



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“Maestro de inglés, facilitador y amigo”

TRABAJO RECEPCIONAL

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

PRESENTA:

ANA YURIDIA MORALES FLORES

ASESOR: ROCIO SALGADO PEREA

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UNIVERSIDAD PEDAGÓGICA NACIONAL

AJUSCO CAMPUS

PROPOSAL FOR EDUCATIONAL INTERVENTION

“English teacher, facilitator and friend”

RECEPTION WORK

**TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE,
ON LINE**

PRESENTS:

ANA YURIDIA MORALES FLORES

ADVISOR: ROCIO SALGADO PEREA

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INTRODUCTION

The Specialization in English Language and Teaching as a Foreign Language (EEAILE in Spanish) was created for those who don't have the English teacher profile as some institutions require it. This specialization was developed to reinforce to those teachers that need the pedagogical skills and knowledge in order to improve their teaching in class.

Through this work you will find many important things. Since the analysis, comparison of the methodologies of some authors, the studies of those methodologies, how they were applied in classroom, the obtained results, until some experiences that improve the teaching practice in the Higher Education School in Huejutla from the Autonomous University from the State of Hidalgo (UAEH in Spanish).

It is known that, as teachers, it is important to know the basis of teaching something new not only the language, it is needed to have the full knowledge; as culture, literature can help to handle the process. If we know about technology or trending strategies can motivate the students to get interest on our classes. That is why is mandatory that we update from different resources, as soon as you advance on this work you will find the methodology proposed by the Autonomous University of the Hidalgo State which is based on the Kolb's methodology model. Four steps that allows us to carry the second learners in the English classes and can be applied to other languages or I dare to say that can be applied to another subjects. It is just about to analyze concepts and the content of each assignment.

To sum up, the objective of this work is illustrate the information to understand how students acquire the language and the different ways to facilitate them the information without forcing them to learn something that they probably didn't want to know, in that way we can encourage them in a friendly way to immerse their interest into something that I call the "dream world" because as we know demanding jobs require second language speakers.

CHAPTER I: PHILOSOPHY AND THEORY

To begin with, Higher Education School in Huejutla from the Autonomous University from the State of Hidalgo (UAEH in future) is located at the north of the Hidalgo State in the City of Huejutla de Reyes, it is divided in high school and college. The first one with more than 600 students and college with more than 1400. Currently more than 2000 students are enrolled there.

The teaching practice in Huejutla was not valued by students because they did not believe in the fact to get good job opportunities as the most part of them are from indigenous areas and their mother tongue is Náhuatl. They only thought about finishing school and work in any place where English was not a requirement. There were almost no possibilities for an exchange in schools.

After a revolution to come a quality school and get international recognition, the UAEH started to certificate some of their professors in different competences: TIC, Researching Methodology, etc. and English teachers were included. Then they provided to our school goods. For instance, smartboards, smart TV's. Every classroom has air conditioner, the entire school has free internet Wi-Fi, also, there is a Self-Access Center especially for English where students can go to practice the language.

However, English teachers were needing something else to reinforce their teaching practice. Even though we got some international certifications, the most important thing was missed: Pedagogical tools and methodology, so, "hands to work!" as we say in Spanish.

The EEAIL has had a great impact in the teaching practice, teachers are learning something new every day. After studying the specialization my classes have been very productive because as time went by students in Higher Education School in Huejutla have been talking in the classroom using the target language. It has been a good opportunity to continue improving and becoming a better English teacher I, feel more confident when I have to evaluate my students and assess them in the different competences and apply and comprehend how a teaching methodology works it has been easier than before as now I finally realized that we can use more than one and mix theories for application is a good option.

1.01 TEACHING IDENTITY AND PHILOSOPHY

First of all, I always start my classes with a quote created by myself “English language can open doors to you everywhere. If I want to master the language, I should practice. So, let’s start”. In that way I insert the idea on my student’s mind. Be flexible and polite is my flag. Before the specialization I thought that teaching was: “staying in front of the group and speak English”, my lesson plans were following my understanding and I did not use to think about if my classes were good for my students.

However, all my students are different and I have to adapt my classes to each programs. For instance, in my work place there are many indigenous students, they don't use to believe that they can go abroad. So that, I remembered that I felt in love with the language because I started to being in touch with foreigners, my attention increased when finally, I meet the culture, when the world shows me the opportunities to do lots of things If we domain a second language. Then, I wondered to myself. How can I bring all those things to my students? What could happen if they see the things that I saw? And suddenly Dell came to my mind with the theory of the cultural context.

“Language needed to be studied as a social phenomenon”. (Koffman, 2008)

As Koffman mentioned in her article in the Red magazine in winter of 2008 that Dell insisted, embedded in cultural context, rather than as a self-sufficient, isolated grammatical system. I have different ways to involve my students in the English learning process, the most that I enjoy is the next: when I worked in a Guadalajara’s enterprise I made lots of friends from different parts of the world once that they knew that I became a teacher they just felt happy and I request them some help. For instance, once per year they send some souvenirs from they are, then I agree with one of all, to have a video conference in order to make a conversation, I invite to all my students to participate. For those who interact and finish some tasks I gift one of the souvenirs.

I try to arrange this kind of activities once per semester or year due to different circumstances but as time went by my student feel exited to participate and they feel curiosity to learn another language. As soon as they realize that being in touch with a foreigner it worth they just feel engage with the subject.

1.02 THEORY UNDERLYING YOUR TEACHING PRACTICE IDENTITY

(Halliday, 1973) states in his book "Learning how to mean: explorations in the development of language explorations in the functions of language". I had direct interaction with foreigners and I learned in a natural way with the "social-international nature". However, once I started to study in the school my learning process was a kind of difficult because the written words were very different as the pronunciation. There is when teacher's role became fundamental to reach the language objectives in the school.

(Harrison & Killion, 2013) Defined the teacher's role with a wide range of roles to support school and student success. These roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

On the other hand, it is hardly to accept that only using different kind of strategies are not enough to reach all our objectives as teachers. Nowadays, we must think about all the competences that students are developing apart from the skills, as the use of technology, critical thoughts, collaborative leadership and creativity. Because we have to innovate the strategies proposed by linguistics as HYMES, develop lot of material and that takes too much time.

