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Improving Competencies and Skills Using Technology to Develop a Presentation About Countries

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

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SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FO-
REIGN LANGUAGE

FINAL PROJECT

MODULE 3

**Improving Competencies and Skills Using Technology to Develop a
Presentation About Countries**

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INTRODUCTION

The content of this Specialization is divided in three modules. In the first one, theories about learning and teaching languages were studied. In the second module, language skills were described and the third module was focused on information related to Intercultural competence and assessment.

In this final project my teaching philosophy and theories will be described. The second chapter is about methodology and practice by developing an Intercultural Project describing from planning to assessment and the rationale behind it. The outcomes will be described in chapter three and conclusions of the Specialization and Final Project in chapter four.

In relation to my teaching context, how I learned the language as well as learning to teach it, will be described along to my teaching experience at schools and private classes. Focus will be mainly on current activities working in an Elementary school and how the topics during these Specialization have helped to improve teaching the language. Class profile and materials used during lessons will also be described.

Humanism, translation methods, Behaviorism and Sociocultural theories made me realize different aspects of my teaching in the past and nowadays and how I can improve. Krashens' theories were useful with students in this group during this school year because of some discipline issues working with them at the beginning of the year. Therefore, taking into account his Natural Approach, Affective Filter hypothesis and types of motivation helped to turn classes into a stress-free and motivating environment.

Learning characteristics about the different skills in the language were valuable to plan and design activities to help students improve in listening, writing, reading and listening skills and subskills. Talking about reading, different authors agree that activating schema allows students to talk about what they previously know about a topic, the layout of texts and language used for texts. It is necessary to promote motivation before doing activities.

CALLA provides us with strategies based on the whole language approach which incorporates the four skills. Students should read as much as they can to improve comprehension of texts as understanding is the main objective of reading. For this, it is advisable to create a reading lab to facilitate students with material according to their level and interests. In relation to writing skills approaches are considered by Hyland who talks about the writing process. Listening comprehension is similar to reading. Therefore, reading strategies might be used to develop listening skills and subskills. Listening is related to speaking in the communication process and acti-

vities to develop this skill should integrate reading and writing as well. For listening activities, teachers should plan pre-while and post activities including integrated skills.

The common issue is that students want to understand everything they listen to and if they are not able to do that, they get frustrated and block. Nowadays for any activity it is complicated for them to focus for more than some minutes and if what they are listening to is a long text, they get easily distracted. Hence, it is important to teach them strategies to focus on listening to specific information or general ideas and depending on the activity, asking for clarification. Technology is part of our daily lives and students feel motivated when they use it in class and it provides us with authentic material.

Even though students should have a fluent and accurate speech, grammar is not the main objective when developing Speaking skills. Besides fluency, students should speak with an appropriate pronunciation and intonation by identifying stress in words and sentences as well as practicing linking sounds while speaking to help them have a better understanding of the language while listening too.

The last part of the course was focused on Intercultural skills and created a series of lessons to improve and promote them in students. The objective is to help them realize the importance of understanding and respecting different cultures and give them the opportunity to have a critical analysis on their own culture. The Model of Intercultural Competence which includes components to take into consideration to help students permeate with other cultures whenever they need to do it, will be described.

Learners nowadays have the opportunity to travel and study more often than in the past and it is not important just to know the language but have the necessary skills to communicate in a foreign country such as interpreting, relating, discovery and interaction. It is important for them to know about social interaction, attitudes, and critical cultural awareness.

The role of a teacher in the classroom in an Intercultural lesson is as mediators, ethnographers, researchers, managers, mentors, learners and agents of change. In relation to assessment, this is somehow different from the type of activities to assess linguistic and communicative competences. For intercultural competences it is important that students notice their progress.

Finally, a lesson focused on teaching intercultural competences to students will be detailed. Due to the fact that now language is taught using technology, some changes were made to the original plan in order to keep students motivated to work on this project.

Working in a school based in Constructivism gave me the opportunity to observe that when students learn to be independent and have the ability to acquire knowledge by themselves, it is more meaningful for them. Working in different activities and noticing their strengths and areas to improve make students enjoy the learning process. Even students in first grade were able to work independently and if there was not a teacher in the classroom they knew what they had to do and helped each other.

Observing that having a role in every class helps students to be more responsible and feel important, throughout the school year students perform as coordinator, material supplier, timekeeper or speaker/writer so they are used to have a role in a team.

Creating a theme park is a project used for many years with students of different levels and ages and they have always enjoyed doing it. However, this time was challenging because students are still learning to work independently at home. They are realizing the importance of understanding what they read even if it is just a simple instruction in the online classes.

Working in a project, involves not just performing different activities and creating a product but reading plenty of information with instructions and guidelines for the project in general, their specific role and steps to follow. The importance of lesson planning and the rationale behind the activities, materials and assessment tools I used to evaluate the project as well as the outcomes will be narrated.

CHAPTER 1. PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

The main objective of studying this Specialization was achieved by learning different approaches, methods, hypotheses and techniques for teaching and learning English as a second language in Module 1, developing skills in Module 2 and about Intercultural competence and assessment in Module 3. I have had the opportunity to reflect on my teaching philosophy and performance to identify aspects to improve based on what I have learned during these months to help students develop skills and competencies.

I studied in a bilingual school throughout elementary and junior high. The lessons were based on books for the different skills, grammar and spelling. Lessons were based on the Structuralist approach in which there was a main focus on grammar, specifically rules for the different tenses and practice of the language was by generating new sentences based on a model. There were some activities with a communicative purpose and those were the ones in which we could really acquire the language and motivate ourselves to learn. I enjoyed my classes and that is why since I was in elementary school, I wanted to be an English teacher.

I have a Degree in Law from UNAM but I have worked in the legal area only for a couple of years. When I studied the teacher's course, classes were based on the Communicative, Sociolinguistic, Constructivist and Humanistic Approaches. Teachers applied different methodologies, approaches and techniques when teaching us, we had to read about them and apply them during teaching practices.

I have been working as an English teacher for about 18 years. During the first years I was in charge of Computer Labs for English classes. Students in elementary school, worked in a learning center doing activities to practice vocabulary and grammar. Students in junior high school and high school researched a topic and had oral presentations using technology. From that moment, I noticed the advantages of Task-based approach to develop language skills and competencies in students.

I have had the opportunity to travel abroad and by the time I did it for the first time, I had already learned and taught English for some years but in my first attempt to communicate I could not understand what a person was saying. Before that, I focused on students learning lexis and syntax but since then I realized the importance of the Communicative Approach in order to help students focus on the meaning rather than on the form to be able to communicate.

After working there, I worked for many years teaching adults in companies and private classes to children until two years ago when I started teaching elementary and high school students. Since last year I have been working in a Lasallian school. Classrooms are equipped with a projector and loud speakers and we can use the Ipads classroom and patio to work.

I am working with elementary students from fourth to sixth grades. In relation to the class profile, there are 36 students in sixth grade ranging from 9-11 years old. Even though they are in the Upper level class, only 18 students are advanced and 8 are students who struggle with the language. Most of them are visual, kinesthetic and musical. They have studied English for almost five years with materials that help them prepare for certification exams according to the CEFR.

The materials we use at school are from Cambridge University Press (Student's Book, Workbook, Teacher's Resource Book and a Grammar Book). The books that we use provide them with vocabulary and language that corresponds to the content of the CEFR according to their level and develop competencies. The book is designed to give students activities which increase in complexity according to the Natural Order hypothesis established by Krashen. First they provide students the vocabulary which they will practice while learning the form and meaning of the structure and when reading stories in each unit.

It includes activities to practice pronunciation, different skills and promote values. In every unit a CLIL aspect is included such as Literature, Communication, History, Maths, Biology, Art, Physics, Environmental Studies. There are task based activities including Projects to promote creativity and Role Plays to promote natural dialogues about different topics. All these activities develop in students linguistic, sociolinguistic and pragmatic competences. On Fridays we work on Certification exercises, that is review of vocabulary and structures in general. We use books and digital material for those activities.

I also use authentic material because learners have a purpose for learning. They know that if they have the opportunity to travel, they might come across those types of texts. I use flyers, magazines and catalogues that I bring from countries I have the opportunity to visit. Also, books and listening materials such as videos, songs and websites to provide students with opportunities to listen to native speakers. I use technology every class to review the answers of activities in the workbook using interactive exercises included in the Cambridge platform and in different sessions to do listening activities, watch videos and to read books about different topics in a digital library.

