



UNIVERSIDAD PEDAGÓGICA NACIONAL

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FINAL PROJECT:

**THE EFFECTIVENESS OF INTEGRATED LANGUAGE
AND CONTENT LEARNING OBJECTIVES.**

*THE IMPORTANCE OF STUDENTS' PERCEPTIONS:
ATTITUDES TOWARDS ACADEMIC SKILLS*

JULY 1st , 2019.



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31 de Julio , 2019.

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INTRODUCTION

The main purpose of the following essay is to show the results of the project that I worked in “*The effectiveness of integrated language and content learning objectives*”. *The importance of students’ perceptions towards academic skills*. I will remark the importance of the integrated skills, as well as the theoretical background and practical application of the integrated skills in the classroom.

According to Richards & Schmidt (2002), language skills or skills (in language teaching) is the mode or manner in which language is used.

Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills.

For this final project I will develop my ideas about language, language learning and learning teaching according to my experience as a teacher. I will describe and reflect on ideas that would help me to develop better lessons. I will also analyze the lessons I taught in order to improve my future teaching.

CHAPTER 1.- PHILOSOPHY AND THEORY

1. 01 TEACHING IDENTITY AND PHILOSOPHY

My formal education is in Business Administration, every time somebody ask why don't I work in something related “to my career” is difficult to explain how engaging and satisfactory is to teach for me. As a student in my early age, I never had English classes, since I attended to a public elementary, in Middle school I had

English class three times a week, but having more than 40 classmates in my class, there was not a big chance for everybody to perform the best way possible.

When I finished studying High school, I started to study English in a Language Center, the course comprised ten levels, the first three were ok, the class was medium size (around 27 students) and the teachers only spoke in English to us, even if we were beginners. But for level four, everything change for the better. I had the best teacher I could have, her name was Mariah and she was a native speaker. In the beginning I was doubtful of my skills having a teacher that only speaks English, but luckily, teacher Mariah was very patient to everybody, even though I was not the most accurate in the language, she made me feel comfortable speaking and making mistakes. I learned a lot with her, not only grammar or pronunciation, but from her culture, and common sayings. She was not focus a lot on grammar, but communicative language. That´s when I decided I wanted to be a teacher, and make my students feel about me, the same way I felt about her.

During my first years as a teacher, I was very strict due to my coordinator requirements, I worked in the same Language Center I studied in with young learners. The year after that, I started teaching teenagers, and the year later I started working with adults.

The context of the schools I have worked is very diverse, from private Catholic Middle schools, to Bilingual Universities. Currently I work in both; an Elementary from the Public System in a margin zone and in the Business Faculty from the Universidad Autónoma de Coahuila.

To be able to teach in the Public system it was necessary for me to take a general knowledge exam, as well as to have the CENNI certification, and other requirements. One of the requirements to teach in the Universidad I work in, is

necessary to take some exams to test my English level, such as the IELTS exam, TKT, as well to attend to different courses during the school year.

1.02 MY TEACHING PHILOSOPHY

In the following essay I will develop my ideas about language, language learning and learning teaching according to my experience as a teacher. I will describe and reflect on ideas that would help me to develop and increasing my idea of teaching philosophy.

The rationale behind this, is to have a better understanding of the way of teaching, as well of the context of the groups I work with. When we think about teaching English, transferring knowledge to students comes to mind. We rarely think of it as an introspection of our own database of language and its effect on students.

The learning process occurs in everyday actions, without even noticing. As teachers, we need to be aware of our students as individuals, by considering their abilities, attitudes and motivation, to cater for their different needs.

Gardner: 1985, considers attitudes as components of motivation in language learning. According to him, “motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”.

As a teacher who works with all types of individuals, I always try to keep my students motivated to attend to class and learn the language.

1.03 MY TEACHING CONTEXT

I have been a teacher for the Universidad Autónoma de Coahuila for the last 11 years. I have worked in different Faculties that conform the Universidad, since the English program is the same for all of them. When I started the Specialization I was working in the Medicine Faculty, I worked in there for two years. Unfortunately, in this semester I was changed to another school: the Business and Administration Faculty.

Working for the Facultad de Ciencias de la Administración it has been quite different for me. Although the curriculum I have to teach is the same, there are some differences that I need to be careful with, such as the amount of students in class (some of classes are comprised by over 50 students), however there is a lot of absences in the classes since most of the students attend to school from their work (I work in a night shift) and the Faculty is very permissive in that aspect.

1.04 THE TEACHING METHODS I USE THE MOST

According to previous lessons we can establish that doesn't exist a "perfect" method, throughout the history of teaching languages have been tried and tested with some being more popular and effective than others (Grammar translation method, direct method, audio-lingual method, total physical response, silent way, task-based learning)

With some beginners students and for purposes of acquire vocabulary, I use the **Direct method**, in here students repetition is an effective method for them to learn the specific target.

TPR is use in all of my classes with commands like "open the book" and I am very emphatic of it specially with beginners.

However, the methods I use more frequently in my classes is:

Task-Based Learning

In here, students participate in communicative tasks in ESL. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

I try to plan activities where students can use their pre-existing knowledge of the language, so they can achieve something new using something they already know.

1.05 EVALUATION AND ASSESSMENT I USE IN MY CLASSES

In my classes, the grades students receive are standardized by the coordinators, this means the scores are divided as the following: 50% of a written exam, 20% of a PBL, 15% online platform, 15% Conversation club. Each student must fulfill each requirement in order to get a good score.

For each category I assess as much as possible, in this new context of the school I work in, I always try to make students aware that is not only important to perform well on the exam, but to attend to the conversation club once a week. In the conversation club (which I also direct) I try to assess students in an informal way, by praising their work as much as possible, I also provide pronunciation feedback if necessary. Sometimes it's difficult to make students speak, some of them because of their personalities, but most of them for the lack of confidence in the learning process, in this case I assign roles to make each student is taking part in the activity. Another technique I use is to personalize the activity as much as possible, by adapting the exercises planned for the session.

