

APLICACIÓN DE INSTRUCCIÓN DIFERENCIADA EN UN ALUMNA DE INGLÉS

Creando Material Didáctico para un Grupo Heterogéneo

Universidad Pedagógica Nacional. Unidad Ajusco
Especialización en Enseñanza y Aprendizaje del Inglés como
Lengua Extranjera

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APPLYING DIFFERENTIATED INSTRUCTION IN AN ENGLISH CLASSROOM

Creating Material for a Heterogeneous Group

Universidad Pedagógica Nacional. Unidad Ajusco

Specialization in Teaching and Learning English as a Foreign
Language

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Introduction

The teaching of languages today, within a globalized world, is a necessity. All people are interconnected through the mass media. Years ago, it was not known what happened in other parts of the world. The newspaper, the radio and later the television gave us to know events of other distant places to ours, and it took time (days, weeks, even months). Now, with the cybernetic revolution, we can see even in real time what happens in other parts of the world despite the distance. Businesses spread everywhere, researchers travel to other places, pleasure trips are faster to process, etc. That is why we can move from one place to another in a simpler and cheaper way these days.

Language plays an important role in this new way of life. In addition to the cognitive advantages that learning from other languages brings, nowadays it is a necessity to do so. Traveling to other parts of the world, expanding business to other countries, traveling for pleasure to different places, implies that we must communicate in order to satisfy our needs.

For different reasons, which will not be discussed at this introduction, the English language is known as an international language. It is to date the most teaching language in the world, there are even more people learning English, than people who speak it as their mother tongue.

In Mexico, the government, through education, is teaching this language in basic education. In all public schools, since secondary school, students must study English as a foreign language. There are even preschool and elementary schools that have the model known as "Escuelas de Tiempo Completo" where the teaching of English is taking place.

With all this, recently we see many events that brings this revolution of teaching English throughout the world. Studies have been done on the acquisition and learning of a language. There are approaches that talk about language, about learning and teaching language. Methods, techniques, strategies, etc. they are other aspects that have been studied about this process.

A language teacher, in this case English, should be filled with all these elements that have to do with language, learning and teaching. The specialization in Teaching and Learning English as a Foreign Language, has made very timely a summary of all these great elements. It has been transmitted in a virtual way and a project has been developed that demonstrates the application of this knowledge.

This work presents the integration of several events carried out in the course of the specialization. It was developed and applied a lesson plan where all the four communicative skills were taking into account. Here the achievements obtained through the course of the three modules studied are reflected in the project "Applying Differentiated Instruction in an English Classroom. Creating Material for a Heterogeneous Group" that has the objective: Analyze and determine the effectiveness of the "Differentiated Instruction" approach in an English class.

Doing the integration of everything seen and elaborated in the course of the three modules and at the same time executing the project described was one of the biggest challenges I faced in this specialization. However, with the advice received and the previous tasks that allowed to advance sections, the expected result was achieved.

This final report has been divided into 5 chapters. The first one talks about the teaching philosophy and the theory that supports it. In the second chapter, we present everything related to the project itself that was developed to demonstrate the application of the different approaches, theories and methods learned. Subsequently, the analysis and discussion according to the experience acquired during this training process is presented in chapter three. In chapter 4 the most important conclusions are made about the whole process carried out. And finally, in chapter 5 the bibliography group cited throughout the body of this work is presented. Additionally, a section of appendixes is presented where the most important evidences that were collected during the different stages worked in this specialization are presented

Chapter 1. Philosophy and theory

The context, the students, the background of them, the experience learning a second language, the new technologies, the institution's model of education, etc. All of them embrace the teacher and lead him to create his own philosophy of teaching. This chapter reflects the new philosophy that has been acquired after completing this specialization.

1.1. Teaching identity and philosophy

1.1.1. Autobiography

My name is Hilario Poot Cahun. I am from José María Morelos, Quintana Roo. I am 31 years old. When I was at secondary and high school, I did not like English class. In high school, I failed this course twice. Then, before I go to the university, I went to Cancun city to look for a job to earn some money and support my college. There, I worked as an assistant waiter. I noted how the waiters use English to serve foreign people. I saw that it is a beautiful thing using another language to meet other people, to share experiences, to share traditions, etc. At that time, I wanted to share my culture to foreign people but I couldn't because the language was a barrier. It was the day when I decided to learn English.

I did not have enough money to pay for a major where I can learn English. So, I heard about the Universidad Intercultural Maya de Quintana Roo (UIMQRoo) in José María Morelos, Quintana Roo. I asked for information and they told me that it is a major (Language and Culture) where English and Maya are taught. It was an excellent opportunity for me. I entered in that university and it was a fabulous experience.

The first objective to learn English is to come back at Cancun and continue working at the hotel zone. But things change, English was and now is the subject most failed. So, I take my experience into account to see that most of the students in this university come from indigenous communities. They face obstacles, English teacher do not use Maya as a bridge of communication. I noted it when I was studying this language.

That was the reason to develop a project in my home town (Tihosuco, Quintana Roo). I did this to reach two goals: my degree project and my social service. The project consisted in teach English to 15 young students using the Maya language as a bridge of communication. The level a taught was intro. In this case, the theory that was inside my teaching practice was the contrastive analysis hypothesis (the CAH), because I used elements that have relation between English and my mother tongue. The sounds of the words [zoom-suum(rop), keys-kiis (fart), Miss-miis (cat), etc.] to mention an example.

The results I wrote in my report was not about the CAH, before that, I did not know about it. It was about the grades of my students, the motivation, the knowledge they had, etc. It is a good opportunity to continue with this kind of projects with the new knowledge I have now. I will consider into my future plans.

That project changed my goals. I forgot to come back to Cancun. I started thinking being a language teacher. So, I did my professional practices in a primary school teaching English to kids at intro level. I was developing myself and a receive training from my teachers in the major. Since that, when I graduated I apply to come back at the university where I studied but in this case as a teacher. I passed all the process positively and I earned the place.

1.1.2. Teaching context

I am working at the UIMQRoo. The same university where I studied my degree. It has an intercultural model of education. This takes into account the different forms of knowledge construction. That is to say, it is not the same how the son of a doctor in an urban area constructs knowledge to the son of a rural farmer. This model of education integrates the different learning styles within the classroom in order to attend to our students in an effective manner. Students who mostly (just over 80% of the admission) come from indigenous communities in the municipalities of Lázaro Cárdenas, Felipe Carrillo Puerto and José María Morelos of the state of Quintana Roo, which have the highest percentage of backwardness (in different areas) and poverty in this state. The university was founded in 2007. It offers eight majors (Lengua y Cultura, Turismo Alternativo, Sistemas de Producción Agroecológicos, Salud Comunitaria, Gestión Municipal, Desarrollo Empresarial, Gestión y Desarrollo de las Artes and Tecnologías de la Información y Comunicación). Within all the majors, English language is

taught (each major offers this subject according to its curriculum. Some of them just offer two levels, three levels, etc.).

The teaching approaches, methods and techniques are adjusted to this context in order to achieve meaningful learning in the students. My students are walking the same paths that I walked. I identify with most of them. They are the most important thing to me in my professional practice. I am always in constant search of being able to give the best of me so that they achieve motivation and see learning (in this case of English as a foreign language) important and non-stressful way. I want to make known at this point that, in this university, the subject “Foreign Language I (English)” is the one with the highest failure rate. I saw it in my group when I was a student (I am a graduate of this university). Therefore, when I was admitted as a teacher I was so excited because I will be the one who shows that this rate would change for the better. I try to adapt the materials that are given to us to teach this language. I see in my students the emotion when they manage to understand the topics and begin to communicate in the target language according to the topic seen.

My teaching context gives me some elements to construct my philosophy of teaching, but there are still more rudiments. In one of the videoconferences we had in this specialization, teacher said that the way we understand language and the way we learned it reflect in our teaching practice. That is totally true. I have a new perspective about these two things. I am not the same when I plan my sessions today. I am changing my way of teaching because of the new concepts, theories, approaches, etc. I have studied. That is why in the next subtitle I will express my knowledge about them according to some authors.

1.1.3. *Language, language learning and language teaching*

1.1.3.1. Language

“Language is a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the World and integrates him / herself into society” (Secretaría de Educación Básica, 2006). Years ago, language was seen as a series of codes, sounds, etc. that can be studied independently. The first language teachers only taught vocabulary and grammar structures. Nowadays, it is known that the social practices

are integrated in the language to form meaning. To understand this evolution, we are going to review the schools of linguistics.

