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UN SIGNIFICATIVO PROCESO DE ENSEÑANZA Y EVALUACIÓN “PRESENTACIÓN DE UNA OBRA DE TEATRO”

TRABAJO RECEPCIONAL

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

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A MEANINGFUL TEACHING AND ASSESSMENT PROCESS

“Performing a Play”



UNIVERSIDAD PEDAGÓGICA NACIONAL
ESPECIALIZACIÓN EN ENSEÑANZA Y
APRENDIZAJE DEL INGLÉS COMO LENGUA
EXTRANJERA

We all as teachers should be aware on the fact that a meaningful assessment promotes meaningful learning.

Presents: Mary Carmen Guzmán García.
Tutor: Norma Susana Rivera Hernández

Contenido

Introduction	4
Chapter 1: Philosophy and theory	6
My Teaching Philosophy	6
Theoretical Foundations	6
Theoretical Perspectives of the Communicative Approach	9
A Four-language-skills Lesson Plan	10
Chapter 2: Methodology and practice	18
Let´s do it!	19
Communicative Skills Development	21
Assessment Process	26
Assessing or evaluating tools	27
Video Link:	29
Chapter 3: Experience Report	30
Chapter 4: Conclusions	32
Chapter 5: Appendixes and APA style references.	34
References	34

Introduction

The purpose of this document is to reflect the new acquired knowledge within this teaching practice by designing and implementing a pedagogical intervention project, which is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

This final Project is a compilation of all the areas of knowledge in which the specialization was conformed.

- Content curricula and underlying theories
- Didactic and methodological competences
- Different types of communication competences in English
- Attitudes and values

The idea of this Project is to take into account everything that have been learnt and to show how that information is put into practice going through my own teaching philosophy and by designing ways of organizing content so that the learning is much more meaningful and far richer for both, students and teachers; and by responding to the creation of new scenarios in which the students must have the ability to solve the possible problems that they might face to avoid communication breakdowns and to improve the language in use.

The mentioned paper is focused on Third graders in High School; the main unit is developed in the Ludic and Academic Environment, which is believed to be the easiest for students, as they easily enjoy the learning process. The topic was chosen because it is the current one at the High school basic education curricula, so it is desired to work with real topics which have to be covered through the PNIEB¹ program.

¹ PNIEB.- Programa Nacional de Inglés en Educación Básica.

The groups are made up from 24 to 29 students in A1 level according to the CEFR²; the lesson's name is "Performing a Play", and in the final product the students had to deliver the plot of the play that they have performed in the class.

In the meantime, it is pretended to show how has been applied my experience in the language classroom, showing an ability to integrate, analyze and reflect on information, ideas, and skills developed through this Modules of the Specialization in English Language and Teaching as a Foreign Language, moving towards my own philosophy of teaching.

² CEFR. - Common European Framework of Reference.

Chapter 1: Philosophy and theory

My Teaching Philosophy

We all as teachers or even as learners come up with a philosophy of what teaching and learning is. This philosophy is more likely to be implicitly rather than explicitly held, especially by learners, and so taken for granted. The process of teaching is challenging but rewarding. Teaching a foreign language requires not only the academic progress but the development of sociocultural competence. Mastering a new language takes time but each small step makes the difference while teaching and learning.

I truly believe that learning a new language is not only acquiring new knowledge; it changes our inner and outer world. This is why it is an honorable and yet a difficult task to be the one who teaches. I think teaching is the ability to help learners to build their own knowledge. As a teacher I only show the path and equip with necessary tools and skills while learners take their share of responsibility for studying and applying what they have been taught.

As a matter of fact we can teach a student a lesson for a day; but if we can teach them to learn by creating curiosity, they will continue the learning process as long as they live. My enthusiasm and confidence encourages students to continue this exciting journey, to expand their horizons and strive for greater achievements.

Theoretical Foundations

Undoubtedly, every language is a complex object which is used not only communicative, but also cognitive and with reflection purposes. Through the language, we comprehend the surrounding world and integrate into society. Language, besides being an instrument for communicating with others, is as well an instrument for thinking, reflecting and analyzing what we think and do with the language. These are called the cognitive and reflection purposes of the language.

The proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching. To some, this reflects the strength of our

profession. Invention of new classroom practices and approaches to designing language programs and materials reflects a commitment to finding more efficient and more effective ways of teaching languages. The classroom teacher has a wider variety of methodological options to choose from than ever before. We can choose methods and materials according to the needs of learners, our own preferences, and the constraints of the school or educational setting.

The notion of teaching methods has had a long history in language teaching, as is witnessed by the rise and fall of a variety of methods and approaches throughout the recent history of language teaching. The wide variety of method options currently available sometimes confuses rather than comforts. Methods appear to be based on very different views of what language is and how a language is learnt. Some methods recommend apparently strange and unfamiliar classroom techniques and practices; others are described in books that are hard to locate, obscurely written, and difficult to understand. Above all, the practitioner is often bewildered by the lack of any comprehensive theory of what an approach and method are.

Some methods, such as Audiolingualism, became the orthodox teaching methods of the 1970's in many different places. Other Guru-led methods like the Silent Way attracted small but devoted followers in the 1980's and beyond, but even little attention nowadays. Methods are typically top-down impositions of experts' views of teaching. The role of the individual teacher is minimized. Our role is to apply the method and adapt our teaching style to make it conform to the method, which are hence prescriptive; sometimes they fail to address the broader contexts of teaching and learning and focus on only one small part of a more complex set of elements.

