UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"When in Rome, do as the Romans"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS

COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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UNIVERSIDAD PEDAGÓGICA NACIONAL

SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS

FOREIGN LANGUAGE

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INTRODUCTION

"Education is the most powerful weapon which you can use to change the world"

Nelson Mandela

Over time, communication has evolved rapidly, starting orally face to face, until reaching the technological way through electronic devices, which allow us to express our ideas, feelings and opinions to more and more people around the world, through the increasingly spoken language in most countries which is the English language. Being an English teacher has not only inspired me to continue studying the language, but also; It has shown me that today it is necessary to be able to guide students to interact in a globalized world, which has led them to know different ideologies different from their own. The English language has crossed world borders and more and more people have incorporated it into their daily use.

The need to improve my teaching work has increased over a period of 5 years. Because the level that is taught in many institutions has been raised considerably, having more qualified teachers who use pedagogical knowledge that have supported them so that the acquisition of knowledge in their students is demonstrated and used in everyday life by having the linguistic competence. For this reason, having completed this specialization has benefited me, since in addition to enriching my knowledge of the language, it has enabled me to use the different theories and approaches within my classes, through a structured lesson plan based on the studies of linguists, psychologists and pedagogues who have investigated these fundamental aspects for the acquisition of L2 in learners. Also, through this specialization I have been guided by professionals who have included within the content, the methods, approaches, and strategies that have been used to develop an understanding of the 4 skills taking into account their specific characteristics and thus, they are dominated by learners of L2.

The changes in my way of teaching the classes have reflected in the fact that, I have been more aware when preparing and designing my lesson plans. Today, I carefully analyze the objective that I want to be achieved by my students, the level of knowledge they possess, their interests and needs, in addition to the topic that will be addressed; in order to be explained in the most optimal way. The assessment process is now taken into account with greater force by me, developing assessment tools that can be clearly validated and authenticated to obtain a more accurate range of achievement in my students. Now the evaluation is done: before, during and at the end of my lessons. And the feedback is seen with more importance by me as a Teacher. The Eeaile has been a platform that has allowed me to increase my knowledge and nowadays, the way I perceive being a teacher; has been transformed in a more positive and motivating way.

CHAPTER 1: PHILOSPHY AND THEORY

1.01   Teaching Identity and Philosophy

My name is Leila Camacho Mafud, I am 49 years old. I was born in Salina Cruz, Oaxaca Mexico. I studied Graphic Design at Universidad Nacional Autónoma de México UNAM. I liked drawing, painting and all kind of art since I was a child, and in the same way; the English language always caught my attention. As the years passed, I started working as an English teacher in an elementary school, and little by little I began my teaching career, continuing to work in a secondary school and subsequently until today at the medium superior level. Throughout this time, I have studied the English language in different institutions to improve my teaching level and offer the best to my students and grow personally and professionally. Currently, I work at **Conalep 155** Salina Cruz. It is a technical professional high school that is conformed by students from 14 to 19 years old, although there are students of different socioeconomic levels; some of them come from different communities where dialects like Zapotec and Huave are still spoken, and these students are interested in completing a technical degree, due to the fact that they may not be able to continue studying.

I am a very sociable, happy, enthusiastic and also responsible, trustworthy and kind person. And this has been my personality as a Teacher as well. I like to understand my students, support them and motivate them to learn more every day. I like that my students enjoy my class and they feel a comfortable environment to learn. In addition to teaching my students to master the 4 skills of the English language I think that, this subject helps them to know other ways of life and opens up a horizon full of learning possibilities that go beyond the language. I have reaffirmed this theory during studying this interesting specialization. To start talking about my teaching philosophy it is important to mention that, I believe that most people teach using the procedures, styles and methods with which we manage to learn the English language at the moment.

In addition to our personality, way of being, likes, training, age, and various characteristics that make us individual beings with their own identity. While it is true that this fact is a quality, it is also important to take into account the individuality of our students, which as we; each have their own identity, intelligences and learning styles that do not always coincide with ours. So, I as Teacher; must analyze and create methods with which I can teach them in the way the students learn in their own way and not as I do.

I did my studies in the decades of the 70s, 80s and 90s. It was definitely a different era than the current one, where the teaching procedures and methods were completely dominated by the teacher and where the student was only a receiver of information by him/her. And only in some government schools, but

mainly private; more innovative teaching strategies were developed influenced by constructivist education that was already carried out in foreign countries.

When I studied primary education in a private school, I was able to experience several attractive learning strategies as a student, especially in the English class, where the teachers were always more creative, they used interesting teaching material for us, teachers spoke most of the time in English and their classes were very entertaining and didactic.

It is for this reason that at some point of my life, I want to be an English teacher; I was motivated by those teachers with classes so interesting for us the students of that time.

So, I have taken this type of teaching as a reference and today, I try to make my classes, in addition to teaching my students, fun and entertaining for them.

On the other hand, my personality sociable and friendly has contributed for my students´ understanding and I have learned a lot from them as well.

I always try to create an environment of trust and willingness in class to get students to work in harmony and not be afraid to ask questions when they have questions.

Despite being a person with visual learning style. I apply a VAK test at the beginning of all semesters to determine the style of group and individual learning in students and to be able to use certain activities conducive to each group. I like the classes in which the students in addition to learning the English language, increase their knowledge of general culture using exercises and activities that speak of diverse topics such as: Egyptian culture, the 7 wonders of the world, characters of history, the universe, exotic animals, etc. And these topics are included in my classes for addressing the contents that mark the syllabus of **Conalep 155**, which is the institution where I teach. In my opinion, it is very important to evaluate by means of rubrics, since these avoid making assessment´s mistakes or sometimes not be validated or authenticated in the correct way. The rubrics stipulate all criterion that the activities, projects or testing must have and in what way they should be assessed for their formative and summative evaluation.

 Feedback is employed at the end of the class or the assessment and I like students trust me and can express their comments and doubts, give their points of view and also contributions that are valuable to perfect the class. And they are also observed by me with the intention of raising awareness of their strengths and areas of improvement. At the same time, I can notice the aspects that I need to improve both in my class and in the development of assessment tools.

I think that, as a Teacher; I also make mistakes which are noticed by me and they make me aware of what needs to be perfected for my performance in the classroom. I must be humble, for recognizing and improving them. Unlike ancient times, the teacher has ceased to be the main figure in the class, now the teacher is only a facilitator that motivates and leads students to develop their own skills, to solve problems from their knowledge so that they can perform in the work and personal areas. I think today's teachers are in updating and continuing education. We cannot keep the acquired knowledge, we must continue looking for ways to improve our teaching and thus, grow personally and professionally for the benefit of our students. What I had noticed throughout teaching my classes with learning derived from specialization, is that; For me as a teacher, it has been helpful in the sense of being able to do class planning using and reflecting on what I have learned in the course, what my students need to learn and how achieve it, from different approaches, linguistic and psychological currents, characteristics of the different skills that must be developed, etc. and because of this I have perceived that my students can better understand the issues that are raised.

By participating in the activities directed and previously thought of with the proposal that they be productive, I saw that his learning processes are different from those previously held, they are currently more skilled at understanding the instructions, the readings, sometimes the ones that end first They support their classmates who have not understood and thus feel confident and enthusiastic to learn more topics. More work and dedication is still needed to ensure that the group of students who have perfected their learning is greater than the current one. There are still students who need more support and attention, however; the favorable change has already begun and is a good indication that it can continue growing.

As I mentioned earlier, my role as a teacher is who tries to be reliable, understanding and creates an environment of trust in the classroom that is conducive to developing student learning.

I try to guide them to carry out their tasks and activities successfully, but I urge them to try to learn on their own initiative, investigating some doubts, on their own and not just me directing the class as a whole. Most of my groups are made up of at least 40 students, they are groups of diverse characteristics but extroverted and restless students predominate, especially in the specialty electronics and computer groups where there are more male than female students. In these groups I have to create activities that keep them interested and busy solving them, since they are easily distracted and can become a behavioral disorder.

The profile of the students is varied, of different social classes and of different environments, since some live on nearby towns with greater economic deficiencies and with very marked ideologies that are sometimes contrary to those, we have in the most city places.

Students who have the joy of speaking the Zapotec dialect and that because of this, it is easier for them to pronounce English, but sometimes they find it more difficult to master their dialect, Spanish and English at the same time.

The relationship between my students and I has been very cordial, I think I have made them feel comfortable in my classes and enjoy it, but above all, that they manage to learn the contents in them is the most important thing. In the first part of my teaching philosophy, I dealt with my characteristics as a person, as a teacher, characteristics of my students and school environment.

In this second part, I will explain the approaches and methods learned in the specialty that have caught my attention and I have adopted in the elaboration of my classes and in the assessment processes of the same.

I have known different studies carried out by pedagogues, linguists and psychologists who have set the standard to follow in understanding the behaviors and cognitive processes in students as they acquire a second language. From my point of view, the theories that different authors such as: Burrhus Frederic Skinner with Behaviorism, Noam Chomsky creator of Generative Linguistics, Lev Vigostky and the Sociocultural Theory and the Zone of proximal development, together with other authors and scholars of pedagogy ; They have made it possible for today's teachers to apply and validate their arguments and verify their studies by implementing this knowledge in the tasks and activities in the classroom.

1.02 Theory underlying your teaching practice and identity

In my personal work style, *Lev Vigostky's* proposal with *Sociocultural Theory* and the *Zone of proximal development*, are considered in my Teaching practice, since for me; interpersonal and intercultural relationships amply enrich the student of a second language by allowing them to expand their vision before the world. Learning is acquired from social to individual and feedback is received with new knowledge which is transmitted by peers, friends or family (1). Regarding the *Theory of Zone of proximal development*, the prior knowledge together with the new knowledge creates a scaffolding that allows the student to obtain meaningful knowledge through their own experiences. At the first moment by means of an accompaniment where teachers are a fundamental part, subsequently individual based on personal experience and later acquire new knowledge following the same learning procedure.

