



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

---

---

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**UNA TRAGEDIA EN NOTRE DAME.**

**EL USO DEL PRESENTE CONTINUO PARA DESCRIBIR  
UNA TRAGEDIA ACTUAL**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**CARLOS ALBERTO MEZA MELÉNDEZ**

**TUTOR: ROCÍO SALGADO PEREA**

**GRUPO 03**

**GENERACIÓN EEAILE 7**

**MÉXICO, CIUDAD DE MÉXICO. JUNIO DE 2019**



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

---

---

### **UNIDAD AJUSCO**

# **PROPOSAL FOR EDUCATIONAL INTERVENTION A TRAGEDY AT NOTRE DAME. USING THE PRESENT CONTINUOUS TO DESCRIBE A CURRENT TRAGEDY.**

## **RECEPTION WORK**

**TO OBTAIN THE DIPLOMA OF  
SPECIALIZATION IN ENGLISH TEACHING LANGUAGE AND TEACHING AS A  
FOREING LANGUAGE, ONLINE MODALITY**

**PRESENTS:**

**CARLOS ALBERTO MEZA MELÉNDEZ**

**TUTOR: ROCÍO SALGADO PEREA**

**GROUP 03**

**GENERATION EEAILE 7**

**MEXICO, MEXICO CITY. 29<sup>TH</sup> JUNE, 2019**

## Table of contents

INTRODUCTION .....	1
CHAPTER 1 PHILOSOPHY AND THEORY .....	6
1.01 TEACHING IDENTITY AND PHILOSOPHY .....	6
1.01.01 A personal point of view .....	9
1.02 THEORETICAL FOUNDATIONS .....	11
1.02.01 Concepts for Second Language Acquisition .....	11
1.02.01.01 Differences between acquisition and learning theories .....	11
1.02.01.02 Different Second Language Acquisition Theories .....	12
1.02.01.03 Stephen Krashen’s Hypothesis .....	13
1.02.01.04 Vigotsky’s Zone of Proximal Development .....	14
1.03.01 Michael Byram’s Model of Intercultural Competence .....	15
1.03.02 Theoretical basis about language, language learning, and language teaching .....	17
1.03.03 Theoretical perspectives of the Communicative approach .....	19
1.03.03.01 Kolb’s Experimental Learning Model .....	19
1.03.03.02 Taxonomy of Learning Domains .....	20
CHAPTER 2: METHODOLOGY AND PRACTICE .....	23
2.01 A PRACTICAL AND USEFUL LESSON PLANNING .....	23
2.01.01 Lesson plan identification cell. ....	23
2.01.02 Introduction to the Lesson. ....	23
2.01.03 Intercultural skills development. ....	24
2.01.03.01 Listening .....	24
2.01.03.02 Speaking .....	25
2.01.03.03 Reading.....	26
2.01.03.04 Writing.....	28
2.01.04 Intercultural component .....	29
2.01.05 Evaluation by rubrics .....	29
2.01.06 Conclusion .....	30
2.01.07 Follow up activities.....	30

2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS THE PROGRESS OF STUDENTS. ....	31
2.02.01 Instruments of learning assessment.....	31
2.02.01.01 Rubric for Listening Session.....	31
2.02.01.02 Rubric for Speaking Session.....	32
2.02.01.03 Rubric for Reading Session .....	33
2.02.01.04 Rubric for Writing Session .....	34
2.02.02 Evaluation model.....	35
2.02.02.01 The interactive model of reading .....	35
2.02.02.02 Schema theory, distinguishing between content, formal and linguistic schemata.....	35
2.02.02.03 Strategies for understanding vocabulary.....	35
2.02.02.04 The importance of cross-cultural awareness for reading .....	36
2.02.02.05 The different types of activities where reading is developed online .....	36
2.02.02.06 The different types of writing and writing exercises .....	36
2.02.02.06.01 Hyland’s ideas of reading and writing.....	36
2.02.02.07 Skills of Listening Comprehension .....	37
2.02.02.07.01 Listening Strategies.....	38
2.03 ATTACHED EVIDENCE .....	39
2.04 EVIDENCE OF THE DESIGNED TOOL TO ASSESS THE STUDENTS .....	42
2.04.01 Listening activity.....	42
2.04.01.01 Listening script.....	42
2.04.01.02 Assessing Listening .....	43
2.04.02 Speaking with bank questions .....	43
2.04.02.01 Assessing Speaking .....	44
2.04.03 Reading activity .....	45
2.04.03.01 Comparing Reading strategies .....	45
2.04.03.02 Questionnaire responded.....	46
2.04.03.03 Assessing reading .....	47
2.04.04 Learning Activity .....	48
2.04.04.01 Learning the gerund with the Crisscross.....	48
2.04.04.02 Elaborating the Writing .....	49
2.04.04.03 Assessing writing .....	50
2.05 PERFORMING AND RECORDING THE ACTIVITIES.....	50

CHAPTER 3: EXPERIENCE REPORT .....	51
3.01 DESCRIPTION AND ANALYSIS.....	51
3.01.01 Report of the lesson given.....	51
3.01.01.01 Listening .....	51
3.01.01.02 Speaking .....	52
3.01.01.03 Reading.....	53
3.01.01.04 Writing.....	54
3.01.02 Critical analysis .....	54
CHAPTER 4: CONCLUSIONS .....	57
4.01 CONCEPTUAL.....	57
4.02 METHODOLOGY .....	58
4.03 OBSERVATION .....	59
4.04 ANALYSIS .....	59
4.05 REPORT.....	60
CHAPTER 5: APA STYLE REFERENCES AND APPENDIXES.....	63
5.01 REFERENCES .....	63
5.02 APPENDIXES .....	66
5.02.01 Appendix 1. Questionnaire.....	66
5.02.02 Appendix 2. Question bank to interview another student. ....	67
5.02.03 Appendix 3. Reading: What’s happening at Notre Dame Cathedral? .....	68
5.02.04 Appendix 4. What's happening now? .....	69
5.02.05 Appendix 5. Writing about a tragedy.....	70
5.02.06 Appendix 6. The Platform for the Military School .....	71
DECLARATION LETTER .....	72

## INTRODUCTION

The present work is the result of one year in the three modules course of the Specialization in English Language and Teaching as a Foreign Language where every module added a wider panoramic of what English language teaching involves, from the basis of second language acquisition to the diverse theories in teaching in module one it was necessary to analyze the materials comparing them with the different the discussed in forums and video conference sessions; module two used these basis to focus on the methodologies of every skill and their particularities using new technologies to develop original materials that complete the labor of a teacher; finally, in module three the elements aforementioned in the previous modules were integrated to add the intercultural communication, considered in this project as the main aspect for many reasons: first, it is accepted that is a new aspect to be developed deeply; second, it is recognized that students have an intercultural necessity to be developed; and finally, the intercultural component is essential for the learner to be aware of their cultural limitations that do not allow people to learn more than mere functions not talking into account the huge panorama of the different conceptions behind the language.

The present work takes into consideration the learned aspects of the three modules to develop a project where the students could learn beyond the four skills to be communicative and intercultural competent showing a situation where they can feel identified by their experience aiding people in disaster's situation. It was selected a recent tragedy occurred in a non-English speaker country that was adapted to their level and the program to plan a class where the students progressed in every skill dealing with new challenging knowledge that helped them to understand new realities and other ways of thinking from people around them.

The elaborated project took place in military institution known as Universidad del Ejercito y Fuerza Aérea (UDEFA), that belongs to the Secretaría de la Defensa Nacional (SEDENA), where students have practically all the resources they need into the institution they are interned, classroom, whiteboards, printers, projector, meals, scholarships. They take English two hours per week for five years as a requirement to complete the credits and to become officers in groups from 16 to 20 students. Something very particular about the military students is that many of them come from different

linguistic and cultural backgrounds since they come from different parts of the country, some of them are from Spanish language as a mother tongue, however, some of them have an indigenous language and different customs, although they are so different, all of them are interned into the institution. These data are not anecdotal; it is important because these factors affect their learning and obviously affect teaching with such different kind of students.

In this work, the interactive model of reading which refers to the combination of bottom-up and top-down approaches (Rumelhart, 1985), was utilized to structure the class. The purpose of this model is that learners read according to the process of how the linguistic elements are understood by the cognitive system combining sensory and thinking aspects of reading.

It was considered the intercultural component from the topic in sessions where the recent tragedy in the historical place of Notre Dame where the students linked the information to a place they know in their own country or another providing the idea that historical places have elements in common (D'Arcy, 2016). The definition used in this work was the cultural awareness defined as "recognizing and accepting that people have different values shaped by diverse cultural backgrounds. What some people consider to be 'normal' behavior in one country can be entirely different in another" (MacMillan English, 2018). Applying this concept to the development of the skills was by being receptive of others and accepting different ideas of other places when they got the input of the importance in a tragedy in another country. In this perspective, students can develop themselves more successfully in their personal and professional affairs and military career so they are benefited from cultural awareness by being more sensible about what a tragedy implies and borrowing that concept to their reality.

The evaluation criteria were based on the process placed on a rubric, it was stated the expected development in students' categorized in attitude, knowledge, and ability. The activities were set as practical activities to stimulate collaborative work teams' competitive work between teams. It is also considered the coherence of the ideas and what they took into consideration the provided feedback.

The application was taken in a group of 16 students of a military school with students from 23 to 30 years old, this group is a heterogeneous one since the members have different levels, some of the students have knowledge about English in schools, however, others have the basic English training, before this course, most of the students had English in middle school, then they joined the army and

got a chance to continue their studies in the military education, so they are taking English as a part of their curriculum taking English class 2 hours twice a week.

A session for each skill was taken into account for the application, the order was according to the activities and the skills to be tracked one by one gradually in the following order: listening, speaking, reading, and writing the decision why this selection is that this order allowed to connect listening to speaking and reading to writing but also to start with the easiest skill in a simple activity to increase the difficulty for each skill and each activity. The sequence and activities for each skill were stated in the Lesson Plan providing a session for each skill and asking social interaction to practice agreeing in meaning between students in pairs and collectively.

The corresponding part of the Lesson Planning elaborated for the listening was based on the proposal of listening's practices of Schwartz (1995) taking into consideration that the strategies had to be based on an interactive approach in order to stimulate language production in the students. It was chosen the listening from an internet source called Notre Dame Still Stands – level 1 (News in Levels, 2019, pp. <https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/>). The selection of the present continuous for the listening was according to the program, however, the activities were modified from the original version to adequate them from simple present to present continuous. Listening was completed with authentic materials from the internet, it was added a questionnaire to guide the activity.

The outcomes in these activities were stated in the answers of the worksheet's questionnaire which were reviewed in a class by the students and the teacher, it was necessary to play the recording more times than expected because the students asked it for expressing they did not understand what the native speakers said. For the second activity, the audio was played more times, the first time was to catch the main idea and answer the first exercise, the second time to concentrate on specific information of the questionnaire. Those who understand well could express in their own ideas the listening, but those who caught spread ideas were limited to repeat the information they listened.

As for Lesson Planning in the speaking session, it was connected to the listening part to produce orally as the native speakers do following instructions of pronunciation, but also of fluency. It was not pretended to speak like a native speaker, but to be understood by other listeners. It was elaborated a



question bank following the instructions of the program and the book working in pronunciation for the vocabulary and the gerund in the verb in the context of a text and it was complemented with the social interaction making questions by the students with their peers.

The results in this session were also heterogeneous in speaking because of the profile of the students are almost in dichotomy, those who are good writers are not necessarily good speakers, those who had the opportunity to practice have the ability to express their ideas orally. There was a situation in which those who have the facility to talk did not allow to respond the questions to the rest, for this reason, talks were allowed by turns in order to give the opportunity to talk to most of the participants when they were sharing their answers to their classmates. The decision why to work in pairs in a specific stage is to have every student speak and practice, it is also a tool for listening even those shine students who do not speak in public, the disadvantages of working in pairs is that it takes much time to listen to every pair and all the students are talking at the same time.

The part of the Lesson Plan elaborated for the reading was based on the current theories taking into consideration that the strategies have to be based on an interactive reading approach in order to stimulate language production in the students. It was modified the script from Notre Dame Still Stands – level 1 (News in Levels, 2019) to an original one where the present continuous form is used in the text. The elaboration of the reading was according to the school's program, however, the activities were developed to be adequate to Hyland's theory. Readings were completed with visual materials to present vocabulary, it was added the Total Physical Response to show how the vocabulary works when necessary so that students tried not the use of L1 to understand the meaning and they are able to express the vocabulary in many cases.

The obtained outcomes of the reading were heterogeneous since some students have different levels the results are also heterogeneous, giving different patterns and learning styles. There were students who finished the lecture very fast without any doubt but there were others who could not even understand the vocabulary; there were students that were able to show ability to answer the exercises correctly, there were others who could finish with the help of other students, and there were others who could not finish even the lecture reporting that the lecture did not make sense for them because they had problems understanding the general idea of the lecture, for these cases, it was required to the high-level ones to coach the lowest ones to understand the ideas using their own reading

comprehension strategies. It was not possible to advise personally to these students during the activity because the timing did not allow to advise some students.

The process of the writing's elaboration was linked to the previous session in order to recycle the vocabulary, grammar structures and the idea of what migration involves for humans beings contextualizing in the students' reality. They were asked if they knew about a case of a tragedy in Mexico. It was expected that students provide a lot of information about the particular cases they know, but the information was filtered by them when they work in teams to create a coherent composition linking the ideas and illustrating them.

The outcome for this activity was a number of writings for many students that were heterogeneous in many ways, most of them had the main structure correctly with some spelling errors, and most of the students used statement in their sentences. Only a few students used the negative and or the question form to elaborate their writing. There were some cases that could use more than the present continuous structure and used predetermined phrases to express their ideas, in the case of those who had previous knowledge, contrasting with those who have the basic training EFL, had the resource of the reading and asked for alternative ways to express their ideas asking to their peers or to the teacher. For those students that showed the dependence of the others, could be the high students or the teacher, they were asked to use electronic dictionaries or translator with definitions, this was to have them contribute to their team. The final product resulted in a short text about a case of a tragedy in Mexico. They wrote about the disappeared students in Ayotzinapa, the dead children in the kindergarten ABC, Mexico's earthquake in September 2017, and the Titanic.

The results of the application were benefited for many students, however, quantification of this results by rubrics was a little ambiguous since the criteria could be improved adding quantitative instruments that could detect if there are specific errors on vocabulary, grammar, phonemes, idiomatical expressions, general meaning comprehension. The elaborated rubric were instruments for the general assessment of the students' progress, but it could be completed for instruments that provide feedback to the teacher but mainly to the students themselves showing the specific area where the students have to focus to improve the skills.

## CHAPTER 1 PHILOSOPHY AND THEORY

### 1.01 TEACHING IDENTITY AND PHILOSOPHY

*“Wisdom cannot be imparted. Wisdom that a wise man attempts to impart always sounds like foolishness to someone else ... Knowledge can be communicated, but not wisdom. One can find it, live it, do wonders through it, but one cannot communicate and teach it.”*

Hermann Hesse, Siddhartha

After looking over the different theories and approaches involved in Language Teaching it is clear to appreciate that one’s identity and philosophy is not only the result of one’s own personal background but the historical evolution of the Teaching Theories that have been the bases to develop new methodologies and approaches according to the new learning necessities. This means that teachers create their identity and philosophy according to the background and historical moment unconsciously because they influence in their molding as educator, most of the times by recreating the same teaching situations in which they were educated, it is more than a mere behavior's repetition, it is a conception of what teaching should be. It is still possible to find teachers using grammar-translation method inasmuch as this method was the effective method for those teachers in their personal life. It does not mean that GTM should be avoided; however, this method worked for specific purposes that worked in its time, so it does mean that the use of GTM or any other method should be evaluated to be considered the viability according to the learner profile, needs, cognitive development, and objectives. That is to say that the teacher’s identity and philosophy have to be related to the students’ ones since teaching is centered in learner nowadays and not to the guru's authority.