1.06 MY TEACHING GOALS

One of my most important teaching goals is to have a professional development. Sometimes planning classes, grading, paperwork, etc. can be stressful and time consuming, however I believe that studying courses like this Specialization or a Master degree it would help to improve my skills as a teacher. Time managing is important inside the classroom as well as outside of it.

Another teaching goal I have is to incorporate technology tools for my classes, I honestly find quite complicated to do since the schools I work in, don't have a lot of access to it, students don't have internet access in the classroom or a computer to work with, however when possible, I try to incorporate technology in the class (working in groups, taking my own computer with me).

For future classes I will use more technology tools, like videos. Since internet is not available in the classroom, I will download short videos and I will present to the group in order to activate and get their attention. Another strategy related to technology that I am considering to include in my classes, is to work with the site Google classroom, as an extra tool for my students to practice and send me the homework assigned.

1.07 CHALLENGES I HAVE FACED DURING THIS SPECIALIZATION

The biggest challenge I have face during this specialty is the use of technology, not only in the classroom, but also for my personal use. Since I don't have access to internet resources in the school, I usually don't use it in my classes.

Sometimes I prepared a Presentation power point in which I highlight the most importance grammar specific I want students focus on, but nowadays I'm trying to incorporate the use of more technological resources.

Another challenge I faced was that, in the second part of the specialization, I was changed from one Faculty, to another which is the biggest Faculty from the University I work in, this means my schedule in school increase, as well as the amount of time I need to spent to work with each group I have.

1.08 THEORETICAL FOUNDATIONS THAT ARE SIGNIFICANT FOR ME

During the 60s, some educators in the United States considered that learning two languages would be confusing for children, even believed that it would hinder development, possible resulting in a lower IQ.

Nowadays, a lot has changed, and experts recognize the benefits of learning a foreign language.

Teachers are responsible to provide students with the best activities according to the right level learners are.

During the last three decades there has been a number of theories of Second Language Acquisition, each one has tried to explain how the process of learning takes places, and offer guidance to ESL teachers.

There are three perspectives or Schools of Thoughts that can be identified:

***Behaviorism and Structuralism**

***Generative Linguistics**

***Sociocultural Theory**

Acquisition is a subconscious process much like first language acquisition, while learning is a conscious process resulting into “knowing about language” (Krashen, 1982: 10)

ACQUISITION THEORY

LEARNING THEORY

Formal Environment

Informal Environment

SIMILARITIES	DIFFERENCES
Both required a great deal of time.	SLA is built on a prior understanding of how language works.
Both includes automatic and monitored processes.	Second language learners may learn languages for many different reasons, unlike first language learners who need to learn for survival.
Comprehension precedes production of language forms.	Second language learners may start the process of language acquisition at any age.
Each involves a process of figuring out languages rules	SLA involves more conscious thought than the first language acquisition.
Language is learned through observation and practice in communicative interactions.	Errors made by first language acquires are generally accepted and frequently not corrected whereas errors made by second language acquirers are often corrected.
Some aspects of language are learned before others.	First language acquirers are usually in a supportive and warm environment with plenty of

	contextual cues ideal for language acquisition whereas second language acquirers may not be.
Errors are a natural part of language acquisition.	

Krashen believes that there is not a significant difference between the way we acquire our first language and our subsequent language. He claimed that just like children learn their mother tongue by listening to spoken language, foreign languages are acquired in the same way.

Monitor- In here we are able to use what we have learned.

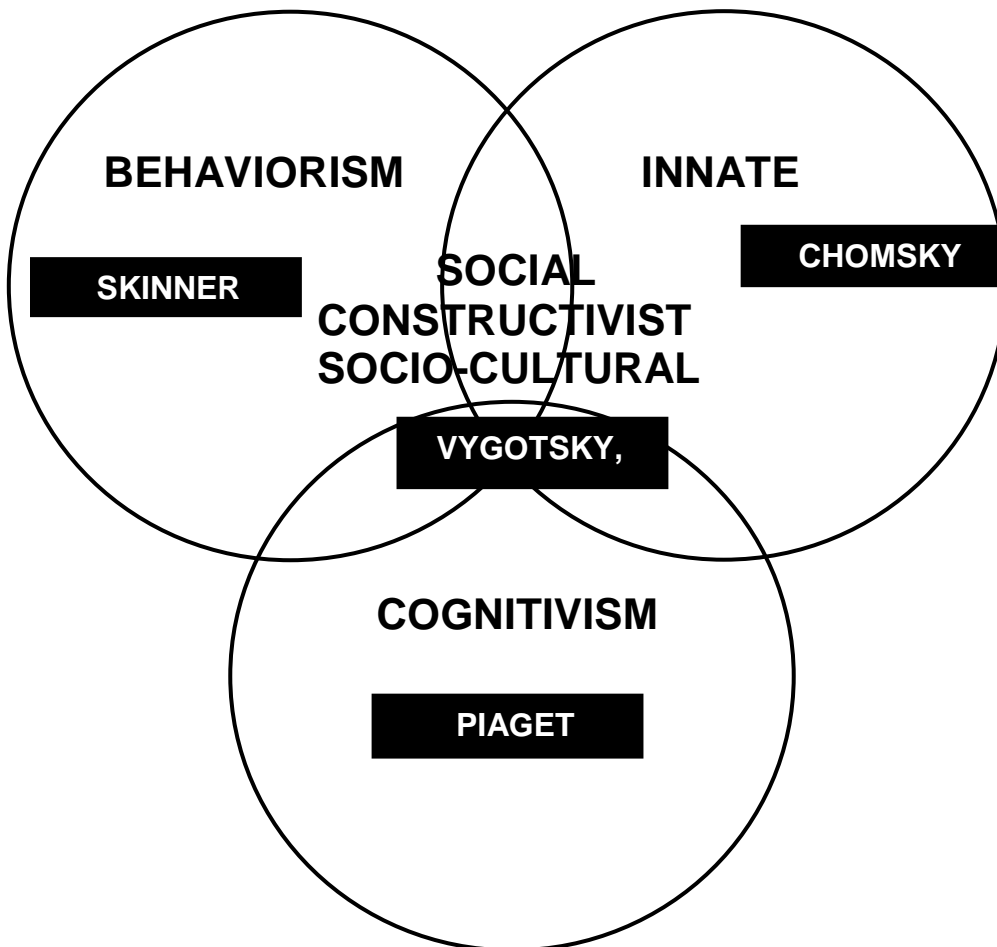
Affective- If the learner creates a “wall” because of the level of stress, anxiety other discomfort, the language learning cannot take place.

