



UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

INTERCULTURAL COMMUNICATION AND ACTIVITIES IN THE ENGLISH LANGUAGE CLASSROOM

TRABAJO RECEPCIONAL

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

PRESENTA:

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PURPOSE

As a result of this necessity of understanding the world that exists outside the classroom, we must promote and develop intercultural skills among our students as this will help us to increase the level of tolerance and understanding for the generations to come., The purpose of this paper is to promote intercultural skills and to apply the four skills integration in a series of 5 lessons so that students expand their communicative skills and learn the use of simple past and there was/there were.

INTRODUCTION

“Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our student’s progress and know that we have helped to make it happen” (Harmer, 1988)

As English teachers we are interested in our students to acquire the necessary skills to communicate effectively in this foreign language; however, in addition to these skills that we must develop effectively in our students, it is also important to generate and develop in them the interest and respect for the different cultures and traditions we may find among the people around us.

Filling our students up with all the required grammar and vocabulary, and perfecting their pronunciation and improving their communicative skills, doesn't really mean we are helping them to achieve the goal of being able to genuinely communicate with and understand the real world outside the classroom at all.

As a result of this necessity of understanding the world that exists outside the classroom, we must promote and develop intercultural skills among our students as this will help us to increase the level of tolerance and understanding for the generations to come.

Throughout this specialization, we have had the opportunity to review different theories and concepts that have helped us to strengthen our teaching practice. From the beginning of the specialization, we had the chance to contrast our teaching performance with the results that our students obtained through the different evaluations and assessment that we came to apply.

Throughout these months we have also been able to deepen our knowledge regarding the different techniques and approaches to apply with our students and guide them towards a greater objective which is that they learn to communicate and connect with different people through tolerance and respect of the customs and beliefs of any human being.

1. CHAPTER ONE: PHILOSOPHY AND THEORY

1.1 Teaching identity and philosophy

I believe that each student has the right to learn with the best tools available, that fit their learning style and strengthen all types of multiple intelligence. It is my desire to create this type of atmosphere where students can meet their full potential, to make the content relevant to the students' lives. This teaching experience is a lifelong process. I'm eager to learn new strategies, new ideas, and new philosophies. Over time, my educational philosophy may change, and that's okay. That just means that I have grown and learned new things.

1.2 Theory underlying your teaching practice and identity

Second Language Acquisition is a term that describes how the learning of a new language takes place, it refers to the name of the theory of the process by which we obtain a second language. This process happens subconsciously through the communication mechanism as well. For instance, the first language learned by a baby is his or her mother tongue: it is the language, which he or she listens to

from his or her birth; any other language learned or acquired in addition to the native language is known as the second language.

As part of the methodology that is taken into account to come up with a teaching philosophy, it is necessary to mention the theoretical foundations, principles, hypothesis, approaches, methods, and techniques that are part of this new teaching style.

Stephen Krashen's Hypotheses

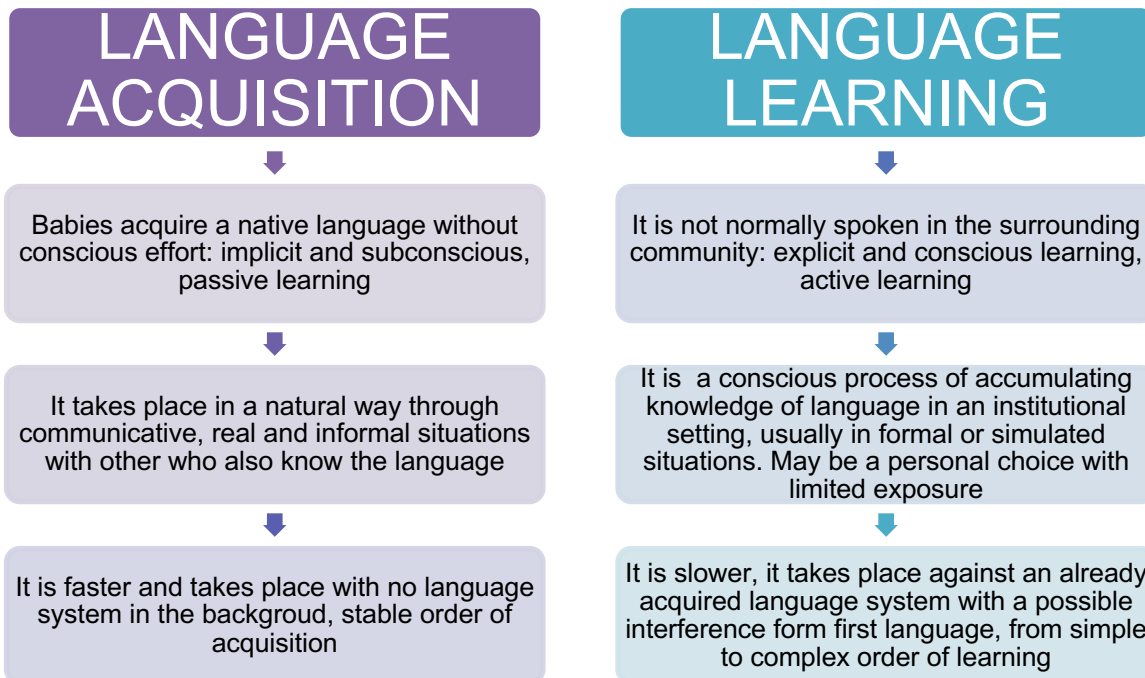
Krashen suggested that the input must be somewhat more than the learners know, yet something understandable, he also suggested that language is acquired through exposure to comprehensible input, that is linguistic information which a learner understands, which is either at or just beyond the learner's current level (+1). According to this, learning will occur when learners are exposed to *i +1*, being "+1" all input that is to some degree beyond the learner's current level.

Krashen's theory of second language acquisition consists of five main hypotheses:

1. the Acquisition-Learning hypothesis
2. the Monitor hypothesis
3. the Natural Order hypothesis
4. the Input hypothesis
5. the Affective Filter hypothesis

1. THE ACQUISITION-LEARNING HYPOTHESIS

According to Krashen, exist two ways of developing a person's language ability. Acquisition associates the subconscious admission of knowledge where information is stocked in the brain through the work with communication; this is the process used for developing native languages. Learning, on the other hand, is the conscious admission of knowledge dealing with a language (i.e. form, figures and rules). Krashen affirms that this is often the result of a formal language guidance.



According to this theory, the best way a language can be learned is as a consequence of natural communication. As a second language teacher, the ideal is to establish a situation in which language is used in order to achieve specific goals. Through this, it is expected that our students ‘acquire’ the language in a more meaningful way, instead of just ‘learning’ it.

2. THE MONITOR HYPOTHESIS

This hypothesis explains the way in which acquisition and learning are used; the acquisition system, starts an utterance and the learning system ‘monitors’ the utterance to scan and correct errors. Krashen affirms that monitoring can strongly help to the accuracy of an utterance, but its practice should be controlled. He also suggests that the ‘monitor’ can sometimes perform as a barrier as it makes the learner to slow down and focus more on accuracy as opposed to fluency.

According to this theory, it is important that as teachers, we try to look for a balance in the expectations that we may have about our students, by always taking care of the resources and activities we include in our classes, making a special emphasis on students' motivation so that they communicate effectively in the second language.

3. THE NATURAL ORDER HYPOTHESIS

In this theory, Krashen states that learners acquire "pieces" of language in an anticipated order. For any given language, it is common that language form and usage is given from the easier to the most difficult gradually certain grammatical structures are acquired early while others are acquired later in the process. This hypothesis suggests that this natural order of acquisition occurs independently of designed teaching and therefore teachers cannot change the order of a grammatical teaching progression.

What this hypothesis suggests is that teachers should be aware that some structures and forms of language are easier to acquire than others, so it is very important that these structures can be taught in a specific order or sequence, to consolidate learning. It is advisable to start with the parts of language that are relatively easier for students to acquire and then move on to more complicated concepts and forms.

4. THE INPUT HYPOTHESIS

This hypothesis states that language acquisition occurs when students receive messages that they can effectively understand, for instance, it refers to a concept that is understandable for them. This concept should be one step ahead of the student's current language ability, and it is represented by $i + 1$ so that students can continue with their progress in language acquisition.