However, if you enjoy teaching and is definitely what you want to do for the rest of your life you must keep in mind that time is nothing.

As a final experience and I will be honest, I did not expect so much maturity on the part of my students since many times they do not pay attention to the tasks, for different situations or problems that have their minds occupied because it is been difficult for them to adapt to the new place of study and system. I learned to be kind as a teacher, to do not make them feel bad if they made mistakes. So that is why they showed great respect and attentiveness, and they emphasized to me that Everything was due to the way I was heading towards them during the activities.

I always try to be cordial and not exalt myself, no matter how noisy or mischievous they are, I dress from their youth, and I put myself at their level without them feeling bad or intimidated, and that has worked perfectly until now.

Learning to apply the speaking model by Hymes was a wonderful experience. For instance, when they finally realized that were learning English and when they could speak by themselves to emit a message I could not avoid feeling happy for them. As time goes ahead in the specialization I could learn that I have been practicing with some strategies but I did not know the name. Now surely I will feel confidence on the time that I teach future lessons. My students told me that they see me different in class. Even when I have taught English since 2012.

As a result, Hyme's communicative model helps to relate difficult words in English and I did not realize how to teach this kind of vocabulary until now.

1.02.1 Theoretical perspectives

The specialization has been very useful for me in order to improve my teaching practice because I didn't know the exactly name of the methods. For instance, we have an exclusively methodology called "Make It Real" but inside that we follow 4 steps in which some steps are followed to achieve our communicative language approaches. However, I thought that they were only techniques for pedagogical purposes.

1.02.2 Communicative approach

I would like to emphasize the only methodology that I knew because I used as a student was grammar translation, I used until I studied my master degree five years ago, because I found new techniques that helped me to understand better the English and I tried to apply them in my classes one of them was the communicative language teaching.

"Methods serve as a foil for reflection that can aid teacher in bringing to conscious awareness the thinking that underlies their actions" (Larsen-Freeman, 2000).

I would say that the best methodology in my teaching practice are Communicative language teaching as they can relate the phrases with a printed card and the other is and then the Direct method for almost all the levels. I have tried with some strategies about translation with

indigenous students but I always try to use the direct method to make them feel comfortable with the language. Analyzing deeply the helpful method to improve my teaching practice would be audiolingual method in order to improve their teaching.

There are highly meaningful aspects in my teaching practice. As in our institution we have as main approach the communicative language. So that, we focus on developing the abilities in order to master the language and they can get a good level in TOEFL test. Due that this is a requirement to get the degree at the end of their studies.

1.02.3 Task based approach

In my personal point of view, when I read this chapter I found some similarities with the teaching cycle of my work place until I studied the Kolb's model. I have to accept that it was a kind of disappointment for me realize the fact of the "MIR methodology" (it is explained in the next pages) was a remastered model taken from Kolb's one. Because as I didn't study the LELI school (English Language Teaching school in Spanish) I didn't know that methodologies had a certain name.

All in all, I found useful the task based approach for higher education. For instance, a Master or Ph.D. students. At least in my experience, as I mentioned before I studied a master degree before and all my projects where in English and analyzing the image below some similarities came to my mind with my researching on that moment.



Image 1. Teaching cycle. Retrieved from: eaiile.cealupn.net/mod/book/view.php?id=1375&chapterid=3148

For instance, the teacher gave us the instructions by giving us examples and reading some chapter from our books. Then he/she explained the task, we planned how to develop (we made all the organization development) meanwhile they followed all the process and, finally we send the report or the final essay. Also, this methodology was very useful for me when I was preparing my material to get the B1 grade in the Trinity College London. That is why I mentioned that in my opinion this model it may be applied for higher level students.

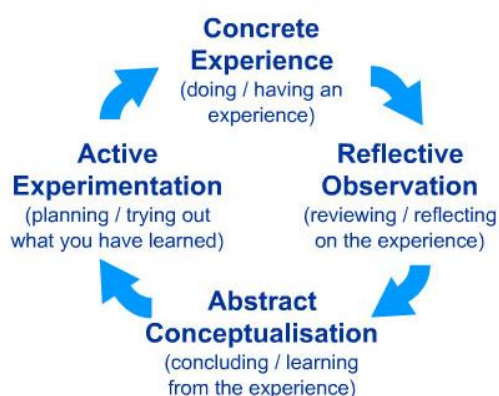
Reviewing these concepts, I understand that me as facilitator of the language need to improve my strategies frequently. As I have different groups in many areas and all students are from indigenous areas sometimes it is difficult to achieve my objectives completely. I could understand that is not only about to follow one methodology but we can adapt the method with a proper strategy in order to facilitate the learning process to our students.

In my case the importance of master the language in our university is high priority as they could not get the degree if they don't reach the B1 level according to Common European Framework of Reference (CEFR). So that, I have to find the best way to teach them.

1.02.4 Kolb's model of Experimental learning

"Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984).

As the Kolb's model is concerned with the learner's internal cognitive processes he created the four stages experimental learning model in which actually my work place is based it, with some modifications in order to make the model methodology exclusively for the UAEH students. Let's take a look to what I am trying to say.



- 1. Concrete Experience** - (a new experience or situation is encountered, or a reinterpretation of existing experience).
- 2. Reflective Observation of the New Experience** - (of particular importance are any inconsistencies between experience and understanding).
- 3. Abstract Conceptualization** (reflection gives rise to a new idea, or a modification of an existing abstract concept The person has learned from their experience).
- 4. Active Experimentation** (the learner applies their idea(s) to the world around them to see what happens).

