



PROYECTO FINAL

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June 20th, 19.



FINAL PROJECT

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INTRODUCTION

Through this whole specialization, we have had the opportunity of checking different approaches and models when teaching reading, writing, listening, speaking, grammar, vocabulary, intercultural competence and assessment. It is very interesting to have so many possibilities when planning our classes when teaching. We know that our students like everybody have had their own experiences in life which are shaped and influenced by their social and cultural setting, and all this information is brought to everyday English class. For this reason, teachers should include attractive topics that are actually relevant and meaningful to our learners. It is a well-known fact that many teachers in Mexico think that teaching linguistic aspects of the target language is the most important thing. Since grammar is an important part of knowing the language and being competent when performing. However, most of us have never thought about what we are teaching in our classroom in terms of intercultural and communicative competence, in other words; we pay most of times most much attention to grammar and curricula aspects that we have to fulfil according to the program. Most of teachers have been blind and have not realized that our classroom is the most important place for our students to contribute to students' complete development in their minds, body, intelligence, sensitivity, aesthetic appreciation and spirituality. The first step could be understanding our own culture and see the differences between us and others.

I mean, our students must act like researchers comprehending the way people of the target language act and behave in that specific way. As Jacques Delors (1996) states, all people should receive in their childhood and youth an education that equips them to develop their own independent, critical way of thinking and judgement so that they can make up their own minds on the best courses of action in the different circumstances in their lives.”

The following pages are a little part of my everyday English work represented in this final project. When learning or acquiring a second language, teachers have to know how Second Language Acquisition theories work, and from this starting, we have to apply different approaches in order to expose our learners to materials that are not too easy neither too cognitive nor challenging, but at a level that is challenging enough and that keeps our learners motivated. This philosophy and theory will be reflected in chapter I. These theories and approaches give us a paradigm of how we could become students engaged into learning a second language, the practices and lessons we could design according to them, which were displayed in chapter II Methodology and practice; where my teaching practice is exposed in a practical and useful lesson plan, the purpose was pointing to the way teachers perceive students' process when acquiring a new language which was developed in the designing of necessary tools to assess/test the progress of students topic. And finally, attached evidences are exemplified at the end of this work to understand the nature of learning and to know how we can tie theory with practice.

CHAPTER I: THEORY

What can we, as language professionals do, is to increase exposure time and facilitate the learning process. In this way, students have more opportunities to learn the target language. It is for example, when we as teachers, expose them to various spoken or reading forms of language giving them input. As it is no longer believed that learners simply repeat or imitate input, they can also produce a lot language by themselves just having them expose to new forms; in this way, they are more active in the process. I mean, exposing students to input in the target language is very important to maximize their exposure to the English language. But just having them exposed to new language is not sufficient, this input must be comprehensible, either at or just beyond the learner's current level. Through my experience, I have noticed that to fulfil all these requirements is not an easy task because learner have to have the willingness of learning, more over the environment must be adequate for getting the learner engaged. This new foreign language must be available to the learner, it has to be comprehensible enough for intake to take place and students will be able to internalize, what they learn.

It is important too, that interaction occurs, when students practice the negotiation of meaning, they have the opportunity to negotiate communication breakdowns and the interactional modifications which arise in the discourse, make grammatical features salient

and finally they can be acquired. As students engage in negotiation of meaning their attention becomes oriented towards specific language structures, therefore recasts plus negotiation are more beneficial than negotiation alone.

Besides, when input, intake and interaction occur, learners have an opportunity for practicing their language, through output because it is also an opportunity to learn the language. According to Swain, by pushing our learners to produce language in meaningful interactions with other students, help them in their way they begin to notice gaps in their interlanguage, they test emerging hypothesis about the language and they reflect on language through using language.

It is well known that we as teachers are not absolutely responsible for our students' performance and level in English, learners have to have the effort plus desire to achieve the goal of learning the language as Gardner (1985) stated in motivation. Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. For example, nowadays, I am an English teacher in a Technology High School and most of my students are learning English because they need the certificate to enrol to University or/and to start their labour life. Just few of them learn for pleasure, when they are for example, engaged in playing videogames or they are fans of some singers or pop groups and like to understand what they really say in English. So, I could say that they have a mix of types of motivation; most of them learn it because a personal interest in the people and the culture, these students are often the ones who participate most because they enjoy their learning process. They have an intrinsic motivation; therefore, they are interested and curious and highly engaged with a learning task and that engagement is sustained. Then I have those who are learning English because their instrumental motivation comes from their parents' rewards, as teenagers they have to study and show a good performance at school or they can be punished at home; consequently, in some way, they are forced to get good grades. In the subsystem where I work UEMSTIS, exchange programs don't exist yet, so most of these students, because of the economical shortage, just few of them have the integrative motivation by the moment. There are like one student, at most two used to live in the USA or were born there per generation (like 300 students each), these students are really engaged in this integrative

motivation because as I have talked to them, they told me that they will get back there some day. The last motivation called resultative, is very attractive for me, because there are students who are not from or live in the USA, or they never have taken English classes but they are definitely good at it. They do well at lessons and feel more motivated because of this feedback, that they are good, so their motivational intensity is increasing constantly and the interest to be active in the classroom is steady.

I.I TEACHING PHILOSOPHY

We as teachers have to make use of a range of communication strategies, our main objective is to make students practice language through social practices of it; in a process of interacting with others to convey meaning as seen in Jakobson's and Hyme's model. Where even if words and sentences are in a language known to us, we cannot really know what is being talked about until we know the exact context in which it is spoken, who the speakers are, and more communication strategies. It is really complex but not impossible to guide our students to this way, it is just to help them try and dare to speak, to make errors, the thing is that students start to use target language.

Well, what I usually implement in my everyday classroom activities is the Comprehensible Input from The Input Hypothesis and the Affective Filter Hypothesis at the same time. And I could say that it really works well, at least so much different from what students used to do before I started the specialization, there was some kind of change in their English language perspective. For example, I used to follow a reviewed and practice way of teaching and lesson plan. It was quite good for me, but I couldn't see that change or spark in their eyes when learning something new in English. So, I decided to put into practice the Affective Filter theory first, in a way that they do not feel too anxious or nervous about new language structures, grammar or vocabulary. Before starting the class, we had an icebreaker activity, I applied like a "Constrúye-T" activity and I quickly advise them, in a 5 minutes speech, that any subject could be interested enough if they insist on learning it, the same way learn Spanish and interest on it, they quickly start to be motivated and engaged in learning it.

I also put into practice the Comprehensible Input in a way that spoken or written language exposure was either at or just beyond my students' current linguistic development. The thing is that I give them Comprehensible Input in a way that it was understood by most of them. This is, I tried most of the time to give them realia, gestures and vocabulary that is not so difficult, neither too easy, just at or beyond the speaker/learner's current linguistic development; in this way, I keep their interest in the activity. What is more, I could observe that they notice what they are learning and enjoy it at the same time. Most of them are engaged enough to participate and answer or ask the questions. I tried to lower their affective filter from the beginning of the class through the song and then I used the Comprehensible Input to expose them to new and known language in a challenged way just for the acquisition to take place.