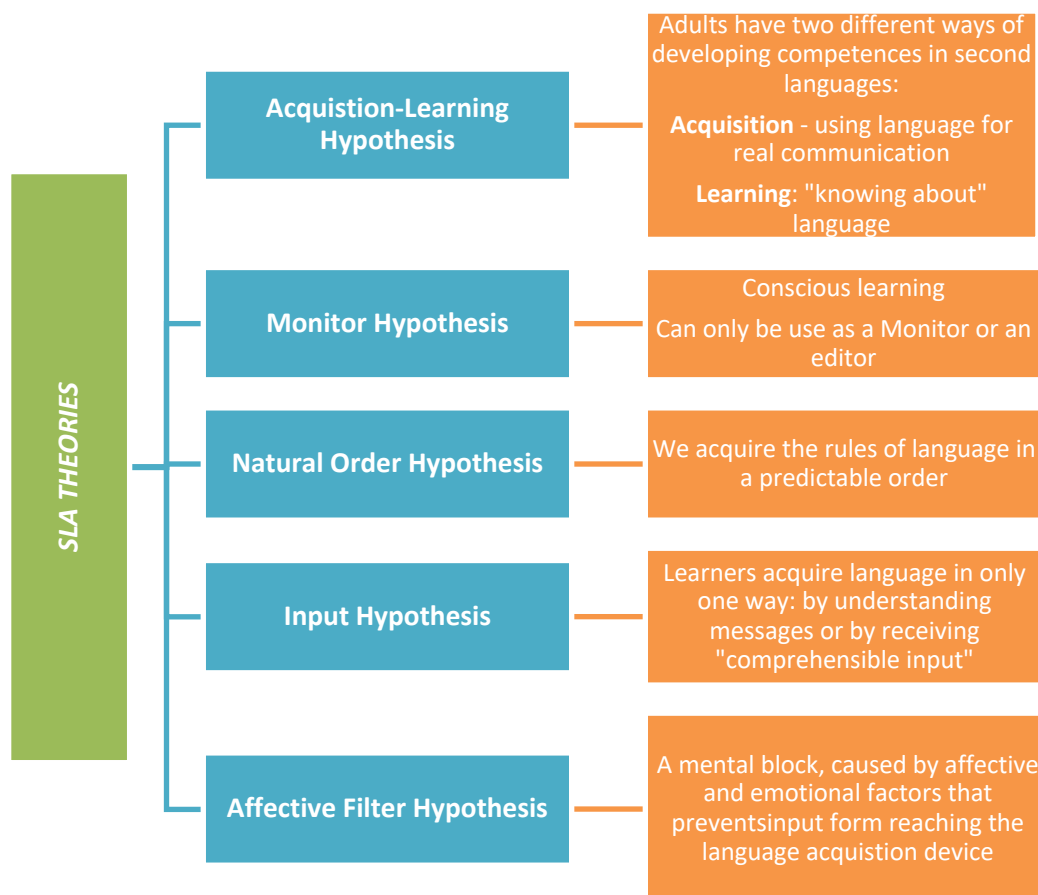
In addition, this hypothesis underlines how important it is to use the target language in our classroom since the main objective for the student is to use the language in an effective and efficient way, so as

long as the target language is not available for him or her, the language acquisition will be more complicated to obtain.

5. THE AFFECTIVE FILTER HYPOTHESIS

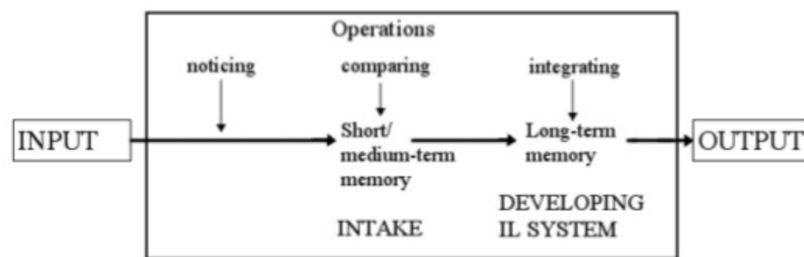
Within this hypothesis, the affective filter is manifested during language acquisition, which means that there is a barrier in the student that contemplates emotional variables that can hinder the learning process. This filter does not necessarily impact the acquisition but rather does not allow input from reaching the language acquisition part of the brain.

As teachers we must be aware that our classes are important to create a safe environment where students can learn. Students need to feel that they are capable of learning and that mistakes may occur, but it is also important for them to take risks and to succeed in their learning process.

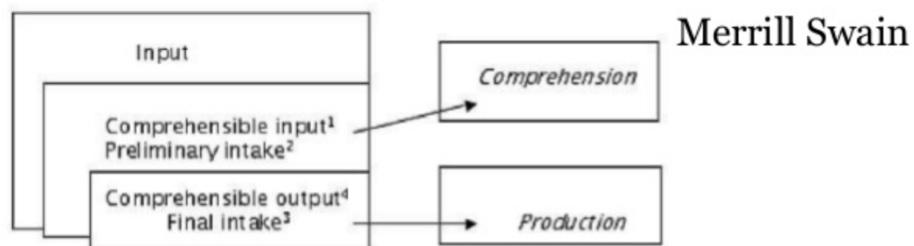


Merrill Swain Output Hypothesis

This theory was developed by Merrill Swain and states that learning takes place when a learner encounters a fissure or gap in his or her linguistic knowledge of the second language (L2). The learner becomes aware and may be able to modify his or her output, thus he or she learns something new about the language.



This theory also suggests that the Output is closely related to the process of language production (speaking or writing), which constitutes part of the process of second language learning.



Merrill Swain states that there are three specific functions of output:

1. Noticing Function: It refers to the awareness or 'noticing' students find when they cannot say or write exactly what they need for conveying meaning.
2. Hypothesis-testing function: It suggests that learners may use the method of 'trial and error' for testing his production expecting to receive a feedback from an interlocutor.
3. Meta linguistic Function: learners reflect on the language they learn, and thereby the output enables them to control and internalize linguistic knowledge.

Advantages of this theory:

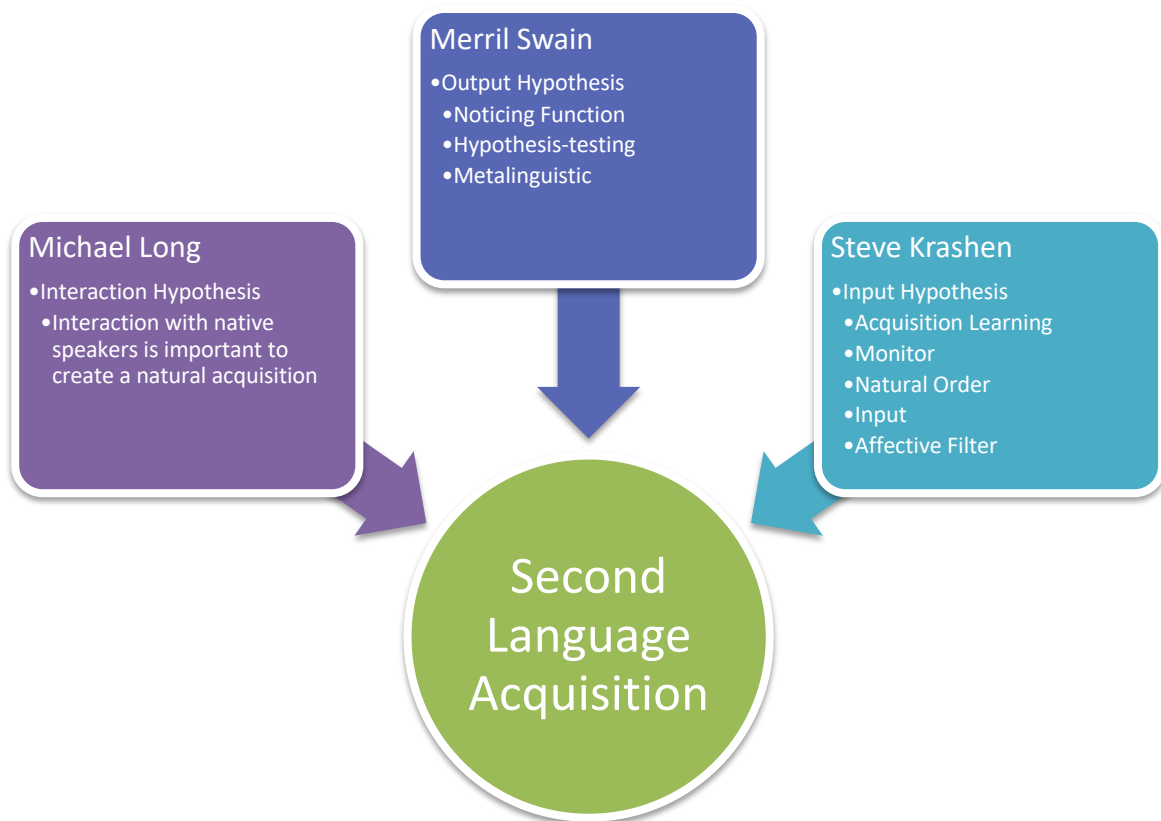
- ✓ The collaboration and interaction are necessary for students to feel comfortable and work together.
- ✓ Language will serve as a mediating tool, which allows students to lead with the solving-problem process they find when acquiring a second language.
- ✓ The learners can produce a clear and coherent language.

Michael Long: Interaction Hypothesis

This suggests that students acquire an L2 easier and quicker if they are able to constantly interact with peers who speak the target language with greater proficiency. These peers may be native teachers or native speakers.

It also states that the interaction between a non-native speaker (NNS) and a native speaker (NS), or non-native speaker of a higher level, creates a naturalistic Second Language Acquisition environment where the NNS learns through negotiation of meaning.

