



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“ENSEÑANDO INGLÉS EN UN AMBIENTE  
INTERCULTURAL”**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS  
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA  
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**Teaching English in an Intercultural Environment**

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## INTRODUCTION

Currently, to speak a second language for increasing one's job opportunities is fundamental. For that, our government and specifically the education sector has been working in the design of new strategies to encourage the learning of the English language. Also, the globalization has produced new circumstances in people's lives, the need of communication is essential, consequently, the English language has become in the target language to learn to achieve a successful communication around the world.

The context mentioned above and the fact that the current programs for English language learning and the new focus on the development of competencies have also created the need of a deep change in the strategies used to teach English effectively, letting aside the traditional teaching of grammar structures only and instead. promoting the development of competent speakers.

The selection of the correct strategies is crucial to achieve these goals regarding to the development of language skills. The language is a tool which allows users to communicate their thoughts, ideas, and feelings, consequently, it is the main instrument of the thought and the learning process because with the linguistic skills information can be received and shared with others, and the successful exchange of information becomes learner in a competent speaker. The concept of competence is very broad, but regarding to language development it is necessary to mention that the development of skills and the development of three main competencies: linguistic, communicative and intercultural.

According to Philippe Perrenoud (1997) competence is not a matter of knowing "something else" it is the ability to mobilize resources; to know, to know – how to do, to know – how to be, to understand processes of evaluation and of action, and to use of tools (technological or mental) to face complex and new situations. So, based on the previous definition in the development of this project, several aspects were considered.

Firstly, there are four basic language skills to acquire in the language learning process; listening, speaking, reading and writing. The use of a language involves the correct development of these four skills. Some authors explain that the main are listening and speaking skills because a language is spoken and heard before of being written or read. Attending to this, I t is important to consider that for an effective communication the students should be able to understand what their heard and to express what they want.

Secondly, it is known that the effective communication is not limited to speaking and listening, the communication has different forms of being expressed and this is the reason to improve reading and writing skills because the students do not should be limited to speak and listen only.

Regarding to the intercultural competence, the globalization that was previously mentioned is the origin of the need of the development of intercultural competence. The successful interaction with foreign people involves more that just being communicatively competent. It is also about being aware of which is an acceptable behavior in a specific cultural context and stablish communication in an acceptable way.

During the specialization many techniques, approaches and theories were reviewed with the purpose of help the teachers in the development of a new philosophy of teaching. In this case, the present document titled “Teaching English in an Intercultural Environment” is based on three fundamental pillars: The Second Language Acquisition Theory, The Communicative Language Teaching and the Model of Intercultural Competence, that were combined with the purpose of help the students to express effectively, ideas orally and in writing form using a wide range of media and strategies in a second language with the aim to establish interactions with others in their context.

There are many aspects that are combined with these three pillars, as the techniques of the development of the different skills, but these are the main ones because they give a new perspective in the teaching language process and a new perspective about the goals to achieve in terms of the second language.

In the application of this program, the progress and the motivation of the students were evident considering that there was resistance at the beginning. The assessment process was perceived by the students as the critical part, because it is very different in comparison with the process of evaluation that they knew. Nevertheless, the students have acquired the idea of a new work way and they also could complete the different activities, not in the best level of competence but they are in the way to do it.

Finally, for the reasons previously exposed, the present document has the main purpose to show the theoretical basis behind the design of the teaching sequence that has as main goal the development of the four language skills as well as the development of linguistic, communicative and intercultural competencies highlighting the use of the technology and showing the results obtained after the application of the project.

# CHAPTER 1. PHILOSOPHY AND THEORY

## 1.01. Teaching Philosophy

Based on the theoretical basis reviewed during the specialization it was necessary the development of an own teaching philosophy for the features of the current context. During this specialization many things about teaching a language were reviewed and considered.

Firstly, it was a big surprise noticing the great distance that exists between the teaching methods of other subjects and the teaching methods to teach the foreign language. Without a doubt, in the previous months, the analysis of the current teaching practices but specially the analysis of the deficiencies was essential in the development of a new philosophy.

As it was mentioned in the first essay written for the activities of the specialization, the English language is a need in the every professional's arrestment due to the globalization and the new needs of communication with other people around the world, this fact gives special priority to the research and development of new strategies to improve the language teaching and language learning. For that reason, the information regarding the theories, approaches, methods and techniques seen in the specialization gave a wide rage of activities that can be included in the classroom.

Thus, it was also highlighted the importance of knowing the students, their needs, their context, the knowledge that they have to create activities according to this information. With these strategies it is very important to emphasize the use of the communicative approach because the traditional teaching programs are not working as it was expected because they are focus on the content, in the grammar and vocabulary forgetting the relationship between the content and its function, in other words, teachers in Mexico are teaching languages forgetting the communicative competence.

After analyzing methods approaches, and taking into account the classes, in a particular context, the communicative language teaching approach, the guidelines of the second language acquisition, the communicative view of the language and the model of intercultural competence are the elements that were considered in the creation of the teaching philosophy,



because this combination is useful to achieve the communicative competence in the students, the linguistic competence and also the intercultural competence.

Flexibility, is an element that must be included in the new teaching philosophy, because every class is different as well as every students is different so, both needs are different, consequently, the best choice is a combination of different approaches, techniques and methods to achieve the goals regarding to the development of the languages competencies. There is no a correct or incorrect approach, or method or technique; the use of them depends of the context, of the students and their needs.

To sum up, the new teaching philosophy built during the specialization is based on three fundamental pillars; the first one is the Second Language`s Acquisition Theory proposed by Steven Krashen, the second one is the Communicative Language Teaching Approach and, the Model of Intercultural Competence proposed by Michael Byram. Furthermore, these three pillars are always combined with the different strategies to develop the four language skills and with the use of technology. In this way, the development of the three main competencies; linguistic, communicative and intercultural will be ensured, because the students can learn the language in a natural way, with a communicative purpose, using the technology to improve the conditions given in the classroom achieving a better performance regarding to the language and promoting the interaction with others. As Byram argues, the intercultural competence involves more than produce an understandable message for others, it is about to create and intercultural awareness to help students to be successful in the interaction with people of other countries in spite of being a non native speaker.

Finally, the following document has the purpose of present the application of these new teaching philosophy and the theoretical basis behind it in a project titled; "Teaching English in an Intercultural Environment", considering that the fact of being "intercultural" gives to the learners the opportunity of being successful speaking English as a second language.

## **1.02. Theoretical Foundations**

According to the 2006 Middle School Program for English in Mexico language is “a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby and individual comprehends the World and integrates him/himself into society”. Thus the language is conceived as a tool that plays different purposes, communicative ones and linguistic ones.

The previous definition has been included in the basic school program, in this case, the teaching context is in a higher level, however, the education and school programs are also focus on the competencies development. Such as Anahí Mastache (2007) argues, the competencies go beyond the development of basic skills or to know how to do something, because they involve how to act and react; in other words, the students should know what to do and where (specific context).

Going back to the definition of language, is necessary to analyze that the previous definition focuses not so much in what language is as on what we do with language, the central point is that language is a tool, and student can give it a wide range of uses in different contexts.

Since 2006 the English language program in Mexico focuses on the language as a social practice, that is, how the students use it in real life, instead of the idea that the basic contents of a language course are pronunciation, vocabulary, and grammar rules. Currently, the language as a social practice perspective provides a very coherent framework to know what aspect we should attend in language teaching. It is essential to mention that the formal aspects of language still been important in a language course, but the new perspective ensures the relevance of communication and therefore the aspects of the system are not learned in isolation, but in their context of use.

## **1.03. The Common European Framework of Reference for Languages**

Currently, this is one of the most influential documents that serve as a basis for language curriculum development, and is the standard and definition of the linguistic competence. This document was developed in Europe to provide guidelines for second or foreign language teaching of all languages that belong to the European Union. This framework complements the goals proposed in the Mexican English teaching programs because as them it is focuses on the purpose of language learning, it takes and action-oriented approach in which users and

learners are seen as social agents, in other words, members of a society who have tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.

#### **1.04. Schools of thought**

There are three schools of thought that mark the history of SLA research and the guideless to develop our own theory: Behaviorism and Structuralism, Generative Linguistics and Sociocultural Theory.

#### **1.05. Behaviorism and Structuralism**

Behaviorism refers to a model focused on stimulus-response behavior and states that all behaviors are learned through interactions between both aspects. A stimulus is defined as any type of input that produces a change in learners' behavior, activity and mind. On the other hand, a response is what the learner does as a result of a previous stimulus, it means, that this activity requires multiple stimulus-response opportunities, so, for this perspective, learning is a reiterative process and the learners also receive some type of feedback. This approach argued that humans learn as a result of receiving both negative and positive reinforcement.

Structuralism is mainly concerned to conceptualize the language as a complex structure describing several aspects of the language including the phonology, syntax, and morphology. Phonology refers exclusively to the set of sounds that exist in a language and how these sounds can be combined to form words. Behaviorism and structuralism focused on describing the language phenomena by rejecting any approach related to the user as a creative generator of language.

#### **1.06. Generative Linguistics**

This is a linguistic theory which argued that language cannot be learned with a stimulus-response system only. Generative linguistics approach gives more importance to the product of learning process and why it is produced, in other words, learner's performance. On the other hand, this theory is concerned to explain the underlying rules of the native speakers' complex grammar.

### **1.07. Sociocultural Theory**

It is a theory that explains the development of higher mental functions through the use of some tools as the language. To study the human mental system Vygotsky proposed a research methodology that he called: the genetic model. This model tries to explain how someone's mind develops as a result of its interaction with the social world helped by tool that are physical or symbolic as language is. Vygotsky argued that by using language people gain control over mental activities such as memory, attention, planning, learning, and rational thought, this is the reason because in the teaching sequence four activities of social interaction were included.

### **1.08. Second Language Acquisition**

#### **1.09. The monitor model**

This is an interesting model, formed by a set of hypotheses that were developed by Stephen Krashen (1970), in this case, the guidelines of the second language acquisition were essential in the selection of the chronological order of the activities developed in the lessons; the following is an overview of the main characteristics of this model.

#### **1.10. Acquisition and Learning**

The distinction established by Krashen (1970) between acquisition and learning was based on the difference between subconscious and incidental process and conscious and intentional process.

Therefore, a language is acquired in a natural and subconscious way by using it to communicate ideas, feelings and more. Consequently, children are not conscious that they are acquiring their L1, they only are aware that they are using it. In this way, people can use the language correctly even when they cannot explain its grammar rules.

As long as children can acquire a language system by their L1, and adult who already has and L1 need to "learn" a second language. Learning is a complex, formal and conscious process in which the learner must be engaged, in this way, the student develops a formal knowledge of the language.

#### **1.11. Monitor Hypothesis.**

This hypothesis explains the relationship that exists between acquisition and learning. For Krashen (1970a), the ability that a student shows to produce an utterance in a second language

(English) is due to the knowledge gotten with the acquisition system, while the learning system is the monitor. In his original proposal, Krashen suggested that two conditions have to be met:

- a. Focus and form
- b. Knowledge of the rule

So, in this particular case, the monitor is only used to correct some mistakes of learners when they are speaking to improve their performance.