Image 2. Kolb's experiential learning cycle retrieved from: <https://www.simplypsychology.org/learning-kolb.html>

For instance, my classes are designed following the four steps teaching cycle proposed by Centro de Lenguas from the UAEH. As a matter of fact, this methodology is focused in the language acquisition as natural as possible, guaranteeing to develop the four skills (Reading, writing, listening and speaking) in the student if we follow the process very well, in the following image you can find the four steps to be followed. (Dirección Universitaria de Idiomas, 2013)

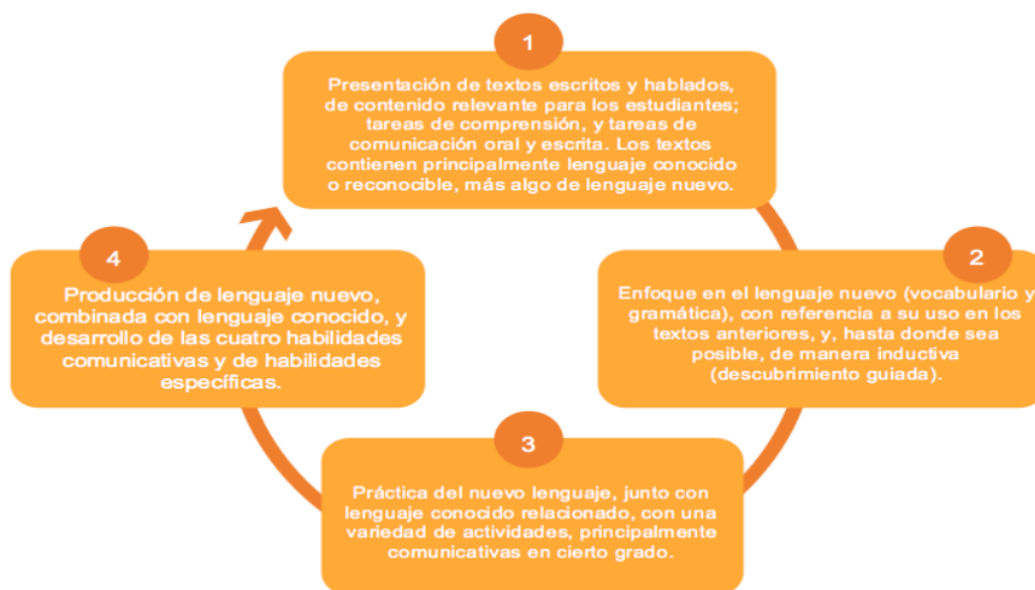


Image 3: 1.- Authentic language immersion, 2.- Focus on language, 3.- Practice in context and 4.- Meaningful language use.

On the other hand, this process was supported with the edition of six books called Make It Real! by Paul Davies, he is a linguistic expert who designed the text books from: A1 o B1 (one for each semester) they are synchronizing with our educative program, it contains access to a platform called MIR too and is exclusively for UAEH community.



Image 4. retrieved from:

https://www.uaeh.edu.mx/adminyserv/gesuniv/div_docencia/dui/imagenes/carpeta_ingles.pdf

During the whole class English is used as the lingua franca in order to encourage students to the use of this language. Even when some of them didn't understand the full phrases I noticed that they just followed to their classmates and imitates them in order to follow the instructions.

Something that it was hard to follow by the most part of the students was the input of the video, as it was the first activity students just missed. However, the facilitator repeated the instructions by making some movements with the hands and when some of them finally understand the others just imitated until reach the activity. See the appendix number 1. Example of MIR lesson plan by UAEH.

CHAPTER II: METHODOLOGY AND PRACTICE

Generally speaking, the problems in our country with the teaching of English are largely due to the lack of support for English teachers. I believe that, just as it is invested for cultural or sports programs, we should support English programs, invest a little more in technology or preparation courses to go abroad. From my point of view, it is very good that students are supported with many scholarships so that they leave for exchange, but when a teacher lives that experience their attitude and way of seeing things with the language changes completely,

I had the opportunity to travel around the world thanks to my previous work, that is why I fell in love with English, however, nowadays it is more difficult for the government to invest in these types of programs. For example, they give higher priority to a high-level research teacher, and it is not wrong, since they work for that, but it should be the same possibility for a language teacher.

For us to reach our goal in teaching English we also need motivation and not only from us as teachers but from the abroad offers that get out of hand to the students. Knowing that they can get better salaries if they learn a second language would be very useful and that begins when they are allowed to stay abroad for them to live that experience and then they can believe the great things they will achieve if they reach a certain level of English.

2.01 A PRACTICAL AND USEFUL LESSON PLAN

(Scovel, 1998) stated, "comprehension is not an absolute state where language users either fully comprehend or are left completely in the dark" (p. 59). Rather, comprehension involves an active, dynamic, and growing process of searching for interrelationships in a text. (Yang, 2002) Since, technology reached the educational market, learn a language became easier than before. However, the students just learn the Basic English or in an informal way they didn't reach the expected levels and it was because teachers didn't know about the real process that we should follow to improve the weaknesses.

During the learning process of English (in my own experience) I found that reading is the base for almost all, and that includes English. But, how can we get guaranty of a real learning process? Firstly, as teachers must be clear that we can just come to the class and expect that students understand everything because that may cause frustration and some negative mood during the course. That is why it is very important to have clearly understood how the interactive models process work, as the researchers argued that Bottom-up, Top-bottom and the Interactive Instructional Approaches for Reading work. Since those three processed work better if the teacher applies them during the activities.

For instance, bottom-up form small words into a sentence and students start to acquire an idea of the message, top-bottom depends on the previous material showed to have an idea of the format that the student should develop and finally the interactive instructional helps to comprehend from small to big text putting together the meaning of the same.

To begin with as teacher, I consider my student's level in order to determinate the kind of material to be used. The schemata knowledge is very important. For instance, as my state is a place rich of culture, our workbook content has lots of readings regarding our state. Give them related words to make the skimming and scanning very easy at the time to read. Making a good planning of the lesson and taking into account important facts as the context, cultural knowledge, and topics of interest for the students may help to strength this skill. In my experience readings books, some study cases, were very useful to develop other skills because I increased my vocabulary and it was easy for me write or even listen.

Use reading depending of the level of the students; we cannot demand I mean that contain illustrations related to the content or something like that.

- Firstly, determinate the reading objective.
- Secondly, give a warm up about the reading (by showing a kind of video in order to immerse the student to the reading content) would be helpful to active the student's schemata.
- Then the main reading.
- Finally, make some exercises related to the content.