Diagram of the different language acquisition



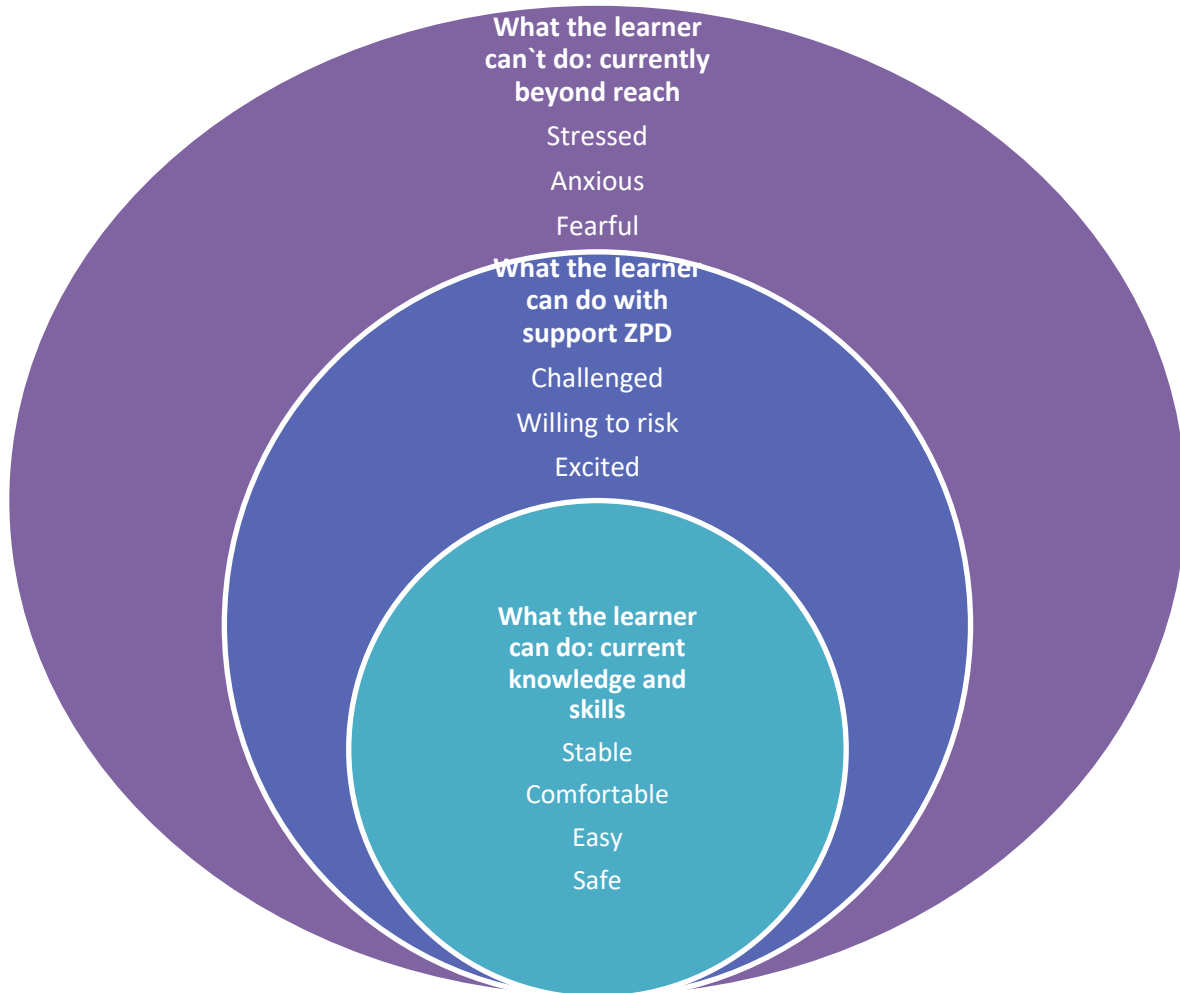
Zone of Proximal Development (ZPD) by Vygotsky

The zone of proximal development is the gap between what a student can do independently and what they can *potentially* do with support.

Vygotsky defined the zone of proximal development as follows:

“The zone of proximal development is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”

In the zone of proximal development, the learner is *close* to developing the new skill or knowledge, but they need assistance and encouragement. According to Vygotsky, the zone of proximal development offers learners the best chance to master new skills and knowledge, so the student should be taught subtraction, not algebra, after mastering addition.



2. CHAPTER TWO: METHODOLOGY AND PRACTICE

2.1 A practical and useful lesson plan

The class that I will talk about in this paper, is made up of 4 junior's high school students between 13 and 15 years old. Their English level is A2-, according to the common European framework of reference, they like to play videogames, and to constantly check their social media. Since they know each other since kinder garden, their communication is well set, and they are not afraid of making mistakes in front of each other.

I chose to apply a set of 5 lessons related to culture and history, in which they are supposed to learn the simple past structure, regular and irregular verbs in past, as well as the use of “*there was*” and “*there were*”.

At the beginning of the block of lessons, it is contemplated to start with a video about the Greek culture in order to set the historical context, and since this is the place which is constantly mentioned in the lessons to cover. The first grammar topic that I present is the use of the verb to be in past “*was/were*” and some vocabulary words such as: coin, statue, necklace, etc. so as to give them the tools they need to describe ancient artifacts; at the end of this lesson 1 it is expected that students can describe a place they visited.

In lesson 2, students will learn some very common phrasal verbs that will help them to ask and answer questions about a past trip by using simple past irregular verbs; they will also check the regular verbs in past and the difference in their pronunciation (d, t, id). They will also learn the negative form of simple past.

For lesson 3, they will listen to a short story about a guy named Petros, they will describe activities they did recently and will check the simple past form of irregular verbs.

In lesson 4, they will continue checking and practicing simple past irregular verbs and will talk about what they did yesterday and last week.


Finally, as a final project, it is intended that they can prepare a podcast related to a historical person or event by using the simple past, regular and irregular verbs, as well as some vocabulary words they learned during these lessons. In order to do this, I will present a short video about Mahatma Gandhi so that they see an example of what they have to prepare and to continue practicing with the use of *was/were* (this video is available in the following link: <https://youtu.be/oBqC7ImDnPE>).

As for the teaching goals that I wanted to accomplish throughout this process, are the following:

- To establish a well-known context of history so that my students could come up with some other examples of what they can learn from the past.
- To establish a good and enjoyable learning atmosphere through the virtual sessions so that my students would feel confident and willing to learn new grammar and vocabulary.
- To generate interest and motivation in learning from the past with the help of visuals, videos and audios that could be understandable and relevant.

According to the use of technology, the actual context of the pandemic is letting me explore this new alternative of giving classes in a virtual way. At the beginning of this change, I was uncertain about the effectiveness of the sessions and most of all, I didn't have enough knowledge about the specific and numerous apps that already exist to accomplish certain learning goals. I was very happy to find different webinars and PDF manuals that had lots of information to apply at a wide range of levels, grades and skills. For this specific case I was very happy to find that the change of modality came up very natural in my students and yes, at the very beginning we had the typical problems with the audio, the internet speed, the use of Zoom for educational purposes (writing on the ppt, erasing annotations, sharing documents and links, etc.), but fortunately these problems disappear very fast and we could focus on the lessons quite fast as well. My students seem to enjoy this type of classes since everything is totally visual and with the use of different apps they have the opportunity to practice while they participate in contests, the creation of videos, podcasts, etc. I think that this change brought us a new breath in terms of renewing our teaching skills and renewing their learning motivation.

1. Lesson plan identification cell	
Author	Adriana Olmos Flores
Educational Stage	Junior's High School – 1st grade
Title of the lesson plan	What can I learn from the past?
Learning Objective of the plan/Competency	Students will be able to develop intercultural communicative activities on students, by activating their schemata so as to understand and respond to facts about different cultures from the past.
Communicative skill considered	Reading, writing, speaking and listening

State of the following options	Recycling vocabulary words, and topics
Functions	<ul style="list-style-type: none"> • Describing a place they visited. • Asking and answering questions about a past trip. • Describing activities they did recently. • Describing a series of past event chronologically
Main Grammar Structure	Simple Past verb be: there was / there were Simple Past regular verbs Simple past irregular verbs WH- questions
Other Grammar Structures	--
Brief description of the plan	SS describe places they visited, ask and answer questions about a past trip and they will describe a series of past events chronologically. As a final project they will prepare a podcast related to a historical event.
Hours of the plan implementation	5 hours
Number of sessions	5 sessions of 60 min. each
Contents required for the lesson	Textbook block 2, lesson 1-4.
Link of the content	https://www.youtube.com/watch?v=9e1tiEyfcEI 
EEAILE tutor online	Rosa Isela Avila

1. Introduction to the Lesson – PREVIOUS CLASS			
Step of the Lesson	Teacher Activities	Student's Activities	Virtual Session Number
Activation (3 min.)	T shows a picture of the ancient Greek.	SS observe the picture.	1
During the session (15 min.)	T asks, <i>What can I learn from the past?</i> And encourage SS to repeat after her.	SS repeat after the Teacher. SS come up with different ideas to answer the question.	

<p>Activity (20 min.)</p>	<p>T says: <i>the past affects us all in all aspects in life for example: in education, we learn in school things other people discovered in the past.</i> <i>Can you see other answers to this question according to the picture?</i></p> <p>T asks: <i>Are these areas the same for everybody?</i> <i>For example, do people celebrate different traditions? Are some traditions necessarily better than others? (No, they aren't)</i> <i>What other areas vary for different people? (SS mention some areas)</i> <i>Right, we are all different and we all have to respect each other.</i></p> <p>T elicits a few examples of how the past affects us in some of the aspects SS wrote before (art, education, health care, traditions), after this, SS write 3 examples. Note: ideally, SS will express their ideas in present, but if they use the simple past, T won't correct grammar at this point.</p> <p>T plays a video about Athens and tells them to pay attention to the information they will see.</p> <p>T tells them to complete a graphic organizer about Athens.</p>	<p>SS write on Zoom app several such aspects, e.g., art, education, health care, traditions.</p> <p>SS answer the questions T says and come up with different ideas and opinions.</p> <p>SS come up with different options to answer the task and they share these ideas with the rest of the virtual class.</p> <p>SS watch the video and while they watch it, they will complete a graphic organizer by listing the important names and facts about Athenian society in each square.</p>	
<p>Set the objective or competencies of the lesson (Describe how you will present the objective or competencies of</p>	<p>Teacher writes the learning purpose of the lesson and have students read it and comment it. After that the T will show the big picture of the Greek culture so as to set up the context.</p>	<p>SS read the learning purposes of the lesson, clear doubts and express opinions briefly.</p>	<p>1</p>

the lesson) (5 min)			
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2. Communicative skills development					
LESSON 1					
READING SKILL: Read for a main idea; see verbs in past in context.					
Step of the lesson	Teacher activities	Student's activities	Material	Virtual Session	Evaluation
<ul style="list-style-type: none"> Getting student's attention (3 min.) Activating the students' prior knowledge and cultural context (10 min) Scanning (for specific information) (10 min.) 	<p>Teacher starts the lesson by saying: <i>Today we are going to learn a little about Greece.</i></p> <p>T activates students schema and asks a few questions about Greece:</p> <ul style="list-style-type: none"> <i>Where is Greece in the world?</i> <i>What is Greece famous for?</i> <i>Do you know any Greek food?</i> <i>Do you know about a sports event that is originally from Greece?</i> <p>T asks SS to open their books to page 22 and have a volunteer read the direction line aloud. After that, T gives SS some time to</p>	<p>SS listen to the T.</p> <p>Ss answer the questions with the knowledge they already know about the topic.</p>	Textbook pp 22	02	Student's participation

