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PROPUESTA DE INTERVENCIÓN EDUCATIVA

MY TEACHING PHILOSOPHY: CARRY OUT THE PRACTICE AND APPLY THE KNOWLEDGE

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA (EEAILE)

MODALIDAD EN LÍNEA

PRESENTA: MAGDALENO MIGUEL ÁNGEL ACOSTA MARTÍNEZ

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Ciudad de México a 20 de Junio de 2019

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Specialization in Teaching and Learning English as a Foreign Language

My Teaching Philosophy:

Carry Out The Practice And Apply The Knowledge

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Date: June 20th, 2019

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INTRODUCTION

Purpose

The purpose of English language teaching is to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language. This entails using activities that involve the production and interpretation of spoken and written texts in such way students will be able to satisfy basic communication needs in different every day and known situations (family, school and community). For this reason, students need to learn to use the language to organize their thoughts and their speech, to analyze and solve problems, and to access to different cultural expressions from their country and others. Besides, it is essential that they identify the role language plays in the construction of knowledge and cultural values. Furthermore, children should develop an analytical and responsible attitude to face the problems that affect our world.

The school -whose responsibility is higher in the case of students that come from communities with low literacy and with scarce or non-existent contact with the English language- should provide the necessary conditions for students to participate in such experiences, to reach gradual autonomy in their intellectual work, and to be able to transfer what they have learnt in the classroom context to out-of-the classroom communicative situations.

Language Definition

Language is a communicative, cognitive, and reflective activity through which we express, exchange, and defend our ideas; we establish and keep interpersonal relations

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and gain access to information; we participate in knowledge building, organize our thoughts, and reflect on our own discursive and intellectual creation.

Language shows a variety of forms that depend on the communicative purposes, the interlocutors, the type of text or oral interaction, and on the medium by which the exchange is carried out. Writing a letter, for instance, apart from involving creating phrases and sentences, implies selecting appropriate expressions that convey the purpose of the author, the circumstances of the recipient and the patterns the writing process follows. In a similar way, a conversation requires intonation, intensity, rhythm, speed, and pauses to adjust the meaning of the sentences.[1]

[1] SEP (2006), *Educación básica. Secundaria. Español. Programas de estudio 2006*, México, p. 9.

CHAPTER 1: PHILOSOPHY AND THEORY.

1.01 TEACHING IDENTITY AND PHILOSOPHY

AUTOBIOGRAPHY

My name is Miguel Ángel Acosta. I was born on July 22, 1975 in the city of Puebla. I currently live in Ciudad Neza, State of Mexico. I am a teacher of English 5 in the Preparatoria 74 in the Municipio of Ixtapaluca State of Mexico.

Since I was a child I was wondering why people need to communicate in different languages, for example, when I bought some sneakers or shirts made in Korea or the United States, I was always curious to know the instructions or material they were made of, so I started to translate from English into Spanish, and to be honest, I always translated word by word, which was very frustrating and laborious, but that is how I started to enroll in this beautiful world of learning a language different from my L1. I studied at the Autonomous Metropolitan University where I graduated as a Chemical Engineer. In school, my favorite class was Mathematics. Later I studied English at the Interdisciplinary Professional Unit of Engineering and Social Sciences (UPIICSA) of the IPN where I got the Intermediate level of English (B2) according to the Common European Frame of Reference for Languages. Since then my main interest began to be the English language, then I entered a secondary school as a teacher and taught the English subject.

Whose event represented a big challenge for me, since it was a completely new dynamic, different and with a great responsibility. The first day of school was a challenge, and with a lot of questions, such as: How is it that I was going to do a class?

How was my group dynamics going to be? How to present and follow my English program? Did I have to have a demanding or friendly attitude in front of the group? I will never forget that day.

I always had an interest in getting Certification as English Teacher. So, since my second year I started to take English courses and doing my best in order to obtain this certification, taking classes like any student, taking notes, doing exercises, delivering homework, applying written and oral exams.

MY PHILOSOPHY AS A TEACHER.

Role as a Teacher, Students´ roles and Context Situation

Teachers need to behave in different ways at different stages of a lesson to manage the classroom and to successfully guide learners through the lesson. Teachers adopt (use) a number of different roles in every lesson. Teacher roles vary depending on the teaching approach (way of teaching) used and on the teachers' and learners' preferred learning styles and learning needs.

From my own experience, I recall that one of the most difficult things about being a new teacher is taking on a teaching role, that is, acting as a teacher. It does not have to mean that the teacher needs to be strict or unfriendly to the students, but it does mean that there is respect between teachers and students. The teacher is the teacher and the students are the students, whatever their ages are. So, the students will still need the teacher to provide input, correct errors, manage the class, and set up activities well. You must not be afraid of doing these things!

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Roles of A Teacher in The Classroom

To be a teacher plays vital roles in the lives of the students in the classroom. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Teaching Knowledge

The most common role a teacher plays in the classroom is to teach knowledge to children or teenagers. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

Creating Classroom Environment

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students think the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms.

The teachers need to find out whether the learners have a problem -do they understand the task, are they shy, have they lost interest? Was the listening too difficult for the

learners? Do they need to do it again?- The teacher can help to motivate the learners, refocus their attention on the task, or help them by repeating the listening.

Role Modeling

Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

Analysis about what I have learned through the process of learning and carrying out activities and my teaching philosophy.

We can see that speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expressions and movement to put our message across more strongly and clearly, and functions such as clarify our meaning (e. g. 'I mean …', 'What I'm trying to say is …'), asking for opinions (e.g., 'What do you think?'), agreeing (e.g. 'Yes, that's right') to keep the interaction (communication) going and check that it is successful. Turn-taking is another interactive strategy we use. It involves using intonation, language or body language to show you want to join a conversation or end one, keep speaking or invite other participants to join in. We use it to make sure we get our message across. Paraphrasing can also be thought of as an interactive strategy.

We paraphrase when we judge that our communication can not be or has not been understood. We use other words to say the same thing in order to get our message across.

A description of my activities and what I believe students actually gained from them. Our purpose in speaking is to communicate meaning and we often do these things when we speak:

- Pronounce words.
- Answer questions.
- Use intonation.
- Take part in discussions or conversations.
- Use an appropriate register.
- Greet people.
- Smile.
- Ask for and give information.
- Use grammar and vocabulary.
- Tell stories.
- Paraphrase, i.e find other ways of saying things.
- Hesitate.

When we speak we usually do all these things, except we do not usually plan what we will say, nor do we use language completely accurately, i.e. use correct forms of grammar and vocabulary. On the other hand, pressure of time does not allow us to do these things when speaking, unless we make prepared speeches or presentations. You can see from this list that speaking involves several subskills:

- Making use of grammar, vocabulary and functions.

- Making use of register to speak appropriately
- Using body language
- Using features of connected speech.
- Producing different text types.

1.02 THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY

The use of English today has become a basic issue for communication, in many areas such as: educational, professional, labor or commercial, therefore, thanks to the technological advances that have been developed have generated different interesting ways of learning English.

The school is the most basic and original form in methods and techniques of learning the English language including any other language.

From an early age, children are taught this language, in the traditional teacher-student relationship, in any public or private school dedicated to the teaching of a second language. Also, new variants have arisen in the form of learning.

That is why various researches, articles and theories of great language researchers have emerged. On the other hand, it is necessary to apply new strategies to achieve a meaningful or higher quality learning in our students.

Finally, in this project I will try to expose a brief synthesis of what would be the teaching and learning strategies of a second language.

I am aware of what it means for anyone, to communicate in English, 'The Language' of business, politics, culture, entertainment, art, science and many other fields anywhere

in the world. That is why, we must encourage our young people and increase their level of competitiveness by providing them with the necessary tools and the right environments for effective learning of the English language.

On the other hand, it is important to identify the socioeconomic and cultural characteristics of a community in order to design strategies for permanent training and education for children and young people of school age.

Contribute to the social, emotional and cultural growth of young people of school age by introducing a technique or methodology that allows them to expand their human potential through the development of competences of a foreign language, as well as sociocultural values and respect for differences that allow them to assume commitments and to build their own life project in order to become competitive actors that can contribute to their community.

It is important to mention that this type of knowledge provides students security and confidence when executing any academic or even professional activity.

These processes must occur in contexts that promote peace, healthy coexistence and good treatment. They should also include aspects such as the diversity of thoughts, cultures and knowledge that allow them to form integral human beings thanks to the command of an English language.