### **1.12. The natural order hypothesis**

It is directly related to acquisition process not to the learning. According to Krashen (1970) there is an order that is known in the acquisition of grammatical structures of a foreign language. However, that order is not the same in the acquisition of the mother language and the second language. The main idea is that learners will acquire structures in a specific and predictable order.

### **1.13. The input hypothesis**

This hypothesis is about that learners should be exposed to the language that they want to learn. According to Krashen (1970) this exposure, that is called "input" have to be comprehensible for the learner and at the same time It need to be slightly beyond speakers' linguistic development ( $i + 1$ ). This is the ideal level of the input. Comprehensible input is language which is either at or just beyond the learners's current linguistic development because if the speakers cannot understand anything, this input is not useful

### **1.14. Affective Filter Hypothesis**

The last Hypothesis is about how some factors affect our students' learning process. We know that learning is a complex process, a learner need to know grammar rules, tools to develop the linguistic skills, exposure to the linguistic system and practice, but there are some individual factors that can affect the learning process. According to Krashen's theory this factors can influence the learning in both positive and negative ways. These factors include motivation, attitude, confidence, and anxiety. He believed that when our students are nervous or anxious, their affective filter is high and consequently the input which students are exposed cannot be acquired. Thus, if our students are comfortable, calm and in a proper environment the filter affective is down and the input will be learned. In this hypothesis is fundamental to highlight the value of creating a learning environment. Isabel Cano (1995) has established five principles to develop a correct teaching-learning environment:

1. The class environment should enable of all the students and the communication of each other building a media with individual who share the same goals.
2. The school environment should facilitate all contact with diverse materials and activities to cover a wide range of cognitive, affective and social learning.
3. Different experiences, whether constructed or natural, should be offered depending on the tasks undertaking and the established goals.
4. The school environment must offer different contexts so that students can feel welcomed taking into account different moods, expectations and interests. In this way, motivation generates a positive mood in the student, and according to Krashen's theory, that's what as teachers, are looking for.
5. Finally, the environment has to be actively built by all members of the group. (Cano, et. al. 1995)

This small review of Isabel Cano's principles can help us to contribute to low our students' affective filter in class. Moreover to know our students is fundamental to detect when they have a problem that is not related to the school environment and with this information, we can find strategies to help them.

### **1.15. The Communicative Language Teaching**

In the development of my own philosophy I have chosen the Communicative Language Teaching Approach in order to use the language as a tool and to encourage my students through the use of the language naturally.

In this approach we have to remember the main function of the language, which is the communication. The communication has different functions that depend of the social context. The Communicative Language Teaching is focuses on what students have to learn regarding to communicative competencies more rather than linguistic competencies, the main goal is the ability to use the language appropriately rather than the grammatical knowledge.

**This approach has seven characteristics.**

1. The main goal is the development of the communicative competence, thus the grammar and all the features of the language have to be linked to the sociolinguistic functions.

2. Form and use are very important to engage the students in the process of learning by using the knowledge in meaningful activities.
3. In this approach the activities have to be linked with the real context of the students.
4. Fluency and accuracy are not always required to be together, sometimes it is important that student fluency is not stopped by accuracy, consequently students feel meaningfully engaged to an activity.
5. Autonomy and strategic involvement give to the students the opportunity to be aware of their strengths, weaknesses, and preferences within their own learning style that will help them develop a sense of autonomy inside and outside the classroom.
6. The teacher becomes in facilitator to encourage the students to the acquisition and construction of their own knowledge. The role of the students is mainly as a communicator with responsibilities.
7. The main feature of this approach is that almost everything is done with a communicative goal.

#### **1.16. Social Functions of the Language**

Michael Halliday (1975) mentions seven functions of the language. These functions can show us how the language works based on the communicative purposes. These features can facilitate the awareness of our goals as teachers.

1. Instrumental Functions: attending one's requirements for food and shelter, in other words, basic needs.
2. Regulatory Function: is used to tell others what to do.
3. Interactional Function: is used to establish relationships.
4. Personal Function: is about expressing one's own identity
5. The Heuristic function: to gain knowledge about things in the surrounding environment.
6. Imaginative function: plays the role of stories and jokes
7. Representational function: the exchange of facts and information is the representational function.

For the development of the teaching sequence the students worked with regulatory, interactional and personal function considering that these are only four sessions and the rest of them will worked with the other ones.

### **1.17. Bloom's taxonomy of learning domains**

Bloom's taxonomy is a classification of the different goals and abilities that teachers can develop with the students. This classification is a wonderful tool for teachers to encourage the activities to reach the proposed goals. Bloom's taxonomy is described as the following:

1. Knowledge: remember specific information previously gotten: define, identify, observation, etc.
2. Comprehension: this level is about to build a meaning and relate knowledge to each other
3. Application: the recognition can be successfully applied in different context and situations.
4. Analysis: the student is capable of differentiating the various constituent parts of that body of knowledge, the organization of ideas and conclusions is another feature.
5. Synthesis: the students create, integrate, plan and propose new ideas to do something based on the knowledge gotten.
6. Evaluation: the ability to judge the quality. Comparison of ideas and evaluating outcomes

For the development of the teaching sequence the activities are addressed from the first level until the third level working through the knowledge level with the vocabulary and the grammar structure, the comprehension domain with activities of reading and answering questions, and application of the knowledge gotten with the poster and the presentation.

### **1.18. Development of competencies**

#### **1.19. Linguistic Competence**

Firstly, it is necessary to mention what linguistic competence is; the linguistic competence was defined by Noam Chomsky (1965) as the linguistic knowledge possessed by native speakers of a language. With this definition, Chomsky was referring to the knowledge of langue and he attached the definition of performance to the "language in use". According to Chomsky, the Linguistic competence is unconscious. When we learn our first language we just hear and imitate the sound and phrases without knowing the rules, we just naturally being speaking. Noam Chomsky was focused on the acquisition of the first language, but not in a second language but his work and terminology have been used by second language scholars. In the field of second language education, the term linguistic competence often refers to knowing the grammar of a language but not knowing the social context in which we can use specific words or phrases that are more polite for the people of a particular place.



### **1.20. Communicative competence**

According to Dell Hyme's Theory of communicative competence, the competence in language includes not only the grammar knowledge, the words, and sounds but also the social knowledge of when and how to use them appropriately. Since that moment, the teaching of English language changes from a focus on the structure of the language to a focus on communicating with the language. Before these changes, the language teacher was conceived in a different way until the students aware that they were not able to establish a successful communication with other speakers; in that moment books and activities to teach English changed.

Consequently, teachers began to use a communicative competence model of language acquisition so that their students could use language in real situations. For example, instead of studying mainly grammar rules and vocabulary, teachers used textbooks with a setting.

### **1.21. The English Language as a Lingua Franca**

As it has mentioned before, the world is changing very quickly people are moving to new communities in different countries as never before. Currently, there is an easy access to different kinds of transportation and that facilitates people keep moving. The technology also has contributed to this process of globalization through the use of the internet. It is obvious that to achieve this communication successfully some norms had to be established, people can communicate if they speak different languages, so, to improve the communication the English has been established as the world language.

According to Spencer-Oatey and Frankil (2009), English has become an international or global language and it is often referred to as a lingua franca. A lingua franca has been defined as "a language that is used primarily for communication purposes. Speakers retain their allegiance to their first language and use the lingua franca to be intelligible to others".

For the reason exposed above, it emerges the term of intercultural competence that is quite different from communicative competence. Intercultural competence involves two cultures; the own and the one that students are learning (target language culture). Intercultural competence also can be understood as less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts.

### **1.22. Model of Intercultural Competence**

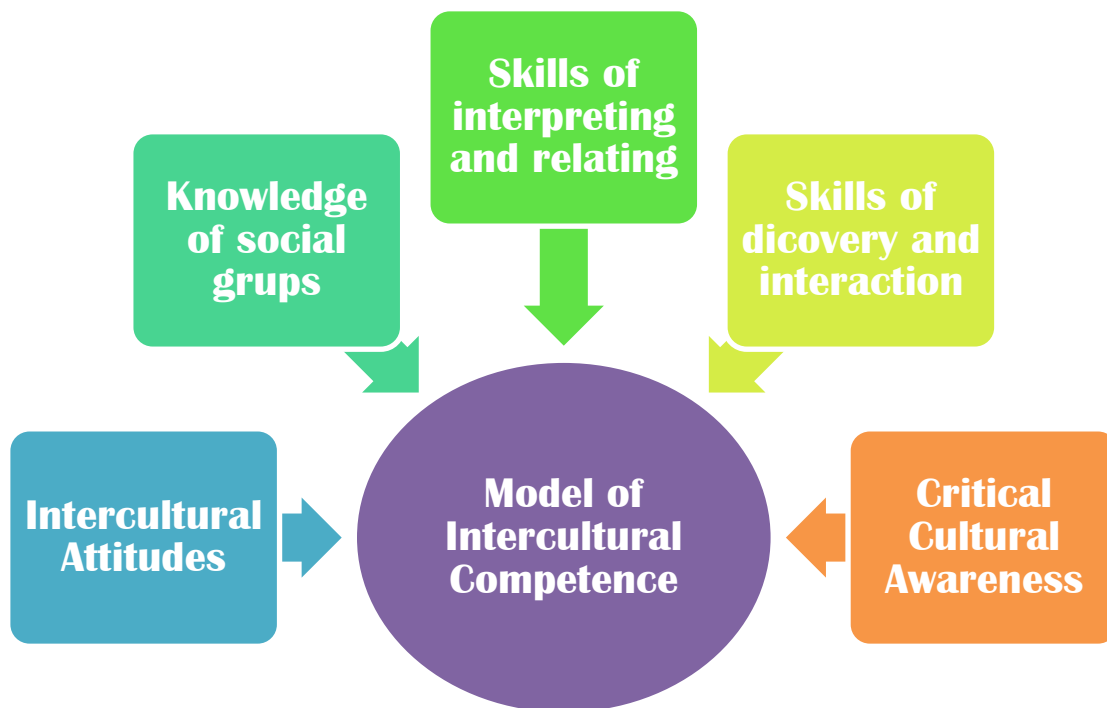
As it was mentioned before, the development of linguistic competencies in the students is very important and in the same way it is essential the development of the communicative competence. But now it is known that, to achieve a successful communication with strangers a student needs more than these competencies, and the combination of the competencies mentioned before and the awareness of their own culture and the differences of other cultures is called Intercultural Competence.

Instead of the model of “the native speaker” proposed by Chomsky, Michael Byram developed a range of features that an intercultural speaker must have in order to achieve the goals of the successful communication.

Although at first glance the definition of intercultural communication competence can build on the assumption that this deals with the ability to interact effectively in a wide range of intercultural contexts, the evolution, and approach to the study of Intercultural Communicative Competence evidence a much wider range of interpretations.