There is no such thing as a perfect theory that covers all the necessities that learners have, as well there is no such an imperfect one that must be avoided. The reviewed theories talk about different learning styles but also about different necessities students have. It is possible to materialize many concepts of

each theory in order to get goals; however, sometimes other important aspects of learning are avoided. A corresponding theory has to be chosen correctly to get the goals students and teachers have in common.

The reviewed theories here are originated from different contexts and they reflect the necessities that researchers, teachers and finally of learners had in that time. This situation resulted in different and in many cases, antagonist models of learning, so teachers have had to identify the different necessities that learners have in order to elaborate a program according to these needs. The teachers' job has become a researcher that experiments for solutions to solve the problem in different situations with different learners. Teachers also redo experiments to get the best result in learning for students.

First at all, in previous experiences, it was necessary to adapt from many circumstances that had enriched the repertoire of techniques and experiences but there always have been a lack basing reasons moreover the pragmatic results gotten in a more intuitive way with the help of peers and book suggestions more than theoretical reasons. It is more possible to clarify explicit reasons why the collaborative works meaningfully.

According to the students' needs and mine, it has been possible to establish some elements in common to develop a class. The main point has been to get an agreement with students about the kind of dynamic they feel more comfortable according to the needs in the situation in which they are involved.

It is possible to define two clear student's profiles in my personal experience during my career. On one hand, college students with communicative needs using L2 academically in order to speak English to solve problems in their professional contexts, on the other, soldiers with communicative needs to use L2 pragmatically to understand the use of armament to get in communication with foreign armies.

When students have an active role, they can develop mental abilities for participating in the elaboration of constructs and orientating other students with their deductive and inductive capacities in a cultural context. The role of the teacher is to provide advice to those learners that want to develop higher levels of mental functions that contribute to academic purposes step by step. It means that teachers have become student's facilitators in various contexts so that teachers have to master several theories of learning in various contexts.

As for Kolb's Model of Experiential Learning, it has allowed students to be more encouraged to the class, they report that they have felt more comfortable when they are tired and let them forget their worries. Starting with the experience has helped to catch the students' attention in order to guide them to the high cognitive processes using a meaningful topic for them and developed by themselves instead of by the teacher's choice.

TBL has a lot of possibilities to language learning since it is based on an unrestricted exposure to language that guarantees learners acquire L2 efficiently. Learners are the developers of their context from the experiences they had in the process, so the use meaningful and relevant language for them, in other methods context must be created and depends on the teacher, this could create an unnatural language.

The use of Communicative approach has opened the opportunity to listen to students about what they really need, something that has been new for them, mainly for soldiers that are used to follow instructions and not to question, because students are accustomed to following pre-chosen book's instructions that are decontextualized from their reality and there is not any book created to their specific and diverse profiles.

The best way for these cases is to adapt materials using the basic information from the book and complement with other resources made especially for the particular students that a teacher has. It is highly recommendable to use authentic materials with the contribution of the students since they are also the creator of their knowledge.

Teachers should consider the Features of Language (EEAILE, 2011) that enable students to communicate in order to different aspects as displacement, students could use language to talk about fictional events; arbitrariness, students were able to differentiate language in its own logic as the case of the difference between phonetics and writing system; productivity, students could comprehend and were creative with language's combinations creating conversations; polysemic, students had plenty of repertory of meanings in vocabulary according to the use and changed meaning by oral variations; and cultural transmission, students detected various aspects of the transmitted code from a foreign book with different customs.

For a teacher who had a defined method of teaching the experience along the process was a challenge to develop a new one, it involved a relearning of the teaching practice and a new lesson plan had to be created from SLA theories. This time the resulting plan was an eclectic method, the plan was, in fact, tested for the first time and there will be more opportunities to improve in the future to include more concepts of a particular SLA theory. It is also dangerous to mix all elements at the same time because not all the SLA theories are compatible between them, the concepts can be contradictory since they have an incompatible epistemology, and have different conceptions of what a language is. For instance, behaviorism contemplates language is only a habit, for structuralism, it is a sum of static structures, for generative linguistics language is a part of a universal principle, and for constructivism, language is thought. This experience has been central to realize the importance of the coherence in the teaching practice as professionals and be capable to propose and evaluate materials depending on the kind of students we have and we want they become. More theories will come for the following teachers, and the following generations will do a contribution developing approaches, methods, procedures, materials, etc., finally, the teaching practice has to be updated to test those proposals with foundations.

### 1.01.01 A personal point of view

It is remarkable that during the specialty a lot of input has been enriching this personal philosophy adding points of view that had not been thought or even considered as the theoretical basis and the intercultural competence. There was a mere idea of the justification for the procedures in the books but the idea became clearer through the development of the specialty of how every perspective and the diversity of theories that support the books. It could be realized that books are different among them for the diverse approaches that follow these books. A professional teacher has not to be only capable to identify these approaches as well as to be capable to find materials that complete and adapt to the students' background but also to look up for the intercultural competence for the use of English as a second language so that the learner can realize the importance of being intercultural competent.

The first lesson planning was more focused on reaching an objective in every skill where the students could prove their knowledge in a drill, a test, or a certification. However, as the modules were going on, it was possible to add more perspectives and taking into account the intercultural competence, especially when the books resulted very contrasting. On one hand, the book that utilizes the military

students, American Language Course printed by the Defense Language Institute of the US government, takes the students into the American culture to reach basic functions that students have to reach in every lesson. On the other hand, the book that utilizes the college students, World English printed by National Geographic, is characterized by the cultural perspective that takes the students in knowing the world in the same way that the magazine does. Although both approaches are practically opposite, that does not mean that the students have to be limited by the official material, these can be completed with original materials. For those students that have the American Language Course, it is possible to give more than a course of American culture instead of limiting English learning, and for the college students that have the cultural book can also be completed with original materials that they can develop according to their needs.

Lev S. Vigotsky (1986) said once *“By giving our students practice in talking with others, we give them frames for thinking on their own.”* This thinking applies perfectly to these situations since the teacher and the students have to follow the programs as they are stated. It has to be accepted that sometimes it was just to follow the instructions not knowing the purposes of the programs author’s and the book’s one. During the course, it was possible to recognize that books have a lot of limitations and the teacher has the responsibility go beyond the limitations in order to provide more than a simple lesson but to provide the students the tools that will be adequate to their personal necessities. It also means that the teaching they received will become the learning they use on their own when having a communicative language situation.

For these reasons, it is considered that a personal philosophy has long lasting elements but also has always elements that are changing constantly according to the circumstances that involve the diverse scenarios in teaching. In this project, it was developed the static elements and the ones that changed in the personal philosophy developing a class with original materials made by the author that compensates the lack in the official books for the students enrolled in the forces. A class beyond than an American Language Course class was given to the military students to develop the sensibility in a real tragedy where they can identify the elements that take place to intervene tragedy in their own context. The fire in the Notre Dame Cathedral was used to provide the elements and finally, the students developed their own explanation showing their intercultural competence and a human sensibility to tragedies. The personal point of view in a single sentence is that teaching is more than providing knowledge, teaching also involves to educate people to be a whole human.

## 1.02 THEORETICAL FOUNDATIONS

*“The essence of intercultural education is the acquisition of empathy-the ability to see the world as others see it, and to allow for the possibility that others may see something we have failed to see, or may see it more accurately.”*

J. William Fulbright

It is a common practice in teaching language having an abstract class talking about abstract structures and decontextualized words, proving tools for specific situations. An alternative way is helping the students to develop attitudes, knowledge, interpretative skills and other aspects of intercultural competence. In this intercultural approach teaching a class where Second Language is provided in a contextualized situation where the students can learn more than the language itself but real language to be used to real situations with people from another country. For instance, asking students for sharing their own experiences since they have nearer to their reality instead of listening to an expert who pretends to know everything giving a stand-up speech (EEAILE, 2011).

### 1.02.01 Concepts for Second Language Acquisition

#### 1.02.01.01 Differences between acquisition and learning theories

Second Language Acquisition referees to the learning of an additional language that is not the mother language or the dominant one. It is a phenomenon that has been understood by many theories with diverse epistemology resulting in different interpretations and comprehension of how people acquire language. In this section, it is analyzed the theory of the Behaviorism proposed by B. F. Skinner (1953), the theory of Structuralism (Saussure, 1959), the theory of the Generative Linguistics theory main proposed by Noam Chomsky (Cook, 1988) and the Sociocultural theory by Lev Vigotsky (1986).



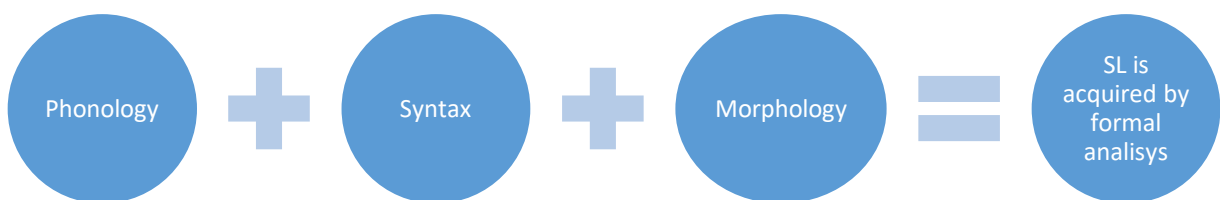
	Basis of learning	The way to learn	Language Acquisition
Behaviorism	Learning occurs as a result of receiving negative and positive reinforced or punishment after responding to a given stimulus.	A stimulus is an input that affects the response that is the output for the stimulus. Behavior can be positive or negative reinforced.	People learn language by a stimulus that is reinforced or punished. Any language can be learned by repetition until it becomes a habit.
Structuralism	Language is configured by complex structures that configure a supra-structure.	The user is a creative generator of language that can learn by the formal analysis of its components.	Language is learned as a result of studying phonology (sounds), syntax (grammar) and morphology (smaller units of meaning)
Generative Linguistics	Universal constraints or principles that govern the process of language performance.	Languages around the world have a universal grammar that can be performed by any individual.	Principles of language can be found in <i>interlanguage</i> , universal grammar, generative linguistics, and deep structures.
Sociocultural Theory	Thinking and language are related since they are the result of the interaction between social, historical, cultural and cognitive factors.	Learning occurs as a psycholinguistic process but mainly as a socially mediated process. A language is a symbolic tool of the high mental processes	Language learning happens in the <i>inter-mental</i> and the in the <i>intra-mental</i> plane mediated by cooperative learning, construction of meaning, and sociocultural variables.

### 1.02.01.02 Different Second Language Acquisition Theories

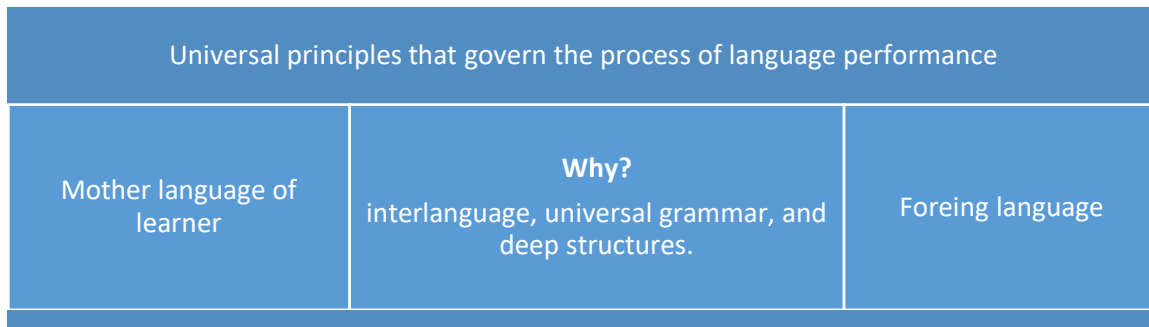
**Behaviorism:** SL is acquired by repetition until it becomes a habit (EEAILE, 2011).



**Structuralism:** SL is learned by the study of every structure of the language (Ibid).



**Generative Linguistics:** The importance of language learning is on the common elements there are between languages and the performance of the speaker (Ibid).



**Sociocultural Theory:** Language is a symbolic tool to control mental activities (memory, attention planning, learning, and rational thought) situated first in the social plane and then in the psychological plane. The Zone of Proximal Development is determined by the level of potential and guidance (Ibid).



### 1.02.01.03 Stephen Krashen's Hypothesis

Stephen Krashen (1982) developed five Hypotheses about Second Language Acquisition that explain how people can learn an additional language analyzing the process that is involved. It will be shown every hypothesis and the principles that rule those.

1. The **acquisition-learning distinction Hypothesis** *"states that adults have two distinct and independent ways of developing competence in a second language"* (Krashen, 1982, p. 16). In other words, learning is a deliberate and aware process for adults who are more apprehensive to convey meaning than improving grammar rules.
2. The **Natural Order Hypothesis** establishes that children acquire grammatical structures in a predictable order. When adults have not learned a simple structure, it is not possible to learn more complex ones (Ibid).

3. The **Monitor Hypothesis** postulates that learning and acquisition are used in following ways: *focus form* (paying more attention in grammar than meaning); *knowledge of the rule* (students are exposed only to a small part of the total grammar); and *time* (learners need time to think about the rules) (Ibid).
4. The **Input Hypothesis** considers that language is learned when it is exposed as an understandable information learning happens. In other words, a *comprehensible input* that has to be anything above the actual learner's level to be understood and then learned (Ibid, p. 20).
5. The **Affective Filter Hypothesis** refers to the emotional factors that they need to be taken into accounts such as motivation, attitude, confidence, and anxiety. It is important to consider that a high filter interfere stopping learning, and otherwise, low filter promote learning. Teachers have to get actions that reduce anxiety, increase motivation, attitude and confidence in order to create adequate language environments (Ibid, pp. 30-32).

#### 1.02.01.04 Vigotsky's Zone of Proximal Development

Vigotsky (1986, p. 35) defines Zone of Proximal Development as "*the place at which a child's empirically rich but disorganized spontaneous concepts meet the systematicity and logic of adult reasoning.*" It means that any person can learn a language under the guidance of a more experienced peer. The process of learning is "*a result of the meeting, the weaknesses of spontaneous reasoning are compensated by the strengths of scientific logic.*" It means that people are able to learn a language first in the social level, or inter-mental plane, and after socializing it is internalized into the mind, or the intra-mental plane.

Guidance can determinate the success in learning since there is a difference in learning from the previous stage to the following stage in which the student could improve solving tasks with the guide's advice in the first stage and alone in the following stages (Ibid, p. 187). In the Constructivism the learned is conceived as a member of a part of a social space where his/her mind is modulated by the society, culture, human development and historical moments. These elements determinate language in the process of mediation, when an individual uses the symbolic tools to modulate his/her behavior through the Private Speech (the internalized language that every individual possess) it is possible to interact.

### 1.03.01 Michael Byram's Model of Intercultural Competence

There are many ways to help the students to develop the students' intercultural competencies, they are explained according to Byram's Model of Intercultural Competence (Byram, Teaching and Assessing Intercultural Communicative, 1997).

**Intercultural Attitudes** (*savoir être*). Related to attitudes and values, is the ability to abandon ethnocentric attitudes and to be able to perceive otherness, as well as a cognitive ability to establish a relationship between the native and foreign culture. Taking into account that one of the objectives of teaching a foreign language is to promote positive attitudes of tolerance towards others, teachers must establish mechanisms to make it possible. It has been proven that throughout the learning process, students can change their attitude when they are influenced by teachers, and in this case, in the way, they present information about a specific culture. Therefore, Byram (Teaching and Assessing Intercultural Communicative, 1997) suggests that teachers of language and culture can plan and structure this influence in the classes through a methodology based on the application of ethnographic techniques that involve observation, interpretation, and reflection on the own culture and the new one. The apprentice thus becomes a mediator between cultures. In this work it is presented when students shared to students real-life experiences when meeting to foreign people that can only communicate in English, the teacher gave an example and then students shared their knowledge allowing other students to listen to those students when have had used English in real situations.