Natural order- Language is acquired in a predictable order by all learners.

Input $i+1$ - We acquire the language when we are exposed to input that is comprehensible to us.

Acquisition/learning- Acquisition is a subconscious process and the learning process is a conscious process through the language features.

DIAGRAM OF SECOND LANGUAGE ACQUISITION



According to the different theories analyzed, I observe the following with my students and their learning process.

Krashen's theory mentions the affective variables, as a teacher I consider one of the most important roles I play in the classroom, is to provide a comfortable environment, that helps students in their learning process. Something important is to motivate students to do their best, making classes more meaningful for them, when possible. Sometimes for me it is not possible to personalize the activities or adequate

them because of the amount of information to cover in a short amount of time. When that happen, I try to motivate my students with examples of the use of language they already know and I praised them.

Related to the input hypothesis, I believe that providing with too much information at a time to my students can be frustrating for them, this can make them feel overwhelmed and stop the learning process. In order to avoid that, I plan the classes the best possible, to have a variety of activities including different skills in a class.

In my classes I use different language learning theories according to my students' needs. From the Behaviorism theory I can relate imitation with the pronunciation of regular verbs in past, practice and reinforcement is an activity that I like to students to practice in order to get aware of the different sounds that the same ending spelling can have.

The Universal grammar theory is also pointed out in my classes, when I find some coincidences in L1 and L2, students notice that both language share core common grammatical traits.

And from the Krashen's theory, I agree that poor motivation can block the comprehension and make impossible the learning process. That's the reason why I try to praise students as much as possible and make them feel comfortable providing them a safe environment in the classroom.

1.09 INTERCULTURAL COMMUNICATION IN THE ESL CLASSROOM

Culture is different things to different people. Each individual belongs to a special group. Every person characterized by different ways of thinking, behaviors, rituals, clothes, beliefs, values and norms. Culture influences the language, and language is learned from generation to generation.

Intercultural communication defines a situation of communication that occurred between two or more than that and those people differ in cultural background. Intercultural communication is symbolic, interpretive, transactional, contextual process in which people from different culture creates shared meanings.

The development of Intercultural communication in the classroom is a continual process, which involves paying attention to three levels of intercultural teaching objectives and criteria. The first level is related to knowledge including linguistic awareness, language ability of the target language, and culture knowledge of the target country. The second level is germane with competence containing communicative competence, abilities of using verbal and non-verbal messages, socio-cultural competence and communication strategies. The third level is closely link to attitude which is about empathy in intercultural communication, and the critical cultural awareness.

For my classes, I prepare myself with the basic cultural knowledge of the lesson I'm teaching, this mean I research the basic concepts, components, characteristics of the culture.

I usually dig into the knowledge of foreign cultures, and reflect of the culture of my home country. Although there are some barriers to overcome, development of intercultural communication is a necessity for teachers to considerate in the classroom.

1.10. THE TBL APPROACH

In the Task-based learning approach the main focus is the authentic use of language use of language for genuine communication.

Tasks can be real-life situations or have a pedagogical purpose, the task should:

- provide opportunities for students to exchange information with focus on meaning, not a specific form or pattern/structure.

- have a clear purpose, learners should know the outcome they are expected to produce when they finish performing the task.

- result in an outcome that can be shared with more people.

- relate to real world activities.

The TBL usually has three phases: pre-task, task and post task.

For the lesson analyzed in this Specialization as a pre-task I set the context of the lesson by contextualizing the topic of the lesson (celebrity visiting Saltillo,

personality adjectives). The task of the lessons was performed in pairs and groups of three, in here students had the chance to express themselves in a spontaneous way. And the post-task involved peer feedback with students' homework brought to class (search information about someone famous they admired and share the information with their peers)

CHAPTER 2. - METHODOLOGY AND PRACTICE

2.01.- Theoretical foundation. Rational behind activities, material and assessment for my lesson plan,

As teachers, we need to be aware of our students as individuals, by considering their abilities, attitudes and motivation, to cater students' different needs.

This assignment outlines students' development in the classroom as well as the motivation and orientation toward English language. Gardner: 1985, considers attitudes as components of motivation in language learning. According to him, "motivation refers to the combination of effort plus desire to achieve the goal of

learning the language plus favorable attitudes toward learning the language”. The analysis of this work, include learners’ profile and their reactions towards some activities I designed for this lessons.

The class is comprised of 37 Ss, between 19 and 28 years old. I have been their teacher for five months. Most of the students that attend to class understand the topics and explanations given by the teacher with a little extra effort. Overall, students are strong when using speaking activities. This particularly class is very outspoken, students feel free to express their ideas. The lesson I taught was adapted from their course book *Four Corners* in the context of celebrities in a TBL framework.

Four Corners is a book for adults that have little or no previous exposure to L2. It focuses on the systematic development of key competences through text-based lessons and the integration of skills. The book units related to common daily life topics that cover basic grammar and vocabulary.

The framework I used was TBL. For the first lesson, learners practiced their listening skills as well as their speaking skills, by giving them chance to express their ideas in discussion activities. For the second lesson, students practiced their reading, listening and speaking skills. In the final lesson, students were able to practice their writing skills by performing a set of activities like note-taking, writing a text and gap filling exercise.

I chose to analyze this unit as it represents a good point to measure how much Ss know. It is divided in four lessons and intends that students learn to talk about personality adjectives, how to describe people and their characteristics. Some examples of grammar and vocabulary it features include: the verb *be in past*, personality adjectives.

My main objective when teaching this lessons was to immerse students with the topic of verb to be in past, review personality adjectives and jobs and occupations.

In the first stage, the lead in and pre-task was set as a personal situation, I activate students' prior knowledge by sharing a personal anecdote, this helped me to get students attention and also helped me to model the following activity. Students were asked to discuss in pairs three questions about people they admire, celebrities and something they did in the past. In this stage students were nominated to share their answers with the rest of the group, when students made a mistake I corrected them by emphasizing the correct word to be used.