1.1.3.2. Language learning

There were interested people and they studied how a language is acquired. How did the language come about? How is it possible to learn it? How do children learn their mother tongue? How do other people learn a second language? These are the different issues that today, thanks to the contributions of these authors, we can answer. The first researchers left their theories, which were later taken up, updated and even to date several of them are taken as the basis of new studies on language learning. For all of this, there are some perspectives about language. Here are the main schools of linguistics:

- **Historical linguistics**

Discipline that is dedicated to the study of the change of the languages in the time. This field was generated when it was wanted to discover the origin of the German language. Since that time, studies have been done on the origin of different languages. Nowadays you can know in which linguistic family each language comes from.

- **Structuralism**

Generated by Ferdinand de Saussure in the 20th century. He mentions that one should not study the language in terms of its evolution. He proposed that it should be studied at the specific time of use. This current of thought generated great impact in terms of the study of the language. This author is considered as the father of modern linguistics.

- **Generative linguistics**

Proposed by Noam Chomsky. He said that with a finite number of rules it is possible to generate as many sentences as someone want.

- **Functional linguistics**

Later, the perspective about language changed. This approach mentions that language is not just a series of codes. Language has many functions.

In summary, different schools have contributed their notions about the language. All these contributions have served as basis in the field of second language teaching. That is what we have to talk about in the next point.

1.1.3.3. Language teaching

To carry out the reflection on how a person learn a second language, we will first give a general overview of the approaches that talk about of this process. However, before continuing it is necessary to make clear that within this work the concepts of acquisition and learning are two different things. The same differentiation comes from Stephen Krashen. Within the Second Language Acquisition discipline there is a difference between these two terms that in everyday speech we can understand as synonyms. In the process of acquiring a second language, the terms of acquisition and learning are understood in this way:

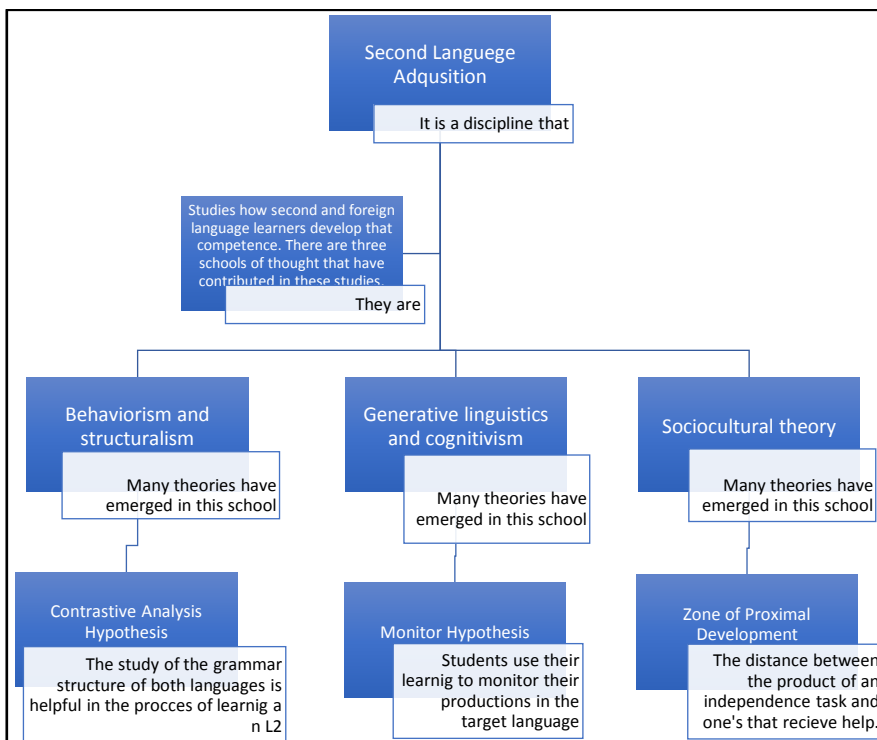
- **Acquisition**

It is a process that occurs naturally. A person acquires a language without planning it. a baby acquires his mother tongue in this way. A migrant in the United States, for example, necessarily acquires English.

- **Learning**

For its part, Learning is a process that takes place in a planned and conscientious manner. A student who decides to enter a language school to learn French, for example, because he/she will travel to study a postgraduate course in a French-speaking country, plans this process.

As it was done with the language learning, there exist school of thoughts that have developed theories, approaches and methods for the teaching languages. Here are the most important ones. Since it began, taking into account the data we have, the work of studying the learning process of a second language, there have been three schools of thought, from which theories and hypotheses about the SLA have arisen. We are going to present what these schools are, and as a complement we will mention a theory and/or hypothesis that have been developed from them.



Picture 1. Review of concepts in SLA. Own source.

- **Behaviorism and Structuralism**

Together, these two schools of thought were the first to contribute to the study of the SLA. For its part, the Behaviorims comes from psychology and considers that the process of learning a language is given through stimuli and responses. For its part, structuralism comes from linguistics, was responsible for the study of language in its most specific parts. That is, it is responsible for the study of phonology, syntax and morphology. Next, we will talk about one of the most outstanding hypotheses of this school of thought.

- Contrastive Analysis Hypothesis

This hypothesis arose with the aim of creating second language teaching methodologies from the grammatical study of both languages (L1 and L2), so that in this way to know the similarities and differences that exist between them and therefore provide alternative teachers to know how to address the weaknesses that students face when learning a second language.

- **Generative linguistics**

For its part this school of thought presents that there is a universal grammatical system where the language is generated. Innately each individual has a code that in turn through contact with

another language is activated and generate the process to learn that language. Next, we will mention one of the most outstanding hypotheses of this school of thought.

- Monitor Hypothesis

Proposed by Stephen Krashen in the 70's. It is part of the "Monitor Model" that this author presented on the SLA. This model covers another 4 hypotheses. One of them is the one we mentioned earlier about the dichotomy of the terms "acquisition and learning".

The monitor hypothesis refers to the fact that students of a second language can use the knowledge gained by using it as a monitor in their progress. To do this they must know the grammar of the target language and other elements that serve as a basis for the role of monitor. By doing this monitoring they manage to improve their written or oral productions in the target language. This is how Krashen explains that what the students have learned serves as a monitor for the production of the target language.

- **Sociocultural Theory**

In this school of thought, the idea remains that a second language is acquired through interaction with social factors. Unlike previous schools, it inserts the sociocultural dimension into the learning process of an L2. The model that we will present, as a product of this school of thought, is the Zone of Proximal Development

- The Zone of Proximal Development

Proposed by Vigotsky. The Zone of Proximal Development is the distance between the level of achievement earned in an exercise that a learner of a second language does by itself with the achievement that reaches the completion of the same task with the help of an advanced partner.

Now, it is time to continue with the elements that manage my way of teaching. The next part of this chapter will show briefly the methodological foundation. In this I will review the approaches and methods for teaching languages and the ones helping me to assess my students.

1.2. Methodological foundation

First, a review of approaches, methods and techniques for teaching will be reviewed.

1.2.1. Approaches, methods and techniques for language teaching

There exist differences between these three terms. That is because we as English teachers need to take the differences into our teaching practice.

	¿what is?	Main characteristics	Examples
Approach	They are the theoretical positions on the nature of the language and on the process of learning it.	Is wider. It contains different theories about the nature of the language and theories about the language learning process.	Communicative approach, Experiential learning
Method	They are the specifications that are considered for the teaching of a language. The role of the student, the role of the teacher, the syllabus, etc.	They are focused only on the teaching-learning process of a second language. They contain specific activities and roles.	Grammar translation method, direct method, audiolingual method.
Technique	They are the materials and tools that facilitate the teaching-learning process of a second language.	They are more specific. They can be designed for specific sessions.	Fill in the blanks, drills, worksheets.

Table 1. Differences between approach, method and technique. Source: UPN (2018).

If we observe the main characteristics of each concept, we can notice the differences that exist in each one of them. However, that does not mean that it is hierarchical. It does not mean that we must first define an approach, then a method and then a technique. Rather, they must be horizontal because everyone can intervene at any time within the teaching-learning process of a second language (Carro Suárez, 1989).

Nowadays, many institutions are applying approaches in the English teaching process. They are more open to consider other things at the moment of the implementation. The methods have their specifications in order to use them. The role of the student, the role of the teacher, the classroom context, etc. are specific to each method. Also, they recommend the techniques that have to be implemented.