COMMUNICATIVE APPROACH OF EXPERIENTIAL LEARNING

Brief history of the Communicative Approaches.

According to Richards & Rodgers (2004, p.153), the origins of communicative language teaching go back to the late 1960s, thanks to the changes that took place in the tradition of language teaching in Great Britain. Until then, language teaching was based on structures dominated by the Situational approach to Teaching Foreign Languages.

The American linguist Noam Chomsky demonstrated that the standards of structural language theories were incapable of representing the fundamental characteristic of language, creativity and uniqueness of individual sentences. Applied British linguists emphasized another fundamental dimension of language that was inadequately addressed by the teaching approaches of the time: The Functional and Communicative Potential of Language.

According to Richards & Rodgers (2004), the work of the Council of Europe and the researches of important linguists of the time, laid the foundations for a communicative or functional approach to language teaching. The early application of these ideas by writers of texts and the acceptance of these by specialists in the teaching of British languages and even governments, gave national and international prominence to what came to be called communicative approach or what we know as Communicative Language Teaching.

This concept was extended to the entire language teaching community and is conceived more as an approach than as a method of communicative competence and develops teaching procedures in the four language skills. According to Littlewood (1981; 1), one of the most characteristic conditions of communicative language teaching is that it pays systematic attention to both functional and structural aspects of language, to the execution of tasks that can be part of much more extensive tasks. (Projects).

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The focus on the communicative teaching of language.

The Communicative Approach in the teaching of languages starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972), cited by Richards & Rodgers (2004) came to call "communicative competence". Hymes supported this term in order to contrast a communicative view of language and Chomsky's competition theory. For Chomsky, the focus of language theory was to characterize the abstract skills that speakers possess and allow them to produce grammatically correct sentences in a language.

Finally, the communicative teaching of language has a quite broad and eclectic theoretical base. Some of the characteristics of this communicative vision of language are:

- Language is a system for the expression of meaning.
- The primary function of language is to allow interaction and communication.
- The structure of the language reflects its functional and communicative uses.
- The primary units of language are not their grammatical and structural characteristics but rather categories of functional and communicative meaning such as exemplified discourse.

Littlewood (1981) distinguishes between "functional communication activities" and "social interaction activities" as the major types of activities in the Communicative Language Teaching.

Functional communication activities include various tasks such as:

- Compare image sets and find similarities and differences;
- The elaboration of a possible sequence of events in a set of images;
- Discover missing features on a map or image;
- An apprentice communicating with another through a screen and giving instructions on how to draw an image or figure, or how to complete a map;

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- Follow instructions and solve problems from shared keys.

Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, theatrical sketches, improvisations and debates.

The Concrete Objectives of The Communicative Approach

The specific objectives of the Communicative Approach can not be defined more specifically, since this approach assumes that the teaching of the language should reflect the particular needs of the students. These needs can be described in terms of both oral and written comprehension and expression skills, all focused on a communicative perspective

Types of teaching and learning activities.

The variety of types of exercises and activities compatible with a Communicative Approach is unlimited, assuming that these exercises allow students to achieve the communicative objectives of the curriculum, participate in communication and develop communicative processes of information exchange, negotiation of meanings and interaction.

Generally, class activities are designed to perform tasks using the language or that involve the negotiation of information and the fact of sharing it.

Littlewood (1981) distinguishes between two main types of activities in the Communicative Language Teaching:
1. Functional communication activities
2. Social interaction activities.

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Functional communication activities include tasks such as:

- Comparison of drawings noting their similarities and differences.

- The development of a sequential order in a series of drawings

- The search for the missing elements in a map or drawing.

- The communication of a student behind a screen to another student giving instructions to draw a picture or complete a map, and

- The resolution of problems from shared information.

Social interaction activities include:

- Conversation and discussion sessions.

- Dialogues and improvisations.

- Simulations.

- Representations and debates.

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LANGUAGE TEACHING METHODOLOGIES, APPROACHES AND TECHNIQUES (MIND MAP)
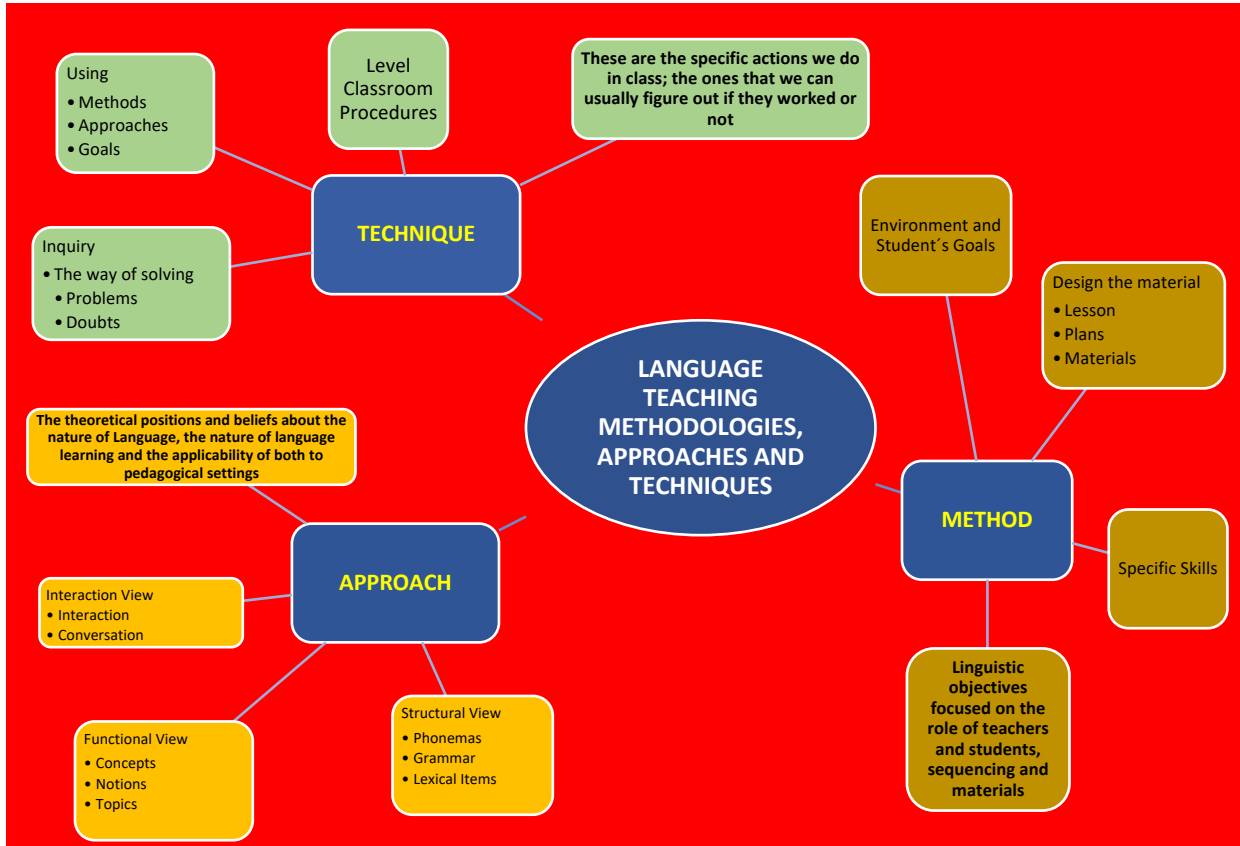
Chart 1. The differences among an approach, a method, and a technique.

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THE COMMUNICATIVE APPROACH

The communicative approach is a methodological current consistent with the changes experienced in the language sciences in the preceding years and which proposes the overcoming of the concept of language as a system of rules to focus attention on communication.

After Chomsky's theories that pointed to the importance of creativity and cognitive processes, British linguists pointed to another dimension of language: the functional and communicative dimension. These assumptions assume that the ability to communicate will be above the structures themselves. Language is more than a simple system of rules.

It is an active instrument for the creation of meanings. The communicative approach shifts the attention from what is language to what is done with language, determining the content to be taught, the role of apprentices and teachers, the type of materials and the procedures and techniques that are used.

The objectives in the teaching of the language become communication objectives: that the apprentice be able to greet, communicate in a store, write a note, read an advertisement and understand it ... These objectives will be conditioned to the analysis of needs that have been done previously. It must be borne in mind that sometimes the word "need" is a little excessive and that it will be the task of the teacher to cause the students to perceive as such some of the proposals presented to them.