	<p>read the text and underline the etymology of the word Acropolis and circle the important buildings.</p> <p>When most ss have finished, T asks for some volunteers to give the answers to the whole class.</p>	<p>SS read the passage and underline the etymology of the word Acropolis, after that they circle the important buildings.</p>			
		SS participate.			
<ul style="list-style-type: none"> • Extension • Comprehension questions (10 min.) • Activity (5 min.) 	<p>T explains they are going to be quizzed on the information in the text.</p> <p>T asks the whole class some comprehension questions:</p> <ul style="list-style-type: none"> • <i>Who writes the blog?</i> • <i>What do we know about Jessie?</i> • <i>Who gave Jessie the picture?</i> • <i>What is the picture of?</i> • <i>Where in Greece is the Acropolis?</i> • <i>What places in the Acropolis</i> 	<p>SS answer the questions and report their answers to the T.</p> <p>SS work in pairs and choose one place to discuss:</p>	Textbook pp 22	02	Student's participation and peer evaluation

<ul style="list-style-type: none"> Vocabulary: Ancient Artifacts (10 min) Pronunciation practice. (10 min.) 	<p><i>does Alena tell Jessie about?</i></p> <p>T reads the instructions for exercise B and elicits some answers to the question and write them on the screen.</p> <p>T explains they have a few minutes to come up with no fewer than 5 reasons why their choice is a good place to visit.</p> <p>T explains they are going to see a number of ancient artifacts from Greece in the vocabulary. T tells SS to label the given pictures on the book using the words in the box.</p> <p>When most SS are finished, T checks the answers with the whole class.</p> <p>T says: <i>Now I'm going to help you. I'm going to say an</i></p>	<ul style="list-style-type: none"> <i>What historical site would you recommend Jessie to visit?</i> <p>SS mention what they really think is the best place to visit.</p> <p>SS answer as much as they can without any help.</p> <p>SS check their answers.</p> <p>SS listen to the teacher and complete the sentences with the words from the pictures in the box.</p>			
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	<p><i>incomplete sentence. You complete the sentence with a word from the vocabulary:</i></p> <ul style="list-style-type: none"> • <i>Every morning, I have a _____ of cereal.</i> • <i>“Aladdin” lives in a magic _____.</i> • <i>The _____ of Liberty is in New York, and so forth.</i> <p>T asks SS to listen to the audio for a pronunciation practice and plays the audio twice. T checks SS’ pronunciation without the audio. T spells out a word and SS say the word aloud</p>	<p>SS listen and repeat.</p>		
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LESSON 2
 Writing: Practice *there was / there were* to talk about life 100 years ago.

Step of the lesson	Teacher Activities	Student's Activities	Material	Virtual Session	Evaluation
<ul style="list-style-type: none"> Grammar Presentation (15 min.) Practice (mechanical drill) (10 min.) 	<p>T directs SS attention to the grammar box on page 23 and says:</p> <ul style="list-style-type: none"> <i>Listen and read along. Read the top half of the presentations, up to No, they weren't.</i> <p>T: <i>we use WAS or WERE to talk about the past.</i></p> <p>T presents the difference between WAS and WERE.</p> <p>T elicits rules for using <i>there was/there were</i> from the virtual class.</p> <p>T asks SS to repeat after her and reads the sentences.</p> <p>T asks SS to read the instructions for exercise A p.23.</p> <p>T reads the beginning of the paragraph, including the</p>	<p>SS open their books on p. 23 and read the grammar box.</p> <p>SS read along</p> <p>SS pay attention to the T's explanation.</p> <p>SS say the rules for the use of <i>there was/there were</i>.</p> <p>SS repeat the sentences.</p> <p>SS go through the example on exercise A with the teacher and then they complete these sentences with <i>was / were</i> in the positive or negative form.</p> <p>SS check their</p>	Textbook p. 23	23	Student's participation

<ul style="list-style-type: none"> • Prewriting (10 min.) 	<p>example and explains the first answer.</p> <p>T asks SS to complete the paragraph independently, when most SS are finished, T goes over the answers with the whole class.</p> <p>T asks SS to ask and answer the questions on exercise B, and SS take turns to participate.</p>	<p>answers.</p> <p>SS take turns asking questions about their last visit to a museum. They write down their ideas:</p> <ul style="list-style-type: none"> • <i>Was it a big museum? Yes, it was.</i> • <i>Were there any statues? No, there weren't.</i> <p>SS give ideas of the photo they see on the book</p>		
<ul style="list-style-type: none"> • Writing an email. (10 min.) 	<p>T. directs SS' attention to the picture of Mexico, and asks:</p> <ul style="list-style-type: none"> • <i>What can you see? (a photo of Mexico). We are going to convince Jesse to come to Mexico.</i> 	<p>SS make a list of famous touristic places in Mexico.</p> <p>SS use their previous ideas on 1B and the list of touristic places in Mexico to write</p>		

<ul style="list-style-type: none"> Identifying errors and correcting errors. (10 min.) Follow up activity (5 min.) 	<p><i>What other famous places can you tell?</i></p> <p>T reads the direction line aloud on exercise 4A and calls on a volunteer to read the sentences and list aloud.</p> <p>T asks SS to write an email inviting Jesse to come to Mexico.</p> <p>T asks to read each other's mails. When they see mistakes, they will suggest corrections.</p> <p>T asks SS to report their emails to the class.</p> <p>T has SS evaluate their performance by asking: <i>Can you describe a place you visited?</i></p>	<p>an email to Jesse inviting her to come to Mexico.</p> <p>SS read each other's emails, identify errors and suggest corrections.</p> <p>SS correct their emails and report their task to the class.</p> <p>SS describe a place they visited using <i>there was/there were</i>.</p>			
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3. Communicative skills development					
LESSON 3					
Listening: Listen for the order of activities in past; hear phrasal verbs in context.					
Step of the lesson	Teacher activities	Student's activities	Material	Virtual Session number	Evaluation
<ul style="list-style-type: none"> Warm up (3 min.) 	<p>T starts the lesson by saying:</p> <ul style="list-style-type: none"> We didn't convince Jessie to visit Mexico; she's now in Greece. 	<p>SS open their books to page 24.</p>	<p>Textbook pp 24</p>	<p>03</p>	<p>Student's participation</p>
<ul style="list-style-type: none"> Previewing and contextualizing (5 min.) 	<p>T tells SS to open their books to page 24 and read the instructions for the listening part, and to take a moment to look at the pictures on exercise A.</p>	<p>SS take a moment to look at the pictures on exercise A before T plays the audio.</p>			
<ul style="list-style-type: none"> Listening for Gist (7 min) 	<p>T plays the audio twice</p>	<p>SS listen and number the activities Jessie did in Athens.</p> <p>SS check their answers.</p>			
<ul style="list-style-type: none"> Predicting (7 min.) 	<p>T elicits what Jessie did in Athens step by step.</p> <p>T guides SS with the pictures in the exercise, but also asks them to include additional information that</p>	<p>SS pay attention on the verbs and include additional information that they hear on the audio.</p>			

<ul style="list-style-type: none"> • True listening (7 min.) 	<p>they heard on the audio.</p> <p>T repeats the sentences , emphasizing the pronunciation of the regular verbs in past. T encourages SS to repeat after you.</p> <p>T plays the audio twice again for exercise B and has SS check the answers.</p>	<p>SS repeat the sentences emphasizing the pronunciation of the regular verbs.</p> <p>SS listen again and answer the following question on exercise B:</p> <ul style="list-style-type: none"> • <i>What activity are Jessie and her friends planning for Sunday?</i> 			
<ul style="list-style-type: none"> • Vocabulary (5 min.) • Activity (5 min.) 	<p>T presents the phrasal verbs and gives some examples of phrasal verbs SS may already know: come in, get up, go out.</p> <p>T asks SS to solve exercise 2A by inferring the meaning of the phrasal verbs.</p>	<p>SS pay attention and try to come up with some other different examples of phrasal verbs they probably know.</p> <p>On page 24 SS match the phrasal verbs to their meaning by inferring.</p> <p>SS listen to the</p>	Textbook pp 24	03	Student's participation

<ul style="list-style-type: none"> Listening exercise (5 min.) Activity (3 min.) 	<p>T plays the audio and has SS check their answers.</p> <p>T calls out either a phrasal verb or a meaning for a phrasal verb and SS say the other part.</p> <p>T encourages SS to correct their classmate's mispronunciations if any.</p>	<p>audio, check their answers and have a pronunciation practice.</p> <p>SS listen to the T and complete either the meaning or the correct phrasal verb T calls out.</p>			
<ul style="list-style-type: none"> Grammar: practice simple past regular verbs. (10 min.) Activity 	<p>T presents simple past with regular verbs:</p> <ol style="list-style-type: none"> T directs SS' attention to the grammar box. T reads + and – sentences. <p>T says: <i>we use the simple past to talk about actions people did or did not do in the past and which ended in the past.</i></p> <p>T explains the grammar topic.</p> <p>T directs SS'</p>	<p>SS open their books to page 25 and pay attention to the grammar chart for simple past with regular verbs.</p> <p>SS analyze the grammar chart and check the structure of sentences in past.</p> <p>SS write two sentences about</p>	Textbook p. 25	03	Student's participation