In conclusion, I could say that it was very interesting and rewarding to observe the changes my students presented in their performance through the whole year in which the specialisation took place. We as teachers should observe that as Mather, N., Goldstein S. and Eklund K. claimed increased awareness and understanding of our student's profile of strengths and weaknesses can help us to improve school-related outcomes. We as classroom teachers have the primary responsibility for creating a nurturing class environment in which students feel respected, valued and supported academically, socially, and emotionally. To succeed in school a child or adolescent requires a supportive classroom environment, the ability to sustain attention, self-discipline, healthy emotions, and a positive view of self and school. Strengths help students compensate for other difficulties and learn to persevere even when faced with difficult tasks. Weaknesses affect school performance and adverse factors such as anxiety or depression reduce a student's mental availability for learning. Our work never ends and is our responsibility to be updated according to our times and the necessities both from the educational system a macro way view and land that knowledge in a micro way in each particular student according to the context.

CHAPTER II: METHODOLOGY AND PRACTICE

II.I A PRACTICAL AND USEFUL LESSON PLAN

Teachers do not just have to know how Second Language Acquisition theories work, as well we have to combine these theories with affective, cognitive and action-based, for example, Cultural and Intercultural competences, in these teaching dimensions. Being immerse in this holistic teaching, both communicative and cultural knowledge of the target language, we must try to put into practice complete authentic activities: such as films, news broadcast, TV shows, restaurant menus, travel brochures, magazines, newspapers, etc. We as teachers can adapt these materials to suit our students and class' needs. They can be used for different purposes: listening activities, discussions, role plays, fill-in exercises, etc. That is to say, the student will be able to know what is appropriate to say to whom, and in what context. Identifying beliefs and values represented by the various forms and usages of the language, in order to expose our learners to materials that are not too easy neither too cognitive challenging, but at a level that is challenging enough and that keeps our learners motivated. So, the following lesson plan, present a global way of integrating most of the aspects we have studied in the *EEAILE* specialization through this year.

Through three modules we have the opportunity of checking the different approaches and models when teaching reading, speaking, listening, writing, grammar, vocabulary,

intercultural competence and assessment. It is very interesting to have a lot of possibilities when planning our classes when teaching. I had to put into practice and activate students' content and linguistic schema. It is mandatory that teachers help students to activate them before tackle an activity which will require some linguistic and cultural background knowledge about a particular topic. Making these kinds of connections, the new information will be comprehended better.

For example, from the start Ss learnt adjectives to describe people's personalities, practicing polite requests with May, Could or Can, practicing speaking. Then, they differentiated what modal verb was better when they wanted to be polite according to the context. Finally, students were directed to their final project and reinforced the difference between the Simple Past and the Past Continuous, developing their writing skills when they elaborated a first draft for what they were going to say in their presentation, including polite requests, being polite and the use of simple past and past continuous. The material presented to students was attracting since it asked them to elaborate the assignments involving their interaction to the tasks in an interesting way of presenting the topics or grammar points. Grammar was taught inductively, when students were already exposed to new language and when they brought to mind the previous knowledge to activate this new grammar point formal and informal expressions depending on the context: Can, Could, May, Let's, Would, etc. Which they put into practice in the dialogues they made up. Ss developed their listening and speaking comprehension abilities; first, with the introduction of the topic, then when they presented it in teams. Ss had been activated their schema about adjectives and past simple in the previous lesson. At the end of the lesson students were put into practice with the new grammar point "polite requests" by making up their own dialogue. Ss learnt the importance of being polite, and practiced polite requests. Ss had already finished a whole course and a third block. Now they were ready to review the third block and had a dynamic activity before their final project. In this way, I applied The Affective Filter Hypothesis, where in addition to processing language structures, individual factors needed to be accounted for also affect our learner's degree of success acquiring a second language as they impacted how learners process language. So, they had the opportunity to show their competence and performance of their learning acquisition level. All the exercises in the stations were in a giant size, in this way all the team had the opportunity to answer the exercise. This stage was an important step in their learning process because it helped them to reinforce those grammatical aspects

that were blank or weren't enough to practice, before their exam and final project. Ss had already reviewed some grammatical aspects of this unit: polite requests and past simple, now they were ready to elaborate a final project for the evaluation of the 3rd block. In this final block, Ss elaborated a final project individually or in teams as they wished. The purpose of the final project was to reinforce what they had learnt through the whole course. The topic of the project was "The year I was Born". Polite requests, Formal and informal expressions, Simple Past and Past Continuous. Besides, when input, intake and interaction occur, learners have an opportunity for practicing their language, which according to Swain, by pushing our learners to produce language in meaningful interactions with other students, we help them in their way they begin to notice gaps in their interlanguage, they test emerging hypothesis about the language and they reflect on language through using language. This was the main reason why I chose these five lessons that I showed you, because they were centred on language as social practice, where students demonstrate what to do with language in real life situations, where communication is the core not only being accurate but dare to communicate in a way where they can express in a second language, in this case English.

More than being linguistic and communicative competent, Ss mixed their own culture in real situations practice, strengthened their own identity when doing steps in the development of their projects. Ss could socialize with the language, into a culture, and analysed media for cultural topics, for example, as they did when investigating about events that happened the year they were born and presented the information in power point slides. Intercultural teaching was on the core of importance since culture defines the way we direct to people according to the place we are. When having intercultural knowledge of the country we are going to visit, we could avoid many headaches with interference, when addressing to different people.

II.II DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS.

As it was a formative evaluation with clear and objective objectives, Ss had the opportunity of a model for the acquisition of intercultural competence in an educational context and reinforce it through rubrics that guided their process. Students were evaluated during the whole course in a formative way, at the end of each partial I made use of the summative evaluation. I gave a numeric score to the qualitative one. For example, for the criteria excellent, I gave them a 10; for good criteria, I gave them a 9 or 8; for satisfactory a 7 and for needs improvement, I gave them a 6.

In this way, the students had a clear and objective grade, based on their performance represented during the whole semester. Taking into account this kind of rubric, students as well as teachers felt impartial and equitable because they were noticed since the beginning how was going to be their evaluation process and had the opportunity to clarify doubts.