Once the needs of the trainees have been carried out, the communicative approach needs:

a) The situations in which you will need the language. (shopping)

b) The functions that respond to the purpose of that use (To buy a package of cookies)

c) The necessary notions to carry them out (vocabulary referring to objects, actions, qualities, etc.) (Vocabulary of medicines, request and give information, rules of politeness of conversations, money, greetings, etc.)

d) The linguistic exponents, typical of the code used (greetings, syntactic structures to give reasons, hypotheses, etc.)

The linguistic structures that serve as support for the functions that the apprentice requires according to their level will be chosen and will be worked on and communication strategies will be developed accordingly. The selection of contents is made with profitability criteria. The sequencing of the language is important to achieve the success of communication.

The main objective of the communicative approach is to develop communicative competence, taking into account linguistic and extralinguistic dimensions (gestures, body language, cultural distances) of the language.

The focus is on the form of the language to use and it becomes a tool applied in daily life. It is a necessity to act and solve problems.

Describe the needs of the learners and prevent situations in which the language will be needed, the functions of use, and the necessary linguistic notions and exponents.

The students have to develop skills and strategies in order to use the language to communicate meanings in an effective way in specific situations.

The context acquires a great importance, as well as the sociocultural dimension related to the language.

MODEL BY DAVID KOLB, LEARNING BASED ON EXPERIENCES

Description of the model

Kolb (1984) identified two main dimensions of learning: perception and processing. He said that learning is the result of the way people perceive and then process what they have perceived.

He described two opposite types of perception:

- The people who perceive through the concrete experience.
- People who perceive through abstract conceptualization (and generalizations).

As he was exploring the differences in processing, Kolb also found examples of both extremes:

- Some people process through active experimentation (the implementation of the implications of concepts in new situations),
- While others through reflective observation.
- The juxtaposition of the two ways of perceiving and the two ways of processing is what led Kolb to describe a four-quadrant model to explain learning styles.
- Get involved completely and without prejudice to the situations that arise (act),
- Achieve reflection about these experiences and perceive them from various approaches (Reflect),
- Generate concepts and integrate their observations into logically sound theories (theorize),
- Be able to use these theories to make decisions and solve problems (experiment).

THEORIES ON THE ACQUISITION AND LEARNING OF SECOND LANGUAGES

One of the greatest challenges of the language sciences has been to explain the complex processes that allow children, in their first years of life, to master a code as complex as a language and language. formulate coherent theories that account for the appropriation mechanisms that apprentices of second languages or foreign languages use in their learning.

Behaviorism

Behaviorists (Skinner, 1957; Lado, 1964) understand that all learning takes place through a process of forming behavioral habits based on the stimulus-response-reinforcement mechanism. In the learning of a language, the stimulus is the language to which the learner is exposed; the answer is the production of the apprentice and the reinforcement can be presented in the form of praise or correction by the interlocutor (adult, native speaker or teacher), or of success or failure in communication. For the behaviorists, the command of a foreign language consists of learning a set of new linguistic habits that can collide with the linguistic habits corresponding to the mother tongue, previously acquired. New habits are created through the repetition and practice of linguistic models corresponding to the target language until these models have been overlearned and can be produced by the student automatically, without stopping to think about them.

Chomsky mentalism

In the early 1960s, linguist Noam Chomsky formulated a new theory of language acquisition based on the postulates of generative grammar that clashed strongly with

the behavioral perspective. Chomsky argued that the only plausible explanation for the efficiency with which children acquire the mother tongue is that children are born with an innate ability to learn the language, in the same way that they come into the world with the innate ability to learn, for example, to walk. That is, children have a special ability to discover the grammatical rules that govern language from the linguistic input to which they are exposed, although such input is far from constituting a complete and organized catalog of the forms of the target language. The foundations of the Chomskian theories, initially proposed to explain the acquisition of the mother tongue, were extended to the learning of second languages by Krashen in his monitor model.

Krashen's monitor model Stephen Krashen

Following Chomsky's mentalist theories, sees acquisition as a process of mental, personal, and inner evolution in which learners do not need to speak or write to learn. According to this model, learning takes place automatically when learners listen or read and understand fragments of the target language. The language that students produce when speaking or writing is the result of learning and not the cause of it.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN

When you need to think about whether an approach would work in your particular teaching context, with your students, their learning experience and expectations, and the resources you have available.

If you use an approach that learners are not used to, they may not like it at first. It might be worth discussing it with them and introducing it bit by bit. Trying approaches out in class might show you things just thinking about the students.

It is very common for teachers to teach in the same way as they were taught. It is natural for us to use methods that we know well. But, much has been discovered about teaching and learning languages in recent years and learners' needs have changed, too. These days there is a real need for many people worldwide to communicate in English which probably was not the case 15 or 20 years ago.

The way we teach and what language we teach need to prepare our learners for this. Also, different learners react in different ways to different approaches. For example, some may really enjoy a communicative approach, while others are much happier working with grammar. Because we are trying to help our learners learn as efficiently and successfully as possible, it does matter which approach we use.

On the other hand, it seems to me that in a classroom in which the teacher mostly manages and assesses, there is not much room for learning or for the students to take an active part in the lesson. This sounds like a very teacher-dominated classroom!

Management and assessment are two important teacher roles, I agree, but they are not the only ones a teacher should take on provide a balanced learning environment. I would say the same thing to the teacher whose role is mainly that of facilitator. What about monitoring, checking learning, praising, giving feedback? I would advise the first teacher to 'stand back' a little and to encourage the learners to become more involved and active in the lessons. It does not mean losing control, but the lessons will be a little more balanced. I would advise the second teacher to become a little more involved in the lesson, to give the class and the students a little more direction and structure.

Finally, make sure your students do not get confused or unhappy about you changing approaches. They may like the variety this provides. But they may simply think you do not know what you are doing! Maybe discuss different approaches with them to see which they prefer and, of course, make sure the approach you choose matches the aims of your lesson and your course.

INTRODUCTION TO THE LESSON.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Activate previous knowledge to predict topic	Students raise their hand and say what they know about the topic.	00
Before the lesson.	Present the topic to be treated. Ask the students through a brainstorm they know about the topic		
During the lesson	List or write down on the board everything they say: what they have read, learned, heard, seen or experienced	Students make a mental map in their notebook with the ideas they have read on the blackboard	01

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Set the objective or competencies of the lesson.	Teacher reads and compares various aspects of Mexico and English-speaking countries.	Students read and interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries.

Lesson Plan Identification Cell.	
Author	Miguel Ángel Acosta Martínez
Educational stage	Secondary School
Title of your Lesson plan	Different aspects of Mexico and English-speaking countries.
Learning Objective of the plan/Competency	Aspects of nature and cultural expressions particular to English-speaking countries.
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	Recycling topic
Functions	Read and compare aspects of Mexico and English-speaking countries • Compare and contrast • Asking questions • Summarizing • Sequencing • Predicting • Greeting people/introductions
Main Grammar structure	Verb tenses: past, present perfect, and simple present.
Other Grammar structures	
Brief description of the plan	Read a short travel story (travelogues) in order to discover aspects of nature and cultural expressions particular to English-speaking countries. Have Ss explore illustrated travelogues, describing experiences, aspects of nature and culture in English speaking countries. Elicit information about the topic of the text based on visual and written clues, images and titles.
Hours of the plan implementation	20 Hours
Number of sessions	20 Sessions
Contents required for the lesson	**Picture Dictionary**: In the Park, At the Library, Pets at the Vet, At the Mall. **Thematic Frame:** To make games that allow students to give a coherent sequence to paragraphs of the story, adding an association to a variety of images that illustrate the actions of the story.
Link of the content	http://www.teachingenglishgames.com/ http://www.sciencekids.co.nz/sciencefacts/countries/mexico.html https://www.learning-english-online.net/speaking/dialogues/going-shopping
EEAILE tutor on line	Daniela Otero

COMMUNICATIVE SKILLS DEVELOPMENT.