Students are seated in groups of four and that seating arrangement helps me to have different interaction patterns and implement collaborative work every class. This makes student's interac-

tion easier and also helps students for the 'negotiation of meaning' to ask for clarification, rephrase, and confirm what they understand in all the activities. They know they should support each other in pairs and teams during the classes. As stated by Vigotsky, sociocultural theory, students feel more relaxed during the learning process when peers help them.

"...cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members."[1] I have confirmed that implementing different patterns of interaction every class is significant for students because they feel more comfortable when people their age, correct or help them. Peer correction makes students feel more confident, learning by the zone of proximal development working with upper level students.

During my experience working in a school based in Constructivism I had the opportunity to observe that when students learn to be independent and have the ability to acquire knowledge by themselves, it is more meaningful for them. They enjoy working in different activities and noticing their strengths and areas to improve. Even students in first grade were able to work independently and if there was not a teacher in the classroom they knew what they had to do and helped each other.

Students throughout the year had a specific role in a team to promote teamwork and individual responsibility because they are in charge of an activity all the time. The roles are 'Coordinator' who guides and encourages the team, 'Time-keeper' who is in charge to tell the team the time left for each activity, 'Material supplier' who gets and delivers materials and the 'Speaker-Writer' who is a kind of secretary. In this school students chose one of those roles every month and students enjoyed being in charge of one activity as part of a team.

"The teacher who believes in variety will have to be flexible since the only way to provide variety is to use a number of different techniques: not all of these will fit into one methodology."[2] Guiding students to construct their knowledge is effective because students of these generations like to discover, work with task based activities, do projects, and research. Students are responsible for their knowledge and teachers are facilitators who guide them. Promoting students to be independent and learn to be part of a team appreciating others strengths and theirs as well, will help them develop skills and competencies.

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[1] Jack C Richards, Willy A. Renandya, Methodology in Language Teaching. An Anthology of Current Practice, Cambridge University Press 2002.

[2] Penny Ur, A Course in Language Teaching, Cambridge University Press 1991.

This year with this specific group represented a challenge because at the beginning of the year I had discipline problems. I realized the importance of taking into account students personalities, interests and making them the center of the learning process. It is also important to make them notice their progress and give them the resources to improve in a nice class by promoting a respectful environment in order to make students analyze their weaknesses by themselves or by their peers.

Identifying why and when we are supposed to make decisions, include specific materials, behave in a certain manner, identify roles of teachers and students in the classroom are some of the aspects I consider in my lesson plans now. I realized the importance of the different types of motivation to help students enjoy the learning process.

Nowadays students who learn a new language, should identify a purpose for learning vocabulary and structures and teachers should provide it by setting a context for the topics. Talking about structures, is better to implement activities which help students focus more on the meaning rather than in the form. I notice the importance of creating useful assessment tools to get information about students' progress and knowledge by providing them specific information about the aspects to improve.

Now, more than ever we know how important it is to teach students to be tolerant and respectful towards other cultures. They should notice that even though we have differences, our similarities help us to have better communication. However, as teachers we should model and promote learning about our own culture in a critical way, being open to know about other cultures too.

I realize the importance of including activities to teach students intercultural competences as well as linguistic and communicative. I have included these types of activities before but not taking into consideration different aspects such as developing specific skills like interpreting, relating, discovery and interaction to help students feel more confident in case they need to travel or study abroad. Here is where including authentic material becomes a fundamental part of the class. We should provide students with material, environment and experiences that will help them have a better interaction with foreigners.

Whenever I have the opportunity we talk in class about our culture, traditions, beliefs, social interaction, etc. to learn about them and analyze students' reactions to different topics. I try to promote a respectful and tolerant attitude among them and towards other cultures. Sometimes we are critical about our culture too, in order to notice areas to improve as individuals and society.

In my experience, implementing task-based activities are meaningful for students so they get motivated. Upper level students work by themselves and teachers have the opportunity to guide students with a lower level of the language. By the end, with the outcomes of this type of activities, students and teachers have a sense of achievement since students are able to show their knowledge and reflect on their progress.

As for the roles of a teacher I will keep them in mind while planning. I consider that if we perform them in a proper way, the role of being an agent of change will be developed automatically. Our current situation of teaching online classes has made us teachers to open our minds to learn about use of technology, face our fears, be creative, be patient with ourselves, students and parents. This moment has made us realize the importance of teachers in society not just to share our knowledge in a specific field but the importance of trying to be an agent of change to help our students become better human beings.

1.02 THEORY UNDERLYING TEACHING PRACTICE

In relation to theory, during Module about different methods, approaches and theorists were studied. An approach is the theory that researchers establish about language and how to teach and learn it. Different methods have been used depending on the topics, students, school demands, among other factors. The way of learning and teaching a language has changed over the years but still sometimes even the grammar translation method is used to help lower level students when confused or they do not understand a specific structure.

Behaviourism was developed during the 1940's. "Traditional behaviourists hypothesized that when children imitated the language produced by those around them, their attempts to reproduce what they heard received positive reinforcement'.[3] Practice leads to habit formation and therefore learners acquire a language. The Behaviourist theory was created years ago but still has a relevant importance in relation to positive reinforcement to students when showing understanding and learning the language.

"Sociocultural theory holds that people gain control of and reorganize their cognitive processes during mediation as knowledge is internalized during social activity."[4] In relation to Sociocultural

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[3] Patsy M Lightbown, How Languages are Learned, Oxford University Press 2006.

[4] Ibid.

theory specifically about Vigotsky's Zone of Proximal Development, students feel more comfortable being corrected by their peers and learn by interacting with learners who have a higher level of knowledge.

In relation to the Natural Order hypothesis, "Krashen asserts that the *natural order* is independent of the order in which rules have been taught."[5]. Though, it is considered that there is a natural order for learning grammatical structures because students will not understand complex students before teaching simple ones. The materials used in classes are based on CEFR content thus there is a natural order for teaching grammar from first grade up to sixth grade.

"The classroom is the source of input for the students, a place where they can obtain the comprehensible input necessary for language acquisition."[6] The Input hypothesis establishes that language is acquired by comprehensible input which represents a challenge for students, represented by *i+1*. Implement activities that challenge our students just above their levels but the critique to this hypothesis is that *+1* challenge can not be actually measured. "Krashen cites any varied lines of evidence for this hypothesis, most of which appeal to intuition, but which have never been substantiated by empirical studies".[7] Knowing the level of our students, their abilities provides the parameter to determine the +1 challenge for students.

Students in the school are always challenged above their level because the exams are not specifically related to topics seen in each term, a Flyers Cambridge Certification exam is given. Besides the books, which includes vocabulary and structures according to the CEFR levels, teachers must include activities to teach strategies for the different parts of the exam. The challenges for students are to recycle vocabulary from previous years; learn vocabulary included in the level but that may be not studied yet; understand different texts; write simple ideas and use different grammatical structures among others.

The Affective Filter Hypothesis gives a special importance to motivation for students, to create a stress-free environment for learning the language. "The 'affective filter' is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available. 'Affect' refers to feelings, motives, needs, attitudes and emotional states. A learner who is tense, anxious, or bored may 'filter out' input, making it unavailable for acquisition."

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[5] Ibid.

[6] Stephen D. Krashen, Tracy D. Terrel, The Natural Approach. Language Acquisition in the Classroom, Prentice Hall Europe, 1995.

[7] Patsy M Lightbown, OP CIT.

[8]Students in sixth grade represented a challenge as their interests and personal traits are different from the students previously taught. Their personalities demand to plan classes which really motivate them. Therefore, learning about the Affective Filter hypothesis is important in order to promote a better learning environment.

Having meaningful input so it can become intake is an aspect to be taken into account when planning classes in order to learn a language. Intake is language taught by input which students really acquire and is through output that is noticed if input has become intake in students. During every lesson, activities in which students write or speak using the target vocabulary and language are implemented. The books students use include these types of activities.

Task-based approach is always included in every unit of the book. After learning vocabulary and forms, students work in activities in which an active participation is required. Working in teams helping each other and managing time was learnt by students throughout the school year. Products were created to present to the class, parents or other groups. A confident attitude is shown during the process by focusing on the meaning and not the form. The result is that appropriate use of the language is eventually shown, in a meaningful context.