Nowadays, language teaching programs are focused more on the way we use language than in looking at language just as an object. It is important that students feel engaged in the process of using language to communicate, and not just seen the achievement of a foreign language like a number to get in their grades card. In today's language teaching approaches, we study aspects of the system of language such as grammar and pronunciation, so that we can use them for a communicative purpose.

The language is a Social Practice by itself, and like this, it must be taught as a second language more than a foreign language. Teaching English or any other language by this way, we can give a meaningful target to students to learn it. It is a fact that there is a countless range or features on the language that must be considered when teaching. For instance, language

change over the time, it works different at particular times, words have signifiers and they may change from one place to another.

So far, in this specialization just like in the mastery, I have learnt consciously about specific schools of thought which show us three different perspectives.

The first and earliest perspectives are behaviorism and structuralism. The behaviorist tradition originates from the field of psychology and the structuralism tradition originates from the field of linguistics. Behaviorism is a theory of learning. According to this perspective, humans learn as a result of receiving both negative and positive reinforcement after responding to a given stimuli. Structuralism, a school of linguistics, conceptualized language as complex structures; structuralism rejected any “mentalist” approach. Behaviorism and structuralism concerned themselves with describing language phenomena in purely objective terms. Structuralism was concerned with describing several aspects of the language including the phonology, syntax, and morphology.

Behaviorism argues that language acquisition is the result of a reiterative process which involves:

- An external stimulus,
- A response, and
- Suitable reinforcement, which is feedback that is aimed at fixing the language with the function of providing information to the learner about whether that response is appropriate or whether there is a better one.

The second school of thought in SLA, generative linguistics, argues that language could not be explained as simple responses to stimuli.

The third school of thought is known as Sociocultural Theory, a theory of learning and of human development. It says that languages are learnt as a result of interactions between social and cognitive factors. The approaches to SLA is the way theory and experiences try to explain how people learn a language. Some of them are based on studying the result as behaviorism and other are based on studying the process through cognitive processes or social interaction. The SLA approaches are relevant to the teaching practice because according to their principles, we

as teachers can manage the methodology and resources to address the main objective of the teaching and learning process to develop communicative abilities.

These schools of thought emphasize different approaches which are very important in our teaching practice, because we always may have situations in our classes related to each one of them. We have taught focused on phonology, syntax, and morphology as well as practicing stimulus-response-feedback. Or maybe we teach as a complex system and stimuli has nothing to do in our practice. Even the last approach, the Sociocultural, is the most used in CBT (Competence Based Teaching).

Students learn foreign languages for many reasons; nevertheless the ultimate goal of learning should be to be able to use a foreign language either in the everyday communication or in particular life aspects.

When teaching, the objectives of the lessons in the courses differ but the main focus remains the same, which is to provide a set of appropriate language skills ready to be implemented in a real life context. The academic environments that are worked inside the classroom are Familiar, Ludic and Academic, this ensures that every new language form or function is easily transferred from the classroom to the outside world.

A daily lesson plan, must be intended to design realistic goals according to students and school context. Doing a needs assessment helps to monitor the students' progress and provides an insight to their expectations. Because of this, working on the four different language-skills, turns mandatory when designing lesson plans, so that students could be able to acquire the English language, developing their inner skills and bringing up their previous knowledge in order to get the communicative competence.

Theoretical Perspectives of the Communicative Approach

The current curricula designed by PNIEB for Basic Education is mainly focused on this Communicative Approach, which states that we use language to accomplish communication with some functions within a social context; for our students it is not enough just to have knowledge of target language forms, meanings and functions; they also need to be able to apply this information in negotiating significance. The crucial goal is the ability to use the language appropriately rather than the grammatical knowledge. This is why the Basic

Education Curricula contextualizes the learning process in three different environments, Familiar and Community, Literary and Ludic, and the last but not the least Academic and Educational. These environments help students to take the language into their real world with one single goal, getting a communicative competence.

A Four-language-skills Lesson Plan

“The ability to communicate clearly and effectively forms the foundation of modern life. Students that can’t read effectively fail to grasp important concepts, score poorly on tests and ultimately, fail to meet educational milestones. Reading and writing skills allow students to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them. When they cannot read well, they become discouraged and frustrated by school”. (Kansas, 2019)

Reading and writing represent powerful tools when we all are trying to communicate each other. Despite reading is a perceptive skill and writing is a productive one, each of them complement in some way that allow us to get better communicative skills. It is said that reading is one of the most important aspects of education, and I truly believe that. Reading is the foundation for all other knowledge to be absorbed. It has been seen that, the first step to a successful education and life is learning to read. After that goal is accomplished, finding a way to really enjoy reading is another important factor in education. Many of us as teachers believe that when someone learns to enjoy reading, they will find it easier to enjoy learning in general.

Along with reading is of course, writing. Some people get more pleasure from writing than reading. Writing allows students to express emotions, organize their personal thoughts, study information, and get their opinion and beliefs out in the open. Of course, without writing there wouldn’t be a reason to read at all. They come hand in hand.

It would be great if students feel passionate about literacy, both reading and writing. If they were passionate on them, they could enjoy reading and writing at a personal level, but also because they could see literacy as the foundation of education and finding themselves.