Holistic rubrics, which I took into account during the whole semester in a formative evaluation (Llanas, A., Williams L., Haines P., (2013). *New Trends 2. Teachers' book.*)

Interaction			
Excellent = E	Good = G	Satisfactory = S	Needs improvement = NI
<ul style="list-style-type: none"> The student interacts positively 	<ul style="list-style-type: none"> The student frequently 	<ul style="list-style-type: none"> The student rarely interacts with the 	<ul style="list-style-type: none"> The student's attitude towards

<p>with the whole group and the teacher.</p> <ul style="list-style-type: none"> The student complies with the class's rules and requirements. 	<p>interacts with the whole group and the teacher.</p> <ul style="list-style-type: none"> The student complies with the class's rules and requirements. 	<p>whole group and the teacher.</p> <ul style="list-style-type: none"> The student rarely complies with class's rules and requirements. 	<p>the whole group and the teacher is negative.</p> <ul style="list-style-type: none"> The student does not comply with the class's rules and requirements.
Assignments			
<ul style="list-style-type: none"> The student hands in ALL the assignments. The student hands in ALL the assignments on time. The student complies with the assignments' requirements. 	<ul style="list-style-type: none"> The student hands in at least 80% of the assignments. The student hands in some assignments on time. The student complies with the assignments' requirements. 	<ul style="list-style-type: none"> The student hands in at least 60% of the assignments. The student's assignments are frequently late. The student complies with most of the assignments' requirements 	<ul style="list-style-type: none"> The student hands in less than the 60% of the assignments. The student's assignments are usually late. The student complies with few of the assignments' requirements
Individual performance			
<ul style="list-style-type: none"> The student frequently participates in class. The student responds appropriately to prompts. The student uses clear arguments to sustain his/her point. 	<ul style="list-style-type: none"> The student regularly participates in class. The student regularly responds appropriately to prompts. The student frequently uses clear arguments to sustain his/her point. 	<ul style="list-style-type: none"> The student seldom participates in class. The student has difficulty to respond appropriately to prompts. 	<ul style="list-style-type: none"> The student does not participate in class. The student responses appear apathetic towards class activities.
Collaborative work			
<ul style="list-style-type: none"> The student shows enthusiasm while working in teams. The student collaborates respectfully with his / her classmates. The student's contribution to the group is creative and purposeful. 	<ul style="list-style-type: none"> The student sometimes shows enthusiasm while working in teams. The student collaborates respectfully with his / her classmates. 	<ul style="list-style-type: none"> The student rarely shows enthusiasm while working in teams. The student sometimes collaborates respectfully with his / her classmates. 	

Rubric for the Project "The year I was Born"			
	3 points	2 points	1 point

The description of the different events that took place during that year, was clear and very complete	The student explained everything in detail.	The S explained everything but briefly.	The S explained just a few aspects.
The presentation included enough images.	The presentation included at least five different images.	The presentation included at least three different images	The presentation included at least one image.
The presentation is done in English.	The Ss spoke English all the time.	The Ss spoke English most of the time.	The Ss spoke English at least half of the time.

Assessment criteria for skills development Holistic rubrics, which I took into account during the whole semester in a formative evaluation (Llanas, A., Williams L., Haines P., (2013). New Trends 2. Teachers' book.)

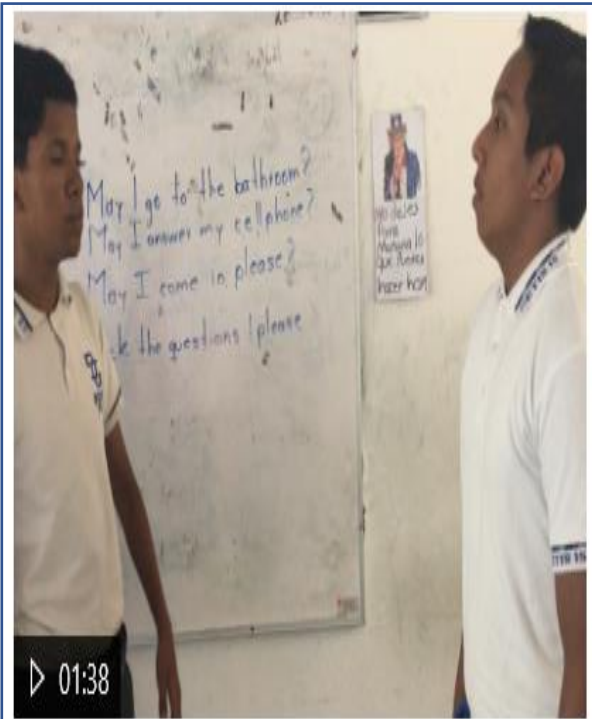
Listening			
Excellent = E	Good = G	Satisfactory = S	Needs improvement = NI
<ul style="list-style-type: none"> The student understands ALL spoken language. The student understands the teacher's instructions. 	<ul style="list-style-type: none"> The student understands most of the spoken language. The student understands the teacher's instructions. 	<ul style="list-style-type: none"> The student shows difficulty to understand spoken language. The student follows speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning 	<ul style="list-style-type: none"> The student shows difficulty to understand most spoken language.
Speaking			
<ul style="list-style-type: none"> The student speaks fluently and with the correct intonation. The student is easily understood 	<ul style="list-style-type: none"> The student is fairly fluent and speaks with few intonation errors. The student is understood and his / her 	<ul style="list-style-type: none"> The student makes some errors but he / she is still understandable. The student is difficult to understand 	<ul style="list-style-type: none"> The student has no fluency and poor intonation. The student's language is incomprehensible and he/ she fails to use the

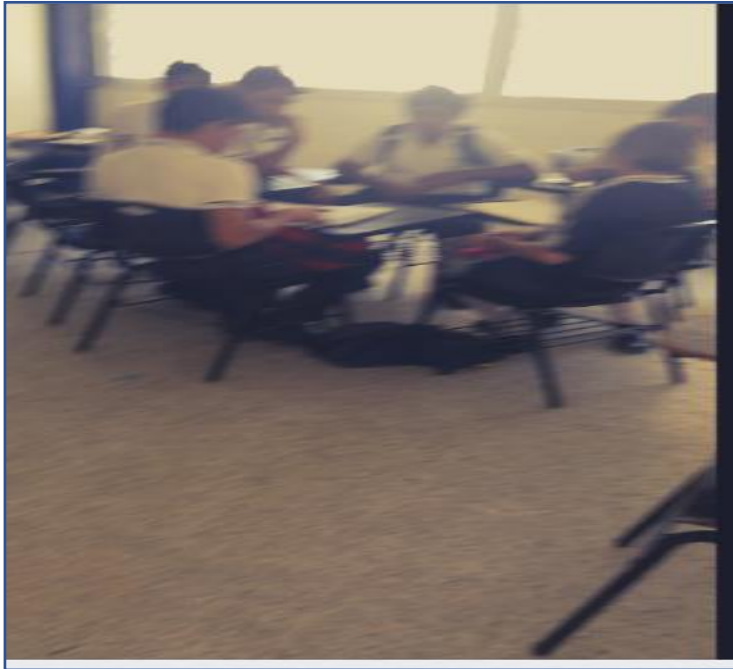
and his / her targeted vocabulary is extensive.	targeted vocabulary is comprehensible.	and the use of his / her targeted vocabulary is minimal.	targeted vocabulary.
Reading			
<ul style="list-style-type: none"> The student reads different kinds of texts with a satisfactory level of comprehension. The student reads out loud fluently using the correct intonation. 	<ul style="list-style-type: none"> The student understands short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language. The student sometimes reads out loud fluently. He/she may have problems using the correct intonation. 	<ul style="list-style-type: none"> The student demonstrates some ability to read and understand different kinds of texts. The student doesn't read out loud fluently. He/she has difficulty using the correct intonation. 	<ul style="list-style-type: none"> The student demonstrates limited ability to read and understand texts in English. The student can't read out loud texts. He /she uses intonation with limited effectiveness.
Writing			
<ul style="list-style-type: none"> The student's texts have few or no grammar, capitalization, and punctuation errors. The student's texts are clear, focused and specific. 	<ul style="list-style-type: none"> The student's texts have few grammar, capitalization, and punctuation errors. The student's texts are generally focused on the topic. 	<ul style="list-style-type: none"> The student's texts frequently have grammar, capitalization, and punctuation errors. The student's texts are somewhat focused on the topic and purpose. 	<ul style="list-style-type: none"> The student's texts have many grammar, capitalization, and punctuation errors. The student's texts are not focused on the topic or purpose.

