



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

## **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Desarrollo de la lectoescritura en preescolares de tercer grado a través de una perspectiva intercultural y las cuatro habilidades lingüísticas: escuchar, leer, escribir y hablar.**

## **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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*Especialización en Enseñanza y Aprendizaje de  
Inglés como Lengua Extranjera (EEAILE)*

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Developing early literacy in third grade preschoolers through an intercultural perspective and the four language skills: listening, reading, writing and speaking.

Tutor's name: Alma Daniela Otero Sosa

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## Chapter 1. Philosophy and theory.

### 1.01 Teaching identity and philosophy.

I consider that in order to be a good teacher, I have to be in constant training; it is mandatory that I keep learning so as to enrich my knowledge and be prepared to accomplish my main goal which is to be a facilitator to my students in order to help them develop the necessary skills to be able to use English in a written form as well as in a spoken form according to their age and abilities.

This is the reason why I decided to take this Specialization; I want to be familiarized with all the theoretical foundation to understand better the processes my students face every time they enter in my classroom.

One of the most important things I learnt from this specialty is to reflect on my teaching practice, I was not use to reflecting on the things I was doing right or wrong, I used to think that I was doing things correctly. But from now on, reflecting after a class once or twice a week has helped me a lot to improve as a teacher because I am aware of the things I have been doing incorrectly and the ones that have been useful.

Following Brookfield (1986), the path to discovering the worth of our teaching is through a process of critical reflection. Critically reflective teachers, are excellent teachers who continually hone their personalized "authentic voice", a "pedagogic rectitude" that reveals the "value and dignity "of the teacher's work "because now we know what it is worth". He proposes four lenses that can be engaged by teachers in a process of critical reflection:

- 1.- The autobiographical
- 2.- The students' eyes
- 3.- Our colleagues experiences
- 4.- Theoretical literature

Teacher's belief systems are built up gradually over time and consist of both subjective and objective dimensions. Research on teachers' belief systems suggests that they are derived from a number of different sources (Kindsvatter, Willen, and Ishler 1988).

1. Their own experience as language learners.
2. Experience on what works best.
3. Established practice.
4. Personality factors.
5. Educationally based or research-based principles.
6. Principles derived from an approach or method.

Some concrete relevant reasons to create a teaching philosophy statement are:

- The teacher's beliefs about teaching and learning usually have a positive impact on the students and the classroom environment.
- Teachers tend to implement classroom practices that reflect their philosophical beliefs.
- A well-done teaching philosophy helps the instructor to reflect and act appropriately in the classroom.

Murray in Espinoza (1995), gave some other relevant arguments to write a teaching philosophy such as: It helps you organize your evaluation and guide your behavior as a teacher, the teaching philosophy allows to document beliefs, values, and teaching approaches, and it contributes to articulate a view of teaching for administrative decision-making.

According to this, I consider that having this teaching reflection will help me find my weaknesses and strengths as a teacher. Once identifying them, I can take advantage of my strong areas and keep improving my areas of opportunity.

I have always thought that teaching requires a lot of commitment, responsibility, time and passion of what we do.

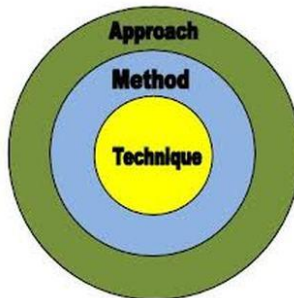
Some people might think that being a teacher is easy but it is not. Giving a class is not only speak English in front of a class but also plan it, and by planning I mean adapting the content to my students' needs, preferences and learning styles; designing materials and adapting them so as to fit my students' level.

Sometimes I think I have planned the perfect class including all these aspects I have mentioned, however things do not end well because my students were not in the mood or the internet connection did not work properly and these other factors affect the development of the class in a negative way.

Motivation as some other factors, plays an important role in the learning process, so if students feel comfortable and guided, the learning process will be a success.

## 1.02 Theory underlying my teaching practice and identity.

Following Karavas (n.d), different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method) and different methods make use of different kinds of classroom activities (the techniques).



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Along my teaching experience I came to the conclusion that as teachers we cannot use only one method or approach; due to the fact that our students learn in different ways we must take advantage of all the methods, approaches and techniques available in order to create the best learning environment.

In my case, I base most of my teaching practice in Krashen's Hypothesis, in the Structuralism, the inductive method and the eclectic approach.

## 1. 03 Second language acquisition theories

### Stephen Krashen's Hypothesis

According to Schütz (2017), the **Acquisition-Learning** distinction is the most important of all the hypotheses in Krashen's theory and the most widely known and influential among linguists and language practitioners.

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.

The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

Based on this, I design most of my lessons; I try to create an environment where the language can be acquired rather than learned, students perform the activities without being taught any grammar rule. Every class they pick up phrases, words and expressions unconsciously and suddenly they are able to make themselves understood.

