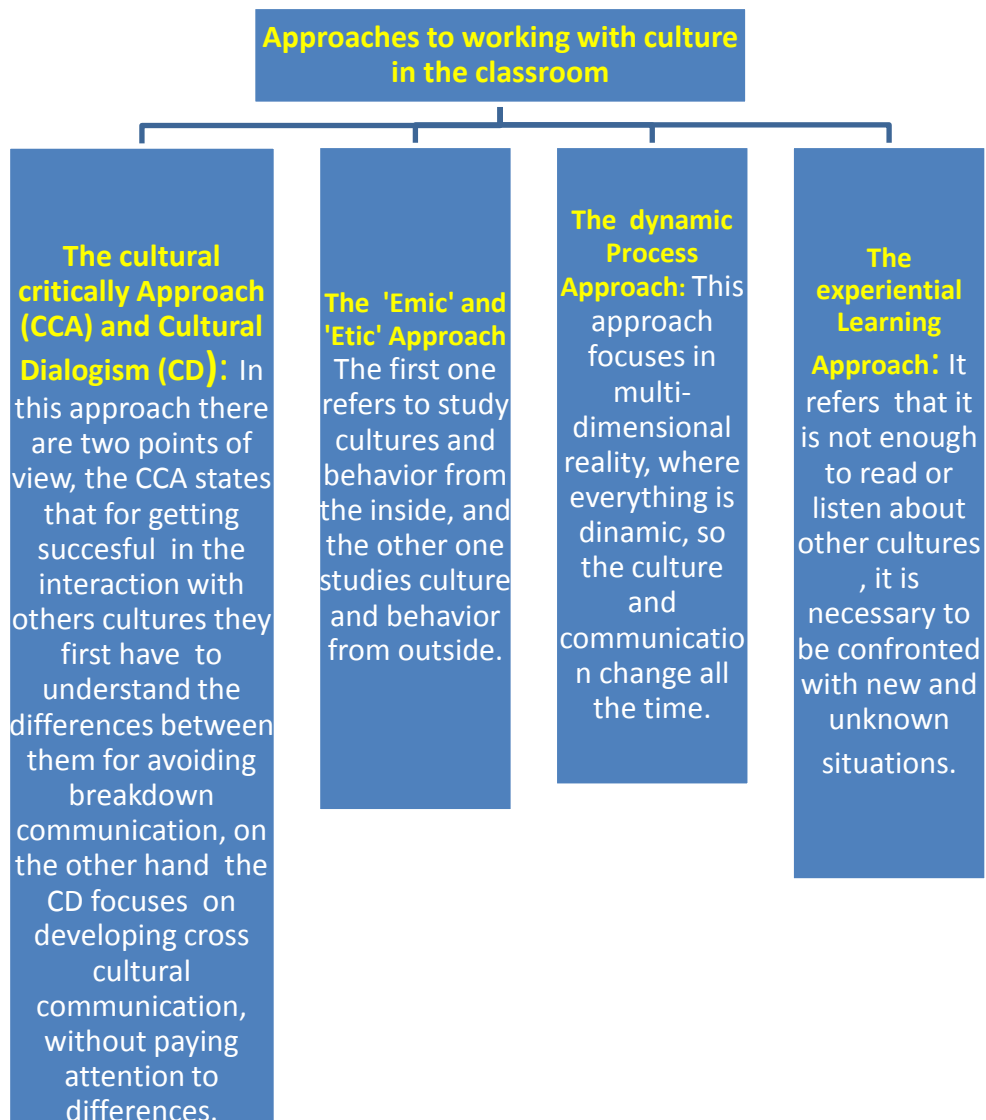
It is important to pay a lot of attention to this concept because it is something very dangerous that can change the course of history, especially when people comes to occupy public positions and have this kind of thought and behaviors and besides have the power and many followers. As teachers we have to focus on promoting the human dignity and the equal human rights, because neither the color, the social position, ways of thinking, religions, etc, determines the value of a human being, the value of someone is in other aspects as generosity, solidarity, goodness, service.

Stereotypes

If there is something that can affect our lives are the stereotypes, because these distort the reality, and people are influenced by mass media, negative experiences, people's beliefs, so we have to promote in our classrooms not to judge others, and if someone did something it does not mean that the people who share the life with him is going to act in the same way.

Approaches to working with culture in the classroom

In this section you are going to find four approaches for working culture in the classroom, as you are going to see every approach has a very clear perspective about how, what and which factors are taken into account for analyzing the culture since different points of view.

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                    ┌─────────────────────────────────┐
                    │  Approaches to working with     │
                    │  culture in the classroom       │
                    └─────────────────────────────────┘
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The cultural critically Approach (CCA) and Cultural Dialogism (CD): In this approach there are two points of view, the CCA states that for getting succesful in the interaction with others cultures they first have to understand the differences between them for avoiding breakdown communication, on the other hand the CD focuses on developing cross cultural communication, without paying attention to differences.

The 'Emic' and 'Etic' Approach The first one refers to study cultures and behavior from the inside, and the other one studies culture and behavior from outside.

The dynamic Process Approach: This approach focuses in multi-dimensional reality, where everything is dinamic, so the culture and communication change all the time.

The experiential Learning Approach: It refers that it is not enough to read or listen about other cultures, it is necessary to be confronted with new and unknown situations.