<p>(5 min.)</p> <ul style="list-style-type: none"> Activity 2 (5 min.) 	<p>attention to exercise 3A and read the direction line aloud. T checks the example sentences aloud and asks SS to answer the exercise.</p> <p>For exercise 3B, T models the activity by asking the first question to a student.</p> <p>T says: Talk about what you did and what you didn't do last weekend.</p>	<p>what people did last vacation, on exercise 3A. SS work in pairs to check their answers.</p> <p>SS take turns asking and answering questions about last weekend.</p>			
<ul style="list-style-type: none"> Speaking (5 min.) Pronunciation practice (5 min.) 	<p>T directs SS' attention to exercise 4A. T says: <i>listen to the 3 different sounds of the -e endings and plays the audio.</i></p> <p>T directs SS' attention to exercise 4B and asks SS: What sound do you hear, /d/, /t/, or /id/? (/d/).</p> <p>T asks SS to listen again and write the sound they hear at the end of each word.</p>	<p>SS go to page 25 and .</p> <p>SS listen to the audio.</p> <p>SS listen and notice the 3 different endings.</p> <p>SS listen</p> <p>SS listen and write the sound they hear (/t/, /d/, or /id/) next</p>	Textbook p. 25	03	Student's participation

<ul style="list-style-type: none"> Evaluation (5 min.) 	<p>T has SS evaluate their performance by answering:</p> <p><i>Can you ask and answer questions about a past trip?</i></p>	<p>to each verb. Then listen and repeat.</p> <p>SS answer to the question and write their answers in the evaluation rubric.</p>			<p>Evaluation rubric</p>
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LESSON 4
Speaking: Practice simple past verbs and time expressions.

Step of the lesson	Teacher Activities	Student's Activities	Materials	Session Number	Evaluation
<ul style="list-style-type: none"> Warm up (5 min.) Pre-listening (3 min.) Listening (5 min.) 	<p>T starts the lesson by explaining they are going to take the class back in time to ancient Greece and play an audio about two young men traveling in Athens.</p> <p>T directs SS' attention to exercise 1A on page 26 and tells them to do the exercise.</p> <p>T plays the audio and checks the answers with the whole class.</p>	<p>SS listen to the T instructions.</p> <p>SS open their books on page 26 and look and copy the sentences under the pictures.</p> <p>SS check their answers.</p>	<p>Textbook pp 26</p>	<p>04</p>	<p>Student's participation</p>

<ul style="list-style-type: none"> • Grammar presentation (10 min.) 	<p>T explains they are going to listen to Petro’s account. T plays the audio for exercise 3B and has SS do the exercise.</p>	<p>SS listen and number the events in chronological order.</p>			
<ul style="list-style-type: none"> • Grammar practice (5 min.) 	<p>T plays the audio a second time and checks answers.</p> <p>T asks SS to pay attention on exercise 2A. T asks SS to match the verb forms in past:</p> <p><i>Speak, go, see, meet, drink, buy, make.</i></p> <p>T directs SS attention to the grammar box about simple past irregular verbs.</p> <p>T explains the grammar chart and the grammar structure.</p> <p>T directs SS attention to exercise 3A, explains the instructions and</p>	<p>SS check their answers and share them to the whole class.</p> <p>SS go to exercise 2A and match the verbs and their simple past forms.</p> <p>SS pay attention and open their books to page 27.</p> <p>SS pay attention to T’s explanation.</p> <p>In exercise 3A, SS look at Ruben’s list of things to do. Write sentences</p>			

<ul style="list-style-type: none"> Activity (10 min.) 	<p>reads the example sentence aloud.</p> <p>T directs SS' attention to exercise 3B, reads the instructions and asks them to solve it.</p>	<p>about what he did or didn't do.</p> <p>SS go to exercise 3B and write a list of things to do in your notebook. Exchange lists and take turns asking and answering questions.</p>			
<ul style="list-style-type: none"> Speaking (15 min,) 	<p>T directs SS' attention to exercise 4A, explains the instructions and gives an example of her own (simple past)</p>	<p>SS go to exercise 4A and complete the calendar with the activities they did yesterday and last week. (answers will vary)</p> <p>SS compare their calendars.</p>			

2.2 Designing of necessary tools to assess/test the progress of students

Assessment is an ongoing activity that uses multiple methods, including testing, to allow students to demonstrate what they have learned and how they can use the knowledge. Through appropriate

assessment, teachers can classify and grade their students, give feedback and structure their teaching appropriately.

The assessment procedures relate to authenticity, practicality, reliability, validity and wash back, and are considered the basic principles of assessment in foreign language teaching and learning.

For this lesson, assessment was present throughout the set of lessons. For some activities, this was present by only observing students' responses so as to validate if they were understanding the topic, task and instructions; for some other activities, assessment was implicit in the student's production while working the different language skills.

Assessment of Listening Skills:

- **Intensive listening tasks.** It was present in lesson 3, exercise 1B. Students had to listen for the second time the audio and to select the activities Jessie and her friends were planning for Sunday.
- **Selective listening tasks.** It was present in lesson 3, exercise 1A. Students had to listen and number the activities Jessie did in Athens.

Assessment of Writing Skills:

- **Personal writing.** It was present when students had to write an e-mail inviting Jessie to come to Mexico, Lesson 2, exercise 4A.

-
- **Overall ability in writing.** It was present during the development of these lessons when students had to write different sentences, activities in a calendar.

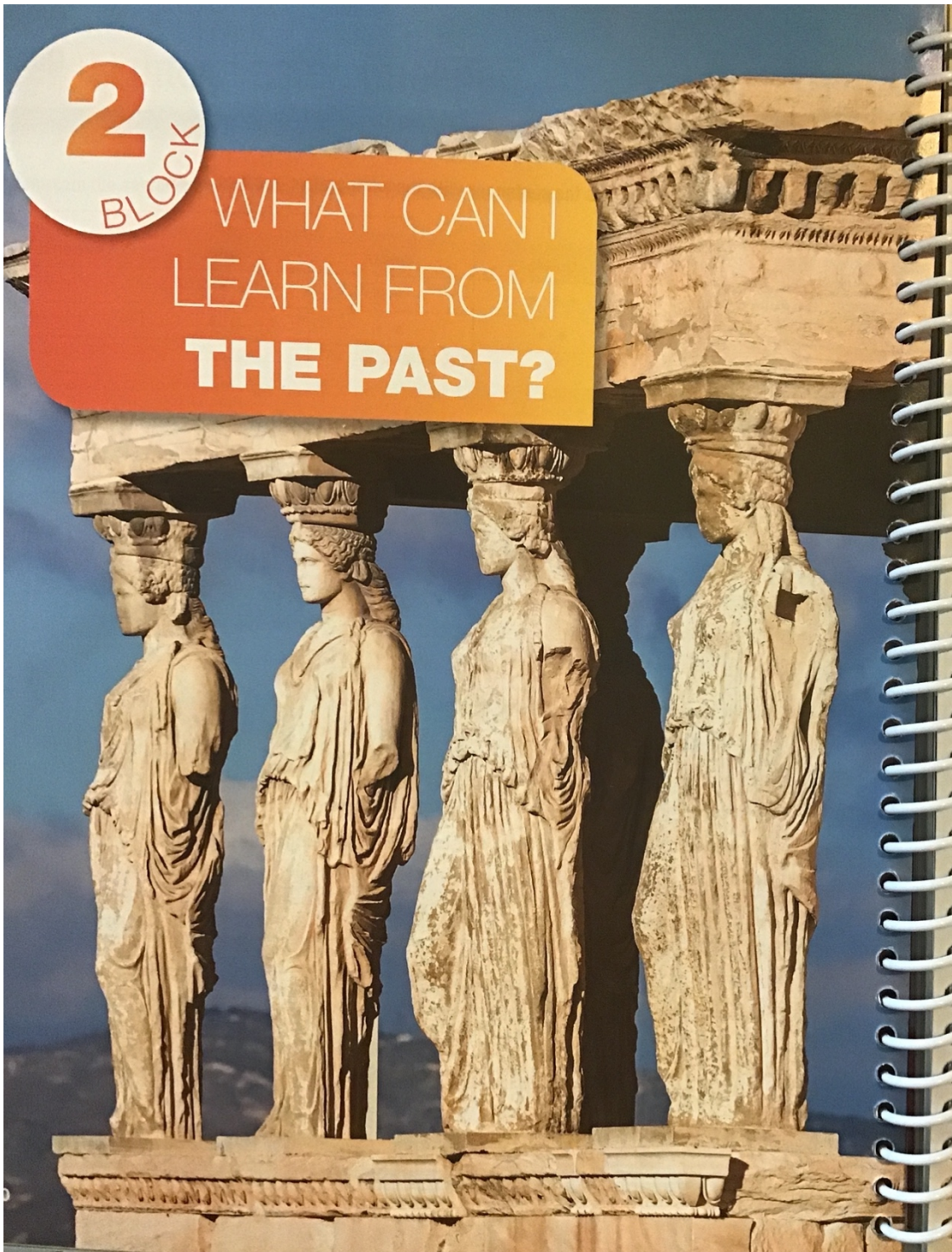
Assessment of Speaking Skills:

- **Microskills - Produce chunks of language of different lengths.** It was present when students answered the simple questions in past.
- **Macroskills - Accomplish appropriately communicative functions according to situations, participants and goals.** This was present when students were preparing their podcast and the result they achieved at the delivery of this evidence.