II.III ATTACHED EVIDENCES (GRAPHICS, PHOTOS, IMAGES) THE URL OF MY VIDEO:

<https://drive.google.com/file/d/1kt8fsoZKi0uxZfTYNHPwJFdYcmzO96ql/view>







CHAPTER III: EXPERIENCE REPORT

CONCLUSIONS

RESULTS

My lesson was based in the book I used to use when teaching second semester, *Corespi Rose 2018. What's up 2. Student's book. Stanford Publishing. Mexico*. Where the receptive skills reading and listening were as authentic as possible while being appropriate to the level of the students. Typical tasks involved understanding the general idea, specific ideas, the purpose and register of the text, and a focus on useful language within the texts. These were also vehicles for the main (usually grammatical) language focus on each lesson, providing examples of how the language was used by native speakers in an intercultural context. They were intended to lead into Grammar sections and often served the purpose of providing model texts for when students produced their own language at the end of the lesson. It is for this reason that my lesson plan was based mainly in the Natural Approach Theory (Ajaan Rob Hatfield 2013), where Ss' communicative competence is developed through the stages of this theory from the lesson plan's start to the end; a) aural

comprehension. b) early speech production and c) speech activities, all fostering “natural” language acquisition, much as a child would learn his/her native tongue. Here, grammatical structures are acquired in a predictable order and it does little. Finally, Ss covered all what is already taught through the whole lesson plan in a project which they had to present in front of the class, when they speak about the year when they were born in power point presentation, making use of past simple and past continuous.

Therefore, the Intercultural Competence should be integrated as an integral part of the curriculum; because we as English teachers must realize that culture and communication are core aspects when learning a second language. In this way, we communicate effectively without misunderstandings or a wrong way of perception of attitudes. These theoretical foundations were observed in the lesson plan I have just described, which was developed according to my students’ needs.

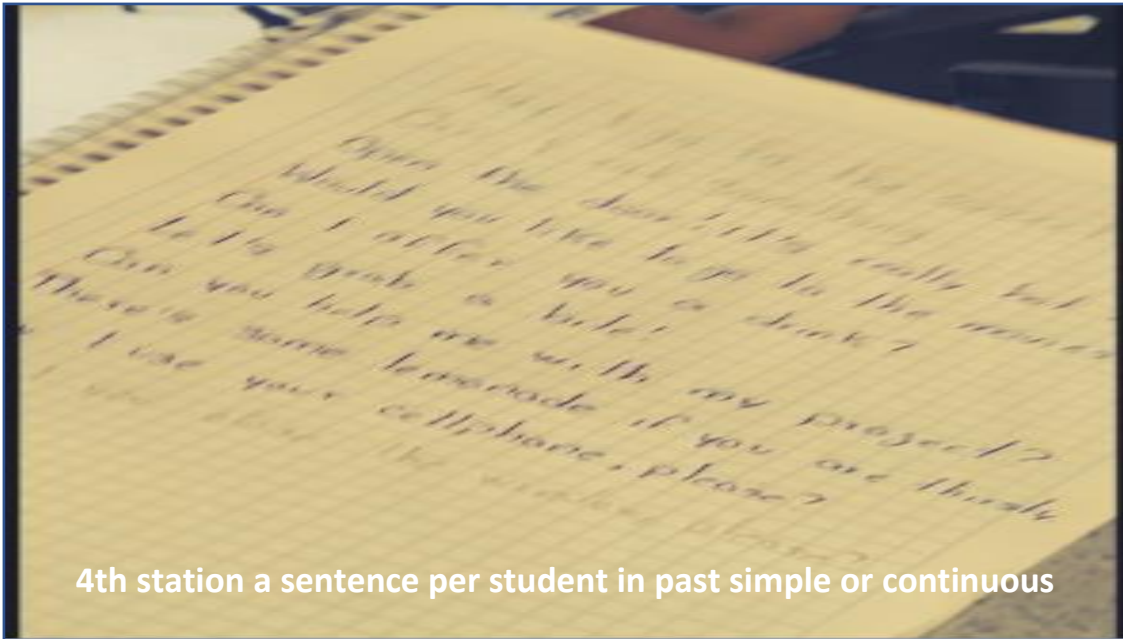
Since the beginning, I tried to raise awareness in them, when I presented; for example, in the **warm-up** and **presentation**, the Comprehensible Input Theory. In a way that spoken or written language exposure was at or just beyond my students’ current linguistic development (grammar point, practiced with a student and the list of polite phrases in the classroom). This was for maintaining their attention and motivation when completing tasks through the whole lesson; as we have seen, which must be centred on language as social practice, where students demonstrate what to do with language in real life situations; and also, that communication was demonstrated as the core of language, not being only accurate, but dare to communicate in a way where they can express in a second language, in this case English. Here, the **Intercultural** communication theory was put into practice, when students saw the difference between using: Can, Could and May in a funny and culture way, where they studied communication across different cultures and social groups.