What is the role of the teacher in the development of Intercultural Communication in the Language Classroom

Being a teacher is a big responsibility, because we have to be the first who must be convinced about the importance of the intercultural communication in our daily life, because we can not teach or give testimony of something that we do not care, so being a teacher demands multiple roles,

especially when we are teaching in an intercultural classroom, because we have to pay a lot of attention about behaviors, comments, attitudes that students show inside and outside the classroom.

An attitude that we have to avoid is when the teacher is who expresses his ideas with such authority and sometimes teachers do judgement or comment ideas that are not appropriate and we can hurt student's feelings. We have to accept that even in our classes there are multicultural students because each one has a different reality and we have to be very careful when we express ideas about religion, socioeconomic status, dress, politics, etc. and if for some reasons we do, we have to be very respectful of others, tolerance to plurality of ideas.

Chapter 2: Methodology and practice

In this chapter you are going to find a lesson plan that was designed for students who are in the 4th grade of the Cbtis 27 of the specialty of the Clinical Laboratory, which they are considered in intermediate level of English. The topic of the lesson is called a healthy life. This lesson planning promotes the four skills and a specific content grammar (syllabus). The Content Based Approach is implemented in this.

One important aspect that was considered in the lesson planning was the intercultural component, where I promote global citizens with an open mind to different cultures.

The activities were designed using technology too, where nowadays our students can not live without it. It is important to say that we are promoting these skills, but not only those, we are developing other competences as critical thinking, collaborative work, competences for their life about taking care of their health.

This lesson plan was already implemented in my classroom, you will find the lesson plan, materials and the instruments of learning assessment that I applied, there are two Based Performance Assessment, that allow asses final products, one of the them is a checklist for summary, and the other one a rubric for oral presentation. These two assessments tools allow the student see in which aspects they have to work, the feedback help them to notice what they need to improve).

There are another two instruments that are used in traditional assessment approach for testing, one is used for listening skill and the other one is for testing the grammar content.

In this lesson plan I have implemented the Communicative Approach and the Content Based Approach (CBA), Richards and Rogers (2001) say that "CBA refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus". This lesson planning was designed around a specific topic called "A healthy life", so I focus on first in the part that students have to identify some diseases and after give suggestions about how to cure or prevent a disease that will impact in healthy

2.01 Lesson plan

1. Lesson plan identification cell.	
Author	Brenda Isela Parra Sánchez
Educational stage	High school
Title of your Lesson plan	A healthy life
Learning Objective of the plan/Competency	**Purpose of the language** o Develop in the students the four skills having as a starting point a research about a topic related with a disease, making a summary and an oral presentation promoting the content grammar about conditionals and grammatical tenses, with students who have a low intermediate proficiency level. **Intercultural formative purpose** o Promote the treatment, dignity, respect, awareness of people who have AIDS (Acquired Immune Deficiency Syndrome) or other stigmatized diseases.
Communicative skill considered	Listening, Reading, Writing and Speaking
State of the following options	
Functions	- Talk about diseases - Make suggestions for taking care the health - Make suggestion about stigmatized diseases.
Main Grammar structure	Conditionals
Other Grammar structures	Lesson plan identification cell.
Brief description of the plan	1. Students are going to watch a video about "how to take care of yourself" (Listening skill), after that are going to answer some questions. 2. In a collaborative work students choose a disease and make a research about it. 3. Make a summary of the most important aspects of the disease. 4. They have an oral presentation about the disease. [Use no more than 7 lines]
Hours of the plan implementation	5 hours.
Number of sessions	3 sessions, 1 session of 1 hour, 2 sessions of 2 hours.

Contents required for the lesson	Readings and worksheets.
Link of the content	
EEAILE tutor on line	Alma Daniela Otero Sosa

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson [Describe the activities to activate prior knowledge, create a context and motivate students to take the lesson]	Teacher makes some questions to the whole group. How do you feel today? How is your mood? What do you do today before you come class? Did you already have breakfast? Teacher applies the brainstorm technique. He make some questions: why is important to take care about your health What kind of things you do for feeling well. What is your favorite food? Do you like fruit and vegetables?	Oral participations Students express their answer about their personal information	**0 1**
Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	**First moment:** Nowadays there are a lot of people who have chronic degenerative diseases, or other kinds of diseases that many of them can be prevented for a good culture of taking care of themselves. Teacher asks question to the students What kind of diseases do you know? **Second moment:**	• Oral participation • Students express their opinions and doubts about	**01**

	Teacher writes the topic of the lesson and explains to the students that they are going to develop the four skills.	the work they are going to do			

Listening

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	Teacher explains to the students they are going to do an individual activity, where they have to develop their listening skill. It is a video that lasts 5 minutes and it talks about how to take care of yourself.	Students ask to the teacher the doubts they have it.		01	It is not graded, just the teacher watches their interest and participation in the activity
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	**First moment:** Teacher asks to the students that think which words are related with the topic "Taking care of yourself" and he writes down on the blackboard. **Second moment:**	Students express their ideas		01	Student participation