And here is where teachers must do their best to make students feel eager to achieve reading and writing skills. Reading is defined as “an active, fluent process which involves the reader and the reading material in building meaning”; in the mean time writing is “the process

whereas a person selects, develops, arranges, and expresses ideas in units of discourse.” So that, we could not write without reading that is building meaning to express ourselves through arranging different ideas. When reading, the students engage in several cognitive processes, and *Carlos Lozano* (UPN, 2018) argues that there are 3 stages on this just like: I. Decoding; II. Making Inferences; and III. Critical Reading. This process comes when reading in L1 as well on L2, but if we are learning a second language besides our mother tongue, there are many different factors that are needed to be considered, such as the material, the reading approach, the purpose of the reading and even the previous knowledge, which may be related to the schema or to the cultural and social influence.

Designing and planning meaningful classes, requires a wide range of knowledge on what students need, every single student represents a challenge to overcome. Fortunately, there are many different strategies that can be applied in classes; teachers can collect information on student's literacy skills in their first language; activate students' prior knowledge and cultural context; read daily to students; model and teach learning strategies explicitly just like skimming and scanning; explain clearly the purpose of the reading; emphasize comprehension over pronunciation; asses the progress of their students in reading while involving them in self-evaluation; involve their students' parents; and the most important, teach reading and writing together.

The great advantage on teaching both skills at the same time is that students can learn and practice language structures at the same time, at the beginning they familiarize to certain grammar and vocabulary items, and then they can practice controlled writing followed by guided writing and from time to time they could develop free writing using their own creative expression, select specific contents or genres and contexts.

In the process of developing writing skills, there are some relevant principles which teachers should teach to students like learn and use the habits of good writers, get a balance between process and final product, connect reading and writing, strive to offer techniques that are as interactive as possible, sensitively apply methods to respond to and correct students' writing. I had always planned my classes using my previous cultural and context knowledge on reading and writing, now I am planning classes on reading and writing based in the schema we have been working during this specialization and the master I recently finished.

Now, moving to the following language-skill, Listening is the ability to accurately receive and interpret messages in the communication process, it is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill we should aim to master, then listening is it.

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. This is why one might assume that the development of listening skills gets considerable attention in schools. Listening involves the simultaneous orchestration of skills in phonology, syntax, semantics, and knowledge of text structure--all of which seem to be controlled by the same set of cognitive processes just as reading skill is.

As a psychological event, listening may be described as a functional relation obtaining between the responding of an organism and the stimulating of an object. Like all psychological events, listening functions are historical and corrigible, which is to say they evolve over the course of repeated occurrences throughout the behavior life of particular organisms. From this perspective, a current occurrence of listening is simply a point in the evolution of similar occurrences; it is continuous with and a composite of past instances of listening (Parrott, 1984).

Listening skills are part of the communicative abilities involved in the learning process of a foreign language. Listening comprehension might represent a challenge not only for students, but also for teachers since we require creating the appropriate strategies to have our students acquire this important skill.

It is a fact that good speakers are also good listeners, and that we want our students to become good communicators. To accomplish this, we need to reflect on when designing listening techniques in order to develop in our students' listening comprehension. It is important to notice the importance of adding sociocultural, factual and contextual knowledge to our listening comprehension activities. We should have in mind the different resources that will help our class, always according to the class needs and context.

Having pondered the close relationship between listening and reading, it is true that commonly in a lesson the same stages are followed. In other words, the teacher normally

promotes discussion to link the topic or ideas in the listening with the students' background knowledge; then, a purpose for listening is established, otherwise the students' are demotivated; as it happens with reading, using visual aids is also common to have in a pre-listening stage to establish a connection between preconceived concepts and the actual content; and finally, asking questions to generate a critical position before the tape. In a class, listening activities should be opportunities to learn something useful and meaningful.

It turns useful trying to set a purpose to listen and provide a background by using information about the topic, with pictures, brainstorming or by providing a key word because the more context students are provided, the better they will succeed. It is a fact that listening is a skill that demands a lot of attention from listeners for that reason, students should not be overwhelmed by listening activities in class without a previous settled purpose.

When working listening activities, it is highly recommended, with regard to bottom-up strategies, to ask students to answer specific details or recognize specific words to complete a task. Later on, they may use these words or expressions in sentences in a different context. They can also recognize a particular grammatical structure, and pay attention on how many times it is repeated in a conversation.

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

Some useful methods which we may refer to when planning class are for example, in 'real-life' listening, our students will have to use a combination of two processes, called 'top-down' or 'bottom-up' listening depending on their reasons for listening. But we must know that the best methods are those which supply "comprehensible input"³ in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready',

³ **Comprehensible input** is language **input** that can be understood by listeners despite them not understanding all the words and structures in it.

recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." (Krashen, 2019)

Language-body conversations, the basis of TPR, is another powerful tool in our box of linguistic tools. It will not solve all problems, but it will prepare our students for a successful transition to speaking, reading and writing. Total Physical Response, known worldwide as TPR.

Being aware of the importance of including authentic materials in our class represents a key factor to succeed. Although the materials that we use daily are useful and are designed to meet our goals of class, lack the natural and real contexts that are necessary for learning any language. The inclusion of authentic materials in our class provides exploitable resources that will provide real examples in which our students will be able to observe different features of spoken English as the rate of delivery and intonation, false starts, slang, reduced forms, and abbreviations among others. While such materials could create certain impediments understanding the content due to cultural and language that is unfamiliar to our students, it is also true that we are exposing our students to real life situations.

Even though planning listening can be everything but not an easy task, it represents, from my personal point of view, the most important skill to be developed when learning a language.