In the first lesson, a student was nominated to share her answer, the student used L1 to answer the teachers' question, the way I made her to produce the language was asking easier questions in English to her to use the language in a simpler way.

I observed that students had a general knowledge about the celebrities chosen (Barack Obama, Paul McCartney, Bill Gates, Katy Perry, Penelope Cruz, David Beckham) however, for future classes I will make sure students be aware of all the celebrities, specially Paul McCartney, which some students struggled to identify, the way I'll do is by using a video in which the celebrities mentioned performed their occupation. The vocabulary about jobs and occupations was covered when I asked to students make a list using their previous knowledge, personality adjectives were covered when I asked to students to use to describe someone they know about each occupation, e.g. My sister is a doctor, she is very intelligent and caring.

In the second lesson, I made students aware of the grammar structure to be covered, I pointed out the rules of the regular-irregular verbs in the past. This made students to remember the use of the verbs in the past, as well as the rules of the negative and interrogative structures "Did". Students completed an exercise in which was necessary to identify form of the verb.

For the third lesson, students were able to practice their reading and speaking skills, by asking them to work in pairs the homework they did (search the biography of someone they admire) in here, the class practiced verbs and the simple past tense, and according to their personal preference, students used personality adjectives to describe their favorite celebrity.

As teachers, we should take advantage of what course books offer, but also be creative and prepared enough to implement activities and resources designed by ourselves that suit specifically our learners' needs. By analyzing this lessons, I learned that, although textbooks are designed by experts, knowing how to adapt them can really improve our Ss' academic results as well as provide our lessons with more dynamism and fun. As stated by Cunningsworth, "acceptance and appropriateness of textbooks are much dependent on satisfying the learners' necessities.

2.02.- Lesson Plan

LESSON PLAN

Teacher: Evelyn Elizabeth Tijerina Pérez	Date: May 3 rd , 2019	Title of the lesson: People
Venue: Universidad Autónoma de Coahuila. Facultad de Ciencias de la Administración	Lesson level: A2	Lesson length: 45 minutes 45 minutes
Communicative skill considerate: Speaking/Reading	Functions: Talk about the past. Verb to be in past. <i>Was/Were</i>	EAAILE tutor online: Gernot Rudolf Potengowski
Hours of implementation: 5	Number of session: Two 45 minutes sessions and one 45 session	Link of the content: https://www.youtube.com/watch?v=kodmnf60fkE&t=18s

1. Introduction of the lesson & Aims

CONTEXT:

Friends talking about famous people and their personalities

Main aims: By the end of the lesson, students will be provided with practice to integrate reading, speaking, listening and writing using the Simple past, and the Verb to be in past.

Recent work done:

Before this class, students were exposed to verbs in present and the past form. Learners were able to identify common verbs in past (Regular or Irregular)

STAGE OF THE LESSON	TIME	INT'R	PROCEDURE TEACHER AND STUDENT ACTIVITY
<p>Main Skill.</p> <p>Activated schemata</p> <p>Speaking (fluency)</p>	7 min	Whole Group	<p>The teacher sets the context by sharing a personal problem that happened with her best friend</p> <p>The teacher will introduce the topic by explaining who admires the most. In pairs, ss will discuss three questions: <i>*Which celebrity do you admire the most? Why?</i> <i>*Did you have any heroes when you were a teenager?</i> <i>*Have you ever seen a celebrity in person? What did you do?</i> ICQs. Are we going to speak or write? Just speak.</p>
	3 min	Pairs	<p>Some students will volunteer to exchange their answers to the rest of the group</p>
	7 min	Student-Whole group	
<p>Writing Speaking</p>		Whole Group	<p>The teacher will ask to the group to mention if they know some celebrities and their occupations. Students will give more information about the celebrities (Barack Obama, Paul McCartney, Penélope Cruz, David Beckham, Bill Gates, Katy Perry)</p>
	10 min		
<p>Writing Speaking Reading</p>	10 min	Individual	<p>The teacher will ask to work in pairs to share information about the celebrities and their job, personalities. Elicit for some answers.</p>
		Group	<p>The teacher will ask examples of famous people and their careers</p>

Reading	15 min		<i>Astronaut, athlete, composer, designer, director, explorer, politician and scientist</i>
Reading	5 min	Individual	Students will read four short paragraphs about four “firsts”. First time someone born on Antartica, first person on the moon, first woman to climb the highest mountains in the seven continents, and the first sisters to win Wimbledon.
Reading	10 min	Group work	<p>Students will circle the unknown words and the teacher will clarify by providing examples of the words.</p> <p>The teacher´ll point out the structure of the verb to be in past (was/were)</p>
Reading <i>Speaking</i>	10 min	T-Group	A student will be ask to pass to the whiteboard and write the subject pronouns, and write the verb to be in past.
Reading <i>Speaking</i>	10 min	Group	<p>Individually, students will complete five sentences with the correct past of the verb to be.</p> <p>Students will rewrite five sentences by correcting the information given about the famous people. Check the correct answers</p> <p>Example: Ronald Reagan was a British politician (American) <u>Ronald Reagan wasn´t a British politician. He was an American poltician</u></p>
Reading <i>Speaking</i>		Individual	

Intercultural component.- In the beginning of the class, when the teacher ask to the class to explain who do they admire the most and the reason of it.

Evaluation.- Being part of a set of lesson, in this class, the teacher only will assess students understanding with the exercises to complete.

Conclusion,- By the end of the class, students will be able to express their opinion about people and their personality.

LESSON PLAN

Teacher: Evelyn Elizabeth Tijerina Pérez	Date: May 7th, 2019	Title of the lesson: People
Venue: Universidad Autónoma de Coahuila. Facultad de Ciencias de la Administración	Lesson level: A2	Lesson length: 45 minutes 45 minutes
Communicative skill considerate: Reading/Speaking/Listening	Functions: Talk about the past. Personality adjectives	EAAILE tutor online: Gernot Rudolf Potengowski
Hours of implementation: 5	Number of session: Two 45 minutes sessions and one 45 session	Link of the content: https://www.youtube.com/watch?v=kodmfnf60fkE&t=18s

2. Introduction of the lesson & Aims

CONTEXT:

People talking about celebrities and their personalities

Main aims: By the end of the lessons, students will be provided with practice to integrate reading, speaking, listening and using the Simple past and Personality adjectives.