However, for a better understanding of this model, it is necessary to explain it. Even when this model can seem complex, it frees teacher from an impossible task: Knowing and teaching everything their students may ever need to know about the target culture. In this model, teachers can help our students in the development of specific characteristics that allows them to know more about the target culture and being aware of their own culture instead of trying to adopt the behaviors of different cultures.

**The model proposed by Michael Byram is the following:**



According to Michael Byram (2002), **intercultural attitudes** refer to be curious about where we are and the desire to understand the people we are with through asking questions and listen to what people say and in this way we are learning. Byram, when discussing intercultural attitudes focuses on the attitudes of curiosity and openness. He explains that in order to be interculturally competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way.

In the description of **knowledge of social groups** Byram explains that by interacting with the people you are with, you became aware of the cultural differences. Through the interaction with others, learners can understand what is correct for a specific social group of people and what is not. For example, some people are very quiet, others talk loudly; some greet you with a handshake and others greet you with a kiss on the cheek; men in France greet with a kiss in the cheek while American men do not because they consider it inappropriate.

The **Skills of interpreting and relating** refer to the ability to interpret events from another person's point of view, a perspective that Byram calls decentering. We have to teach our students to be free of judgments about the behavior of different people, in other words, learners have to be alert about the reaction of others to some behaviors to avoid mistakes.

The **skills of discovery and interaction** can be demonstrated by observing and asking questions; for example, you are introduced to a woman from Egypt and you kiss her on both cheeks. You are introduced to a man from Egypt and you shake hands. You are developing the ability to use the information in real contexts. Because we cannot know about everyone we meet, it is important to develop the skills of finding out new knowledge and integrating it with what we already know; and eventually, the learners will be able to act as mediators between people of different nationalities.

**Critical Cultural Awareness:** refers to the importance of being open and accept other peoples' beliefs, values, and behaviors, but sometimes learners and even ourselves can react in a negative way to them. This kind of response is natural because our own values and beliefs are deeply embedded in us. For this reason, learners have to become aware of their own values and how they influence their reactions to the behavior of others. The ability to evaluate your own culture's perspectives and practices critically is a necessary step toward intercultural competence. We as teachers have to help our students to understand their culture and context and that other people can be different because they have a different context.

Previously, it has been discussed the definition of linguistic competence, sociolinguistic (Communicative) competence and intercultural competence to understand the conceptualization of intercultural communicative competence as a whole.

There are three main characteristics of Byram's model of intercultural competence:

1. It proposes an attainable ideal, the **intercultural speaker**, and rejects the notion of the native speaker as a model for foreign language learners. Since Noam Chomsky proposed the model of "Native Speaker", all the people who could not achieve that goal became in an "incomplete native speaker" so Byram argues that is not necessary to be a "native speaker" for being a good speaker.
2. It is a model for the acquisition of intercultural competence in an educational context and includes educational objectives.

3. Because it has an educational dimension, it includes specifications of locations of learning and of the roles of teachers and students

Michael Byram proposes a very useful and attainable model in which learners do not have to lose their own identity.

### 1.23. Culture

Due to the reasons exposed above, it is essential to go deeper into the definition of culture. Through the years, the word culture has been defined by many authors, and since different views, but for the purpose of English teaching we take into account only one:

*Culture: shared language, beliefs, values* for example, "We share the same culture and the same traditions."

According to the definition presented above culture has five characteristics:

**Culture is shared:** A culture consists of a group of people who share social knowledge, who have similar values and belief systems that enable them to interact successfully with each other.

**Culture is contextual:** a culture emerges out of a specific context, environment and history. In other words, the context determines the behavior of people; it determines what they eat, the construction of their houses, and even what they talk about.

**Culture is dynamic:** this definition means that culture is always changing as a result of contextual factors such as internet, economy, and television, so we can infer that culture is not static.

**Culture is learned:** Culture is learned from parents, family and friends to children and from one generation to another. Culture is learned through schools, churches, work places and other institutions. Children imitate what they see others doing and are often corrected if they do

something considered wrong. It is important to mention that as we can learn about our culture and accept it, we can reject part of it in which we disagree and adopt what we prefer.

**Culture is unconscious:** in our lives, we unconsciously learn our culture through seeing, listening, doing and, responding to what is around us. At this **unconscious** level we learn what is acceptable or unacceptable behavior and we make judgments of what is *right* and *wrong* based on what we learn. As we get older, especially if we study culture and visit other cultures, culture can become more conscious and we are more aware of our capabilities to make decisions.

It is important, take into account these features of culture to develop the correct strategies and activities in order to develop intercultural competence is the learners. For the teaching sequence, the activities are linked to these characteristics because students learn about other cultures and their own.

#### **1.24. Theoretical basis behind the development of the four language skills.**

#### **1.25. Reading**

#### **1.26. The interactive Model of Reading**

The interactive Reading model combines the valid insights of bottom-up and top-down models. It attempts to take into account the strong points of the bottom-up and top-down models, and tries to avoid the criticisms leveled against each, making it one of the most promising approaches to the theory of reading today.

For a better understanding of this model it is necessary to explain the basis around the bottom-up and top-down approaches.

**Bottom-up:** this process happens when a student tries to understand a text by looking at individual meanings or grammatical characteristics of the most basic units of this and moves from these to trying to understand the whole text. Bottom-up processing is not thought to be a very efficient way to approach a text initially because sometimes students lack of vocabulary so they cannot understand every single word.

**Top-down:** we can infer what this approach is about only by reading its name. This process starts when the students use background information to predict the meaning of the language they are going to read. Rather than relying first on the actual words (**bottom up**), they develop expectations about what they will read, and confirm or reject these as they listen or read. Top-down processing is thought to be an effective way of processing language; it makes the most of what the student brings to the situation. According to this approach the students can infer the meaning of the text even when they do not understand every single word, the meaning is extracted by the context.

According to Goodman (1981) an interactive model is one that has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much cues from the text as necessary.

In addition to the models mentioned above, reading researchers have focused on the role of the reader in the process of reading in a second language that is why we are going to analyze the Schema Theory in following section.

### **1.27. Schema Theory**

In short, Schema is the knowledge about the topic that students have already acquired through various experiences. According to Rumelhart (1980) the schema theory is basically about how knowledge is mentally represented and used. In literature a distinction is made between three types of schema knowledge.

**Content schema:** Content schema refers to the background knowledge of the content area of a text, or the topic a text talks about. They include topic familiarity, cultural knowledge and previous experience with a field. Content schema deals with the knowledge relative to the content domain of the text, which is the key to the understanding of texts. Since one language is not only the simple combination of vocabulary, sentence structure and grammar but also the bearer of different levels of the language's culture. To some extent, content schemata can make up for the lack of language schemata, and thus help students understand texts by predicting, choosing information and removing ambiguities.

**Linguistic schema:** Linguistic schema refers to readers' existing language proficiency in vocabulary, grammar and idioms. This is the foundation of other schemata. As is known, linguistic knowledge plays an essential part in text comprehension. Without linguistic schema, it is impossible for the reader to decode and comprehend a text. Therefore, the more linguistic schemata a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get.

**Formal Schema:** Formal schema is the organizational form and rhetorical structure of written texts. It includes knowledge of different text types and genres, and also includes the knowledge that different types of texts use; text organization, language structures, vocabulary, grammar and level of formality differently. Formal schema is described as abstract, encoded, internalized, coherent patterns of meta-linguistic, discourse and textual organization that guide expectation in students' attempts to understand a meaning piece of language. Readers use their schematic representations of the text such as fictions, poems, essays, newspaper articles, academic articles in magazines and journals to help comprehend the information in the text. Studies show that the knowledge of what type and genre the text is can facilitate reading comprehension for readers because the type of the text will offer detailed evidence of the content of the text.

It is very important to take into account the different schemata because in this part the role of the students becomes a crucial element in the development of reading skills. The schema theory is used to develop reading skills in L1 as L2, we should remember that when we read a text in Spanish sometimes we do not recognize the meaning but we can infer it by the context. In the same way, these schemata give students clues of what the text is about, it is important to mention that Formal schema has the peculiarity of being less useful to help students to infer the meaning of a text, it can help them to recognize the different discursive marks but not always the meaning of the text.

### **1.28. Strategies for understanding vocabulary**

The vocabulary of a language is formed by words, this is obvious, but if a student knows a wide range of words it cannot be supposed that they know the language totally. Understanding vocabulary involves more than only know the meaning of the words, it involves the knowledge



about when is proper to use a word, the freedom of using the word with confidence and to understand its meaning in a context. Words have multiple aspects and to learn these aspects can be understood as gradual process.

So, to teach these aspects through the reading it is necessary to think about what the students need to know regarding to new vocabulary. There are five main aspects to take into consideration in order to teach vocabulary.

### **1.29. Aspects of word knowledge**

- Meaning: Dictionary definitions are only one way to consider meaning. Other factors determine the meaning or meanings, one of which is schema
- Grammatical features: Grammatical features partially determine the meaning of a word. It is difficult to know when knowledge of a word ends and when knowledge of grammar begins
- Word parts: There are three basic ways in which word parts are combined in English: prefixing, suffixing, and compounding.
- Register: it can be formal or informal
- Collocation: Refers to the ways words are combined with each other.

These aspects were highlighted during the reading session where the students underline the unknown words, then the grammar aspects were addressed through the observation of the different features and through the comparison of two different grammar structures and the special situations in which both are used.

### **1.30. Writing**

The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction with state writing standards.

The following are ways to implement each step of the writing process:

**Prewriting:** This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece.

Brainstorming is a very useful activity to help students to decide the ideas that they want to talk to in the following steps.

**Revising and Editing:** Show students how to revise specific aspects of their writing to make it more coherent and clear. Teach students to reread their own work more than once is essential, as they think about whether it really conveys what they want say to their reader. Reading their work aloud to classmates and other English speakers helps them to understand what revisions are needed.

**Rewriting:** Help students to incorporate changes as they carefully write or type their final drafts.

**Publishing:** Encourage students to publish their works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, posters or website. Having an authentic audience beyond the classroom gives student writing more importance and helps students to see a direct connection between their lives and their literacy development.

Writing is a complex process formed by different stages in which the student have to engaged to work actively to achieve the success in the second language learning process.

### **1.31. Approaches when teaching writing**

According to Hyland an expert on second language writing, the process of writing involves the selection, development, arrangement and expression of ideas in units of discourse. There are six approaches for teaching writing and for the development of the teaching sequence the ones chosen are language structures approach and writing as a process.

### **1.32. Language structures**

This approach refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts. More specifically, there are four stages in the development of writing.

**Familiarization:** Students are taught certain grammar and vocabulary items, usually through a text.

**Controlled writing:** Students practice writing following patterns, and they substitute some ideas. One of the most empowering teaching techniques is known as the discourse frame, where the student observes the key transition phrases that provide the structure unique to a certain genre, and then writes their own text by changing only the characters or objects. **Guided writing:** Students imitate model texts.

**Free writing:** Students use the patterns they have already learned to write new and spontaneous messages.

**Writing processes:** A priority of teachers is to develop their ability to reflect on the strategies that they use to achieve their writing goals. This model of writing processes is widely accepted by many writing teachers in American colleges and universities. This model follows a planning-writing-reviewing-process as shown in following section.