**Knowledge of social groups**, (*savoirs*). It refers to knowledge of the world, both explicit and implicit, shared by the natives of a culture, a full system of cultural references that is common to speakers of a language. It is the process of the reconceptualization of the world to which the one who learns a new language is obliged (Byram, Teaching and Assessing Intercultural Communicative, 1997). An example of this would be to have to consider as "comestible" something that in the original culture is not as snails or blood sausage, which many of the students have a hard time "digesting". As for this work, it was elaborated when the teacher asked the students about people's behaviors of their culture to affront a tragedy, as happens in an earthquake, a massacre, a natural phenomenon and the culturally accepted.

**Skills of interpreting and relating** (*savoir comprendre*). “It is the ability to interpret a document or event of another culture, to explain and relate them to documents of one's culture” (Byram, From foreign language education to education for intercultural citizenship: Essays and reflections, 2008). To illustrate this, it can be done intercultural comparisons between Mexican culture and a foreign one. This can go on reading articles about specific topics, as well as, ethnic food, clothing, festivals, languages, greetings. In this work, students elaborated guesses in order to make a comparison between different tenses and places to establish what customs are proper in those places.

**Skills of discovery and interaction** (*savoir-apprendre et savoir-faire*). Discovery is defined as the ability to observe and participate in new experiences and to incorporate new knowledge to existing ones. And Interaction is the ability to integrate the other three knowledge in specific situations of bicultural contact (Byram, Teaching and Assessing Intercultural Communicative, 1997). For instance, when students created scenarios where they have to write about a situation helping foreign people who visit the country or they are traveling abroad. This can be also be represented in role-playing after reading an article about different country's lifestyle.

**Critical cultural awareness** (*savoir s'engager*). It is the pure cultural critical conscience, political education, the ability to critically evaluate and based on an explicit criterion, the perspectives, practices, and products of one's own country and cultures, as well as those of the other (Byram, 2008). For instance, when the students made the supposition which they were visited by Native English speakers and they have to use English to communicate as a lingua franca. Although this is used to happen in the teacher's owns experience many times, it is better to listen to students since many of the students have experienced more in common with them.

### 1.03.02 Theoretical basis about language, language learning, and language teaching

*“Stay committed to your decisions, but stay flexible in your approach.”*

Tony Robbins

Learning a second language has derived in a variety of methodologies, according to Brown (1994), a methodology can be understood as *“the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in “how to teach” are methodological”*. Approaches are defined as the *“theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings”*. These approaches have derived from the one where the learner has to obey an authority generate obedient students, those where the learner has to is engaged to independency generate autonomous learners. In here it will be explained the classic methodologies and approaches in Second Language Acquisition.

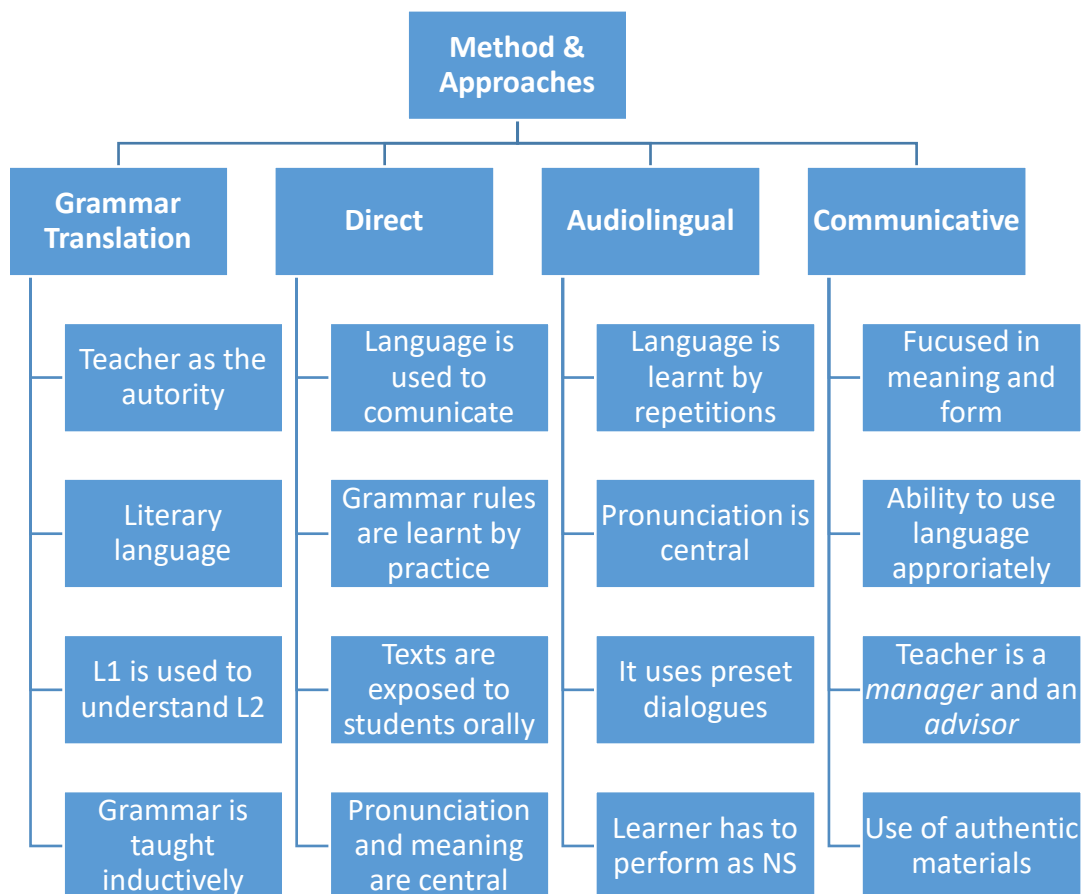
**Grammar Translation Method:** The method demands to comprehend the abstract grammar structures from English to Spanish. This method consists of using L1 to analyze, comprehend, and produce L2 structures in the same way that formal writing is produced. The teacher is just an authority that shows the correct use of the language, and the model to be followed since the teacher is considered the expert in L2 and L1 (Harmer, 2001, p. 63).

**Direct Method:** In this method, it is pretended to merge the learner into an L2 environment as a native speaker is naturally. To get this learned starts to learn L2 as a child from basic concepts to abstract conceptions, from simple words to formal writing. L1 is forbidden to be spoken and all the communication must be in L2 simulating the learner is into the L2-spoken country so the learner has to elaborate linguistic strategies without grammar explanations since it is considered that grammar rules are learned in the process naturally (Harmer, 2001, p. 63).

**Audiolingual Method:** In this method, the learner has to memorize phrases focusing on pronunciation, fluency performance, pre-established answers, grammarless learning. Language is considered a habit and the learner has to repeat many times a phrase until it can be performed as a native speaker (Pimsleur Inc., 2011; Harmer, 2001, p. 63).

**Communicative Language Teaching:** It is an eclectic approach that combines the use of grammar, functional practice, behaviorist learning, pragmatic aspects, fluency, and accuracy, focus on real-world situations, autonomy and strategy involvement, and the teacher becomes a guide that facilitates learning by games, role-plays, and problem-solving tasks. Unfortunately, this is not a consensual interpretation of this approach, but fortunately, there are many proposals of it that give a huge number of possibilities and materials for the people and even for teachers that allow personalized learning according to the profile (Harmer, 2001, p. 69).

The method is defined by (Brown, 1994) as *“a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with the teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials”* and approaches are compared in the following Organization Chart 1.



### 1.03.03 Theoretical perspectives of the Communicative approach

*“There is nothing more practical than a good theory”*

Albert Einstein

The communicative approach is a language teaching approach that pretends learners use the ability to use the language appropriately focusing in functional learning as well as form analysis; the main objective of communicative approach is that learner gets a similar proficiency as in the first language, however, this one is not allowed in class. The dynamic of the class changes for teachers who are more advisors and for learners who have an active role of communicators, self-responsibilities in their learning. Diverse theoretical perspectives will be explained as the basis of the Communicative Language Teaching in order to understand the background of the fundamentals that sustain the practice (Harmer, 2001, p. 69).

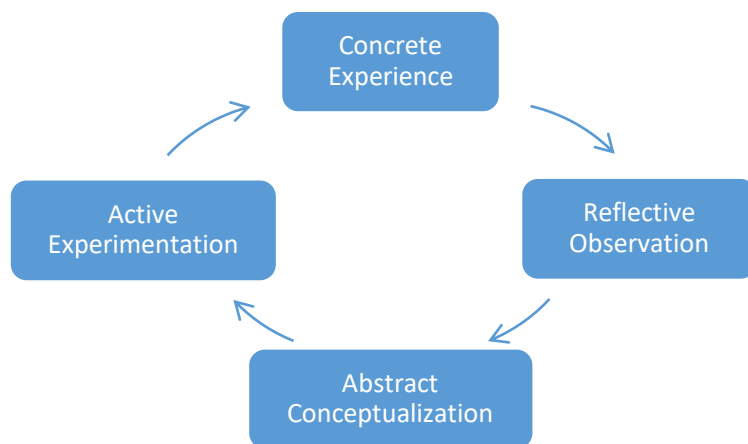
#### 1.03.03.01 Kolb’s Experimental Learning Model

A theoretical basis for the communicative approach has the foundation in the Experimental Learning Model developed by Kolb (McLeod, S. A., 2017) to create a model in which four stages are presented to engage learners to an experience that becomes meaningful learning. The stages are cyclical in the following order: Concrete Experience (a participatory and emotional activity), the Reflective Observation of the learner (it consists of taking the learner’s wish of knowing more), Abstract Conceptualization, it is the deep analysis of the language, and Experimentation, the stage where the learner produces by a concrete experience.

Kolb’s Experimental Learning Model changes the perspective from a traditional one to a new paradigm where effective motivation is placed to engage students since the beginning. Kolb (McLeod, S. A., 2017) stated that information is more memorable by the effective motivation, so the paradigm changes the sequence as it follows: first at all a *Concrete Experience* focused in feeling is started using authentic material that provides the motivation, it tries to represent an emotional experience; a *Reflective Observation* centered in watching what learners are aware of the experience; following the *Abstract Conceptualization* characterized by the reflection where learners create intellectual concepts to comprehend new ideas beyond the concrete experience; and finally the *Active Experimentation* where



the learners apply the previous ideas to the world to test them, they practically are centered in producing the second language. The cycle is shown in the following Chart 2.



In one's practice lessons have been changed to new dilemmas. Let me explain how lessons are being carried out starting as Kolb's Experimental Learning Model suggests. First of all, with a *Concrete Experience* instead of a presentation of vocabulary or grammar. A situation is presented to the students, for example, "You are sick in the United States, what would you do? Try to explain it to the doctor". It allows students to have the control of the situation then to do a Reflective Observation where they can realize what they did in the concrete experience if what they tried to communicate was understood or not, if there was any grammar need, or if the problem was the pronunciation. According to the communicative needs, the *Abstract Conceptualization* is carried out with the interest the developed previously, the intellectual part of explaining language forms are taken as an important tool to be effective as the vocabulary, grammar, and pronunciation needed to express and give advice when someone is sick. Finally, they can use in the *Active Experimentation* the necessary vocabulary and correct grammar to use the function through error and essay.

### 1.03.03.02 Taxonomy of Learning Domains

Another contribution for CLT is in the Taxonomy of Learning Domains originally proposed by Bloom (Norman Herr, 2007) and adapted by Clark (EEAILE, 2011, p. <http://eeaille.cealupn.net/mod/book/view.php?id=1375&chapterid=3147>) that states six hierarchical steps have to be set one by one in the following way:

1. **Knowledge or Remembering:** it is the remembrance of earlier learned input (Ibid). For example, learning is taken when the student memorizes an aspect of English Vocabulary, it can be vocabulary, a specific grammar structure, a song or a phrase. They can repeat or they can have some clues of the language.

2. **Comprehension or Understanding:** it consists of comprehending the input. The learner can put the material in their own words (Ibid). For instance, it is more complex for students to understand the meaning of what they are learning. In this case, we can refer to deductions that students do about the meaning and predict etymologies or anything that demonstrates that they are not just memorizing but comprehending.

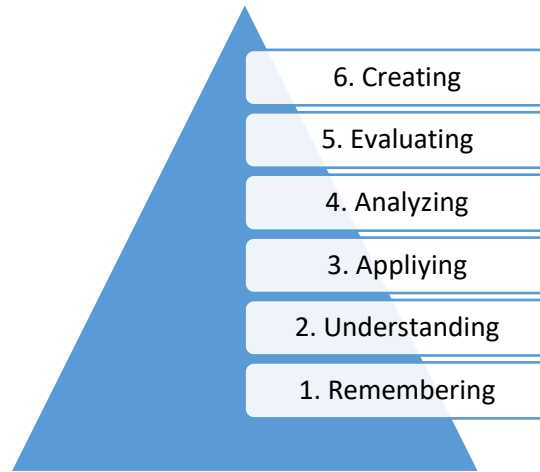
3. **Application or Applying:** The use of the learned input in new circumstances. The learner can use and make an abstraction of the material in a concrete context (Ibid). For example, when students have proved they understand in a verbal examination but they haven't in a practical situation so that this step takes place. Teachers merge students into situations in order to demonstrate they can use the previous knowledge in a simulated or practical situation as well as buying in their own or making a real conversation.

4. **Analysis or Analyzing:** It is to fragment the input in the components so that the organization is able to be comprehended (Ibid). For example, students to analyze the English language in more complex scenarios, we use this tool when we as students make a lecture, a movie, or an essay that contains new elements and they have to investigate what it refers to comprehend every element of the lecture, movie or essay. After they analyze, they can describe every component of the element on their own.

5. **Evaluation or Evaluating:** the learner can make judgments based on their knowledge about the value of methods and intakes for some purpose (Ibid). For instance, students contribute with critical reflection and personal opinion talking about the importance of the process of learning. Learners can also contribute with recommendations based on the experience they had when they were reading, observing, tasting and writing about the material they had in charge.

6. **Synthesis or Creating:** Placing all of the fragments of the intake together to practice a whole the learner can put together old knowledge in new ways (Ibid). Following the same examples, the students are available to say in simple words or a phrase the content of the elements that Analyzed previously.

In this case, we can affirm that students build new material. They can contribute to new ideas that are structured in a simple way and other students can understand.



In Chart 3 it is shown how hierarchical steps must be covered one by one to go to the following one.