Assessment of Reading Skills:

- A combination of bottom-up and top-down processing activities. It was present when students had to answer matching tasks and picture cued tasks, such as the ones in lesson 2 exercise 1A and lesson 4 exercise 1A.

2.3 Attached evidences



<https://www.brainpop.com/socialstudies/worldhistory/athens/>

Teach This Topic Standards Lesson Ideas Create Quiz Assign

Temple of Athena

Parthenon

1:29 / 2:39

Movie Quiz Challenge

Make-a-Map Make-a-Movie Creative Coding

Primary Source Related Reading Worksheet

Graphic Organizer Vocabulary Games

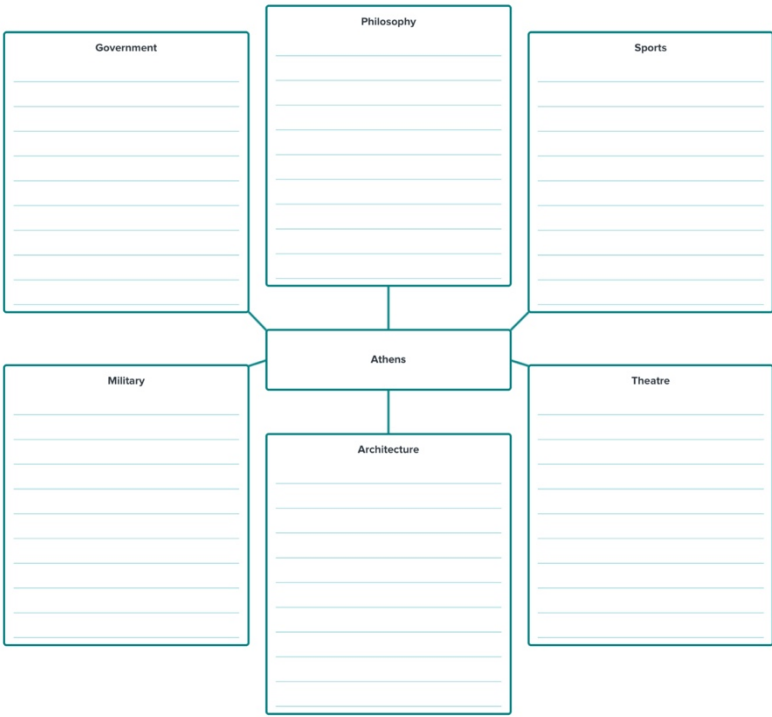
<https://www.brainpop.com/socialstudies/worldhistory/athens/quiz/>

Recycle Athens

Quiz!

Athens

Review Graded



1 LESSON

Echoes of the Past

Learning Objectives

- ✓ I can describe a place I visited.
- ✓ **Vocabulary:** Ancient artifacts
- ✓ **Grammar:** Simple past verb *be*, *there was / were*

1 Reading *What an incredible place!*

A Read and underline the etymology of the word *Acropolis*. Circle the important buildings.

www.jessiethesummertraveler.com

Jessie, the Summer Traveler Home Travel tips Photos Travel with me About me

Hey, everyone! Today I got a really nice picture from my good friend Alena from Greece. This is a picture of the Acropolis, the fortified hill in Athens, the capital. Did you know that the word *Acropolis* comes from *akro* (top, peak) and *polis* (city)? It translates to "high city" or "city in the air." Alena says that we can still see parts of the Propylaia, the Erechtheion, the Temple of Athena Nike, and the Parthenon.

The Propylaia was the entrance to the Acropolis. It was monumental. The Erechtheion was a temple with multiple functions and the statues were impressive. The Parthenon is a great example of Greek architecture. I think it would be exciting to go there, don't you think? I need to decide where to go in the summer, Greece or Mexico? What do you think? Please help!

B Discuss: What historical site would you recommend Jessie to visit? *Answers will vary.*

2 Vocabulary *Ancient Artifacts*

A Label the pictures using the words in the box.

bowl coin lamp necklace statue vase



1. statue



2. necklace



3. bowl



4. vase



5. coin



6. lamp

B 12 Listen and repeat.

3 Grammar

Simple Past Verb *be*; *There was / were*

The Propylaea **was** the entrance to the Acropolis.
It **wasn't** small.

Was the Acropolis big?
Yes, it **was**. / No, it **wasn't**.

The statues in the Erechtheion **were** impressive.
They **weren't** complete.

Were the statues complete?
Yes, they **were**. / No, they **weren't**.

There was a temple for Athena Nike.
There wasn't a statue of Athena Nike.

Was there a bowl?
Yes, **there was**. / No, **there wasn't**.

There were a lot of coins.
There weren't any lamps.

Were there any vases?
Yes, **there were**. / No, **there weren't**.

A Complete the text with *was*, *were*, or *weren't*.

Hi Jessie!

I hope you are doing great! I would love to have you in Greece this summer. You'll love it! Apart from the Acropolis, there are many things to see and do. Last weekend I _____ at the Acropolis museum. It's amazing! There _____ a lot of sculptures. They _____ big! There _____ a statue of Zeus. It _____ impressive! There _____ any paintings, but there _____ a lot of coins, vases, and lamps. Oh! And there _____ a beautiful necklace. It's the most amazing thing in the world! Please, come to Greece!

Alena

B Take turns asking questions about your last visit to a museum. *Answers will vary.*



A: Was it a big museum?

A: Were there any statues?

B: Yes, it was.


B: No, there weren't.


4 Writing *Come to Mexico!*

A Use your ideas in exercise 1B to write a message to Jessie. Tell her to come to Mexico.  

Hi Jessie!
We would like you to come to Mexico.
These are some of the things you can see.
There is ... There are ...
Last month, my family and I went to a museum.
There were ... There was ...
You would love it!

Answers will vary.

B Exchange and comment on your classmates' messages. 

 **Can you** describe a place you visited? Yes No

WB p. 33 

Block 2 | 23

2 LESSON

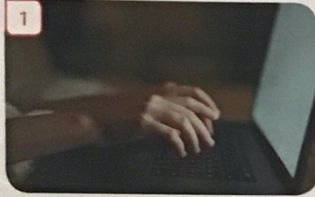
It's incredible!

Learning Objectives

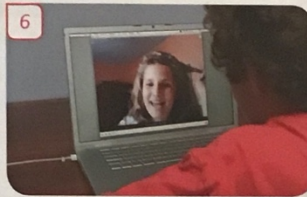
- ✓ I can ask and answer questions about a past trip.
- ✓ **Vocabulary:** Phrasal verbs
- ✓ **Grammar:** Simple past regular verbs

1 Listening *This is Greece.*

A 13 Listen and number the activities Jessie did in Athens.



1 look up information



6 chat online



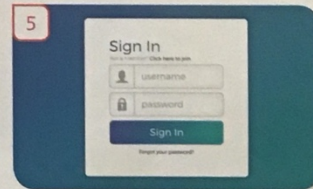
2 pick out a café



4 stay at the hostel



3 paint a picture



5 sign in

B 13 Listen again. What activity are Jessie and her friends planning for Sunday?

Visit the original Olympic Stadium.

2 Vocabulary **Phrasal Verbs**

Phrasal Verbs

verb + preposition (or adverb)

They have a different meaning from that of the individual words.



A Match the phrasal verbs to their meaning.

- | | | |
|---|-------|------------------------------|
| 1. We need to look up information about this city. | _____ | a. exercise |
| 2. Can you turn on the TV? | _____ | b. select |
| 3. Did you pick out a restaurant for tonight? | _____ | c. activate |
| 4. Simon goes to the gym to work out . | _____ | d. consult |
| 5. You need to sign in . What's your email? | _____ | e. look at |
| 6. Wow, check out these cool pictures! | _____ | f. enter (an app or website) |


B 14 Listen and repeat.

3 Grammar

Simple Past Regular Verbs

We **admired** the Acropolis.
 We **looked up** information on the Internet.
 I **ainted** a picture of the statues.
Did you stay at the hostel last night?
Did you chat with your friends?

We **didn't admire** the Acropolis.
 We **didn't look up** information on the Internet.
 I **didn't paint** a picture of the statues.
Yes, I did.
No, I didn't. I chatted with my cousins.

 look → looked admire → admired chat → chatted

A Write two sentences about what people did last vacation.


1. Cynthia / visit / grandparents **X** / aunt and uncle ✓
Cynthia didn't visit her grandparents. She visited her aunt and uncle.
2. José and Martha / work out / gym **X** / park ✓
José and Martha didn't work out at the gym. They worked out at the park.
3. Martin / paint / picture of his dog **X** / picture of his horse ✓
Martin didn't paint a picture of his dog. He painted a picture of his horse.
4. Yuri / chat / José **X** / Joaquín ✓
Yuri didn't chat with José. She chatted with Joaquín.
5. Rosie and Mónica / pick out / a movie **X** / a play ✓
Rosie and Mónica didn't pick out pick out a movie. They picked out a play.

B Take turns asking and answering questions about last weekend. *Answers will vary.*


- | | |
|---------------------------------------|---|
| 1. Did you stay with your parents? | 4. Did you check out a new store? |
| 2. Did you pick out a new restaurant? | 5. Did you chat with your friends? |
| 3. Did you work out at the gym? | 6. Did you look up information on the Internet? |







A: *Did you stay with your parents on the weekend?*
B: *Yes, I did. / No, I didn't. I stayed with my friends.*


4 Speaking Pronunciation *-ed* Endings


A  15 Listen and repeat. Notice the three different endings.