In spite of having the most suitable environment for the acquisition process, I consider that the learning process is still there and it is important too; I consider that it is necessary to correct pronunciation or spelling but I will be promoting learning and not acquisition.

Another theory by Krashen which I am interested in is the **Input Hypothesis**, following Schütz (2017), it attempts to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. We can then define 'Comprehensible Input' as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experience.

Even if my students are not able to use the conjugation of the third person in simple present or the rule for the verbs in past, they are able to understand most of the time what I say. Of course there are some students who are not able to understand a word but with the visuals or mimic that I do, they get an idea or the most advanced students translate the instructions or the ideas.

According to Schütz (2017), the **Affective Filter hypothesis**, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

As it is mentioned here, we have to bear in mind motivation, self-esteem and anxiety is vital in the classroom. One of my groups gets excited easily and it takes more time to get their attention than the other group, as a result they tend to make more mistakes due to the fact that they were not attentive while I was giving the instructions.

## **The Structural Approach**

According to Mareva and Nyota (2011), associated with American psychologists such as Bloomfield and Skinner, the structural approach is rooted in behaviorism (Richards and Rodgers, 1995 in Mareva and Nyota), a theory which views language learning as learning a set of habits (Brown, 1987 in Mareva and Nyota). In this approach, elements in a language are viewed as being linearly



produced in a rule-governed way. Language samples can be exhaustively described at all levels, such as phonetic, phonemic and morphological.

Linguistic levels are regarded as being pyramidically structured from phonemes to morphemes to phrases, clauses and sentences (Richards and Rodgers, 1995 in Mareva and Nyota). The focus of language teaching in the Structural Approach is on speech (Askes, 1978, Richards and Rodgers, 1995 in Mareva and Nyota).

Based on this theory, I started the school year with the recognition of the letters and sounds, then we started working with word families (cvc words) and sight words, and finally we are working with sentences.

In order to develop early literacy there are two concepts that need to be mentioned: Phonological awareness and Phonemic awareness.

According to Adams, M. J., B. R. Foorman, I. Lundberg, and T. Beeler in (1998). In recent years, many researchers have explored the relationship between phonological awareness and success with reading and spelling. Phonological awareness is the area of oral language that relates to the ability to think about the sounds in a word (the word's phonological structure) rather than just the meaning of the word. It is an understanding of the structure of spoken language—that it is made up of words, and words consist of syllables, rhymes, and sounds.

Students with a good understanding of phonological awareness have the underlying framework in place for reading (decoding) and writing (encoding) when letter–sound correspondences (phonics) are learned. Students who have difficulty with phonological awareness can often learn “phonics” (knowledge of letters and sounds), but they have difficulty using this knowledge as they read and spell.

Some children may enter kindergarten with an awareness that words start with the same sound, even though they may not know which letter goes with that sound. Segmenting and blending individual sounds within words is the most difficult level of phonological awareness and has a strong correlation to learning to read (Adams et al., Snow et al.). Some students in kindergarten may have difficulty with this initially because phonemic awareness appears to develop in a reciprocal (hand-in-

hand) relationship with learning to read (Goswami 26). However, kindergarten students will benefit from exposure to phonemic awareness activities through classroom literacy and wordplay activities.

Initially, many students may segment at the onset/rime boundary (e.g., c-an) rather than sound by sound. This is normal in the development of phonological awareness. The student may need more practice to hear and reproduce individual sounds in a word. By the end of kindergarten, given sufficient instruction and practice, and exposure to many literacy activities, students should be able to

- isolate the beginning or ending sounds in words
- blend three sounds to make a word
- segment the sounds in a word with three sounds (CVC)
- change a sound in a word to make a new word in familiar games and songs

When students are successful with sound awareness tasks at the beginning of kindergarten, they will likely need little support in developing their phonological awareness and will simply benefit from the regular classroom focus on how words work.

Based on this research, I am able to create more activities where students can develop these abilities in order to help them learn to read and write as well as in their mother tongue.

## **1. 04 Methods and approaches**

In order to implement all these strategies to accomplish my goal, I like to use a variety of methods and techniques. One of the methods I used for the development of the lesson plan in this project and most of my classes is the inductive and the eclectic approach.

### **Inductive approach**

Chomsky (2002) in Wong suggests that an inductive approach can help students to rediscover their subconscious knowledge of English grammar and bring it to consciousness, as the grammar of a language is acquired through abstracting a set of grammatical rules from language data, rather than through imitation. It seems, however, that a number of teachers are still not fully convinced of the benefits of students' self-discovery of grammar rules whereas, some still argue the direct transmission of grammar knowledge (i.e. a deductive approach) may not facilitate students' long-term memory and application of the grammar rules acquired in appropriate contexts.