## CHAPTER 2: METHODOLOGY AND PRACTICE

### 2.01 A PRACTICAL AND USEFUL LESSON PLANNING

Date & Place May 19th 2019, Mexico, Mexico City

2.01.01 Lesson plan identification cell.	
Author	Meza Melendez Carlos Alberto
Educational stage	College
Title of your Lesson plan	What's happening in the world?
Learning Objective of the plan/Competency	To describe the currents rounding events and develop their ideas about similar events in other culture through own culture.
Communicative skill considered	Reading, Writing, Listening and Speaking
State of the following options	Introduction to the topic
Functions	Giving explanations of what it is going on around
Main Grammar structure	Present continuous
Other Grammar structures	Simple Present
A brief description of the plan	The plan is elaborated to present a cultural topic as a base in order to develop a new cultural topic by the students who apply the presented knowledge to their culture related to their experience. Students use present continuous tense and simple present to explain what is happening around them.
Hours of the plan implementation	5:00 hours
Number of sessions	5 sessions
Contents required for the lesson	Use of verb be in present simple.
Link of the content	<a href="https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/">https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/</a>
EEAILE tutor online	Rocio Salgado Perea

#### 2.01.02 Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	The teacher provides to the students with the basis to develop the four skills and strategies eliciting grammar. The teacher advises students to elaborate more complete outcomes.	The student is actively contributing to the class conveying meaning, providing examples, giving answers, and explaining ideas.	1

Set the objective or competencies of the lesson	The teacher works as an advisor to guide the student to construct his/her knowledge so that the teacher provides the necessary feedback in class.	The student is able to describe the facts of the present continuous after the sessions. The student is able to elaborate on writing using their cultural knowledge.	1
---	---	--	---

### 2.01.03 Intercultural skills development.

2.01.03.01 Listening				
Step of the lesson	Teacher activities	Students activities	Materials	Session number
Information processing activity	The teacher introduces the idea of tragedy and says to the students that they are going to hear information about a tragedy at Notre Dame.	The students try to explain in L2 using their own words what they understand for tragedy, examples are allowed.	Whiteboard Visuals Appendix 2	1
Vocabulary introduction	The teacher shows the new words with the meaning of using images: France, Notre Dame Cathedral, fire, tower, Firefighters, works, building, front, art, front.	The students listen and repeat the words. They say alone the words in the visuals.	Whiteboard Visuals Appendix 2	1
1st practice	The teacher plays the recording of the page <a href="https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/">https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/</a> twice and asks for some information: What's happening? What're the accidents? Is the fire controlled? Does Notre Dame still stand? Why do you say that? Are the works rescued?	The students write down key words and answer to the questions in the group adding more information to the group.  They are allowed to use the visuals to explain the recording.	MP3 player with speakers Notebook.	1

2nd practice or Social interaction	The teacher tells the students to listen again for more information in teams and answer the questionnaire in teams.	The students answer individually the questions and then they compare with a partner.	Worksheet 1 Questionnaire Appendix 1  MP3 player with speakers	1
Grammar Focus	The teacher elicits the Present Continuous Tense showing the statement and negative form.	The students practice with the structure getting feedback from their partners	whiteboard  Worksheet Questionnaire Appendix 1	1
Summary	The teacher asks the students to listen one more time the recording to explain in a sentence what is happening in the recording.	The students summarize the information in only one sentence using the Present Continuous Tense.	Notebook  MP3 player with speakers  Appendix 1	1

2.01.03.02 Speaking				
Step of the lesson	Teacher activities	Students activities	Materials	Session number
Information processing activity	The teacher starts asking questions using with the Present Continuous Tense eliciting from the sentences the students elaborated previously.	Students elaborate on the questions from the previous sentences they elaborated.	Whiteboard, notebook.  Appendix 2	2
Vocabulary introduction	The teacher presents the vocabulary of the verbs to explain the gerund form.  France, Notre Dame Cathedral, fire, tower, Firefighters, works, building, front, art, front.	The students try to pronounce the verbs in simple form and gerund. They repeat the correct pronunciation with the teacher or other students.	Whiteboard  Notebook  Visuals Appendix 2	2
1st practice	The teacher divides the group into pairs ask questions each other and practice.	The students work in pairs asking questions by turns. They are allowed to make questions freely.	Visuals Appendix 2	2

2nd practice or Social interaction	<p>The teacher has the students to look at images and models questions and answers with a student.</p> <p>The teacher divides the class into teams and has them take turns.</p>	<p>The students work in teams asking and answering questions by turn.</p> <p>The students ask questions from the questions bank in a competition between teams</p>	<p>Worksheet 2 Questions bank Appendix 2</p> <p>Visuals</p>	2
Grammar Focus	<p>The teacher writes on the top Present Continuous question form pointing out the differences between statement, negation, and question.</p> <p>The teacher also shows the way to elaborate on the gerund of the verbs.</p>	<p>The students write the questions in teams to the other teams according to the correct use of the structure.</p> <p>They feedback their classmates when they work in teams.</p>	<p>worksheet Appendix 2, whiteboard, notebook</p>	2
Summary	<p>The teacher guides students gradually from sentences to elaborate questions until students are able to elaborate more complex speaking.</p>	<p>The students contribute actively to the elaboration of the questions and answers so that they create questions to be responded by other team's member.</p>	<p>Worksheet Appendix 2 Question bank, whiteboard, notebook</p>	2

2.01.03.03 Reading				
Step of the lesson	Teacher activities	Students activities	Materials	Session number
Information processing activity	<p>The teacher provides a brief explanation of the surrounding thing in the classroom and then asks the students to describe the surrounding things in general.</p>	<p>The students talk in pairs sharing information about what is happening in the classroom and the school. It is expected they use the simple present to explain it.</p>	<p>Notebook Appendix 3</p>	3

Vocabulary introduction	The teacher shows the new words with the meaning of using images: France, Notre Dame Cathedral, fire, tower, Firefighters, works, building, front, art, and front.	Students repeat pronunciation and use the response to TPR the vocabulary in English	Whiteboard Worksheet Appendix 3 What's happening at Notre Dame?	3
1st practice	The teacher introduces the topic asking the students "what's happening at Notre Dame?" Then he points out to the lecture. The teacher helps with the parts of the reading the students do not understand.	Students start to read alone and look up for the meaning of the words they do not understand.	Worksheet Appendix 3 What's happening at Notre Dame?	3
2nd practice or Social interaction	After the students finish the lecture alone, the teacher asks the students to find the verbs in the lecture, as well as the phrases they do not understand	The students talk about the lecture in trios to find out the verbs. After writing the verbs on the lines, the students develop the gerund of the verbs to fill the Crisscross.	Worksheet Appendix 4 Crisscross What's happening now?	3
Grammar Focus	The teacher presents the Present Continuous Structure in the following forms: Statement, negative, question and short answers. Examples are provided.	The students fill the blanks with the correct form of the verb from worksheet to share the answer to the class.	Worksheet Appendix 4 Crisscross What's happening now?	3
Summary	The teacher advises in the acquisition of vocabulary providing strategies to contrast tenses in grammar and agreeing on to mean with the students.	Students learn to work independently from the teacher learning to use vocabulary avoiding translations and understand meaning through grammar structure.	Worksheet Appendix 4 Crisscross What's happening now?	3



2.01.03.04 Writing				
Step of the lesson	Teacher activities	Students activities	Materials	Session number
Information processing activity	From the previous subject, it is retaken the topic of fire on Notre Dame, so the teacher asks them if they know about a similar tragedy in another place.	Students can answer openly to the question to the group.	Notebook, dictionary, worksheet appendix 5 writing about a tragedy.	4
Vocabulary introduction	From the previous activity, the vocabulary is recycled. The teacher asks the students for a brainstorming starting writing in the center of the map the phrase "Tragedy".	The students work to provide ideas in the brainstorming. They can write about accidents in Mexico or other places to elaborate the mental map in the worksheet first and all the group contributes to the brainstorming.	Notebook, dictionary, worksheet appendix 5 writing about a tragedy.	4
1st practice	The teacher asks the students to elaborate sentences using the ideas proposed in the brainstorming using Simple Present and Present continuous about the tragedy they choose.	The students start elaborating insolated sentences about a tragedy they know and what is happening in that place. Students can select from various topics provided if they don't get ideas.	Notebook, worksheet (appendix 5 writing about a tragedy), dictionary.	4
2nd practice or Social interaction	The teacher asks the students for a composition in teams around 8 people gathering the sentences the previously elaborated.  The teacher asks the students to share the composition.	The students gather their sentences adapting to the same axis for the composition and they have to agree in meaning.  Students share to the group the composition.	Notebook, dictionary, worksheet appendix 5 writing about a tragedy.	4
Grammar Focus	The teacher writes on the top the Present continuous Structure pointing out the	The student writes the sentences and composition	Notebook, visuals, and worksheet	4

	differences between statement, negation, and question. Examples are provided by the teacher.	according to the correct use of the structure.  They feedback their classmates when they work in teams.	appendix 5 writing about a tragedy.	
Summary	The teacher help students to gather the sentences to create a text about the current events. The teacher guides students gradually from the selection of concepts through the use of sentences grammar to the elaboration until elaborating more complex writing where all the sentences are coherently connected.	The students compare their examples to contribute actively to the elaboration of the writing from the concepts they propose to complex writing elaborated by themselves collaboratively.  They have to write their composition on the board in a competition of the best paragraph.	Notebook, dictionary, worksheet appendix 5 writing about a tragedy	5

#### 2.01.04 Intercultural component

The intercultural component is inserted from the topic a particular the recent tragedy in the historical place of Notre Dame they may know to the contextualized place they know in their own country or another providing the idea that historical places have elements in common (D'Arcy, 2016).

#### 2.01.05 Evaluation by rubrics

The evaluation criteria are based on the process placed on a rubric, it is stated the expected development in students' categorized in attitude, knowledge, and ability. The activities are set as games to stimulate collaborative work teams' competitive work between teams. It is also considered the coherence of the ideas and what they took into consideration the provided feedback in the grammar.

### 2.01.06 Conclusion

It is planned a two categories conclusion where language development is focused on the use of second language & intercultural development where students will use their knowledge in their own lives to developing more intercultural competencies.

### 2.01.07 Follow up activities

Students will follow this activity writing an essay they can recycle the elements of the lesson to research more information about the tragedy they developed. It also will be asked to write about the cultural aspects that a tragedy involves so that they can be aware of the customs of their own culture.

## 2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS THE PROGRESS OF STUDENTS.

### 2.02.01 Instruments of learning assessment

#### 2.02.01.01 Rubric for Listening Session

<b>Rubric for the Listening Session</b>				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student able to show the ability to focus?	The student is able to focus completely and listen very responsively through the listening activity.	The student is frequently focused and capable to listen with attention.	The student reaches difficult to focus on the listening activity but is not able to pay attention.	The student is not able to focus on the listening activity and is unfocused and distracted.
Does the student demonstrate general comprehension of the Listening?	The student is able to show a precise general comprehension of all the vocabulary and information, answering all the questions correctly.	The student is able to show a general comprehension of the vocabulary and content, with most questions answered correctly.	The student did not comprehend some vocabulary and content, the students are able to answer only some of the questions.	The student did not comprehend sufficient vocabulary or content in responding to the questions.
Does the student is capable to catch for details?	The student gathers all the information with details and details when answering.	The student includes much precise information and details when answering.	Even though the student presents a partial capability to listen for details, precise information is seldom included.	The student is unable to provide precise details when listening and does not take in them to answer.
Does the student prove the accuracy of the replies?	The student provides always information exact and related to the material provided.	The student generally answers precisely and links to the given material, with few mistakes.	The student provides only few information, however, a lot of information is omitted or is not exact.	The student's answers are regularly incorrect or unconnected to the given material.
Score				

2.02.01.02 Rubric for Speaking Session

<b>Rubric for the Speaking Session</b>				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student's pronunciation clear enough to be understood?	The student's pronunciation is clear enough and does not produce mistakes.	The student's pronunciation is clear but with some mistakes.	The student's pronunciation generates a lot of mistakes.	The student's pronunciation is practically unintelligible.
Do the students speak with fluency?	The student can communicate noticeably without difficulty.	The student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.
Is the student able to comprehend?	The student wholly comprehends all questions and answers correctly.	The student comprehends most of the questions and answers acceptable.	The student presents little comprehension of the questions and asked for repetitions.	The student is not able to comprehend questions even when they were repeated.
Can the students talk about the content?	The student gives correct answers with good information in responses to questions.	The student gives correct answers but responses are limited in information.	The student gives very limited information in the answers.	The student does not give a response to any question.
Score				

2.02.01.03 Rubric for Reading Session

<b>Rubric for the Reading Session</b>				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student able to reflect on reading about the tragedy in Notre Dame?	The student is able to reflect on the tragedy in Notre Dame and make connections to his life and the reading.	The student is able to make connections about the tragedy in Notre Dame to his life and the reading.	Student requires encouraging to make connections about the tragedy in Notre Dame to his life and the reading.	Students cannot make connections about the tragedy in Notre Dame to his life and the reading.
Does the student finish the questionnaire on time?	Questionnaire complete and turned in on time.	Questionnaire partially complete and turned in on time.	Questionnaire incomplete and turned in late.	Questionnaire incomplete neither turned in.
Does the student domains the vocabulary?	The student knows more than 20 words of the reading. The words are above the current grade level. Definitions are correct.	The student knows at least 20 words of the reading. The words are primarily at or above the current grade level. Definitions are correct.	The student knows less than 20 words of the reading. The words are at the current grade level. Definitions are correct but brief.	The student knows about 20 words of the reading. The words are below the current grade level. Many definitions are incorrect and brief.
Does the student comprehend the lecture?	Student clarifies subject in own words, recognizing different understandings, and offering compassionate confirmation.	Student reaffirms understanding of the subject and identifies supporting parts.	The student recognizes subject incoherently. Student sorts inferences when tutored or given hints from.	The student identifies the subject with supervision. The student is helped by others to comprehend inferences when described.
Score				

2.02.01.04 Rubric for Writing Session

<b>Rubric for the Writing Session</b>				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Are the ideas relevant to the reader?	Writing is assertive and visibly focused. It holds the reader's attention. Significant details improve writing.	Writing-related, worth sentences, with slight or no details.	Writing is focused and absorbed. The piece contains certain details.	Writing is too limited in connecting knowledge, with no central subject.
Is the text organized?	Writing contains a solid start, middle, and end with clear switches and a focused closing.	Uses correct text format. It includes a coherent closing.	Writing is chaotic and insecurely organized. Switches are weak and closing is fruitless.	Writing is disordered and underdeveloped with no switches or closing.
Is the vocabulary used correctly?	Engaging and effective usage of word select.	Usages a variety of word select to make writing stimulating	Shows some usage of diverse word select.	Uncaring or imprecise word select, which confuses meaning.
Are the grammar structures and conventions used correctly?	The composition is free of disturbing spelling, punctuation, and grammatical errors; no presence of fragments.	The composition has little spelling, punctuation, and grammatical errors allowing the reader to follow ideas clearly. Very few errors.	Most spelling, punctuation, and grammar correct allowing the reader to progress through the composition. Some errors remain.	Grammatical errors, and spelling, punctuation create interruption, making reading problematic. Errors are frequent.
Score				

## 2.02.02 Evaluation model

### 2.02.02.01 The interactive model of reading

It refers to a model that combines bottom-up and top-down approaches (Rumelhart, 1985). The purpose of this model is that learners read according to the process of how the linguistic elements are understood by the cognitive system combining sensory and thinking aspects of reading.

### 2.02.02.02 Schema theory, distinguishing between content, formal and linguistic schemata

This theory establishes that knowledge is structured in categories or schemata. This means that these schemata keep the information (An, 2013).

- *Content schema* refers to personal experience such as cultural knowledge. It works on the top-down mode with the knowledge of the concepts.
- *Formal schema* refers to the discourse forms' knowledge. It uses bottom-up immersion in the organization and top-down to use meaning.
- *Linguistic schema* refers to the use of linguistics aspects utilizing bottom-up mode to analyze texts in detail.

### 2.02.02.03 Strategies for understanding vocabulary

According to My English Pages (Guessing meaning from context, 2019, pp. <https://www.myenglishpages.com/blog/guessing-meaning-from-context/>) context and guessing refer to “the ability to infer the meaning of an expression using contextual clues.” These clues may be purely linguistic or situational. To use the context it is necessary for the environment in which a word is used within a reading. It is also important to utilize extra-linguistic features that add to the building of meaning this involves related information of the word. Students infer the meaning of an unfamiliar word by the vocabulary words that surround them, the kind of formed word, and the contextual information of the subject and the situation.



#### 2.02.02.04 The importance of cross-cultural awareness for reading

Cultural awareness refers to “recognizing and accepting that people have different values shaped by diverse cultural backgrounds. What some people consider to be 'normal' behavior in one country can be entirely different in another” (MacMillan English, 2018). Applying this concept to reading is by being receptive of others and accepting different ideas when reading a text. Students develop themselves more successfully in their personal and professional affairs so they are benefited from cultural awareness.