The university where I work promotes the functional communicative approach. However, landing it in the classroom is not easy. Our students come from institutions where they achieved little or no learning of English. The way they were taught does not fit the way the communicative approach is applied. That is why we must first establish the foundations and get them to hold this new way of learning the language. I have a heterogeneous classroom (in terms of level and learning styles). I have students who have difficulty understanding and using the language. Others have a medium domain level, and others are advanced. This for me is a challenge that at the same time I try to see it as an opportunity to go into research and create new ways that in one way or another land on my students a significant teaching-learning process. By the principles of our model of education, we cannot discriminate or press our students to adapt in a conventional way of education. We must find a way to help and integrate them in our teaching-learning process.

As I said in the autobiography, I decided to study English for other reasons (come back to Cancun City to continue working in the Hotel Zone) of which my life is nowadays. After several things in my life, I finally decided to study at UIMQRoo (the state's most economical public university). During my first and second semesters, a teacher inspired me and changed my perspective. I did not want to go back to Cancun, from that moment I said to myself: I want to be a language teacher. Seeing how this teacher cared for the different subgroups that existed in my group, I was aroused by the interest to work like him. From my student days, I noticed that there are different levels of students in the same room. Nowadays this continues. The educational lag in this area is high. Since my professional practices, I began to implement differentiated attention in my students. For me, and maybe because of my teaching context, this approach is very good.

Working with this approach is not easy. It absorbs a lot of time and resources. At the moment of planning the session, a lot of didactic material has to be done. However, I have seen that in

this teaching context in which I find myself, it is a way to minimize the problem of the high failure rate of this subject.

An example of the collaborative work of these two groups would be the following: in the teaching of vocabulary. First I present it in a general way (sometimes through cards, PowerPoint presentation, video, etc.) later for practice and internalization I put the students to work in pairs. I give the exercise material to the advanced student. For example, if we saw furniture of a house I give them images with such furniture. The advanced student says the name of the furniture and his/her partner indicates it on the exercise sheet. Later, as a second exercise, the advanced student points out the furniture and his/her partner says the name. The advanced student indicates his partner's achievements, and at the same time supports him/her with the pronunciation of the words. I participate as a monitor at the time of such activity. This helps me a lot because the groups I teach range from 30 to 40 students.

In this way, I cover the different communication skills of the lessons in the syllabus I work. As for the sub skills (grammar, pronunciation, intonation, etc.) I adapt the techniques that the book brings and of which the institution asks us to use as support within our classes. There are exercises that are modified to make two versions: one for advanced students and one for beginners. As for the practice of pronunciation, advanced students enter as support again. Before, they are evaluated, and later they support the beginning students. The method with which one works in the university is the one known as "Interchange" by Cambridge. This brings techniques for teaching skills and sub skills. According to the described context, these techniques and tools are adapted and complement the application of the differentiated instruction approach.

The times I manage to plan each lesson using these steps consumes a lot of time and material, but the results are very significant. The positive impact my students receive is noticeable. However, as a full-time teacher and for offering another language course, I do not always apply this method 100%. There are times when only one skill works in this way, and in others I follow the instructions in the book. Once, in a colloquium I shared a little bit of this experience, the speaker told me that it is very well and he congratulated me for applying it, he told me that these strategies are very good but in our context (Mexico) it is difficult to apply them. I reflected and I gave him the reason because it is not easy to work in this way in this context of 30 to 40

students in a classroom and with a full-time teacher's job that give us other tasks to carry out (research, tutoring, etc.). In next chapter I will expand the explanation of this way of teaching because it is the topic of my project.

1.2.2. Evaluation and assessment methods

Before to share the way, I evaluate my students, it is necessary to review the concepts about this important thing into the teaching practice.

1.2.2.1. Benefits of implementing tests in a language classroom

According Hughes (2003) the reasons for including tests in a language classroom are:

- a) To measure language proficiency. It is a good way to know how students are doing with the target language.
- b) To discover how successful students have been in achieving the objectives of a course of study. After a test, we can make a decision about the objectives of our class. Is something that we need to change? Are we going to use the same objective? What we need to add? Etc.
- c) To diagnose students' strengths and weaknesses, to identify what they know and what they don't know. After a test, we can discover the parts we need to pay more attention.
- d) To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability. Some times in our classroom we have students that need to be in an advanced level, a test can help us to decide this.

Here (in the place where I work), we mostly use tests for these reasons. After partial exams teacher take decisions, we talk about: the students' achievements, the objective (were they achieve?), which are the most difficult topics? Etc. I want to point that when we do this kind of analysis, we get good results at the end of the semester. Recently we are updating our curriculum, so it is taking too much time and we are not having this kind of reflections after the partial exams.

1.2.2.2. Assessment and testing

- **Testing**

It is known as a method to measure a person's ability, knowledge or performance in a given domain (Brown, 2004). To do the measuring we need instruments, tests are instruments to know a person's ability. These instruments can measure specific things (vocabulary, grammar, pronunciation, etc.) or general things (a video where students show their speaking abilities taking into account all the lessons given in a half semester).

- **Assessment**

In the other hand, assessment is defined as an ongoing process (Brown, 2004). It is wider than testing. To do this process we can use tests. The result of assessments can be used to make decisions.

1.2.2.3. Five principles of testing

The same author (Douglas Brown), propose five principle that test must have to say that is a good test.

1. **Practicality.** When a teacher is designing a test, he/she must be practical. He/she must create an easy test to administer, not expensive and accurate scoring procedure.
2. **Reliability.** For a test to be reliable it must give the same results if applied to the same subjects at different times. However, there are many things that can interfere: the application context, the improvisation, the attitude of the students, the applicator, the test designer, etc. For this there are methods that help designers to measure the reliability of tests.
3. **Validity.** A test is valid if you are really evaluating what you taught. It is the most important principle of testing. Construct validity, content validity, criterion-related validity, consequential validity and face validity are the five constructs that have to be valid in a test.
4. **Authenticity.** To have an authenticity test, at the moment we are constructing it we

need to take into account real situations. I mean, we need to give students tools to survive in a real situation using the target language.

5. **Washback.** This principle offers feedback to teachers and students. According to the results, students and teachers can see their weaknesses and take decisions to improve.

According to my experience, I can say that I need to review my tests before applying them. I need to check if it is practical, reliable, valid, authentic, etc. I am sure that I left some of these principles without application. Later, I will share some of my instruments to analyze and see if these principles are taken into account. For now, let's continue reviewing more concepts about assessment and testing.

1.2.2.4. Some important concepts

- **Informal assessment**

This occurs when we praise or give some feedback to our students in an informal way, for example when we say "good job", "great pronunciation", "your sentences were good" etc. it is a non-planned assessment.

- **Formal assessment**

It occurs when we plan the evaluation. For example, when "Escolares" published the calendar of final exams.

- **Formative assessment**

It refers to the assessment that students receive in the process of acquiring the target language.

- **Summative assessment**

It is the kind of assessment that usually occurs at the end of a course. It shows the current level that the student achieves.

- **Norm-based testing**

It occurs when we test our students and there exists a competition.

- **Criterion-based testing**

The intention of this kind of test is to provide individual feedback to students.

It is necessary to learn the distinction about those concepts. I usually give a quiz to my students to check their comprehension in a specific thing (vocab, grammar, intonation, etc.), before reviewing these concepts I did not know that I am doing an informal assessment and a criterions-based testing.

1.2.2.5. Traditional assessment vs performance-based assessment

Now it is time to distinguish between the traditional assessment and performance-based assessment. To do this I am going to left here a table tha was done by Potengowski (2019).

Traditional	Performance-Based
Knowledge/facts	Use
Objective (claims to be)	Subjective (usually with rubrics)
Receptive	Productive
Discrete/sub-skills	Integrated
Overall mastery	Process and product/progress

Table 2. Traditional assessment vs performance—based assessment. Source: Potengowski (2019)

Some examples of the traditional assessment are “multiple choice tests” “true/false”, “dictation”, etc. On the other hand, the performance-based assessment, according to O'Malley and Valdez Pierce's (2008) "consists of any form of assessment in which the student constructs a response orally or in writing" (examples: essays, projects, presentations, etc.).

1.2.2.6. Testing and evaluating tools

In the Intercultural Maya University of Quintana Roo, the subjects taught are evaluated. The languages are not an exception. When I was an English student I noticed that the teachers evaluated me differently from my other subjects. Now as an English teacher, I feel that I follow the same pattern. Well, I work at the school where I studied. The common way to evaluate within the subject of English at this university is as follows:

Criterios y procedimientos de evaluación y acreditación	Porcentajes
1. Evaluaciones parciales: Primer examen parcial, temas 1 – 3 (25%) Segundo examen parcial, temas 4 – 6 (25%)	50%
2. Evaluación comprensiva Se evalúan el total de temas del curso (1-7).	30 %
3. Valores e interculturalidad (portafolio) Trabajo en el laboratorio (5%) Participación en círculos de conversación (5%) Tareas (10%)	20 %
Total	100 %

Table 3. Criteria of evaluation at UIMQRoo. Source: UIMQRoo (2019).