For my reading and writing exercises I gave to students a brief immersion into the vocabulary, thus activating the formal schemata and content through videos that contained support material such as vocabulary. After that they made use of the linguistic schemata and thus the reading that would be worked on in the book was easy to understand, thus answering the questions framed in the book.

The slogan that says "the dictionary as a last resort to review" is how my class starts. I do not deny the idea that the dictionary is part of traditionalist English teaching. However, if they were not indispensable, they would simply no longer exist. For the learning of new vocabulary in my place of work we handle the step "Focusing on language" itself in which the students perform different exercises where through the bottom-up and bottom-down manages to capture the main message to be treated in any exercise.

However, with high level students in English new vocabulary is discovered and that is where the basic teaching - learning tool makes an appearance; "the bilingual dictionary". This is one of the most tedious part as teacher may have. Because, find or create the material that catch the attention of students is really hard, even when we have technology students are very skilled and we need to be double skilled in order to make the learning process easy.

The internet is everywhere. However, making use of technology could be somewhat vicious to the degree that we do not realize when the time has passed and we continue to surf the net. Although on the other hand, with the growing globalization and the demand of the student exchanges in the institutions, the cultural scope acquired such a great power over the sports environment.

Culture, like reading, translates the human mind to unexpected places where there are no borders that separate human beings. In this small section we will analyze everything that concerns the learning of English through culture. For example, if a student wants to go to an exchange to a place like London, first he must investigate, what places are appropriate to live, and then go to know everything about the customs and traditions of the place he goes to.

Today we have applications that allow you to live a place digitally and with relevant data so that whoever has the necessary information about the place you will visit. I have always

believed that in order to make a student fall in love with a foreign language, we must take culture as a reference.

Interactive websites are those that are at the forefront of teaching English and today the new generations of students were born in the millennium of technology preferring interactive software that allows them to read, seeing images and even solving the problem. Exercise in an easy way and without so much difficulty. Work with the website called "English in levels" is being useful, because it handles audios, videos, reading and reading comprehension exercises and grammar. On the platform we are told about the Star Fall website where learning English for children of a certain age could work.

There is a wide kind of exercises that we can develop for reading practice. Starting with, inferring as true and false, skimming and scanning through a questionnaire and grammar by reading first and then filling the gaps.

Regarding (Hyland, 2006) ideas, as learner I have used the *language structure* I could say that it was the first that I used as a learner because I noticed by the sequence of the writing approach. My teachers, firstly, showed us a text in order to know the patterns, then, with the help of some exercises we practiced the vocabulary, after that we wrote examples following the model showed by the teacher and finally we were writing a text. It worked for me because I felt that I was learning to write.

To work with my students, is a process in which students can go step by step developing their writing ability, we just need to make a good lesson plan in order to comprise all the points. Another approach which may help is cartoon strip genre especially with kids or younger L2 students as they enjoy cartons having role plays as products in that way they can be creative and can play with the language.

Creative expression may not work or probably won't have the expected result for basic Mexican English students as this approach is used more for higher level students, on those levels they can make inferences or scanning process is easier than for basic students who are starting to develop their skills.

Before the specialization, I used to teach first the grammar to improve writing and reading (or at least that is what I believed) but I didn't know that some skills feed the others and the sequence has an importance that reflects as classes goes by. So that, in order to answer the questions on the above paragraph, I have designed the following diagram with a brief explanation of the importance of listening skill according to my experience and the gotten knowledge from the specialty.

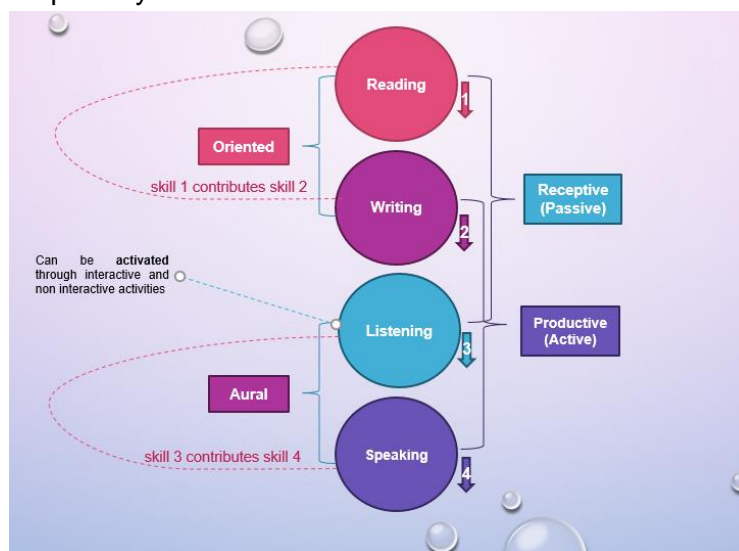


Image 1. "The sequence of four skills in English" by Ana Morales

Characteristics of the speaker and the listener as well as the listening processes.

(H Jones, 2015) says that "The better way to understand English is to listen frequently".

As facilitators of the language we are the main source of the material for listening and the best way to start is keeping English as the principal language for the class. So that, we need to be careful and analyze our students before providing any resource to practice and avoiding frustration or some native result.

For instance, in lower level students I use to speak slowly and provide them audios with basic vocabulary and as soon we advance on the program I use to increase the speed on speaking in order for them to catch the listening that activates their perception of the language.

In addition, I personally think that "motivation" is without doubt important. Our students must feel comfortable and capable to understand. My students use to say "I don't know Miss, I'm

probably wrong”. So then, I encourage them to think “I want to check if I am right Miss, Can I?”. Making that kind of switch in their minds has helped to make them feel secure.

Listening skill takes time and is one of the most difficult to develop on L2 students. That is why we need to take into account the importance of strategies to improve this skill. First of all, we need to know our students (their level), in order to create material and choose the best strategies for them. Bottom up and Top bottom are the main character in this place.

For instance, using cognitive and meta cognitive strategies; If we are teaching about the weather give previous vocabulary in images or videos related to weather it is useful in that way we are working with the bottom up techniques. After that, activate the top bottom checking how much they know about the weather, making questions as “Do you know how to ask about the weather?” at the same time that you are showing them clues of the structure of the question and practicing the pronunciation.