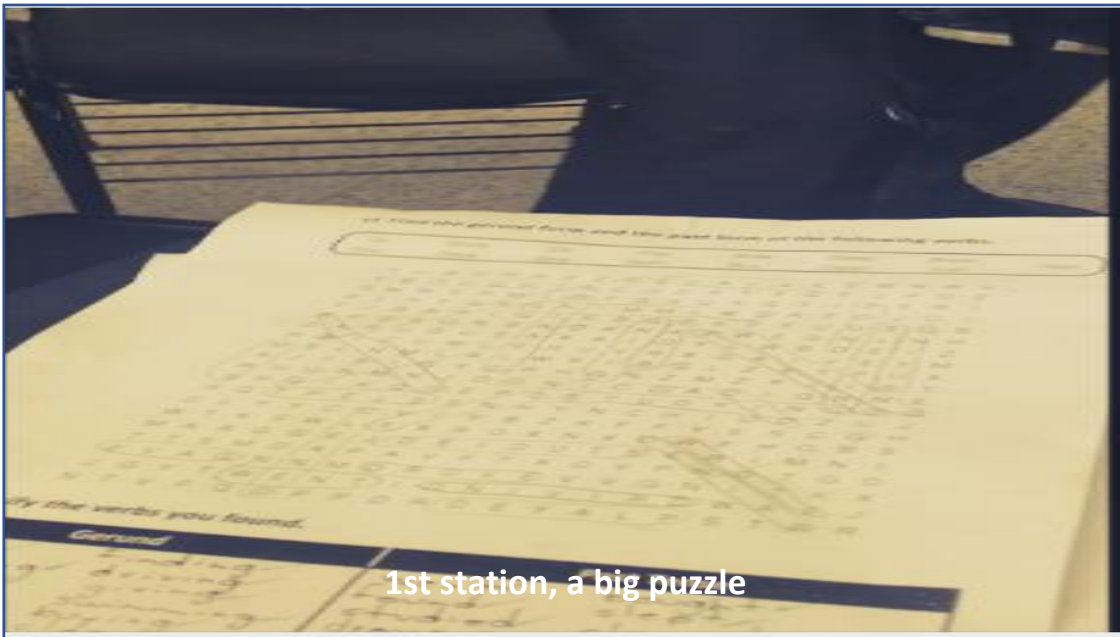
Conclusion

Finally, classroom teachers have the primary responsibility for creating a nurturing class environment in which students feel respected, valued and supported academically, socially, and emotionally. To succeed in school, a child requires a supportive classroom environment, the ability to sustain attention, self-discipline, healthy emotions, and a positive view of ourselves and our school. With this in mind, it is very important to be a versatile teacher, not to be categorized in just one role: be mediator between the students and the kind of material and activities we are going to put into practice, as a ethnographer and researcher to encourage knowing the students’ needs, cultural, and economic backgrounds, and personal worldviews in order to inductively link their present knowledge to the new

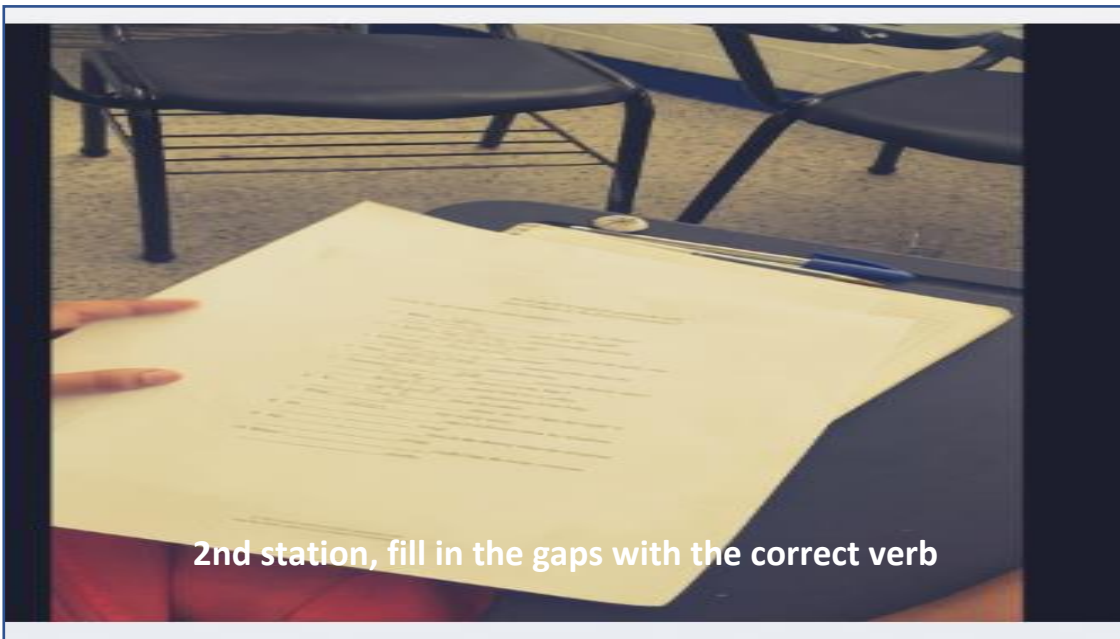
knowledge and to foster active research to create activities, tasks, and materials for the class. An agent of change because we should for instance, transmit to our students that a variety of behaviours can be found that facilitate all types of interaction within any culture. The teaching of the Intercultural Language Theory must be put into practice in real language situations, having a portfolio, for example, as a tool for assessment of Intercultural Competences. As a result, we must experience all the roles and varieties we can, in order to help our students' awareness and motivation to be self-learners and rouse their interest in learning the culture in an integrative intercultural competence in order to communicate effectively in the target language what could be seen as a result through the development of the whole lesson plan.