- | | | |
|----------------------|-----------------------|-----------------------------|
| 1. /t/ I worked out. | 2. /d/ I stayed home. | 3. /ɪd/ I visited my uncle. |
|----------------------|-----------------------|-----------------------------|

B  16 Listen. Write the sound you hear (/t/, /d/, or /ɪd/) next to each verb. Then listen and repeat.

- | | | | | | |
|------------|---|------------|---|------------|---|
| 1. arrived |  | 3. painted |  | 5. turned |  |
| 2. picked |  | 4. looked |  | 6. chatted |  |

WB p. 34 

 **Can you** ask and answer questions about a past trip? Yes No

3 LESSON

Parallel Lives

Learning Objectives

- ✓ I can describe activities I did recently.
- ✓ **Vocabulary:** Irregular verbs
- ✓ **Grammar:** Simple past irregular verbs

1 Listening *This was Greece.*

A 🎧 17 Look and copy the sentences under the pictures. Then listen and check.

Petros **spoke** with other travelers.
They **went** to the market.
They **bought** some products.

They **made** plans to visit the Olympic Stadium.
They **drank** milk and **saw** the Parthenon.
Petros **met** Andreas at the hostel.



1. _____



6. _____



3. _____



4. _____



5. _____

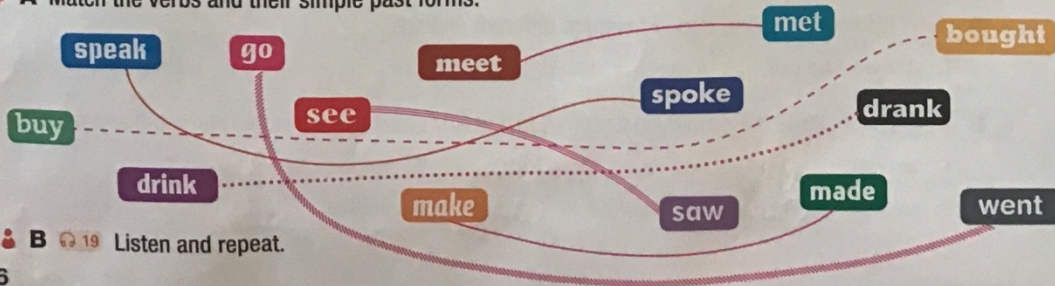


2. _____

B 🎧 18 Listen and number the events in chronological order.

2 Vocabulary Irregular Verbs

A Match the verbs and their simple past forms.



B 🎧 19 Listen and repeat.

3 Grammar

Simple Past Irregular Verbs

I **bought** a sandwich. I **didn't buy** a hamburger.
 He **saw** his friend Alice. He **didn't see** Marcia.
 They **went** to the park. They **didn't go** to the gym.
 We **spoke** to the teacher. We **didn't speak** to the principal.

Did you meet my parents last night?
 Yes, I **did**. / No, I **didn't**.
Did she drink coffee?
 Yes, she **did**. / No, she **didn't**.



See a complete list of irregular verbs on page 75.

A Look at Rubén's list of things to do. Write sentences about what he did or didn't do.

To-Do List

- ✓ meet Teresa and Roberto at the library
- ✓ see the new movie
- ✗ buy eggs and milk at the supermarket
- ✗ make plans with Mom and Dad for the weekend
- ✓ go swimming at the gym
- ✓ drink more water!

1. Rubén met Teresa and Roberto at the library.
2. He/Rubén didn't buy eggs and milk at the supermarket.
3. He went swimming at the gym.
4. He saw the new movie.
5. He didn't make plans with Mom and Dad for the weekend.
6. He drank more water!

B Write a list of things to do in your notebook. Exchange lists and take turns asking and answering questions. *Answers will vary.*

- A:** *Did you go to the gym?*
B: *Yes, I did. Did you buy a present for your sister?*

4 Speaking My Week

A Complete the calendar with the activities you did yesterday and last week. *Answers will vary.*

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
yesterday							
last week							

B Take turns talking about your activities. Find out more information.

- A:** *I went to the park yesterday.* *Answers will vary.*
B: *Did you ride your bike?*

WB p. 35

Can you describe activities you did recently? Yes No

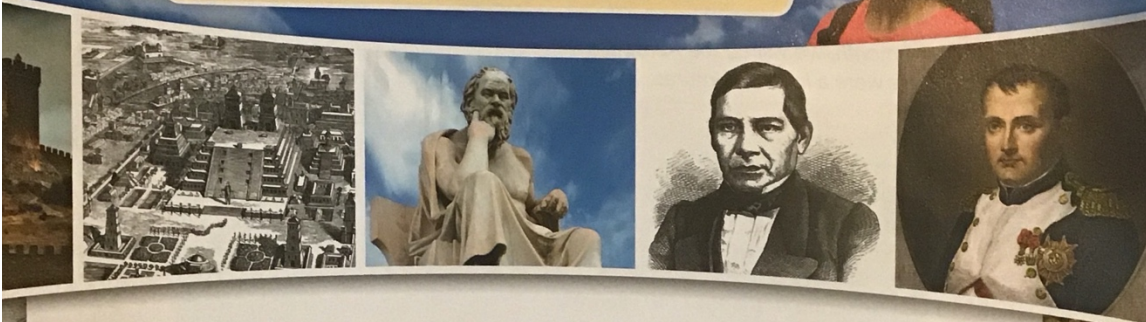
Learning Objective

✓ I can prepare a podcast related to a historical event.

Project

A Read and discuss.

Imagine you have a time machine. You can travel to any time in the past. What historical moment would you visit? What famous character would you talk to? Make a list of ideas.



B Follow the steps to prepare a podcast.

Answers will vary.

1. Choose one of the historical events or characters from your list.
2. Look up interesting or unknown information about that historical event or character. Make notes.
3. Prepare a description of the event. Make it as interesting as possible. Include unknown details that people would like to hear about, or prepare a list of questions and answers for your character. For example: Where were you born? What did you do? Why were you famous? What did you study? Include interesting or unknown details.
4. Use the script of the podcast on page 87 as a guide to write a draft of your manuscript. Include an introduction and a closing.
5. Check the spelling and grammar in your script.
6. Read your script aloud with a partner. Practice the pronunciation.

C Record your podcast.

- 1 Use a phone or computer to record the podcast.
- 2 Edit the podcast. Delete mistakes. Add music or sound effects.
- 3 Share your podcast online.

D Listen to your classmates' podcasts. Write something interesting you learned in each podcast.

E Discuss: How is history relevant in your present life? Give specific examples.

Can you prepare a podcast related to a historical event? Yes No

Block 2 | 31

Jessie, you can visit archeological places in Mexico, Teotihuacán, Acapulco and Chichenitza.

Constanza Ximena

I bought some flowers with my mother last Monday.

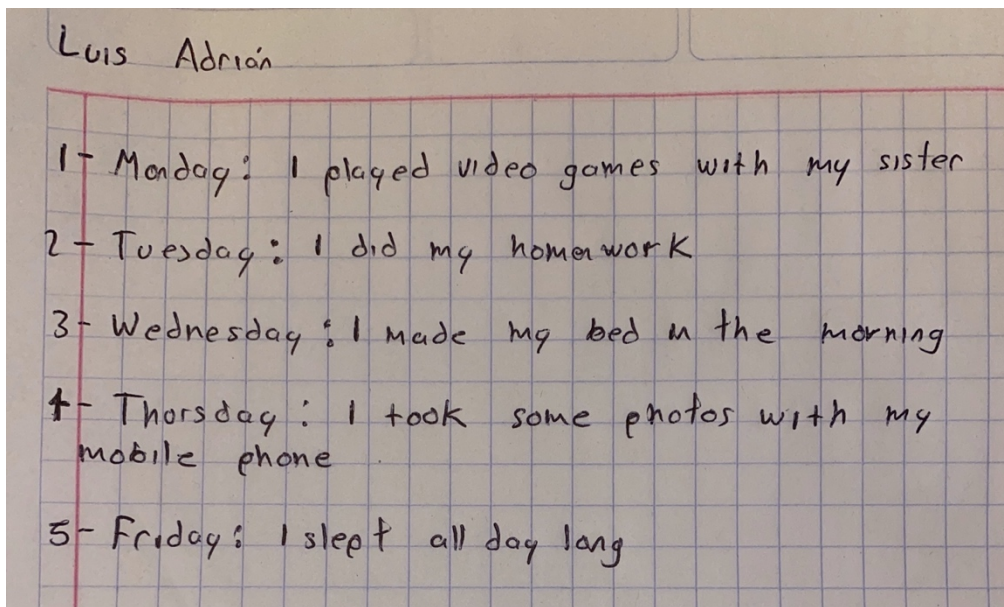
I ate pizza with my family last Tuesday.

I went to my living room to watch TV, lol

I drank a lot of water last Thursday.

I saw my favorite series on Netflix last Friday.

Last Saturday I spoke to my brother



Podcast Evidence: <https://www.youtube.com/watch?v=9e1tiEyfcEI>

2.4 Show evidences of the designed tools to assess students

STUDENT EVALUATION BLOCK 2

Lesson 2 page 25, exercise 3B Checklist

Listen to students asking and answering about last weekend. Check (✓) the aspects that they perform correctly.

I am evaluating:	uses the auxiliary <i>did</i> in the question	gives a logical answer	uses the auxiliary <i>did</i> in a (-) answer	uses the past form in a (+) answer
1. Abraham	✓		✓	✓
2. Luis		✓	✓	✓
3. Ximena	✓	✓		✓
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Lesson 3 page 27, exercise 4B Rubric

Score key

3 = Great 2 = Good 1 = Needs practice

Listen to students asking and answering about past activities. Evaluate them.