Nevertheless, frustration is unavoidable if the top bottom or bottom up activities aren't appropriate to the level to work with. As teachers we need to be flexible and open. Because some teachers expect more from students and tend to be strict. Last year, I went to a congress in Pachuca city called “CIL 2019” and one of the speakers called my attention because he mentioned that using the real world (referring to daily vocabulary) shall improve the listening among the others skills. However, we need to adapt only for certain skills (as listening and speaking) because if I am preparing to a student for a TOEFL test the daily language may not help.

(Richards, 2008), argues that we need to consider some of the characteristics of spoken discourse and the special problems it poses for listeners. Once a student told me that for him it does not have sense to learn formal or academic English due to he knew that foreigners don't use it, they use colloquial or some idiomatic terms to speak and hence to listen. He was right. However, I decided to explain by giving the example of a TOEFL test or an international certification to get a scholarship, in both cases formal/academic English is necessary and for better job opportunities too. So, he decided to follow the program in order to improve his language. The point here is that colloquial language and redundancy are some difficulties on

the time to teach listening specially in basic level students. Although, we can use them an advantage to improve these skills and I explain that ahead.

To illustrate, When I am planning my class I try to take my student's place and think about "what are my expectations of English" as they have different ways to see life they have different expectations and If I think similar to them we create an interpersonal connection as confidence.

I consider that is important to take into account explaining the goals of the listening practice. Why is important? They need to understand that. Another important thing is suggesting activities according to their level.

If we think in authentic material is similar to use Reallia to improve the speaking skill, some pages recommend to use videos, songs, movies, fragments of famous series, and I would like to add podcast, I found those material very useful to improve listening practice for future speaking. Youtube is considered the father of tutorials, as we can find a plenty of material to download and use as strategy to teaching listening.

To sum up, taking advantage of technology is the best option that we could do as teachers, is not to try to be trendy or something like that. Current students prefer an electronic device rather than a piece of paper. However, keep in mind that not all schools are allowed or privileged with internet or computers at least and some colleagues need to continue with traditional teaching strategies.

In the following six pages you will find the lesson plan applied to groups of students from the Higher Education School of Huejutla from the UAEH. In which all the acquired knowledge during the specialization was included. By the end of the application only the teletandem session was cancelled due failures with electricity and network instead of that students recorded a video with a conversation.

2.01.1 Lesson plan applied in the Higher Education School of Huejutla from the UAEH

Group. 10 students from 17 – 20 years old with basic English, 15 of them are from indigenous areas and they haven't taken an English class before until they reach the college school.

Lesson plan identification cell.	
Author	Ana Yuridia Morales Flores
Educational stage	Major school
Title of your Lesson plan	Expresar planes futuros
Learning Objective of the plan/Competency	<p>Learning objectives:</p> <p>To develop communicative competence as the main goal of the English class.</p> <p>To develop student's awareness of the importance of English in their studies and future professions.</p> <p>To build student's confidence in their ability to communicate in simple English, receptively and productively.</p> <p>To provide students with vocabulary to communicate about different countries and about their own lives in the past, the present and the future.</p> <p>To strengthen student's ability to talk about the present and future (going to).</p> <p>Competency (intercultural) objective:</p> <p>Firstly, study about another country and places in order to know their way of life and culture.</p>

	<p>Secondly, to enhance students to go for an exchange by imagine how the experience is going to be like if they go abroad. In order to they feel motivate and guide them during this process once they are able to request an exchange.</p> <p>Finally, speak with a foreigner by a Teletandem session.</p>
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	Introduction of the topic.
Functions	<p>Talking about planned or probable development of countries (India as an example).</p> <p>Talking about personal plans and projects (exchanges or getting a job in future).</p> <p>Talking about one' s own life, future.</p>
Main Grammar structure	Going to for the future
Other Grammar structures	Present progressive, simple present and simple past.
Brief description of the plan	I have chosen India because I went there a couple of years ago and when I shared my experience with my students they were very interested on this place. So that, we agree to study more about Indian culture, location, etc.
Hours of the plan implementation	5 to 6 hours
Number of sessions	6 sessions of 50 minutes each one.
Contents required for the lesson	<p>Reading about developed countries (India in this case).</p> <p>Listening about exchange students' activities.</p>

	Speaking about Mexican culture (explaining to a foreigner). Writing about “How your experience is going be like if you go for an exchange to another country”
Link of the content	https://drive.google.com/drive/u/0/folders/1FfoMgrYEaAlqYjohkI4dPa0zwPEAxtPi
EEAILE tutor on line	Rocío Salgado Perea

1. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Teacher requests students to investigate about India, culture, economy, infrastructure, geography, languages, etc. and how to use “going to” for future (as we are trying to enhance the autonomy on our students, we request to explore topic by their own in order to they create a general idea about we are going to study in the next class).	Students research on the web about the different points mentioned by the teacher, regarding India and the use of going to for future.	0
Set the objective or	Teacher shows the learning	Students read the learning purposes	1

competencies of the lesson	purposes of the lesson and ask students read carefully.	of the lesson, clear doubts and express opinions briefly.	
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2. Communicative skills development.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction *In my workplace we call this stage as "Natural language immersion"	->Teacher shows a table called "What else you found about India", request them to draw it in their notebooks and fill it. -> <u>Task 1.</u> Teacher gives copies of a reading called "How is India going to be like soon?" and request them to underline the phrases with "going to". See the appendix 2.	Students read the information and proceed to fill the table, then they check in pairs. Students follow the instructions, they read the text and underline the phrases with "going to".	An image. Draw in the notebook. Reading notes about the phrases "going to"	1	Completing the table in their notebook. Underlining all the phrases mentioned.
Information processing activity	->Teacher ask questions about the uses of "going to" in order to verify if they did the homework. And to explain them the grammar	Students read the exercises and proceed to answer	Webpage	1	Notes on the notebook