### **1.33. A process model of writing instruction**

1. Selection of a topic: by teachers and/or students
2. Prewriting: brainstorming, collecting data, note taking, outlining, etc.
3. Composing: getting ideas down on paper.
4. Response to draft: teacher/peers respond to ideas, organization, and style.
5. Revising: reorganizing, style, adjusting to readers, refining ideas.
6. Response to revisions: teacher/peers respond to ideas, organization, and style.
7. Evaluation: teacher evaluates progress over the process.
8. Publishing: in-class printed versions or presentation, on bulletin boards, websites, etc.

Although this writing process may appear to be aimed for more advanced writers, most of the steps can be used successfully by beginners in high school students in Mexico, especially the first five steps.

### **1.34. Listening**

#### **1.35. The listening process**

Listening is one of the most important skills to develop in order to acquire English as a second language. The listener goes through a process in constructing a message out of information that he hears in the target language.

According to McErlain, this process involves the following stages:

Stage	Description
<b>Perception</b>	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.
<b>Decoding</b>	The way that listeners create some kind of understanding of a message by taking in chunks and not just sentences.
<b>Prediction and selection</b>	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 the process previously described, the students have other process in the development of listening skills.

1. The listener pay attention in the part of the dialogue that are important for him or her, or are meaningful for their needs, as in daily life our students pay attention in the information that is interesting or necessary for them.
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.
3. Most listeners choose how much of the message is important, depending on why (and when) they first began to listen.
4. Students as listeners have several ways to check their comprehension. They can check their understanding of the message by asking and answering some questions about the information in the message they have heard. This often occurs naturally when listeners

are having a conversation with someone else they can ask each other to check comprehension.

### 1.36. Theories related to listening

We as English teachers always include listening activities in our syllabus, but it is also important to know the ideas behind this process. For that reason I am going to show a brief overlook to the theories related to listening:

<b>The Input Hypothesis</b> <b>Natural Approach</b> <b>Total Physical Response</b>	<b>Methodologies that view listening comprehension as key to acquiring a second language. From these perspectives, providing listening input that is appropriate and ensuring that this input is comprehensible are some of the teacher's main responsibilities.</b>
<b>Attention Theory</b>	This theory uses consciousness-raising activities to increase learner awareness of grammatical structures when they listen.
<b>Conversation Theory</b>	Associated with CLT, this theory emphasizes the importance of second language listening since it is not possible to fully participate in a conversation and take advantage of conversational feedback without understanding what your classmate is saying.

According to Brown (2001), we also have to be familiarized with the following concepts when planning listening activities:

Background knowledge: the knowledge that students have about a topic.

Previewing: the activities that help students to infer what they will hear

Advanced organizer: A useful tool that help student to order and connect the new information and their preexisting knowledge

Meaning support: images, words and everything that help students to understand the material

Recall: Students' write down all of the ideas that they are able to remember from a listening text to determine what they have understood.

Recall questions: A question that requires getting information from a listening text; it can usually be answered by simply repeating words or phrases from the listening text.

Inference questions: Questions that cannot be answered by simply repeating words from the listening text; Students must be able to link the material to something outside the text in order to answer correctly.

Intonation: Refers to changes (rising, falling) in the speaker's tone of voice.

These are tools and strategies that can help us in the development of the listening skills.

### **The stages of student listening**

The development of listening skills is a complex process. The acquisition of this ability in the students' mind has been described by Kolker (2008) as five different stages:

1. Recognition of the target language: the first stage of listening comprehension is reached when learners can distinguish their target language from other languages. Activities associated with this phase include listening to songs, rhymes, and extended conversations. The goal in this stage is that students become accustomed to the *sound* of their new language.
2. Recognition of isolated words: in this stage the students can recognize some isolated words because this can be vocabulary that they already know.
3. Recognition of phrase boundaries: the students can start to recognize word and phrases but they do not understand the meaning totally.
4. Listening for the core idea: during this stage, students start to have some feel for the global meaning of a listening passage. While they are still unable to understand many details, they may be able to identify the topic or understand the main point.
5. True listening: In this stage, the student has a global comprehension of the passage, they can understand the main idea, and however they can find unknown phrases and words. It is important to mention that even when the students can understand the main idea is hard for them to remember the information.

### **1.37. Listening strategies**

In order to develop listening skills it is important to remember that some strategies have to be used to facilitate the understanding of a passage when the students work. One way to address

this issue is through the bottom-up and top-down processing. The balance between these two processes help our students to understand a spoken discourse by using their background knowledge trying to understand the main idea (Top-down), and complete the understanding of this by looking for the meaning of the unknown phrases or words (bottom-up)

These two processes generally occur along side each other in the listening process, and the use of each of them, will depend on the familiarity the listener has with the topic and/or the contents of a text, the density of the information provided, the type of text, and the listener's purpose in listening. A representative listening lesson will include a sequence consisting of pre-listening, while-listening and post-listening; always considering both bottom-up and top-down processing. (Richards, J. C. 2008)

The native English (or Spanish) listeners usually have fast, automatic, bottom-up skills while non-native listeners often rely on top-down skills to supplement their less development of bottom-up listening. So, in class, the students have to be provided with a warm-up, the actual activity and a post-activity to allow our students to use their top-down skills as well as develop their bottom-up skills. Through this method Listening fluency will be built. This concept refers to the ability to recognize and understand English words and phrases as they are being said, this important skill is built through the practice.

As well as there are different methods to teach, it is necessary to mention that in this teaching-learning process there are some difficulties to face, and the best way to do this is to be aware of the mistakes that could emerge.

Firstly, the difference between “classroom listening” and “real world listening” must be highlighted; in classroom the vocabulary must be controlled as well as the speed of speech and more while in a real conversation these things just do not happen and this can produce frustration in our students.

Secondly, listening comprehension can turn very difficult when teachers expect that students understand everything they listen to so they try to understand the meaning of every word by translating it and that is not totally correct because we know that sometimes the meaning of a word depends on the context.

According to Anderson (1988) one of the principal skills which the students must develop if they are required to participate successfully in conversations is the ability to identify the topic of conversation, so they can make a significant response. In early stages, identifying the topic

accurately is a difficult task. In order to recognize a topic, L2 students need to develop strategies to make their difficulties plain to their native partner. Stock responses (*"huh, excuse me? I don't understand"*) are suggested for topic clarification problems. Some authors propose three main skills that emerged from discourse analysis studies important to L2 students:

1. The ability to recognize the topic of conversation from the native speaker's initial remarks.
2. The aptitude to make predictions about likely developments of the topic to respond.
3. The capacity to recognize and signal when the student has not understood enough of the input to make a prediction or response.

These three abilities were developed during the listening session, firstly students listened a brief audio and then some question were given with the purpose of being recognized.

### **1.38. Speaking**

The speaking lesson is based on the different activities that students must develop in order to improve their speaking skills. For the development of speaking skills, pre-communicative activities, communicative activities and activities of social interactions were used.

The pre-communicative activities have the purpose of help the student to express ideas practicing using acceptable language with reasonable fluency without being concerned to communicate meanings effectively. These activities are also sub-divided into structural exercises and quasi – communicative activities. The structural activities are focused on grammar, and they included mechanical drills, such as, substitution drills and quasi-communicative activities take the form of semi-fixed exchanges, some of which resemble natural dialogues. Both were used during the session for the speaking activities.

On the other hand, the communicative activities, cab be sub-divided into functional communication activities and social interaction activities. The functional communication activities help learners to be prepared to communicate meaning effectively and the main measure of success is the student's ability "to cope with the demands of the immediate situation. The activities of social interaction have the purpose of develop sensitivity towards the social meanings ascribed to certain forms, the main measure of success in these activities is given by the acceptability of the forms and the information used.



### 1.39. Skill-getting and Skill-using

In this teaching sequence, the activities made in the first two sessions to build the final presentation are useful to practice the formal and mechanical features of the language in which the students can observe the main features of the present simple tense and present progressive. It is essential to remember that skill-getting processes include activities that engage learners in to acquire the building blocks of communication.

On the other hand, skill-using activities are those processes of real communication, involving the deployment of both comprehension and expression strategies (production). For this class the final presentation of the poster is this production.

### 1.40. Assessment

According to Brown (2004), testing is a method of measuring a person's ability, knowledge, or performance in a given domain. On the other hand assessing is described as an ongoing process that encompasses a much wider domain. Talking about a continuous process of assessment also involves talking about the assessment of competencies development. Consequently, testing can be part of the assessment process.

Tests are a useful tool for teachers when it is necessary to know how much the students know about something, but to make a trustworthy test, the five principles of testing have to be implemented:

- **Practicality:** this principle explains that tests have to be created to meet time constraints, be easy to administer and follow an appropriate and accurate scoring procedure.
- **Reliability:** it describes how dependable the test is taking into account that reliability can be influenced by several factors.
- **Validity:** the most important feature. Described by Gronlund (1998) as "the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of assessment"
- **Authenticity:** A test must include natural language, present items in a contextual manner, relevant and interesting topics for learners.

- **Washback:** this principle can be positive or negative. After a test the student's can receive feedback to work in specific areas and teacher can know what areas to work with.

About assessment there are two main forms: formal and informal assessment. As I have mentioned before assessing is an ongoing process. Informal assessments include pronunciation feedback, learning strategies, and daily interaction between students and teacher. Formal assessment includes different techniques that show the progress of students; these techniques have to be designed. Tests and the use of rubrics are examples of formal assessment.

## CHAPTER 2. METHODOLOGY AND PRACTICE

### 2.01 Lesson plan

#### Teaching sequence

Teacher	Subject	Department	Academy	Grade and group	Calendar
L.N. Ma. Isabel Alejandra Cázares Caballero	Foreign Language II	Communication and Learning	Foreign Language	2 A	2018 A

#### Name of the Unit of Competence

What's going on?