Recent work done:

Before this class, students were exposed to verbs in present and the past form. Learners were able to identify common verbs in past (Regular or Irregular). Students were exposed to personality adjectives.

STAGE OF THE LESSON	TIME	INT´R	PROCEDURE TEACHER AND STUDENT ACTIVITY
Main Skill. Speaking (fluency)	2 min	Whole Group	The teacher will provide to each student with two blank pieces of paper to write the name of a famous person they know (without their partners know their chosen celebrities)
	10 min	Pairs	In groups, students will ask questions to their classmates to guess who the famous person is. Example: Pedro Infante. *Was he/she Mexican? *Did he play any instrument? *Was he/she married? ICQs. Are we going to speak or write? Just speak.
	10 min	Whole Group	Take turns until the four characters are discovered. The teacher will nominate for some students and their chosen personalities for the whole group try to guess.
Listening			
Reading			

	15 min	Individual	Students will read about three famous people (Abraham Lincoln, Dr. Wangari Maathai and Bono) and their personality characteristics: <i>honest, brave, inspiring, passionate, intelligent, talented, caring, determined</i> . Clarify unknown vocabulary. Students will match the definition with the correct adjective given.
Reading	10 min	Individual	Students will listen a conversation between two friends who are talking about a report they have for homework (Write a report about someone they admire and why/Jacques Cousteau) Play the audio three times.
	7 min	Group	The teacher will clarify unknown vocabulary The teacher will write some sentences about past. Students will identify the grammar structure and the teacher will add more information.
Reading Speaking	5 min	Group	Students will complete an exercise with the missing simple past of the verbs given (Affirmative, negative and questions) Check the correct answers and clarify if necessary.
		Group	Ask for homework. Students will choose two celebrities, they will read their biography and bring the picture of each.

Intercultural component.- In the activity in which students select two famous characters and they use the Simple past as well as personality adjectives.

Evaluation.- Being part of a set of lesson, in this class, the teacher only will assess students understanding with the correct answers given by the students in the exercises .

Conclusion,- By the end of the class, students will be able to use personality adjectives properly.

Follow up activities.- The teacher will prepare students to write their own biography.

LESSON PLAN

Teacher: Evelyn Elizabeth Tijerina Pérez	Date: May 9th, 2019	Title of the lesson: People
Venue: Universidad Autónoma de Coahuila. Facultad de Ciencias de la Administración	Lesson level: A2	Lesson length: 45 minutes
Communicative skill considerate: Writing	Functions: Talk about the past. Verb to be in past. <i>Was/Were</i> Personality adjectives	EEAILE tutor online: Gernot Rudolf Potengowski
Hours of implementation: 5	Number of session: Two 45 minutes sessions and one 45 session	Link of the content: https://www.youtube.com/watch?v=kodmfnf60fkE&t=18s

3. Introduction of the lesson & Aims

CONTEXT:

Reading	3 min		share their answers and provide with more information.
	10 min	Individual	Individually, students will read a paragraph about Dr. Muhammad Yunus and why is he famous form. Check students' progress and clarify possible questions.
Reading			Students will number the events from 1 to 8 according to the reading.
		Individual	Students will discover the meaning of some words given in the text.

Intercultural component.- It can be observed in the activity in which students decide to research about two famous people and to talk about in class (homework)

Evaluation.- For the session, students will have a peer evaluation when they exchange information about the note taking exercise.

Conclusion,- By the end of the class, students will be able to identify the order of events.

Follow up activities.- After finishing the activities of the lessons, students will be able to exchange their own biography with their classmates.

2.03.- ASSESSING OR EVALUATING TOOLS

During the class, I assessed activities in an informal way. When I gave instructions to perform an activity, I made sure students were able to understand the task, by asking to a student to explain in their own words what was necessary in order to fulfill the task.

While students performed the activities, I was monitoring them, and assess when necessary. I praised my students' work with signals like thumbs up as well as body language.

When students made a pronunciation mistake, I immediately correct it by saying the correct pronunciation, making the student aware of his/her mistake without make him feel exposed.

By the end of the lessons, students will have a standardized test, a summative test will be performed in order to students get their partial grade, which include a written exam, an oral project and an online platform.