Now, there is an aspect which represents an important factor in language acquisition, and it is possible to ease the development of authentic material, this is the Interculturalism. It is well known that nowadays the Intercultural Education has become a priority of many different colleges and schools all over the world, as the migration from a country to another is turning easier and every citizen experiences a lot of kind of diversity: cultural, age, material situation, educational situation, etc. The aim of the assignments is to develop students' intercultural competencies.

Firstly, let's set why it is important to develop interculturality. The concept of intercultural competencies is used in the context of studies related with efficient intercultural communication, adaptation to other cultures, intercultural learning. This concept is defined on the intersection of the concept of culture and competence, here we have some conceptions which different authors have formulated.

Rakotomena (M. H, 2005) formulate the intercultural competencies as a set of competencies necessary for a successful interaction in a group of persons from different cultures. They are based on:

- Knowledge about culture in general, own cultural and other cultures in particular.
- Capacities: behavior, adaptation, conflict management, negotiation capacities.
- Competencies: flexibility, open mindedness, intelligence, empathy, interdependence, optimism, tolerance
- Psychological and emotional resources: motivation, pleasure of risks, stress management capacities.

Taylor (Taylor, 1994) considers intercultural competency as a process, not a result of an activity.

The developmental model of intercultural sensitivity was created by Bennett (Bennett, 1993) as a framework to explain the reactions of people to cultural difference. Using concepts from cognitive psychology and constructivism, he identified six stages of increasing sensitivity to cultural difference. The first three stages are ethnocentric, meaning that one's own culture is experienced as central to reality in some way; the second three stages are ethno- relative, meaning that one's own culture is experienced in the context of other cultures.

Working in our classrooms, Intercultural Education has the aim of developing intercultural competencies, which main goals are to develop skills in connection with life in a multicultural/intercultural society; to construct attitudes just like respect of cultural diversity, of own cultural identity; the stimulation of participation and action in the scope of the promotion on principles of this intercultural society and to fight against the discrimination and intolerance.

Once we have worked with the previous skills and reinforced values, comes the time to effectively communicate. Speaking activities have definitely a real purpose of communication. Like other activities, students also need some preparation to start, that is, a topic should be introduced. Speaking activities often derive from grammar, reading or listening activities, but they should also be carefully planned. As speaking is not durable and lasts just a few moments, when planning an activity, some considerations should be taken into account just like, to review

the language to be used; to determine how the students will work (in pairs, in groups); to know how we will give feedback; whether the teacher will just monitor or be a resource.

It is a matter of fact that speaking activities should have a purpose, which can be based on three areas of knowledge:

- **Mechanics:** It includes pronunciation, vocabulary, grammar and word order.
- **Functions:** It describes the uses of speaking (interaction, transaction, performance), and whether precise understanding is needed or not.
- **Social rules:** It includes social norms, register, etiquette, turn taking, etc.

When learning a language, speaking is probably the skill people are more interested in being good at. Nowadays, the world we live in demands continuous social interaction through several cultural connections like the use of social media and consequently internet, so the way we teach English needs to change too.

Independently of the English level or the language we are learning, students need to know how to express themselves by following social rules, so that, when designing material for teaching speaking is recommended to keep in mind three aspects: talks as interaction, talk as transaction and talk as performance. (Richards, 2019)

Then, there is a great number of activities that can be done based on these aspects. I think the success of speaking activities will depend on how well the purpose of communication is established.

In order to avoid communicative breakdowns, teachers as well as students may use gestures, paraphrase, use synonyms, provide examples, or try communicating a message with pictures or drawings. In class, students can get aware of these strategies through activities designed for that purpose.

It becomes teacher's duty to establish the nature and purpose of the speaking tasks and to make explicit whether the activity is pre-communicative or communicative, for example. Likewise, teachers should balance the kind of activities that students practice in a session, that is, a balance between manipulative (choral repetition, cued substitution drills, dictation, and reading aloud) and communicative techniques (brainstorming, storytelling, role plays, etc.). A respectful and relaxed environment is always helpful as well.

Being aware on all this information, approaches, methodologies and techniques will help teachers to develop such important competencies, in order to promote self-confidence and values into our students. As non-native English speaker, it is a fact that we will for sure interact with many other cultures while developing second language, who may be native as well as other non-native from different countries.

My lessons incorporate sociocultural and intercultural aspects, in which not only they learn, but me as teacher as well. I have realized on how much information they can share to me. I only show the path but they walk the road taking my hand and leading me to their world, while discovering, learning and building their own knowledge.

I have found that learning from students is one of the most rewarding aspects of teaching. While offering students the benefit of my knowledge and experience in my discipline, I encourage them to use that knowledge as a starting point for developing their own approaches not only for the language but for life. For me, therefore, teaching is as much a process of learning as of instructing.

Chapter 2: Methodology and practice

The model of Intercultural competence represents a useful tool for us as teachers, in order to better comprehend how we can work through this competence with our students. Intercultural attitudes, such as curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own; willingness to relativise one's own values, beliefs, and the ability to decentre are the first step to work on. The more we know of social groups and their products and practices the easier is to understand and generate general processes of societal and individual interaction.