Chapter IV: Appendixes and APA style references

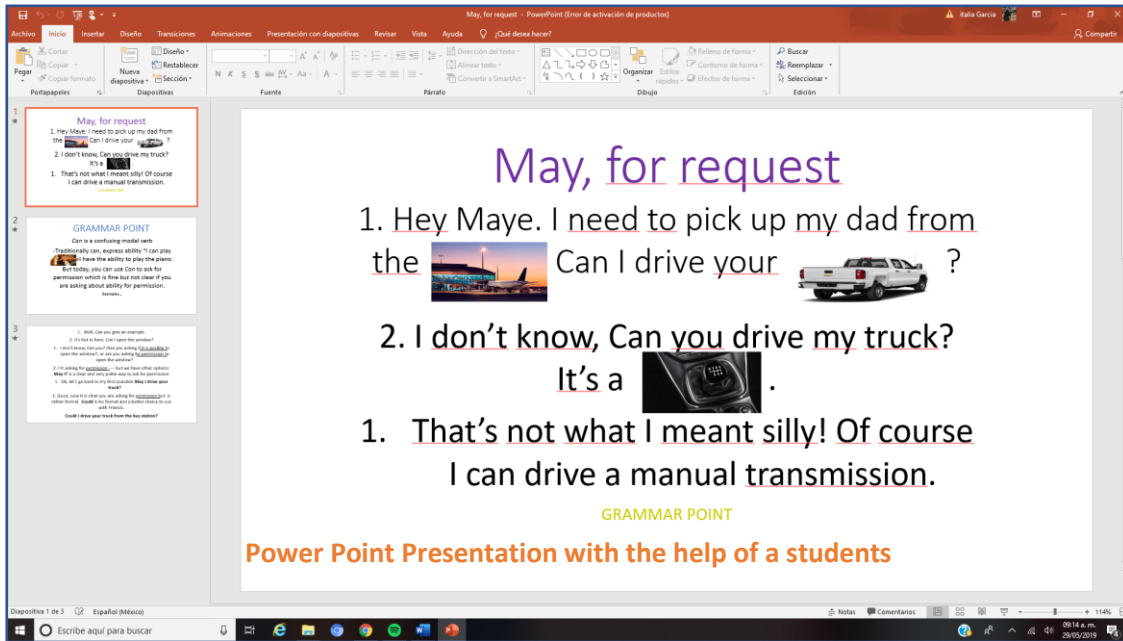


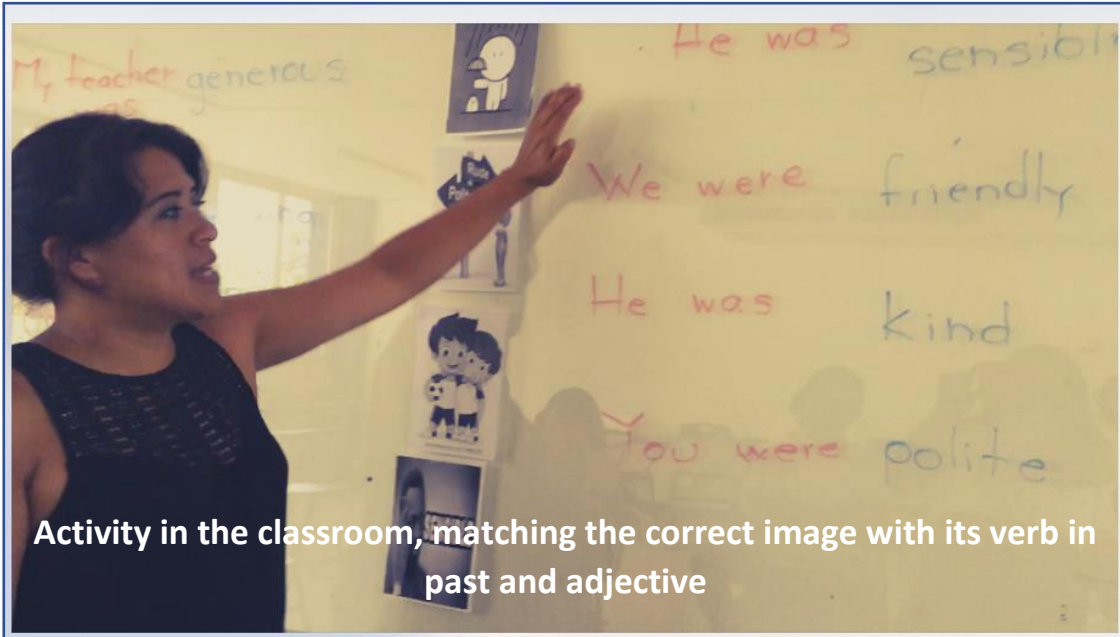


1st station, a big puzzle



2nd station, fill in the gaps with the correct verb





Activity in the classroom, matching the correct image with its verb in past and adjective

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Date & Place: May 20th, 19 CETis 15 Veracruz, Veracruz

1. Lesson plan identification cell.	
Author	Mayela Michelle Mancilla Martínez
Educational stage	Technological Highschool
Title of your Lesson plan	The year when I was born
Learning Objective of the plan/Competency	-Ss have to investigate about the year when they were born and write about important events that happened during that year. -To practice Simple Past and Past Continuous, expressing actions in past that happened simultaneously around the world.
Communicative skill considered	Listening, Speaking, Reading and Writing, Grammar and vocabulary
State of the following options	From the start Ss learnt adjectives to describe people's personalities, practicing polite requests with May, Could or Can, practicing speaking. Then, they differentiated what modal verb was better when they wanted to be polite according to the context. Finally, students were directed to their final project and reinforced the difference between the Simple Past and the Past Continuous, developing their writing skills when they elaborated a first draft for what they were going to say in their presentation, including polite requests, being polite and the use of simple past and past continuous.
Functions	Having polite conversations, talking about simultaneous activities and talking about important events. Expressing requests, invitations, and offers in a polite way, actions that happened in past and talking about festivities and traditions around the world.
Main Grammar structure	-Polite requests with could, May and Would. -Simple Past and Past Continuous.
Other Grammar structures	-Formal and informal expressions when requesting: Let's, commands, suggestions.
Brief description of the plan	Ss will develop the ability to imagine and evaluate individual and collective projects creatively; self-confidently, which means appreciating, understanding and valuing different cultural and artistic manifestations critically, using them as a form of enjoyment and source of personal enrichment. They will have the ability to interact with the physical world. It takes into account the ability to understand events and the prediction of consequences. They will put into practice the ability of searching, obtaining, processing and communicating,

	using the information and turning it into knowledge. And with it, they will use the gathered information as a tool for oral and written communication what will be reflected in their final project.
Hours of the plan implementation	5
Number of sessions	5 sessions. One hour per session. Three in a week, the other 2 the following week.
Contents required for the lesson	Their curricula book and interactive material projected through slides in power point software.
Link of the content	https://docs.google.com/a/g.upn.mx/uc?id=1kt8fsoZKiOuxZfTYNHPwJFdYcmzO96ql&export=download
EEAILE tutor on line	Alma Delia García Salazar

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	<p>-T greets their Ss, asking how they are.</p> <p>-T asks Ss to start with an icebreaker song “Doom doom dara” to activate their brains, attitude and willingness to do tasks. https://www.youtube.com/watch?v=wOtE26dPBLU</p> <p>-T shows some images one by one, starting with “<i>when I was a teenager...exams were really annoying and I and my classmates were always moody because of that. But we were brave and studied a lot. We had a teacher who was very generous, kind, polite, sensible, and friendly who was always there to help us”.</i></p> <p>-T pastes on the board images about the adjectives she has just presented and asks Ss to relate them with the correct word.</p> <p>-T ask Ss to do 3 sentences including at least one adjective they have just learnt.</p>	<p>-Ss greets the T.</p> <p>-Ss enjoy the icebreaker song “A moler café”</p> <p>-Ss pay attention to the images the T shows them and repeat the past Simple and adjectives that T remarks.</p> <p>-Ss matches adjectives with their corresponding images and write 3 sentences including at least one adjective they have just learnt.</p>	1

Set the objective or competencies of the lesson	T activates Ss' content schema through <i>Kinesthetic learning</i> and activation with the icebreaker song, through repetition first, then providing examples with the images that are related to the new vocabulary(adjectives) and verbs in Past Simple in real communication through speaking and listening.	-Ss will learn adjectives to describe people's personality.	1
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3. Communicative skills development.

Listening and Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	-T explains Ss that now they have described people's personalities through some adjectives, they will learn how to ask for things in a polite way because it is very important to differentiate how to ask for things in the same way we do it in Spanish. -T explain through an interactive explanation with power point slides and a volunteer student who interacts with the T, that there are different forms to be polite and give examples using each of them.	-Ss pay attention and listen to the interactive presentation through T and a student.	Projector, book, slides, notebook, board and markers.	1	-Summative -Subjective assessment.
Vocabulary introduction	-T encourages Ss to always use polite language in the classroom and asks them to make a list of the most common phrases that are mentioned in a classroom and T writes them in a polite way on the board.	-Ss observe the different forms of being polite and are encouraged to always use polite request in the classroom. -Ss make a list of the most common phrases that are mentioned in a classroom and T writes them in a polite way on the board.			