Reading					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity.	Compare differences and similarities in behavior, values, and settings, between English-speaking countries and one's own.	Understand stories as a reflection of emotions, personal experiences, and cultures.	Pictures.	01	
Vocabulary introduction.	Compare aspects of nature and cultural expressions of chronicles to contemporary ones from Mexico and English-speaking countries.		Blackboard	02	
1st practice.	Bring visuals with similar symbols from the United States, or another English-speaking country, such as their flag, the Statue of Liberty, The White House, and some other monuments.	Show Interest in the reading aloud of visuals symbols.		03	
2nd practice or Social interaction.	Prepare a short chronicle from an English-speaking country, for example, the first settlers in North America.	Have Students read the chronicle aloud and explain to them the words they do not understand (try to use flashcards or drawings)		03	

Grammar Focus.		Perceive the differences in the tone, pause, and intonation of each speaker's discourse.	04	
Summary	Assume the role of a speaker to practice pronunciation in dialogues.	Students read the chronicle aloud and explain to them the words they do not understand (try to use flashcards or drawings)	05	Rubric

Writing					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity.	Teacher relates travelogues to personal experiences. Mention personal situations that can be narrated in a travelogue.	Have students identify cultural differences and similarities between Mexico and some English-speaking countries		06	
Vocabulary introduction.	Read aloud a travelogue so that Ss get the right pronunciation, stress and intonation	Elicit from Ss the different parts of a travelogue: introduction, body and conclusion.		07	
1st practice.	Have Ss identify cultural differences and similarities between Mexico and some English-speaking countries. Mention some aspects of	In a plenary session check all the features and aspects of this type of texts.		08	

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	Mexican cultural expressions so that Ss complete the list with their own contributions if they know them. In case Ss cannot provide examples, explain some to Ss.		
2nd practice or Social interaction	Teacher forms groups of four, Ss associate vocabulary related to different aspects of travelling, e.g., types of accommodation, means of transport, eating codes and manners, etc.	In trios Ss prepare a short presentation for the rest of the group about the information which can be found in a travelogue, brought by the teacher or by Ss themselves.	09
	By means of questions or incomplete phrases Ss get the information to put together several facts of the countries under study.	Ss are asked to fill out a handout with incomplete phrases about the USA, Canada, England, Ireland, Scotland, Australia, or New Zealand contrasting Mexico´s facts, e.g., "In Mexico the weather in winter is _____ but in Australia it is _____. In Mexico people eat at midday but in the USA people eat _____,"	10
Summary.			

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Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity.	Read and compare aspects of Mexico and English-speaking countries.	In pairs, trios or small teams, have Ss play "Guess it with Mimic", whereby some Ss call out the actions in a sequence one by one, while others act them out with mimic. Make sure Ss take turns so that everyone has the chance to speak, act and have fun.		11	
Vocabulary introduction.	In small teams Ss complete a chart using a plan sphere or a globe where they point out the countries mentioned and the differences that have been found out and discussed so far.	Ss record the information in the chart while they express the discovered contrasts.		12	
1st practice	Have Ss work in pairs in order to complete sentences about Mexico and another country following a model. Monitor and correct only when necessary.	Ss put together all the information that is relevant taken from the contents, the structure, the different components, and the vocabulary learned, verifying conventions		13	

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Step of the lesson	Teacher activities	Students activities		Session number	
		(spelling, punctuation, typography, etc.)			
2nd practice or Social interaction	Have Ss color and paste images to illustrate their written work. Ss create a cover of their writing using a special sentence or phrase.	Students have to come to the front in groups and show their charts or posters to the rest of their classmates. Students have to point out, name and describe phrases and images they created for their travel brochure.		14	
Grammar Focus	Help Ss decide on the strategic space to display their brochures around the classroom.	students go around the classroom and compare other Ss' charts, e.g., "Are they similar? What similarities and differences between Mexico and other countries are there in the charts?"		15	
Summary	Prepare some meta-cognitive questions that would naturally lead to a reflection upon Ss' own learning process.	Perceive the differences in the tone, pause, and intonation of each speaker's discourse.		16	

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation

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Information processing activity.	Have Ss listen to a short historical chronicle.	Provide them with a handout or visuals and ask them to order the pictures according to the events in the chronicle.	17
Vocabulary introduction.	Identify, while listening and reading, the name, place, or means of transport included in instructions.	Ss to read the chronicle as they listen to it. Model the intonation and ask Ss to read it as suggested.	17
1st practice.	Listen to, read, and record information from diverse media	While listening, understand expressions used by speakers in dialogues.	18
2nd practice or Social interaction.	Teacher Compares content of expressions. Distinguish questions from answers, based on intonation.	Students identify products based on the description of their characteristics. Assume the role of a speaker to practice pronunciation in dialogues.	18
Grammar Focus.	Identifies stress on different types of words while listening. Listen to and explore descriptions of unexpected situations shared in an oral exchange.	Ss listen once for general gist, and twice to answer specific questions, such as: who, what, when, where, how, and why. The third time would be to help Ss reconstruct the news in as	19

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	Identify topic, purpose, and intended audience.	much detail as possible.	
	Identify attitudes and emotions.		
	Establish speakers' profiles.		
Summary.	Determine the place where an exchange occurs. Read questionnaires with different types of questions. Predict topic. Identify auxiliaries and question words. Identify expressions used to distinguish types of questionnaire questions ("true and false", "multiple choice", "comprehension", and "opinion") while listening.	Students detect ways to adjust the actions of speaking and listening: pauses, rhythm, tone, etcetera.	20

PLANNING THE LESSON PLAN *Interculturality*

School:	E. S. T. No. 75 IGNACIO RAMÍREZ	CCT:	09DST0075Q	Month:	March
Teacher:	Miguel Ángel Acosta Martínez	Unit:	2B	Grade:	Third
Social Practice:	Read and compare various aspects of Mexico and English-speaking countries	Environment:	Literary and ludic.	Group:	B
Especific Competency:	Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries.	Product:	Word Game Contest.	Two sessions 50 min. Secondary	

Week 2					
Achievements:	Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle. Compares aspects of nature and cultural expressions from Mexico and English-speaking countries.	Instruments of evaluation	Rubric ☐ Check List ■ Anecdote ☐ Projects ☐	Schemes ☐ Portfolio ☐ Written tests ☐	

Steps of the product:	Stage 1. Select natural, historical and cultural aspects relevant to a chronicle to find similarities or differences with the present situation of Mexico and English-speaking countries. Stage 2. Write an adapted version of the mentioned aspects, based on a model. Stage 3. Read the adapted version aloud.

Contents		Session		Activities
Doing with the language	Identify aspects of and cultural expressions (schedules, music, dressing and eating codes in different events, etc.)	1	Pre-stage	Write on the board the names of ancient civilizations or aboriginal groups, e.g., Aztecs, Mexicas, Cherokee, Choctaw. Ask Ss what they know about them, and where they were established. Show Ss visuals about these groups and ask them for the similarities or differences of the clothes they wore, of the places where they lived, etc.
			While stage	Ask Ss to draw several symbols from Mexico on the board such as: a national emblem (the eagle eating a snake), the flag, the Angel of Independence, the Los Pinos House, etc., and to describe them. Bring visuals with similar symbols from the United States, such as their flag, the Statue of Liberty, The White House, and some other monuments.
			Post stage	Organize Ss in teams. Divide the board into two parts and write: Mexican History on one side, and _____ (name of an English-speaking country). Ring a bell and ask a student from each team to run to the board to write something they know or remember about it. Allow plenty of time for each team to participate. Afterwards, have Ss reflect on the differences and similarities between the two countries.
Knowing about the Language	Verb tenses: past, present perfect, and past perfect. Punctuation.	2	Pre-stage	Ss present their written work on the board for correction. Ask the rest of the class for suggestions to improve on their classmates' work. Ask Ss to make the changes suggested. Another option is to have Ss exchange their written work for peer feedback.
			While stage	Have Ss listen to a short historical chronicle. Provide them with a handout or visuals and ask them to order the pictures according to the events in the chronicle. Finally, ask Ss to read the chronicle as they listen to it.
Being through the Language	Understand chronicles as a reflection of emotions.		Post stage	Model the intonation and ask Ss to read it as suggested. Ss have to do a puzzles about verbs in the platform *EDUCAPLAY*. Ss have to do a puzzles about verbs in Past Participle in the platform *EDUCAPLAY*.