It is important to have the ability to interpret a document or event from other culture, to explain and relate it to documents or events from one's own, and, as a consequence achieve a critical cultural awareness which allows us evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

While designing the following lesson plan, I noticed that there are some undeniable features which are attached to culture, just like culture is shared, contextual, dynamic, learned and unconscious. We worked paralleling the mental or cognitive process of categorization to organize their previous knowledge into meaningful units. Students bring culture to the classroom, just as teachers do. The lack of understanding of English language culture and cultural differences can be one of the common weaknesses of our students. Foreign language teaching and learning is unlikely to be performed effectively without an appropriate understanding of its specific culture, so it is important to emphasize the importance of our cultural input when teaching of a foreign language, as well as of analyzing the factors of failure in cultivation of students' capacity of intercultural communication.

This specific weakness becomes even stronger when our students' socioeconomic strata is so far from the second language culture, as they know nothing about it, sometimes they believe what they know is all what they can find beyond their communities. And here is when the intercultural component of English language teaching materials, turns about to be an essential and meaningful tool in our teaching practice. What is more, the intercultural approach shows us how important it is not only to be looking at the target culture, but also to be working with the students' context.

We, teachers, need to be aware on the fact that under this approach there is a dichotomy regarding intercultural communication theory, research and practice: cultural criticism and cultural dialogism. Cultural criticism methods seek to explain, illustrate, or exemplify culture-specific differences and points of conflict to isolate them as researchable issues in transcultural interaction, while Cultural dialogism emphasizes internationalism, world-wide communication and humanism, it focuses on developing cross-cultural communication skills through self and cross-cultural awareness.

If we want to foster interculturality in our classroom, we must combine different approaches, because it is not enough to read or listen about other cultures for becoming intercultural: it is also fundamental to be confronted with new and unknown situations, to experience different feelings and develop empathy.

Let's do it!

Throughout this lesson, my students revise short plays suitable for a young audience from their oral reading while they identify their authors. They try to understand central sense, main ideas and details. In the meantime, the students have the opportunity to relate the moral of some of the stories to their own lives. In one stage, they recognize protagonists, secondary characters and incidental characters, and at the same time they figure out where they come from and how situations would be different in their own context. At the end, they perform their own reading play.

The lesson is planned for 8 sessions that represent 12 classroom hours, and the contents required are readings, audio, tapes, book, speakers, notebooks, board, laptop and projector.

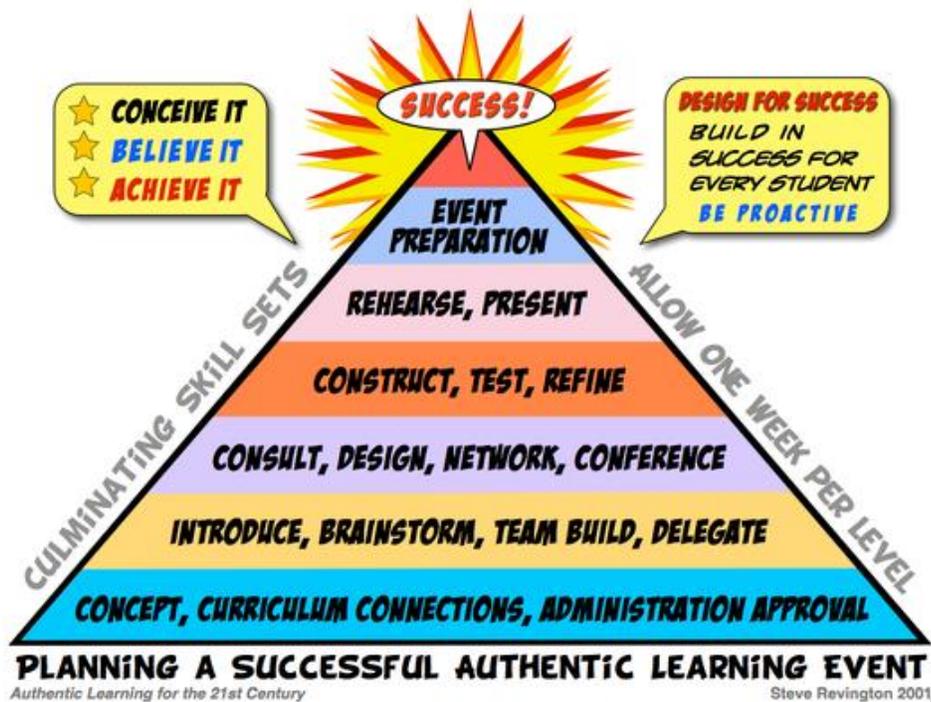
In the lesson plan, I try to design realistic goals according to my students and school context. Doing a needs assessment helps me to monitor the students' progress and provides an insight to their expectations.

As a four-language-skilled lesson, it starts with reading activities considering the interactive model and the schema theory. The interactive reading model combines both surface structure systems (the bottom-up approach) with deep structure systems (the top-down approach) to build meaning and memory for learners.

In the second stage, the lesson moves forwards listening activities, regarding to bottom-up strategies, students are asked to answer specific details or recognize specific words to complete a task. Later on, they use these words or expressions in sentences in a different context.

Following with the writing stage, students familiarize with specific structures and practice controlled-writing in order to design their own play.

In the last stage, speaking, students re-take the grammar, reading, listening and writing activities in order to perform the play they have designed. So, they organize an event to present the plays to the rest of the students in the three different groups.