#### 2.02.02.05 The different types of activities where reading is developed online

Mutlu (The Role of Computer-Assisted Language Learning (CALL) in Promoting Learner Autonomy, 2013) defines Computer Assisted Language Learning involves any process in which technology is used to improve the learning of a new language. Nowadays CALL covers everything from computers to smartphones, tablets or consoles and works as an incentive for students who incorporate a foreign language using multiple tools.

According to Mutlu (2013), the advantages of using technology for language learning is that CALL is an effective method when applied in long-term classes to develop specific competencies. It occurs mainly because it allows the apprentice to be evaluated, to generate a habit of study and to increase the student's exposure to the language since he can experiment with different resources wherever and whenever he has it. On the other hand, it facilitates access to knowledge through any system that supports the Internet, although it is not always necessary to be connected to apply digital tools, as in the case of some mobile applications. In addition, it increases the motivation and confidence of those who use innovative tools to learn in different ways.

#### 2.02.02.06 The different types of writing and writing exercises

##### 2.02.02.06.01 Hyland’s ideas of reading and writing

Since the last decades of the twentieth century, the need to initiate students in the written production of the genres characteristic of disciplinary cultures (Hyland, 2002) in which they wish to insert

themselves has been highlighted. In this framework, important research has been carried out on the teaching and learning processes of the discourses of the disciplines. It has been studied the devices and strategies (courses, workshops, and writing centers, for example) adopted by the schools to facilitate academic literacy.

Ken Hyland (EEAILE, 2011) defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse” proposing six approaches to teach writing: 1. Language structures that refer to the arrangement; 2. Discursive structures, that consists of the genre; 3. Creative expression, where the student makes a self-discovery; 4. Writing processes, that consists of the awareness, 5. The content referred to social issues; and 6. Genre and contexts of writing, that refers to recognizing the propose.

In the discourse that considers writing as a manifestation of creativity, the author's expression, content and, above all, style are valued (Hyland, 2002). It is considered that the students learn to write by writing, from interesting and inspiring topics. That perspective carries with it a notion of natural learning. The teacher is a facilitator who makes attractive reading materials available to students. Students emerge as active individuals, interacting with the literate environment.

#### 2.02.02.07 Skills of Listening Comprehension

In English Language Teaching, the four basic skills are divided into productive skills: speaking and writing, and receptive skills: reading and listening. Although this classification is still valid, as can be seen in practically every teaching methodology text, the conception of what is receptive or productive has changed. In the past, it was believed that receptive skills did not involve greater effort and that cognitive demand was presented almost entirely in writing and speaking. In the present, it is known that, although receptive, both reading comprehension and listening comprehension require a series of cognitive processes without which the person could not give meaning to what they read or listen to. On this Mendelsohn (1995) writes that "*nowadays we recognize that hearing is an 'active' process and that people who are good at listening are as active as the person who sends the message.*"

Listening comprehension involves a series of complex processes that range from the perception and processing of a variable acoustic signal to the construction and application of integrated mental

representation of the events described. That is, understanding requires connections between events and the existing representation in memory (Rapp, 2007).

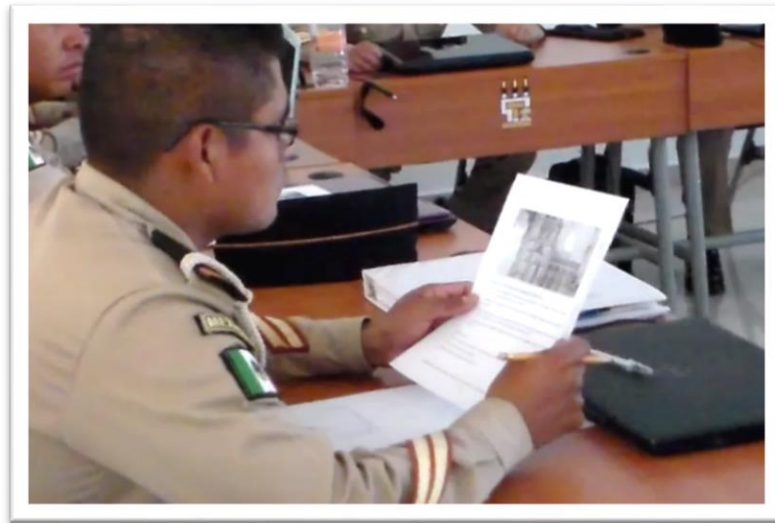
#### 2.02.02.07.01 Listening Strategies

Schwartz (1995) states that to comprehend the process of listening strategies it is central to link them to the cognitive and metacognitive strategies, she proposes the following model where the cognitive strategies have been defined as specific listening tasks that directly operate in the text. To make inferences the listener uses all the linguistic and non-linguistic information at his disposal: to guess the meaning of what he/she has heard; to predict what will happen or to complete what was not heard. The strategy of probing to find the main ideas (skimming) includes selecting information to relate it to other ideas already understood. While the goal of skimming is to extract ideas, the goal of probing to find details (scanning) is to identify or select individual words and short phrases. The fourth and last cognitive strategy of the model, to make summaries, is defined as producing abbreviated versions of the text, or parts of the text, in the words of the listener. The metacognitive strategies help the listener to direct and regulate their own learning. These are more general and can be applied in all learning situations. For example, deciding in advance what to pay attention helps the listener to keep the information in their short-term memory. Here the listener decides the approach, be it linguistic or semantic, or the overall meaning of the text. Planning includes identifying the purpose of the task, describing the task or situation, determining the requirements of the task, estimating their linguistic resources, and determining what vocabulary or structures they need to complete the task. According to O'Malley & Chamot (1990), planning also involves evaluating the task to decide whether to proceed from the text (bottom-up) or from their own knowledge (top-down). Finally, the listener should check his understanding and the inferences he made while listening, and at the end of the task assess not only his comprehension of the text but also whether he has progressed in his listening comprehension skills.

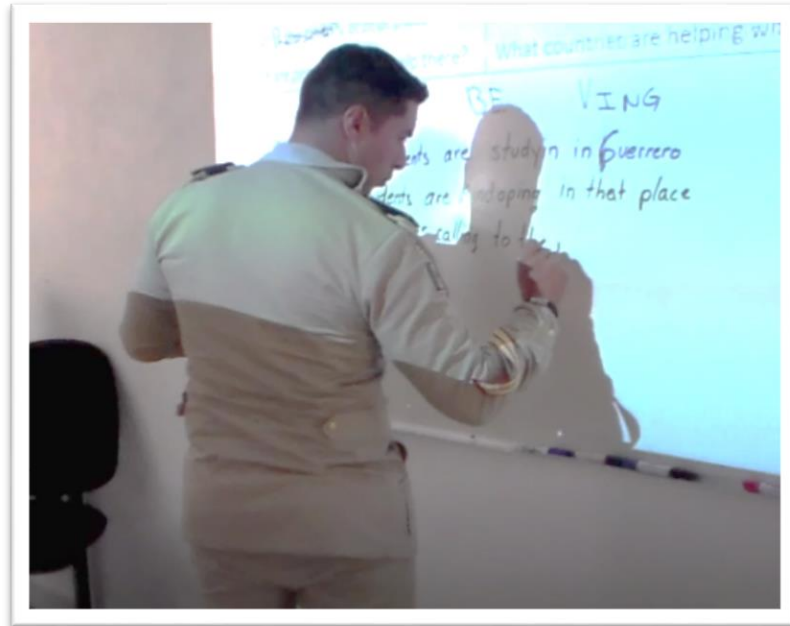
## 2.03 ATTACHED EVIDENCE



The listening activity where students were required for information after listening about the fire in Notre Dame. Students answered the questions in random selection.



Students have the opportunity of analyzing the reading many times to make sense of the lecture content. They could elaborate on their own strategy using the sources they had as internet sources or asking a classmate or the teacher.



Random writing was selected to be shown on the board to their classmates as an example of comparison. Students contributed in a collaborative work gathering their ideas and convening in the meaning of what they considered what a tragedy was for them.



Students receiving feedback during the elaboration of the gerund.



A student is being assessed using rubrics for the final version of his writing.

## 2.04 EVIDENCE OF THE DESIGNED TOOL TO ASSESS THE STUDENTS

### 2.04.01 Listening activity



Students listen to the recording many times after the vocabulary presentation

#### 2.04.01.01 Listening script

What's happening at Notre Dame Cathedral?

Notre Dame Still Stands – level 1

In France, a fire happens at the Notre Dame Cathedral. The fire is an accident. It starts up by a tower. It comes down through the ceiling.



Firefighters save a lot of the small works of art. An official tells them what works are important.

Even though there is a fire, the building does not fall. Its structure still stands. Its two towers in the front still stand. A French official says that people are lucky.

People can see if the building is stable. Then they can save bigger works of art. They can fix the art.

### 2.04.01.02 Assessing Listening

Rubric for the Listening Session				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student able to show the ability to focus?	The student is able to focus completely and listen very responsively through the listening activity.	The student is frequently focused and capable to listen with attention.	The student reaches difficult to focus on the listening activity but is not able to pay attention.	The student is not able to focus on the listening activity and is unfocused and distracted.
Does the student demonstrate general comprehension of the Listening?	The student is able to show a precise general comprehension of all the vocabulary and information, answering all the questions correctly.	The student is able to show a general comprehension of the vocabulary and content, with most questions answered correctly.	The student did not comprehend some vocabulary and content, the students are able to answer only some of the questions.	The student did not comprehend sufficient vocabulary or content in responding to the questions.
Does the student is capable to catch for details?	The student gathers all the information with details and details when answering.	The student includes much precise information and details when answering.	Even though the student presents a partial capability to listen for details, precise information is seldom included.	The student is unable to provide precise details when listening and does not take in them to answer.
Does the student prove the accuracy of the replies?	The student provides always information exact and related to the material provided.	The student generally answers precisely and links to the given material, with few mistakes.	The student provides only few information, however, a lot of information is omitted or is not exact.	The student's answers are regularly incorrect or unconnected to the given material.
Score	11	9	2	

Rubric for the Listening Session				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student able to show the ability to focus?	The student is able to focus completely and listen very responsively through the listening activity.	The student is frequently focused and capable to listen with attention.	The student reaches difficult to focus on the listening activity but is not able to pay attention.	The student is not able to focus on the listening activity and is unfocused and distracted.
Does the student demonstrate general comprehension of the Listening?	The student is able to show a precise general comprehension of all the vocabulary and information, answering all the questions correctly.	The student is able to show a general comprehension of the vocabulary and content, with most questions answered correctly.	The student did not comprehend some vocabulary and content, the students are able to answer only some of the questions.	The student did not comprehend sufficient vocabulary or content in responding to the questions.
Does the student is capable to catch for details?	The student gathers all the information with details and details when answering.	The student includes much precise information and details when answering.	Even though the student presents a partial capability to listen for details, precise information is seldom included.	The student is unable to provide precise details when listening and does not take in them to answer.
Does the student prove the accuracy of the replies?	The student provides always information exact and related to the material provided.	The student generally answers precisely and links to the given material, with few mistakes.	The student provides only few information, however, a lot of information is omitted or is not exact.	The student's answers are regularly incorrect or unconnected to the given material.
Score	15	12	3	

After listening the recording two students are compared in their assessment, on the left the student gets 11 points and the student of the right gets 15 points when they are required to give information of the recording.

### 2.04.02 Speaking with bank questions

What are you doing now?	I am _____ing. _____
What's happening now?	People are talking. They are _____ing
What is your commander doing this week?	He is _____ing
Are you studying much these days?	Yes, I am _____ing / No, I am not _____ing
What are you watching on Internet these days?	I'm watching _____





### 2.04.02.01 Assessing Speaking

Rubric for the Speaking Session				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student's pronunciation clear enough to be understood?	The student's pronunciation is clear enough and does not produce mistakes.	The student's pronunciation is clear but with some mistakes.	The student's pronunciation generates a lot of mistakes.	The student's pronunciation is practically unintelligible.
Do the students speak with fluency?	The student can communicate noticeably without difficulty.	The student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.
Is the student able to comprehend?	The student wholly comprehends all questions and answers correctly.	The student comprehends most of the questions and answers acceptable.	The student presents little comprehension of the questions and asked for repetitions.	The student is not able to comprehend questions even when they were repeated.
Can the students talk about the content?	The student gives correct answers with good information in responses to questions.	The student gives correct answers but responses are limited in information.	The student gives very limited information in the answers.	The student does not give a response to any question.
Score	14	8	6	

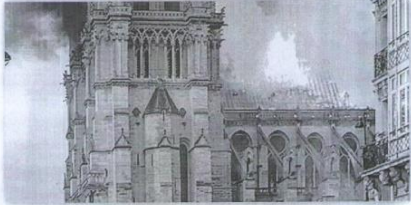
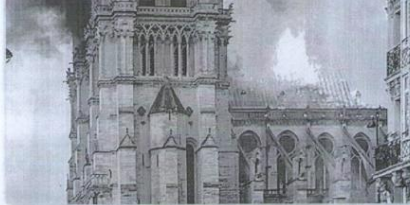
  

Rubric for the Speaking Session				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student's pronunciation clear enough to be understood?	The student's pronunciation is clear enough and does not produce mistakes.	The student's pronunciation is clear but with some mistakes.	The student's pronunciation generates a lot of mistakes.	The student's pronunciation is practically unintelligible.
Do the students speak with fluency?	The student can communicate noticeably without difficulty.	The student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.
Is the student able to comprehend?	The student wholly comprehends all questions and answers correctly.	The student comprehends most of the questions and answers acceptable.	The student presents little comprehension of the questions and asked for repetitions.	The student is not able to comprehend questions even when they were repeated.
Can the students talk about the content?	The student gives correct answers with good information in responses to questions.	The student gives correct answers but responses are limited in information.	The student gives very limited information in the answers.	The student does not give a response to any question.
Score	16	16		

After using the question bank two students are compared in their assessment, on the left, the student gets 14 points and the student of the right gets 16 points when they are required to answer to the questions in the bank.



## 2.04.03 Reading activity

### 2.04.03.01 Comparing Reading strategies

<p>Daniel Quiroz Cruz GPO. 18</p> <p>Appendix 3. Reading: What's happening at Notre Dame Cathedral?</p>  <p>Read the lecture and explain what is <u>happening</u> at Notre Dame.</p> <p>In France, a fire is <u>happening</u> at the Notre Dame Cathedral. The fire is an accident. It starts up by a tower. It is <u>coming</u> down through the ceiling.</p> <p>Firefighters are <u>saving</u> a lot of the small works of art. An official is <u>telling</u> them what works are important.</p> <p>Even though there is a fire, the building is not <u>falling</u>. Its structure still stands. Its two towers in the front still stand. A French official is <u>saying</u> that people are lucky.</p> <p>People are <u>seeing</u> if the building is stable. Then they are <u>saving</u> the bigger works of art. They can fix the art.</p> <p>Difficult words: Official (someone who works for an important organization of a country), Structure (the 'body' of a building), Stable (stay standing without falling over).</p> <p>Adapted from: <a href="https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/">https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/</a></p>	<p>Pérez Covantes Leonel</p> <p>Appendix 3. Reading: What's happening at Notre Dame Cathedral?</p>  <p>Read the lecture and explain what is <u>happening</u> at Notre Dame.</p> <p>In France, a fire is <u>happening</u> at the Notre Dame Cathedral. The fire is an accident. It starts up by a tower. It is <u>coming</u> down through the ceiling.</p> <p>Firefighters are <u>saving</u> a lot of the small works of art. An official is <u>telling</u> them what works are important.</p> <p>Even though there is a fire, the building is not <u>falling</u>. Its structure still stands. Its two towers in the front still stand. A French official is <u>saying</u> that people are lucky.</p> <p>People are <u>seeing</u> if the building is stable. Then they are <u>saving</u> the bigger works of art. They can fix the art.</p> <p>Difficult words: Official (someone who works for an important organization of a country), Structure (the 'body' of a building), Stable (stay standing without falling over).</p> <p>Adapted from: <a href="https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/">https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/</a></p>
---	---

After reading the lecture students are compared in their own strategies to make sense to the content of the lecture. On the left, the student focuses on the grammatical aspect of the verb in gerund meanwhile the student on the right focuses on the whole sentence to detect the present continuous.