As I mentioned before, I do not give any grammar rule to my students because of their age and also because I want to make them discover what the topic is about. I use this approach in order to elicit word patterns (cvc words), word order in sentences and the like but I do not give any name such as verbs, adjectives or pronouns, I consider that they will learn that in further grades.

### **Eclectic approach**

Kumar (2013:1) notes that —the eclectic method is a combination of different method of teaching and learning approaches. It can also be viewed as principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic to language teaching. It also involves the use of a variety of language learning activities which are mostly different characteristically and may be motivated by different underlying assumptions of language

teaching (Al Hamash 1985; Larsen-Freeman 2000; Mellow 2000, 2002). Gao (2011) states that principled eclecticism challenges the teacher to ensure that every decision about classroom instruction and activities is based on a thorough and holistic understanding of all learning theories and related pedagogies, in terms of the purpose and context of language teaching and learning, the needs of the learners, materials available, how language is learnt and what teaching is all. In addition, Gao (2011:1) describes the eclectic approach as —not a concrete, single method, but a method, which combines listening, speaking, reading, and writing and includes some practice in the classroom.

According to this theoretical foundation I created my lesson plan which will be described in the following chapter.

## Chapter 2. Methodology and practice.

I teach third grade preschoolers in a private school, we have everyday sessions which last two hours. The main goal of my school program at this level is that at the end of the year students are able to write and read in English as well as in their mother tongue. Most of my students are able to do so but this is a process that has been developed since nursery. This is the reason why I chose this topic; it is amazing to see how students acquire language as they do in their mother tongue. To help my students develop early literacy has been a constant searching of strategies and theoretical foundation to reach my objective; although I have seen improvement in my pupils, I know that I have to keep seeking for strategies and methods so as all of them achieve this goal.

### 2.01 Lesson plan development

The topic of my lesson plan is the family, by the end of the sessions students should be able to identify family members and describe and compare some of the members in their family by using physical characteristics such as tall, young and the like. The intercultural component was to compare their families with some families around the world; students identified the physical features that are different from us and the size of the families. They were also taught how to make comparisons using comparatives such as taller than, younger than, etcetera. This grammar point was introduced in an inductive approach due to their age. According to my search, the use of sight words enables the process of reading and writing, that is why in these sessions I worked with the sight words **my** and **you**.

The lesson plan was developed in four sessions of an hour and a half each, we practiced one skill every session, in the last session students presented a poster of their family tree and described two members of their family using all the concepts, it was the consolidation of the concepts seen in the previous sessions.

To begin with, I presented the vocabulary of family members so as students could get familiar with the topic that was going to be introduced. I created a character named Anita in order to introduce the vocabulary in context; Anita presented her family to my students. I also presented the adjectives short, tall, fat and thin. Mehigan (2009: 183-196) suggests that “learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge –knowledge of words and word meanings”.

The second session was designed to develop reading, we use a book called Be a Bookworm which contains stories linked to each topic. The story I used was called Always family. Before reading it, we had a review of the adjectives with a TPR activity (Simon says). I introduced the comparisons by asking two students to stand in front of the class and asked the rest of the class who was taller/shorter. At the end of the story I had a controlled activity (worksheet) to see if students got the idea, students were confused with the contraction that appeared in the sentences: You’**re** taller than me, I explained very quickly, fortunately we had seen the sight word **are** before.

By dividing instruction into pre-reading, during reading and post-reading, teachers can design activities for each stage that will improve student’s comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage (Pardo, 2004).

In the third session, the sight word **my** and **you** were introduced, I realized that I had not included these activities in my lesson plan so I had to add them, then students answer a semi-controlled activity where writing was to be developed, the objective in this activity was to compare two members in their family.

In the last session, students presented their family trees in a poster. They had to choose two members of their families to describe them as seen in the previous sessions.

Some of them were able to make the descriptions as required and some others needed my support to do so. I noticed in this activity that most students were shy and did not speak loud; as a result, the class was a bit uninterested.

## **Intercultural component.**

Intercultural Communicative Competence Larry Smith in Krasnick (1978) drew attention to the fact that English is used not only by visitors and immigrants to English-speaking countries, but also by members of groups' or nations that have adopted English as an official lingua franca and by individuals who use English in multicultural settings where all the participants may be non-native speakers of English. This conception of English as an international language (EIL) as Smith terms it, is beginning to receive more and more attention (Smith 1981; Kachru 1982 in Krasnick). More recently, James Baxter in Krasnick (1983) has used the phrase "intercultural communicative competence" to 'emphasize the intercultural nature of most communication where ESL is used.