Among the topics seen in this specialization, I broadly agree with Krashen´s *the Affective filter Hypothesis*, which clearly and truly argues how the internal behavior processes of individuals are when trying to acquire information with different stimuli. I think that for me, it is a very important point within my Teaching Philosophy, since I consider that students should receive positive stimuli that will give them tranquility, confidence and security when focusing on their activities and tasks in class. *The Input Hypothesis* suggested by Krashen is frequently used in the elaboration of my lesson plan, since; I like to take into account the interests of my students with examples and exercises with which they are familiar and facilitate the acquisition of learning with a *Comprehensible input* that achieves an *intake* of knowledge in them. *Current level of development as (i), Level just beyond that (+1), Comprehensible input learners should be expose to i + 1.* (2). Dell Hymes´ *Communicative Competence* is seen as the domain of L2, by ensuring that students are able to communicate verbally and non-verbally, in such a way that ; Linguistic Competence (Knowledge of the language) and Sociolinguistic Competence (Mastery of sociocultural code) can be performed by the student to achieve comprehensive communication.(3)

In general, each and every one of the concepts and topics learned in this specialization have been important and relevant to make a difference between the way I teach my classes before and after this course.

I have noticed that I have previously done some activities with my students similar to those indicated in the lessons seen here. But I did them without having an exact basis of why to do them. And by this means I have enriched my knowledge, achieving more interesting and understandable classes for my students.

Lastly, I can assure that, this specialty has strengthened me in the field of teaching, but it has also increased my knowledge in pedagogy, and it has also motivated me to continue looking for new ways of creativity to achieve the desired objective of directing students as well as possible so that master the language and be able to relate to people from all over the world.

(1) Vygotsky, L. S. (1986). Language and thought. Cambridge, MA: MIT Press.

(2) Krashen, S.D. (1985). The Input Hypothesis: Issues and Implications. New York: Longman.

(3) Brown, H. D. (2007). Teaching by principles: An interactive approach to language pedagogy. White Plains, NY: Pearson, p. 180.

1.03 Language Acquisition Vs Language Learning

The difference between "language acquisition" and "language learning" lies in the fact that, whereas, "Language acquisition" is done naturally, is a subconscious and incidental process. "Language learning," is a conscious and intentional process. "Language Acquisition" and "Language Learning" are on two different linguistic tracks. Whereas "Language Acquisition" comes naturally, "Language Learning" entails linguistic hard work.

According to Stephen Krashen, there is a critical period for language acquisition which extends from birth to the age of ten or twelve. This means that, if a child is introduced to a new language, that child will be able to acquire the second language as long as he interacts with speakers of the language on a daily basis. If, on the other hand, a child is introduced to a new or second language after the age of twelve, that is, after the critical period of language acquisition, that child will not be able, so to speak, to acquire the second language.

It is for this specific reason that children within the critical period of language acquisition are able to acquire a new or second language. Adults, on the other hand, who have long past this critical age for learning acquisition, have to undergo the hardship and pain to actually learn the language in question.

Acquisition is Known as the act or process of gaining a skill, habit, or quality. Language acquisition happens naturally and it asks very little of us since it operates within our short-term memory. When it comes to our mother tongue, we perceive and comprehend the language, keeping it in that compartment. The more we use it, the more we practice, we start to get a sense of what is right and what is wrong. We are able to detect when a word or a complete sentence "doesn't sound correct". If we are asked to describe the grammar or explain the language rules that it's breaking, there's a huge chance we won't be able to give a proper answer.

Learn is Known as the act to gain knowledge or understanding of or skill in by study, instruction, or experience. If the acquisition of a language is the gaining of a skill, learning means understanding it. The definition itself lets us know that we need so much more than just the reception of information; it has to be directed, reviewed and practiced until we reach a level of understanding.

Krashen's First Hypothesis: Acquisition-Learning Hypothesis is based on that adults have two distinctive ways of developing competences in second languages. First is acquisition, that is by using language for real communication, and the second way is learning, "knowing about" language (Krashen &Terrell 1983)

Krashen differentiates language learning from language acquisition, emphasizing that while learning is a formalized process, such as that which occurs in a classroom, acquisition happens informally, when a person is relaxed.

Language Acquisition is a subconscious process. It occurs very naturally in a non-threatening environment. The research strongly supports the view that both children and adults can subconsciously acquire languages. Language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication.

The process is very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

Language Learning is what occurs at school in an academic setting. It is a conscious process. When we talk about rules and grammar of language, we are usually talking about learning. Language learning comprises of a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules. It involves error correction and explicit instruction.

Acquisition Learning implicit, subconscious explicit, conscious informal situations formal situations uses grammatical feel (descriptive grammar) uses grammatical rules (prescriptive grammar) depends on attitude depends on aptitudes table order of acquisition simple to complex order of learning. (4)

(4) Krashen, S.D. & Terrell, T.D. (1983). The natural approach: Language acquisition in the classroom. London: Prentice Hall Europe.

1.04 Different Second Language Acquisition Theories.

The process of Teaching and learning a second language is based primarily on 3 schools of thought that are called:

1. Behaviorism and Structuralism

2. Generative Linguistic

3. Sociocultural Theory

Behaviorism and Structuralism are originated from different fields. Behaviorism comes from the field of Psychology and Structuralism from the linguistic field. The Behaviorism postulate by B.F. Skinner is focused on human learning as the result of receiving positive and negative reinforcement after responding to a given stimuli.

On the other hand, Structuralism is based on the premise that First-Language was conceptualized as complex structures. Each part of the language structure could be analyzed with reference to the larger structure. Behaviorism and Structuralism concerned themselves with describing language Phonema in purely objective terms. Structuralism was concerned with describing several aspects of the language including the: *Phonology, Sintax and Morphology*.

The sound system of a language that sounds, form words is studied by *Phonology. Sintax* is referred to the grammar of a language, and *Morphology* is focused on the study of word formation ,in a word in a language, smaller units of meaning / function with are called Morphemes.

Generative Linguistics by Chomsky, gained popularity in 1960´s, 1970´s and 1980´s.This second school of thought argues that language could not be explained as simple responses of stimuli. Generative linguistic is focused on principles or universal constraints the underlying processes of language performance. It attempted to explain the underlying rules of NSs' complex grammar, the linguistic and the psychologists were interested in Description. Generative Linguistic were more interesting in a more ultimate question "Why", Themes of research include interlanguage universal grammar, and deep structures.

Sociocultural Theory was inspired by the work of the Russian Psychologist Lev Vigostky. This theory argues that language is learned as a result of interactions between social and cognitive factors. Cooperative learning, construction of meaning and sociocultural variables that build Knowledge.

1.05   Motivational Factor and Language development

Individual differences in L2 or Foreign Language learning have been attributed to both cognitive and affective factors. Initially, educational researchers were concerned primarily with the study of cognitive factors such as aptitude and intelligence. Over the past three decades, however, a considerable body of research has been directed toward the role of affective variables such as motivation and anxiety. The role of motivation in the language learning process has focused primarily on attitudinal / motivational characteristics.

In 1959, Gardner and Lambert highlighted the importance of two variables in Language Learning: aptitude and motivation.

Gardner (1996) describes two distinct perspectives one might take on motivation. The first is motivation as an external attribute, meaning that motivation can be created by some external force or endorse, is that motivation can be internal attribute that is the result of an external force. An external force can arouse motivation, as when a teacher attempts to motivate a student. The potential to be motivated must already exist and be a property of the student in order for a particular pedagogical technique to be effective.

Positive affect also tends to indicate a lack of anxiety about the second language through the role of anxiety in Gardners´ model is not as explicit as the role of motivation. Gardner (1985) found that anxiety was situation -specific and was negatively related to attitudes and motivation. Gardner (1994) found experimental evidence that anxiety can lead to decrements in language learning and self-confidence was a product of higher L2 proficiency and it is characterized by low levels of anxiety. (5)

As language teachers, we must create an environment suitable for the learning of our students, free from anxiety in them so that their affective filter is low, promoting the acquisition of knowledge.

Giving the students activities that make them learn and at the same time, feel confident and capable solving them correctly. For this purpose, we must be aware of the level they have and the level that they will advance through these activities.
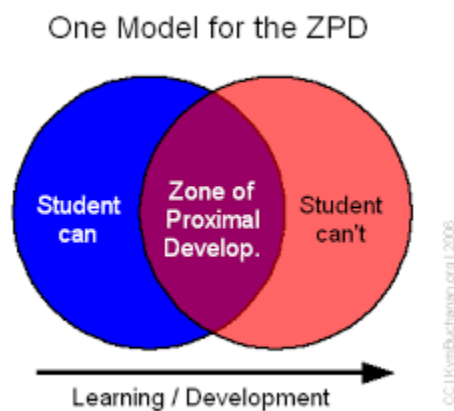
(5) Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition.

1.06 Zone of Proximal Development Vygostky.

Lev Vygostky contributed a lot of knowledge focused on the teaching-learning process. One of the most significant contributions is the theory of the Zone of proximal development. This Theory argues that we all have a serie of prior knowledge. However, there are always new problems that need to be solved to continue developing cognitive abilities. To get it, focusing on the school environment, more advanced classmates or adults are needed to direct student learning. The zone of proximal development, often abbreviated as ZPD, is best understood as the zone of the closest, most immediate psychological development of the children that includes a wide range of their emotional, cognitive, and volitional psychological processes. (6)

 The Zone of proximal development is the space between what students already know or are capable of doing and what they still cannot achieve independently.