One of the most important topics to be considered is the different types of motivation. Planning classes taking into account interaction, variety of activities, input and output among diverse aspects is necessary but if students are not motivated to learn the language, goals might not be achieved. In order to activate schemata and promote motivation, as established by the Concrete experience in the Experiential Learning Model, students are asked to share personal experiences.

"Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners' communicative needs, and their attitudes towards the second language community".[9] Intrinsic motivation is when students want to learn the language, not just by working during classes or doing homework but spending extra time reading, listening to material in the target language, watching movies or playing video games, noticing new vocabulary or just understanding the language or are capable of communicating with others.

Establishing rewards gives students extrinsic motivation to spend more time learning the language and perform activities correctly. Different rewards are offered to avoid distractions in order to have time to do extra activities besides the books, which motivate them and expose them to the target language.

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[8] Ibid.

[9] Patsy M. Lightbown, OP CIT.

Penny Ur determines about this skill "... reading means reading and understanding'. A foreign language learner who says, 'I can read the words but I don't know what they mean' is not, therefore, reading, in this sense. He or she is merely decoding- translating written symbols into corresponding sounds"[10]. Therefore, meaning is an essential part of the reading skill. Background knowledge, context, inferring vocabulary and ideas helps to identify the general meaning of a text.

Reading skills involve not just learning to read with an appropriate pronunciation and intonation, but also to learn different strategies to have a better understanding of what is read to get the correct meaning of vocabulary and ideas as well as the intention of the author. By using these processes of analyzing the text and activating previous knowledge help is provided to students in order to understand the texts and also feel motivated to read.

In relation to approaches to reading, the Whole-language approach incorporates the four skills through different subjects. One example of the whole-language approach is CALLA (Cognitive Language Learning Approach) which includes the monitoring for comprehension strategy to help students make sure that what is read is also understood.

During this school year students improved their scanning skills by using materials to help them focus on finding specific infommation and had the opportunity to reflect on what they were doing wrong when scanning a text because some of them did not find the answers or copied more information that needed. For most of them, monitoring if they understood the text after every two pages was somehow new but in their opinion, doing this will help to understand texts better.

A strategy suggested for learning vocabulary is reflecting on previous knowledge which helps learners feel more confident. Zimmerman suggests creating a table so students identify if they understood and learned new vocabulary. The table should include aspects such as if they have already seen or listen to the word, if they know the meaning and understand it, if they use it correctly and confidently when writing and/or speaking.[11]

Other strategies are asking questions and identifying word groups by creating vocabulary notebooks. Another recommendation by the author is to create vocabulary cards which should include the word, definition including part of speech, synonyms-antonyms, and an example.[12] Some

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[10] Penny Ur, OP CIT.

[11] Zimmerman, C. B., Word Knowledge: A Vocabulary Teacher's Handbook. Oxford University Press, 2009.

[12] Ibid.

of these strategies were used with students thus YLE exams require recycling and learning vocabulary. The exams include vocabulary assessed for starters and movers exams and even basic vocabulary is not remembered by students. Therefore, creating posters, cards or vocabulary notebooks were useful for them.

About writing skills, Jeremy Harmer mentions the following: "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right."

About learning style, "... For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication." Finally, about writing as a skill "... Students need to know how to write letters, how to put written reports together, how to reply to advertisements - and increasingly , how to write using electronic media. They need to know some of writing's special conventions…"[13]

Writing skill is challenging for students although easier than speaking because time to develop a text is longer than time to express ideas when speaking. At the beginning of the year writing activities were performed in the classroom but in recent months technology was used to develop writing skills and students were more motivated to do it. Even students who find highly challenging sharing ideas by writing them, did their best effort.

Principles to develop competences are stated by Brown, such as focus on main ideas, spend some time planning, get feedback from others, revise the work several times and make necessary changes. Students should as well learn about conventions between languages and cultures. Also connect reading and writing and provide opportunities for authentic writing (e-mails, recipes, commercials, personal info, dialogues).[14]

Students should exchange ideas in pairs or groups not just for brainstorming but throughout the writing process. Corrections should be made on the clarity and strength of main ideas to motivate students. Micro (handwriting, appropriate words and grammar, etc.) and macro skills (cohesive devices, forms and conventions, communicate cultural references, etc.)[15] should be developed.

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[13] Jeremy Harmer, How to Teach English. An Introduction to the Practice of English Language Teaching. Pearson Education Limited, 1998.

[14] Brown, H.D, Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains: Pearson-Longman, 2007.

[15] Ibid.

Developing writing skills in English is a difficult task in our country because students have not acquired the proper skills to do it even in Spanish. Besides that, the lack of motivation due to the fact that there is no need to write in a proper manner to communicate every day and use of technological devices in which interaction with people is by using images, acronyms and emoticons, it has become quite a challenge for teachers to motivate students to learn how to write properly in a different language.

In addition to that, some authors suggest taking into consideration processes (steps to follow) and information that is not simple for students to acquire and apply besides learning about conventions in a different culture and language. Students were able to identify steps for the writing process and noticed the importance of doing that. Asking them to work in teams and using rubrics was helpful for them because they had a clear idea on how to incorporate some aspects when writing. The importance of understanding main ideas, the organization of a text and bearing in mind the reader at all times was noticed by students.

'Listening is not merely not talking… it means taking a vigorous human interest in what is being told to us. You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.' Alice Duer Miller

"The quotation above suggests that listening can be done in a narrow and limited way, or it can be done in a way that enriches communication."[16] A natural way of communication involves a reaction of the person who is listening, sometimes even as passive listeners like when watching TV, therefore planning listening activities now include a writing or reading activity to complement the listening task bearing in mind that listening is a process involving speaking too.

According to Gooith White, perception skills, language skills, using knowledge of the world, dealing with information and interacting with a speaker [17] should be promoted. Listening tasks include pre-listening activities to make predictions and teach/learn vocabulary; while activities to focus on comprehension and post-listening activities to identify students' comprehension of the topic.

When speaking English like Spanish people tend to shorten phrases, use idioms or slangs, talk at a different pace and use a different intonation or rhythm. Sometimes it is difficult to understand people even in our own language. Hence, exposing students to different types of materials

[16] Gooith White, Resource Books for Teachers - Listening, Oxford University Press 1998.

[17] Ibid.

of native speakers from different countries and regions is advisable. For that reason authentic material was used during the lessons using websites, videos and Read-to-me books.

In relation to listening, during this term students have applied strategies to improve in listening to specific information and general ideas. Images and information are analyzed before listening to the audio. Prediction of possible answers for the missing information is promoted. The objective of learning a language specifically in listening skill is not to do better in exams but actually understand native speakers and be able to communicate with them is now understood by students. The importance of getting the message but also asking for clarification and not trying to understand everything has helped them to improve listening skills.

"Speaking is interactive and requires the ability to cooperate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. In these circumstances, spoken fluency requires the capacity to marshal a store of memorized lexical chunks… Speaking is a skill, and as such needs to be developed and practised independently of the grammar curriculum".[18]

Even though appropriate use of tenses is important while speaking, there are other aspects to consider which we should develop in our students such as fluency and intonation, therefore grammar corrections should be done after speaking activities taking into account recommendations for the whole class.

"General characteristics of speaking are: it is made up of idea units, may be planned or unplanned, employs more generic vocabulary than written language, employs fixed phrases, fillers and hesitation markers, contains slips and errors, involves reciprocity and shows stylistic variation".[19] English native speaking is less formal than writing which is common in different languages. Hence the importance of teaching pronunciation, stress, intonation, linking sounds, contractions, among other aspects of speaking. Students should understand that English language speakers link sounds which gives the impression of a fast pace.

"In the field of TESOL, the increase in pronunciation textbooks and teacher resource books that include intonation among their topics indicates an interest in this area, as it pertains to language teaching. The development of more sophisticated software for analyzing intonation has contributed to our understanding as well, opening up new possibilities for both materials development

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[18] Rebecca Hughes, Spoken English, TESOL and Applied Linguistics. Challenges for Theory and Practice. Palgrave Macmillan, 2006.