The “Evaluaciones Parciales” are summative tests because we apply at the end some specific lessons and the grades give us the status of our students. After them students can take decisions. They can see if it is possible to pass the subject. These tests are formal, they are planned. Also, we can say that they are criterion-based assessments.

The “Evaluación Comprensiva” is summative test too because we apply at the end of the course and the grades give us the status of our students. The criterion-based assessment is used.

The “Valores e Interculturalidad” are formative. During the course, we were evaluating this part. When we left an assignment, we give feedback to students. In the speaker corner sessions, we price our students. We help them with pronunciation, grammar, intonation, etc. so that we can say that we use informal assessment in this part.

1.2.2.7. Evaluating tools

In this part, I will share examples of tool that I use to evaluate my students. The partial and the final exams are designed by the English academy. According to the syllabus, we prepare the instrument. At the instrument we evaluate vocabulary, grammar use, listening, writing, reading (see the example in appendixes). At the end of this one, students will have the next one that is the speaking part. Depending to the lessons we decide the way the students will take this part (a project, an interview, an event, etc.). In appendixes, there will be some examples of instruments and rubrics that are used for evaluation.

The institution is flexible in that, each teacher designs their instruments to assess students. In this way, the professors who taught the same level, we meet to elaborate the syllabus and to weigh the percentages and evaluation criteria. Then each teacher works his/her rubrics according to what is stipulated in the syllabus. This flexibility supports me to go hand in hand with my way of teaching. The standard way of evaluation that teachers handle in this institution is that during the course of the semester two partial and one comprehensive evaluations are applied. These three cover 70% of the student's grade. The remaining 30% are distributed in conversation circles, practice in the language laboratory, tasks and projects.

1.2.3. Interculturality

Other element that nowadays is taking place in the teaching process is the development of the intercultural competence to our students. *“Therefore, learners of languages need to learn about and understand cultures. Understanding culture as practices with which people engage becomes centrally important. This means that in the language classroom it is not just a question of learners developing knowledge about another culture but of learners coming to understand themselves in relation to some other culture. This is why there is a contemporary emphasis on ‘intercultural’. Learning to be intercultural involves much more than just knowing about another culture: it involves learning to understand how one’s own culture shapes perceptions of oneself, of the world, and of our relationship with others. Learners need to become familiar with how they can personally engage with linguistic and cultural diversity”* (University of South Australia, 2019).

Why this competence started to emerge in the classroom of language learning? To answer that, first some concepts are reviewed.

1.2.3.1. Culture

It is difficult to conceptualize this term. There exist many authors that have made definitions of it. There are many words that come from culture. UPN (2019) share some definitions that are taken from Kroeber and Kluckhohn (1952). But in this part, I will only mention the characteristics of culture.

1. Culture is shared. The elements that are present in a culture are shared. The kind of clothes, the festivals, the knowledge, cosmogony, etc.
2. Culture is contextual. It is not the same the culture that is developed in a rural space that an urban one, a poor community than a rich one, a socialism government than a democratic one, etc.
3. Culture is dynamic. It is not the same the context where our parents grew up than nowadays, the kind of clothes they used, the music they listened to, etc. The culture is not static. Due to different factor (TV, books, internet, technology, etc.) culture changes.
4. Culture is learned. For example, if a kid born in an indigenous community in Mexico and in his 2 years old is given to adoption to persons from the Unites States, he will adopt the culture of their parents.
5. Culture is unconscious. Always we are getting involve with the elements are in our culture unconsciously (the traditions, costumes, events, festivals, the way of organization, etc.).

We can notice that each culture has its specifications. But, what occur when in a space there are two or more cultures? Is it good? Here we can pass to other issues.

1.2.3.2. Ethnocentrism

As we know, nowadays the globalization interconnect all the world, the ways of communications, the easy travel wherever you want, the technologies and so on, have made that many cultures show their specifications. So, we can see different traditions, customs, food, festivals, languages, etc. We can notice that our culture characteristics are not the same in all places. Another phenomenon that do this visible is the migration. When a group arrived in another place it will encounter another lifestyle. And people that live where the migrants arrive will see differences (culturally) on them.

At the moment when two or more cultures are in the same space, new phenomena arise. One of them is the ethnocentrism. In these cultures, one of them will want to be the dominant one. The inhabitants of such cultural group will emit signs that the characteristics of their culture are those that must prevail (language, traditions, customs, etc.). Then they will make negative judgments towards the other cultural groups that exist in the same space.

1.2.3.3. Stereotypes

As a result of the ethnocentrism stereotypes arise. They are generalized ideas about a group. Through parents, the media, books, etc. people create an idea about the characteristics of a cultural group. They generalize and believe that all the members of such a group are equal. For example, in soap operas, movies, cartoons, etc. they create the Mexican as a person who only drinks tequila, who eats chili, who dresses *guaraches*, etc. So, when one have this idea, and travel to Mexico, he/she comes with that idea. Suddenly he realizes that it is not like that. These generalities are sometimes positive ideas and sometimes negative ideas. For example, many talk about Asians who are very creative, that most of the products come from there because they are very intelligent.

1.2.3.4. Prejudices

Negative ideas are known as prejudices. They block good social relations. The group that feels superior does not get involved or share the characteristics of the other groups around it. For example, in Guatemala the cultural difference between ladinos and indigenous people is very visible. Ladinos believe that they are the dominant culture, they create negative ideas towards indigenous communities and transmit them to their children. They grow up and continue passing these negative ideas from generation to generation.

Until this moment, we can appreciate that when many cultural groups are in the same place and space there are no really good things. There are problems, there are differences, there are discrimination, etc. It is important to build some strategies to change this kind of situation. All of humans in this world need to be equal. Nowadays government and other institutions like the United Nations (UN) are doing agreements to avoid this kind of bad situations and to make people aware that we need to live in peace. We need to help each other, etc.

From parents, form school we need to develop this competence to the new generations. We as adults need to be aware that we can live together and interact. That is when the intercultural term emerges. People need to develop an intercultural competence. Here, our main topic of this work is starting. How can help students to develop this intercultural competence within

our classroom teaching English? Let's start mention, why it is important to teach this topic to our students that are learning English.

1.2.3.5. English as a lingua franca

English is known as an international language. There are more persons that have English as their second language and persons who are learning English nowadays that the native English speakers (UPN, 2019). That is why events, congresses, international conventions, etc. are developed using English as the way of communication. If you want to travel around the world and you speak English you will not have troubles because you will use this language to book your hotel, to reserve your flight, to communicate in a restaurant, etc. where you maybe will have problems is when you notice that the cultural characteristics of the places where you go are not the same like yours (the time of having lunch, the way to say hello, the way to visit some people, etc.). That is why we can mention that knowing the language perfectly is not enough to avoid problems. We are answering the question we made above. We need to develop intercultural competence to our students. But, before continuing talking about intercultural competence, first let's differentiate it between other concepts we have seen in last modules.

1.2.3.6. Linguistic and communicative competence

Linguistic competence refers to the ability of use the language in a correct way. A person who has this competence are able to speak, read, write and listen to in the target language. He/she knows about the grammar rules, intonation, pronunciation, rhythm, etc. In other hand, communicative competence refers to the ability of doing a good communication using the language in different contexts. A person who has this ability is able to interact with a native speaker and understand each other because he/she can understand the situation and the culture of the target language. In other word, he/she not only is good at knowing the linguistic elements of the language, he/she has knowledge about the culture of it.

1.2.3.7. Intercultural competence

These concepts are different from the intercultural competence. This one refers to the ability of knowing different contexts where the language he/she is learning is spoken. That is why we

mention that English is known as lingua franca. Let's mention an example: South Korea celebrates an international congress about climate changing, in this event will arrive people from different places around the world (Americans, Latin-Americans, Europeans, etc.), the talks, workshops etc. will be held in English. All the participants speak English. There will be moments when they will see different actions from participants that are not from the same nation or culture, if they do not have the intercultural competence, they will have bad experiences or bad moments. Maybe a Latin American boy says hello to an Asian girl by kissing her cheeks, for the Asian this action will appear rare and maybe she will be disgusting. It is one of the reasons nowadays teacher need to help students to develop intercultural competence.

Michael Byram, have developed a model of intercultural competence in language education. His model has been synthesized by Potengowski (2019) as follows.