- • What learners know how to do for themselves without anyone's help.
- • The Zone of proximal development. What learners can do with the help of an expert.
- • And there will be new knowledge that the student cannot do alone again and it will become *Zone of proximal development* again. In this way "Cognitive Scaffolding ",is built.

One Model for the ZPD

Student can | Zone of Proximal Develop. | Student can't

Learning / Development

CC | KymBuchanan.org | 2006

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(6) Vygotsky, L.S. (1978). Mind in society: The development of higher psychological processes (Cole, M., John-Steiner, V., Scribner, S., & Souberman, E., Eds.). Cambridge MA: Harvard University Press.

Krashen´s input hypothesis

Language is acquired through exposure to Comprehensible input that means a written or spoken language that is current linguistic development of speaker / hearer. Comprehensible input learners should be expose to i+1. (current level of development as (i) plus level just beyond (+1)). Krashen, S. (1982) The Input Hypothesis is only concerned with "acquisition", not "learning".

" Humans acquire language in only way – by understanding messages- or by receiving comprehensible input" and learners improve an progress along the natural order when they receive L2 comprehensible input. (Krashen, 1985).

The Input hypothesis is the desired goal to achieve. That students can understand and convey their messages using a second language is the purpose of every study program and Teacher. In the classroom it can be seen at a time when the student understands the readings, the instructions of the teacher, can write their sentences easily and in the best case express their thoughts and feelings orally.

Affective Filter Hypothesis

Krashen argues that there are various factors that influence the learning process in both positive and negative ways. These include: Attitude, confidence, motivation, anxiety. That affect how we learn L2.

For this reason, Krashen proposed The Affective filter Hypothesis.

AFFECTIVE FILTER HIGH OR UP

• When the learners are Nervous or Anxious

• The Input that students are exposed to cannot be acquired

AFFECTIVE FILTER LOWER/ DOWN

• When the learners are Comfortable and Calm

• The input received can be readily learned

Definitely this observation made by Krashen makes a lot of sense in all areas of life and mainly in learning, it is impossible to acquire knowledge while being in a state of mind under pressure and uneasiness.

In my personal experience as a Teacher I have noticed we have students with different learning abilities, temperaments and personalities. The most outgoing students have the facility to interact with others,

speak in public, participate in class dynamics and activities. However, not in all cases are those who have the greatest progress in acquiring the language due to its restless origin and distraction. On the other hand, there are more shy, introverted and calm students who can be very skilled at acquiring knowledge but their nature makes them insecure and nervous when it comes to transmitting messages and interacting with others speaking a second language.

Students who have the facility to travel to other countries or have family members who live abroad, in addition to being in close contact with music, English-speaking friends and like to read books and watch videos and movies in English are more easily Acquire a second language. In my environment there are very few students with these features, however there are also many students who may not have the previous facilities but they like the language very much and are self-taught and want to learn even more every day obtaining very good results. In this case, attitude is essential for language development.

INPUT, INTAKE, INTERACTION, OUTPUT

INPUT

A Word borrowed from the industry that means Raw Material that is put in a machine for processing.

In Teaching means spoken and written forms of language to which students are exposed.

Learners are exposed to multiple sources of input in the classroom.

When students understand and follow instructions given by the teacher, when grammatical structures are explained and facilitate activities and tasks, when they work in pairs, introduce themselves, talk about their likes and dislikes, ask and answer questions providing their classmates, write utterances and they read them in public, etc. Other sources of input are textbooks, teaching materials, workbooks, handouts, and several instruments and teaching tools that transmit knowledge successfully.

INTAKE

The intake is gotten when students are able to internalize a behavior which is done automatically.

If the Input instructions are not understood by students, Intake is not done.

It is important as teachers to develop clear class plans and with specific strategies that allow students to easily understand the explanations and develop exercises successfully and achieving the desired objectives.

INTERACTION

Practicing language is a great opportunity for students for developing a second language.

When they speak with a Native Speaker (NS) or a competent interlocutor facilitate acquisition because it connects input, internal learner capacities, particularly selective attention and productive ways.
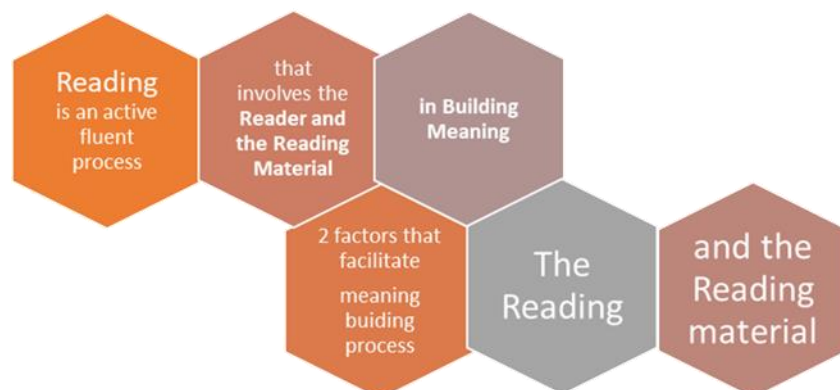
This action is known as *Negotiation Meaning*. Through this channel, native speakers prove to the learners' resources that allow them to correct their mistakes, clarify their doubts, clearly understand, exchange knowledge, etc.

OUTPUT

In a traditional way, output is the way to practice existing knowledge and for teachers it is to be sure that students have learned the concepts presented through assessments, activities of joining definitions, completing blank spaces, etc.

The OUTPUT is constantly done in the classroom and it is an essential part of the teaching. Without this important evidence the teaching-learning process would be incomplete.

1.08   Approaches for Reading

Reading is an active fluent process that involves the Reader and the Reading Material in Building Meaning

2 factors that facilitate meaning buiding process The Reading and the Reading material

The Readers Ability and success with reading is influenced by Reader´s Prior Knowledge, life experiences, attitude towards reading or the topic.

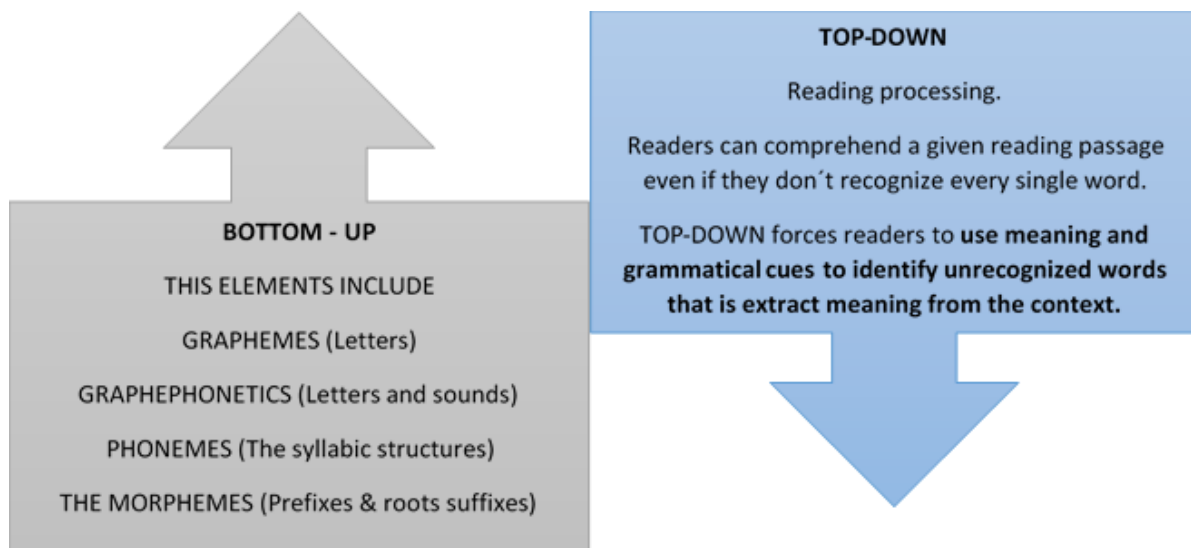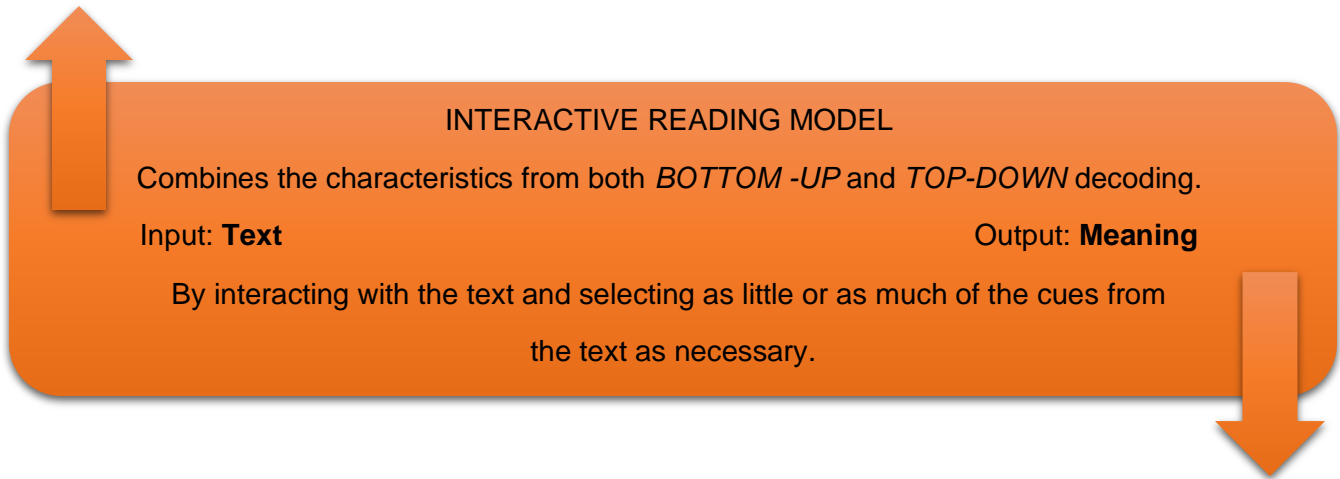Carlos Sánchez Lozano argues that Reading has 3 stages:

*Decoding

*Making Inferences

*Critical Reading

- *Decoding*: Readers translate symbols into sounds or visual representations of speech. The Reader relies on several cues to facilitate the decoding stage. Some of the cues include morphemic analysis, semantic knowledge, syntactic knowledge and contextual clues to identify the meaning of unknown words and/ or phrases.