#### Mail Goal

#### Generic Competences to develop.

<p><i>The student will be able to express effectively, ideas orally and in writing form using a wide range of media and strategies in a second language with the aim to establish interactions with others in their context. Development of reading habits to be closer to different cultures, different ideas and universal knowledge.</i></p>	<p><i>GC. 4. Listen, interpret and emit relevant messages in different context through the use of appropriate media, codes and tools.</i></p> <p><i>Attribute: the student communicates in a second language in daily life situations.</i></p>
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Knowledge kinds		
Conceptual	Abilities development	Attitudes development
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present simple vs Present Progressive..</li> </ul> <p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Talking about special days that are celebrated in their countries using the "Present Simple tense".</li> </ul>	<ul style="list-style-type: none"> <li>Intercultural attitudes</li> <li>knowledge of social groups</li> <li>Skills of interpreting and relating</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Words related to celebrations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Development of linguistic and intercultural competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills of discovery and interaction</li> <li>• Critical Cultural Awareness</li> </ul>
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<b>Learning Objective of the plan</b>	<p><b>Language Goals</b></p> <p>By the end of the lessons the students will be able to speak about celebrations and their features using the Present simple tense and the Present progressive tense.</p> <p>By the end of the lesson the students will be able to distinguish the information given in a short dialogue about special days celebrated in Mexico and all around the world.</p> <p><b>Intercultural Goals</b></p> <p>Development of cultural awareness in the students through the use of techniques that help them to think about their own culture and other people's culture and share information about it.</p> <p>By the end of the lesson the students will develop intercultural awareness with the information researched during the four sessions.</p>
<b>Communicative skills considered</b>	Reading, writing, listening and speaking
<b>Grammar Structure</b>	Present Simple vs. Present Progressive
<b>Functions</b>	Talking about special days and activities made during the celebration.
<b>Time to develop the activities</b>	4 hours
<b>Sessions</b>	4 session of 55 minutes
<b>Contents required during the session</b>	<p><b>Readings:</b></p> <p>"Thanksgiving"</p> <p>"Mother's day"</p>

### Introduction to the lesson

Step of the lesson	Teacher's Activities	Student's Activities
Before the lesson	<p>Teacher prepares questions about the texts that student will read to modified the lesson and assess the understanding of the reading and listening.</p> <p><b>Reading activity</b></p> <ol style="list-style-type: none"> <li>1. Do people celebrate Mother's Day all around the world?</li> <li>2. What do children want to show to their mothers on this day?</li> <li>3. Where do people celebrate Thanksgiving?</li> <li>4. When do people celebrate thanksgiving?</li> <li>5. Why do people celebrate thanks giving?</li> </ol> <p>Listen Activity</p> <p>For this activity teacher previously have created an account in Kahoot!, and uploaded the following questions:</p> <ol style="list-style-type: none"> <li>1. When do people celebrate spring festival?</li> <li>2. Where was the festival?</li> <li>3. Who can participate on the festival?</li> <li>4. What are people doing at the festival?</li> <li>5. <b>What are children doing?</b></li> </ol> <p>At the beginning of the lesson, the teacher draws students' attention to the title of the lesson and asks them what they think the lesson will be about.</p>	<p>Previous to the session, the teacher asks to the students to research about the special days that we celebrate in Mexico. These celebrations have to be part of our culture.</p> <p>Then, students will create an account in Kahoot! to work in class.</p> <p>The students will talk about the days that they think are special.</p>

**Reading**

Stage of the lesson	Teacher Activities	Students Activities	Materials	Testing and Assessment Evidences	Session number
<b>Activation of content schema</b>	Teacher ask to the students: What do you think this lesson is about? The students give answers about what they think and the teacher still asking them to guess what it will be.	<b>A1:</b> Read the vocabulary	Computer Book Projector Questions on paper	<b>Formative:</b> Student's participation	1
<b>Vocabulary activity:</b>	With a power point presentation, the teacher is going to draw student's attention to the images that represent the vocabulary then, they will read the words below.	<b>A2:</b> Repeat the vocabulary and understand the meaning.			1
<b>Reading</b>	The teacher ask to the students to read two texts about mother's day and thanksgiving	<b>A3:</b> The student's read the text of mother's day and then the text about thanksgiving.  <b>A3a:</b> During this activity all the group is going to make a list of the unknown			<b>Sumative:</b> Questions

		words and write the meaning.			
<b>Activation of Linguistic Schema</b>	Teacher is going to underline the structures with present simple and present progressive. In both texts students can recognize the present simple tense because this is the topic that we are working with; this can be inferred by asking them about the features of Present simple tense.	Make inferences and distinguish the present simple and present progressive structures and moment to use them.			1
<b>Formal Schema</b>	Teacher is going to ask to students about what kind of text it is, giving examples and receiving answers, even in Spanish.	The students will recognize the kind of text as a text to inform about something.			1
<b>Monitoring skills and Comprehension</b> <b>1<sup>st</sup> Activity of social interaction.</b>	Teacher asks to the students to answer the questions working in teams and each team shared the	<b>A4:</b> The students answer the questions		<b>Sumative:</b> Exercise B of page 24 completed correctly	1

	answer of one question; teacher is going to guide the discussion about what students answered. At the same time the teacher ask to student to check the answers that are correct in their test and in the table of page 24.				
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Writing					
Stage of the lesson	Teacher Activities	Students Activities	Materials	Testing and Assessment Evidences	Session number
<b>Feedback and Prewriting</b> <ul style="list-style-type: none"> <li>• <b>Brainstorming</b></li> </ul>	<p>The teacher talks to the students about some issues about the understanding in the reading session and show the vocabulary again and its pronunciation with the help of and audio.</p> <p>In this session teacher is going to ask to the students:</p>	<p>The students correct the mistakes and clear doubts.</p> <p><b>A:1</b> The students answer the question and give ideas that</p>	<p>Power Point Presentation with the vocabulary Paper Colors</p>	<p><b>Formative:</b> students participation</p>	2



<ul style="list-style-type: none"> <li>• <b>Controlled and guided writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• What special days do we celebrate in Mexico?</li> </ul> <p>The teacher will show the students the table that is on page 25 in the section "write". Then, she explains to students that they will fill in the table with the information about their Mexican favorite celebration. Teacher explains the meaning of each category and then gives to students a white paper and ask to the students to decorate the paper according to the celebration that they have chosen and write the information in a similar way than the information that is in the previous texts</p>	<p>will be written in the whiteboard by the teacher.</p> <p><b>A2:</b> The students will make the table and write the information about their favorite celebration and decorate the paper according to the celebration.</p>		<p><b>Formative:</b> The table with the information about a Mexican celebration.</p>	
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<p><b>Revising and editing</b></p>	<p>Teacher show to the students the reading of thanksgiving day and ask them to write a small paragraph using the information of the table and using the model given in the previous activity.</p>	<p><b>A3:</b> The students write the paragraph of their favorite celebration following the model given.</p>		<p><b>Sumative:</b> Paragraph</p>	<p>2</p>
<p><b>Free writing</b></p> <ul style="list-style-type: none"> <li>• <b>2<sup>nd</sup> activity of social interaction</b></li> </ul>	<p>The teacher asks to students to form teams of six people and choose one national celebration to talk about and make a poster that represents this celebration. This poster must have the paragraph about that celebration.</p> <p>Teacher will remember the students that they will use the present simple and present progressive.</p>	<p><b>A4:</b> The students will choose a special celebration that they know from their country. In this class we have three students from the USA so teacher ask them to choose special days from USA culture.</p>			
					<p>2</p>

Speaking					
Stage of the lesson	Teacher Activities	Students Activities	Materials	Testing and Assessment Evidences	Session number
<b>Pre-Communicative activities</b>	<p>This activity has been developed during the previous lessons.</p> <p>In this lesson the teacher explains to students that they will keep working in the context of special days to know more about our culture and other's culture.</p>			<b>Summative:</b> The presentation of the poster.	4
<b>Communicative activities</b>	The teacher will ask to the students to organize their teams to talk to their classmates about the celebration that they have chosen following the paragraph and adding their own ideas.	<b>A1:</b> The students will organize the information about their celebration. Each student is going to share a piece of information. They write other ideas that they want to share as a support in their presentations.			4

<p><b>4<sup>th</sup> Social interaction activity</b></p>	<p>The teacher asks to the teams to talk to the class about their topic.</p> <p>The teacher will emphasize that we have two students from other countries that are showing us a different culture and that is it very useful because it help us to know more about foreign people and their culture</p>	<p><b>A2:</b> the students start with their presentations and share the information that they have prepared.</p>			<p>4</p>
	<p>Teacher will discuss with students the differences between the celebrations in Mexico that Mexican students share and the celebrations that Americas have focusing on the positive side of both. In the same way, the teacher highlight the</p>	<p>The students express their ideas about the activity.</p>			<p>4</p>

	<p>idea that this activity also help them to know more about Mexico and more about our own identity.</p> <p>To guide this activity the teacher uses the following question:</p> <p>Why do you think to know about other cultures is important?</p>				
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Listening					
Stage of the lesson	Teacher Activities	Students Activities	Materials	Testing and Assessment Evidences	Session number
<b>Warm-up</b>	The teacher asks to the students to look at the picture that is in the blackboard and at the phrase "Spring is in the air" and ask them what they think this phrase is about.	The students will answer the question to guess the topic that will be listened.	Computer Projector Speaker Cell phones	<b>Formative:</b> Student's participation	3
<b>Pre-Listening</b>	The teacher shows to students a power point presentation with the vocabulary related to the	<b>A1:</b> the students will listen to the record of the vocabulary (made by a native speaker) and			3

	<p>audio that they will listen then the teacher play a record with the pronunciation of the vocabulary repeating each word in two different rhythms; first slow then faster.</p> <p>Then, the teacher shows to the students the following structures PRESENT SIMPLE = SUBJECT + VERB</p> <p>PRESENT PROGRESSIV E 0 SUBJECT + AM/IS/ARE VERB (ING)</p> <p>Represent with words and pictures and including the time in which these structures are used; then the teacher reads a couple of examples of both making emphasis in the pronunciation and sound.</p>	repeat after they hear.			
<b>Listening</b>	In the listening activity the	<b>A2:</b> The students will			3

	<p>teacher has created a video with images and sound in which a reporter is talking about the Day of the Spring Festival. This video is an authentic material adapted to this topic that includes the grammar structure that we are working with.</p> <p>The teacher plays the video again but, this time with lyrics.</p> <p>Then, the teacher ask to students to write the main ideas about the topic that they have already listened</p>	<p>listen to the audio one without lyric and the second one with lyrics to help students with the understanding of the phrases.</p>		<p><b>Summative:</b> the questions and correct answers.</p>	
<p><b>Post-Listening</b></p> <ul style="list-style-type: none"> <li>• <b>3<sup>rd</sup> Activity of social interaction</b></li> </ul>	<p>The teacher will ask to students to form teams of five people and log in one of their Kahoot! Accounts, then they will work on teams answering the questions.</p>	<p><b>A3:</b> The students form teams and log in Khoot using their cell phones.</p> <p>The students will answer the questions in their phones and the results are going to be showed in</p>			

	<p>The teacher shows to the students the questions one by one and gives them fifteen seconds to answer each one, in teams they will have to decide which answer is the correct. These questions will be projected in the whiteboard in the teacher's personal Kahoot account. This application can show the students the progress of each team.</p>	<p>the whiteboard.</p>			
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## 2.02. Assessment tools

### Assessment tools

#### Reading Skills (Open-ended questions)

Answer the questions with a complete statement using present simple tense.

6. Where people celebrate Mother's Day?
7. What do children want to show to their mothers on this day?
8. Where do people celebrate Thanksgiving?
9. When do people celebrate Thanksgiving?
10. Why do people celebrate Thanks giving?