2.04.- EVIDENCE OF THE PROJECT

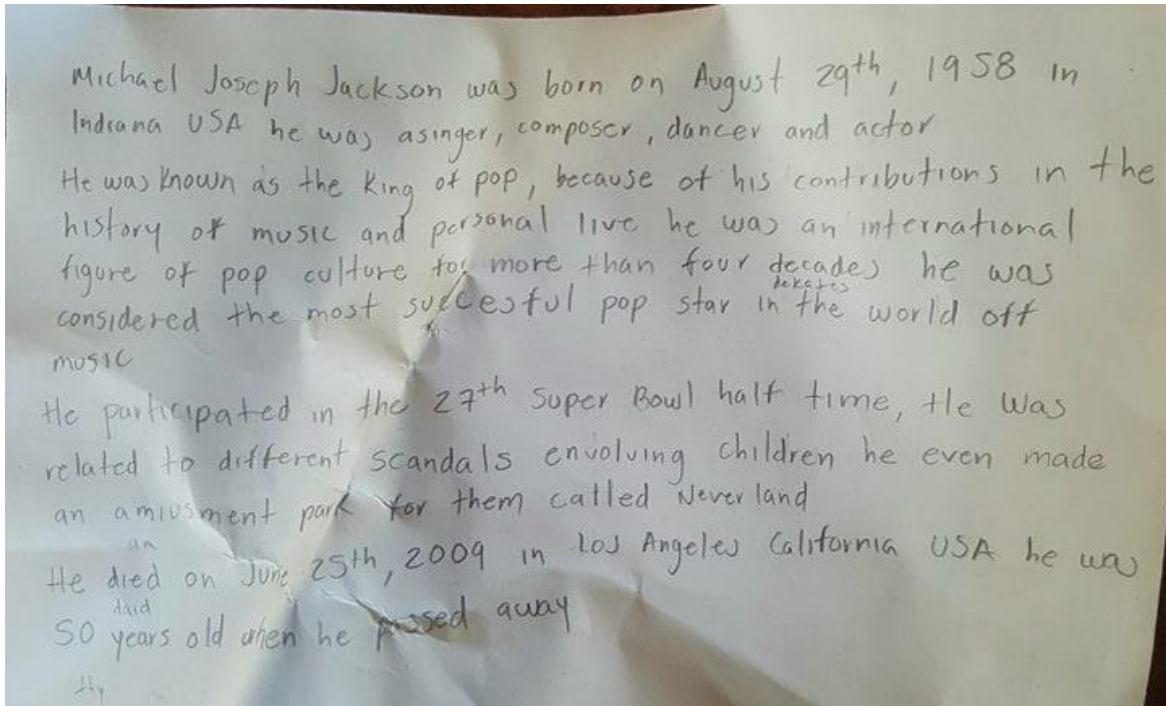




**STUDENTS' WORK ABOUT THEIR FAVORITE
CELEBRITIES**



STUDENTS PARAGRAPHS ABOUT CELEBRITIES



2.04 EVIDENCE OF TOOLS TO ASSESS STUDENTS

Note taking rubric for the pairwork activity

Single Paragraph Rubric					
	1	2	3	4	Points
Topic Sentence (main idea)	*Topic sentence unclear * Incorrectly placed * Not re-worded in closing sentence	*Topic sentence unclear * Incorrectly placed * Re-worded in closing sentence	*Topic sentence unclear OR *Incorrectly placed *Re-worded in closing sentence	*Clear topic sentence * Correctly placed *Re-worded in closing sentence	
Supporting Sentences (details)	*No supporting details that relate to main idea	* One supporting detail that relates to main idea	* Two supporting details that relate to main idea	* Three or more supporting details relating to main idea	
Organization	*Details are not in logical or expected order	*Some details are not in logical order * Reader is distracted	*Details are in logical order * Order makes writing less interesting	*Details are in logical order * Order keeps the reader interested	
Mechanics and Grammar	* Six or more punctuation, capitalization, and spelling errors	* Three to five punctuation, capitalization, and spelling errors	* One to two punctuation, capitalization, and spelling errors	* No errors in punctuation, capitalization, and spelling.	
Legibility	*Writing is not readable	*Writing is not readable in places	*Marginally readable	*Readable handwriting	
				Total →	

When students were working in pairs, I provided them with a rubric for them to work in their pairs' texts. In the past, during these types of exercises, I realized that sometimes students are very "generous". In the past I have worked with exercises that is necessary to do pair checking, and I found that if I don't give clear points to be checked, students feel the need to give higher grades in order to "get better grades".

RUBRIC TO EVALUATE SPEAKING ACTIVITIES

Student Name: _____

CATEGORY	4	3	2	1
Content	Use all sentence patterns	Use most of the sentence patterns	Use a few of the sentence patterns	Use limited sentence patterns
Pronunciation	Like native speaker	Very Few mistakes throughout the talk	Numerous errors	Barely understandable
Use of Language	Without any mistake	Only few mistakes	Little accuracy when trying to use a phrase	Cannot use the phrases at all
Expression	Vivid conversation	Try to make like real life	Limited effort	No effort

2.05 PERFORMING AND RECORDING THE ACTIVITIES



2.06 Link of the video

<https://www.youtube.com/watch?v=kodmnf60fkE&t=18s>

2.07 Transcript of the video

Time	Stage and methodological remark
00:12	The teacher set the context by sharing a personal experience.
00:32	The teacher elicits possible answers from students
00:45	The teacher provides an example of who she admires
01:05	Pairwork, the teacher give the instructions for the speaking activity
01:55	Instruction checking concept, a student is nominated to explain again the instructions for the activity
02:02	Students work in pairs exchange information about famous people they have met
02:07	The teacher monitors students´ progress and clarify when necessary
02:17	The teacher nominates a student to express his opinion
02:57	Error correction. When the teacher identify an error, she corrects it by writing the correct word in an example
03:26	The teacher elicit students to answer the question asked, when a student uses L1, the teacher correct her by asking more information in English.
03:39	The teacher starts to introduce celebrities, jobs and personalities
03:48	The Instructions for the next activity are given.
04:03	Students use their previous knowledge to talk about the celebrities mentioned
04:07	The teacher elicits in an OCFB for extra information.
04:24	Vocabulary. The teacher provide to the students with vocabulary about Jobs and occupation and ask to the class from previous knowledge.

- 04:52 Vocabulary checking. The teacher ask for more vocabulary and correct when necessary.
- 05:16 Reading exercise, in here students read a short text in which past structure and personality adjectives are used.
- 05:43 According to the reading exercise, the teacher emphasize the Verb to be in past.
- 06:02 Review of the verbs in past
- 06:24 Grammar. The teacher clarify the verbs identified by the students i past.
- 06:55 Instruction for the freer activity are given. Students receive two blank pieces of paper to select and discover celebrities chosen by them.
- 07:11 The teacher models the activity “Guess who”, students ask as many questions as necessary to guess the celebrity
- 07:19 The teacher shows the celebrity chosen “Pedro Infante”
- 07:31 Model of the activity. Students Exchange information about their celebrity selected and the rest of the class will take notes
- 07: 47 Students exchange the information they search for homework as an example of the following activity
- 08:03 Information is requested by the teacher in order to practice the verb to be in past
- 08:43 A student decided search information about Frida Kahlo, she gives information about why she selected and why Frida was famous for.

CHAPTER 3.- EXPERIENCE REPORT

3.01 DESCRIPTION OF THE DEVELOPMENT AND OUTCOME OF THE ACTIVITIES

During these five months I have been this class' teacher. In my opinion, the group enjoy talking as much as possible. My main objective when teaching these lessons, was to immerse students with the topic of verb to be in past, review personality adjectives and jobs and occupations.