1st practice	<p>-T divides the groups into teams of five people and ask them to answer the following questions in such a way of being so analytical for a valuable participation:</p> <p>1. Why are we polite to each other? 2. In what situations is it important to be polite? 3. Are you likely to be more impressed by someone who is polite?</p> <p>(The way Ss answer questions is through the game “yes, no stand up”, https://www.youtube.com/watch?v=G0HoUDhRpKA who loses is the one who answers a question)</p>	<p>-Ss are divided into teams and are asked to answer some questions for processing new knowledge information in a way that they put into practice what they have just learned. This is for valuable participation.</p>			
2nd practice or Social interaction	<p>-T asks Ss to practice and do a similar dialogue that is presented in page 73 in their Ss’ book. After some participations with the similar dialogue Ss have to elaborate a different one using polite requests with their partners and present it in front of the classroom as a dialogue for social practice.</p> <p>-At the end of the class, T asks Ss to study Past Simple and Continuous because the following lesson, they will start playing a game and then a listening quiz of simple past and continuous.</p>	<p>-Ss have to practice the dialogue in page 73, this is just practice for them to elaborate a different one and present it in teams in front of the classroom using what they have just learnt in a social practice, language in real world.</p>	- Notebooks	2	<p>-Summative</p> <p>-Objective assessment with a rubric.</p> <p>- Heteroassessment</p>
Grammar Focus	<p>Grammar is taught inductively, when students were already exposed to new language and when they brought to mind the previous knowledge to activate this new grammar point formal and informal expressions depending on the context: Can, Could, May, Let’s, Would, etc. Which they put into practice in the dialogues they make up.</p> <p>Ss developed their listening and speaking comprehension abilities; first, with the introduction of the topic, then when they presented it in teams.</p>				

Summary	<p>Ss had been activated their schema about adjectives and past simple in the previous lesson. At the end of the lesson students were put into practice with the new grammar point “polite requests” by making up their own dialogue.</p> <p>Ss learnt the importance of being polite, and practiced polite requests.</p>				
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Reading, Writing and Speaking

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	<p>Ss have already finished a whole course and a third block. Now they are ready to review the third block and have a dynamic activity before their final project. In this way, the T applies The Affective Filter Hypothesis, where in addition to processing language structures, individual factors need to be accounted for also affect our learner’s degree of success acquiring a second language as they impact how learners process language. So, they have the opportunity to show their competence and performance of their learning acquisition level.</p>		-Board, notebooks, color paper prepared by the teacher, scotch tape, tak, etc.	3	-Holistic scoring taking into account the five station activities. Heteroassessment
Vocabulary introduction	<p>-T explains Ss that the class is going to be a review of the 3rd unit and that they will have the opportunity to win half a point if they got the 1st place. The game is called “five station circuit” like in physical education in Spanish and explains the dynamic to the whole group.</p>	-Ss are attentive to T’s explanation and ready to play the games.			
1st practice	<p>-At the end of the explanation T divides Ss into teams. And explains them that they will play the game “five-station circuit” like in physical education elementary school. -First station, contains a giant crossword with 15 verbs in which they have to find the gerund and past Simple of them. -Second station, contains an exercise which they have to fill in the gaps with the correct answer: Past Simple or Continuous.</p>	-Ss are divided into teams to start the game “five station circuit”			
2nd practice or Social interaction	-Third station, T asks Ss to make up a short conversation (in 3 minutes) with the prompts given (using formal requests)				

	<p>-Fourth station, here T asks Ss to play the game “Chinese whispers” (teléfono descompuesto) where the first member of the line pick up a little paper from a bag that the T has ready to use, and the last member who is next to the board has to write the sentence he or she listened through him/her partners.</p> <p>-Finally, the last station, T asks Ss to write one sentence per student in each team in past simple. They have to say it in English. T scores the results and announces the winner.</p> <p>-The class finishes when T plays a listening quiz, which they have to write the correct verb in Past Simple or Continuous.</p> <p>In this activity T is the one who checks answers in all the stations and decides which team is the winner. The team that has most of the answers correct, wins half a point for the final 3rd partial grade.</p>				
Grammar Focus	<p>Review of polite requests with Could, Would, May and Can.</p> <p>Simple Past and Continuous.</p>				
Summary	<p>All the exercises in the stations are in a giant size, in this way all the team has the opportunity to answer the exercise. This stage was an important step in their learning process because it will help them to reinforce those grammatical aspects that were blank or weren't enough to practice, before their exam and final project.</p>				

Writing and Speaking

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	<p>Ss have already reviewed some grammatical aspects of this unit: polite requests and past simple, now they are ready to elaborate a final project for the evaluation of the 3rd block.</p> <p>In this final block, Ss will elaborate a final project individually or in teams as they wish. The purpose of the final project is to reinforce what they have learnt through the whole course.</p> <p>The topic of the project is “The year I was Born”</p>		-Board, projector, power point slides, notebooks.	4 and 5	Objective through a rubric. Heteroassessment

Vocabulary introduction	<p>-T starts the lesson asking them if they know or remember something significance during the year when they were born, starts a brainstorming and explains them the purpose of the 3rd block.</p> <p>-T shows Ss a presentation of the year when she was born. This presentation is explained in detail, includes 3 images and speaks English all the time. T asks them to pay attention to her presentation because they will play a game and will win a prize.</p> <p>This maintains the concentration and motivation of Ss.</p>	<p>-Ss listen to the teacher attentively and answer what the teacher asks in a brainstorming activity.</p> <p>-Ss pay attention to what the T presents.</p>			
1st practice [Describe the students activities to practice what was presented to them]	<p>-T asks Ss to write in their notebooks important events that happened during the year, they were born.</p> <p>-T checks and corrects errors in their writing.</p>	<p>-Ss are asked to write important events that happened the year they were born, and T checks and gives feedback.</p>			
2nd practice or Social interaction	<p>-T explains details for their final project and asks them to elaborate their final work in teams or individually. If Ss do it in teams they have to speak at least 3 minutes and use five images of five different events that happened during the year they were born. But if they do it individually, they have to talk about at least 3 images and events.</p> <p>-The following class they have to present their project.</p> <p>-T asks Ss to present their projects in Power Point format, this is with the purpose of having visual and the use of technological aids.</p> <p>-At the end of each presentation, T asks a question related to their project. This is done with the intention of confirming what the Ss really understood.</p>	<p>-Ss elaborate their final projects at home, using power point to make use of technological and visual aids and present it next class.</p>			

		<p>-At the end of the presentation Ss have to answer a question according to the T. In this way Ss realized to what extent they really understood.</p>			
Grammar Focus	<p>Polite requests, Formal and informal expressions, Simple Past and Past Continuous.</p> <p>Besides, when input, intake and interaction occur, learners have an opportunity for practicing their language, which according to Swain, by pushing our learners to produce language in meaningful interactions with other students, we help them in their way they begin to notice gaps in their interlanguage, they test emerging hypothesis about the language and they reflect on language through using language.</p>				
Summary	<p>This was the main reason why I chose these five lessons that I showed you, because both of them are centred on language as social practice, where students demonstrate what to do with language in real life situations, where communication is the core not only being accurate but dare to communicate in a way where they can express in a second language, in this case English.</p>				

4. Intercultural component

More than being linguistic and communicative competent, Ss mixed their own culture in real situations practice, strengthened their own identity when doing steps in the development of their projects. Ss could socialize with the language, into a culture, and analysed media for cultural topics, for example, as they did when investigating about events that happened the year they were born and presented the information in power

point slides. Intercultural teaching is on the core of importance since culture defines the way we direct to people according to the place we are. When having intercultural knowledge of the country we are going to visit, we could avoid many headaches with interference, when addressing to different people.