- *Making Inferences*: The reader makes inferences or make guesses about the meaning. The Reader uses previous knowledge and experiences to comprehend the text. The Reader do not use information only written in the text. Making Inferences is going to help learners understand the text.

- *Critical Reading*: The Reader attempts to reach a global understanding of the author's intended meaning and seeks to identify the author´s underline intentions. The Reader is able to make judgments on the message.

There are 3 ways in which readers approach reading:

TOP-DOWN

Reading processing.

Readers can comprehend a given reading passage even if they don´t recognize every single word.

TOP-DOWN forces readers to **use meaning and grammatical cues to identify unrecognized words that is extract meaning from the context.**

BOTTOM - UP

THIS ELEMENTS INCLUDE

GRAPHEMES (Letters)

GRAPHEPHONETICS (Letters and sounds)

PHONEMES (The syllabic structures)

THE MORPHEMES (Prefixes & roots suffixes)

INTERACTIVE READING MODEL

Combines the characteristics from both *BOTTOM -UP* and *TOP-DOWN* decoding.

Input: **Text**   Output: **Meaning**

By interacting with the text and selecting as little or as much of the cues from the text as necessary.

1.09 Six Approaches when Teaching Writing

Six approaches when teaching writing

"The process whereas a person selects, develops, arranges, and expresses ideas in units of discourse" (Hyland)

Six approaches when teaching writing considered by Hyland:

1.Language Structure	Refers to the coherent arrangement of words, clauses, and sentences which are structured according to a system of rules.
2. Familiarization	Students are taught certain grammar and vocabulary items, usually through a text.
3.Controlled Writing	Students practice writing following patterns, and they substitute some ideas.
4. Guided Writing	Students imitate model texts.
5. Free Writing	Students use the patterns they have already learned to write new messages.
6.Creative Expression	Writing is learnt not taught. It can be transformed into a process of self - discovery and a way of sharing personal meaning.

PRINCIPLES OF TEACHING WRITING

1. Learn and use the habits of 'good' writers.

This means that the students should learn and use practices that efficient writers have, which include these five.

a) focusing on a goal or main idea

b) spending some time — but not much — planning to write

c) letting first ideas flow on the paper or the screen

d) soliciting and utilizing feedback from others

e) revising the work several times and making changes if necessary

2. Balance process and product.

Effective writing requires multiple drafts (a preliminary version of your writing that you will continue to revise). Therefore, make sure that students learn that writing something involves more than one session at the desk (often many sessions!) and that they receive feedback during the process of working and re-working their drafts. When this is done well, both the teacher and student should feel confident that the Final product was worth the effort.

3. Account for cultural literacy backgrounds.

There are different conventions between Spanish and English, and between different cultures. Help students to learn and use English conventions, and also value the knowledge they bring to the writing task.

4. Connect reading and writing.

Students gain important insights by reading often, and reading a variety of texts. One way that students can learn to write is by observing what is already written; this includes patterns of language, vocabulary choices, and register, among others. One of the most important sites for this is Read Write Think that we recommended in Lesson 3.

5. Provide opportunities for as much authentic writing as possible.

Writing should always have a purpose and convey meaning. Writing e-mails, recipes, commercials, personal information, small dialogues, for instance, are all examples of authentic writing. Even in classroom settings, find ways to make writing tasks as close to authentic as possible. (7)

(7) Brown, H.D. (2007). Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains: Pearson-Longman.

1.10 Methodology and approaches to listening

LISTENING PROCESS

This process is not always lineal when an unfamiliar topic introduced without much organizer or meaning support. As mentioned throughout this project, teaching listening is a big challenge for every teacher, since students lack certain knowledge and skills that must be encouraged and practiced with them as often as possible.

TEACHING LISTENING

Most teachers focus mostly on teaching grammar and reading and the skills that are practiced less frequently are listening and speaking. possibly because we are worried about finishing the study plan on time and that the students have the knowledge contained in it or because of lack of time among other things.

The truth is that in general we face listening teaching problems. To avoid these learning delay we can use the following tips in the development of listening activities with our students.

Before listening: Plan for the listening task

•Set a purpose or decide in advance what to listen for

•Decide if more linguistic or background knowledge is needed

•Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom

up (focus on the words and phrases)

During and after listening: Monitor comprehension

•Verify predictions and check for inaccurate guesses

•Decide what is and is not important to understand

•Listen/view again to check comprehension

•Ask for help

After listening: Evaluate comprehension and strategy use

•Evaluate comprehension in a particular task or area

•Evaluate overall progress in listening and in particular types of listening tasks

•Decide if the strategies used were appropriate for the purpose and for the task

Use Authentic Materials or situations:

•Radio and television programs

•Public address announcements

(airports, train/bus stations, stores)

•Speeches and lectures

•Telephone customer service

recordings modify strategies if necessary.

The teaching of listening can be based in different models, including:

As comprehension	Based on the assumption that the core function of listening in ESL/EFL is to facilitate understanding of spoken discourse.
Listening	Based on the assumption that students won´t learn anything from input 8 what students hear), unless they notice something about the input (intake)
Recognition of isolated words	The students only hear a blur when listening to the target language. When the start some isolated words, it could be because they might be cognates, famous or common names, or vocabulary words they have already known.
Recognition of phrase boundaries	Students can now begin to recognize individual words. phrases or sentence boundaries. The

	spoken language begins to sound more distinct less like a blur or sounds.
Listening for the gist (core idea)	Students start to have some feel for the global meaning of a passage. while they are still unable to understand many details, they may be able to identify the topic or understand the main point.
True listening	Begin the follow the meaning of a passage, although the will continue to encounter many words and phrases they do not comprehend some teachers and students normally associate "real" listening comprehension whit this stage, but the students may still have more difficulty remembering the content of what they listen to than they would when listening in their L1. (9)

Listening Strategies

1.**Prediction**

What could the passage be about?

2.**Background Knowledge**

What di I already Know about this topic?

3.**Active topic vocabulary**

Which words/ phrases do I already know in this subject?

4.**Sounding Out**

What would the words sound like in English?

5.**Cognates**

Listen for words that sounds like other words that I know.

6.**Intonation**

Use intonation (The rising and failing tones of English) to assess the information focus.

7.**Resemblance**

Listen for words that sounds like other words that I know.

8.**Grammar**

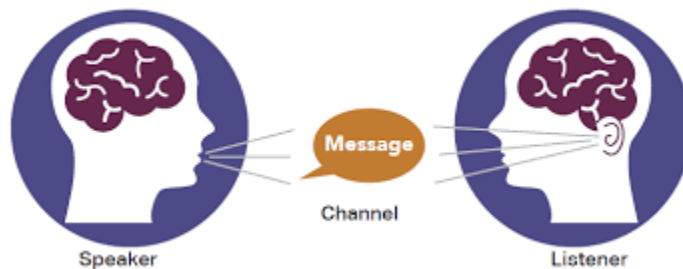Use grammar to assess the importance of individual words

9.**Extraction**

List for the gist of the passage, not very single word.

(9)McErlain, T. (1999).The Nature of Listening: The need for listening in English for Academic Purposes. Retrieved on April 14, 2010 from

1.11 Speaking

Characteristics of the speaker and listener as well as the listening process

Speaking is an act of translating what's going on internally into communication that enables others to understand an intent – choosing the most appropriate words for that particular listener in that particular situation. But the act of choosing is unconscious and may not render a full or accurate representation of what is meant.

The speaker has background knowledge and linguistic knowledge, that is, complex sentence structures and colloquial words and expressions. This is part of what the listeners use to learn from and make use of context in order to enhance comprehension. (10)

In a typical EFL class, the teacher is the main speaker. They probably make use of different listening materials that might provide other voices, but the teacher is usually the main voice for students, who tend to reproduce their own teacher's accent (it doesn't matter what accent); this accounts in part for why students usually find it hard to understand speakers with other accents.

Redundancy or repeat speech	Vacillation or hesitation	Background knowledge
Is a natural feature of speech, which can either help or hinder communication.	Pauses and uneven intonation when speaking.	That is complex sentence structures and colloquial words and expressions.

Listener translates what they hear through a series of unconscious filters (biases, assumptions, triggers, habits, imperfect memory) formed over their lives by their:
- world view,
- beliefs,
- similar situations,
- historic exchanges with the same speaker,
- biases on entering the conversation (like sellers listening exclusively for need).

What a listener hears is fraught with so much unconscious filtering that their ability to hear accurately what's meant is untrustworthy, except, possibly, when speaking with someone known over time.

Since communication involves a bewildering set of conscious and unconscious choices, accuracy becomes dependent upon each communication partner mitigating bias and disengaging from assumptions; and the doubts from who is listening to accurately understanding the full extent of intended meaning.