The objective of language learning is no longer defined in terms of the acquisition of communicative competence in a foreign language, which refers to a person's ability to act in a foreign language in linguistically, socio-linguistically and pragmatically appropriate ways (Council of Europe, 2001 in Atay D, Kurt G, Camlibel Z, Ersin P, Kasliouglu Ö 2009).

The intercultural dimension in the teaching of foreign languages has become a special concern for teachers and researchers. Studies in the field of social psychology, as well as studies of intercultural communication (Wiseman & Koster, 1993 in Atay et al 2009) have provided insights into the linguistic and social skills, knowledge and attitudes needed to communicate effectively and appropriately in intercultural contact situations. The intercultural dimension in foreign languages emphasizes effective cross-cultural communication based on the acquisition of a key set of competences as suggested by Byram's model of intercultural communicative competence. This model identifies five different factors involved:

Knowledge, Attitudes, Skills of interpreting and relating, Skills of discovery and interaction and Political education including critical cultural awareness (1997). Knowledge includes learning about social groups, products, practices and processes of interaction. Attitudes involve curiosity and openness towards the other as well as readiness to revise cultural values and beliefs and to interact and engage with otherness. Skills of interpreting and relating mean ability to identify and explain cultural perspectives and mediate between and function in new cultural contexts.

Jokikokko (2005) in Atay et al 2009, defines intercultural competence as “an ethical orientation in which certain morally right ways of being, thinking and acting are emphasized” (p. 79). Kramsch and McConnell-Ginet (1992) in Atay et al 2009, further claim that the primary focus of teaching based on the intercultural approach is on the target cultures, yet, it also includes comparisons between the learner’s own country and target country, thereby helping learners to develop a reflective attitude to the culture and civilization of their own countries. Thus, educating students to use a second/foreign language means to accustom them to being interculturally sensitive, by supporting them to build the ability to act as a cultural mediator, to see the world through the other’s eyes, and to consciously use culture learning skills (Sen Gupta, 2002). Within this framework, the foreign language learner is viewed as an “intercultural speaker”, someone who “crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values ” (Byram & Zarate 1997, p. 11 in Atay et al 2009).

This change in focus in the conceptualization of the foreign language learners entails a change in the expectations voiced towards foreign language teachers. Teachers are now expected not only to teach the foreign linguistic code but also to “contextualize that code against the socio-cultural background associated with the foreign language and to promote the acquisitions of intercultural communicative competence” (Castro, 1999, p.92 in Atay et al 2009 ). The teacher is expected to mediate between the native language and target language culture(s) to help learners achieve the above mentioned goals (Byram & Risager, 1999; Edelhoff,



1993 in Atay et al 2009). Thus, to support the intercultural learning process, foreign language teachers need additional knowledge, attitudes, competencies and skills.

They need to be acquainted with basic insights from cultural anthropology, culture learning theory and intercultural communication and need to be willing to teach intercultural competence and know how to do so (Edelhoff, 1993; Willems, 2002 in Atay et. al 2009).

At the end of the first session the intercultural component was introduced, I presented families from around the world, some students identified the flags and knew the countries. Then students described the similarities and differences among Mexican, Chinese, British and North American. I noticed that students were interested in this topic and they also identified physical features that make us different from them.

# LESSON PLAN

May 4th CDMX, 2019

1. Lesson plan identification cell.	
Author	Miriam Sánchez Valle
Educational stage	Pre- primary (Preschool)
Title of your Lesson plan	Family
Learning Objective of the plan/Competency	<p><b>Learning objective:</b> Students will be able to identify family members and describe and compare some of the members in their family by using physical characteristics such as tall, young, etc.</p> <p><b>Intercultural competence:</b> Students will identify similarities and differences between Mexican families and foreign families.</p>
Communicative skill considered	Speaking, Listening, Writing and Reading.
State of the following options	Introduction of the topic
Functions	Describing physical characteristics of family members
Main Grammar structure	Grammar (comparatives) taller, shorter, younger, older
Other Grammar structures	Simple present of verb be, Adjectives (tall, fat, thin, young and old), Vocabulary Family members (aunt, uncle, cousin, grandma, grandpa, mother, father, brother, sister)),
Brief description of the plan	According to the syllabus I use in my school, this is the next topic to start in May so I considered it can be linked to a cultural aspect and can be meaningful to students due to the fact that they enjoy talking about their family.
Hours of the plan implementation	6 hours
Number of sessions	4 sessions (an hour and a half per session)
Contents required for the lesson	Worksheets, Reading, audios, videos, pictures and textbook.
EEAILE tutor on line	Alma Daniela Otero Sosa

## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	<p><b>-Play the song Rain rain go away by super simple songs</b>  <a href="https://www.youtube.com/watch?v=LFrKYjrIDs8&amp;list=RDQMM_7nx0bAcCA&amp;start_radio=1">https://www.youtube.com/watch?v=LFrKYjrIDs8&amp;list=RDQMM_7nx0bAcCA&amp;start_radio=1</a></p> <p>-Ask Ss what the song is about (family). Have Ss mention the family members who appeared in the song.                      -Introduce Anita's mom with a picture (Anita is a girl puppet). Say: She's Anita's mom. Her name is Patricia. Continue with all the members (dad, brother, and sister).</p>	<b>Ss listen and sing along once they got used to the lyric</b>	<b>1</b>
Set the objective or competencies of the lesson	<p>-Tell Ss that they will tell Anita about their family.                      -Ask Ss the names of their family members using the puppet.</p>	<b>-Ss answer the puppet's questions</b>	<b>1</b>

## 3. Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	-Project Anita's family on the board. Introduce the words aunt, uncle, cousin, grandma and grandpa. Have Ss listen and repeat.	-Ss look, listen and repeat.	-PPT presentation -Projector -Ipad	1	Ss' participation
Information processing activity	-Divide the class into three teams (5 per	-Ss take turns to stand up to take the correct pictures.	-Flashcards		Ss' participation

	<p>team). Place on the floor flashcards with the vocabulary presented. Explain Ss that when you say: Patricia is Anita's... the S in turn has to stand up and take the correct picture (mom). Continue with all the words presented.</p> <p>-Introduce the words tall-short; fat-thin. Project Anita's family again and ask Ss: Who is short/tall/fat/thin?</p>	-Ss take turns to answer	-Projector -PPT presentation -Ipad		Ss' participation
1st practice [Describe the students activities to practice what was presented to them]	<p>-Student's book. <b>Appendix 1</b> Play the audio. Have Ss listen and point. Play it again, Ss listen and write number 1 in the correct picture, continue with the rest. Play it again, have nine students write the answers on the board for Ss to check their answers.</p>	<p>-Ss listen and point. -Ss listen and number the pictures.</p>	-Audio -Ipad -Projector -Ss' books		Exercise completed
2nd practice or Social interaction	-Project the picture of a Chinese family. Elicit the family members they	-Ss listen and take turns to match each kid to his/her family.	-Audio -Pictures per team		Pictures matched

	<p>see. Ask Ss if that is a Mexican family. Ask them to guess where they are from.</p> <p>-Divide the class into four teams. Explain Ss that they will listen to four kids talk about their families. Have Ss listen and match the kid to his/her family.</p> <p>Example: Hi, I'm from Canada. My family is big. My mother, my father, my grandma, my grandpa and my sister.</p> <p>-Check answers with the class.</p>				
Summary	-Elicit the similarities they see among the families presented in the activity. Ask some volunteers if their families are the same size or not.	-Ss answer Example: My family is big/ small. Prompt Ss: I live with my...	Pictures		Ss' participation
<b>Reading</b>					
<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation</b>
Information processing activity	-Play lively music. Have Ss walk around the classroom. When the	-Have Ss walk around and name the pictures.	-Flashcards -Ipad -Projector	2	Ss' participation

	music stops, they have to name a family member from the previous lesson.				
Vocabulary introduction	<p>-Review the words tall-short; young-old</p> <p>-TPR activity. Introduce actions for each word. Have Ss play Simon says. If you say Simon say, they do the action, if you do not say it, they do not do anything. If a S loses, he/she sits.</p> <p>-Project Anita's mom and dad. Ask: Who is taller? dad Who is shorter? mom Continue with younger and older</p>	<p>-Have Ss listen and do the actions.</p> <p>-Ss answer</p>	<p>-Projector</p> <p>-PPT presentation</p> <p>-Ipad</p> <p>-Projector</p> <p>-PPT presentation</p> <p>-Ipad</p>		<p>Ss' participation</p> <p>Ss' participation</p>
1st practice	<p>-Explain Ss they will listen to a story: Always Family. <b>Appendix 2.</b></p> <p>Have Ss listen and follow it in their books.</p> <p>-Ask Ss: who's taller? (Grandma)</p> <p>Continue with the rest of the characters.</p>	-Ss listen and follow.	<p>-Ipad</p> <p>-Projector</p> <p>-Ss' books</p>		Ss' participation
2nd practice or Social interaction	-Have two Ss stand in front of the class. Ask the	-Ss interact with one another	<p>-Ipad</p> <p>-Projector</p>		Ss' participation

	class, who is taller/shorter? Have Ss practice by saying to each other: You're taller/shorter than me. Have more volunteers to stand in front and practice.				
Summary	-Have Ss read the words and match them to the correct pictures in their student's book. <b>Appendix 3</b>	-Ss read and match	-Worksheet		Exercise completed
<b>Writing</b>					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	-Review the vocabulary of family members by playing hot potato. The S with the ball, has to say: My sister is tall/short.	-Ss will be passing a ball and describe one member of their families.	-Ball -PPT presentation -Ipad -Projector	3	Ss' participation
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	-Tell Ss that Anita has a friend who lives in Brazil. Ask Ss if they know something about this country. Show them the flag, if Ss don't know anything, tell them that soccer is very popular there.	-Ss express what they know about Brazil	-PPT presentation -Ipad -Projector		Ss' participation