Materials:	Notebook, blackboard, markers, maps, drawings, images.
Notes:	

Principal	Reyna Reyes González	Signature	
Date	February 2019	Seal	

PLANNING THE LESSON PLAN *Listening*

School:	E. S. T. No. 75 IGNACIO RAMÍREZ		CCT:	09DST0075Q	Month:	March
Teacher:	Miguel Ángel Acosta Martínez		Unit:	2B	Grade:	Third
Social Practice:	Follow and give directions to go to places.		Environment:	Familiar and community.	Group:	B
Específic Competency:	Comprehend and ask for directions to walk from one place to another.		Product:	Quick guide to walk from one place to another within the community	Two sessions 50 min. Secondary	

Week 3				
Achievements :	• Identifies the names of cardinal points and other points of reference, orally and in writing. • Formulates questions to ask for directions to get from one place to another. • Completes sentences to describe a person's location in relation to a point of reference. • Understands and gives oral and written directions to go from one place to another.	Instruments of evaluation	Rubric ■ Check List ☐ Anecdote ☐ Projects ☐	Schemes ☐ Portfolio ☐ Written tests ☐
Steps of the product:	Stage 1. Make a sketch of the community. Stage 2. Select locations you want to go to, considering the school as the point of departure. Stage 3. Check natural features or man-made constructions that can be used as points of reference on the map. Stage 4. Trace a route to go from the school to the selected location on the map. Stage 5. Write sentences with directions to follow a route and go from one place to another, based on a model. Stage 6. Check that directions are clear and offer the shortest route, that they are complete, and that words comply with writing conventions and have accurate punctuation.			

Contents		Session		Activities
Doing with the language	Identify words used to confirm what another speaker last said in a dialogue (tag questions). Graphic resources: maps and sketches. Tag questions (..., do you? ..., do not you?, etc.). Adverbs: of place (behind, across, near, among others). Show courtesy and respect when requesting for help.	1	Pre-stage	Put up signs in the classroom indicating north, south, east, west, park, library, bank, etc.
			While stage	Have Ss stand up in a circle and give instructions to play Simon Says, e.g. "Simon says... move north!" Ss walk towards the north of the room. Once in a while tell them to go somewhere (or move left for example), but without saying "Simon Says", Ss who do it will lose and sit down; continue until there is only one S standing.
			Post stage	Have Ss name the different places and buildings which are near the school community (grocery store, bakery, bank, drugstore, etc.). Encourage Ss to use a bilingual dictionary to look for unknown words.
Knowing about the Language		2	Pre-stage	On a map of the neighborhood have Ss recognize: north, south, east, west, and center. Consider beforehand the places Ss would like to go to. Have Ss practice the vocabulary used to designate different types of buildings, natural features or man-made constructions in their community.
			While stage	Play a guessing game; e. g, "You may buy medicines in this place: drugstore. You buy bread and cakes in this place: bakery. You deposit money and cash checks: Bank. You buy fresh vegetables, fruits, meat, plants, and flowers: market".
			Post stage	Introduce words for location, such as: across: along, around, towards, down, in front of, turn right / left, at, between, behind, in front of, etc. In a short dialogue have a formal presentation of how to ask and give directions to go to the different places. In pairs have Ss practice the dialogues, and then ask them to compare the routes they traced with their classmates.
Being through the Language				
Materials:	Notebook, blackboard, markers, maps, drawings, images.			
Notes:				

Principal	Reyna Reyes González	Signature	
Date	March 2019	Seal	

OUTCOMES ON PROCESSES AND ATTITUDES

This activity was carried out in a collaborative way among the students in order to:

- Identify participants and the role the play (e.g., coordinator, players, etc.).
- Read sentences aloud to practice rhythm, stress and intonation.
- Acoustic characteristics.
- Conventional writing of words.
- Participate in activities of common interest among students.
- Compete with effort and respect.

This activity was successful to a certain degree because the 4 skills were practiced: listening, writing, listening and speaking and the way in which a second language is acquired. Mainly the use of grammar for place adverbs using the there is and there are. Although, in The Natural Order hypothesis Dulay & Burt (1974), Fathman (1975), and Makino (1980) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition.

On the other hand, Krashen (1987) points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies.

Lots of things help us to listen better, and vocabulary is certainly an important one of these. Learning more vocabulary is likely to help us to understand more. But listening comfortably also depends on other things such as understanding features of connected speech, using the context to understand better, and using the correct listening skills. Learners need training in using different listening skills as this gives them confidence to deal with spoken language and operate with at the level they need.

Nowadays we all need to listen to people speaking English from all over the world. English has gone global. If your learners listen to you, they will get used to listening to English and increase their confidence in doing so. If they only listen to audio recordings, this makes listening more difficult for them, as recordings can not show things like gesture or facial expressions, and can not respond to feedback. When listen to you, their teacher, in the classroom, they can see your gestures and facial expressions; and you can repeat or paraphrase things if you see they are not understanding. They will appreciate this, and their listening skills will improve. You can also bring to the classroom things that you may not have recordings of, such as stories, jokes, casual communicative responses in conversation. You can increase the range of types of things that learners are able to listen to.

On the other hand, transcripts are a way of increasing learners' confidence in their listening. Listening can be a scary thing as the words disappear and never return! But reading a transcript while listening is not the same as listening. Maybe only use this technique after learners have tried to listen without the support of the transcript, that is, do listening tasks first, then at the end do listen-and-read activities. You can use the transcript not just for reading as the learners listen, but to get learners to focus on how written words sound different from connected speech because of stress and rhythm.

Learners need fluency practice, but it is not a good idea to embarrass our learners. We need to find ways that give them fluency practice without embarrassing them. We can guide speaking activities by inputting relevant language before learners speak. In that way, learners are less likely to make mistakes. We can also correct less, give learners time to think about answers, not correct at all or correct common mistakes made by all learners after the speaking activity has finished. This takes the pressure off the individual learner.

Speaking in pairs or in groups can also be less embarrassing than talking in front of the whole class. Getting learners to speak without fear or embarrassment maybe not be something that can happen overnight. We can gradually introduce activities such as those I have just mentioned, and keep going gradually until over time learners gain the confidence to speak out in front of the class and do not even realize they are doing so.

Yes, this in fact is another answer to the first comment, if you can find topics or activities that really engage your learners, they may speak without realizing they have done so! Everyone loves a good story. If your learners are unsure about their language abilities or ideas, you can give them support in various ways, for example giving them pictures of the story, giving them words and language patterns that help them tell the story or listening to a recording of the story first.

This is something that many teachers say. In some ways, it is true to say that our teaching colleagues may need training. A science teacher uses a laboratory for learners to practice and experiment. In many ways, we can think of the language classroom as a language laboratory. We can help our colleagues to understand this. We can also ask some classes to speak quietly because of the needs of other classes. They will appreciate this. Of course, we must also be sure that the noise that speaking activities create in the classroom is 'productive noise' that it is noise made for a valuable learning purpose. Monitoring our learners well and supporting them to help them stay 'on task' will help to achieve this.

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

ASSESSMENT AND EVALUATION

Assessment means judging learners' performance by collecting information about it. We assess learners for different reasons, using different methods to do so. Assessment tasks are the tasks we use for assessing learners. We can assess learners informally or formally. Informal assessment is when we observe learners to see how well they are doing something and then often give them comments on their performance. Formal assessment is when we assess learners through tests or exams and give their work a mark or a grade.

Formal assessing.

Reasons for assessing learners formally:

1. At the beginning of a course we might give them a test to find out (diagnose) what they know and do not know. This is called a diagnostic test. The information from this type of test helps us decide what to teach and which learners need help in which areas of language.
2. When learners go to a language school or evening classes, the school may want to know what level the learners are at, so they give them a test. This is called a placement test. We use the information from a placement test to decide what level of class the learners should go into.
3. Using information from assessment to feed into our teaching and maybe give learners feedback is called formative assessment.
4. At the end of a term or course, we may give learners a test to see how well they have learnt the contents of the whole course. This kind of assessment is called

an achievement test or a summative test. Learners usually receive a score or mark from this kind of testing.

There are many different tasks a teacher can use to asses her learners, e.g. multiple-choice questions, interviews, gap-fill (filling in gaps in sentences or texts), table completion for listening, or reading for specific information. The tasks a teacher chooses to use for formal assessment depend on what aspect of language or skills the teacher wants to assess.

Here some task types often used in formal assessment.