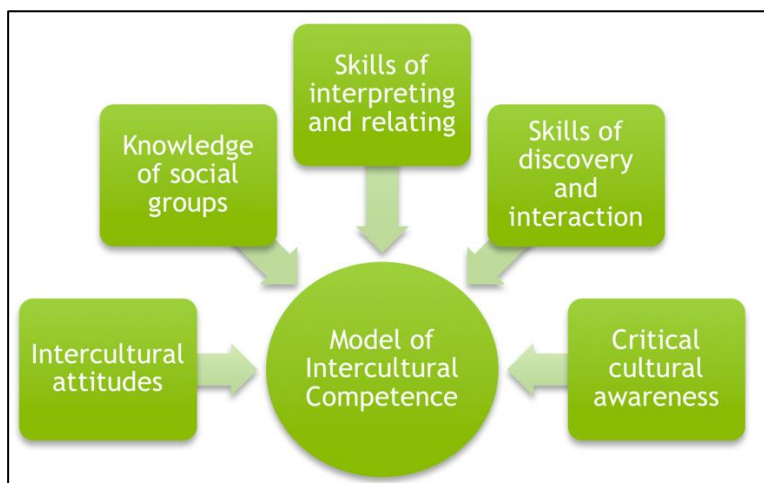


Image 2. Model of intercultural competence by Michael Byrman. Source: Potengowski (2019)

Intercultural attitudes. Ability to be open to receive with respect the items from other cultures.

Knowledge of social groups. Knowledge of the different groups which the interlocutor can interact.

Skills of interpreting and relating. Ability to understand elements of other cultures and relate them with his/hers.

Skills of discovery and interaction. Ability to acquire new knowledge from other cultures and the capacity to use them according the limitations of those cultures.

Critical cultural awareness. Ability to evaluate situations under basis criteria, perspective and so on of one's and other cultures.

While we are reading the elements of this model, they are not difficult to understand but I think they are difficult to applied. It is not easy to change thoughts, opinions, beliefs, etc. that is why that these elements are things that should be developed as a competence. In our classroom, we can help students to acquire these abilities because they will use them in the moment of interactions with other cultures around the world. Before kissing a girl on her cheeks to say hello they will think twice, before getting angry because the waiter in Mexico City does not bring the bill they will analyze first the situation.

1.2.4. The implementation of technology

Another important element that is considered today in the teaching-learning process of languages and that is part of the teaching philosophy is the use of new technologies.

1.2.4.1. Computer-assisted Language Learning (CALL)

This is the area of applied linguistics that studies the way in which technologies can involve in the process of teaching languages. The use of computers nowadays in an English classroom is increasing. There exist many programs, software, material that are helping teachers to update and take advantage of these tools. Technology not only contribute in the teaching process, it also is present in the assessment process. Teachers can use for example the email to interact with students in order to do a project or to work on an assignment. Also, there are programs that do the evaluation process easier. Here are some examples about the use of technology in my classes.

Email. Sometimes I ask to students to send their homework by this way. In order to save resources, such as buying papers or folders, paying for printing, etc. I download them and I use a text processor to check and give comments or grades. After that I resend them to see their feedback.

Social network. It is a boom nowadays, and as teacher we can take advantage on it. sometimes, as follow up activities, I ask to students to upload a dialog or conversation text, a video to share with their contacts their achievements with the language.

Google classroom. I use this tool in the lab. I upload a quiz for example about a specific topic. Students answer it, and they automatically receive their grades. I only give a feedback to them. It takes short time and it is not expensive to manage.

YouTube. A wonderful place to look for videos in a huge number of topics. When a need to project a video in the classroom, I use a program to download it. What this it does not matter I there is no internet connection in the classroom.

The world of technologies is very big. Depends on the objectives of the class, you can decide which tool, program, platform, etc. use. For example, if you need to play a part of an audio in the classroom you need an audio editor. The same would happen with a video. If you need to contact a foreigner to practice the language, it will be necessary to use a program for video calls. If you need images to develop vocabulary, you must have access to the internet. And so, almost all the tasks that a teacher does in their teaching process can be supported by new technologies.

All of these subtitles from chapter one in this project are aspects that are managing my new way of teaching. Before deciding to study this specialization, some moments, after teaching a lesson, before evaluating my students, etc. I asked myself: Am I doing well? What do I need to improve? What are my strengths? What are my weaknesses? Etc. To answer these questions, I opted to take this step in my academic development. I did it because the students are the center within my teaching environment. When I notice students with low achievements in their tasks, evaluations or projects, I attend them in an extra time to offer reinforcement to them. As I mentioned above, they are transiting the paths that I walked, many are in the room, but focused on other aspects (where they will get resources to travel the weekend in their communities, how they will do it so that the younger brother can be cured of his illness, they have hopes for their parents to get a job, etc.).

The model of education in the place where I work, seeks that the students of indigenous communities contribute to the socioeconomic development of their region through the reception of a quality education. If the mission of the university is of this magnitude, I should not cross my arms. I must contribute from my classroom to prepare students capable of facing the

nowadays situations. I make them see that reality is not easy as they see it in the movies or famous series. I work on them human and professional development.

I want to continue preparing myself to give my best effort in this work that I love. Being a teacher is not as easy as I imagined it. There is a lot to do, and much more in my teaching context. I want to be an inspiration for my students. I want to see them in a future having success. I feel very lucky to learn from my own people. I am happy to know that I am contributing to the human and professional development of people from my region, who are experiencing the same thing that I lived when I was a student.

As a summary, an autobiography was presented, in which everything lived that one way or another has trained me as an English teacher. The context in which my work as an English teacher is developed was described below; We talked about the geographical space, the students, their academic background, among others. Subsequently, the notions of language, language acquisition and language teaching were presented, all with the presentation of theories, schools of thought and authors that have contributed to the study of this area of linguistics. As a language teacher, it is important to be clear about these concepts since the way the teacher conceives it is demonstrated in his/her classroom. The differences between approach, method and technique for teaching second languages were also presented; In this section, a little was described about the approach followed for the implementation of the presented project. Then, we went to the section of the evaluation, the five principles of evaluation, basic concepts and some examples were presented on how these elements are considered when evaluating in the process of teaching English in the context of work . And finally, a theme that is important today is considered to be part of the teaching of second languages, I mean interculturality; Some concepts were presented (culture, ethnocentrism, stereotype, etc.) to then explain the need to develop intercultural competence in students. In this way, broadly, my new teaching philosophy was described.

Now is it time to describe the lesson plan that I implemented where I show how this elements that I acquired were taking into account.

Chapter 2. Methodology and practice

As part of this journey, a project was designed and implemented. This consisted of developing a class that serves as a field to give emphasis to one or several of the topics seen during the three modules and in which the different elements that are indispensable within the teaching-learning process of second languages are reflected. The implementation of a project should help to minimize or abate a problem. In this case, from the classroom, in a context already described, a problem has been identified in which we wanted to contribute to its solution.

2.1. Problem

In the Intercultural Maya University of Quintana Roo, the subject of English is taught as a obligatory subject in all careers. Each major, according to its curriculum, offers its students different levels of this language. According to data collected from the Department of Control Escolar for more than 10 years, this subject occupies the highest failure rate. English teachers have tried to find ways to change this data. However, to date, it has not been achieved.

Due to the experience of studying and now working in this university, the following characteristics of the students have been detected.

2.1.1. Different contexts and academic backgrounds

Just over 80% of the annual admission is made up of students from indigenous communities. In this, 50% live in marginalized communities of the states of Quintana Roo and Yucatan. So, in general, it can be distinguished that there is a diversity of academic backgrounds. There are graduated students of Telebachilleratos, Educación Media Superior a Distancia (EMSAD), Colegio de Bachilleres (COBACH), Colegio Nacional de Educación Profesional Técnica (CONALEP), Centro de Bachillerato Tecnológico Industrial y de Servicios (CBTIS), etc. These students converge in a classroom according to the career they are studying.

2.1.2. Mother language

The majority of students from indigenous communities have Yucatec Maya as their mother tongue. They learned Spanish when they arrived in basic education. Without having a high control of their second language, since secondary school they must take English language as an obligatory subject. With this situation, they enter at the UIMQRoo. Once again, they converge with other students who have Spanish as their mother tongue and students who have studied and have a higher level of English.

2.1.3. Learning style

Due to the context, academic background and mother language, students are diverse in the way they learn. It is not the same how a son of a farmer construct knowledge that the son of a deputy. The farmer's son help in the farm, he does not take weekend courses (chess, dancing, languages, taekwondo, etc.). It does not mean that the knowledge he/she has is poor. We are conscious that many of the discoveries have their basis in the local knowledge. Again, we have students with diverse learning styles interacting in a classroom.