Listening is one of the most important skills to develop in order to acquire English as a second/foreign language. The listener goes through certain processes in constructing a message out of information that he or she hears in the target language. As set forth by McErlain, this includes:

Perception

the process of identifying speech sounds the listener hears, trying to recognize the intonation and sounds, and turning this information into something meaningful for them.

2. Decoding

The way that listeners create some kind of understanding of a message by taking in chunks and not just sentences.

3.Prediction and selection

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

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

1) One part of listening comprehension is trying to recognize the parts of what a person hears that will satisfy his or her needs or wants. This is similar to listening in our native language in daily life: we pay attention only to what is important for us. Classroom activities are different, however, because our students often have to pay attention (whether what they hear is interesting to them or not) in order to complete a task.

2) Usually, the listeners might predict some of the information they expect they will hear; therefore, teachers need to determine which information will be new and which will be familiar. This monitoring process for listeners requires that they find the similarities and differences in what they hear vs. what they already know about the topic.
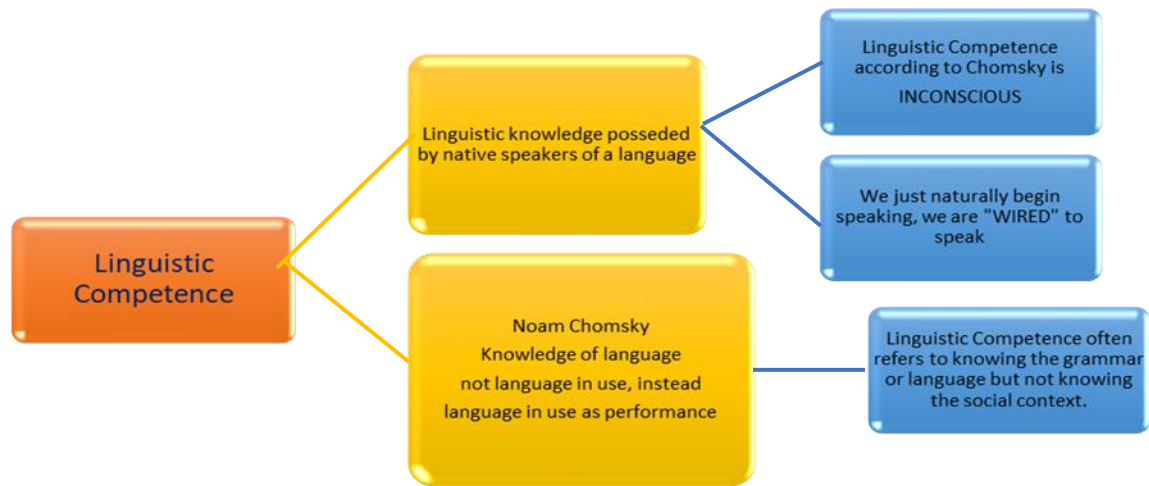
3) Most listeners choose how much of the message is important, depending on why (and when) they first began to listen.

4) Listeners have several ways to check their own comprehension. They can check their understanding of the message by asking or answering some questions about the information in the message they have just heard. This often occurs naturally when listeners are having a conversation with someone else. Listeners can also check their comprehension by taking notes on what they heard in a listening comprehension activity. Teachers can also give feedback to students, which in a classroom setting is vital.
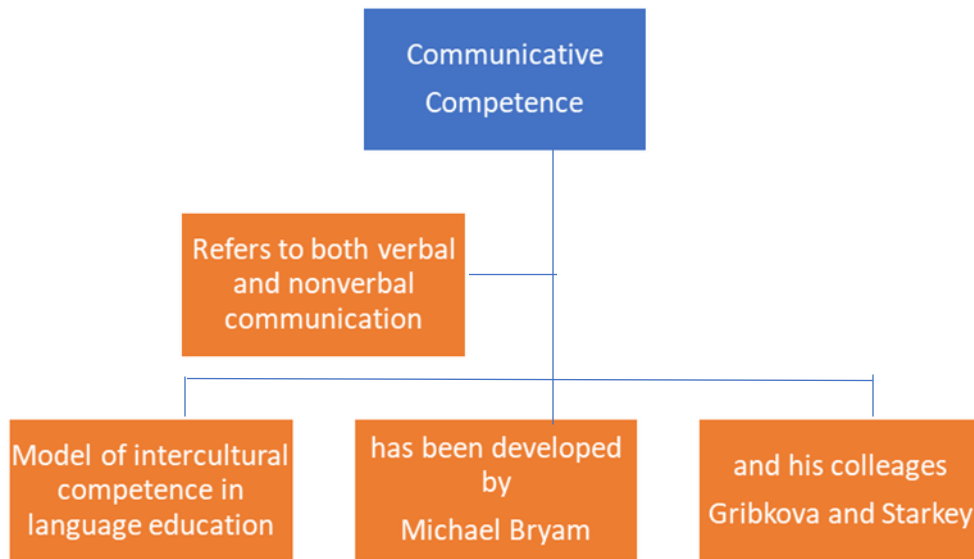
(10)Adapted from Fang, X. (2008). Listening Comprehension in EFL teaching. US-China Foreign Language January, Vol. 6, Issue 1, pp. 21-29.

1.12 Linguistic Competence, Communicative Competence and Intercultural Competence.

Linguistic Competence

Communicative Competence

```
                        Communicative
                          Competence


              Refers to both verbal
                and nonverbal
                communication


    Model of intercultural       has been developed
      competence in                     by                and his colleages
    language education          Michael Bryam          Gribkova and Starkey
```

Model of Intercultural Competence

Intercultural Attitudes
- Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one´s own
- Willigness to relativise one´s own values, beliefs and behaviours.

Knowledge of social groups
- Knowledge of social groups and their products and practices in one´s own and one interlocutor´s country .
- And of the general processes of societal and individual interaction.

Skills of discovery and interaction
- Ability to acquire new knowledge of a culture and cultural practices.
- The ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

Skills of interpreting and relating

- Ability to interpret a document or event from another culture to explain it.
- And relate it to documents or events from one's own.

Critrical cultural awareness

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

CHAPTER 2: METHODOLOGY AND PRACTICE

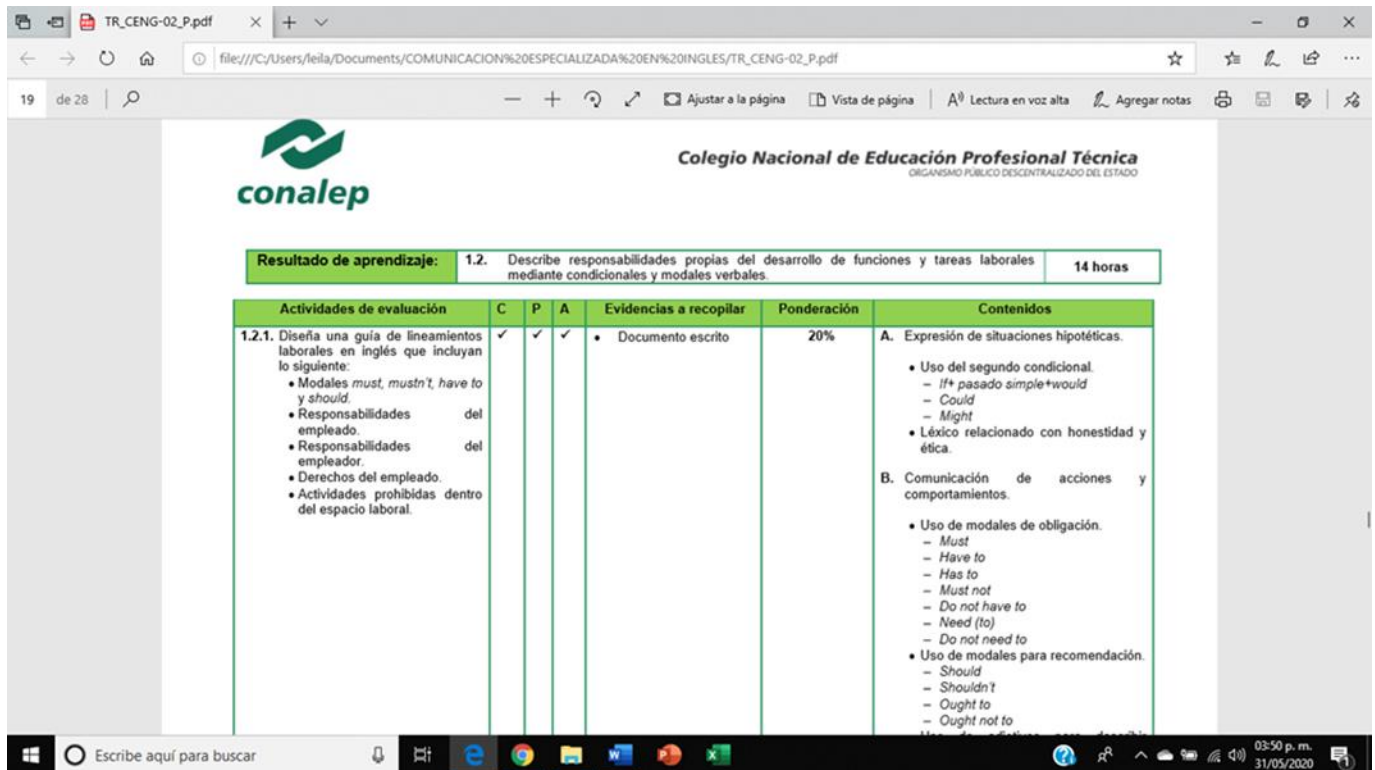2.01 A practical and useful Lesson Plan

Topic	Teaching	Learning	Materials	Time
Interculturality	**Beginning** 1. T. Say hello to the students. 2. Discuss the title of the topic that will be addressed in the class. Called *Interculturality* through a text.	1. Ss. Will say hello to the Teacher. 2. Ss. will read the text and they will take notes in their notebooks.	Laptop Internet notebooks pens	5 mins.