	In a second moment the teacher adds to the list some clue words and explain them the meaning.	Students ask to clarify some words that they do not know the meaning.		01	
1st practice [Describe the students activities to practice what was presented to them]	Teacher asks them to pay a lot of attention because they are going to watch a video and after that they have to answer in an individual way some questions about the topic. Note: The students know the questions before they watch the video.	Students while are watching the video can take notes if they want.	Classroom, Computer, speakers, projector, Notebook, audio	01	Teacher checks the answers about listening comprehension. (Compare their answers with the correct answers)
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	Teacher explains them that they have to share with his partner why this topic is important in his daily life.	Express their ideas in partners.	Participation	01	
Grammar Focus [Describe the grammar	At this point we are promoting				

explanation of the structure presented in the lesson]	listening skill, for the moment any specific grammar content.				
Summary [Describe how you summarize what was presented on the lesson]	This activity tries to promote the listening comprehension skill about a specific topic. We promote 2 processes "processing sound" and "processing meaning".	Students must show the ability to recognize sentence and clause boundaries in speech, and identify redundant material.		01	

Reading and Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	In a collaborative work (teams of 5 members) are going to develop this activity.	Work in a collaborative work. (Teams are formed for the teacher. Sociocultural theory intramental plane)		01	
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	Every team finds out the vocabulary about its disease.			01	
1st practice [Describe the students	Teacher explains to the students they are going to choose	Students work at home in looking	Interrnet, books,	01	

| activities to practice what was presented to them] | a disease they are interested in and after they are going to do a research about it.

Teacher explains them that are going to do a summary (Writing skill) | information about their disease.

Write down the summary and ask question about it and clarify the doubts with the teacher | research articles. Note: This activity is homework.

Reading and notebook | 02 | Checklist for the summary |
|---|---|---|---|---|---|
| 2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants] | **First Moment** Teacher tells to the students that they have to share the summary to the others teams.

Second moment

Activity for promote: Intercultural component.

-Teacher gives to each team a little paragraph about famous people who have o had AIDS.

-Ask them some questions and they have to share in the team
-Have you known somebody who has or had AIDS?
-How does the | • Every team has 7 summaries, each member of the team reads one summary and identify and underline grammatical tenses

Students share their ideas and after answers some questions questions.

Students write down 5 suggestions using conditionals and of course the grammatical tenses (it is implicit) | Summaries that each team has done

Students participations

Students oral participation | 02

02

02 | Teacher observes the dynamic of work, It means how they are working, what are their needs, how are their feelings, motivation, etc. |

	society treat them? -What would you do if you knows a friend has AIDS? How do you treat him? What kind of attitudes will you have about him? **Note: There are some questions that are in the material section that they have to share their points of view.** **Third moment:** Teacher tells to the teams that they have to make 5 suggestions about how people who have AIDS or any stigmatized disease have to be threatened.		They make suggestions. (They have to use the conditionals)	02	
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Conditionals Grammatical tenses If the students have doubts about it, Teacher has already explained the grammar focus but if they have doubts teacher clarify them. There is a "poster" about how use conditionals. See Appendix.	Students do some exercises on line and some exercises in their book.	Computer, internet	02	Teacher checks the answers and gives feedback if it necessary

Summary [Describe how you summarize what was presented on the lesson]	Each team chooses a disease they are interested, (the team has agreed in the disease chosen), make a research about the disease, and a summary and share their summary with the other teams. After the teacher gives them a little paragraph about a famous people who has o had AIDS, they have to answers the questions and write down 5 suggestions.				

Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	Teacher talks to work teams about to do an oral presentation that they are going to present in front of the group, explain them the rubric that is used to be graded. While they are preparing the oral presentation teacher goes around the classroom to	Prepare an oral presentation at home, they have minimum 5 minutes maximum 8 minutes to do the oral presentation, all the members of the team has to speak.	Computer, internet, readings.	03	

	clarify doubts.				
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	It is own of the topic	They find out the words that they do not know and classify it in noun, verb, adverbs, adjective.	Notebook	03	Check the vocabulary
1st practice [Describe the students activities to practice what was presented to them]	Teacher watches their oral presentation, and pay attention for giving a feedback.	Each team does an oral presentation in front of the whole group. At the end of the presentation they make some advices to prevent, cure, or treat the disease.	Projector, computer	03	Rubric for oral presentation
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	Teachers give the indication that all the summaries will be exposed in the portico for the whole students community.	Students who are listening make questions about the topic.		03	
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Conditionals and all the grammatical tenses.			03	
Summary	Each team has an			03	

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[Describe how you summarize what was presented on the lesson]	oral presentation				

2.02 Instruments of learning assessment

Checklist for summary

Traits	SCORE		
	1	2	3
Title of the summary			
It includes the main ideas			
It has coherence and congruence of ideas			
Good spelling			
Use punctuation			
It includes the vocabulary section			
Present a conclusion at the end			
It contains a conclusion at the end			
It is a readable text			
It is clean and has good presentation			
It contains bibliography where was taken the summary (Links , books or research articles)			

For Listening Skill

Check the information that the students wrote down about the video and we compare with the correct answers.