5. Evaluation

As it was a formative evaluation with clear and objective objectives, Ss had the opportunity of a model for the acquisition of intercultural competence in an educational context and reinforce it through rubrics that guided their process.

Holistic rubrics, which I took into account during the whole semester in a formative evaluation (Llanas, A., Williams L., Haines P., (2013). *New Trends 2. Teachers' book.*)

Interaction			
Excellent = E	Good = G	Satisfactory = S	Needs improvement = NI
<ul style="list-style-type: none"> The student interacts positively with the whole group and the teacher. The student complies with the class's rules and requirements. 	<ul style="list-style-type: none"> The student frequently interacts with the whole group and the teacher. The student complies with the class's rules and requirements. 	<ul style="list-style-type: none"> The student rarely interacts with the whole group and the teacher. The student rarely complies with class's rules and requirements. 	<ul style="list-style-type: none"> The student's attitude towards the whole group and the teacher is negative. The student does not comply with the class's rules and requirements.
Assignments			
<ul style="list-style-type: none"> The student hands in ALL the assignments. The student hands in ALL the assignments on time. The student complies with the assignments' requirements. 	<ul style="list-style-type: none"> The student hands in at least 80% of the assignments. The student hands in some assignments on time. The student complies with the assignments' requirements. 	<ul style="list-style-type: none"> The student hands in at least 60% of the assignments. The student's assignments are frequently late. The student complies with most of the assignments' requirements 	<ul style="list-style-type: none"> The student hands in less than the 60% of the assignments. The student's assignments are usually late. The student complies with few of the assignments' requirements
Individual performance			
<ul style="list-style-type: none"> The student frequently participates in class. The student responds appropriately to prompts. The student uses clear arguments to sustain his/her point. 	<ul style="list-style-type: none"> The student regularly participates in class. The student regularly responds appropriately to prompts. The student frequently uses clear arguments to sustain his/her point. 	<ul style="list-style-type: none"> The student seldom participates in class. The student has difficulty to respond appropriately to prompts. 	<ul style="list-style-type: none"> The student does not participate in class. The student responses appear apathetic towards class activities.
Collaborative work			
<ul style="list-style-type: none"> The student shows enthusiasm while working in teams. 	<ul style="list-style-type: none"> The student sometimes shows 	<ul style="list-style-type: none"> The student rarely shows enthusiasm while working in teams. 	<ul style="list-style-type: none"> The student does not show enthusiasm while working in teams.

<ul style="list-style-type: none"> The student collaborates respectfully with his / her classmates. The student's contribution to the group is creative and purposeful. 	<p>enthusiasm while working in teams.</p> <ul style="list-style-type: none"> The student collaborates respectfully with his / her classmates. 	<ul style="list-style-type: none"> The student sometimes collaborates respectfully with his / her classmates. 	<ul style="list-style-type: none"> The student frequently shows disrespect for others' learning.
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Rubric for the Project "The year I was Born"			
	3 points	2 points	1 point
The description of the different events that took place during that year, was clear and very complete	The student explained everything in detail.	The S explained everything but briefly.	The S explained just a few aspects.
The presentation included enough images.	The presentation included at least five different images.	The presentation included at least three different images	The presentation included at least one image.
The presentation is done in English.	The Ss spoke English all the time.	The Ss spoke English most of the time.	The Ss spoke English at least half of the time.

Assessment criteria for skills development Holistic rubrics, which I took into account during the whole semester in a formative evaluation (Llanas, A., Williams L., Haines P., (2013). *New Trends 2. Teachers' book.*)

Listening			
Excellent = E	Good = G	Satisfactory = S	Needs improvement = NI
<ul style="list-style-type: none"> The student understands ALL spoken language. The student understands the teacher's instructions. 	<ul style="list-style-type: none"> The student understands most of the spoken language. The student understands the teacher's instructions. 	<ul style="list-style-type: none"> The student shows difficulty to understand spoken language. The student follows speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning 	<ul style="list-style-type: none"> The student shows difficulty to understand most spoken language.
Speaking			
<ul style="list-style-type: none"> The student speaks fluently and with the correct intonation. The student is easily understood and 	<ul style="list-style-type: none"> The student is fairly fluent and speaks with few intonation errors. The student is understood and his / her targeted 	<ul style="list-style-type: none"> The student makes some errors but he / she is still understandable. The student is difficult to understand and 	<ul style="list-style-type: none"> The student has no fluency and poor intonation. The student's language is incomprehensible and he/ she fails to use the

his / her targeted vocabulary is extensive.	vocabulary is comprehensible.	the use of his / her targeted vocabulary is minimal.	targeted vocabulary.
Reading			
<ul style="list-style-type: none"> The student reads different kinds of texts with a satisfactory level of comprehension. The student reads out loud fluently using the correct intonation. 	<ul style="list-style-type: none"> The student understands short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language. The student sometimes reads out loud fluently. He/she may have problems using the correct intonation. 	<ul style="list-style-type: none"> The student demonstrates some ability to read and understand different kinds of texts. The student doesn't read out loud fluently. He/she has difficulty using the correct intonation. 	<ul style="list-style-type: none"> The student demonstrates limited ability to read and understand texts in English. The student can't read out loud texts. He /she uses intonation with limited effectiveness.
Writing			
<ul style="list-style-type: none"> The student's texts have few or no grammar, capitalization, and punctuation errors. The student's texts are clear, focused and specific. 	<ul style="list-style-type: none"> The student's texts have few grammar, capitalization, and punctuation errors. The student's texts are generally focused on the topic. 	<ul style="list-style-type: none"> The student's texts frequently have grammar, capitalization, and punctuation errors. The student's texts are somewhat focused on the topic and purpose. 	<ul style="list-style-type: none"> The student's texts have many grammar, capitalization, and punctuation errors. The student's texts are not focused on the topic or purpose.

Conclusion

We as teachers have to make use of a range of communication strategies, our main objective is to make students practice language through social practices of it; in a process of interacting with others to convey meaning as seen in Jakobson's and Hyme's model, where even if words and sentences are in a language known to us, we cannot really know what is being talked about until we know the exact context in which it is spoken, who the speakers are, and more communication strategies. It is really complex but not impossible to guide our students to this way, it is just to help them try and dare to speak, to make errors, the thing is that students start to use target language.

This is what I tried to do in my teaching practice, make Ss aware of their learning process and dare to speak in a way of practicing what they learned through the last unit, in a language immersion through intercultural activities, reflected in their immediate context and everyday activities.

6. Follow up activities

Ss will continue doing exercises and reinforcement of the block that they have just finished in 5 following lessons with a quiz which will serve to realize how well they did during the whole semester.