2.04.03.02 Questionnaire responded

<p>Quiroz Cruz Daniel</p> <p>Appendix 1. Questionnaire</p>  <p>What's happening? <u>the Notre-dame is in fire, The disaster</u></p> <p>What's the accident? <u>Fire in Notre-dame is in France</u></p> <p>Is the fire controlled? <u>yes, it is controlled.</u></p> <p>Is the French official controlling the fire? <u>NO, it isn't</u></p> <p>Does Notre Dame still stand? Why do you say that? <u>No, I can't say that.</u></p> <p>Are the firefighters rescuing the art works? <u>yes According at the fire in this moment</u></p>	<p>Iglo. 3/o. Alms. Leonel Pérez Carvantes</p> <p>2/o. Año Grupo "A" No. 7</p> <p>Appendix 1. Questionnaire</p>  <p>What's happening? <u>a Fire in Notre Dame Cathedral ✓</u></p> <p>What's the accident? <u>the fire it was an accident ✓</u></p> <p>Is the fire controlled? <u>Yes, it is</u></p> <p>Is the French official controlling the fire? <u>No, the Firefighters was controlling</u></p> <p>Does Notre Dame still stand? Why do you say that? <u>Yes, because the firefighters saved it</u></p> <p>Are the firefighters rescuing the art works? <u>Yes, they are</u></p>
--	---

After answering the questionnaire two students are compared. Some corrections are marked to feedback the students and ask for specific information.



## 2.04.03.03 Assessing reading

Quiroz Cruz Daniel Group A				
Appendix 6. Instruments of learning assessment				
a. Rubric for Reading Session				
Rubric for the Reading Session				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student able to reflect on reading about the tragedy in Notre Dame?	The student is able to reflect on the tragedy in Notre Dame and make connections to his life and the reading.	The student is able to make connections about the tragedy in Notre Dame to his life and the reading.	Student requires encouraging to make connections about the tragedy in Notre Dame to his life and the reading.	Students cannot make connections about the tragedy in Notre Dame to his life and the reading.
Does the student finish the questionnaire on time?	Questionnaire complete and turned in on time.	Questionnaire partially complete and turned in on time.	Questionnaire incomplete and turned in late.	Questionnaire incomplete neither turned in.
Does the student domains the vocabulary?	The student knows more than 20 words of the reading. The words are above the current grade level. Definitions are correct.	The student knows at least 20 words of the reading. The words are primarily at or above the current grade level. Definitions are correct.	The student knows less than 20 words of the reading. The words are at the current grade level. Many definitions are incorrect and brief.	The student knows about 20 words of the reading. The words are below the current grade level. Many definitions are incorrect and brief.
Does the student comprehend the lecture?	Student clarifies subject in own words, recognizing different understandings, and offering compassionate confirmation.	Student reaffirms understanding of the subject and identifies supporting parts.	The student recognizes subject incoherently. Student sorts inferences when tutored or given hints from.	The student identifies the subject with supervision. The student is helped by others to comprehend inferences when described.
Score	13	8	3	2

Vérez Carvantes Leanel Group A				
Appendix 6. Instruments of learning assessment				
a. Rubric for Reading Session				
Rubric for the Reading Session				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1
Is the student able to reflect on reading about the tragedy in Notre Dame?	The student is able to reflect on the tragedy in Notre Dame and make connections to his life and the reading.	The student is able to make connections about the tragedy in Notre Dame to his life and the reading.	Student requires encouraging to make connections about the tragedy in Notre Dame to his life and the reading.	Students cannot make connections about the tragedy in Notre Dame to his life and the reading.
Does the student finish the questionnaire on time?	Questionnaire complete and turned in on time.	Questionnaire partially complete and turned in on time.	Questionnaire incomplete and turned in late.	Questionnaire incomplete neither turned in.
Does the student domains the vocabulary?	The student knows more than 20 words of the reading. The words are above the current grade level. Definitions are correct.	The student knows at least 20 words of the reading. The words are primarily at or above the current grade level. Definitions are correct.	The student knows less than 20 words of the reading. The words are at the current grade level. Many definitions are incorrect and brief.	The student knows about 20 words of the reading. The words are below the current grade level. Many definitions are incorrect and brief.
Does the student comprehend the lecture?	Student clarifies subject in own words, recognizing different understandings, and offering compassionate confirmation.	Student reaffirms understanding of the subject and identifies supporting parts.	The student recognizes subject incoherently. Student sorts inferences when tutored or given hints from.	The student identifies the subject with supervision. The student is helped by others to comprehend inferences when described.
Score	15	12	3	

After answering the questionnaire two students are compared in their assessment, on the left, the student gets 14 points and the student of the right gets 16 points when they are required to give specific information of the questionnaire.

## 2.04.04 Learning Activity

### 2.04.04.01 Learning the gerund with the Crisscross

Appendix 4. What's happening now?

Use the gerund form of the verbs to fill the Crisscross

Across	Down
3. happen	1. tell
5. say	2. see
8. fix	4. start
9. come	5. save
	6. read
	7. fall

Appendix 4. What's happening now?

Use the gerund form of the verbs to fill the Crisscross

Across	Down
3. happen	1. tell
5. say	2. see
8. fix	4. start
9. come	5. save
	6. read
	7. fall

Previously to the elaboration of the writing, the gerund form was explained in detail, the same students are compared in the task, on the left the student could answer only two verbs and the student of the right could solve the complete crisscross. The activity took more time than expected because the program added an extra square after each word, students took time to detect that affecting their performance.

2.04.04.02 Elaborating the Writing

*Daniel Quiroz Cruz Gpo. A*

Appendix 5. Writing about a tragedy

It is happening a tragedy in...

- The last fire in Mexico City
- Mexico City earthquake on September 19th, 2017.
- The Titanic.
- Tlatelolco's massacre of protesters ahead of 1968.
- War tragedy

*Answer the questions to write a composition using the Present Continuous Tense.*

Where is it located?	What are the affections?
What is the history of that place?	Are people suffering from the tragedy?
What are people doing to help there?	What countries are helping with the tragedy?

the tragedy that Mexico can not forget. The ABC <sup>Kindergarten</sup> history fire, the tragedy that Mexico can not forget. On June 5, 2009, in the city of Hermosillo (Mexico) <sup>Kindergarten</sup> there are burning of the ABC <sup>children</sup> nursery that caused the death of 49 <sup>children</sup> and several injured. This accident shocked the entire country and even today.

*Peter Carvajales Leanel*

Appendix 5. Writing about a tragedy

It is happening a tragedy in...

- The last fire in Mexico City
- Mexico City earthquake on September 19th, 2017.
- The Titanic.
- Tlatelolco's massacre of protesters ahead of 1968.
- War tragedy

*Answer the questions to write a composition using the Present Continuous Tense.*

Where is it located?	What are the affections?
What is the history of that place?	Are people suffering from the tragedy? <i>yes</i>
What are people doing to help there?	What countries are helping with the tragedy? <i>yes</i>

the college students are studying in Guernera. the students are <sup>buses</sup> being injured in that place the people is calling to the police. The families of the students are suffering. yes. yes, the USA and Germany. are helping with the tragedy.

After filling the mental map students selected a topic to develop writing. The same two students are compared in their writing, on the left the student elaborated with his team writing about the “Tragedy in the ABC kindergarten” and the student on the right wrote with his team-writing about the “tragedy with the 43 disappeared students of Ayotzinapa”. It is remarkable the sensibility of these students about the topics they chose since the military profile make the soldiers less sensible about the civilian lifestyle, at least which is a common belief.

### 2.04.04.03 Assessing writing

Quiroz Cruz Daniel Group A					Perez Covales Leonel Group A				
b. Rubric for Writing Session					b. Rubric for Writing Session				
Rubric for the Writing Session					Rubric for the Writing Session				
Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor	Category	Excellent / Very good	Good / Average	Fair / Poor	Very poor
Points	4	3	2	1	Points	4	3	2	1
Are the ideas relevant to the reader?	Writing is assertive and visibly focused. It holds the reader's attention. Significant details improve writing.	Writing-related, worth sentences, with slight or no details.	Writing is focused and absorbed. The piece contains certain details.	Writing is too limited in connecting knowledge, with no central subject.	Are the ideas relevant to the reader?	Writing is assertive and visibly focused. It holds the reader's attention. Significant details improve writing.	Writing-related, worth sentences, with slight or no details.	Writing is focused and absorbed. The piece contains certain details.	Writing is too limited in connecting knowledge, with no central subject.
Is the text organized?	Writing contains a solid start, middle, and end with clear switches and a focused closing.	Uses correct text format. It includes a coherent closing.	Writing is chaotic and insecurely organized. Switches are weak and closing is fruitless.	Writing is disordered and underdeveloped with no switches or closing.	Is the text organized?	Writing contains a solid start, middle, and end with clear switches and a focused closing.	Uses correct text format. It includes a coherent closing.	Writing is chaotic and insecurely organized. Switches are weak and closing is fruitless.	Writing is disordered and underdeveloped with no switches or closing.
Is the vocabulary used correctly?	Engaging and effective usage of word select.	Uses a variety of word select to make writing stimulating.	Shows some usage of diverse word select.	Uncaring or imprecise word select, which confuses meaning.	Is the vocabulary used correctly?	Engaging and effective usage of word select.	Uses a variety of word select to make writing stimulating.	Shows some usage of diverse word select.	Uncaring or imprecise word select, which confuses meaning.
Are the grammar structures and conventions used correctly?	The composition is free of disturbing spelling, punctuation) and grammatical errors; no presence of fragments.	The composition has little spelling, punctuation, and grammatical errors allowing the reader to follow ideas clearly. Very few errors.	Most spelling, punctuation, and grammar correct allowing the reader to progress through the composition. Some errors remain.	Grammatical errors, and spelling, punctuation create interruption, making reading problematic. Errors are frequent.	Are the grammar structures and conventions used correctly?	The composition is free of disturbing spelling, punctuation, and grammatical errors; no presence of fragments.	The composition has little spelling, punctuation, and grammatical errors allowing the reader to follow ideas clearly. Very few errors.	Most spelling, punctuation, and grammar correct allowing the reader to progress through the composition. Some errors remain.	Grammatical errors, and spelling, punctuation create interruption, making reading problematic. Errors are frequent.
Score	15	12	3		Score	13	8	3	2

After delivering the final version of their writing the same two students are compared in their assessment, on the left, the student gets 15 points and the student of the right gets 13 points in the writing. Although the student on the right is used to get a better score in the other assessments, in the case of writing, the student on the left gets more points since their ideas are better connected and organized.

## 2.05 PERFORMING AND RECORDING THE ACTIVITIES

Video available at <https://youtu.be/vU1FQKICxDM>

You can also see the same video at

<https://www.youtube.com/watch?v=vU1FQKICxDM&feature=youtu.be>

## CHAPTER 3: EXPERIENCE REPORT

### 3.01 DESCRIPTION AND ANALYSIS

#### 3.01.01 Report of the lesson given

The application was taken in a group of 16 students of a military school with students from 23 to 30 years old. The group is heterogeneous because the members of this have different levels, some of the students have knowledge about English in schools, however, others have the basic English training, before this course most students had English in middle school, then they joined the army and got a chance to continue their studies in the military education, so they are taking English as a part of their curriculum taking English class 2 hours once a week.

In the application of the class, a session for each skill was considered taking into account an order where the activities and the skills could be followed one by one gradually. The sequence is stated in the following order: listening, speaking, reading, and writing the decision why this selection is that this order allows connecting listening to speaking and reading to writing but also to start with the easiest skill in a simple activity to increase the difficulty for each skill and each activity. The sequence and activities for each skill were stated in the Lesson Plan providing a session for each skill and asking social interaction to practice agreeing in meaning between students in pairs and collectively. There was an inconvenient situation with timing because an environmental crisis in Mexico City by airborne particles product of fires incited that the Environmental Commission declared contingency that stopped all academic activities from Thursday 16<sup>th</sup> to Friday 17<sup>th</sup>, this situation can be verified in the following source: Environmental Crisis in Mexico City (El universal, Compañía Periodística Nacional S. A. de C. V., 2019).

##### 3.01.01.01 Listening

The Lesson Planning elaborated for the listening was based on the proposal of listening's practices of Schwartz (1995) into consideration that the strategies have to be based on an interactive approach in



order to stimulate language production in the students. It was chosen the listening from an internet source Notre Dame Still Stands – level 1 (News in Levels, 2019, pp. <https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/>). The selection of the listening was according to the program, however, the activities were modified from the original version to adequate them. Listening was completed with authentic materials from the internet, it was added a questionnaire to guide the activity.

As for the outcomes in the case of listening, the answers of the worksheet's questionnaire (Appendix 1) had to be reviewed if answers were correct or incorrect, it was necessary to play the recording more times than expected because the students required to listen more times expressing they did not understand what the native speakers said. For the second activity, the audio was played one more time, the first time was to catch the main idea and answer the first exercise, the second time to concentrate on specific information of the questionnaire. In the last playing, captions were added and students took notes to develop the own ideas, this was an improvisation to generate a script on the speaking as well as to guide the answers and start a speech for the following session. Those who understand well could express in their own ideas the listening, but those who caught spread ideas were limited to repeat the information they listened.

### 3.01.01.02 Speaking

As for the Lesson Planning for the speaking, it was connected to the listening part to produce orally as the native speakers do following instructions of pronunciation, but also of fluency. It was not pretended to speak like a native speaker, but to be understood by other listeners. It was elaborated a question bank (Appendix 2) following the instructions of the program and the book working in pronunciation for the vocabulary and the gerund in the verb in the context of a text and it was complemented with the social interaction making questions by the students with their peers.

The results on this session were also heterogeneous in speaking because of the profile of the students are almost in dichotomy, those who are good writers are not necessarily good speakers, those who had the opportunity to practice have the ability to express their ideas orally. There was a situation in which those who have the facility to talk did not allow to respond the questions to the rest, for this reason,

talks were allowed by turns in order to give the opportunity to talk to most of the participants when they were sharing their answers to their classmates. The decision why to work in pairs in a specific stage is to have every student speak and practice, it is also a tool for listening even those shine students who do not speak in public, the disadvantages of working in pairs is that it takes much time to listen to every pair and all the students are talking at the same time.

### 3.01.01.03 Reading

The Lesson Plan elaborated for the reading was based on the current theories taking into consideration that the strategies have to be based on an interactive reading approach in order to stimulate language production in the students. It was modified the script from Notre Dame Still Stands – level 1 (News in Levels, 2019) to an original one where the gerund form is used in the text. The elaboration of the reading was according to the school's program, however, the activities were developed to be adequate to Hyland's theory. Readings were completed with visual materials to present vocabulary, it was added the Total Physical Response to show how the vocabulary works when necessary so that students tried not the use of L1 to understand the meaning and they are able to express the vocabulary in many cases.

As for the results of the reading, they were heterogeneous, since some students have different levels the results are also heterogeneous, giving different patterns and learning styles. There were students who finished the lecture very fast without any doubt but there were others who could not even understand the vocabulary; there were students that were able to show ability to answer the exercises correctly, there were others who could finish with the help of other students, and there were others who could not finish even the lecture reporting that the lecture did not make sense for them because they had problems understanding the general idea of the lecture, for these cases, it was required to the high-level ones to coach the lowest ones to understand the ideas using their own reading comprehension strategies. It was not possible to advise personally these students during the activity because the timing does not allow to stop for some students.