I. **Answers these questions about the information you have already heard in the video "Take care of yourself"**

1. What is the suggestion about going to eat out because you do not have time to go home?

_____

_____

2. How many hours sleep wealthy people and how many the poor people?

_____

3. Explain what are the reasons with respect to the question number 2

_____

4. What is the best method to deal with the stress?

_____

5. What is the recommended activity with people you care about the most?

_____

Rubric for oral presentation

CATEGORY	Needs to improve	Fair	Good	Excellent
GREETINGS AND INTRODUCTION	Students do not greet neither introduce the topic to the	Students greet, they have a proper body language and a	Students greet, introduce the topic to the audience, have a	Students greet, introduce the topic to the audience and

	audience, nor have a very good handle of the voice and their body language is not the proper.	good handle of voice, but do not introduce the topic to the audience	very good handle of voice, but their body language is not the proper.	they have a proper body language they have a very good handle of the voice.
PRESENTATION OF INFORMATION	Information do not have any order, it is so difficult to understand, it has a lot of information with only text ,	Information has order, easy to understand but with few information and poor content.	Information has order, it has a lot of information with few images , it has coherence of ideas and a logical order .	Information has order, it is easy to understand, it has text with images. present coherence of ideas and a logical order.
CONTENT	It does not have principal ideas, nor coherence of ideas neither logical order	It contains principal ideas, but without arguments, nor coherence neither logical order.	It contains principal ideas with their arguments, it has coherence and logical order.	It has principal ideas with arguments, and principal aspects, coherence of ideas and a logical order, good level of content.
ORAL EXPRESSION	They do not use an appropriate vocabulary, they speak with a weak voice tone, they are insecure.	They do not feel confident, speak with a weak voice tone, their use sometimes inappropriate vocabulary, a lot of grammar mistakes.	They use an appropriate vocabulary, but they do not handle their voice tone, sometimes their exposition loose the attention of the audience.	They use an appropriate vocabulary and the exposition is very clear, handle very well their voice tone, they feel confident, they do not make grammar mistakes.

2.03 Materials and resources for learning

It was taken from this link:
https://www.google.com/search?q=conditionals&tbm=isch&source=iu&ictx=1&fir=onqKIAFeH7A3tM
%253A%252CWvJ97TE9lMKD4M%252C%252Fm%252F0pk_wm0&vet=1&usg=AI4_-
kQ46soNrNlWOf9Sc2zJq4b2ZyPkMA&sa=X&ved=2ahUKEwiVyaqBxcLiAhVP-qwKHXiHA-
oQ_B0wGnoECAkQBg&biw=1024&bih=489#imgrc=onqKIAFeH7A3tM:

Irregular verbs

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be	was/were	been	keep	kept	kept
become	became	become	know	knew	known
begin	began	begun	leave	left	left
bite	bit	bitten	lend	lent	lent
bleed	bled	bled	let	let	let
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
dig	dug	dug	run	ran	run
do	did	done	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	show	showed	shown
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
get	got	got	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
hang	hung	hung	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hide	hid	hidden	wear	wore	worn
hit	hit	hit	win	won	won
hold	held	held	write	wrote	written
hurt	hurt	hurt			

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Excercises about conditionals. This is the link :

http://www.ejerciciodeingles.com/ejercicios-estructuras-condicionales-rellenar-huecos/

← → C ⓘ No es seguro | www.ejerciciodeingles.com/ejercicios-estructuras-condicionales-rellenar-huecos/

Pon los verbos entre paréntesis en su forma correcta. Ten en cuenta el tipo de estructura condicional.

John: Can't you stop playing the piano?
Dan: Well, if I _____ (not practise), I will fail my exam next week.
John: But why at night? If you _____ (play) in the morning, I _____ (not hear) you because I'm at work. But you never play in the morning! If I _____ (know) about the piano, I _____ (not take) you as a flatmate last September. If you _____ (practise) quietly, it _____ (be) much better.
Dan: But I can't play the piano quietly.
John: If I _____ (know) that, I _____ (choose) someone else for the room. Anyway, if you _____ (not find) a solution soon, I _____ (complain) to the police.

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Readings about diseases, we worked with 8 readings, it is one of them.

Hepatitis A

Hepatitis A

The first descriptions of hepatitis (epidemic jaundice) are generally attributed to Hippocrates. Outbreaks of jaundice, probably hepatitis A, were reported in the 17th and 18th centuries, particularly in association with military campaigns. Hepatitis A (formerly called infectious hepatitis) was first differentiated epidemiologically from hepatitis B, which has a long incubation period, in the 1940s. Development of serologic tests allowed definitive diagnosis of hepatitis B. In the 1970s, identification of the virus, and development of serologic tests helped differentiate hepatitis A from other types of non-B hepatitis.

Until 2004, hepatitis A was the most frequently reported type of hepatitis in the United States. In the prevaccine era, the primary methods used for preventing hepatitis A were hygienic measures and passive protection with immune globulin (IG). Hepatitis A vaccines were licensed in 1995 and 1996. These vaccines provide long-term protection against hepatitis A virus (HAV) infection. The similarities between the epidemiology of hepatitis A and poliomyelitis suggest that widespread vaccination of appropriate susceptible populations can substantially lower disease incidence, eliminate virus transmission, and ultimately, eliminate HAV infection.

Hepatitis A Virus

Hepatitis A is caused by infection with HAV, a nonenveloped RNA virus that is classified as a picornavirus. It was first isolated in 1979. Humans are the only natural host, although several nonhuman primates have been infected in laboratory conditions. Depending on conditions, HAV can be stable in the environment for months. The virus is relatively stable at low pH levels and moderate temperatures but can be inactivated by high temperature (185°F [85°C] or higher), formalin, and chlorine.