Grammar Focus *In my workplace we call this stage as "Focus on language"	and structure to work with. ->Teacher connect the computer to the web and shows some exercises in the link below. https://agendaweb.org/exercises/verbs/going-to-write-2 to activate their schemata.	them in their notebooks. At the end the webpage provides the answer in order to check.	Notes.		Completing the exercises.
Information processing activity 1st practice *In my workplace we call this stage as "Practice in context"	-> <u>Task 2.</u> Teacher request to students read the text from task 1 again and classify the statements from the image showed on the wall as T (true) or F (false). Once they finish they have to justify their answers. See the appendix 3.	Students read again and complete the exercise. They write the justification in their notebooks.	Text given by the teacher and notes in their notebook.	1	Answering T or F correctly. Justifying their previous answers.
Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice	The teacher gives few minutes to talk in pairs	Students work in pairs	Notes	2	Collaborative

<p>*In my workplace we call this stage as "Practice in context"</p>	<p>about the previous class based on the following questions. For instance, what do they remember about the reading? How much interesting the reading was? and to share their justifications for the statements, it was easy? What other thing they know about India?</p> <p>The teacher monitors all the students, by taking notes about the cached mistakes to give a feedback once the activity has finished.</p>	<p>sharing the answers with their classmates.</p>	<p>from the previous class.</p>		<p>work, with good attitude and discipline.</p>
<p>2nd practice or Social interaction *In my workplace we call this stage as "Practice in context"</p>	<p><u>Task 3.</u> A1.2 Make it real professional book. Page 34. Section B exercises 1 and 2.</p> <p>Teacher asks to their students to open their books on page 34. She explains the activity to develop and prepare (mentally) the students to work with audios from foreigners. See appendix 4.</p>	<p>Students follow the instructions. Review the written instructions and follow the audio which repeats the same from the book. On that way they can match the written words with the audio.</p>	<p>Notes in their book</p>	<p>2</p>	<p>Finishing the provided exercises correctly</p>
<p>Writing</p>					

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>2nd practice or Social interaction</p> <p>*In my workplace we call this stage as “Meaningful language use” the last stage that completes the methodology that we work with.</p>	<p>Teacher write on the wall the following instructions:</p> <p><u>Task 4.</u> Write a paragraph about “How your experience is going to be like if you apply for an exchange to another country (India)?”</p> <p>*Include the activities that would you like to do.</p> <p>Places to visit.</p> <p>Food to eat. Don't forget to use discourse markers.</p> <p>You can check the information founded from your first investigation.</p> <p>50 – 60 words.</p> <p>Once they finish, the teacher aske them interchange the notebooks in order to check other writing and make observations (as a peer evaluation). See the images in the appendixes.</p>	<p>Students proceed to write the text in their notebooks.</p> <p>As support material they use their findings from the web and a dictionary.</p>	<p>Writing in their notebook.</p> <p>Notes from the web.</p>	<p>3</p> <p>4</p>	<p>Completing the writing text and observations to a partner.</p>

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
2nd practice or Social interaction *In my workplace we call this stage as “Meaningful language use” the last stage that completes the methodology that we work with.	<p>The teacher shows the instructions below:</p> <p>-><u>Task 5</u>. Imagine that you are receiving a friend from another country. See the appendix 5.</p> <p>Tell him/her about Mexican culture, follow the form given as a support to talk about different points.</p> <p>They will apply the speaking performance by a Teletandem session.</p>	Students analyze the form and proceed to develop their speaking performance.	Form filled with note for the speaking.	4	Developing their speaking performance by a teletandem session.
				5	
Summary [Describe how you summarize what was presented on the lesson]	Teacher provide feedbacks of writing and speaking performance. And clear doubts.	Students clear doubts from their feedbacks in order to improve the next performances		6	Students participation.

3. Intercultural component where oral & written communication is the focus, the teacher will insert the intercultural component, based on the experience with a foreigner friend or the experience of an exchange.

4. Evaluation As all the methodology process is based on competences, the evaluation assess is based on rubrics.

5. Conclusion The conclusion will be done in two parts, on from the student's reflections on how they learned, how they felt, how they will apply what they learned and the other from teacher experience on the way of student's advance.

Follow up activities At the end of the reviews and feedbacks, students will create a portfolio with all products properly corrected.

2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS

It is important to highlight the next, as I mentioned in few topics back, the most part of my students are from indigenous areas. Amazingly, 30% percent of those students haven't taken an English class before due that they come from a system called telesecudarias or telebachillerato and the English learning process is almost null. Then, my teaching process is being a kind of slow as I have to adapt my classes to the different levels they have. I have to mention that there is not an excuse to stop on my English practice but it is very difficult achieve the level as the group have to be patient in those cases.

Summarizing:

Firstly, my role as a teacher for special cases starts as counselor, in that way I can give them advices and some psychology work to help them to feel confidence facing the English classes.

After that, I became a curriculum developer because some modifications are needed to my classes in order to adapt it to all different students' levels which I work very closely with the role as material developer.

Finally, in my teaching context I work in the role of researcher as I teach in different areas I have to adapt the material for each one. For instance, in nursing area I develop some material with nursing vocabulary, in Management area I prepare a class called "The principles of managements" and they feel interested in my classes because they notice that I have the proper knowledge not only to teach English but another area too. In my own experience since I started to change my behavior and lifestyle (I started a diet and lost some weight) my students started to follow me.

In order to evaluate and assess their skills I have designed some rubrics, in order to provide them a feedback first and then the proper number of their activity, in the topic 2.04 you will find the developed rubrics.

2.03 ATTACHED EVIDENCES OF (GRAPHICS, PHOTOS, IMAGES)

Here you will find some images about the developed activities.