#### 3.01.01.04 Writing

The process of the writing elaboration was linked to the previous session in order to recycle the vocabulary, grammar structures and the idea of what migration involves for humans beings contextualizing in the students' context. They were asked if they knew about the case of migration in Mexico or in their family. It is expected that students provide a lot of information about the particular cases they know, but the information was filtered by them when they work in teams to create a coherent composition linking the ideas and illustrating them.

The outcome for this activity was a number of writings for many students that were heterogeneous in many ways, most of them had the main structure correctly with some spelling errors, and most of them used statement in their sentences. Only a few students used the negative and or the question form to elaborate their writing. There were some cases that could use more than the present continuous structure and used predetermined phrases to express their ideas, in the case of those who had previous knowledge, contrasting with those who have the basic training EFL, had the resource of the reading and asked for alternative ways to express their ideas asking to their peers or to the teacher. For those students that showed the dependence of the others, could be the high students or the teacher, they were asked to use electronic dictionaries or translator with definitions, this was to have them contribute to their team. The final product resulted in a short text about a case of a tragedy in Mexico.

#### 3.01.02 Critical analysis

Although the five-sessions application was affected for the environmental contingency the linking of the activities could be integrated the development of the skills in every session to since it was possible to define two clear student's profiles according to their personal experience. On one hand, cadet students with communicative needs in order to use L2 academically in order to speak English to solve problems in their professional contexts, on the other, soldiers with communicative needs to use L2 pragmatically to understand the use of armament to get in communication with foreign armies.

As for the methodology applied, it was an eclectic one since the approach was a mix. This means that it was necessary to adapt from many circumstances that had enriched the repertoire of techniques and experiences but there always have been a lack basing reasons moreover the pragmatic results gotten

in a more intuitive way with the help of peers and book suggestions more than theoretical reasons. It is more possible to clarify explicit reasons why the collaborative work operates meaningfully since the established criterion, that selected the elements in order to develop the class was to get an agreement with students about the kind of dynamic they feel more comfortable according to the needs in the situation in which they are involved.

One of the factors that could interfere in the listening and speaking sessions were the monolingual environment in which English as a foreign language is frequently learned does not facilitate practice outside of class hours. However, it has to be considered a large number of sources that can be found on the internet as television programs, films, and another kind of video so easily obtainable can provide, outside of class, not only hours of listening practice and opportunities to acquire vocabulary, but also knowledge of other cultures and dialects, and moreover, entertainment. By presenting integrating skills as a full process, not as a product, and incorporating learning strategies into the planning, it can be possible to teach a complementary skills to the students to become autonomous listeners using technology, it is recommendable to focus more on the use of technologies of the information and communications for the following planning.

The results of the application were benefited for many students, however, quantification of this results by rubrics was a little ambiguous since the criteria could be improved adding quantitative instruments that could detect if there are specific errors on vocabulary, grammar, phonemes, idiomatical expressions, general meaning comprehension. The elaborated rubric were instruments for the general assessment of the students' progress, but it could be completed for instruments that provide feedback to the teacher but mainly to the students themselves showing the specific area where the students have to focus to improve the skills.

The self-assessment is an option that can help students to realize where the opportunities areas are found showing them what they can do to correct the errors and improve their skills. This self-assessment can be done by using self-assessment rubrics and progress tests not depending on the teacher's assessment but developing in the students the autonomy since the teacher is limited by time and the students' amount does not allow tutoring every student.

Another alternative considered is the implementation of an LMS, a platform designed with the new resources, this is because there will be changes in the Military School that include new resources and new evaluation criteria. The lesson plans will be changing as well as the assessment criteria, it will allow implementing self-evaluation for the students in both ways, qualitative and quantitative methods that will be sent to the teacher in order to review the opportunity areas and the learning progress they have.

## CHAPTER 4: CONCLUSIONS

### 4.01 CONCEPTUAL

People speak English depending on several factors such regional and social dialects that outcome in diverse in intonation, pronunciation, vocabulary, and perceptions, if there were no mutual intelligibility, communication was not possible for not being the same language. On the other hand, there are social dialects that make differences in perception since there are differences in schooling, genre, age, social status. These differences have the effect of stereotypes where people have attitudes towards people who are different (EEAILE, 2011). All these factors should be taken into account if we want that students communicate through English because most teachers pretend that students speak a Standard English language, however, there is not such a thing as a Standard English but a diverse universe where each publisher tries to sell its English Dialect as the most appropriate for the consumer, in other words, “the student”. As teachers, we cannot forget to take this into consideration for our classes since we want students to speak English where regional variations, social dialects, regional variations, pronunciation, vocabulary, perceptions, and stereotypes will determinate the success to communicate efficiently.

The selection of these authentic materials helped to contrast the differences between the Written Language and the Spoken Language, at the same time, both could be linked to elaborate complementary texts because there is a need to create our own context in order to understand these two aspects of the language (Ghasemi, 2014). Reading and writing activities of the lesson plan highlighted the Written Language since it is based on grammar drills and a written conversation, meanwhile listening and speaking parts were characterized by the Spoken Language where oral production covered the activities. Every stage was linked, not only in vocabulary, grammar, and function but in complementary activities to produce orally in the written lesson and written on the spoken one.

## 4.02 METHODOLOGY

An aspect to be taken into consideration is the real necessity to take in consideration every element that is involved in communication, and this necessity can be covered by Hymes' Model of Communication (Johnstone, 2010) considering the following elements to have a dynamic communication: setting scene, the place of speech and circumstances; participants, speaker and audience; ends, purposes, goals and outcomes; act sequence, form and order of the event; key, tone, manner, or spirit; instrumentalities, forms and styles of speech; norms, social rules; and genre, the kind of speech act or event. The importance of using a model, where interpretation takes place, changes the mechanical conception from a message goes through a channel to be received to active people where they are negotiating meaning all time instead of receiving an intact message. People are transforming meaning constantly since they are asking for clarification, rephrasing and confirming understood sense in the whole process because the change of an element can change the meaning of the message. It was very enriching for the students to change meaning when they talked about their possessions; a variation of tone or manner referred to a different situation. It could be more interesting if they had experience outside the classroom or even with native English speakers.

Theoretical references also give more elements to create particular methods for particular necessities, more than the placed ones in a book, that should be taken as a reference, instead of the method itself. With behaviorist theory we can teach for specific outcomes in an elemental way, student's reflection is not considered in this theory and there is not a method to engage student's thought in it. Structuralism theory allows students' performance to analyze the form of the outcome to study the language itself; student's production is not seen as a function but as a reproduction of a native English speaker, even sounds, however, it does not allow the student to reflect about the use of English and it is typical of linguistic studies but not for ordinary people who want to speak English naturally. Sociocultural Theory of Mind is a theory that takes into account the development of language since childhood's stage; it also considers that adults learn differently, so the learning process of Second Language Acquisition differs and comes more naturally to learners. This theory has also limitations where intra-mental processes are not clear to proof explicitly, only by outputs and processes as the private speech cannot be externalized to be evaluated, we can only guess what learners are thinking and wait for the output, as the rest of the theories do.

### 4.03 OBSERVATION

Students need to socialize learning using Language in Use Perspectives emphasizing on language functions, students have a need to socialize the language they are learning. Teachers can take advantage of students' context to create a purpose of communication more approximate to real life and use specific functions to teach (Bardovi-Harlig, 2005). In this case, the general function was to talk about the description of current events in the students' context.

It is essential not to be limited only to the book's activities since they are a guide that can be complemented by the theories studied in the course that help teachers to complete lacks in teaching provoked by books printed with excellent basis and resources but low in knowledge about the specific context where the students are situated. Theories do not say explicitly the steps to follow; however, they provide cues to evaluate if the procedure is complete or need to be completed. Any person can follow the steps to teach and to learn a language but only language teachers have to evaluate students, books, theories, methods, contexts and mainly themselves to succeed in teaching and learning.

### 4.04 ANALYSIS

A phase that resulted interesting for the students the different aspects of pronunciation in which every simple detail about the variations and the ways English is spoken by native speakers in the recording and the way it is pronounced by students who speak English as a Lingua Franca. Although the pronunciation of Mexican Spanish phonetics interfered, it was possible the phenomenon of Mutual Intelligibility (J. K. Chambers, 1998, p. 3), where people is able to understand each other through English language

Analyzing the teacher's performance, it is considered that the inclusion of explicit concepts related to specific activities is an improvement of the teaching practice since the justification of these activities is based on theories instead of the creativeness or a non-planned class with improvisation. It is worth to base a class with specific theories because theories guide the way in which the class should get



outcomes with specific methods, it is more than following an approach and procedure, as professional teachers, we can modify a step or complete the procedure if it is not adequate for the objectives.

A lesson plan is a practical way to rationalize teaching because it requires to foresee how the class will develop, what obstacles may arise, what elements can be used, how to organize the time available, how to deal with the problems of organizing activities, interactive, how to achieve, in a word, that students go through the stages of learning in the classroom of a foreign language in direct proportion to the amount of effort and organization that the teacher brings. It also helps to design the lesson as a whole, with some objectives that must be achieved within the time it lasts, which contributes to the students having the rewarding feeling that they have learned something concrete, be it the handling of a structure or the use of a function, or of having acquired greater mastery of a skill.

It is mandatory to try to introduce variety in the lesson plan, otherwise, the virtues of good planning are likely to be vulnerable. It is convenient to associate the structures with functions and vice-versa in varied, real and illustrative situations, plan different tasks referring to different skills and, even concatenate some tasks with others using the product of one as a basis for the realization of the next. Regarding audio-visual resources, it is worth remembering that there is an interesting variety and that there is no need to be afraid to use any that has not been tried before if this is expected to obtain better results. Also, the rhythm of the class must be altered from time to time. A class at a too fast pace would make the students nervous and, on the contrary, a very slow one would make them lose interest.

## 4.05 REPORT

It is concluded that through writing and reading it is possible to learn: a second language, ways of expression, forms of communication, vocabulary, writing styles, reading, and so it is learned to express in a simple, clear and precise. It is important to reflect on the best way of pedagogical mediation in the classrooms, in this way it contributes to generating efficient reading and writing processes, because it is from the efficient development of reading and writing that literacy is achieved in a language foreign, or between people of a particular society, a nation and especially a culture.

It is also advisable that the teacher always keep in mind when planning his lesson that a general objective or achieve is that students acquire the greatest possible domain of the spoken language and that this is achieved by the practice of this skill; therefore, the intervention time of the teacher and that of the students should be planned, taking care that the duration of the first one gradually decreases in favor of the students.

In order to prepare the rubrics, it is important to define the competencies and establish indicators and evaluation criteria. The result of the analysis, of the definitions, of the indicators and of the rubrics themselves is not generalizable, but it constitutes a first-hand material for the development and implementation of the rubrics in the evaluation of the subjects from the proposed items.

The evaluation should not be considered as a tribunal that promotes the sanction to the errors committed when performing an activity, most students think that the evaluation is the result of a test, although the mere fact of considering being evaluated generates uncertainty and nonconformity, this process is necessary, since it should be seen as an opportunity for improvement.

The evaluation must allow the determination of the students' achievements in one or several competencies, considering that this must be integrative and reflect the appropriation of knowledge, the strengths of the students and the improvement actions.

The rubric is a complete instrument that allows to observe the performances of the students, if it is designed and applied in an adequate way it allows the integral evaluation of the knowledge for the development of the competencies, achieving a continuous improvement in the students since the evaluation it becomes a learning experience, since the deficiencies in the execution of the activities are identified, giving opportunity for the correction of errors. The rubric should not be considered as an instrument of prosecution of people, rather it is an effective tool that gives the opportunity to develop personal growth.

Finally, it important to mention that this work was possible for all the implemented things learned during the course in the specialty, it should not have been possible to reach the objectives without the observations, recommendations and feedback from peers and different tutors, a particularity for this group that had the help of more than one tutor who enriched the point of view in many aspects. There are a lot of positive aspects that help to improve not only teaching but English language skills as well as

the use of technology. Now, it is time to feedback the EEAILE, too. Although the module of technology provides the learner to know more technology, it should be updated since there are more recent online technologies, a suggestion is the use of platforms for teachers since the community is learning through a Moodle Platform, it should be a good idea to teach the future teacher how to administer these tools. It is not a too challenging task once a person gets the knowledge. The content for future generations could include the administrations for online platforms and sites to upload and download resources in the same way as the EEAILE community does. The use of the internet has grown exponentially since the first mail and the way to use it has changed in the same way, for these reasons, in the school where the project was developed a new project has started some months ago creating a platform where the students can work keeping in touch with the teacher and the community online, the site <https://emmg.milaulas.com/> was developed as a complementary tool where more teachers are joining to the use of technology using ecological paperless resources to generate evidence of the students learning (see appendix 6). The students also report that learning by the platform has resulted in more beneficial learning for them since they can work on it at any time even without the presence of the teacher. The EEAILE is acknowledged for providing this idea by this author who is really grateful to the EEAILE and the teacher Rocio Salgado for all the teachings during this course.

## CHAPTER 5: APA STYLE REFERENCES AND APPENDIXES.

### 5.01 REFERENCES

- An, S. (2013, January). Schema Theory in Reading. *Theory and Practice in Language Studies*, 3(1), 130-134.
- Bardovi-Harlig, K. (2005). Contextualizing Interlanguage Pragmatics. In M. T. Andrea Tyler, *Language in Use: Cognitive and Discourse Perspectives* (pp. 65-84). Washington, D.C.: Georgetown University Press.
- Brown, D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Prentice Hall.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative*. Clevedon: Multilingual Matters Ltd.
- Byram, M. (2008). *From foreign language education to education for intercultural citizenship: Essays and reflections*. Clevedon: Multilingual Matters.
- Cerezal, N. (1990). *EFFECTIVE LESSON PLANNING*. Retrieved from Encuentro Journal: <http://www.encuentrojournal.org/textos/2.11.pdf>
- Cook, V. J. (1988). *Chomsky's Universal Grammar. An Introduction*. Blackwell: Oxford University Press.
- D'Arcy, L. (2016). *Intercultural Communication in Foreign Language Learning and Retention in Online Learning*. Valencia: Universidad Politecnica de Valencia. Retrieved from <https://riunet.upv.es/bitstream/handle/10251/67692/D%27ARCY%20-%20Intercultural%20communication%20in%20foreign%20language%20learning%20and%20retention%20in%20online%20learning.pdf?sequence=1>
- EEAILE. (2011). *Module 1 Language, Language Acquisition and Teaching*. Retrieved October 2018, from Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera: <http://eeaile.cealupn.net/>
- EEAILE. (2011). *Module 2 Language*. Retrieved October 2018, from Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera: <http://eeaile.cealupn.net/>
- EEAILE. (2011). *Module 3 Intercultural Communication, Assessment and Integration*. Retrieved March 2019, from Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera: <http://eeaile.cealupn.net/>
- El universal, Compañía Periodística Nacional S. A. de C. V. (2019, May 14). Environmental Crisis in Mexico City. *El Universal*, pp. <http://www.eluniversal.com.mx/english/environmental-crisis-mexico-city>.