Pathogenesis

HAV is acquired by mouth (through fecal-oral transmission) and replicates in the liver. After 10–12 days, virus is present in blood and is excreted via the biliary system into the feces. Peak titers occur during the 2 weeks before onset of illness. Although virus is present in serum, its concentration is several orders of magnitude less than in feces. Virus excretion begins to decline at the onset of clinical illness, and has decreased significantly by 7–10 days after onset of symptoms. Most infected persons no longer excrete virus in the feces by the third week of illness. Children may excrete virus longer than adults.

Hepatitis A

- Epidemic jaundice described by Hippocrates
- Differentiated from hepatitis B in 1940s
- Serologic tests developed in 1970s
- Vaccines licensed in 1995 and 1996

8

Hepatitis A Virus

- Picornavirus (RNA)
- Humans are only natural host
- Stable at low pH
- Inactivated by high temperature (185°F or higher), formalin, chlorine

Hepatitis A Pathogenesis

- Entry into mouth
- Viral replication in the liver
- Virus present in blood and feces 10-12 days after infection
- Virus excretion may continue for up to 3 weeks after onset of symptoms

1(

Hepatitis A

Clinical Features

The incubation period of hepatitis A is approximately 28 days (range 15–50 days). The clinical course of acute hepatitis A is indistinguishable from that of other types of acute viral hepatitis. The illness typically has an abrupt onset of fever, malaise, anorexia, nausea, abdominal discomfort, dark urine and jaundice. Clinical illness usually does not last longer than 2 months, although 10%–15% of persons have prolonged or relapsing signs and symptoms for up to 6 months. Virus may be excreted during a relapse.

The likelihood of symptomatic illness from HAV infection is directly related to age. In children younger than 6 years of age, most (70%) infections are asymptomatic. In older children and adults, infection is usually symptomatic, with jaundice occurring in more than 70% of patients. HAV infection occasionally produces fulminant hepatitis A.

Complications

In the prevaccine era, fulminant hepatitis A caused about 100 deaths per year in the United States. The case-fatality rate among persons of all ages with reported cases was approximately 0.3% but could be higher among older persons (approximately 2% among persons 40 years of age and older).

Hepatitis A results in substantial morbidity, with associated costs caused by medical care and work loss. Hospitalization rates for hepatitis A are 11%–22%. Adults who become ill lose an average of 27 work days per illness, and health departments incur the costs of postexposure prophylaxis for an average of 11 contacts per case. Average direct and indirect costs of hepatitis A range from $1,817 to $2,459 per adult case and $433 to $1,492 per pediatric case. In 1989, the estimated annual U.S. total cost of hepatitis A was more than $200 million.

Laboratory Diagnosis

Hepatitis A cannot be distinguished from other types of viral hepatitis on the basis of clinical or epidemiologic features alone. Serologic testing is required to confirm the diagnosis. Virtually all patients with acute hepatitis A have detectable IgM anti-HAV. Acute HAV infection is confirmed during the acute or early convalescent phase of infection by the presence of IgM anti-HAV in serum. IgM generally becomes detectable 5–10 days before the onset of symptoms and can persist for up to 6 months.

IgG anti-HAV appears in the convalescent phase of infection, remains present in serum for the lifetime of the person, and confers enduring protection against disease.

The antibody test for total anti-HAV measures both IgG anti-HAV and IgM anti-HAV. Persons who are total anti-HAV positive and IgM anti-HAV negative have serologic markers indicating immunity consistent with either past infection or vaccination.

Molecular virology methods such as polymerase chain reaction (PCR)-based assays can be used to amplify and sequence viral genomes. These assays are helpful to investigate common-source outbreaks of hepatitis A. Providers with questions about molecular virology methods should consult with their state health department or the CDC Division of Viral Hepatitis.

Medical Management

There is no specific treatment for hepatitis A virus infection. Treatment and management of HAV infection are supportive.

Epidemiology

Occurrence

Hepatitis A occurs throughout the world. It is highly endemic in some areas, particularly Central and South America, Africa, the Middle East, Asia, and the Western Pacific.

Reservoir

Humans are the only natural reservoir of the virus. There are no insect or animal vectors. A chronic HAV carrier state has not been reported.

Transmission

HAV infection is acquired primarily by the fecal-oral route by either person-to-person contact or ingestion of contaminated food or water. Because the virus is present in blood during the illness prodrome, HAV has been transmitted on rare occasions by transfusion. Although HAV may be present in saliva, transmission by saliva has not been demonstrated. Waterborne outbreaks are infrequent and are usually associated with sewage-contaminated or inadequately treated water.

Temporal Pattern

There is no appreciable seasonal variation in hepatitis A incidence.

Communicability

Viral shedding persists for 1 to 3 weeks. Infected persons are most likely to transmit HAV 1 to 2 weeks before the onset of
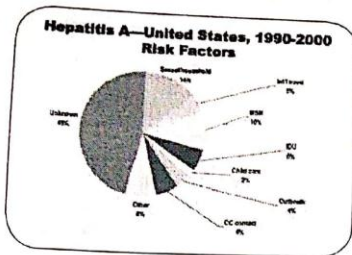
Hepatitis A Epidemiology

• Reservoir	Human
• Transmission	Fecal-oral
• Temporal pattern	None
• Communicability	2 weeks before to 1 week after onset

8

illness, when HAV concentration in stool is highest. The risk then decreases and is minimal the week after the onset of jaundice.