	<p>-Then tell Ss that Anita's friend is going to tell them about his family.</p> <p>-Introduce the sight word YOU and MY</p> <p>-Introduce the comparison</p> <p><b>My father is taller than my mother.</b></p> <p><b>My grandma is older than my brother.</b></p> <p>Ask follow-up questions</p> <p>-Prompt Ss when necessary</p>	-Ss try to make comparisons	-PPT presentation -Ipad -Projector		Ss' participation
1st practice [Describe the students activities to practice what was presented to them]	<p>-Have Ss read the questions and circle the correct picture.</p> <p><b>Appendix 4</b></p>	-Ss read and circle the correct picture.	-Ipad -Projector -Worksheet		-Exercise completed
2nd practice or Social	<p>-Introduce the sight word YOU and MY.</p> <p><b>Appendix 5 and 6</b></p>	-Ss unscramble the sentences and match them to the correct pictures.	-Ipad -Projector -Worksheet		-Exercise completed
Summary	-Have Ss display their drawings so as the rest of the class can see them.	-Ss compare their drawings	-Ss' drawings		-Exercise completed
<b>Speaking</b>					
<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation</b>
Information processing activity	-Have Ss present a poster about their family	-Ss will present their posters orally	-Ss posters	4	-Rubric



	and they will have to make comparisons among the members in their family. Tell Ss that they can ask questions such as: -What's your mother's name? -How old is your uncle? -Prompt Ss as needed				
Summary	-Ask Ss which similarities and differences they found among their classmates' families. And also among Anita and his friend's family.	-Ss express their ideas	-Ss posters		Ss' participation

4. **Intercultural component**                      The main topic was the family, I connected the intercultural component by comparing students' families and some families around the world.
5. **Evaluation**    In some activities the students' participation, exercises completed and a rubric for the oral presentation.
6. **Conclusion**    At the end of the sessions, I will ask Ss which activities they enjoyed the most, what they remember about their classmates' families, something that they did not like and also what they would like to learn.
7. **Follow up activities**                                      I will ask for permission with my colleagues to have my students present their posters to their students.

## 2.02 Assessment tools

According to Brown (2004), Assessment is a popular and sometimes misunderstood term in current educational practice.

You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain.

There are two types of assessments: Formal and Informal.

Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Examples include saying "Nice job!" "Good work!" "Did you say can or can't?" "I think you meant to say you broke the glass, not you break the glass," or putting a 😊 on some homework. Informal assessment does not stop there. A good deal of a teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a student's competence.

On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement.

The most common use of language tests is to identify strengths and weaknesses in students' abilities. For example, through testing we might discover that a student has excellent oral language abilities but a relatively low level of reading comprehension. Information gleaned from tests also assists us in deciding who should be allowed to participate in a particular course or program area. Another common use of tests is to provide information about the effectiveness of programs of instruction.

Sometimes tests are distinguished by the manner in which they are scored. An objective test is scored by comparing a student's responses with an established set of acceptable/correct responses on an answer key. With objectively scored tests, the scorer does not require particular knowledge or training in the examined area. In contrast, a subjective test, such as writing an essay, requires scoring by opinion or personal judgment so the human element is very important.

Tests or tasks administered at the end of the course to determine if students have achieved the objectives set out in the curriculum are called summative assessments. They are often used to decide which students move on to a higher level (Harris & McCan, 1994). Formative assessments, however, are carried out with the aim of using the results to improve instruction, so they are given during a course and feedback is provided to students.

According to Lázaro (n.d), assessment comprises three basic purposes:

a) Checking the students' progress: It should give teachers feedback on their students' performance at different stages of the course.

- Initial assessment

- Formative assessment

- Summative assessment

b) Reinforcing the students' learning: It should also be a way of giving students regular feedback so that they are aware of their excellence or their failures. This has very important implications for the students:

- Self-control

- Learning from errors

- Taking their learning seriously

- c) Evaluating the teaching/learning process: It should give teachers basic information about how successful the teaching is, so that they can see whether
- the approach is correct
  - the aims of the course are appropriate
  - the materials used are good
  - the assessment itself is done properly.