Communicative Skills Development

1. Lesson plan identification cell.	
Author	Mary Carmen Guzmán García.
Educational stage	High School
Title of your Lesson plan	Performing a Play
Learning Objective of the plan/Competency	Understand and express differences and similarities between cultural features from Mexico and English speaking countries.
Communicative skill considered	Reading/Writing/ Listening/Speaking
State of the following options	Introduction and development of the topic
Functions	Performing a play
Main Grammar structure	Present tenses (simple, continuous, perfect simple and perfect continuous)
Other Grammar structures	Types of plays
Brief description of the plan	Students will revise short plays suitable for a young audience from their oral reading while they identify their authors. They will try to understand central sense, main ideas and details. In the meantime, students will have the opportunity to relate the moral of some of the stories to their own lives. In one stage, they will recognize protagonists, secondary characters and incidental characters, and at the same time they will figure out where they come from and how situations would be different in their own context. At the end, they will perform their own reading play.
Hours of the plan implementation	12 hours.
Number of sessions	8
Contents required for the lesson	Reading, audio, tapes, book, speakers, notebooks, board, laptop, projector.
Link of the content	http://telesecundaria.gob.mx/mesa_tecnica/files/Ingles_3.pdf https://www.youtube.com/watch?v=nrQuZ0a65EU
EEAILE tutor on line	Norma Susana Rivera Herrera

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Invite volunteers to read the objectives one by one. Then get students to share their ideas about the meaning of each activity. Encourage the class to say what expectations they have of the exercises. Ask students to read. Form groups and ask students to discuss what has happened so far in the play. Then check as a class.	Look at the text in the book and answer the questions. Find the indicated parts in the text. Listen to the teacher and read along. Then guess what happens next.	School book, notebook, board, markers.	2	Answered questions.
Vocabulary introduction	Form four groups. Give each group a page from a newspaper, a play and a novel. Ask groups to decide which texts give information, which are literary works and which are performed in a theater. Divide the board into three columns and write the headings: Newspaper, Novel and Play.	Then give two index cards to each group at random. Have each group paste the index cards under the appropriate heading.	Pages or photocopies from a newspaper, a play and a novel (in English or Spanish), eight index cards. Index cards: gives objective information; has photographs; is written in columns; has extensive descriptions; is divided into chapters; is performed by actors; has stage directions; is divided into acts and scenes.	2	Check the answers as a class.
1st practice	Have students say what "a play" is. Listen to several ideas, but do not correct. When someone comes up with the correct explanation, ask: What are the characteristics of a play? (dialogues, scene descriptions, etc.) Then have students read the corresponding pages and pay special attention to the format. When they have finished, ask: What parts is a play divided into? How do we know who is saying each line? How do we recognize the scene description? Finally, elicit and write the characters on the board	Listen to the teacher and read along to the second part of the play. Listen again and repeat each line after the teacher. Then answer the questions. Complete the definitions of types of plays.	School book, notebook, board, markers.	2	Answered questions in the book and notebook.

	and ask what the play is about.				
2nd practice or Social interaction	I take the opportunity to have students relate the moral of the story to their own lives. I have them say who has been kind to them and who they have been kind to, and how kindness has paid off.	Underline the moral of the story.	School book, notebook, board, markers.	2	Comparison of the moral with their own lives.
Grammar Focus	I will take out some examples of each tense from the reading, so Ss may realize and notice the different function and form on every different present tense.	Students copy the examples in their notebooks with the explanation, and then underline with different colors the different tenses in the reading.	School book, notebook, board, markers.	2	Underlined sentences in the reading.
Summary [Describe how you summarize what was presented on the lesson]	Ss, understand what a play is and the different types of them. They remember how they structure present tenses and reflect on the value of kindness interiorizing it in their own context.				
Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	I lead the students through the play, while listening I use some mimics to help them understand better, then listen and read so they can identify the target language easier.	Students listen and read a short play. They need to distinguish stage directions, while using diverse comprehension strategies. They recognize protagonist, secondary characters and incidental characters.	Book, notebooks, speakers, cellphone, board, markers.	3	Explaining main ideas and specific content. Answer some questions and share the value of honesty.
Vocabulary introduction	Play Simon Says. Give instructions. Students should only follow my instructions if they are preceded by Simon says	Students sit down if they follow an instruction incorrectly or when they're not supposed to. The last student standing is the winner.	Possible actions include: clap, laugh, applaud, cheer, take out, hold, and others from the unit.	3	The comprehension of the actions.
1st practice	Ask students to listen to the corresponding tape and confirm the answers to the questions. Then ask why it is important to keep dreams from disappearing. Ask whether they dream when they sleep and elicit some strange dreams from the class.	Listen to the play. Decide if the protagonist is a brilliant mind reader or a clever fraud. They listen to the play and read along. Then, listen again and read along out loud.	Book, speakers, cellphone, board, markers.	3	Comprehension question answered.
2nd practice or Social interaction	Divide the class into groups and ask them to write four sentences about The Medium, two true and two false. I ask the students to unscramble	In small groups take turns reading out their sentences for the rest of the groups to identify as true or false from memory.	Notebooks, board, markers, books, speakers, cellphone.	4	Unscrambled questions and their answers.