Risk Factors

From 1990 through 2000, the most frequently reported source of infection was personal contact (sexual or household) with an infected person (14%). Two percent of cases involved a child or employee in child care; 6% occurred in a contact of a child or employee in child care; 5% occurred among persons reporting recent international travel; and 4% occurred in the context of a recognized foodborne outbreak. Injection-drug use was a reported risk factor in 6% of cases; men who have sex with men represented 10% of cases. Forty-five percent of reported hepatitis A case-patients could not identify a risk factor for their infection.

Groups at increased risk for hepatitis A or its complications include international travelers, men who have sex with men, and users of illegal drugs. Outbreaks of hepatitis A have also been reported among persons working with hepatitis A–infected primates. This is the only occupational group known to be at increased risk for hepatitis A.

Persons with chronic liver disease are not at increased risk of infection but are at increased risk of acquiring fulminant hepatitis A. Persons with clotting factor disorders may be at increased risk of HAV because of administration of solvent/detergent-treated factor VIII and IX concentrates.

Foodhandlers are not at increased risk for hepatitis A because of their occupation, but are noteworthy because of their critical role in common-source foodborne HAV transmission. Healthcare personnel do not have an increased prevalence of HAV infections, and nosocomial HAV transmission is rare. Nonetheless, outbreaks have been observed in neonatal intensive care units and in association with adult fecal incontinence. Institutions for persons with developmental disabilities previously were sites of high HAV endemicity. But as fewer children have been institutionalized and conditions within these institutions have improved, HAV incidence and prevalence have decreased. However, sporadic outbreaks can occur. Schools are not common sites for HAV transmission. Multiple cases among children at a school require investigation of a common source. Workers exposed to sewage have not reported any work-related HAV infection in the United States, but serologic data are not available.

Children play an important role in HAV transmission. Children generally have asymptomatic or unrecognized illnesses, so they may serve as a source of infection, particularly for household or other close contacts.

Hepatitis A—United States, 1990-2000 Risk Factors

Material for Intercultural Formative Purpose

Do you know how is transmitted the AIDS' virus?

Do you consider that people who have AIDS is discriminated for the society?

Do you think that the AIDS disease is stigmatized?

What would be your attitude if you share your work with a persona who has AIDS?

What aspects are important to consider about to raise awareness about this disease?

Famous people that have or had AIDS
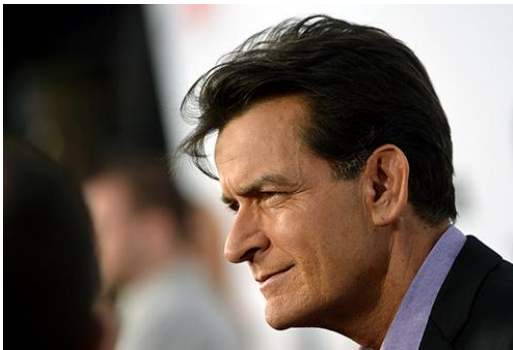
Charlie Sheen

In November 2015, this actor revealed that he'd been living with HIV -- the virus that causes AIDS -- for at least 4 years. He said he didn't know how he got it, and he admitted he'd paid people more than $10 million not to tell anyone he had it. Since then, he's become a spokesman for a Swedish brand of condoms and a public advocate for safe sex.

Eazy-E

This rapper from the group N.W.A. -- the subject of the movie *Straight Outta Compton* -- died in 1995 at 31, just a few weeks after learning he had AIDS. He didn't say how he got it, but he told the *L.A. Times,* "I have seven children by six different mothers. Maybe success was too good to me." His wife, whom he married just before his death, and his infant son didn't get the virus.
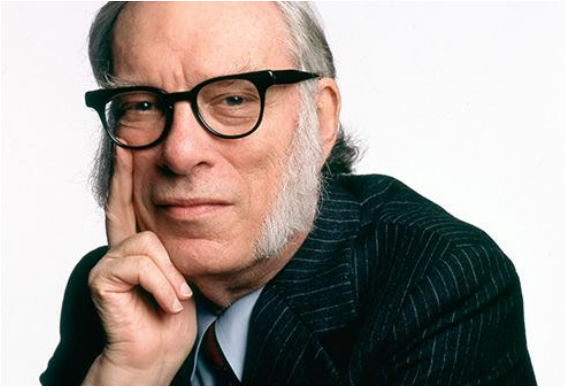
Isaac Asimov

The heart and kidney failure that killed the legendary science fiction writer in 1992 were caused by AIDS. He got HIV from a blood transfusion during heart surgery in 1983. It wasn't revealed publicly until his book *It's Been a Good Life* was published in 2002. It was written by Asimov before his death and edited by his wife after he died.

Danny Pintauro

Best known for his role as one of the kids in the '80s sitcom *Who's The Boss?,* Pintauro has been HIV positive since 2003. He says he got the virus while using the powerful street drug crystal meth, which can lead to risky behavior and may make your immune system weak.