[19] UPN. General Characteristics of Speaking. Retrieved from http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=2406&chapterid=5192

and research. This interest goes well beyond an enthusiasm for 'helping learners sound native-like'. Intonation is, instead, becoming accepted as necessary to a full description of English, central to both comprehension and comprehensibility of spoken discourse."[20]

Pronunciation and intonation as well as word and sentence stress are needed to develop a fluent and accurate speech. Most books include activities to practice pronunciation and intonation but are still needed to create activities to focus students on learning to stress words in a sentence. By motivating students to improve in these areas, there will be a better understanding when listening to native speakers.

Before World War I languages focused on linguistic/grammatical competence. After that, it was noted that teaching communicative competences as well, was necessary for learners. Besides linguistic and communicative competences, intercultural competences must be included when planning classes.

"Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed."[21] It is the base of the English language teaching and it is also known as linguistic competence. Students learn the necessary vocabulary and tenses so they are able to express ideas and understand people who speak English.

"Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)."[22]

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[20] Rebecca Hughes. OP CIT.

[21] Jack C. Richards, Communicative Language Teaching Today, Cambridge University Press 2006.

[22] Jack C. Richards, OP CIT.

Communication is the goal of learning a second language. Hence, teaching communicative competence is also included when planning. The importance of linguistic competence when they apply that knowledge for communicative purposes is realized by students and is motivating for them.

Intercultural Communicative Competence is "a conscious capacity and willingness to interact, to mediate, to reflect on the ways in which one is interacting with new people in a new situation.[23] Along to teaching linguistic competences for communicative purposes, intercultural competences must be taught as well. Open to new experiences and interaction with people from other countries should be promoted among students.

Even if English is not the mother tongue of the learner or the person with whom students interact with, most probably English will be used as *lingua franca*. This term is used to refer to a second language which people use to communicate. "Communication is holistic and also requires knowledge of the ways culture and language interlock and an understanding of how interaction across cultures operates.[24]

It is not just knowing the language by itself, how to express thoughts or understand, but knowing about other cultures, people's attitudes, social interaction and most importantly about own culture. "Teaching for intercultural competence should include the development of critical cultural awareness.[25] Students should be less judgmental and a lot more respectful about others points of view, traditions, behaviour, etc.

Culture is shared by a specific group of people. It is contextual, that refers to the place in which people share the culture and determines aspects such as food, housing, politics and economics among others. Dynamic is another characteristic, it is continuously changing or developing. It is learned unconsciously from one generation to another but at some point we might reject parts of our culture because it becomes more conscious by learning from other cultures.[26] By doing activities to promote intercultural competences in students, identifying these characteristics is easier for students.

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[23] Brigit Talkington, Laura Lengel and Mike Byram (April 06, 2004). Setting the context, highlighting the importance: Reflections on interculturality and pedagogy. Retrieved from https://www.llas.ac.uk//resources/paper/2048.

[24] Shirley Jordan. Intercultural issues in foreign language learning and ethnographic approaches to study abroad. Retrieved from https://www.llas.ac.uk//resources/gpg/100

[25] Brigit Talkington, OP CIT.

[26] UPN. Culture. Retrieved from http://eeaile.upnvirtual.edu.mx/mod/scorm/player.php.

Michael Byram developed a Model of Intercultural Competence in which he describes the components of this competence (knowledge, skills, attitudes and values). "Intercultural attitudes (savoir être): curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own."[27] It involves the capacity to learn about other cultures as if it is the first time we approach them, free of stereotypes or preconceived ideas about that culture. It also involves the responsibility of knowing about our own culture and the appropriate vocabulary to describe our food, traditions, music, etc.

"Knowledge (savoirs): of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.[28] Activities in which students learn about social interaction in different countries should be included. Nowadays students interact with English language speakers while playing video games or following someone on social media. Appropriate materials should be provided to learn how people interact in different contexts so it is easier for them to permeate with other cultures.

"Skills of interpreting and relating (savoir comprendre): ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own. Skills of discovery and interaction (savoir apprendre/faire): ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction."[29]

Skills of comparison and observation are taught. Students are given the opportunity to analyze differences and similarities between traditions to talk about a holiday celebrated here and/or in an English speaking country like Christmas, Thanksgiving, St. Patrick's Day, New Year's Eve, etc.

By doing these activities, students focus especially on the similarities rather than on the differences to promote empathy. To show the importance of developing observation skills and an outgoing personality to ask about people's attitudes and behaviour, situations faced when living or travelling to another country are shared with students.

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[27] Michael Byram, Bella Gribkova and Hugh Starkey, Developing the Intercultural Dimension in Language Teaching, Council of Europe, Strasbourg 2002.

[28] Ibid.

[29] Michael Byram, OP. CIT.

"Critical cultural awareness (savoir s'engager): an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries."[30] Students are engaged to be open to criticism about our culture and be critical too. In a religious school it is easier to teach and talk about values based on religious beliefs, teach students to be respectful, empathic and humble, and accept other ways of thinking and behaviours.

The development of different roles should be practiced. Teachers should be mediators, that means taking advantage of the materials used and adapting the context whenever possible to create a meaningful situation for students in which they could compare and contrast cultural aspects.

As an ethnographer and researcher, attitudes and reactions of students towards certain topics and knowing students' background and previous knowledge to have a better approach to learning about cultures, should be analyzed by teachers. Administering materials and resources taking into account our students' needs and abilities is needed to become managers in order to create a stress-free environment in which students learn to respect each other.

On one side, teachers should be mentors by being a role-model for students, showing a respectful attitude towards them and creating a nice environment to promote cultural awareness. On the other hand, teachers should become learners too, learn from students' attitudes, knowledge, reactions and also when preparing materials to teach intercultural competences and skills.

According to Brown, testing students is when we measure learners' general or specific abilities or knowledge. On the other hand, assessment is a continuous process of analyzing students' performance and progress. It could be formal (a test is included in this type of assessment) or informal when we let students know what they are achieving or aspects to improve usually during classes, without planning which is something done on a daily basis.

Formative assessment is the one focused on the process of learning the language and is implemented throughout the school year by using tests, feedback, peer and self evaluation and rubrics. Summative is the one which measures students' abilities that usually is implemented at the end of a course. Students are asked to do YLE Certification tests at the end of the year. As for alternative assessment, is the one in which students are involved by reflecting on their per-

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[30] Ibid.

formance in order to improve when completing tasks and for this peer-evaluation was promoted because students showed a motivated attitude to improve in the use of language.

A reliable test should be uniform and consistent, we need to take into consideration the length of the exam, time to answer it and if the instructions and items included are clear as well as some factors like emotional, physical space, temperature, if students had other tests the same day or if they had PE class before, if students are able to listen to you or a recording.

In the school where I work, students have to do YLE exams and the Cambridge coach advised us to apply for the mock exam at the same time they will have the certification exam. When we have a valid assessment test, students are used to the format and it includes appropriate items for the skills, we evaluate what we have already taught to our students. Using YLE formats is easier to provide valid tests to students in this school.

CHAPTER 2. METHODOLOGY AND PRACTICE

2.01 LESSON PLAN

Based on the theories studied, information about the different skills and Intercultural competences the following lessons were planned and developed. The dynamic process approach states that culture is not static and avoids stereotypes about cultures. The experiential learning approach is what we should aim for when teaching culture, students need to experience even in the classroom situations which they might face by interacting with other cultures to develop skills mentioned by Michael Byram. It is our responsibility to create environments and materials to teach linguistic, communicative and intercultural competences to learners.

Penny Ur mentions in relation to the use of textbooks "In the first place teachers who over-use a textbook and thus repeatedly follow the sequence in each unit may become boring over a period of time for they will find themselves teaching the same type of activities in the same order again and again. In such a situation, even with good textbooks, students may find the study of English becoming routine and thus less and less motivating."[31] Even though the book's content is good enough to cover school and teachers' objectives, students in this group are kinesthetic and get bored easily, they enjoy doing task based activities.

Different task-based activities were performed by students about different topics. Before the presentations, students talked about the process to prepare it. The stages during the process to create a final product were emphasized. The importance of analyzing the information and selecting the one they are asked to mention during the presentation was noticed to students.

"Good lesson planning is the art of mixing techniques, activities and materials in such a way that an ideal balance is created for the class. In a general language course there will be work on the four skills, there will be presentation and controlled practice, roughly-tuned input (receptive skill work) and communicative activities. Different student groupings will be used."[32]

The book provides a unit to teach Intercultural Competences to students. It includes a project in which students research about a city and present the information. The unit content was about English history, culture and landmarks. Students were asked to use these descriptions as a model for their presentations.