### Writing skills

#### Rubric (to assess the paragraph)

	Optimum	Advanced	Adequate	Insufficient
<b>Content</b>	Substantive development of main idea Adequacy and relevance of supporting detail Demonstration of knowledge of the topic Writer makes no errors in grammar or spelling.	The main idea is mentioned in superficial way. Generally appropriate structure and organization some parts difficult to follow	The main idea is mentioned in superficial way but the paragraph lack of topic's knowledge	Structure and organization not appropriate difficult to understand
<b>Organization</b>	Fluent expression of ideas; not choppy or abrupt Logical sequencing Cohesiveness Main points and supporting detail clearly and succinctly stated Ideas not	Not always easy to follow Evidence of an overall argument, Address two of the three main areas adequately Conclusion attempted but does not appropriately	Not easy to follow. The main idea lacks of an argument. Does not address the three main ideas that a paragraph must to have. There is a main idea but the reasons are not clear.	Difficult to follow Argument attempted but does not fully address the context, Topic and main ideas no clear there is no use of the present simple tense.

	confused or disconnected	sum up the argument presented; main idea is not clear		
<b>Vocabulary</b>	Sophisticated range with effective choice of words. Meaning not obscured by incorrect words. Word choice not limited by lack of vocabulary. Appropriate word register, which is a level of formality appropriate to the topic and the audience	Shows ability to express ideas in own words. Aware of required system and how it should be used but with some mistakes	Difficult to follow because the meaning is obscured by incorrect words. It is lack of vocabulary consequently, not appropriate word register.	The paragraph is incomplete. Limited vocabulary, words often incorrect or incorrectly used. Numerous errors, spell check not used
<b>Language use</b>	Use of complex constructions. Few errors of agreement, tense, number, word order, and function. Correct use of articles, pronouns, and prepositions. Meaning not obscured by grammatical errors	Use simple structures but correctly, few errors of agreement, tense, number word order and function. Some grammatical errors	Use simple structures with some mistakes. Few errors of agreement, word order and function and some grammatical errors	Use simple structures with many errors. Many errors of agreement, word order and function.
<b>Mechanics</b>	Mastery of conventions of spelling, punctuation, and capitalization and/or spelling. Paragraphing demonstrates coherence of ideas	Use some of the conventions of spelling punctuation, and capitalization consequently the paragraph lacks of coherence in some parts. Vocabulary adequate;	Obscured meaning by lack of appropriate punctuation. Spelling and punctuation generally accurate; some errors requiring more careful checking	Limited vocabulary, words often incorrect or incorrectly used. Numerous errors, spell check not used

		occasional errors using subject-specific words/terms		
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## Speaking Skills

### Rubric (for the group presentation)

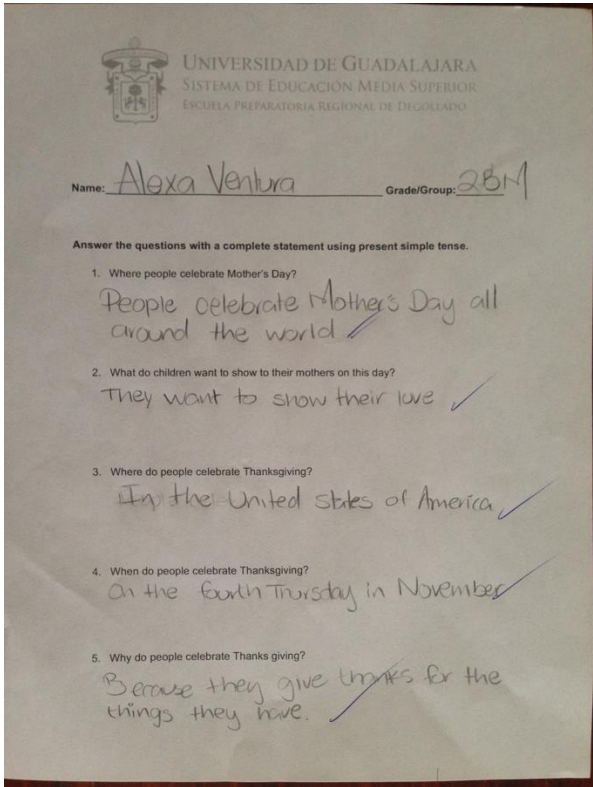
	Optimum	Advanced	Adequate	Insufficient
<b>Pronunciation</b>	Student's pronunciations is exceptional similar to a native speaker	The student's pronunciation is clear but with some mistakes.	The student is inconsistent in their pronunciation. While some words are pronounced correctly other are not correct.	The student struggles to pronounce all the words and even he stop to do the activity.
<b>Fluency</b>	The student speaks clearly and articulately with no hesitation.	The student is able to respond to prompt with few errors and relative ease.	The student demonstrates some fluency and is able to construct a simple sentence.	The student has great difficulty putting words together in a sentence.
<b>Comprehension</b>	The student's speech reflects a clear understanding of the topic or prompt and includes details.	The student's speech reflects comprehension of the topic or prompt.	The student's speech reflects basic comprehension, but with frequent errors.	The student's speech does not reflect comprehension of the topic or prompt.
<b>Content</b>	The students message reflects deep understanding of the topic	The student's production is relevant to the topic with a few errors.	The student's message has some relevance to the topic but incorrect words are used	The student's message is not relevant to the prompt or question.
<b>Vocabulary</b>	He students vocabulary reflects sophistication in speaking,	The student's vocabulary is comprehensible but with some mistakes in the use of it.	The students vocabulary related to the topic is very basic with a few errors.	The student's vocabulary is limited to high frequency words, and a few basic words

	similar to a native speaker			related to the topic.
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**Listening Skills**

**Multiple – Choice**

- 6. When do people celebrate spring festival?  
a) March 22<sup>nd</sup> b) March 21<sup>st</sup> c) March 24<sup>th</sup> d) March 23<sup>rd</sup>
- 7. Where was the festival?  
a) National Park b) Crampton Park c) Royal Park d) Amusement Park
- 8. Who can participate on the festival?  
a) The children b) Adults and children c) one Family d) Adults
- 9. What are people doing at the festival?  
a) Dancing b) Eating c) Playing d)
- 10. What are children doing?  
a) Studying b) Reading c) Playing d) Eating cookies.



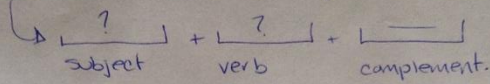


Name: Ulises Bravo Hernandez Grade/Group: ZBMI

Answer the questions with a complete statement using present simple tense.

1. Where people celebrate Mother's Day?

all around the world ✓



2. What do children want to show to their mothers on this day?

their love ✓

complete the sentence ↻

3. Where do people celebrate Thanksgiving?

In the U.S.A. ✓

4. When do people celebrate Thanksgiving?

On the fourth thursday in November ✓

5. Why do people celebrate Thanks giving?

They give thanks for the things they have. ✓

## 2.03 Analysis

Regarding to the reading activity, the students worked with the Interactive Reading Model that combines the valid insights of bottom-up and top-down models.

**Bottom-up:** this process happens when a student tries to understand the text by looking and underlying the unknown words and look for the meaning using different tools

**Top-down:** This process starts when the students use background information to predict the meaning of the language they are going to read through the first question given by the teacher. In this moment the students inferred the whole meaning of the text and remember the things that they know about it, facilitating the understanding of the reading.

According to Goodman (1981) for the lesson one, the text is working as the input and the meaning extracted by the students is the output by interacting with the text and selecting as little or as much cues from the text as necessary.

### Schema Theory

**Content Schema:** this schema is activated by the Teacher's question (What do you think this text is about), so with this question the students can recognize that Mothers Day and Thanksgiving are celebrations so they express some opinions about the possible content.

**Linguistic Schema:** In both texts students can recognize the present simple tense because this is the topic that we are working with; this can be inferred by asking them about the features of Present simple tense.

**Formal Schema:** the formal schema was activated when the teacher highlights the type of texts that the students were reading and mentioned some differences about the texts that they know in comparison with the current texts.

The unknown words were identified with the use of a dictionary analyzing the different meanings according to the context to know which is the correct meaning, so students looked for the meaning of the unknown words and in teams they decided the correct one and verify with the teacher and the class.

For this lesson, the activities were focused in writing as a process; for my students' age this is the most useful approach because it lets them follow the steps to achieve the goals, currently, due to their age they can understand a process requires a set of activities.

In the development of the speaking skills the use of pre-communicative activities was considered. The Pre-communicative activities help students to be familiarized with the context of the topic. As it was mentioned previously, the main purpose in the Pre-communicative activities is "for learners to practice using acceptable language with reasonable fluency without being concerned to communicative meanings effectively". For this lesson, it was used a structural activity focused on grammar that includes mechanical drills where the teacher model a paragraph and they follow the model developed in the writing section covering two purposes at the same time.

In the following step called "Communicative activities" there are two sub-divisions: functional communication activities and social communication activities. The first one, that It has been included in my teaching practice, it is developed through the activity where students create a poster to share information and answer the question about the celebration that they want to talk to; this process allows them to cope with the demands of the immediate situation answering the questions and trying to express the ideas. The social communication activities are very important because help students to learn different ways of communication (and behaving) in socially acceptable ways. Moreover, the social communication activities that was designed for this class has the main purpose of help students to develop speaking skills and the cultural awareness with the exchange of information about the different celebrations and the group work.

According to Brown (2001), the following concepts when planning listening activities have to be considered:

- Background knowledge: the knowledge that students have about a topic.
- Previewing: the activities that help students to infer what they will hear
- Advanced organizer: A useful tool that help student to order and connect the new information and their preexisting knowledge

- Meaning support: images, words and everything that help students to understand the material
- Recall: Students' write down all of the ideas that they are able to remember from a listening text to determine what they have understood.
- Recall questions: A question that requires getting information from a listening text; it can usually be answered by simply repeating words or phrases from the listening text.
- Inference questions: Questions that cannot be answered by simply repeating words from the listening text; Students must be able to link the material to something outside the text in order to answer correctly.
- Intonation: Refers to changes (rising, falling) in the speaker's tone of voice.
- These are tools and strategies that can help us in the development of the listening skills

For the development of the listening skills, the students' characteristics as listeners were taken into account, for that reason it was included the warm up activity in the first session and the pre-listening activity in the fourth session; the students' language level is basic even when they are in high school where it supposes that the level should be intermediate, that is the reason because the need of create special material for the class emerged, this material includes images related to the topic.

Regarding to the listening strategies, all the activities in this class have been created following the guidelines for the development of listening comprehension taking into account the stages of attention, perception, word recognition, syntactic parsing, comprehension and interpretation. The attention is encouraged with the first question in the warm-up about what special days are as the perception, the word recognition is work on the pre-listening activities while students recognize the main words of the vocabulary and the common phrases related to special days, the syntactic parsing and comprehension is work through the listening of the reporter with the help of the audio and the presentation with images that they can watch while they heard.

About the assessment tools, many factors were considered. The first one is the stage of the students regarding to their language level, it was necessary to let aside the assumption that they are in intermediate level because they are in high school and face the fact that they are lower and adapt the whole content to their needs. According to Brown (2004), the assessment is an ongoing process that encompasses a much wider domain than testing but, assessing students' performance can be done via the use of tests. Consequently, in the teaching



sequence I have included tests as part of the assessment process and a final product that were assessed with the use of rubrics.

For the reading activity a test was used, considering that validity is the most important feature of a good test, the questions included on it require that students used the grammar structure that was taught, also the questions let the students to demonstrate their ability to recognize words and phrases as micro-skills, inferring and interpreting as macro-skills.