Andy Bell

Just before Christmas 2004, the lead singer of the band Erasure said he and his boyfriend were HIV-positive. He told *HIV Plus* magazine that he'd known for more than 6 years but waited to talk about it because he didn't feel ready. His boyfriend -- and the band's manager -- Paul Hickey wrote about their battle with the virus in the book *Sometimes: A Life of Love, Loss & Erasure.* Hickey died in 2012.

Magic Johnson

The basketball legend announced he was HIV-positive in October 1991. The news was a wake-up call to straight men who thought they weren't at risk for the disease. Johnson retired from the L.A. Lakers but played in the 1992 NBA All-star Game and helped the U.S. Olympic Team take the gold later that same year. Since then, he's worked to educate people about HIV and AIDS.

Chuck Panozzo

In 2002 article for *The Advocate,* the bass player for the band Styx wrote: "When I was diagnosed 10 years ago, there was a lot of suffering in the gay community. Many people I knew died prematurely. … A whole segment of America was shunned because politics and religion got involved. That's an outrage." Panozzo is a spokesman for Human Rights Campaign and speaks about HIV/AIDS issues.

Arthur Ashe

The man who helped break the color barrier in professional tennis revealed he had AIDS in April 1992. He got HIV from a blood transfusion related to heart surgery. Once he went public, he spent the last months of his life raising awareness about HIV/AIDS and spoke about it on the floor of the United Nations. He died of complications from AIDS in February 1993.

Chapter 3: Experience Report

This section shows an analysis about something that as a teacher is very important, it refers to the teaching practice, because it tells us about how we have been working and which are the results, because of this analysis depends on what it works and what it does not work and what we are going to implement in our teaching practice.

First of all it is necessary to know that there are two approaches, the traditional (TA) and the Performance Based Assessment (PBA). The first one uses a lot of test to measure abilities and knowledge, the other one pays attention to how the language learner helps them to solve situation, it means how it is applied to the real life.

It is important to point out the difference between testing and assessment, the first one is about a method of measuring a person's ability, knowledge or performance in a given domain (Brown, 2004), it can be when we want to test an ability in the target language as speaking, listening, writing, and reading, so we design an specific tool for doing that, these type of tests focus on concrete knowledge, and so called facts, they do not care about how the knowledge is used (Kuhlman, 2008). There are common traditional tools for testing that teachers uses in a classroom as Multiple Choice tests, Completion, True/False, Cloze, dictation, but one disadvantage is that in these kinds of test students do not give the reasons about why they chose those answers, I consider that tests give a number about an ability, and behind that there are a lot of knowledge that it was measured and besides we did not realize how much knowledge they have built.

In my teaching practice I use tests for knowing specific grammar content, reading comprehension, vocabulary etc. I use it as complement of Assessment, so it refers to an ongoing activity, of which testing is only one of many sources of input, so tests are part of the assessment.

In this lesson plan I implemented both, tests and assessment, for testing I designed two tools one for knowing the grammar content (conditionals in this case) and the other one was about the listening skill, where my students watched and listened a video and they answered some questions, after I checked their answers. (Compare with the correct answers).

On the other hand, I designed two tools for assessing the writing and speaking skill, one was a checklist (for a summary) and the other a rubric (oral presentation), they are tools that are considered Performance Based Assessment, because we can give a feedback about their final product and they can improve this skill taking into account the observations that I have done they know what they need to work on and what they are doing well.

I have implemented materials that there are in the internet, (readings, video, grammar content, test on line), it is a great tool that as an English teachers we can find a lot of materials that we can implement in our classes.

Description of the development and outcome of the activities (Results of the lesson plan)

Listening Skill

One of the strongest skills that this group has is the listening skill, 80% of the students have answered the questions in a correct way. I have only this semester working with them and in the diagnostic test that I applied to this group, they were in to proficiency basic level and I consider that most of them are motivated in the English Class they want to learn the language, I started to talk with them in English the whole class, at the beginning it was hard but I used to say the meaning in Spanish, but they were achieving the language over the time, so I think this is one of reason they have developed the listening skill, besides they have watched a lot of videos that are in the internet because it is part of the homework activities that I design in my group.

Writing Skill

The summaries that they have done I considered that they need to work coherence of ideas and write with a logical order, besides some of them present a lot of misspelling. One of the aspects that we need to work is in the use of connectors words and punctuation.

Reading Skill

One of the ways that I have worked with them in the semester is that when they are talking they try inferring the meaning of the words, but they need to find out the meaning in a dictionary and identify the role that is taking within the reading, they have to write a "vocabulary section" in every

reading they do and after they have to classify the words in nouns, verbs, adjectives or adverb. I consider that this activity has helped a lot to the students because they have the habit to read in English, so in this activity they have to read with a comprehension level because they need to pick up the information to do the summary and for the oral presentation. It is a skill that has been worked during the semester, I consider that they are getting better every time.

Speaking Skill

It is the weakest skill that they have developed, they can talk in English in a slow way, but some of them when they were participating they memorized their interventions in the oral presentation. It is a skill that I have to focus, but one of constraint is that in my group there are 41 students and I have only 3 classes every week of 50 minutes each one, it has been hard in my teaching practice. I am considering to tell them that find and English speaking conversation partner, it could be in the internet or students who have lived in USA and now are in the school, read aloud or talk to yourself, because it will help to become more fluent in translating your thoughts into spoken words.