A first version of this project was developed at school in the Ipads classroom where students researched information about a country using a digital library. Most of them wanted to find the information in the first book they were reading. It was a good opportunity to remind them of the advantage of reading the index first. At the end of the lesson students noticed the development of skimming and scanning skills.

Google Classroom was used for online classes and this group had 3 video conferences every week using Meet. How to answer quizzes, write texts and practice speaking skills by recording audios and sending them through Classroom was taught to students. Google tours, Google presentations (power point), videos, Kahoot, and listening practice sites were used in order to be creative and help students use different tools and apps.

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[31] Ibid.

[32] Penny Ur, A Course in Language Teaching. Practice and Theory, Cambridge University Press, 1996.

Students chose a team and country and in this new version students had to create a land in a theme park to show what they learned about the country. Students had a specific role and tasks to achieve. In the English Classroom the different activities with the materials and corresponding instructions for the project were posted.

"...the central question of lesson planning: 'What is it that my students will feel, know or be able to do at the end of the class (or classes) that they did not feel or know or were not able to do at the beginning of the class (or classes)?"[33] The objective of the project was to present information about a country which covered 6 sessions and along with that help students focus on their achievements and areas to improve while researching a topic and presenting information.

Along the sessions students develop language skills and subskills as well as competences such as "collaboration, creative thinking, communication, critical thinking, social responsibilities, learning to learn,"[34] (considered by Cambridge Framework for Life Competencies), problem solving, independent work and commitment.

In session 1, context was provided to motivate students and activate schema before reading. A presentation using Google Tours was shown to promote intrinsic motivation in students in order to show them how useful it is to learn English language while traveling or because it could give you the opportunity to experience different situations. People who travel give recommendations for trips, hence the modal verb 'should' was reviewed for recommendations using a Google Presentation with examples of the structure.

In session 2, students researched information and sent a picture of the summary/mind map to help students improve reading skills in order to select appropriate information, as understanding is the main objective of reading. A presentation with the guidelines of the project was shown. Emic and etic Approach[35] help students to identify cultural aspects from within and outside the context either their own culture or a different one, that is why during that week students had to behave, eat, talk, etc. like if they were from that country.

In session 3, creativity was promoted to create the material for the presentation. They could create 3D models or use drawings or technology. In session 4, students were asked to prepare their speech for the presentation using the structure provided in activity 1 and rehearse for the

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[33] Penny Ur, OP CIT.

[34] The Cambridge Framework for Life Competencies, Introductory Guide for Teachers and Educational Managers, Cambridge University Press.

[35] Donna Humphrey (December 19, 2002). Intercultural communication: a teaching and learning framework. Retrieved from https://www.llas.ac.uk//resources/paper/1303

oral presentation. This activity was aimed to improve writing and speaking skills. In session 5, the final product which was focused on speaking skills, was shown by students recording a video or an audio and sending pictures of their creations.

The Task Based Approach includes three different stages. Pre-task is when the topic is introduced and task instructions are given. In this project, this stage was developed in sessions 1 and 2. In relation to the Task Cycle, Task phase was covered with the summary of the information researched in session 2; Planning phase was developed in sessions 3 and 4 and guidance was provided by the teacher; as for the Report phase it was included in session 5 with students' presentations. The Language-Focus Stage was developed while preparing speech for the presentation and self-assessment using the rubric.

This project also covered the characteristics of a task that is an activity to be accomplished by students who focus on the meaning rather than in form. It involves some communicative problem to solve and the completion of a task has a priority. Students develop a product and this outcome as well as the process is assessed. In addition, the principles of task based learning were included too.

Scaffolding which provides confidence and motivation, task dependency by linking tasks, active learning by acquiring language through using it, integration of form and function, recycling by using vocabulary students already know, reproductive and creative language use by using the model provided in the book to describe a landmark and place of reflective learning by providing a purpose of doing the tasks and making students reflect about their learning process using a rubric.

LESSON PLAN

LESSON PLAN - DEVELOPING INTERCULTURAL COMPETENCE USING TECHNOLOGY Topic: Around the World First Online Class - sessions 1 to 3

Time	Session 1 - 10 minutes (read information), 10 minutes (online)
	Session 2 - 20 minutes (online), 30 minutes (research)
	Session 3 - 30 minutes (create material)
Objective	Students will be able to develop a presentation by creating material and giving information about a country.
Rationale	To use authentic material and technology to help students notice the importance of learning about other cultures and being responsible when working in teams. Work in the Pre-task stage by introducing the topic and giving instructions in sessions 1 and 2 as well as in the task phase by doing a summary/mind map and planning phase by creating material for the presentation.
Context	Students learned about landmarks, history and description of places in London. Students will create an amusement park with information from different countries.

Procedure	Setting the context - Students read information about landmarks in England as well as general information about Japan in a digital book. They read general guidelines for the project in their Student's Book. (Appendix 1). T. elicit from ss what they remembered about these activities. Session 1 - Introduction Teacher will create a presentation to show places she has visited using Google Tours (https://poly.google.com/view/7tK4tCh9ddh) (Appendix 2) to activate schemata and motivate students. A presentation to review the use of 'should/shouldn't' will be shown. (Appendix 3) Students will read the information. During the videoconference, students will give recommendations about places they have visited to review the topic. Session 2 - Project Information and Research T. will read with students the guidelines for the project (Appendix 5) and give them time to select teams, roles and countries. T. will explain the activities for the whole week and give time for questions. Students will research information on the Internet or using Epic and write a summary/mind map.(Appendix 4) Session 3 - Material Students will create the material for the presentation according to their roles. Teacher will monitor students. (Appendix 6) At the end of the first online class of the project, T will elicit from students their opinions about the project and will tell them that communication will be by using private comments in Google Classroom.
Skills	Reading, listening, writing and speaking.
Interaction	Individual, whole class, teams.
Aids	Notebooks, ipad/computer/mobile, digital books, materials for presentations.

Possible Problems	Ss might have problems while interacting in teams. Ss might not identify the correct information for the project.
Suggested Solutions	T. will give them the opportunity to communicate using Classroom Stream. T. will monitor students' work to provide help when needed especially with the summary/mind maps.

LESSON PLAN - DEVELOPING INTERCULTURAL COMPETENCE USING TECHNOLOGY Topic: Around the World Second Online Class - sessions 4 to 5

Time	Session 4 - 20 minutes (prepare presentation) Session 5 - 30 minutes (read rubric, rehearse, record video/audio or take photos)
Objective	Students will be able to develop a presentation by creating material and giving information about a country.
Rationale	To use authentic material and technology to help students notice the importance of learning about other cultures and being responsible when working in teams. Work in the Planning stage by writing the speech for their presentation in session 4 and presenting information about the country and land in the theme park in session 5. During these sessions the Language-Focus stage will be applied by focusing on form and noticing progress in knowledge of the language.

Context	Students will create an amusement park with information from different countries. Students have researched about a country and created materials for their specific roles.
Procedure	T. will ask students how they are feeling working on the project and their progress, Ss. will read again the information for the following sessions. Session 4 - Writing Students will write the information they will use for the presentation and rehearse. Teacher will monitor students. (Appendix 7) Session 5 - Speaking Students will read the rubric to check they are ready for the presentation. (Appendix 8) Students will record a video or take photos and record an audio to present their corresponding part of the project. (Appendix 9) T. will ask ss if they have doubts and encourage them to follow steps for the writing process and to speak during the presentation (not read).
Skills	Reading, listening, writing and speaking.
Interaction	Individual, whole class, teams.
Aids	Notebooks, ipad/computer/mobile, digital books, materials for presentations.
Possible Problems	Ss might have problems while writing the speech. Some students might have problems sending the presentation.
Suggested Solutions	T. will monitor students' work to provide help when needed.

LESSON PLAN - DEVELOPING INTERCULTURAL COMPETENCE USING TECHNOLOGY
Topic: Around the World
Third Online Class - session 6

Time	Session 6 - 50 minutes (self-assessment)
Objective	Students will be able to develop a presentation by creating material and giving information about a country.
Rationale	To use authentic material and technology to help students notice the importance of learning about other cultures and being responsible when working in teams. During this session the Language-Focus stage will be applied by noticing progress in knowledge of the language and performance during the process.
Context	Students will create an amusement park with information from different countries. Students have researched about a country, prepared materials and presented information.
Procedure	T. will ask ss how they feel about working on the project. T. will give general feedback on the outcomes in a positive note. Session 6 - Self-assessment Students will grade their performance using the rubric. T. will give positive reinforcement on students analysis and ideas to improve. T. will help ss notice their progress on the use of language as well as competencies developed during the project. T. will encourage ss to remember aspects to improve in following projects.
Skills	Reading, listening and speaking.
Interaction	Individual, whole class.