That is why, in this project, the classroom it is known as a heterogeneous one. It refers to the fact that within a classroom each student is unique, they have their own way of learning, their own academic background, reading techniques, etc. These particularities must be taken into account when planning language sessions.

This is the reason in working the project: “**Applying Differentiated Instruction in an English classroom. Creating materials for a Heterogeneous group**”. Although the different theories, concepts, approaches, etc. learnt in this specialization it was added the Differentiated Instruction Approach by Tomlinson (1999).

2.3. The process

2.3.1. The participants

After describing the main characteristics of the group, it is time to give more details. They are 30 students from the second semester. They are studying Business Management. There are

also five students who are from other majors. They are re taking the subject because the first time they failed it.

2.3.2. The lesson plan

Within this lesson plan were added all the activities. There were applied different steps that cover the four communicative skills. The lesson that was worked on is "WHAT DO YOU DO?" That talks about professions and occupations. It was chosen because it is part of the course program that is used in this semester with the participants.

2.3.2.1. Teaching sequence template

1. Lesson plan identification cell.	
Author	Hilario Poot Cahun
Educational stage	University. Level intro
Title of your Lesson plan	What do you do?
Learning Objective of the plan/Competency	Students discuss occupation. They talk about jobs and workplaces. They give opinions about different jobs. This lesson plan not only seeks the achievement of the objective of the subject described. It also serves as a field to implement the project procedures "Applying Differentiated Instruction in an English Classroom. Creating Material for a Heterogeneous Group " that has the objective: Analyze and determine the effectiveness of the "Differentiated Instruction" approach in an English class.
Communicative skill considered	Listening, speaking, reading and writing.
State of the following options	Introduction of the topic
Functions	Express his/her feelings about a job, talk about his/her family members' jobs.
Main Grammar structure	Present simple (affirmative, negative and question)
Other Grammar structures	
Brief description of the plan	It is the last lesson of the syllabus I work. That is why I will implement it.
Hours of the plan implementation	4 – 5 hours.
Number of sessions	2 sessions (2 and half hour per session).
Contents required for the lesson	Pictures, audios, videos, worksheets.
Link of the content	https://www.youtube.com/watch?v=XGBaew43j8o https://www.youtube.com/watch?v=8ivTnW5y1hY https://www.youtube.com/watch?v=dUBu3SnzSuk&t=100s
EEAILE tutor on line	Gernot Rudolf Potengowski

1. Introduction to the lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Teacher will play the video "Top 10 jobs in Canada". Teacher will ask students ¿ which of these jobs do you like more? Why?	Students will watch the video. Students answer the questions.	1
Set the objective or competencies of the lesson	In a power point presentation teacher will explain the objectives of the lesson.	Students listen to the teacher and ask questions if there are some doubts.	1

2. Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	Teacher will play an audio where there is the vocabulary about jobs and workplaces.	Students will listen to the audio and read silently.	Audio script	1	None
Exercise 1.	Teacher will put the audio again to practice pronunciation.	Students will repeat the audio recording.	Student's book p. 50	1	None
	Teacher will divide the group in pairs (an advanced and a not advanced student). He will give a worksheet to the advanced student where the pictures of the different jobs are. The advanced student will show the picture to the not advanced and will say the name of a job. The other student will point the picture that he/she considers correct.	Students will work in pairs. They will follow teacher's instructions.	Worksheets copies.	1	The rubric will be in the worksheet
	With the same worksheet, in this time advanced learner will point a picture and not advanced student will say the name of the job that he/she considers correct.	Advanced learner will help his/her classmate with the pronunciation of the vocabulary words.	Worksheets copies.	1	The rubric will be in the worksheet
Exercise 2	Students complete the exercise in their workbooks p. 43.	Advanced learner will help his/her classmate with the pronunciation of the words.	Workbooks	1	Teacher will check the exercise
Exercise 3	Students complete the exercise in their workbooks p. 43.	Individually			
1st practice	Teacher will put an audio about jobs and workplaces. He will give to students an exercise to complete according to the audio.	Students will solve the exercise. Students will clarify some doubts.	Copies of the exercise	1	Teacher will check students' answers.

2nd practice or Social interaction.	Teacher will play a video about a dangerous job. Teacher will ask to some students: What do you think about this job? Does someone want to do this kind of job? Teacher will do a reflection about the different kind of jobs.	Students will watch the video. Students will answer orally the questions. Students will notice that there exist dangerous jobs on other parts of the world.	Video	1	None
Grammar Focus	Teacher will explain the present simple (affirmative and Wh-questions).	Students will do exercises about the present simple.	Board, markers, projector, computer.	1	Teacher will check the exercises.
Summary	Teacher will ask to students to do a listening activity to check the process of the students.	Students will do a listening activity to show their process in this lesson.	Audio script, photocopies of the exercise.	1	Teacher will check the exercise.
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher will provide a picture where there are people doing different jobs. This activity will be developed in pairs (student A and student B).	Student A will ask student B: where does he/she work? What does he/she do? Student B will answer according to the images.	Photocopies of the pictures.	1	Students will monitor students to give feedback
Vocabulary introduction	Teacher will project son ending sentences that have relation with jobs (stands all day, handless money, talks to people, etc.)	Students will listen to the teacher and repeat the ending lessons.	Student's book p. 51	1	None
	Teacher will give an exercise to students to complete with the vocabulary.	Students will solve the exercise.	Copies of the exercise.	1	Students will compare their answers.
	Teacher will present some common adjectives to describe jobs.	Students will learn the adjectives and practice the pronunciation.	Board, markers.	1	None
1st practice	Teacher will present people talking about their jobs.	Students will listen and read to people	Reading material.	2	

	Teacher will give some questions to students to answer after reading the worksheet.	talking about their jobs. Some students will share their answers in front of the class.	Audio script. Copies of the questions.		Teacher will provide feedback to students according to their speaking.
2nd practice or Social interaction.	Teacher will put the video. The most stressful jobs. Teacher will ask the following questions to the group: Is in this list your dream job? Do you agree with the author of this video?	Students watch the video. Students participate answering the questions.	Video Projector Speakers	2	Teacher will provide feedback to students.
Summary					
Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice	Teacher will provide a conversation so students. Teacher will play the conversation's audio script. Teacher will help students with the pronunciation and the vocabulary.	Students will listen to the conversation and read silently. Students will read the conversation to practice pronunciation. Students will practice the conversation in pairs. Students will clarify their doubts.	Student's book p. 51	2	None
2nd practice or Social interaction	Teacher will give students a reading material. Teacher will ask to students to read and solve two exercises.	Students read the reading material. Students solve the exercises.	Student's book p. 55	2	Teacher will check the exercises.
Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice	Teacher will provide a conversation so students.	Students will listen to the conversation and read silently. Students will read the conversation to	Student's book p. 53.	2	None

	<p>Teacher will play the conversation's audio script.</p> <p>Teacher will help students with the pronunciation and the vocabulary.</p>	<p>practice pronunciation.</p> <p>Students will practice the conversation in pairs.</p> <p>Students will clarify their doubts.</p>			
2nd practice or Social interaction	<p>Teacher will give directions to students about the writing session.</p> <p>Teacher will monitor students.</p>	<p>Students in pairs will write a conversation. They will use the previous one as a model.</p> <p>Students will practice in pairs their conversations.</p> <p>Students will read in front of the class their writing.</p>	None	2	Teacher will take the reading to check later and give to students a feedback.

- 3. Intercultural component.** We always hear people of our zone saying that jobs here are dangerous and stressful, that is true. But they don't think about the jobs that people of other parts of the world do for living. That is why I play two videos: "Think you've got a tough job? Try this" and "The top ten most stressful jobs". After watching them, I ask some questions to students to reflect and rethink when they say that jobs here are dangerous or stressful. The purpose is to they valorize the jobs they have in this zone. Obviously, there are some disadvantages too, the low salary is an example.
- 4. Evaluation.** As part of a lesson in the syllabus I work, I will take into account the attitudes and the active participations of the students. The general criteria were like follow:

Criteria	Percentage
Attendance	5%
Listening	15%
Speaking	20%
Reading	15%
Writing	20%
Intercultural	15%
Follow up activity	10%
Total	100%

- 5. Conclusion.** After this lesson. Students will be able to discuss job. They will use the language they learned within the real context. They will be able to give information about their family members' jobs.
- 6. Follow up activities.** Students will do all the exercises in the workbook. They will upload a dialog in a social network about this topic.