Reading	Writing
True/false questions	Copying
Yes/no questions	Labelling
Multiple-choice questions	Sentence/dialogue completion
Ordering paragraphs	Picture/diagram description
Cloze tests	Writing essays/emails/letters/reports

Listening	Speaking
True/false questions	Repeating words/sentences
Yes/no questions	Describing pictures/objects/films, etc.
Multiple-choice questions	Giving (short) presentations
Listen and complete the gap/sentences	Discussions
	Interviews
Dictation	Role-play

Grammar	Vocabulary
Multiple-choice questions	Labeling
Sentence/dialogue completion	Categorizing
Transformation exercises	Matching

Error correction	Finding/giving **synonyms**/**antonyms**
Gap-filling	

From the TKT Course Modules 1, 2 and 3 Online by Mary Spratt, Alan Pulverness and Melanie Williams © Cambridge University Press 2011,

Informal assessing

When a teacher is assessing informally or using formal subjective they often use assessment criteria

To help with the assessment. These are the general features of a skill which can be used a basis for judging students' performance. For example, speaking involves the subskills of:

- Fluency.
- Using language accurately.
- Using language appropriately.
- Interactive strategies.
- Pronunciation.
- Vocabulary range.

Below is an example of some assessment criteria for speaking arranged as a set of bands. The criteria have been arranged to describe different levels of ability.

	Accuracy	*Fluency*	*Pronunciation*
5	Grammatical and lexical **accuracy** extremely high.	Speaks fluently without **hesitation** or searching for words.	Very clear; **stress** and **intonation** help

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			to make meaning clear.
4	Quite accurate; some errors, but meaning is always clear.	Some hesitation and sometimes has to search for words.	Generally clear; reasonable control of stress and intonation.
3	Frequent errors; meaning is not always clear.	Quite hesitant; limited range of vocabulary and **structures**.	Frequent errors: not always clear enough to understand.
2	Very frequent errors, difficulty in making meaning clear.	Extremely hesitant; very limited range of language available.	Very frequent errors; often very difficult to understand.
1	Almost unable to communicate.		

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EVALUATION

The rubrics are precise guides that value the learning and products made. They allow students to clearly identify the relevance of the contents and the objectives of the established academic works. In the new paradigm of education, the rubrics or matrices of valuation provide another horizon in relation to traditional qualifications that value the degree of student learning, expressed in numbers or letters.

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The Feedback

Feedback is giving information to someone about their learning and/or showing them that you have understood (or not) what they have said. In the classroom, teachers can give feedback to learners, and learners can give feedback to the teacher.

When teachers give feedback to learners, they give them information about their learning. Teacher feedback can focus on learners' language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Sometimes we give feedback to the whole class, at other times we give feedback to small groups or individual learners. We can give oral feedback or written feedback.

The purposes of feedback are to motivate learners, to encourage learner autonomy and to help learners understand what their problems are and how they can improve. When learners give feedback to each other on aspects of their learning this is called peer feedback. Learners can also give feedback to teachers, for example on different aspects of the course and the lessons, such as materials, methodology (methods and procedures) and activities used in class.

Feedback can be given at different stages of a lesson, for example at the beginning of the lesson when we comment on work we have marked, during an activity, while we monitor learners doing pair work or group work, at the end of an activity when we tell learners how they did, or correct their common errors at the end of or after the lesson when we are marking some written work.

During class or individual feedback, it is possible to revisit or recycle language that learners are having problems with, by providing learners with written exercises, or by including the language for review in an oral activity in the following lesson.

Small-group feedback sessions are useful for the teacher and learners to give and receive feedback on classes and on teaching and learning.

Feedback which is particularly personal or sensitive should be given to learners privately and not in front of the whole class.

Written or oral feedback can be given to learners after formal assessment in addition to a mark or grade. This feedback should include guidance on how learners can improve their work.

Useful in feedback:

- Telling the learners how well they have done the activity.
- Finding out the correct answers and how the learners managed the task.
- Asking learners for their ideas and discussing them.

Effective way of managing feedback.

- Asking for general agreement before correcting errors.
- Giving learners praise and encouragement errors.
- Nominating learners to give answers and ideas.

ANALYZING THE OUTCOMES.

The feedback must be clear, timely, continuous, orienting, motivating and constructive; that drives the interaction, exchange with and between students; who, through this didactic process, will have more opportunities to think, evaluate or reflect on their own learning (metacognition).

The didactic strategies of the feedback show different processes to attend the different learning styles (cognitive diversity).

In the feedback process, socio-emotional skills, recognition of the effort and progress achieved by students are fostered. During the feedback process, specific recommendations on strengthening activities (advices, exercises, material suggestions, among others) are observed.

Students identified topic, purpose, and intended audience. Clarified new sentences and words with the help of picture dictionary.

Mentions aspects of nature and cultural expressions in the travelogue. Answers questions about the sequence or simultaneity of actions.

The feedback reflection.

For feedback to be useful for students, it needs to be clear, address different aspects (for example, content, effort, language) and to give learners concrete suggestions on what they need to work on.

It is also important that, as a teachers, we refer to the feedback in future lessons, commenting if a student has done something we advised them to do in previous feedback, for example.

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- It is a good idea to ask individual learners to answer question during feedback.

- In controlled practice activities, it's better to give immediate feedback on errors.

- In freer activities, for example, speaking, it´s better to collect the errors and do the feedback after the learners have finished.

- Learners should have a chance to correct their own mistakes in feedback.

- It is a good idea to use a feedback sandwich: giving praise, then correcting, then giving more praise.

CHAPTER 3: EXPERIENCE REPORT

3.01 REFLECTION ABOUT MY TEACHING.

How are the four skills used in the language classroom?

Through daily activities, teachers provide learners with opportunities to develop each skill: students listen (to the teacher use the target language, to a song, to one another in a pair activity), speak (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), read (instructions, written grammar drills, cards for playing games, flashcards) and write (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).

Reflections on how learning processes are taking place among students.

In the learning process it is important to learn to respect the stages, above all, in terms of learning to speak English and this is something that I often discuss with many teachers, who are forced to follow strict programs. The process of learning a language different from the mother tongue must follow the same structure as when we are small and we begin to express ourselves with words, first we learn to speak, to understand each word, then to write and analyze semantic structures.

The lack of proficiency in spoken language makes it really difficult for the student to understand the grammar, the lack of training in listening, reading and comprehension makes practical learning of grammar practically impossible.

Therefore, the first recommendation I give parents is to do everything possible to get students training listening, and speak their first words in another language, in this case English.

In the learning process of children and adolescents, I think it is especially important that they learn to associate words with things and situations, it is convenient to learn little by little, and to involve teaching materials that facilitate the task for both the child and the teacher.

Reflections about the role of the teacher and the role of the students in my teaching practice.

Teachers need to behave in different ways at different stages of a lesson to manage the classroom and to successfully guide learners through the lesson. These different ways of behaving in and managing the class are important in the teaching English. Teachers adopt (use) a number of different roles in every lesson. Teacher roles vary depending on the teaching approach (way of teaching) used and on the teachers' and learners' preferred learning styles and learning needs.

What we say, how we say it and what we do as teachers teacher's roles clear to learners. When planning lessons, it is useful to first identify the roles we are going to take on during the lesson and then to think about what we are going to say and do to convey that role clearly to the learners.

Some problems with classroom discipline, classroom management and facilitating learning are a result of teachers not adopting appropriate teacher roles.

Learners take time to get used to the teacher working in different roles. For example, learners who are more familiar with a teacher in the role of manager might be confused by a teacher who takes on the role of facilitator. It is useful to provide some learner training and to introduce the new roles slowly so that learners get used to new ways of working

It is important to be flexible in teacher roles. Sometimes roles need to be changed because of circumstances in the lesson. For example, when we are monitoring a task and realise that learners have not understood the key language, we take on the role of language resource to clarify the language point so that learners can continue with the task.

Sometimes it is necessary to take on roles we do not always feel comfortable with. When learners do not complete homework tasks, for example, teachers have to be firmer in managing the learners than they usually are. The ability to take on appropriate roles in class is important for establishing class rapport and maintaining a positive and effective learning environment in the classroom.

Interculturality.

It is very pertinent that the institutions and the teacher enrich their own knowledge about intercultural education. Therefore, it is important to develop and promote an education that respects diversity, that leads to an intercultural coexistence and rejects all types of exclusion inside and outside the classroom.

The intercultural relations enrich and promote the development of values such as: Pluralism, tolerance, integration, justice.

It is important to recognize cultural diversity in classrooms, to be able to take effective methodologies to apply them in this type of space. Have a positive vision and support the interaction between cultures as a form of personal and social enrichment. It is important to eliminate racist and discriminatory attitudes among peers.

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3.02 REFLECTING AND ANALYZING THE RESULTS OF CARRYING OUT THE ACTIVITIES

In common.

Ask students to sit in pairs. Tell them to find five things they have in common and three things they do not have in common. When they are done, set each pair with another to do the same (five things the two pairs have in common, three they do not have in common).