- Ghasemi, H. (2014, August). The Differences Between Spoken and Written Discourses in English . *International Journal of Language Learning and Applied Linguistics World*, 147-155. Retrieved September 2018, from <http://www.ijllalw.org/finalversion6411.pdf>
- Harmer, J. (2001). *The Practice of English Language Teaching* (15th ed. ed.). Essex, England: Longman.
- Hyland, K. (2002). *Teaching and Researching Writing*. London: Longman.
- J. K. Chambers, P. T. (1998). *Dialectology Second Edition*. Cambridge: Cambridge University Press.
- Johnstone, B. (2010, January). *Dell Hymes and the Ethnography of Communication*. Retrieved September 2018, from Researchgate: [https://www.researchgate.net/publication/41373609\\_Dell\\_Hymes\\_and\\_the\\_Ethnography\\_of\\_Communication](https://www.researchgate.net/publication/41373609_Dell_Hymes_and_the_Ethnography_of_Communication)
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Retrieved October 2018, from <http://www.sdkrashen.com/>: [http://www.sdkrashen.com/content/books/principles\\_and\\_practice.pdf](http://www.sdkrashen.com/content/books/principles_and_practice.pdf)
- MacMillan English. (2018). *Cultural Awareness*. Retrieved from Springer Nature Limited: <http://www.macmillanenglish.com/life-skills/cultural-awareness/>
- McLeod, S. A. (2017). *Kolb - learning styles*. Retrieved October 2018, from Simply Psychology: <https://www.simplypsychology.org/learning-kolb.html>
- Mendelsohn, D. (1995). *A Guide for the Teaching of Second Language*. San Diego, California: Dominic Press.
- Mutlu. (2013). The Role of Computer-Assisted Language Learning (CALL) in Promoting Learner Autonomy. *Eurasian Journal of Educational Research*, 107-122. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1059921.pdf>
- My English Pages. (2019). *Guessing meaning from context*. Retrieved from <https://www.myenglishpages.com/>
- News in Levels. (2019, May). *Notre Dame Still Stands – level 1*. Retrieved from <https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/>
- Norman Herr, P. (2007). *Bloom's Taxonomy*. Retrieved October 2018, from The Sourcebook for Teaching Science: [https://www.csun.edu/science/ref/reasoning/questions\\_blooms/blooms.html](https://www.csun.edu/science/ref/reasoning/questions_blooms/blooms.html)
- O'Malley, M., & Chamot, A. (1990). *Learning strategies in second language acquisition*. New York: Cambridge University Press.
- Pimsleur Inc. (2011). *PIMSLEUR*. Retrieved 10 20118, from Simon & Schuster, Inc. Pimsleur®: <https://www.pimsleur.com/>

Rapp, D. N. (2007). Discourse comprehension. *Handbook of Psycho linguistics*, 725-764. Retrieved from [https://scielo.conicyt.cl/scielo.php?script=sci\\_nlinks&ref=5788855&pid=S0718-4883201200010000400079&lng=es](https://scielo.conicyt.cl/scielo.php?script=sci_nlinks&ref=5788855&pid=S0718-4883201200010000400079&lng=es)

Rumelhart, D. E. (1985). Toward an Interactive Model of Reading. In N. H. Singer & R.B. Ruddell, *Theoretical Models and Processes of Reading* (pp. 719-747). Newark DE: International Reading Association. Retrieved from [https://s3-eu-west-1.amazonaws.com/s3-euw1-ap-pe-ws4-cws-documents.ri-prod/9781138087279/29\\_Rumelhart%2C\\_Toward\\_an\\_Interactive\\_Model\\_of\\_Reading.pdf](https://s3-eu-west-1.amazonaws.com/s3-euw1-ap-pe-ws4-cws-documents.ri-prod/9781138087279/29_Rumelhart%2C_Toward_an_Interactive_Model_of_Reading.pdf)

Saussure. (1959). *Course in General Linguistics*. (W. Baskin, Trans.) New York: Philosophical Library.

Schwartz, A. M. (1995). La Enseñanza de Estrategias de Aprendizaje: La Comprensión Auditiva con Textos de Vídeo. *Asele*, 393-398. Retrieved from [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/asele/pdf/06/06\\_0392.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/06/06_0392.pdf)

Skinner, B. F. (1953). *Science and human behavior*. New York: The Free Press.

Vigotsky, L. S. (1986). *Thought and language*. (M. i. rech, Trans.) Cambridge, Massachusetts: The MIT Press.

## 5.02 APPENDIXES

### 5.02.01 Appendix 1. Questionnaire



What's happening?

---

What's the accident?

---

Is the fire controlled?

---

Is the French official controlling the fire?

---

Does Notre Dame still stand? Why do you say that?

---

Are the firefighters rescuing the art works?

---

---



5.02.02 Appendix 2. Question bank to interview another student.

What are you doing now?	I am _____ing. _____
What's happening now?	People are talking. They are _____ing
What is your commander doing this week?	He is _____ing
Are you studying much these days?	Yes, I am _____ing / No, I am not _____ing
What are you watching on Internet these days?	I'm watching _____

VISUALS





### 5.02.03 Appendix 3. Reading: What's happening at Notre Dame Cathedral?



*Read the lecture and explain what is happening at Notre Dame.*

In France, a fire is happening at the Notre Dame Cathedral. The fire is an accident. It starts up by a tower. It is coming down through the ceiling.

Firefighters are saving a lot of the small works of art. An official is telling them what works are important.

Even though there is a fire, the building is not falling. Its structure still stands. Its two towers in the front still stand. A French official is saying that people are lucky.

People are seeing if the building is stable. Then they are saving the bigger works of art. They can fix the art.

Difficult words:

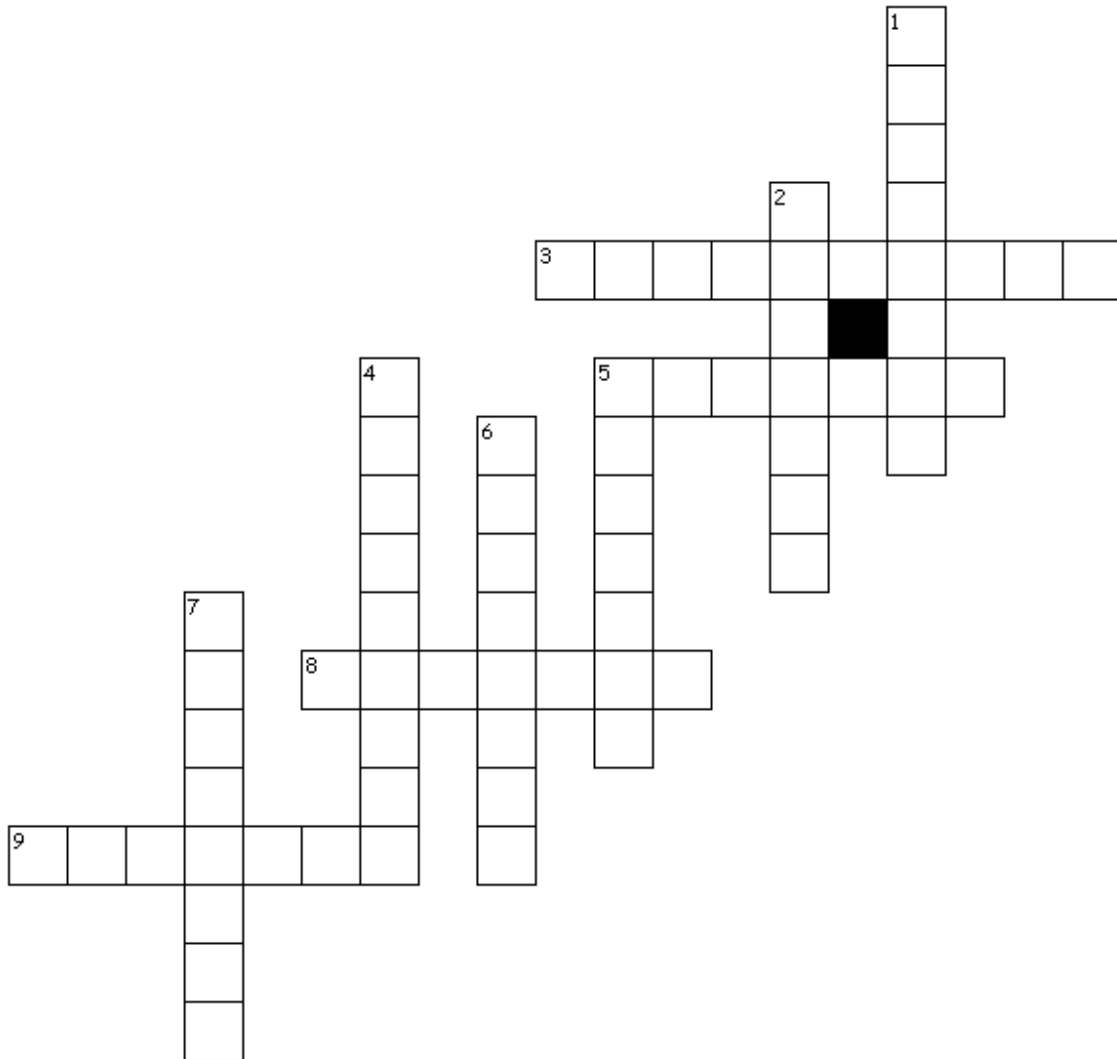
*Official* (someone who works for an important organization of a country),

*Structure* (the 'body' of a building),

*Stable* (stay standing without falling over).

Adapted from: <https://www.newsinlevels.com/products/notre-dame-still-stands-level-1/>

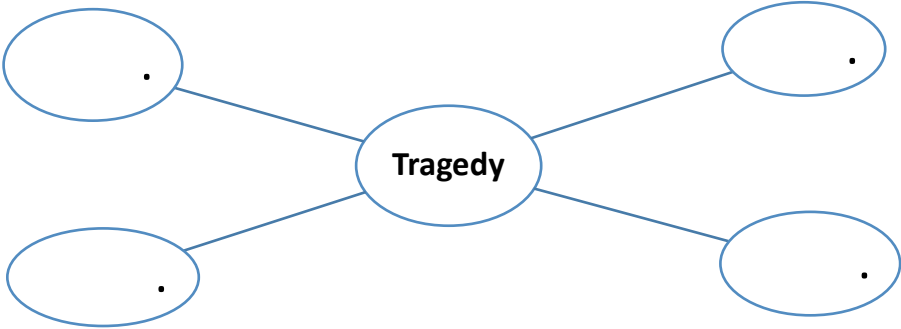
5.02.04 Appendix 4. What's happening now?



Use the gerund form of the verbs to fill the Crisscross

<p>Across</p> <p>3. happen</p> <p>5. say</p> <p>8. fix</p> <p>9. come</p>	<p>Down</p> <p>1. tell</p> <p>2. see</p> <p>4. start</p> <p>5. save</p> <p>6. read</p> <p>7. fall</p>
---	---

5.02.05 Appendix 5. Writing about a tragedy



It is happening a tragedy in...

- The last fire in Mexico City
- Mexico City earthquake on September 19th, 2017.
- The Titanic.
- Tlatelolco’s massacre of protesters ahead of 1968.
- War tragedy

*Answer the questions to write a composition using the Present Continuous Tense.*

Where is it located?	What are the affections?
What is the history of that place?	Are people suffering from the tragedy?
What are people doing to help there?	What countries are helping with the tragedy?

---

---

---

---

---

---

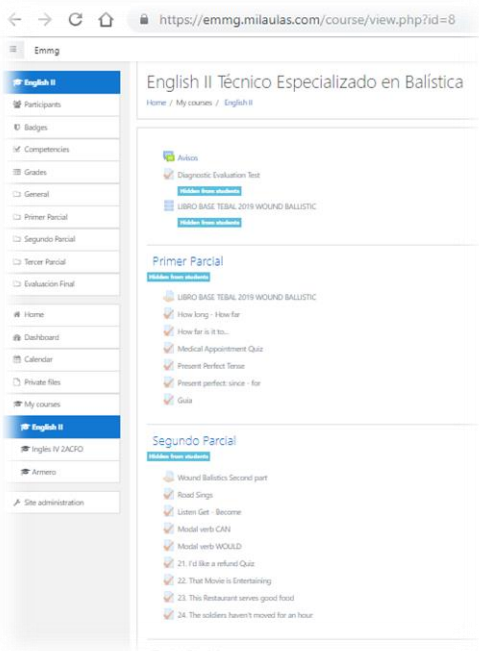
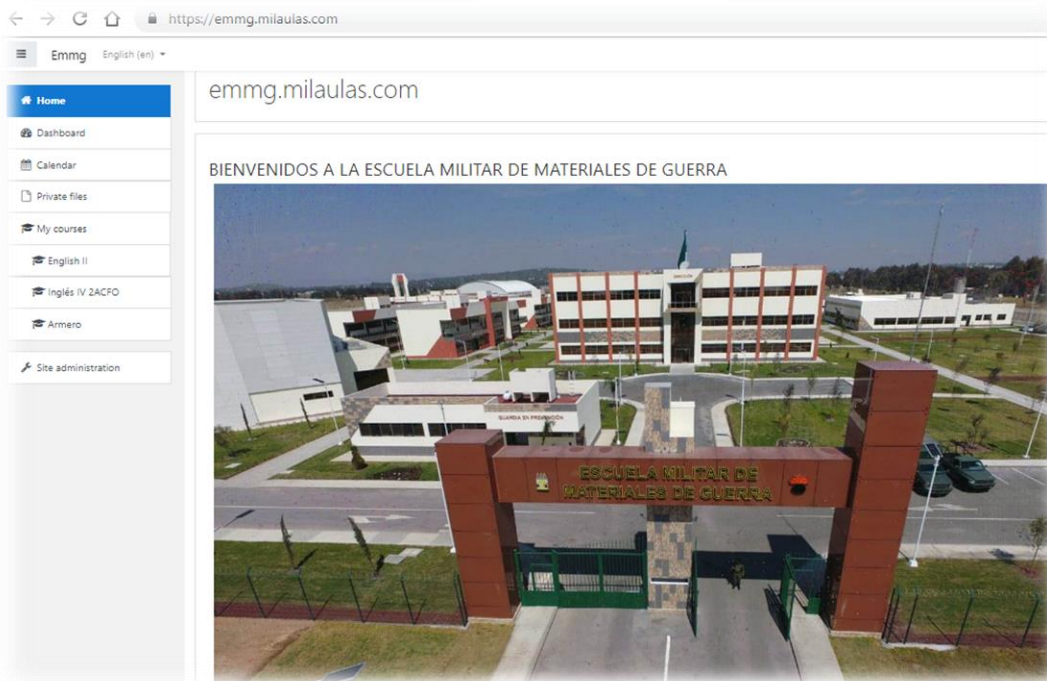
---

---

---

---

## 5.02.06 Appendix 6. The Platform for the Military School



Emmg English (en)

Number of participants: 127

First name:  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname:  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Select	First name / Surname	Email address	Roles
<input type="checkbox"/>	Carlos Meza Melendez	caltoztl@gmail.com	Manager, Teacher
<input type="checkbox"/>	MIGUEL MUNOS AQUINO	23@d.cfs2	Student
<input type="checkbox"/>	EFREN MARTINEZ CASTRO	13@c.cfs2	Student
<input type="checkbox"/>	VICTOR HUGO GONZALEZ MARTINEZ	14@d.cfs2	Student
<input type="checkbox"/>	JAIME FABIAN VALDEZ HURTADO	21@c.cfs2	Student
<input type="checkbox"/>	ESTEBAN SANDOVAL GRANDE	7@b.cfs2	Student
<input type="checkbox"/>	JOSE MANUEL JIMENEZ ROJAS	10@a.cfs2	Student
<input type="checkbox"/>	DIEGO FLORES SANDOVAL	26@b.cfs2	Student

## DECLARATION LETTER



### UNIVERSIDAD PEDAGÓGICA NACIONAL

#### Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

#### DECLARATION

I **Carlos Alberto Meza Meléndez**, declare that the following **Module 3 Final Project** 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.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at [http://eeaille.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaille\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm) *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfjb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”<sup>1</sup>*

#### *Definitions and Examples*

*The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honourable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behaviour of the indicated types normally occurs; however,*

---

<sup>1</sup> EEAILE-CEAL UPN. Guidelines for Academic Honesty in Citation and References.  
[http://eeaille.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaille\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdf](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf)

L



there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. *Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.*

*Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility."*

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

*TITULO QUINTO: De las sanciones y recursos.*

*CAPITULO 1. De las sanciones*

*III. Baja definitiva en los siguientes casos:*

*d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."*<sup>2</sup>

Signature:

Sunday 9<sup>th</sup>, June 2019

Date of the submission.

---

<sup>2</sup> Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>