I am evaluating:	uses past verbs in sentence	asks logical questions	uses the auxiliary <i>did</i> in questions	Total
1. Luis	3	2	3	8 /9
2. Abraham	2	3	3	8 /9
3. Israel	3	3	3	9 /9
4.				/9
5.				/9
6.				/9
7.				/9
8.				/9
9.				/9
10.				/9
11.				/9
12.				/9

STUDENT EVALUATION BLOCK 2

Lesson 4 page 29, exercise 4A Checklist

Read students' diary entries. Check (✓) the aspects that students use correctly.

I am evaluating:	uses verbs in past	includes past time expressions	includes sequencers
1. Abraham	✓	✓	
2. Luis	✓		✓
3. Israel	✓	✓	
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

PEER EVALUATION BLOCK 2

Lesson 1 page 23, exercise 4A

Read the descriptors and check (✓) your classmate's actions and attitude.

My classmate's names: Abraham	Evaluation				
1. My classmate suggested ideas.			✓		
2. He/She listened to my suggestions.		✓			
3. He/She respected my ideas.			✓		
4. He/She was friendly and patient.			✓		

Project page 31, exercise B

Read the descriptors and check (✓) your classmates' actions and attitudes. You can select one or more options.

My classmates' names: <u>Constanza</u>	Evaluation				
1. Everybody participated in the planning of the podcast.	✓				
2. We decided on the topic together.		✓			
3. We divided up the work between all of us.	✓				
4. My classmates were friendly and patient.	✓				
5. We all practiced our scripts.	✓				
6. I was friendly and patient.		✓			

Project page 31, exercise B

Read the descriptors and check (✓) your classmates' actions and attitudes. You can select one or more options.

My classmates' names: <u>Israel</u>	Evaluation				
1. Everybody participated in the planning of the podcast.	✓				
2. We decided on the topic together.			✓		
3. We divided up the work between all of us.		✓			
4. My classmates were friendly and patient.		✓			
5. We all practiced our scripts.	✓				
6. I was friendly and patient.	✓				

Project page 31, exercise B

Read the descriptors and check (✓) your classmates' actions and attitudes. You can select one or more options.

My classmates' names:	Evaluation				
<u>Abraham</u>					
1. Everybody participated in the planning of the podcast.	✓				
2. We decided on the topic together.	✓				
3. We divided up the work between all of us.	✓				
4. My classmates were friendly and patient.	✓				
5. We all practiced our scripts.	✓				
6. I was friendly and patient.	✓				

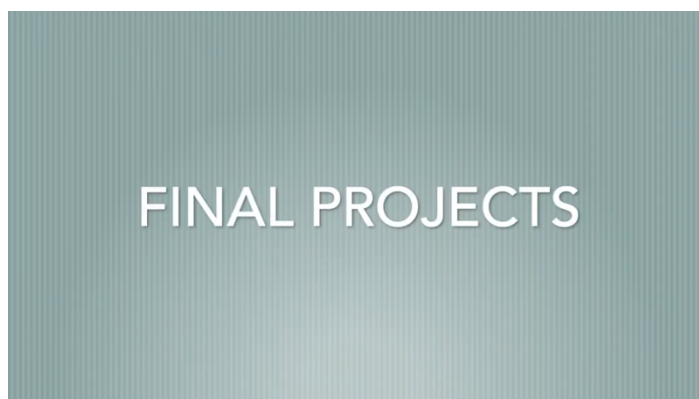
Project page 31, exercise B

Read the descriptors and check (✓) your classmates' actions and attitudes. You can select one or more options.

My classmates' names:	Evaluation				
<u>Luis Adrian</u>					
1. Everybody participated in the planning of the podcast.		✓			
2. We decided on the topic together.	✓				
3. We divided up the work between all of us.		✓			
4. My classmates were friendly and patient.		✓			
5. We all practiced our scripts.			✓		
6. I was friendly and patient.		✓			

2.5 Performing and recording the activities

As a final project, it is intended that they can prepare a podcast related to a historical person or event by using the simple past, regular and irregular verbs, as well as some vocabulary words they learned during these lessons. In order to do this, I will present a short video about Mahatma Gandhi so that they see an example of what they have to prepare and to continue practicing with the use of *was/were* (this video is available in the following link: <https://youtu.be/oBqC7ImDnPE>).



3. CHAPTER THREE: EXPERIENCE REPORT

For this final project and considering the lockdown we are facing due to the pandemic by COVID-19, I've decided to continue my classes through videoconferences with some of my students, since as teachers we were told by the principal of the school to stop classes and homework with them in the English subject, so as to they would focus their attention to two main competences: lenguaje y comunicación, y matemáticas. These small group of students know each other since kinder garden, their communication is well set, and they are not afraid of making mistakes in front of each other.

The topic of this lesson was “*What can I learn from the past*”. I chose this topic due to the need of my students to learn and practice the *simple past* with *regular and irregular verbs*, as well as showing them the different contributions that other cultures have made to humanity throughout history.

This final project of the specialization includes 5 virtual lessons through the Zoom application and begins with the introduction of the Greek culture and the contributions that have been handed down to us and that are still being practiced in our current culture. Then, it continues with the presentation of the grammar topic using the past tense of the verb "to be": *there was/there were*, to later continue with the integration of the four language skills so that students can practice what they have learned and produced, and share examples that are meaningful to them, that is based in their own experience. As a final project for my students, it is intended that they can prepare a podcast related to a historical person or event by using the simple past, regular and irregular verbs, in addition to some vocabulary words they learned during these lessons.

As for the teaching goals that I wanted to accomplish throughout this process, are the following:

- To establish a well-known context of history so that my students could come up with some other examples of what they can learn from the past.
- To establish a good and enjoyable learning atmosphere through the virtual sessions so that my students would feel confident and willing to learn new grammar and vocabulary.
- To generate interest and motivation in learning from the past with the help of visuals, videos and audios that could be understandable and relevant.

According to the use of technology, the actual context of the pandemic is letting me explore this new alternative of giving classes in a virtual way.

For this specific case I was very happy to find that the change of modality came up very natural in my students and yes, at the very beginning we had the typical problems with the audio, the internet speed, the use of Zoom for educational purposes (writing on the ppt, erasing annotations, sharing documents and links, etc.), but fortunately these problems disappeared very fast and we could focus on the lessons quite fast as well. My students seemed to enjoy this type of classes since everything is totally visual and with the use of different apps they had the opportunity to practice while they participate in contests, the creation of videos, podcasts, etc. I think that this change brought us a new breath in terms of renewing our teaching skills and renewing their learning motivation.

The assessment procedures related to authenticity, practicality, reliability, validity and wash back, are considered the basic principles of assessment in foreign language teaching and learning. I decided to evaluate them throughout these 5 lessons taught on different dates, taking into account their performance in each of the exercises and tasks they had to do (through close observation), so as verifying their answers in the different exercises and elaboration of examples in the different contexts that were handled in the sessions. Regarding their final project, which was the elaboration of a podcast about a character in the history, several elements were taken into account such as the inclusion of the grammar topic, the use of verbs in the past, pronunciation, etc.

The use of technology was essential due to this lockdown we are facing not only in Mexico, but also in the rest of the world. This is why the technological tools have helped to increase the level of interest in lessons and the level of interaction during this period.

Finally, having presented this series of five lessons, I can say that the development of the different communication skills in my students was gradually achieved, since the use of the grammar topic was reinforced through the activities contemplated in the lesson plan, and through the application of various elements that were reviewed throughout this specialization: the acquisition-learning hypothesis through natural communication, the monitor hypothesis through a set of balanced

expectations on students' performance, the natural order hypothesis through the presentation of gradual grammar topics and vocabulary, the input hypothesis through the use of the target language in class, among other theories.

4. CHAPTER FOUR: CONCLUSIONS

To conclude, I believe that as English teachers it is essential for us to analyze our teaching practice since it will help us to achieve our students' learning objectives. Having a strong command of everything beyond the teaching methodology will allow us to strengthen the techniques, dynamics and activities that help improve our students' language performance in L2. For instance, we must get ready to include and face interculturalism in our classes. The more cross-culturally competent we become, the more we will understand how our students behave, and the more we will contribute to create a better learning environment. Interculturalism must serve to improve different values coexisting together.

5. CONTEXT OF THE LESSON PLAN

Undoubtedly, this international emergency for the COVID19 has come to change the model of teaching face-to-face classes, as a result of this, teachers responded very quickly and developed the necessary ways and resources so that our students could continue to advance in the educational programs contemplated for this school year.

It is from this change in the dynamics of face-to-face education that the need arises to maintain constant communication and follow-up with our students in a virtual way.

The class that I will talk about in this paper, is made up of 4 junior's high school students between 13 and 15 years old. Their English level is A2-, according to the common European framework of reference, they like to play videogames, and to constantly check their social media. Since they know

each other since kinder garden, their communication is well set, and they are not afraid of making mistakes in front of each other.

I chose to apply a set of 5 lessons related to culture and history, in which they are supposed to learn the simple past structure, regular and irregular verbs in past, as well as the use of "*there was*" and "*there were*".

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7. DECLARATION LETTER

UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje del Inglés como Lengua Extranjera

I, **Adriana Olmos Flores**, declare that the following Final Project for the Specialization in English Language and Teaching as a Foreign Language, 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.

Sincerely,



Adriana Olmos Flores

Ecatepec, Estado de México

20 de junio, 2020.