	some words to form questions for the play. I have volunteers write a question each on the board for the class to check and correct if necessary.	They get one point for each sentence they correctly identify as true or false. Unscramble the questions about the play. Then ask and answer the questions.			
Grammar Focus	Read the examples taken from the play on the previous page, and rules in the chart with the class and check everyone understands. Form groups and have students discuss which verb form is used in each example. Have them identify how each verb form is made and how it is used. Elicit the answers from the class. Then, students describe the pictures.	Read the examples and rules, and write the verb forms. Find more examples of the verb forms in The Medium. Use the prompts to share personal information.	Book, notebooks, board, markers.	4	Description of the images.
Summary	Students listen for the gist, then practice a little pronunciation and get specific information, they work on the value of honesty.				
Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity what's the product they will have at the end of the lesson?	This section will be performed in teams as they write the act for the play.	In teams students decide which act they will perform and interact with the other teams so they do not repeat the plays.	Notebooks, internet links, board, markers, reading book.	5	
Vocabulary introduction	I write the name of a character from the plays in the unit on each slip of paper. Divide the class into two teams. I write gestures on the board. Ask students if they know what that word means: A movement of the hand or head to express something. Divide the class into groups. Monitor groups and provide help as necessary	Teams will take turns sending a volunteer to the front to choose a slip of paper and mime the character. The group that guesses the character first is the winner. Students identify what the gestures mean. Then, they match the gestures with the phrases. Finally they say if we use the same gestures in Mexico.	Slips of paper. Board, markers, notebooks.	5	Participation in the game.
1st practice	We discuss these questions with the class: What makes a play interesting? What makes a good actor? Have you ever seen a play? Would you like to go after studying this unit? Would you like to act in a play? What sort of role would you prefer?	Students look for information in a given link, so they get further information about cultural differences between Mexico and USA . They will have to get the point and goal to perform their play, and write their act	Board, markers, laptop, internet, projector, notebooks, books, magazines.	6	The written play.

	Then I share an internet link	getting the information from the source they decide to.			
2nd practice or Social interaction	Divide the class into groups. Read the instructions with the class and check everyone understands. Encourage students to find other plays of interest to young people in a library or on the Internet. If possible, have them create costumes.	Students share as much information as they want to the rest of the class. They have to reach to an agreement on their plays.	Board, markers, laptop, internet, projector, notebooks, books, magazines.	6	The performing details already designed.
Grammar Focus	Help students with pronunciation, intonation and body language.	They practice pronunciation and intonation, check understanding, practice, perform rehearsals and ask about their doubts.	Drafts of their plays.	7	Rehearsals.
Summary	Students develop a play script taking into account cultural characteristics and getting the form from other plays. They mix up ideas and contents. Practice pronunciation and body language.				
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Ask students to perform the play in front of the class or even in front of the whole grade. Arrange the order and the stage.	Students perform their play in front of the arranged public.	Plays, stage, costumes.	8	Performing evaluated with a rubric.
Vocabulary introduction	None	None	None	None	None
1st practice	Plays performing.	Performance	Plays	8	Play performance
2nd practice or Social interaction among participants]	Ask students to go to the Self-evaluation sheet.	Students read the objectives for this part of the unit again and mark them according to their own opinion.	Self-evaluation	8	Self-evaluation sheet
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	None	None	None	None	None
Summary [Describe how you summarize what was presented on the lesson]	Students perform their own plays while practicality and authenticity are evaluated in the product results.				

Assessment Process

Testing is an important component of any language classroom as we, teachers devise tests for various reasons. It is a fact that good assessment must begin and end in the classroom. There is some confusion between the terms, “assessment” and “evaluation,” as these terms seem to be used interchangeably by some of us. However, the two terms are not synonyms. Evaluation is a judgment regarding the quality or worth of the assessment results. This judgment is based upon multiple sources of assessment information. The evaluative process goes beyond just collecting information; evaluation is concerned with making judgments based upon the collection.

In order to assess properly, while the students keep their learning process, I start designing lesson plans which follow the six levels of learning according to Bloom’s Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation). According to Bloom, knowledge increases as one progresses through the levels of learning, where knowledge is the most surface level and evaluation represents the deepest form of learning.

While we have many different students, and each of them may learn in different ways and at a different speed, the analytical and the holistic scoring meet in the assessment process. It is necessary to evaluate student work across multiple dimensions of performance as well as from an overall impression.

The students must know the assessment plan in advance, so they are aware on the goals to achieve and the competences to be developed. An assessment Plan is a document that outlines what empirical data will be collected, by whom, for the assessment each of the learning outcomes; the process for reviewing the data, policies and procedures to guide discussion and feedback of the results; and the process for modifying the course, program or curriculum to improve student learning.

The Classroom Assessment, which is the process of gathering data on student learning during the educational experience, designed to help us determine which concepts or skills the students are not learning well, so that steps may be taken to improve the students' learning while the course is still in session. Here is where assessment turns Direct, as it involves examination of student work and performance, such as embedded test questions, written papers, oral presentations, student projects, competence interviews, performances, or portfolios. Assessment results will be even more convincing if different assessment strategies triangulate to support the same conclusion. The classroom data includes:

Teacher learning goals (stablished through using Bloom’s Taxonomy

Assignments, tasks, tests.

Teacher's criteria and standards

Students' scores over the time

Portfolios

Evidence of feedback into learning and teaching

Learning outcomes have to be graded in order to state if the learning goal has been achieved. At this stage all the quantitative and qualitative data gathered have to be scored or graded. This is much easier when we have previously designed tools like the rubrics or check lists, in which we establish a set of scoring criteria used to determine the value of a student's performance on assigned tasks. The criteria are written so our students are able to learn what must be done to improve their performance in the future.

Assessment and Evaluation are not the same but they complement each other in order to increase the reliability on the grading task.

Assessing or evaluating tools.