In the writing activity the assessment tool is a rubric. Considering that writing is a productive skill the best assessment approach is the Performance Based Assessment defined by O'Malley and Valdez Pierce (2008) as "any form of assessment in which the student constructs a response orally or in writing". Due to, this is a short activity only the final product will be assessed, but is essential to mention that the process of writing as a dynamic process deserves assessment for every stage: pre-writing, writing, post-writing and editing.

According to O'Malley and Valdez Pierce (2008), the oral reports, picture-cued descriptions and, others are easy ways to eliciting speech in the students. For the speaking lesson the students reported something that they researched about one celebration and they they exposed the images that are in the poster. Both activities could be assessed with a rubric. For the development of the rubric for the assessment of the speaking skills the following was considered:

1. Speaking is an observable skill, so teacher can observe the progress and the error during the performance.
2. Non-verbal language is included in a conversation and these help learners to convey meaning.
3. Speaking requires interaction, at least two people
4. Speaking may show language variation, that is, some particular dialects may appear as issues to discuss and speakers may show some sort accent as a result of their first language.
5. Speaking can not be assessed in isolation because it requires of the interaction.

The assessment of listening activities can be complex because they involve cognitive process that cannot be observed and measure directly. For the lesson activity the student answered

comprehension questions in a multiple choice format, that is useful for this receptive skill. This can test students' comprehension of several aspects of a passage; such as the main idea, details, characters and events. Comprehension questions can also require students to make inferences from the passage based on the content.

Link of the Video: <https://youtu.be/v9XNvytASXw>

## CHAPTER 3. EXPERIENCE REPORT

During the the first lesson, the main problem emerges when the students knew that they would be filmed. The lesson was designed and adapted according to the characteristics of the group and some of these characteristics could not being observed because many of my students felt shy with the camera. In a daily class my students used to be talkative and they were active participating, but in the class made for the video they totally change. Even though they are beginners in the English language they always try to participate, with a pronunciation that is not the best but is acceptable. In this session the students performance goes down due to stress generated for the camera and the concern about the possible mistakes and the possibility of spend more time for another recording. This was the first problem faced in the development of the lesson; in the second lesson the students were aware about the mistakes could be part of the activity.

On the other hand, some of the activities regarding to the development of the different skills had been used with the class, so it was not hard for them to take the rhythm of the new class. The students could read and they felt motivated to participate sharing the answers. The first question used during the first activity let them know more about the context and it was notable that this activity facilitates the comprehension of the readings, that was noticed because the list of unknown words was short, by reading the title and the whole text they could understand the main idea. In the assessment just some students presented mistakes in the answers and this happened due to some students did not look for unknown words. The easier part for students was the learning of the grammar structure because they were familiarized with it so, the differences between present simple tense and present progressive tense were very easy to distinguish for them, they clearly remembered that the “ing” ending and the verb “to be” are used in the present progressive tense.

In the lesson number two, the students worked with the first productive skill; writing. This was a small lesson and the main outcome expected was a small paragraph that is according to the language level of the students. Firstly, the lesson was programed for fifty-five minutes and that time was not enough due to the revising part and editing, consequently this lesson was developed in two hours. During the brainstorming the students give many ideas even in Spanish that later were corrected. Then the students practice following a model of writing and in these

two activities the first hour was spent. In the following the students work in teams to write their own paragraph and then it was monitored and re-write. In the final step the students presented some mistakes in their paragraphs as the lack of prepositions, some confusions with the use of the verb “to be”, so these mistakes are useful information to know what they need to work in order to improve their performance in writing.

In the third session, the main outcome was that students could express ideas and share information about a cultural topic regarding to national celebrations. In this lesson the students not only share basic information some of them even read more about festivities that are Mexican but not too famous and answered questions that other students did about the different topics. Another positive aspect is that, trying to improve the presentation of the poster some students decided to write all the thing that they would say, so their performance in the presentation was better because they previously practice at home. An opportunity area for this lesson is that the students have not learn yet to cope with the demand in that moment, if they do not know how to say something they just stop instead of trying to say the information in different ways or with other words.

Finally, in the lesson number four the outcomes expected were that the students start to speak, communicate ideas, feelings and develop cultural awareness The opportunity area was that to understand totally the passage they have to listen three times, due to their language level as it was mentioned before. The positive side of these lesson was the use of technology because with the use of Khoot! the students felt fun and motivated to do the same activity again. Also, they attend to the passage with more attention because they knew that at the end they would do something fun. Another opportunity area was that these kind of activities makes the students feel more exciting so they shout during the Kahoot activity. On the other hand, the technology in the development of the assessment strategies can help students a lot. I decided to implement this strategy because the use of technological tools is important and can create different conditions and environment without leave the classroom. The students feel more motivated because the use of Kahoot is a funny way to answer a test. The kahoot activity was worked in teams so the results were so much better because some students with a better understanding helped others that had some problems to understand the audio

The use of the assessment tools designed for these four lessons were very useful to measure the students progress and to know what aspects of language development need more attention

or some new strategies as the grammar knowledge, so for a better comprehension of the grammar structure the students need different and meaningful tasks to use it and become the information and something easy to remember.

The outcomes were achieved because the students produced the products expected following every step and completing every activity. On the other hand, the development of the intercultural competence was remarkable; they were interested to know more about their own culture and others'. In this class there are three students that are native speaker, they lived in the united states so their poster were about American celebrations and Mexican students ask them about this, share and compare their celebrations always being addressed to the positive aspects of both cultures.

## CHAPTER 4. CONCLUSIONS

As it has been mentioned before, teaching a second language is not an easy job, and with this practice lack of the correct theoretical basis the goal would not be achieved. During the specialization and during the development of every step of this project the need of the correct theory, of the support of the correct strategies according to the characteristics of the students were emerging as a need.

Teaching a language is more complex than teach any other subject because it requires a deep knowledge of the mental processes that the acquisition of a language involves and it is also linked to the learning of the correct strategies to cope with these mental processes. The difference between using the theoretical basis of language learning and the use of techniques for the development of the different skills were notable in the students' progress, it was noticed because at the beginning of the semester the students could not write a sentence and now they can express short ideas in a small dialogue and in a short writing. Another notable difference is that when the semester started it was almost impossible to use the target language only because they did not understand; now they can understand the instructions given by the teacher and the ones included in the book, certainly, the students do not understand every single word but, they understand the main idea using their background knowledge and other abilities to cope with the target language, in short they are more familiarized with the language due to the different inputs and activities.

Another important aspect was the development of the different competencies, linguistic, communicative and intercultural competencies. Teaching a language also involves the cultural component to make the learners competent not only to speak but also to understand a different cultural environment creating the opportunity of a successful social interaction that is the final goal in the learning of a second language.

The intercultural activities are very important in the development of successful speakers. Michael Byram argues that the model of the native speaker is unattainable but, instead of that learners can have a new goal; to achieve the development of an intercultural speaker, that is a person who can speak with communicate with others in a second language and with an acceptable behavior. As Byram mentioned, now teachers can feel freer and able to address

the students to an achievable level of performance rather than leading them to a model that even some Mexican teachers have not been able to achieve. The model of intercultural competence allows students to be themselves instead of trying to adopt an identity that is not theirs.

On the other hand, the teacher plays an essential role in the teaching-learning process of the language through monitoring the activities and facilitating the tasks. One remarkable teacher's role is as agent of change; this is one of the most important roles, because if it is analyzed more closely the effects that the Byram's model has on students, we will be able to see how with this type of practices, we can promote tolerance to diversity in our students in all senses. That is one of the main changes that teachers can generate in this world in which there is currently a lot of hostility.

In relation to the development of this teaching sequence, several situations were founded; some of them were positives and others shown opportunity areas.

It is notable the advantage of having three students who lived in the United States until a couple of years ago, therefore, they can give references of the special days that are celebrated in the United States, as well as that in the final activity they shared with their classmates things that most of the students had heard but did not know well improving the interaction and the intercultural awareness.

About the development of the intercultural competencies, it was observed that the students were open to know more about other cultures as American culture and even some of the students who know about different cultures shared their knowledge; consequently, in the last minute the final activity had to be changed because they ask to talk about other special days that they had heard.

Regarding to the assessment process, Brown (2004) argues that testing can be part of the ongoing process of assessment, for that reason the assessment tools required during the four sessions are based in the different skills to develop. The whole process is a formal assessment, in the first session of reading comprehension the formative assessment started with a test that can provide evidence of the reading understanding and the vocabulary knowledge. During the

lesson two, in which a productive skill (writing) was developed, the assessment tool used was a rubric that describes the features in the different levels of proficiency for the product that is a small paragraph considering the the students are beginners. In the lesson three, a productive skill was developed (speaking) and a rubric was also the best option considering the student`s current language level, their age and the product, that is a presentation. In the last session, a receptive skill was developed (listening), so the students answered a test that is useful to provide evidence of the recognition of the main ideas of the information given. This test was carefully developed taking into consideration the five principles of testing and also considering that a receptive skill can be monitored in this form.

Finally, it is essential to mention the progress gotten in the teaching practice with the knowledge acquired in the EEALIE, all the theories, approaches and techniques reviewed during this year were useful to analyze the students` needs, to design useful activities to achieve the goals considering those needs; showed by the students` productions. Also, it is notable that the program and the contents of the Specialization give the security and the certainty in the teaching practice and the tools to achieve the main goal; that the students speak English.