Modal Verbs ▪ **Must** ▪ **Have to** ▪ **Should**	And the Modal verbs: *Must, Have to and Should.*			
	3. T. will share a video titled: ***Interculturality English*** T. will ask the students the following question: *****What does the word interculturality mean to you?**	3. Ss. Will watch the video and they will answer the questions given by the T.	https://www.youtube.com/watch?v=2JOtEOby65Q&t=3s	7 mins.
	Developing			
	4. T. will explain the use of Modals: Must, Have to and Should and their grammatical rules.	4. Ss. will read the files and they will take notes in their notebooks.	Explanation file Lap top internet notebooks pens	6 mins
	5. T. will give the students an exercise (Gap) which they have to complete filling in the blank using Must/have to.	5. Ss. will complete the exercise using the topic of the class and their prior knowledge.	exercise file	6 mins

	6. T. will give the students an exercise of solving problems through advices.	6. Ss. Will read the problems given and they will have to give a personal advice for each one.	exercise file	6 mins
	7. T. Will share a video that talks about *Japan travel guide:5 things you shouldn´t do in a restaurant in Japan.*	7. Ss will watch the video and they will take notes of interesting information seen in it.	https://www.youtube.com/watch?v=sqrCzAkY_dE	8 mins
	8. T. will ask students to record a video choosing a country that they like, to talk about the things that people can and cannot do in that place unlike ours, giving some information of the place and using the modal verbs seen in class including the theme of interculturality.	8. Ss. Will think about how to record the video, the country they will talk about, they will find out some situations which are different between that place and ours, and how they will represent their information through the video.	Lap top Cellphone	7 mins

	Closing 9. T. Will do the assessing process and feedback and T. will motivate students to share what they learned in class, their doubts and final comments.	9.Ss. Will be able to analyze their strengths and weaknesses in relation to the activity carried out.	Assessment Tools	5 mins

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| Resultado de aprendizaje: | 1.2. | Describe responsabilidades propias del desarrollo de funciones y tareas laborales mediante condicionales y modales verbales. | | | | 14 horas |

Actividades de evaluación	C	P	A	Evidencias a recopilar	Ponderación	Contenidos

1.2.1. Diseña una guía de lineamientos laborales en inglés que incluyan lo siguiente:
• Modales *must, mustn't, have to* y *should.*
• Responsabilidades del empleado.
• Responsabilidades del empleador.
• Derechos del empleado.
• Actividades prohibidas dentro del espacio laboral.
	✓	✓	✓	• Documento escrito	20%	A. Expresión de situaciones hipotéticas.
						• Uso del segundo condicional.
						  – If+ pasado simple+would
						  – Could
						  – Might
						• Léxico relacionado con honestidad y ética.
						
						B. Comunicación de acciones y comportamientos.
						• Uso de modales de obligación.
						  – Must
						  – Have to
						  – Has to
						  – Must not
						  – Do not have to
						  – Need (to)
						  – Do not need to
						• Uso de modales para recomendación.
						  – Should
						  – Shouldn't
						  – Ought to
						  – Ought not to

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03:50 p. m. 31/05/2020

2.02 Theoretical Foundation, which includes the rationale behind activities

This project was designed with the intention of expanding the knowledge of my students regarding a vision of the world as a place with different ideologies and lifestyles, which must be understood and respected by all people, regardless of race, color skin, socioeconomic levels, etc.

One of the objectives that were also raised in this project was for the students to put into practice the knowledge acquired in the class, practicing and developing the 4 skills of mastering L2.

I think that the sayings have the truth discovered by the people who have gone before us in the journey of life, that is why this work is sustained with part of this popular philosophy that gives meaning to many questions.

I thought about the title of this project based on a saying that reflects exactly what I want my students to experience through the class and that at some point in their lives they do it face-to-face, by this I mean getting to know other cultures through of travel and the English language. As I mentioned earlier, today we live in a technological world that allows us to interact with people from very different places, with different mentalities, customs, habits and tastes than ours.

The English language in a global communication medium, since through this language we can express our ideas, emotions and feelings, managing to be understood by Japanese, Russians and foreigners from any country. Creating a Communicative Competence using a verbal and nonverbal communication (11).

For me as a teacher it is important to provide my students with knowledge that they can demonstrate in the classroom, but in the same way; can use in life.

The saying "The Trips illustrate" (maybe it isn´t the correct translation in English), is a clear example that teaches us to acquire a closer knowledge by staying and living in a country different from ours. I believe that the best learning comes from experience, we will not be aware of any event; if we don't live it in our own flesh. In this way, through this project; I want my students to open their mentality to new ways of life, without criticizing or discriminating them (12). And that they discover new ways of seeing life from different perspectives. That they are interested in learning more about other nations to value ours and take what they consider will help them grow in various aspects and discard what they consider affects their own ideology.

The beauty of the world lies among other things, in the diversity of thoughts, landscapes, skin colors, vegetation, etc. and the opportunity to acquire more knowledge that enrich us as human beings.

The English language transports us to know what other people think and feel, even though we have never heard or understood their mother tongue. Thanks to the English language, we can connect and break the barriers of language and borders, perceiving ourselves as the same species that inhabits planet earth.

The intention of this project is also to guide students to identify actions that in other places may be prohibited, or may be strange but allowed, unlike our customs as Mexicans. Due to, the project was named *"When in Rome, do as Romans"*, which is extracted from an old and known saying that means when you travel to another country, you must do the same activities that people who live there do. With the intention of be polite, comprehensible, empathic and respectful with their culture.

In order that they can provide some advice to other people in relation to what they should and should not do in these places. Using the expressions that are used in the English language to give advice, talk about prohibited things, and obligations in an appropriate way in the use of this language. Through this activity, they will be able to practice how to formulate these expressions and they will obtain meaningful learning.

In addition to this, they were motivated to solve a problem on their own, facing fears, insecurities and doubts that stop them from expressing themselves using the English language and thinking about how

to do it; to express their message to the recipients. At the same time, to demonstrate their skills in the use of technology when recording video.

The aforementioned is related to the facet of learning. As a teacher, this project is also a challenge to best structure my lesson plan so that the learning objectives proposed from the beginning of the project are met when working with activities and exercises, that allow students to retain information in a "digestible way" and within their adolescent environment. With images and characters of cartoons that are related to them today, also creating a comfortable and pleasant environment when performing their tasks.

The part of the evaluation was structured carefully by me as a Teacher, taking into account the Formative and Summative evaluation (13), as well as the evaluations focused on each skill of the English language proficiency, to avoid an erroneous assessment of the aptitudes and performance of the students, looking for the closest point that qualifies their acquired knowledge.

The Rational behind activities

In this project I used some Theories and Approaches from important authors who have contributed with their thoughts in the L2 teaching and learning.

I included in the project: Lev Vygostky´s Zone of Proximal Development and Sociocultural Theory, Stephen Krashen´s Affective Filter Hypothesis and Comprehensible input, and Dell Hymes´ Communicative Competence.

Zone of Proximal Development. This Theory was applied with my students during the beginning to ending of the project´s process.

At the beginning the students didn´t know what words they can use when they want to give advice, talk about activities they are allowed to do in some places or they cannot do, because it isn´t allowed, etc.

In this first part, they could not do the activities, so they need help from the teacher to learn grammatical information and structure their utterances following the rules of each need.

After that, they learnt the grammatical structures, remembered some verbs, reviewed vocabulary and know some modal verbs that they could use for giving advice, talking about needs and prohibition and activities they have to do or not.

Finally, the students will able to develop the activity applying their acquired knowledge of the topic and performance ability for doing by themselves.

Sociocultural Theory and Communicative Competence

Knowledge is acquired through interaction with other individuals that goes from social to individual form. The feedback you receive from other people helps to broaden our vision, our way of thinking changes. The topic of Interculturality motivated students to investigate other cultures, traditions, beliefs and likes. By developing the modality of verbs and giving advice to others, demonstrate their mastery of language and knowledge of the way of life in other countries. In this way, they interpreted sociocultural codes and achieved communicative competence.

Comprehensible input

To achieve Comprehensible input, it was necessary to explain the subject of modal verbs in a clear and understandable way, using exercises that the students could recognize and that were attractive to them. In this way I used cartoon characters that are fashionable today and constantly see them through social networks and their cell phones.

Raise everyday problems in real life that they or close people may face, so that they could give adequate advice to solve them.

Affective Filter Hypothesis

To achieve a low affective filter in the students that would achieve learning in them, I motivated them by giving them the option to talk about a country that they liked or attracted their attention, so that they felt enthusiastic when investigating their customs. I also gave him the opportunity for them to make their video in the way they felt most comfortable, and I gave them examples and options for developing it, in such a way that, they decided if they wanted to appear in the video or not, if they disapproved of doing it as influencers or bloggers from Youtube as they do it today ,etc. And in this way, each one could show his personality and creativity. And it was also very important that they felt supported by me in regards to doubts, in addition to which at all times I highlighted their achievements and commented that I was sure that they would do a good job, promoting their self-esteem and that they felt confident of themselves.

(11)Hymes, D.H. (1971). On communicative competence. Philadelphia: University of Pennsylvania Press

(12)Barger, Ken. "Ethnocentrism: What Is It? Why Are People Ethnocentric? What Is the Problem? What Can We Do about It?" 2003.

(13)eeaile.upnvirtual.edu.mx

 Adapted from testing charter 4-University of Garyounis-Academy.edu

2.03. Designing of tools to assess the process.

The assessment process was designed taking into account aspects that would show a real and reliable result of student performance knowledge of L2, as well as, other skills that could be useful for the elaboration of their project, such as mastering technology, attitude, creativity and enthusiasm in making it. And also, make them aware of their achievements and areas for improvement.