A good way to learn English is…

Give students the following sentences on the whiteboard. Tell them they can agree, disagree or change the sentences. Below are some examples. You can add your own. This can lead into a class discussion about how to learn a language, as well as past experiences learning a language.

1. A good way to learn English is…
2. In class with a professional English teacher.
3. In a café with a native speaker of English.
4. Living in a country where people speak English.
5. Watching films and TV in English.
6. Repeating what the teacher says in class.
7. Keeping a notebook of new words.
8. Having lots of tests in class to help us remember.
9. Using a bilingual dictionary all the time.
10. Reading in English.
11. Speaking English with other students in the class.

Why some speaking activities do not work?

There are 3 reasons:

1. Because not all students participated equally in the class. Only those who had more confidence in their English or much interest in the subject of the conversation. It is difficult to find a topic that interests everyone.

2. Because the permanent control of what we want to teach in that moment. It is impossible to focus on a single structure in a spontaneous conversation.

3. Because students have structures and vocabulary that does not dominate to express themselves correctly, and this would make many mistakes and demotivation.

CHAPTER 4: CONCLUSIONS

4.01 CONCLUSION

Currently, we are immersed in a new political, social and cultural map, product of the social changes that have occurred in recent years. The convergence in the same context of different cultures, the globalization of the market, the evolution of family structures, or the increase of migratory flows, have generated a plural and multicultural society, very different from that of years ago, which has This is a new challenge in which the school does not feel sufficiently prepared (Pozo, 2008).

As Apple (1986) reminds us, the school is not neutral, with which it must play hard and this bet must be decided towards inclusion. The school is a place of learning that must be formed in values and attitudes that allow resolving the conflicts of a society in change. Attitudes that should advance towards cultural enrichment, and that it is essential that they begin to work from the first years of schooling through educational strategies of active participation, cooperation and communication, thus promoting tolerance and coexistence with people from other cultures. As Jordan (2005) comments, intercultural education should develop in all students a sense of equality, as a precondition for the cultivation of cultural differences.

One of the clearest and most concise definitions of what the pretensions of Intercultural Education may be is proposed by Cameron McCarthy (1994: 295) when he states that Intercultural Education represents an effort to recognize the cultural diversity existing in the curriculum and, in ultimately, it must also be a proposal for educational policy. Because the complexity involved in organizing a multicultural society to evolve towards an optimal interaction, understood as interculturality, requires the involvement of all the components of the educational community; it is necessary, therefore, for a participation of the whole society as a whole (Moliner and Moliner, 2010), so intercultural education

will be only one of the elements of what seems to be the establishment of a new paradigm in science educational, also in process, called intercultural pedagogy (Merino and Muñoz, 1998), which will establish the theoretical framework in which to develop procedures, methodologies and effective responses to current and future needs.

Education, therefore, will be one of the areas from which multiculturalism and interculturality should be addressed. For this, it is necessary to specify a broad conception of education, which aims at the overall development of the person. In the UNESCO Report of the International Commission on Education for the 21st Century, chaired by Jacques Delors (1996), it is recorded that this would involve articulating education around four pillars: learning to know, learning to do, learning to living together and learning to be, these four pillars are of great importance to achieve a comprehensive education of students at different levels of education.

Bearing in mind some considerations

Take students' knowledge, experiences, and interests in the social practices of their native language as a basis.

Based on the purposes, the social practices of the language and their content, determine:

The planning of communicative situations (such as making a product, reaching a goal or solving a problem) which articulate, in a sequenced manner, the specific competencies with the language in each of the specific social practices which represent a challenge to students.

The underlying rationale is that activities should be neither so easy they can be neglected nor so complex nor difficult they may bring about disappointment or

discouragement. Therefore, communicative situations should be rewarding enough to foster a positive attitude and maintain the students' interest.

The type and amount of 'doing with', 'knowing about' and 'being through' the language contents which will be covered though previously planned communi- cative situations –specific and related to students' experiences and interests– so that they involve a sequenced and articulated performance of the specific competencies.

Number of lessons devoted to the planned communicative situations, as well as their requirements and outcome (or product).

Look for, select and if needed create the necessary multimedia or printed materials.
Read and analyze them before using them with the students.
Bear in mind both, the social practice as well as the specific activity with the language during the stages of the communicative situation or task.

Proposing teaching strategies characterized by their diversity

Modalities in work organization:
- Whole class, teamwork, work in pairs, individual work.
- Modalities in reading (out loud and/or silently): modeled, guided, shared, independent.
- Modalities in writing: modeled, guided, shared, and independent.

Degrees of teacher's intervention:
- Guidance, coordination, supervision.

Teaching materials and resources:

- Made by the students themselves or previously prepared, such as long and short titles, repeated titles, unique titles, books graded by the level of difficulty, multimedia resources (audio, video, CDs, computer software, etc.).

- Model and play the roles of expert reader, listener, speaker and producer of oral and written texts.

- Create opportunities for all students to engage in oral exchanges and reading and writing situations.

- Foster a positive attitude towards learning another language and other cultures.

- Encourage a respectful and confident environment where mistakes, rather than being constantly sanctioned and corrected, are seen as opportunities to practice and rehearse in the English language, as well as to receive or offer positive feedback.

- Encourage the contact of students to different variants of oral and written English, without losing track of the variant that is used in the classroom (American, British, etc.)

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APPENDIX 1

APPLICATION.

In the activity 'The Blind Hen' where the students could practice the 4 skills speaking, reading, listening and writing. At the beginning of the session, a brainstorm was held to recognize the previous knowledge and interests of each student as well as the group. Teams of 7 or more students were formed and the rules of the game were established. The students were feeling expectant about how the game was going to be performed, with enthusiasm and joy they moved to form the groups and to choose a leader from each group.

During teamwork it was possible to notice who would be the leader and who had more knowledge about the use of a second language.

Opening.

- The teacher asks the students about the previous class on how to describe objects (shape, size or color).
- Students brainstorm place prepositions: up, down, back, front, top, bottom, inside, outside.

Development.

- The teacher asks the students to get up from their seats and form a large circle in the center of the room. By bouncing a ball, a student of the group is chosen and his eyes are bandaged.
- The teacher and the students hide 10 envelopes of paper in different places inside and outside the classroom.
- Students write on the board the words they will use to give directions on how to find the envelopes.

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- Your classmates in a loud voice (speaking) give directions in English on how to reach the goal by using prepositions of place: above (on), below (under), on one side (next to), behind (behind).

- The teacher writes on the blackboard the structure (grammar) on countable and non-countable nouns (there is, there are).

- The facilitator shows a poster of the painting of Van Gogh's Room (1888).

- Students place objects in the painting aloud (speaking). They record in their notebook the found objects and their location (writing).

-

Closing

- The teacher plays an audio record about the prepositions of place.

- Students listen (listening) to the audio and identify the structures (grammar) of the sentences.

- As a summary, the facilitator asks the students to make a mental map to describe the objects of their own room (shape, size, color).

- Finally, the students present in plenary the arguments they used and the conceptual map is evaluated, which is integrated into a portfolio of evidence.

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APPENDIX 2

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN LANGUAGE GAMES TO WORK WITH SPECIFIC LINGUISTIC ASPECTS

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: PARTICIPATE IN LANGUAGE GAMES IN ORDER TO IDENTIFY SENTENCE RHYTHM, STRESS AND INTONATION.

ACHIEVEMENTS	CONTENTS	PRODUCT
• Identifies the stress of specific sentence part.	DOING WITH THE LANGUAGE.	*BLIND HEN GAME*
• Reads and writes sentences to practice rhythm, intonation, and stress.	Use the *Blind Hen Game* • Game with predetermined sentences to practice their rhythm, stress and intonation.	• Determine number of teams, players, and turns of participation. Establish rules for the *Blind Hen Game* • Using sentences.
• Contrasts the stress of words, both on their own and within sentences.	• Understand rhythm, stress and intonation characteristics in words and sentences involved in the game. • Write sentences to participate in language games.	• Select a list of sentences and adverbs of place with different rhythm, stress and intonation. • Write the adverbs of place: above, under, next to, near, far, etc. • Play the game. • Read the sentences aloud and practice their rhythm, stress and intonation.
	KNOWING ABOUT THE LANGUAGE • Topic, purpose and intended audience.	

Graphic and textual components

BEING THROUGH THE LANGUAGE

- Use language to foster the enjoyment of schoolwork.