In the first stage, the lead in and pre-task was set as a personal situation, I activate students' prior knowledge by sharing a personal anecdote, this helped me to get students attention and also helped me to model the following activity. Students were asked to discuss in pairs three questions about people they admire, celebrities and something they did in the past. In this stage students were nominated to share their answers with the rest of the group, when students made a mistake I corrected them by emphasizing the correct word to be used.

In the first lesson, a student was nominated to share her answer, the student used L1 to answer the teachers' question, the way I made her to produce the language was asking easier questions in English to her to use the language in a simpler way.

I observed that students had a general knowledge about the celebrities chosen (Barack Obama, Paul McCartney, Bill Gates, Katy Perry, Penelope Cruz, David Beckham) however, for future classes I will make sure students be aware of

all the celebrities, specially Paul McCartney, which some students struggled to identify, the way I'll do is by using a video in which the celebrities mentioned performed their occupation. The vocabulary about jobs and occupations was covered when I asked to students make a list using their previous knowledge, personality adjectives were covered when I asked to students to use to describe someone they know about each occupation, e.g. My sister is a doctor, she is very intelligent and caring.

In the second lesson, I made students aware of the grammar structure to be covered, I pointed out the rules of the regular-irregular verbs in the past. This made students to remember the use of the verbs in the past, as well as the rules of the negative and interrogative structures "Did". Students completed an exercise in which was necessary to identify form of the verb.

For the third lesson, students were able to practice their reading and speaking skills, by asking them to work in pairs the homework they did (search the biography of someone they admire) in here, the class practiced verbs and the simple past tense, and according to their personal preference, students used personality adjectives to describe their favorite celebrity.

3.02 RATIONALE FOR IDEAS TO IMPROVE THE QUALITY OF STUDENTS' LEARNING IN FOLLOWING LESSONS AND THE MEASUREMENT OF IMPROVEMENTS

As a proverb says "Well begun is half done", I think the context setting is essential to stir up the interest in the language of the learners, as well as make students take an active part in class activities. This particular class has a positive attitude. According to Good and Brody (1986) "Teachers and students believe that fostering positive relationships with students is a core aspect of what effective teachers do"

Being this a young adult group, learners are very interested in the teacher's opinion. Students are very inquisitive, therefore, I decided to start the context setting with a "real" problem that happened to me yesterday with a friend. The first words students heard me say after greeting them, were "Yesterday I had a problem with my best friend, because I didn't know who Sebastian Yatra is, and I was not excited for him to come to Saltillo". I believe it is crucial to build a good rapport with my students, and giving them "personal" information about myself, pulls the trigger of awareness in the class.

In my opinion, the way I assess the class is appropriate since I correct students without making feel them embarrassed, I always try to make students feel comfortable to share their opinions and doubts.

Although the general outcome for the lessons was good, for future classes I will improve when teaching this topic by providing to students with a list of verbs, the list will be divided in two parts: Regular and Irregular, and each category will be divided in at least three subcategories: Base form, Simple Form and Past Participle, this list will be provided to students a couple of lessons before, in order to students gets familiar with regular and irregular tenses.

CHAPTER 4.- CONCLUSIONS

The rationale behind this essay, is to have a better understanding of the way of teaching, as well of the importance of knowing the context of the groups I work with. When we think about teaching English, transferring knowledge to students comes to mind. We rarely think of it as an introspection of our own database of language and its effect on students.

I can conclude from this assignment that I should encourage my students to become more independent learners, involving different activities and topics that they find more appealing.

Working in this Specialization has make aware of the different activities and strategies that I need to know and apply for each skill. For instance, when students do a reading exercise is necessary to decide between **content formal** and **linguistic** schemata to students to use.

Content schemata refers to previous knowledge we have about a particular topic.

Formal schemata refers to the knowledge we have about the different organizations of text, for instance, letters, essays, newspaper articles and postcards

Linguistic schemata refers to the linguistic information we have stored in our mind in order to decode words and their meaning.

With reading skills it's also be aware of the cultural awareness. Cultural awareness can be describe as someone understanding of the difference between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

Mitchell and Myles (2004) argue that "language and culture are not separated, but are acquired together, with each providing support for the development of the other"

Being culturally aware allows the learner to have a positive interest in knowing how cultures connect and differentiate among each other, as a result, they develop a higher level of tolerance sensitivity and cultural empathy.

According to Liddicoat (2009), culture interacts with the forms of communication in three broad ways:

- *The (oral and written) genres which are recognized and used.
- *The properties of the textual features used in communication.
- *The purposes for which these textual structures are used.

Another important fact that I have learn when teaching vocabulary, is to use from a wide variety of activities such as:

Vocabulary word maps.

Graphic Organizers.

Vocabulary cards.

Recall activities.

Telling a story.

Teaching words parts (prefixes, root words, suffixes).

Crossword puzzles.

By doing this essay it can be stated that skills integration in any class, is vital as these skills are not used isolated, but are used mixed in every class.

As Harmer (2007) states, any of the for English language skills is rarely done in isolation, integrating English language skills in a lesson is a natural process of “skill-mixing” that facilitates teachers “to provide maximum learning opportunities for the different students in classes, it makes sense to integrate different skills”