Evidences for Reading development



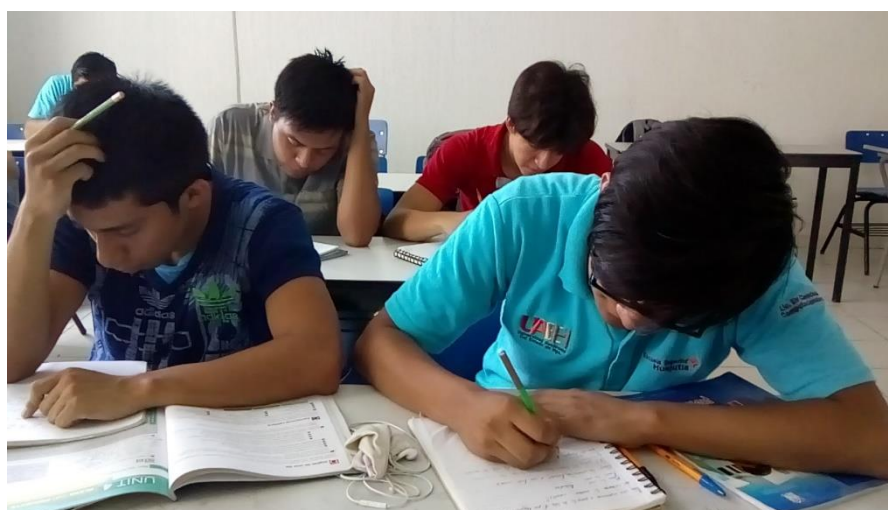
Evidences for writing development



Evidences for Speaking development



More evidences from the classroom in where students are analyzing the model to develop the speaking performance.



2.04 SHOW EVIDENCES OF YOUR DESIGNED TOOL TO ASSESS YOUR STUDENTS

As facilitators of the language we should know about everything about it. Implement intercultural knowledge in our classes is very useful, because we get their attention and they feel motivating by the idea to travel abroad to know about other people customs.

Following the next statement “The best methods are therefore those supply comprehensible input in low anxiety situations, containing messages that students really want to hear”, (Krashen, Sf) I found interesting to design this final project, as students find attractive to interact in a real context with a foreigner. However, they didn't have the opportunity at the moment to develop the activities for this project but, they feel anxious to do it the next semester. Meanwhile, here you can find the rubrics designed to assess their performances.

2.04.1 Rubric for writing

Purpose/objective of the task: To measure students' ability to show writing improvement.					
Task completion: refers to the completion of the task using the amount of words given.	4 Candidate's piece of writing fulfills the 50 – 60 words requirement, allowing 10% more or less than the requirement, considering the aspect asked.	3 Candidate exceeds more than 10% above or less than the word requirement; (more than 10 words above or less than), using partially aspect asked.	2 Candidate writes only about 30 words. He/She partially describes the aspect required; difficulties in describing the task with some errors that affect clarity in expressions, and comprehension for the reader.	1 Candidate writes less than 20 words. He/She does not describe the aspect required; a lot of difficulties in describing the tasks with many noticeable errors that affect clarity in expressions.	0 Candidate is unable to describe any of the tasks or He/she shows irrelevant or illegible response to the task.
Language use:		3 Few	2 Minor errors (3	1 Very	0 Errors in the

<p>refers to grammar, vocabulary, spelling mistakes and register.</p>		<p>noticeable errors (2 maximum) of grammar, spelling and use of vocabulary according to the task.</p>	<p>maximum) in the structure of the language and spelling to describe the tasks and use of appropriate terms or chunks of language, however, does not interfere with comprehension.</p>	<p>noticeable error (more than 3) in the structure of the language and spelling to describe the tasks and use of inappropriate terms or chunks of language, that impairs comprehension. Reader often has to rely on own interpretation.</p>	<p>structure of the language to describe the tasks are so severe and extreme lack of vocabulary that make comprehension virtually impossible.</p>
<p>Communicative quality: refers to ease of communication, style and organization.</p>		<p>3 The writing displays an ability to communicate without causing the reader any difficulties as well as completely logical organizational structure.</p>	<p>2 The writing displays an ability to communicate with few difficulties for the reader as well as appropriate logical organizational structure.</p>	<p>1 The writing displays an ability to communicate although there is occasional strain for the reader as well as inappropriate logical organizational structure.</p>	<p>0 The writing displays no ability to communicate and no organizational structure.</p>

2.04.2 Rubric for speaking performance

Purpose/objective of the task: To measure students' ability to a speaking performance.							
Content			Method			Scoring	
Constructs (abilities)/ competencies that will be evaluated*	Operations: Specification of the corresponding test task Performance	Specify language input if necessary	Test Technique	Timing	No. of items	Marking criteria	
						Criteria	Total Marks
Ss can talk about the different cultures from Mexico.	Ss will talk about their culture when he/she travel abroad.	Vocabulary about culture and civilization from Mexico and Mesoamerica.	Discourse, graded by holistic scale of 5 levels. ¹	5 min each student	1 task	Holistic scale of 5 levels	5 marks

0= Poor (P), 1 Level1 = Need to improve (NI), Level 2 = Good (G), Level 3 = Very Good (VG)
Level 4 = Excellent (E)

2.05 AS REQUIRED ON SSIGNMENT 2B, CONCENTRATE ON PERFORMING AND RECORDING THE ACTIVITIES

It is important to mention that the idea of recording the class was very overwhelming. Due to the fact that people from Huejutla is very shy. However, as activities progressed students felt comfortable with the idea of appearing on a video in a platform as youtube. The result is projected on the video in the link below:

<https://www.youtube.com/watch?v=YEu12lcaPHE&t=49s>

If there is any comment or suggestion, do not hesitate to write on the platform.

CHAPTER III. EXPERIENCE REPORT

To sum up, as I mentioned in the forum 1 at the beginning of this module, I consider the below points are necessities if we desire that our students develop attitudes, knowledge, interpretative skills and other aspects of intercultural competence.

Sensitization to make them aware of the new culture to discover.

Awareness: the student gets their perception and discovers that their own culture and certain cultural traits that they believed are not universal.

Relativization: the student is aware of the contextualized character of what he discovers and the characteristics of the communicative situation in which it occurs.

Organization: the student seeks to distinguish organizing principles in the other culture.

Involvement, the student is involved in the discovery of references is built and is able to be placed in relation to other cultures.

In that way we are going to have “full caught students”. Since I started to plan the sessions for this activity my way of view teaching methodology as I used to teach on my own way, and even though I have received courses to improve my teaching practice I have learned plenty of things during this specialization, applying step by step, respecting the times.

I had the opportunity to complete all the activities although we faced some technical issues as the network, the broken cable of the white board, the failed teletandem session. However, a solution was found because we could finish with the planned activities in order to reach the main objectives.