APPENDIX 3

PLANNING THE LESSON PLAN *Listening*

School:	E. S. T. No. 75 IGNACIO RAMÍREZ	CCT:	09DST0075Q	Month:	February
Teacher:	Miguel Ángel Acosta Martínez	Unit:	2B	Grade:	Third
Social Practice:	Participate in language games with expressive and aesthetic purposes.	Environment:	Literary and ludic.	Group:	B
Específic Competency:	Discriminate stress of specific words in language games.	Product:	Word Game Contest.	Two sessions 50 min. Secondary	

Week 2					

Achievements :	• Reads a list of previously selected words aloud. • Classifies words based on number of syllables. • Divides words into syllables to identify stress. • Identifies stress on different types of words while listening. • Spells, pronounces, and stresses previously selected words.	**Instruments of evaluation**	Rubric ☐ Check List ■ Anecdote ☐ Projects ☐	Schemes ☐ Portfolio ☐ Written tests ☐

Steps of the product:	Stage 1. Determine the day and time of the contest, as well as the number of participants and their ages. Stage 2. Establish the type of words allowed and not allowed. Stage 3. Set rules of participation and mechanics of the word game to practice word stress and pronunciation. Stage 4. Organize the contest and invite students from other groups to participate.

Contents		Session		Activities
Doing with the language	Explore suitable word games for practicing stress and pronunciation of specific English words.	1	Pre-stage	Write the word "Game" on the board. Encourage Ss to write a semantic map of this word by naming one and writing them on the board, e.g. Snakes and Ladders, Memory, Goose Game, Hangman, Spelling Bee, etc. Underline the word games.
			While stage	In order to explore pronunciation features, make a dictation of homophones or have Ss match words that sound the same through images, e.g. write-right, pair-pear, one-won, here-hear, there-their, be-bee, I-eye, to-two, etc.
			Post stage	Have Ss play with word families. Give them a set of words so that they find the ones with similar pronunciation, e.g. sharing the same vowel sound- in order to form families of four members (e.g. friend-send-head, night-bike-size, skirt-milk-shirt, etc.
Knowing about the Language	Acoustic characteristics: stress.	2	Pre-stage	Have Ss look up "Spelling Bee Contest" on the web to know the procedure of the contest. Have a volunteer explain the general procedures and have the group set the rules for it.
			While stage	Have Ss practice spelling with words from the list in pairs. Encourage them to help each other to improve, and to select and highlight those words that are difficult to spell. Then, ask Ss to practice in teams of four.
Being through the Language	Exchange activities of common interest among students.		Post stage	Plan a rehearsal before the contest, to make sure Ss are familiarized with the rules and procedure.

Materials:	Notebook, blackboard, markers, maps, drawings, images.
Notes:	

Principal	Reyna Reyes González	Signature	
Date	February 2019	Seal	

APPENDIX 4

RUBRIC: LISTENING CHECK LIST

GRADE	Yes	No
Listens attentively to other speakers.		
When listening, looks at the speaker.		
Speaks clearly at an appropriate pace.		
Uses correct language conventions when speaking.		
Follows agreed upon rules for discussion.		
Total		

Notes:

RUBRIC: ORAL PRESENTATIONS

GRADE	OUTSTANDING 2 Points	NOTEWORTHY 1.3-1.7 points	ENOUGH 1 point
PRONUNCIATION	Speak clearly Pronounce adequately and good intonation.	Has a correct pronunciation.	Intonation and pronunciation are not always correct
VOCABULARY	Vocabulary agreed. Own and innovative contributions	Vocabulary agreed.	Vocabulary agreed, although with doubts.
POSTURE OF THE BODY AND VISUAL CONTACT	Appropriate posture and gesture. Sense of the message naturally	Appropriate posture and gestures. She/he does not adequately express the message with her/his body	Expression and gesture expressionless. Accept suggestions for improvement well.

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CONTENT	Shows a complete understanding of the subject.	Shows a good understanding of the subject	Shows, with help, a good understanding of the subject.
TOTAL			

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APPENDIX 5

Platform Educaplay.

Platform Educaplay Radioprogram

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Platform Educaplay Verbs in Past Participle

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APPENDIX 6

Photo 1. Group 'D' Student's team 2nd grade.

Secondary School

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Photo 2. Group 'D' Student's team 2nd grade.

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Photo 3. Group 'D' Student's team 2nd grade.

Secondary School

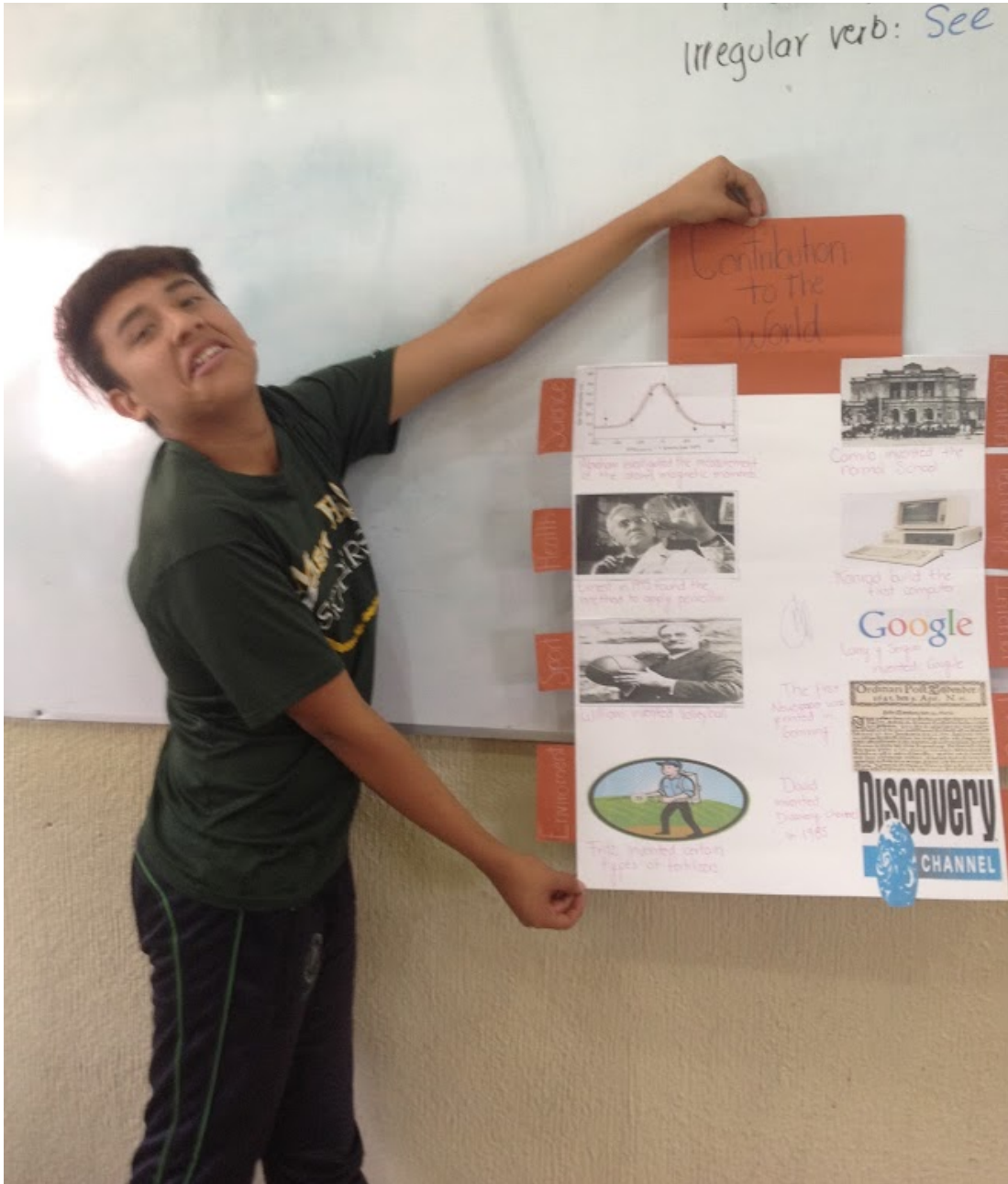**Photo 4. Group 310 Student's team 3ᵗʰ grade.**
High School

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Photo 5. Group 310 Student's team 3th grade.

High School

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Photo 6. Group 310 Student's team 3rd grade.

High School

Video recorder link:

https://www.youtube.com/watch?v=uXarc-RvC9A