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## 5.02. Evidences

### First step Activation of schema



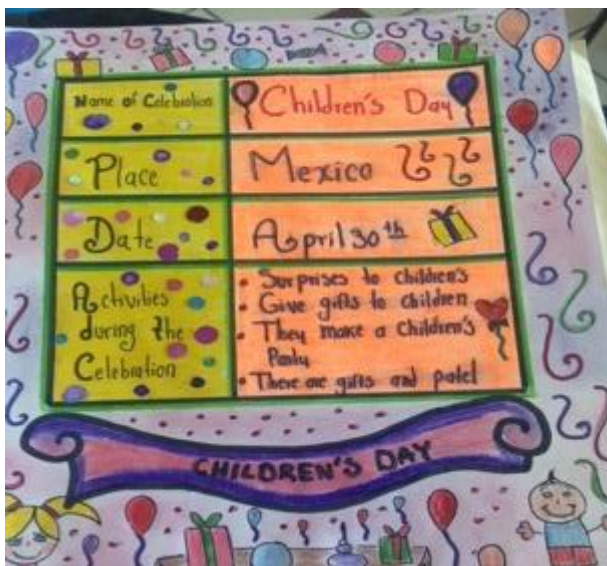
### Reading and answer the questions



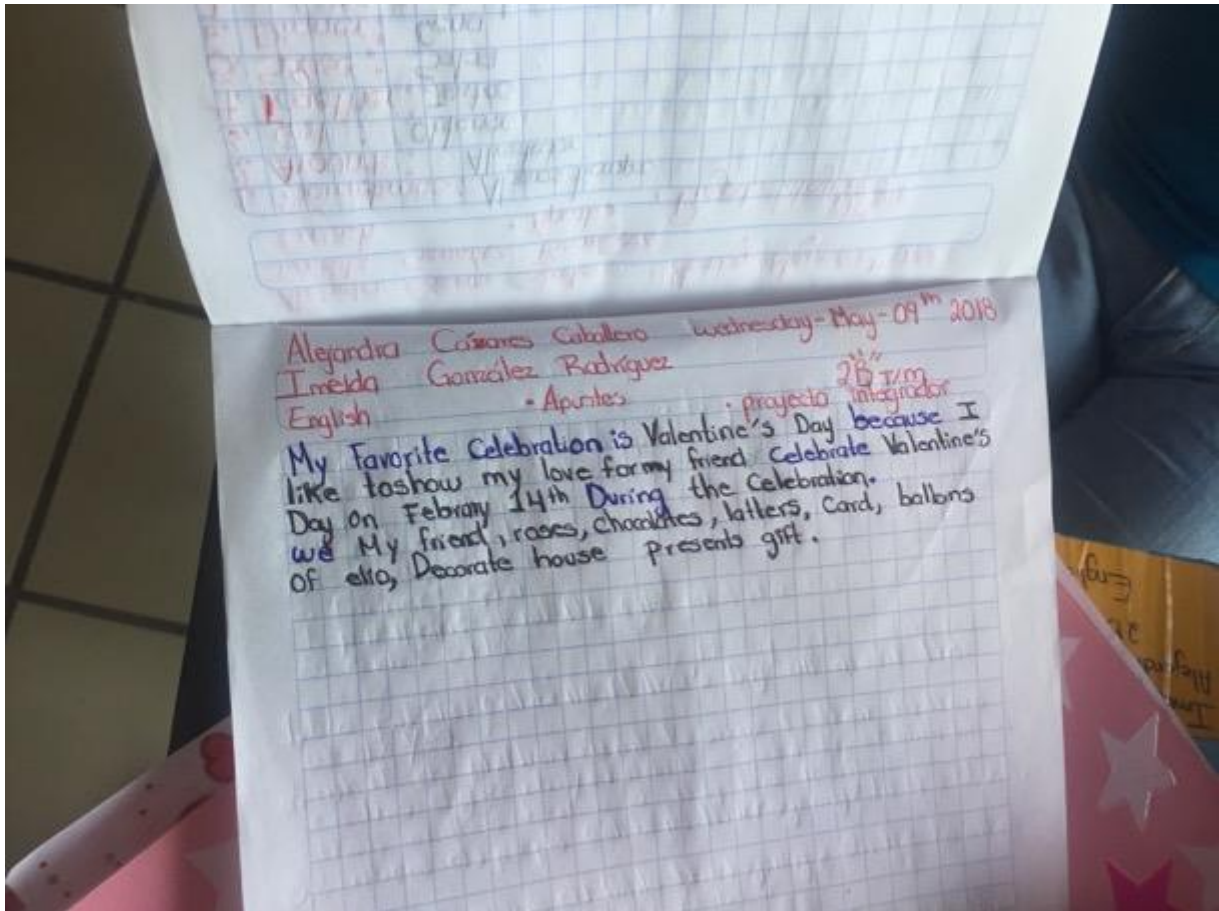
## The Brainstorming for writing process

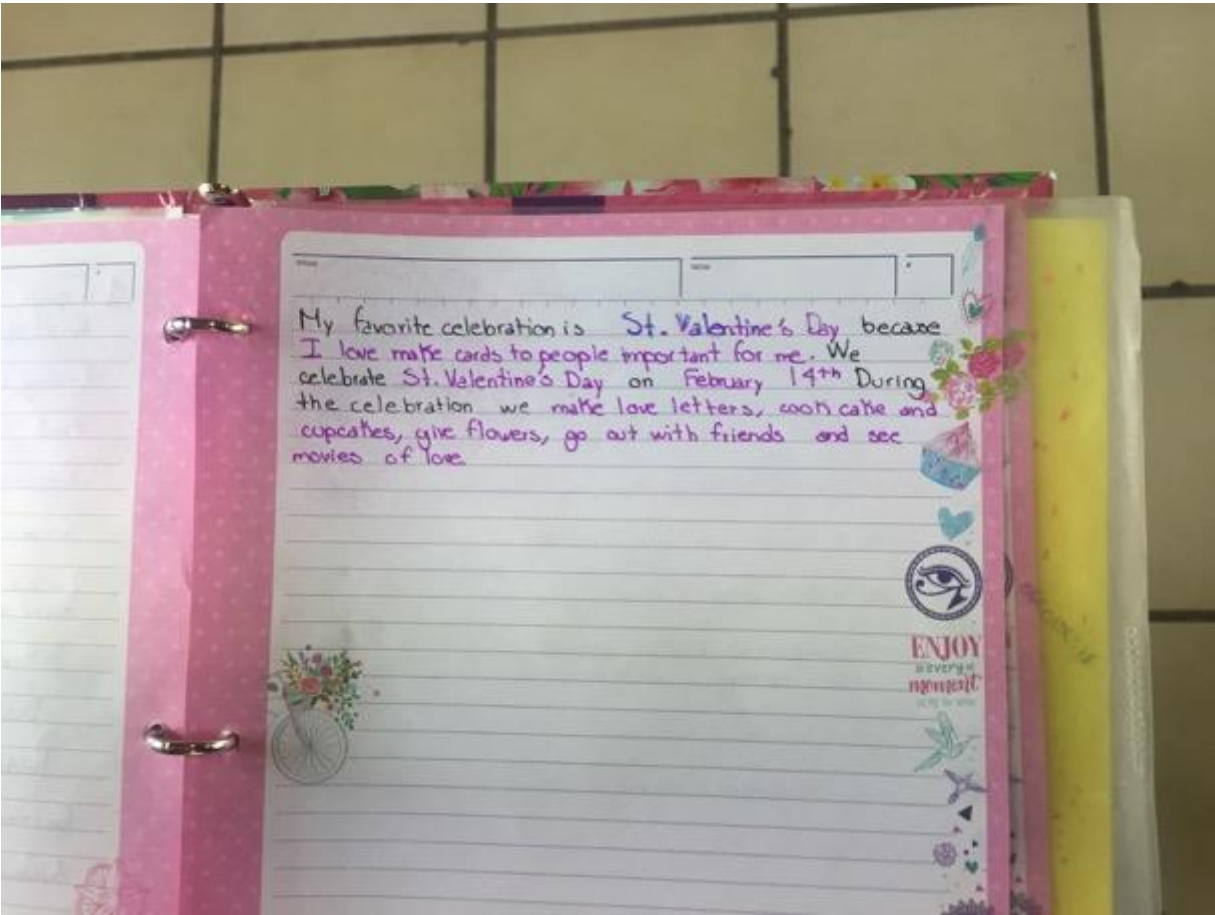


## Students' production in the writing process



First draft





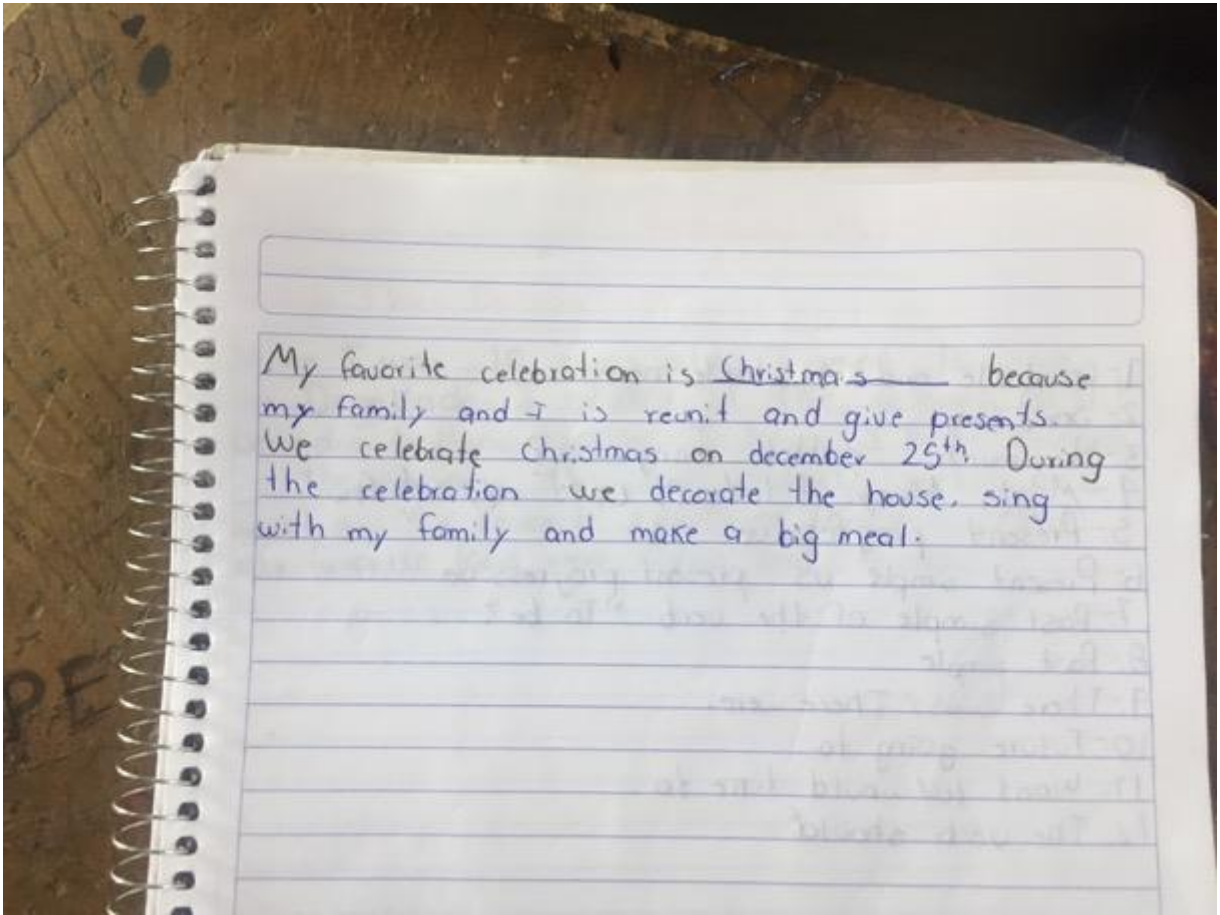
My favorite celebration is St. Valentine's Day because I love make cards to people important for me. We celebrate St. Valentine's Day on February 14<sup>th</sup> During the celebration we make love letters, cookies and cupcakes, give flowers, go out with friends and see movies of love.



ENJOY EVERY MOMENT







**Speaking activity.**











**UNIVERSIDAD PEDAGÓGICA NACIONAL**  
**Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera**

DECLARATION

I MARÍA ISABEL ALEJANDRA CAZARES CABALLERO, declare that the following **FINAL PROJECT : Teaching English in an Intercultural Environment** 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.

María Isabel Alejandra Cázares Caballero  
Signature

Date: June 29th, 2018.