2.3.3. The lesson plan implementation

Three things were done here. first, the class was organized (materials, instruments, etc), second, the necessary things to record the class were prepared, and third, a video was edited (see in appendixes the script).

2.3.3.1. Before

The planning was carried out to cover a lesson reflected in the syllabus that I use with students. We tried to summarize it because there were only two sessions (3 hours in total) to complete the semester. Students were asked to stay one more hour to cover 4 hours of class, with pleasure they agreed. The book that the students have and supplemented material were used.

2.3.3.2. During

The session began in a timely manner. Students were asked permission to record sessions, they had no problem. The planned activities were covered in a satisfactory manner. The established times were respected. However, it was noted that the students felt the class very quickly. It took more time to meet specific requests from students.

2.3.3.3. The video recording

On the other hand, the recordings of the sessions were given if nothing new. The people who supported this task had no difficulty and concluded satisfactorily. The product obtained was uploaded on YouTube¹.

In general, the planning, execution and evaluation of the session was adequate in terms that the general objective was achieved and the students did the follow up activity.

¹ <https://www.youtube.com/watch?v=vcl2kbG9ah8&feature=youtu.be>

2.3.4. Differentiated instruction approach

“Differentiated instruction is a philosophy of teaching and learning which recognizes that each learner is unique. Rigorous, relevant, complex and flexible, differentiated instruction is a response to that uniqueness. Consequently, in a differentiated classroom, not every student is doing exactly the same thing in exactly the same way at exactly the same time. However, differentiated instruction is not merely a set of strategies and activities that challenges the learner in a variety of ways, but rather a belief system that proclaims that learners—with all their diversity—come to our classes with potential ready to be tapped. Differentiation is an effective way for teachers to offer meaningful instruction delivered around challenging content and designed to meet the needs of students at their appropriate levels and to help them achieve maximum growth” (Center for Advanced Student Learning, 2001).

Similar studies have been done in other contexts with this approach. Such as González Cubero (2012) who implemented this approach to an eighth-grade group of Saint Andrew private school in Myrtle Beach, State of South Carolina, United States, to know the effectiveness of the model in the process of teaching and learning Spanish as a foreign language. The results of this study were that it was evidenced that the student improved, the confidence and motivation to learn a foreign language and that therefore conditioned a more pleasant learning and safety environment that promoted the use of the target language. On the other hand, Christen Garcia (2010) did a similar work whose objective was to define the concept of "differentiated education", expose its characteristics and present its possible application in the heterogeneous English groups of the Escuela Nacional Preparatoria (ENP) of the Autonomous University of Mexico (UNAM). Similarly, Theisen (2002) used this approach to deal with their students that bring differences in levels of development of communication skills.

In this case, different techniques and strategies were performed to meet the particularities of students that lead to successful achievement of the objective of the subject. It will be explained how some sections of the lesson plan were addressed, mentioning how the diversity of students in the classroom was addressed.

1. It started with an activity to break the ice. The students brought previous knowledge about the grammatical structure to reinforce that it is the simple present. In this case, it was expanded to how to ask questions in this tense.
2. Subsequently, the vocabulary (occupations) was introduced. For this, two exercises were used for the input (images with audio and reading aloud). Later, the practice was made using differentiated instruction. For this, the students worked in pairs (advanced student and weak learner). Advanced student is A and the weak student is B. Student A was given a sheet with images of occupations, he / she that already masters these occupations, will do the exercise with student B. In a first round, student A with the handwriting sheet mentions a word (nurse for example) and student B must point to the correct image. As a second round, student A points to an occupation and student B says the name. In this way, differentiated instruction was used.
3. For the listening, a previous exercise was done. The teacher reproduced a conversation, the students listened, repeated and practiced in pairs. Later they were put another audio where they should listen and solve a comprehension exercise. Students A were given an exercise where they should fill in blanks and students B were given an exercise where they should underline the correct answer.

These examples show the way in which the differentiated instruction was applied. As it was mentioned, the time was the main detail that did not permit the extend the activities. But the elements that were asked to do were completed.

2.3.5. Evaluation

Formative assessment was carried out during the sessions, at all time through the different exercises that students were solving individually and in pairs. Likewise, a summative evaluation was used. The students were asked to carry out a role play of their writings to share it in a social network. In the same way, informal evaluation was done, when saying "well done " to students, by supporting them with the pronunciation in an oral activity, etc. In the same way, a formal evaluation was carried out, when programming a writing that must be delivered to the teacher so that it gives a feedback. As it was a syllabus topic, neither summative assessment

nor criterion-related assessment was prepared: two versions of instruments were made, one for students A and one for students B.

There are exercises and materials that I prepared and implemented within this lesson plan and that I have used in other classes. They are different materials that are used to meet the different levels of knowledge in the classroom. there are students who are advanced and there are students who are novices. This gives me the opportunity to create strategies so that the objective of the class is achieved in an integral way.

The video recorded during the sessions, the exercises carried out by the students and the feedback they received from them, served as instruments for data collection. From them the analysis was carried out to conclude with the implementation of the presented project. And being part of a subject that is within the subject program of the participating students, they demonstrated mastery of the theme implemented in the comprehensive evaluation that was applied to them at the end of the semester. This can be as a way to know the impact of the planning carried out and in this way to know the result of the whole process implemented.

Chapter 3. Experience report

3.1. The title of the project

At the beginning, it was a little difficult to decide which project to execute as the final work of this specialization. When the teacher asked for the title and subtitle, a reflection had to be made to make the best decision. We wanted to contribute to the solution of a big problem that we have in the university, which is the high rate of failure of English. There is a certainty that something is being contributed to reduce this situation. The professor accepted, with some suggestion, the title of the project. Since that the planning on how it will be related with the theories, concepts, methods, etc. have been seen started.

3.2. Challenges

The development and implementation of this work was a challenge, but at the same time a

pleasant experience. The main challenge was how to merge the topics seen with what is planned to work. This had to be overcome through the advice of the teacher in the videoconferences and the help of the classmates. The second was about the implementation time, it was the last week of the students' classes and it turns out that there was a non-working day in the school calendar. Thanks to the flexibility of the students, and the facility of the institution, this obstacle was overcome, it had to work on such a non-working day. The third dealt with the other tasks that must be prepared as a final part of module 3, in this case the preparation of the colloquium. The dates were adjusted because it was a teamwork and a member had an emergency, so the date was changed. And the last one was the integration, although there is much progress in the tasks and projects of the previous modules and units, it was a challenge to integrate everything, adapt it to what is requested and make it coherent.

The experience was pleasant. The students accepted to participate without any problem. They were in time for the development of the sessions. They did the exercises, the evaluations and the subsequent activities. There is more to do, this is the beginning of a new stage of teaching. There will always be obstacles. However, as human beings we have been able to face them and with the help of others overcome them. There is already one more preparation. We have already discovered new ways that can be used to contribute to educational improvement from our trenches. This process led to the discovery of this problem that existed since the foundation of the university. This proposal will be discussed in order to carry out a wider research project and obtain results in more general terms.

It was shared this project with some colleagues, in an academy meeting. Interestingly, one of them commented that he has applied it in one of his groups. He even mentioned that he has shared the results in congresses. It is remarkable then how far the preparation leads to one. It opens paths, picks up some open ones, discovers new ones and contributes to the continuous improvement on the teaching practice, in this case language teaching, specifically English.

Chapter 4. Conclusions

4.1. Things I have learned

Many things. The way I will teach next fall will be completely different. I am seeing a new language teacher. All the new skills I have now will help me not only in teaching English, also to teach my mother tongue. Now I am conscious in how a baby acquire his/her mother tongue, I now, how a person learns a second language. What are the main schools of thoughts of language and language learning. What are the differences between approaches, methods and techniques. The importance of the sociocultural aspect within the teaching process. The teaching of the intercultural competence. The way to assess and evaluate my students, and so on. I have the knowledge how to take advantage about the technologies. How they can help me to teach in a modern way and to give my students the nowadays tools. All of this were taken into account in order to develop the final project and they will be taking into account in the next teaching experiences.

Taking this specialization on line gave me a new knowledge, I have new friends virtually. I understand the way a diploma, course, specialization, major, master degree can be done online.

4.2. Main challenges

I am not able to manage my time. After high school, I worked in a hotel in the “Riviera Maya”, and when I studied my major I had a part time job, so I am used to working under pressure. It is difficult for me to leave this habit. I need to work on it because my context is not the same, I have a full-time job, I have a family, so it is stressfully.

I am very distracted. For example, I plan to start my assignment in a specific day, that day someone visits us, although he/she spends a little time, I won't start my assignment, and that date will be a lost day.