1. - Planning based on Bloom's Taxonomy: Remember, Understand, Apply, Analyze, Evaluate, and Create.
2. Classroom Assessment: Designed and shared to the students in advanced. Every single activity, task and participation is registered in the list, as well as the material accomplishment and behavior.

Rubrics

	Needs improvement (10) points each	Sufficiently achieved (13) points each	Notably Achieved (16) points each	Outstandingly achieved (20) points each
Vocabulary	Uses only basic vocabulary and expressions	Uses limited expressions and vocabulary	Uses a variety of vocabulary and expressions, but make some errors in word choice.	Uses a variety of vocabulary and expressions.
Grammar	Uses basic structures, makes frequent errors	Uses a variety of structures with frequent errors, or basic structures with only occasional errors.	Uses a variety of grammar structures, but make some errors.	Uses a variety of grammar structures with only occasional errors
Fluency	Hesitated to often when speaking, which often interferes with communication.	Speaks with some hesitations, which often interferes with communication	Speaks with some hesitation, but it does not usually interferes with communication.	Speak smoothly, with little hesitation that does not interfere with communication
Communication	Purpose isn't clear, needs a lot of help communicating; usually does not respond adequately.	Tries to communicate but sometimes does not respond appropriately or clearly.	Stays on task most of the time and communicates effectively; generally responds appropriately.	Stays on task most of the time and communicates effectively; almost always responds appropriately.
Pronunciation	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student	Pronunciation and intonation are usually clear and accurate.	Pronunciation and intonation are almost always clear and accurate.

Video Link:

<https://www.youtube.com/watch?v=FNile3PTqno&feature=youtu.be>

Chapter 3: Experience Report

Meeting the learning needs of all our students is a complex and demanding task for teachers. How well students achieve at a school depends on factors such as how well we engage with our students, and the relationships schools have with their students' families, I have learned this recently. The assessment of student achievement, or understanding what students know and can do, is fundamental to effective teaching and to students' learning. Unless we know students well and are knowledgeable about their achievements, we cannot be confident that we are meeting the learning needs of our students.

Students, teachers and school managers can use assessment information to improve learning only when we have:

- ☞ collected good quality information that fairly represents what students know and can do;
- ☞ analyzed the information to accurately determine the achievements of students;
- ☞ correctly interpreted the information to report the achievements and progress of individuals and groups of students and to identify their next learning steps;
- ☞ reviewed the information to evaluate and modify teaching programs; and
- ☞ used the information to report to inform governance and management decision making.

Assessment is not as hard as planning class. Designing a lesson while thinking and naming the theoretical foundations was not an easy task, it demanded a lot of research and a lot of help from different sources, my creative intelligence is limited, the strongest ones are the linguistic and the interpersonal.

Now I clearly realize on the fact that connecting the four skills in a meaningful way through technology may have a wide positive impact on students' performance. I noticed that my students were able to reflect and discuss on the topics we were discussing and benefit from it through all the series of activities they worked with.

I want them to see the importance of language skills and interculturality in their lives and improve their ability to communicate in a real context by using real language and, at the

same time within the process, the effective use of vocabulary which is a must. This can make students gain confidence and, what is more, be independent learners.

I really enjoyed developing the sessions and even better, I have learnt a lot through the process of carrying out this project. First of all, I learned that everything I teach in the classroom must have a clear objective, not only for me but for my students as well and, this objective needs to be developed through real meaningful activities. Every activity should be sustained on a theoretical basis no matter the approach we decide to work on. I realized that my students' skills can be developed, not separately, but all together because one skill leads to another by itself.

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication. And communication is the key to succeed.

Chapter 4: Conclusions

After being an English teacher for over 15 years, I cannot deny the fact that learning process is constantly changing, students do not learn in the same way that I used to do it, and I am not allowed to teach in the same way that I used to do it when I started this path.

But, I can do assure that we learn from our students, if we really pay attention to their behavior, we can learn how they better learn.

This specialization was the first time I read about schema theory, but not the first time I had planned a class with these elements empirically included in it. So, all the information we worked with came to reinforce my teaching practice.

The more I studied this specialization, the more I could assure that teaching, it is not all a matter on just writing planning class and teaching in classrooms but to really design innovatively and meaningfully classes, and help learners to develop their own way to learn.

In my recent classes, students seem to be really interested in different cultures, there is no racism among them. They like to work with different media, and they are used to be creative supporting their activities in other subject. Thus at the beginning it is very difficult for them to participate in the language activities. They know a lot about intercultural issues, they usually know how a good intercultural relation should be, but also they admit that in many situations it is difficult for them to put in practice those knowledge. They notice how English language is present in many different countries, even though is not its mother tongue.

Likes are very different among them, and I could learn a lot of them through this practice, I realized on things I had never heard about, we all learnt together in all these activities.

It is a fact that my teaching practice has been changing in this last year, and at this specific moment I reflected on the importance of being aware on what is meaningful to learn from our students. It is a fact that teenagers are constantly exposed to lots of information and that, as a teacher, I have to guide them and help them get focused. Otherwise, my students would lose interest and motivation. It turns imperative for students to understand that learning a language is not only useful but also an open door to different cultures and, consequently, a way to learn to understand others and become a successful person.

The more I know, the more I want to learn. As time goes by it becomes increasingly difficult to understand my students, finding out what is interesting for them is not an easy task, and this is the reason why we must keep training in teaching strategies and learning new approaches.

This specialization is just a segment in my path of constant professionalization, because education deserves updated, well trained teachers.

Chapter 5: Appendixes and APA style references.

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