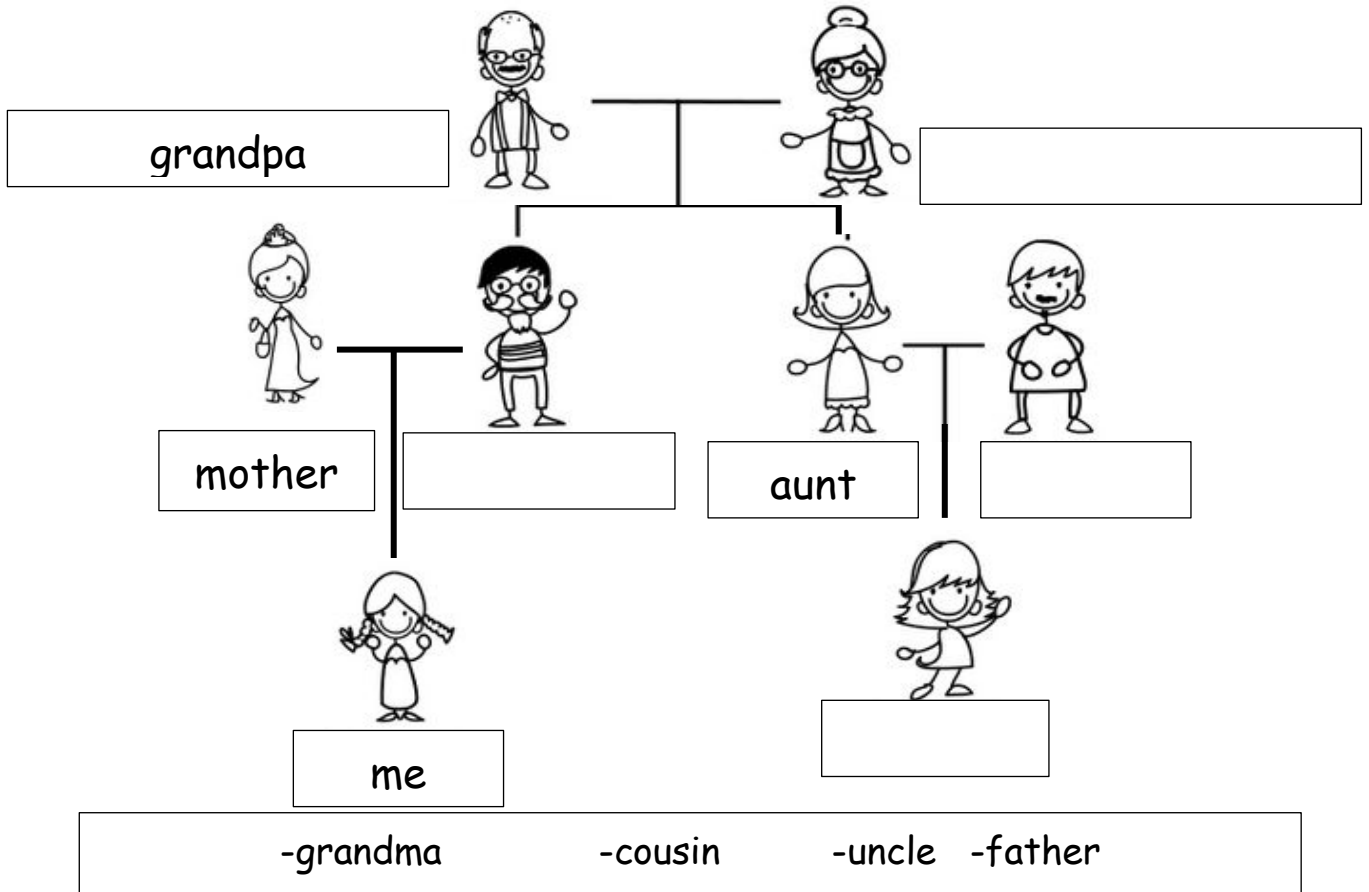
Based on this theoretical foundation, in my opinion, assessing students is a key element in the teaching and learning process; it gives us an overview of what our students have learnt and also if we have achieved our goals. That is the reason why we have to identify why and what we are assessing, as it was mentioned before the main objective of the assessments is to find out our students' strengths and weaknesses rather than give them a grade.

The main objective of my lesson plan is that by the end of the sessions, my students are able to identify family members, describe and compare some of the members in their family by using physical characteristics such as tall, young, etc. As a result of this, the assessment tool that I am going to use to evaluate my students' outcomes will be focused on vocabulary, grammar (which was presented to students in an inductive way), and speaking where they will have to present their family tree to the class making comparisons among the members of their families.