It was difficult for me to say to my three years old kid, and my wife that my ordinary routine with them will take a little change during the specialization. I received their help.

4.3. Final comments

I still remember when a colleague shared the call for this specialization in 2017. I felt in my comfort, I did not want to stress and sacrifice time that I dedicated to my parents and my family. I thought I was a good teacher in the academy. My students evaluate me well. The university at the end of each semester asks the students to answer a survey about the teacher's performance. I have not received negative comments. Maybe that had me carefree. However, thanks to small webinars, workshops and short courses that I take in the institution where I work began to awaken in me the interest of continuing to prepare me in a higher rank. I started to feel bad, I realized that the way I teach languages, in one way or another, is becoming obsolete. But still I did not decide to venture to study a specialization or a master degree.

Again, the same colleague shared the call for this specialization at the beginning of 2018. From that moment, my head began to spin. I knew that my routine would change. At the end of the day I decided to take the flight. I started with the procedures, I passed the first stage, then the second one until they gave me the news that I was admitted. Everything started and this experience was given. From the first assignment, I discovered that it will not be an easy job like the workshops and short courses I had taken.

Because of the type of contract, I have in my work that is full time, several times I wanted to quit. But my family's support was always there. After the first module, I felt happy to climb the first step. And so, it was giving up to date with one foot out about to culminate.

I want to declare, before entering this specialization, I had my prejudices about the National Pedagogical University. I thought everything was going to be easy. However, I can affirm that it has a high educational quality. The way in which they have built this specialization gives much to talk about, it is reflected a huge effort of the work team they have to build this platform so complete. I came to think that previous generations saw more topics and elaborated more tasks than us. There is a lot of quality information in the curriculum. A very big recognition towards my teacher. He has extensive knowledge of the issues he has seen, his work as an advisor and guide is reflected in what I have now built.

A sincere thanks to all those who accompanied me and supported me so that I could take this great step in my professional life, specially the colleague that shared the specialization call to me.

Chapter 5. appendixes and APA style references

5.1. Appendixes

5.1.1. Exercise examples

THE WORKPLACE

Who works in these places? Complete the chart with jobs from Exercise 1. Add one more job to each list.

A: A doctor works in a hospital.
B: A nurse works in a hospital, too.

In an office	In an office	In a store	In a hotel
Accountant Security guard Office manager	Accountant Security guard Office manager	Cashier Salesperson	receptionist front desk clerk bellhop

Ask and answer Who questions about jobs. Use these words.

wears a uniform stands all day
sits all day handles money
talks to people works at night
works hard makes a lot of money

A: Who wears a uniform?
B: A police officer wears a uniform.
C: And a security guard...

CONVERSATION

He works in a hotel.

Listen and practice.

Rachel: Where does your brother work?
Angela: In a hotel.
Rachel: Oh, really? My brother works in a hotel, too. He's a front desk clerk.
Angela: How does he like it?
Rachel: He hates it. He doesn't like the manager.
Angela: That's too bad. What hotel does he work for?
Rachel: The Plaza.
Angela: That's funny. My brother works there, too.
Rachel: Oh, that's interesting. What does he do?
Angela: Actually, he's the manager!

GRAMMAR FOCUS

Where do you work? In a hospital. What do you do? I'm a doctor. How do you like it? I really like it.

Where does he work? In a hotel. What does he do? He's a manager. How does he like it? It's OK.

Where do they work? In a store. What do they do? They're cashiers. How do they like it? They hate it.

Now work in pairs. Complete these conversations. Then practice with a partner.

1. A: What does your sister do?
B: My sister? She's a nurse.
A: How does she like it?
B: It's difficult, but she loves it.

2. A: Where does your brother work?
B: In a hotel. He's a front desk clerk.
A: Oh! How does he like it?
B: He doesn't really like it.

3. A: How do your parents like their jobs?
B: Oh, I guess they like them.
A: I don't remember. Where do they work?
B: In an office in the city.

4. A: What do you do?
B: I'm a student.
A: I see. How do you like your classes?
B: They're great. I like them a lot.

Ask questions about these people. Where do they work? What do they do? How do they like it?

David: office manager
Laura: teacher
Brian and Jessica: salesperson

He hates it
A: Where does David work?
B: He works in...

In a hotel
She loves it
In a store
They're salespeople
They like it

PRONUNCIATION

Reduction of do

Listen and practice. Notice the reduction of do.

Where do you work? What do you do?
Where do they work? What do they do?

READING

JOB Profiles

Look at the photos. Which jobs look interesting? Why?

dog groomer
Luis of ... has a friends walk on four legs. He makes these furry friends beautiful. Marco is a professional dog groomer. He likes his job a lot because it's more boring. Each dog has a different personality. What's his favorite kind of dog? He's not telling!

wedding planner
Lila goes to nice restaurants, eats cake, listens to music, and gets paid for it! Lila is a wedding planner. She chooses the place, the food, and the music for people's weddings. It's stressful because everything needs to be perfect!

video game designer
Junko has his dream job. He plays video games all day long! Hal is a game designer for a large video game company. He makes new games and tests them. It's always exciting, and he almost always wins!

baker
Junko has a sweet life. She makes bread, cookies, and cakes in her neighborhood bakery. Junko really likes her job. Her salary isn't great, but the customers love her cakes and cookies, so she's happy.

Read the article. Who says these things? Write your guesses.

1. "I go to work very early in the morning." Junko ✓
2. "I know every restaurant in town." Lila ✓
3. "After work, I need to take a long nap." Marco ✓
4. "I sit down all day long!" Hal ✓

Write a short description of a job, but don't write the name of the job. Then read it to the class. Your classmates guess the job.

(What do you do?)

UNIVERSIDAD INTERCULTURAL MAYA DE QUINTANA ROO

Final Exam Ingles II

Name: Keatla Alejandra Pech Che Score: 18 / 20 pts.

A. Listening

Listen to the conversations. Circle the correct answer. [Info CD 2, Track 52] 5 pts.

1. Ben starts basketball / basketball / badminton.
2. Ben's practice starts at 6:30 / 7:00 / 7:30.
3. Ben practices every month / every 10 days.
4. Ben plays on Wednesdays / Thursdays / Fridays.
5. Ben sometimes / usually / always plays at the park.

B. Use of English

Write two things he is wearing and two the girl is wearing.

1. He is wearing a sweater.
2. He is wearing a shirt.
3. He isn't wearing jeans.
4. He isn't wearing a jacket.

1. She is wearing a dress.
2. She is wearing a skirt.
3. She isn't wearing pants.
4. She isn't wearing a jacket.

C. What is the season, and what is the weather like. 8 pts.

Season	Season	Season	Season
Summer	Summer	Fall	Spring

What is the weather like? It's sunny and hot.
What is the weather like? It's very cold.
What is the weather like? It's windy and cool.
What is the weather like? It's sunny and warm.

1st exercise: [grid of 16 boxes]

2nd exercise: [grid of 16 boxes]

Student A: Keatla Che Pech

Student B: Miray Pacheco

Daniel

A: D. Hey, Fernando, I hear you have a new job.
F: Yes, I'm a police officer.
D: How do you like it?
F: It's very dangerous, but I like my job! How are things with you?
D: I'm a teacher in the School Colonia...
F: How do you like it?
D: It's difficult.

Context organization vocabulary language use mechanics

1.5 1.5 1.4 1.4 1.5

Score: 7.3

2019/06/10 02:37

5.1.2. Pictures



5.1.3. Video script

Time	Stage	Methodological remark
00:20	Ice break (introducing the lesson)	
00:45	Vocabulary introduction	Input (students listen, repeat and say).
01:11	Vocabulary practice	Students do an exercise in pairs to practice the vocabulary.
02:22	Grammar reference	Input (teacher explain the grammar structure)

02:55	Pre-listening activity	Activating schema
03:30	Listening activity	Students use the previous knowledge to do a listening activity.
03:50	Pre-communicative activity	Activating schema
04:22	Speaking activity	Students work in pairs to talk about work places.
05:00	Pre-reading activity	Activating linguistic schema
05:20	Reading activity	Scanning (students scan a text to look for specific information).
06:05	Pre-writing activity	Students listen to a conversation model.
06:20	Writing	According to the conversation model students write a new one.
06:32	Intercultural competence	Teacher provide a series of videos about jobs in different contexts, then they talk and reflect about them.
07:00	Follow up activities	Students do a role play of the conversation and share using social networks.

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UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I **Hilario Poot Cahun**, declare that the following **FINAL PROJECT (Applying Differentiated Instruction in an English Classroom. Creating Materials for a Heterogeneous Group)** 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:

Date of the submission. July 2nd, 2019