In order to achieve effective assessment tools to obtain the precise result in the project, the following aspects were taken into account:

- Developing student learning outcomes that align with the aim of the project,
- Observing Grammatical structure and uses of the Topic
- Developing and implementing assessment tools involving validity and accuracy measures
- Determine specific criterion for each skill
- Including Formative, Summative evaluations and self-assessment
- Fostering Feedback

2.04 Assessing or evaluation

To develop the evaluation tools of the Lesson Plan prepared for this project, I made an observation of the skills that I applied to work in the exercises and activities with the students, to evaluate them according to the criterion that each one must qualify (14).In this case, based on the exercises we work with in class, the following will be evaluated:

Speaking Assessment Criteria Name: Group:		4 Excellent	3 Good	2 Sufficient	1 Insufficient
Pronunciation	The Student has a correct pronunciation of the words				
Tone, Volume & Intonation.	The student has an appropriate intonation, tone, and volume.				
Speed	The student maintains a moderate speed when speaking.				
Fluency	The student has a fluent speech.				
Accuracy	The student shows accuracy.				
Silence	The student uses silence correctly				
Grammar & vocabulary					
Grammar Mistakes	The student uses grammatical structures correctly.				
Vocabulary	The student uses an appropriate and varied vocabulary.				
Knowledge of the Content	The student shows knowledge of the content.				
Attitude					
Confidence	The Student feels confident				
Motivation	The Student is Motivated				

Writing Self-Assessment Name: Group:		
	YES	NO
1. I can write a sentence using the correct grammar of a specific tense.		
2. I can use many words when I write a sentence.		
3. I can express my ideas clearly when I write a sentence.		
4. It is easy for me write the correct word in a blank of a sentence.		
5. I have good spelling		
6. I can write sentences in different grammar tenses easily.		
7. I need to practice and improve my writing		

Self -Assessment of the Student attitude during the Video Recording	YES	NO
1. I felt confident		
2. I understood the message I explained.		
3. I applied the knowledge I learned in the class.		
4. I learned new information		
5. I was afraid of being wrong		
6. I was clear during my speech		
7. I was motivated about the activity		
8. I enjoyed the activity		
9. I detected my weaknesses		
10. I detected my strengths		
During the making of video		
1. I wrote a draft of my speech.		
2. I made some corrections to my draft.		
3. I practiced the pronunciation.		
4. I edited the video several times.		
Grammar & Vocabulary		
1. I structured the grammar rules correctly		
2. I used known words		
3. I used and learnt unknown words		
Fluency & accuracy		
1. I spoke Fluency		
2. I can express the sentences accurately		
3. I need to practice speaking more		
Self -Assessment of the Student attitude during the Video Recording	YES	NO
11. I felt confident		

12. I understood the message I explained.		
13. I applied the knowledge I learned in the class.		
14. I learned new information		
15. I was afraid of being wrong		
16. I was clear during my speech		
17. I was motivated about the activity		
18. I enjoyed the activity		
19. I detected my weaknesses		
20. I detected my strengths		
During the making of video		
5. I wrote a draft of my speech.		
6. I made some corrections to my draft.		
7. I practiced the pronunciation.		
8. I edited the video several times.		
Grammar & Vocabulary		
4. I structured the grammar rules correctly		
5. I used known words		
6. I used and learnt unknown words		
Fluency & accuracy		
4. I spoke Fluency		
5. I can express the sentences accurately		
6. I need to practice speaking more		

Self-evaluation is the quintessential strategy to educate in responsibility and to learn to value, criticize and reflect on the individual teaching and learning process carried out by the student (Calatayud, 2002; 1999). Mainly among the benefits of performing a true self-assessment. It is one of the means for the student to know and become aware of their individual progress in the teaching and learning process (5).

The use of self-evaluation is very important since this means, we can assess how our performance was, in which aspects we need to work to improve and what are the strengths we have. It is very useful for students also, because they can freely express their feelings in situations of insecurity, fears and, on the other hand; know that they have abilities that perhaps, they had not detected and improve their self-esteem.

(14) O´Malley, J. Michael & Valdez Pierce, Lorraine (1996).

CHAPTER 3: EXPERINCE REPORT

3.01 Analyzing the activities of each lesson plans one by one

My lesson plan was designed to work online using the google classroom platform. The lesson plan is divided into 3 moments or stages: beginning, developing and closing.

In the beginning it was treated with a warm-up in which the students knew the topics that they learnt in the class: Interculturality and Modal verbs, Must, have to and Should.

The issue of interculturality was addressed through a video called "Interculturality" that activated its low affective filter through the images and the sound of it and they developed their listening skill. At the same time, they practiced reading skill with a text that reinforced the information.

Later, based on the Skema Theory, his prior knowledge was activated by asking the question: *What does the word interculturality mean to you?*

At the beginning of the lesson developing. The topic of modal verbs was explained by me, through the grammar of the subject and its different uses and in this way, the linguistic schema was activated.

Once the explanation is finished, I provided my students with some exercises obtained from the internet, so that they could developed writing skill with the approach of language structure with gap exercises.

The input Hypothesis was obtained through the teaching material that was elaborated and created by me, in which the students had to give advice to certain problems and using the approach of free writing.

In this activity I used a character from a cartoon from the 80's called HE-MAN, who is known by teenagers at the present time, since he appears in images where he gives advice and students know him very well from the social networks and cell phones, so in this way, in addition to learning and practicing their skills, they also felt motivated and had fun with the activity. Achieving by means of the Comprehensible input the Students´ Intake.

 In the last part of the lesson development, using technology and practicing listening and reading skills. I shared a video called "5 Things you shouldn't do in a Restaurant in Japan".

With the aim that through this, they could give themselves ideas to elaborate their video and better understand how modal verbs are used in real situations.

At the close of the lesson, the assessment tools were integrated.

For this purpose, I designed three check lists. The first, related with the assessment criteria of the speaking of the video that was elaborated by the students, where aspects of pronunciation, intonation, fluency, etc. were taken into account. as well as grammar, vocabulary and also attitude.

The second and third were created for the self-assessment of writing and the student's attitudes during the making of the video, which made them aware of their strengths and areas for improvement.

In this way the evaluation was formative, summative, and the feedback was also carried out. Within the Students´ Outcomes, the zone of proximal development was observed in the performance of the students, since they went through the process of: I cannot, I can with help, I cannot again. Communicative competence was achieved by combining mastery of language and knowledge of sociocultural codes.

3.02 Attached evidences

Topic	Teaching	Learning	Materials	Time
	Start			
	1. T. Say hello to the students.	1. Ss. Will say hello to the Teacher.	Laptop Internet	
Interculturality **Modal Verbs** ▪ **Must** ▪ **Have to** ▪ **Should**	2. Discuss the title of the topic that will be addressed in the class. Called *Interculturality* through a text. And the Modal verbs: *Must, Have to and Should.*	2. Ss. will read the text and they will take notes in their notebooks.	notebooks pens	5 mins.
	3. T. will share a video titled: *Interculturality English* T. will ask the students the following question: *"What does the word interculturality mean to you?*	3. Ss. Will watch the video and they will answer the questions given by the T.	https://www.youtube.com/watch?v=2JOtEOby65Q&t=3s	7 mins.
	Developing			
	4. T. will explain the use of Modals: Must,	4. Ss. will read the files and they will take notes	Explanation file Lap top internet	6 mins

MUST ES UN DEBER MAS FUERTE. UNA
OBLIGACION MORAL. Y SIGNIFICA DEBO.
HAVE - HAS TO ES ALGO QUE TENEMOS QUE
HACER. YA SEA IMPUESTO POR LEYES. REGLAS
O SITUACIONES QUE NECESITAMOS HACER.

Ejemplos
You must arrive early
Tu debes llegar temprano
You have to get a driver's license
Tu tienes que obtener una licencia de m

LA FORMA NEGATIVA MUSTNIT O MUST N
EL SIGNIFICADO CAMBIA A PROHIBICION

Ejemplo
You mustn't wear blue jeans in the offic

Give an advice for each problem using: Should / Shouldn´t.

Skeletor Problems

1. My husband arrives for dinner in 15 minutes and I have not prepared anything.
2. I will travel to England soon and I do not have cold clothes.
3. I like a girl from Germany that I met on the internet, but I don't know German.
4. Robert is my best friend and he asked me to borrow money, but he is a little irresponsible.
5. I need to lose weight to get into the army, but I love junk food.
6. I won a ticket for a cruise to the Bahamas but I don't know what clothes to wear.
7. I met a Colombian on Facebook and she invited me to her country, but my mother says it is dangerous.
8. I saw my boyfriend kissing another girl.

HE-MAN Advices

1._____
2._____

8. I saw my boyfriend kissing another girl

HE-MAN Advices

1 _You should buy a delicious pizza at home_____

2. _You should start buying some clothes for the cold_____

3. _You should start taking a German course if you want to conquer it___

4. _You should not lend money to someone who does not comply, it is sad to lose a friendship, but it is harder to lose money and a friendship_____

5. _You should set a goal of achieving a healthy weight and stop consuming these foods

6. _You should wear comfortable clothes, since it is a tropical climate for being a beach_

7. _You should listen to your mom, since it is an unknown country and many things can happen to you

46

MUST- HAVE TO

Angel Rosario — 100/100 Borrador

No devuelta — Devolver

1. You must raise your hand to speak
2. You must study hard if you want to pass your exams
3. You mustn't sleep in class
4. You mustn't arrive late to school
5. You must listen to the teacher
6. You must bring your books to school every day
7. You mustn't play in class
8. You must finish your exercises on time
9. You mustn't bully your classmates
10. You mustn't forget your homework
11. You mustn't shout at the teacher or your classmates
12. You mustn't use your mobile in class
13. You must ask the teacher if you don't understand
14. You mustn't eat in the classroom
15. You mustn't cheat in your exams
16. You must pay attention to the teacher

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Please don't blow your nose into Oshibori at the table.