Aids	Ipad/computer/mobile and rubric.
Possible Problems	Ss might find it difficult to reflect on their performance and outcomes.
Suggested Solutions	T. will guide them and promote a high self-esteem attitude in students.

2.02 ASSESSMENT TOOLS

"In recent years, there has been a growing interest in the application of assessment procedures that are radically different from traditional forms of assessment... These forms of assessment are more student-centered in that, in addition to being an assessment tool, they provide students with a tool to be more involved in their learning, and give them a better sense of control for their own learning… This new form of assessment focuses more on measuring learners' ability to use language holistically in real-life situations and is typically carried out continuously over a period of time."[36]

In this new paradigm the emphasis is on the process, not the product. To assess this project, a rubric (presented in activity 2) was created to evaluate different aspects even though students had to do an oral presentation. Assessment was aimed not just in the speaking skill during the presentation but also to notice the different steps of doing a research and reflect on their performance throughout the process in order to identify aspects to improve in future projects.

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[36] Jack C. Richards, Willy A. Renandya, OP CIT.

To assess reading skills students created a summary/mind map in order to develop subskills to select appropriate information for the presentation and used that information to write the corresponding speech. Using private comments in Classroom, feedback was provided to students along with corrections or comments about the information in the summaries or mind maps. A rubric with specific information to select and emphasize the aspect of writing information using their own words is needed in order to help students identify appropriate information and specific aspects to improve writing and reading skills. As for the speech, a checklist should be provided to remind students stages of the writing process.

"Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance."[37] Feedback was provided based on the rubric and Behaviourism approach by giving a positive reinforcement to students. Students get motivated or demotivated when grading their performance using numbers. Rubrics allow students to assess students by grading their development and it is easier for them to understand and identify their weaknesses. Self-evaluation with phrases like "needs improvement, good job or great job" motivate students to improve in future projects.

"Student self-assessment is bound up with the whole matter of learner autonomy since if we can encourage them to reflect upon their own learning through learner training or when on their own away from any classroom, we are equipping them with a powerful tool for future development."[38] Therefore, an extra session was added to give students an opportunity to evaluate their performance and results working on a project. During this session, the importance of reading instructions carefully was noticed by students.

The current situation which forbids us to be at school, creates a significant need to help students notice their progress throughout the online sessions, specially because we are not going to be able to go back to school. For this reason taking into account Jeremy Harmer chart[39] , a final report was created to help students analyze skills, competences and abilities they learned or improved during the weeks working at home.

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[37] Penny Ur, OP CIT.

[38] Jeremy Harmer, OP CIT.

[39] Ibid.

Students in this group like to assess themselves and their peers. They do it in a respectful manner and support each other. In session 6 peer-evaluation should be included to give opportunity to students to assess each other's process and products.

2.03 EVIDENCES
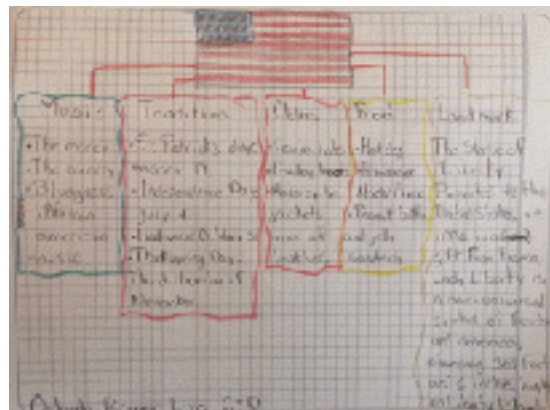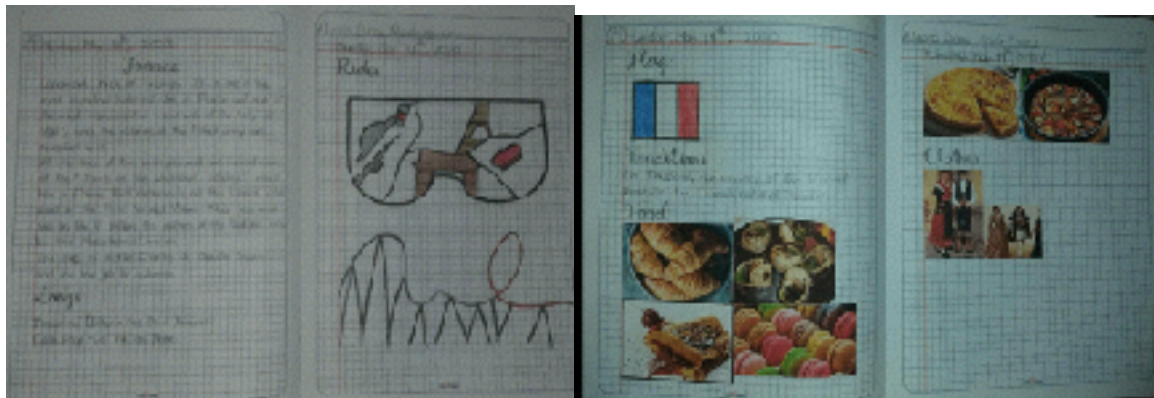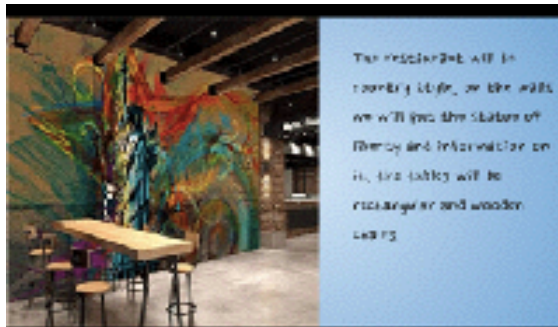
The restaurant will be country style, on the walls we will put the Statue of liberty and information on it, the tables will be rectangular and wooden chairs.

At the entrance there will be a small statue of liberty with the sign of welcome.

The name of the restaurant it's inspired by one of the most important landmark in USA!

LIBERTY FEEDING THE WORLD

MENU
Restaurant

STARTERS
WAFFLE FRIES
$3.00
ONION RINGS
$4.00
NACHOS
WARM CRISP TORTILLA CHIPS
$5.00
FRENCH FRIES
$3.00

DRINKS
WATER
$2.50
SODA
$1.50
COFFEE
$2.00

BURGERS
HAMBURGER
$5.00
W/CHEESE
$5.50
DOUBLE BURGER
$7.00
W/CHEESE
$6.50

HOTDOGS
CLASSIC
$3.50
BBQ
$5.00
SMOKED

Entrada

Centro del restaurante

MENÚ

El mejor parque de PLAYA

PASTA
Boloñesa............$75
Alfredo...............$70
Lasaña...............$90
Pesto.................$70

PIZZA
Margherita..........$50
Blanca...............$60
Marinara.............$80
Calabria.............$60

DRINKS
Agua.................$15
Refresco............$17
Limonada...........$17
Naranjada..........$17

traditional CLOTHES

National Day

Epiphany.....

2.04 EVIDENCES - ASSESSMENT

France is a beautiful place a lot of people say that France is the city of Love.

Is in the Europe continent the city is almost famous for the museums and the art and almost for their monuments.

One of the monument that is very important is the Eiffel Tower

and the museum of the classic art is the Louvre.

It is almost famous for their wines and their sophisticated gastronomy

Restaurant and food
The most delicious food

Introduction

The type of restaurant

- Is a big restaurant and your kids should play in the kid's games if shouldn't have kids and you have teenagers they can play in the
- video games if you was eating after you eat you should go to have
- fun in the theme park thanks for visit the restaurant.