The instruments that I have implemented for testing and assessing are helped a lot, especially the instruments considered of Performance Based Assessment because through the feedback they realize in which aspects they need to work and they are going to achieve over the time.

I think that work collaborative is a very enriching activity, students can help each other, especially because I formed the team, so I made this decision because according to Sociocultural Theory when a learner has another person who helps him and it is a guide or expert, the learner are going to improve a lot. It is a group that has a sense of belonging, they are integrated as a group and most of them are good students.

I have seen the results, not immediately, many times they are embarrassed if they are going to make a mistake, or even if they ask for some words than they do not know the meaning, but after a time, they feel motivated to learn the language, they have confidence in speaking the language. A fundamental part is the role that the student who serves as monitor must be kind, respectful, patient and the most important thing is that he or she wants to teach, to guide, to accompany his/her classmates, I work this part with the monitors.

1. **Intercultural component:** It was a very touchful activity because they express their attitudes, feelings, beliefs system about a disease which has been so stigmatized, where students can be empathetic with the pain of others and share points of view as this kind of disease can happen to any of us, and how they would feel if they get this disease, it helps a lot because they are aware of the conditions of life they are living, and the most important thing they realize that people deserve respect, attention, and we do not have the right to offend them.

2. **Evaluation:** I have applied two traditional tools and two based performance assessment, both allowed me to see what aspects of my teaching practice I have to focus on. Later I explain in more detail.

3. **Conclusion**: Most of the times I had not implemented the content base approach in my teaching practice, and I realized that it is very motivating for the students, because they are learning not only the language they are learning content that is interesting for them, they also enjoy doing the activities while they are learning. It has been a great experience that I have to take into consideration from now on.   The content based approach has impacted a lot in the students, because I saw them interested, motivated, and enjoying their activities, because they are learning contents that they are interested and the language at the same time. Other great experience has been the intercultural component, because I can connect with my students about how they see the life, what attitudes and beliefs are and I can promote that it does not matter the conditions of a person is living, the most important is that he is a human being and he deserves respect.

4. **Follow up activities**: Students are going to continue working with the new knowledge that they have built, if we talk about the grammar content (conditionals), we use it all the time because we talk about things that happen, what could happen, or what might have happened it is a very useful content. Besides this activity about diseases is very important for the students who are studying Clinical Laboratory, they apply this knowledge in specialty's subjects.

Chapter 4: Conclusions

Once I have concluding this specialization, I want to share that my teaching practice definitely has changed, because now I can design a whole project with many sessions (hours class) and I have very clear in my mind what is my goal, because now I know what is the rationale of every activity that I have implemented, and I have elements about what approach I am going to apply and it depends on what my objective is. With respect to the method, I feel identified with the direct method and sometimes traits of the audio lingual method, in this part of my teaching practice I really changed, because before I started my specialization I used to apply in my classes the grammar translation method and I do not think that it is a bad method, but for me I have realized that students have to learn a language but contextualized with their reality, it means that they apply it in their lives and help them to solve problems.

As I said before, intercultural component was a very important part in my teaching practice, I did not use to care about it, but now I have seen the difference in my classes, I feel closer to my students and I can easily get in touch with my students, because with these kind of activities I touch the human part, their lives, their beliefs system, ways of thinking; without a doubt we must implement it in our classes.

The theories, approaches that I have known they are going to allow me to implement in my lessons plans, with purpose, and I consider that learning a language involves not only the language, we learn ways of see the life, other realities, that help us to understand better our world.

Testing and assessment are main points that I have to take into account in my teaching practice. Performance Based Assessment is a rich tool because to see the process learning as a continuos process and I go observing the advances and achievements that my students are getting.

My areas of opportunity in my teaching practice are: Designing activities that promote the speaking skill with large groups, giving the time to check written texts that students do and give a feedback because most of the times I consider it is a hard work and I do not have much time, but I need to focus on that. With respect to the use of the technology I have known a lot of sites in internet that there is a lot of material than I can use in my classes, and the speciality has given me another perspective about technology, besides my students love working with technology.

When I began to study the Specialization there were a lot of things that I did not know, and I understood that to be an English Teacher is not focus only in teaching the structure of the language it goes beyond of it, we communicate meanings, interest, intentions, ways of thinking, believes that we foster in a specific social context and in concrete circumstances.

I want to finish as I started since the first module talking about "My teaching philosophy" and of course that have changed since I began to study this specialization, before I did not use to pay attention to the semantic and pragmatics of the language, because I had not known these dimensions, now I focus in teaching not only forms and structures, I have an holistic vision I have understood that language is a vehicle that allows to the human being have communication with others, live in community, express feelings, emotions, intentions, believes, and gives membership to a community, town or country, so my teaching practice is oriented to be a useful tool where it must be a meaningful experience, it means that they use in their daily lives and solve situations that they face every day, and help them to be a more balanced person.

Definitely I have another perspective of how teach a language, I feel more identified with to be an English Teacher, and I realize in my classes because I am more motivated, my teaching practice definitely has changed, especially with the new methods that I implemented the direct method and audiolingual method, they have their rationale behind the Communicative Approach.

And of course I am very thankful with my tutor Daniela, I consider She is a very educated human being, polite, kind, responsible and engage with to be an English teacher, thank you so much for everything and your support.

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