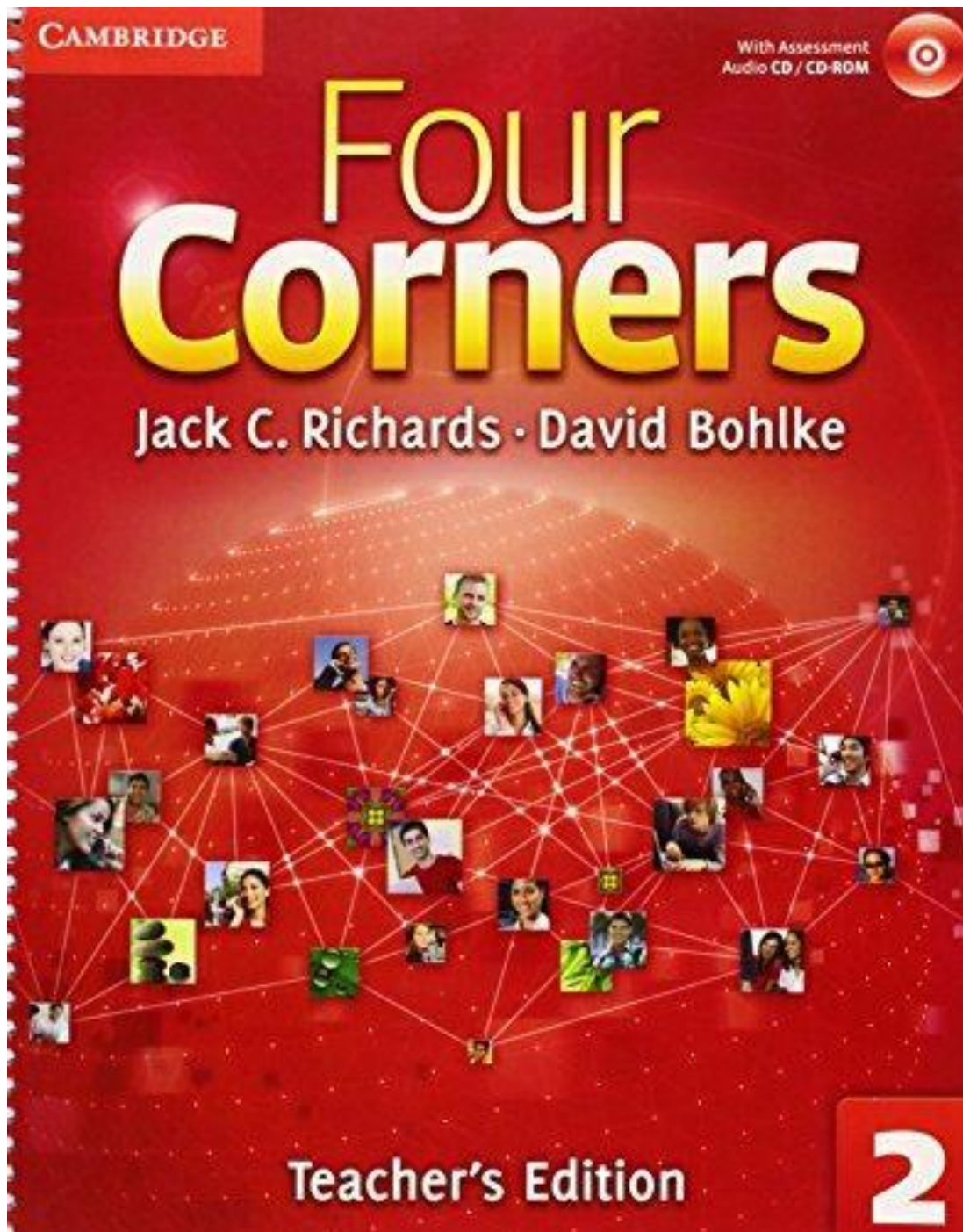
According to the presented in this essay, in the future I will have the interactive reading model into consideration when I plan my classes. I will not try to “teach” in the sense of transferring knowledge to my students, but be a mediator and assist my students in becoming more conscious about the knowledge they already have.

Chen (2007) considers that during “the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language.

I will also try to improve the collaborative process of improvement in the classroom. One of the strategies I will use instructional strategies that direct goals, and monitoring feedback. Another way to improve my classes, will be definitely motivate students, stimulate my students’ curiosity and encourage them to solve problems.

CHAPTER 5.- APPENDIXES

BOOK USED FOR THE LESSONS



PRESENTATION USED DURING THE LESSONS

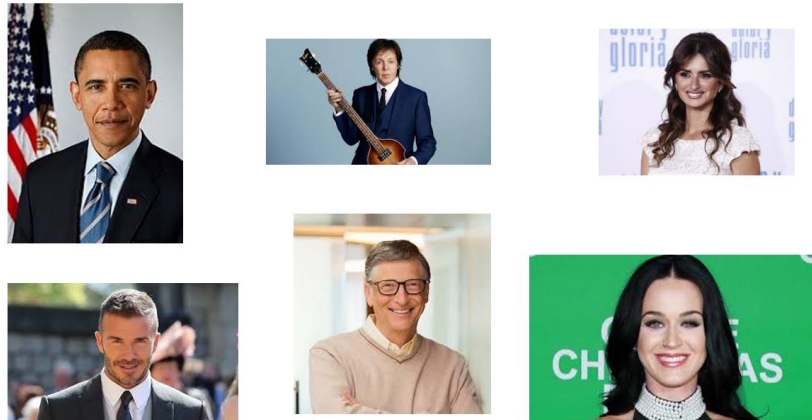


Speaking Activity



- **Which celebrity do you admire the most? Why?*
- **Did you have any heroes when you were a teenager?*
- **Have you ever seen a celebrity in person? What did you do?*





Famous firsts

- Emilio Palma was born at Argentina's Esperanza Base in Antarctica in 1978. He was the first person born in the continent

ANTARCTICA'S FIRST CITIZEN Emilio Palma, the first Antarctic, was born on Jan 7, 1978

Born at the Esperanza Base near the tip of the Antarctic Peninsula

Populating the island with native-born citizens was one of the ways to claim an authority over it by the competing countries

At the time of birth, Argentina, Chile and the UK were competing to affirm sovereignty of the island

As a ploy, the government of Argentina airlifted 7-month pregnant wife of head of the Argentine army detachment to Antarctica to

He is the **most southernmost human born** till date in the Antarctica

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UNIVERSIDAD PEDAGÓGICA NACIONAL

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

DECLARATION

I **EVELYN ELIZABETH TIJERINA PÉREZ**, declare that the following **FINAL PROJECT: THE EFFECTIVENESS OF INTEGRATED LANGUAGE AND CONTENT LEARNING OBJECTIVES (THE IMPORTANCE OF STUDENTS' PERCEPTIONS ATTITUDES TOWARDS ACADEMIC SKILLS)** 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.

Signature: **EVELYN ELIZABETH TIJERINA PEREZ**

Date of the submission. **JULY 1st, 2019.**