See you next time

	Great Job	Good Job	Needs improvement
Landm arks	You mentioned the name of the Landmark, place and why it is important.	You mentioned some information about the Landmark.	You mentioned little information about the landmark.
Team work	You showed a respectful and supportive attitude. You worked all the time.	You somehow showed a respectful and supportive attitude. You worked in some classes.	You weren't respectful and supportive. You worked in few classes.
Oral Presen tation	You used 'should' and 'shouldn't' in the presentation. You spoke fluently and used correct pronunciation.	You sometimes used 'should' and 'shouldn't' in the presentation. You spoke more or less fluently and used correct pronunciation.	You didn't use 'should' and 'shouldn't' in the presentation. You didn't speak fluently and/or didn't use correct pronunciation.

	Great Job	Good Job	Needs improvement
Chef *	You showed and described the restaurant design, menu and food.	You showed and described some information about the restaurant design, menu and food.	You showed and described little information about the restaurant design, menu and food.
Engineer *	You showed and described 2 rides and played 2 representative songs.	You showed and described some rides and played some songs.	You showed and described 1 ride and played 1 representative song.
Designer *	You showed and described 2 shows and costumes for employees.	You showed and described some shows and costumes for employees.	You showed and described few shows and costumes for employees.

	ASPECT	YES OR NO?
WEEK 1	Inventions and inventors VOCABULARY	
	Talk about inventions	
WEEK 2	Sports vocabulary	
	Talk about what other person said (Reported Speech)	
WEEK 3	Learn weather phrases	
	Question tags	
WEEK 4	Research about a topic	
	Create a summary / mind map with useful information	
	Use resource or create material for a presentation	
	Prepare a presentation (rehearse, check pronunciation and grammar, read instructions and rubric carefully to be sure you're ready)	
	Present a topic giving information using your own	

GENERAL ABILITIES	Send audio/document using Classroom	
	Read and follow instructions	
	Be creative to solve problems	
	Be patient and tolerant with	

	yourself and others	
	Learn and work independently (without teacher's help)	
	Participate in a videoconference (sometimes even sharing a presentation)	
	Use digital resources to learn and produce tasks (Classroom quizzes, Kahoot, Youtube videos, Google tour, Google presentations	

Ilana López Pineda 31 may
EXCELLENT!! Thanks so much for your effort!!!

I'm so proud of you. It's my pleasure being your teacher.

You included almost all the information and the oral presentation was great!!

CONGRATULATIONS CARLOS, YOUR PRESENTATION WAS AMAZING!!!

Ilana López Pineda 31 may
RUBRIC

You mentioned the landmark and its importance. Great job!

You showed a respectful and supportive attitude towards your team by being responsible. Great job

You used 'should/shouldn't'. Your fluency and pronunciation were great. Needs improvement (1. Try writing a text using your own words next time and by doing this, you won't need to read the information and improve pronunciation because you use words you already know 1. You didn't include expressions with should/shouldn't.

You showed/described the restaurant design menu and food. Great job!

Ilana López Pineda 31 may
EXCELLENT!! Thanks for your effort!

I'm so proud of being your teacher but I must be that what you already know is because of your previous teachers and I'm happy to do this type of activities to enjoy your achievements.

You included all the information and the oral presentation was awesome!!

CONGRATULATIONS ALEXA, YOUR PRESENTATION WAS AMAZING !! You should work in a radio station, it was like listening to a radio show.

Ilana López Pineda 31 may
RUBRIC

You mentioned the landmark and its importance. Great job!

You showed a respectful and supportive attitude towards your team by being responsible. Great job!

You used 'should/shouldn't'. Your fluency and pronunciation were great. Great job!

You showed/described 2 shows and costumes for me?!. Great job!

YOSITZA ALEXANDRA DORANTES MEJIA 31 may
Thanks teacher because this job is my and your hard job 😊

Ilana López Pineda 31 may
You're so sweet, thanks!!

2.05 RECORDED LESSONS

The development of the sessions from the introduction to the students' final presentations are shown in the following link.

https://www.youtube.com/watch?v=Cw3lCw8oq-E&t=7s

CHAPTER 3. EXPERIENCE REPORT

The outcome of the project was a successful one in achieving the objective of developing a presentation with information about a country to learn about another culture. The objective of helping students to understand and reflect on the process of researching a topic and presenting information was also achieved. Even students who had an intermediate level were able to develop a product including the characteristics they were asked to include. Projects help students to show their abilities and especially when low level students are able to perform activities and products, this situation creates a sense of achievement both in those students and teachers.

However, there are several aspects to improve in order to help students develop language competences and skills. As they are working in separate places, it was not possible to monitor team work but during the feedback session, students told me they used social media to communicate.

Students are used to reading and understanding simple instructions for YLE exams but they have problems understanding and analyzing information. This situation was noticed by students during the weeks in online classes because in some activities even though the answers were correct, the marks they get were low because they answered in a different way.

Reading instructions carefully for each activity by students was promoted instead of repeating instructions several times during the week in the video conferences by the teacher. In relation to the grammatical structure, some of them did not include it during the presentation. It would have been better to have extra practice during the week before the project.

Getting the correct information is not easy for them, they are used to copy-paste information. The content of the summary/mind map was not very clear hence summaries created by students were shown as a guide for the class. Most students had a better idea on how to do it and sent it.

They were asked to record an audio or video for the oral presentation but most of them read the information. Even though they were specifically asked not to read the information, they did not practice before. Throughout the year activities focused to teach students how to select appropriate information (the one they are asked to investigate) and also to prepare oral presentations using their own words so they do not have to memorize, but remember the information will be included. By doing this, students will notice their progress in their knowledge of the language.

"Audio-lingualism. Negative assessment is to be avoided as far as possible since it functions as 'punishment' and may inhibit or discourage learning. Positive assessment provides reinforcement of correct responses, and promotes learning. Humanistic methodologies. A crucial function of the giving of assessment is to preserve and promote a positive self-image of the learner as a person and language learner. Assessment therefore should be positive or non-judgemental."[40] Students are not familiarized with rubrics. This type of assessment should be included throughout the course because it is a useful tool for students to notice what they achieved and what they can improve based on the importance of positive feedback.

Taking into account the Affective Filter hypothesis a nice learning environment was promoted during the video conferences and messages with students as well as creating a project which I thought was motivating for them. In relation to the whole language approach which incorporates the four skills, activities were included to improve the different language skills.

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[40] Penny Ur, OP CIT.

By setting the appropriate context the role of mediator was performed, it is motivating for them to perform activities in which they notice that learning the language is useful for them. Teachers should become ethnographers and know information about students and become researchers to create activities and materials suited to the group characteristics. Students in this group are kinesthetic, like to use technology and perform task-based activities. Students in this school have traveled abroad or are likely to do it in the future. They are always interested in learning about other cultures. In the present circumstances we are living in, their economic backgrounds were taken into consideration as well, in terms of technology availability and resources to create materials. The latter information was useful to administer human and material resources available for me and students at home.

CHAPTER 4. CONCLUSION

A successful learning situation is when students acquire knowledge by themselves in a nice environment enjoying what they do to achieve goals. Reading about main concepts such as behaviourism and sociocultural theories helped identify some aspects to put into practice during lessons. By studying and analyzing the different theorists, the importance of teaching students in a natural order, giving them the basis first to feel confident as the learning becomes more challenging was noticeable.

At the beginning of the school year discipline problems took part of the classes and different strategies were applied for classroom management. The importance of having a stress-free environment to promote learning and the importance of motivating students to learn the language was realized. Different decisions were made such as modifying activities, 5 minute break because lessons are 90 minutes long and use of different areas in the school.

When high self-esteem is promoted in students and a stressed-free learning environment is created as stated by Krashen, language acquisition is easier for them. This year represented a great challenge, therefore students' needs, interests and feelings were considered when planning and teaching. Planning classes now involves spending enough time to consider different aspects to achieve teaching goals including having a good interaction with students.

The materials learners use should vary and include authentic material which help them experience the language in a natural way. A combination of assessment instruments including, self-evaluation, peer-evaluation, tests, oral presentations, projects and providing them rubrics are used to help them identify areas of opportunity.

"The best person to achieve the correct balance is the teacher who knows the students and can gauge the need for variety and what the balance should be… Teachers who vary their teaching approach may be able to satisfy most of their students at different times."[41] Based on Humanism, teachers should know students, their abilities and learning styles. The most important objective is to help them learn the language and notice how they improve communication but nowadays is also significant to help them develop skills and competencies to become better learners but most importantly better human beings aware of their social responsibilities.