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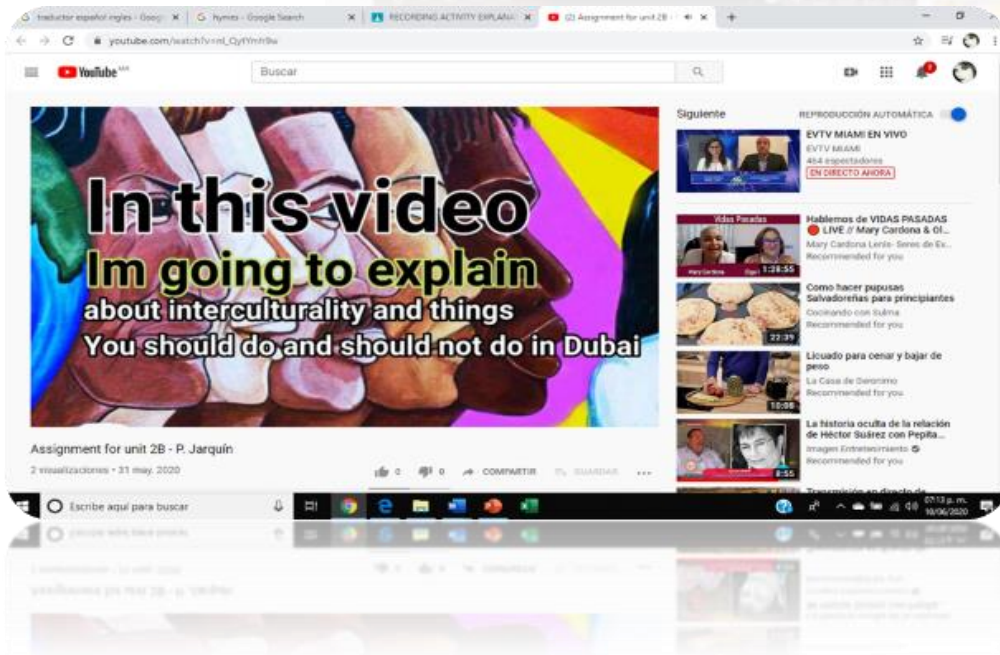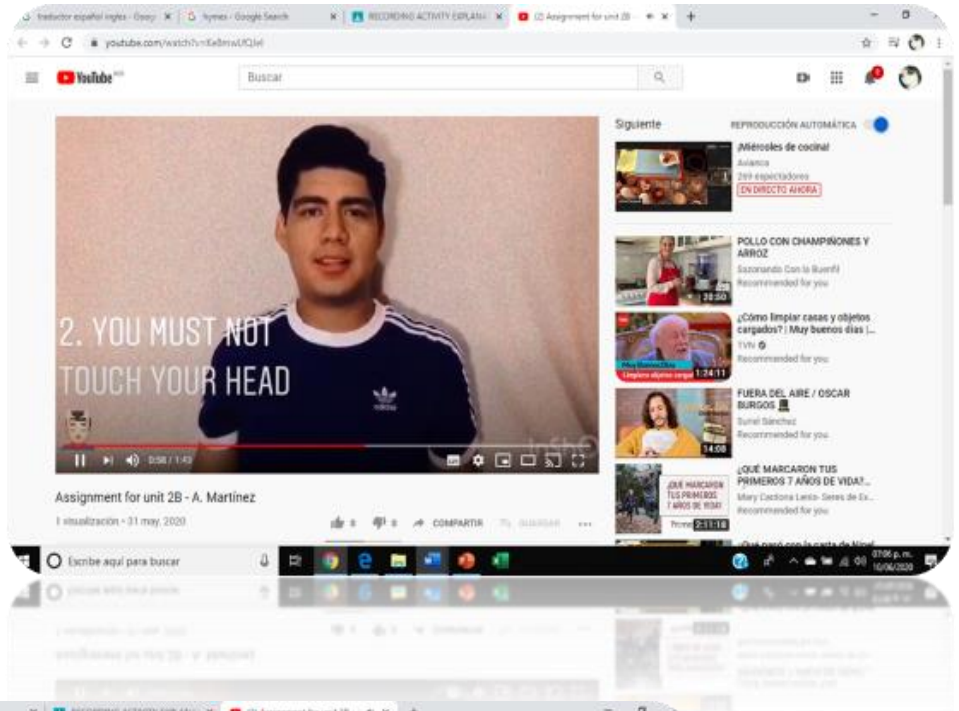64.192 visualizaciones • Hace 4 años

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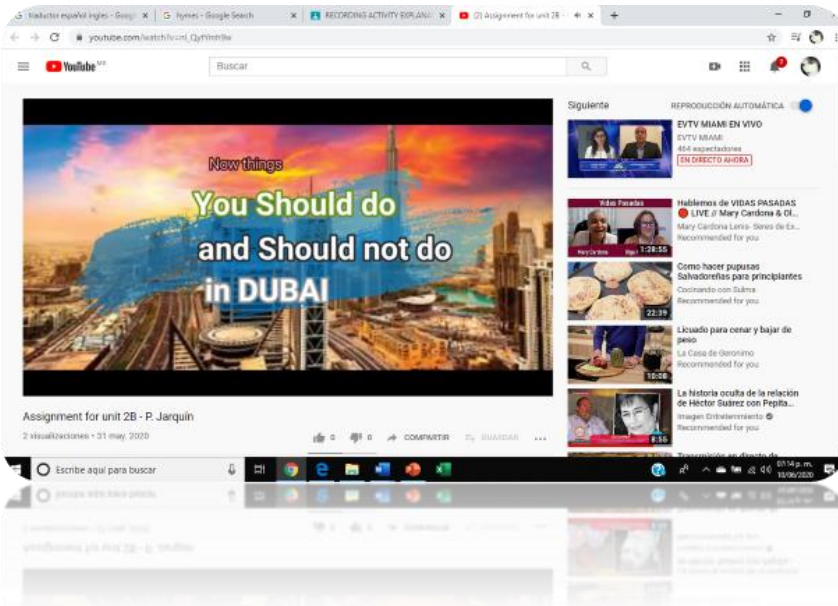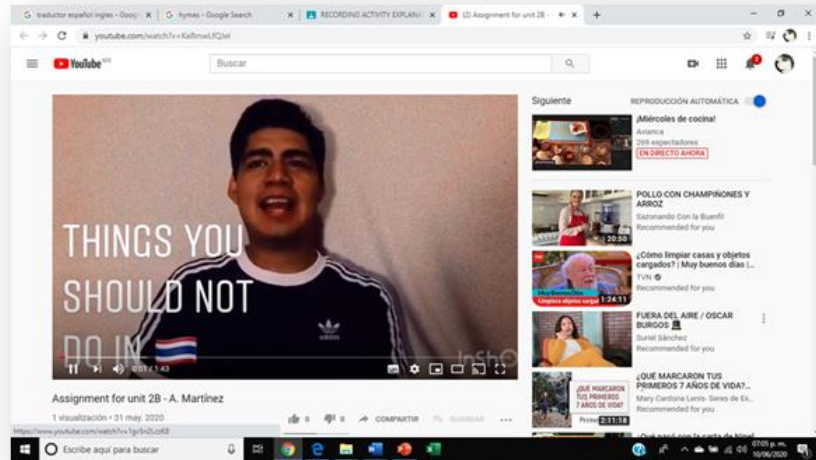1,6 M visualizaciones • Hace 2 años

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should not do at the restaurant in japan!!!

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Desliza hacia abajo para ver más detalles

CHAPTER 4: CONCLUSION

4.01 CONCLUSION

In the course covered by this interesting specialty, I was able to acquire a series of knowledge that has definitely greatly enriched my teaching work. I have learned new ways to support my teaching from the points of view of linguists, psychologists and pedagogues who have long dedicated their lives for the improvement of education and learning.

This project reflects the new way of working with my students, using technology, identifying each of the activities included in the lesson with a theory or approach learned in this specialty, as well as the most conscious way of elaborating my lesson plans and creating new didactic material focused on the needs of my students.

Today I can recognize what methods, techniques and approaches I am using to guide the activities of my students to achieve the desired objective. With this project, I was able to realize that it was easier for my students to understand the topic, solve the activities, develop their products and for me it was very productive to be able to apply what I had learned in the design of the project.

I consider that each elaborated task led me to detect my areas of improvement and I could see that my strengths increased with all the learning I received.

I am very satisfied to see that my growth is also the growth of my students, who as a teacher is my main objective. The learning is continuous and I have to keep myself updated, but having completed this specialization has been a great step, both professionally and personally. The results obtained during the whole process of the specialty, the design and elaboration of this project have been really satisfactory. Each of the project scenarios, met the expectations generated from the beginning, since all aspects were treated with the elements that each skill, activities and assessment process must consider.

I appreciate each activity, each assignment, and everything made me increase my knowledge in this specialty, which although it was not an easy process, the outcomes today are very beneficial.

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DECLARATION LETTER

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UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I LEILA CAMACHO MAFUD declare that the FINAL PROJECT OF THE MODULE 3: *"Improving language skills in the classroom"*. *Lesson Plan "When in Rome, do as the Romans"*, 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.

LIC. LEILA CAMACHO MAFUD

JUNE 21ST 2020