I realize that assess activities during the class might be fun and helpful for the students. In that way, they develop the “notice” skill, they used the conglomerate of information collected during the developing of the activities. At the end my students felt more confident for the process of the final activity and they were ready for the global test in two weeks.

All in all, among the time I have spent studying the UPN specialization, there has been a lot of things that I have learned.

One of the most important things is about that everyone especially an English teacher that can improve the level of the classes and teaching English in different schools.

Another important aspect is to work in teams, and to become an autonomous learner, to manage my time (schedule) and never give up.

I also learned to share with my colleagues what I know and ask if there are any doubts.

Now I have new experiences using ICT's and learning in an online environment.

CHAPTER IV. CONCLUSIONS

Before to take this specialization, I did not have any kind of studies related to the English area and pedagogy, and sometimes my classes were not good enough because I did not include all the necessary things. I omit planning my classes or I did not pay much attention to that point, because I just followed the book.

After to cover the modules and with the tutor's guidelines, I have learned lots of things for improving my techniques. For instance, now I am conscious of some things (issues maybe) about I do I need to carry with. To illustrate, the main predictable problem that I have observed in my students is the lack of attention once the audio is running, sometimes is unconsciously because they are trying to translate to Spanish the audio and they lose the sequence.

The noise that may take place in or out the class, it could be since a sneeze to anything else. Then some useful solutions that I have tried are interactive and non-interactive, firstly activate their schemata practicing with readings in order to they learn the new vocabulary, showing images with the name of difficult words, or playing a song. I use to practice the listening at the end, starting with watching parts of movies, documental with subtitles in English in that way they relate the word with the sound. Playing the audio by showing the script is very useful for basic levels because some of the students didn't have taken an English course before. In my case I try to invite a foreigner to the class or if I know someone who has lived in USA I just arrange a meeting to have a conversational circle (this last is been difficult to arrange but is useful).

After to analyze all those situations and learned how to fix them, my attitude to students is very kind and I always have a smile for them, so that change their perspective because they thought that I was mad all the time. For instance, now they say that I inspire them to take English classes because I transmit love in my teaching practice. Even I modified my lifestyle not only about food, about wearing clothes too.

The environment in classroom is very friendly and positive. In that way students feel engaged with the tasks and that doesn't allow isolated students because they integrate by themselves.

The indicators have increased since I started with the specialty because now I know how to use the material with a proper methodology. It can be said that lots of positive facts have helped to improve my teaching role, my student's role and everything went fine.

However, at the end of this specialization I can say that am able to understand that whatever the circumstances, the students expect the best from us. And that is my engine, at least in my case, my students are very excited to learn another language

and although their levels are very varied I try to improve every day, adapting my classes to everyone, being an English teacher is really a pride and It is for them that I have decided to work tirelessly to give them a good service, but about doing it with a lot of love, because if there is no love in what we do then we are not transmitting the teaching so that they take it away forever since the secret ingredient of the best recipes is precisely the love for our work.

CHAPTER V. APPENDIXES.

Stage	Activity	Class Management	Time	Materials
Language Immersion	The teacher explains to the students about the activity that will take place: Dear students, let watch the video called: "How is the weather like today" and pay attention to the English text on it.	Whole class	2:08 minutes	Video
Focus on language	With a power point presentation students will learn about the context to describe the weather in different places. In each slide there is an image with the name of the weather as "Sun-sunny, cloud-cloudy, snow-snowy, rain-rainy", etc. and the teacher request to repeat.	Whole class	5 minutes	Power point presentation
Practice in context	Teacher says: Open your books in page 26 (and she write the number on the wall in order the students understand in which page they should work). MIR Book A1.1 Pro Pag. 26, exercise 1 and 2. This exercise allows the students to practice with the appropriate vocabulary for the weather, as they will write in pairs, about the weather at the end of the class.	Whole class (Individual work)	10 minutes	MIR Book A1.1
Meaningful language use	Taking advantage from the computers in the laboratory, the students will check through internet the weather from different cities. In order practice the vocabulary.	Whole class (Individual work)	5 minutes	Computers from the Laboratory
	In their notebooks students will write a brief description about the weather in Huejutla at the moment.	Whole class (In pairs)	20 minutes 7 minutes to review	Notebook

Appendix 1. First lesson plan designed for the class, based on the "Make it Real" UAEH model

Task 1. Instructions:

Read the following text about "What is India going to be like very soon?" and underline the phrases with "going to"

What is India going to be like very soon?

Many Indians live in poverty, with malnutrition, disease and illiteracy. But India has one of the world's fastest growing economies, and the government is planning for a radically different India, with most of its population healthy, educated and prosperous. It believes the people themselves – the nation's human resources, Indians – are fundamental for this development and change.

The Planning Commission of India estimates that the population is going to increase from 1.2 billion in 2012 to 1.33 billion in 2020 – an additional 130 million Indians! At the same time, fortunately, the Commission believes the economy is going to grow fast to become No. 3 or 4 in the world by 2020 (after China, USA and, possibly, Japan).

Much of the economic growth is going to be in agriculture. The development of agriculture is vital to feed India's enormous, growing population, and to make India a major food exporter. It should lead to modern, mechanized, prosperous farming communities, but also to a big reduction in rural jobs.

Alternative urban employment should grow fast, in modern industries, infrastructure projects and, especially, services. The service sector in India is enormous compared with other developing countries. It includes information technology, communications, transportation, finance, technical consultancy and tourism. Its future depends on education and the development of human resources, and India is investing heavily in a web-based educational system with high standards. The Planning Commission is convinced that quality education and training of its human resources – its Indian citizens – are going to develop India to its full potential.



Retrieved from:

Davies, P. (2014). *Make it real book A1.2*. Pachuca: Patronato UAEH.

Appendix 2. Reading text "What is India going to be like very soon?"

Task 2. Instructions:

Read the text about "What is India going to be like very soon?" again and classify the statements about T (true) or F (false) and justify your answers.

There aren't any poor people in India now.

India's population is going to increase by about 20% from 2012 to 2020.

India is going to be one of the top four economies of the world.

India's economic future depends on the education and training of its citizens

Employment in rural areas is going to increase.

India's future looks good, but it must solve some serious problems.

Appendix 3. True and False exercise

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