When talking about texts, authentic writing or speaking materials should be used in classes. In relation to written texts, help students to write in a coherent manner providing them with links to write in a more natural way (such as parallelism, substitution, etc.) to achieve communicative purposes. The books used in classes are useful but it is important to complement with authentic material to set a context during classes.

Technology was used to practice reading and writing skills and it was motivating as well as exciting for them. By doing this, it was easier to teach strategies and processes which might seem boring, useless and a lot of information for learners. Another important aspect is to choose topics which will motivate students. Students have to do Cambridge certification exams and usually get lower grades in the Reading and Writing exam. Therefore, theories, strategies and processes were taken into account to help them improve.

Becoming a good writer is quite a challenge even in L1 because it takes time and practice. During the lessons planned for developing writing skills, students were asked to analyze steps and strategies to notice what they were doing wrong. It was motivating for them that even if there were incorrect answers, they will do it better next time.

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[41] Ibid.

Reading is one of the most important skills because it helps improve in other skills too. A digital book is read every class about different topics to learn general culture, vocabulary and expressions as well as pronunciation. Vocabulary notebooks and games to practice were created for certification exams to promote in students a motivation to read and learn.

The information about listening skill was extremely useful and enriching for teaching practice. Before, activities were planned taking into consideration only the part of listening independent but now the communication process which involves a speaker too is included. Students are exposed to authentic material to develop listening skills. Realizing that reading and listening comprehension skills are similar, help when planning activities thus an activity guide was created for both skills. By sharing with students this information strategies to improve in both skills were identified by students.

Understanding general ideas and specific information every time students perform a listening activity to help them avoid trying to understand every word they listen to was achieved. The material included in the books is useful because learners practice vocabulary and expressions but most of the time the pace is not natural. Therefore, the importance of including authentic material in classes and recommending students to listen to radio programmes, podcasts and videos.

In relation to speaking skills and subskills the information read during the corresponding module helped focused on teaching vocabulary and providing students with activities to improve fluency and accurate use of language. Also activities were planned to focus on pronunciation as well as in stress though it is really important for them to speak with the correct intonation.

As for assessment, Brown H.D.'s principles of testing and different types of assessment to create tools are taken into consideration. Ghaith in relation to cooperative learning to promote a stress-free environment by having peer-evaluation and Smith for learner-centered assessment to promote reflection and motivation in students. O'Malley and Valdez Pierce for assessing speaking by describing differences in a picture, telling a story, role-play and interview and the different stages for writing when practicing for these parts of YLE .

Getting useful information to identify students' weaknesses is expected in order to provide strategies as a group or individually to help learners improve in language learning. Peer and self assessment is implemented because students learn to reflect on their own knowledge and by doing this, lower level students feel more motivated to learn. In the school, students have to do YLE exams and this type of tests gives us the opportunity to identify their strengths and weaknesses for each skill. The use of rubrics are useful for learners because they identify specific aspects to improve.

For the formal assessment standardized exams are applied with specific aspects to consider for each skill. In these exams students don't study specific vocabulary or structures, they should remember what they have learned since the Starters exam. Therefore, students' work in class, homeworks, attitude and most of all their level are taken into account to identify their individual progress.

The objective of learning theory to reaffirm that what I am doing in classes with students, material that I use, patterns of interaction, among other aspects has been achieved so far. In this challenging school year, reading what theorists have researched is being a support to feel more confident and get ideas to improve my teaching strategies.

Based on my teaching experience, the Experiential learning Model which states the transformation and prehension of knowledge in its different stages of the teaching sequence. Motivation is the key, "engage the heart first then the mind will follow" (Paulo Freire). Students are engaged in this learning process by doing, (they are involved in activities) observing, reflecting, thinking and planning. It is effective for students of these generations thus they like to discover, work with task based activities, do projects, and research. It is motivating for them to perform activities in which they notice that learning the language is useful for them.

Therefore, planning meaningful activities based on the content provided by the school but taking into account methods, approaches and activities learned during this Specialization is highly important. Student-centered classes are shown from the moment of writing a lesson plan by starting most of the sentences with "Students will.. and not Teacher will.."

My goal is to improve in the different teacher's roles to become an agent of change by "construction of knowledge, building on students' personal and cultural strengths, helping students examine the curriculum from multiple perspectives, using varied assessment practices that promote learning, and making the culture of the classroom inclusive of all students."[42]

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[42] http://jte.sagepub.com Journal of Teacher Education Preparing Culturally Responsive Teachers: Rethinking the Curriculum. Villegas, A. M. y Lucas, T. (2002)

APPENDIXES

Appendix 1

A group presentation

Japan
by Thomas Persano

Sundino. Traditional. Friendly. Welcome to Japan! Young readers will learn all about Japan's land, cities, history, food, and wildlife.

Japan
by Thomas Persano

Consultant: Marjorie Faulstich Orellana, PhD
Professor of Urban Schooling
University of California Los Angeles

Appendix 2

ACTIVITY 1. RECOMMENDATIONS REVIEW   Última modificación: 17 may.

Go to the link and learn a little more about some cities. On the bottom left of the page you'll find an "i" next to the name of the place. Click on it to read information.

https://poly.google.com/view/7tKltCh9ddh

If you want to visit these places, I could give you recommendations. Check the presentation to remember how we give recommendations.

Recommendations for Tri...
PowerPoint

Appendix 3

Appendix 4

ACTIVITY 2. SUMMARY/MIND MAP

Publicado el 17 may. (Última modificación: 17 may.)

You're going to create an amusement park called "AROUND THE WORLD". You're going to work in teams of three and have a specific role and responsibilities.

Read the presentation CAREFULLY so you know what to do.

Go to the Epic App and look for information about the country you chose or look it up on internet.

Write a summary or a mind map of the information on your notebook or your portfolio. You should spend at least 20 minutes reading information and 10 minutes writing information that will help you with your presentation.
TAKE A PHOTO OF YOUR SUMMARY OR MIND MAP AND SEND IT.

IMPORTANT NOTE: Write a private comment if you need help. Identify USEFUL INFORMATION that will help you give RECOMMENDATIONS and create material for your land.

Around the World.pdf
PDF

Appendix 5

- The team is going to create a land in the park. There will be 12 lands.
- The team is going to talk about the country.
- The team is going to talk about a landmark.
- You are going to have a role and do specific activities.
- DURING THIS WEEK EAT, THINK, TALK, ACT LIKE YOU ARE FROM THAT COUNTRY. REALLY IMAGINE THAT YOU ARE FROM THAT PLACE!

Chef

- Create menu.
- Design restaurant.
- Talk about a landmark.

- You may use real food, colour or create it with recycled materials.
- Dont forget to show the menu with drinks, entrees, main dishes, sides, desserts, etc.

Engineer

- Design 2 rides.
- Play 2 songs.
- Talk about a landmark.

APPENDIX 6

APPENDIX 7

ACTIVITY 4. WRITING   Publicado el 17 may.

Prepare the information that you will mention in your presentation.

Read again presentation in ACTIVITY 1 and INCLUDE expressions using 'SHOULD AND SHOULDN'T in the presentation of your project.

Write it on your notebook and practice before recording the video or audio.

IF YOU WANT ME TO CHECK YOUR TEXTS, SEND THEM IN ACTIVITY 5 PLEASE.

APPENDIX 8

ACTIVITY 5. SPEAKING

Publicado el 17 may. [Última modificación: 17 may.]

Read again the RUBRIC in the presentation (ACTIVITY 2) to make sure you have everything you need and you're ready to show your creations.

Practice your presentation before you record a video or the audio.

YOU HAVE UNTIL SUNDAY TO SEND YOUR VIDEO OR PHOTOS AND AUDIO.

APPENDIX 9

AROUND THE WORLD

You may record a VIDEO with the presentation showing what you created.

- You have to describe the menu and restaurant decoration if you're the chef.

- Describe the rides and play the songs if you're the engineer.

- Describe the shows and costumes if you're the designer.

or

You may take PICTURES showing what you created.

- Record an AUDIO describing the menu and restaurant decoration if you're the chef.

- Record an AUDIO describing the rides and play the songs if you're the engineer.

- Record an AUDIO describing the shows and costumes if you're the designer.

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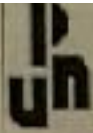
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Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I Iliana López Pineda, declare that the following Final Project (Improving Competencies and Skills Using Technology to Develop a Presentatio About Countries) is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature:

Date: June 21, 2020.

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