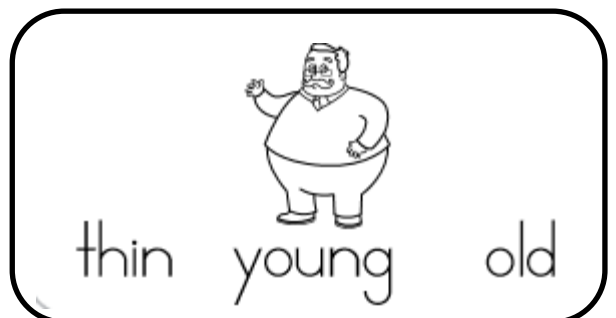
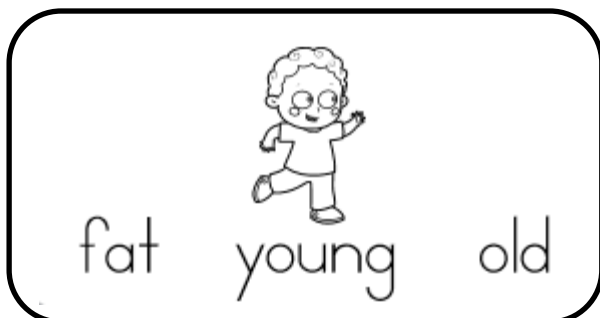
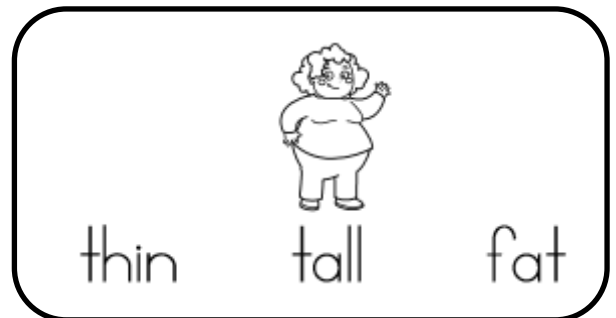
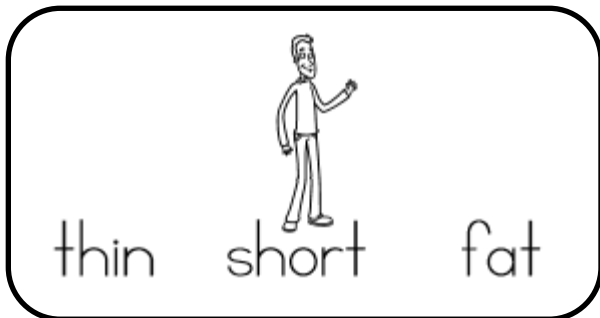
I had the opportunity to add the assessment tool I designed in my final evaluation required by my coordinator, according to the results; only six out of 32 students got a mark of 8 and the rest got 10 in the evaluation. I can assume that the objective was accomplished and I need to give extra practice for the students who got a lower grade, even though I consider that their result was not that bad. I have to mentioned that I had to change one exercise in the assessment tool because of my coordinator required that.

# ASSESSMENT TOOL

3. Label the pictures using the words from the box (4 pts).



4. Look at the pictures. Circle the correct words (4 pts).



In order to grade the speaking performance I created a rubric where I focused on fluency: if the students were able to sound as natural as possible they got Excellent (4); Pronunciation: if the words used were pronounced in a correct way they got Excellent (4); and finally Accuracy: if the word order was correct they got the highest mark.

## Rubric

	Excellent 4	Very good 3	Good 2	Process 1
Fluency				
Pronunciation				
Accuracy				
<b>Final score ____ / 10</b>				

According to the results I got in this area, I can say that I need to promote more oral practice, only 12 students out of 32 were able to describe the members in their family without help, 12 of them needed support and 8 of them struggled to speak out loud and to identify words such as cousin, aunt and uncle. I also noticed that in this activity most students were shy and did not speak loud; as a result, the class was a bit uninterested.

As I mentioned before, group B got better results than group A, I consider that the characteristics of this group affected the results due to the fact that they are more talkative and distracted. This is another factor that I need to take into consideration for further lesson plans and I will also look for more strategies regarding classroom management.

# 2.02 Resources

## Appendix 1

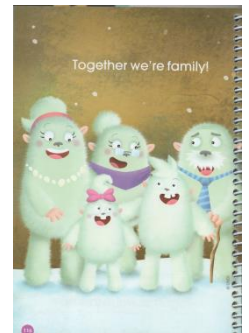
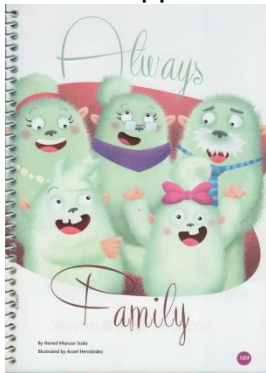
Listen and follow the instructions. K3 T5 W1: Listen. / Listen and point. / Listen and check. / Listen, point, and repeat.



Follow the steps for various activities.

Activa  
In a Con

## Appendix 2



### Appendix 3

Name: \_\_\_\_\_



Look and match. *Story: Always Family*

taller      older  
shorter      younger



© UNICEF

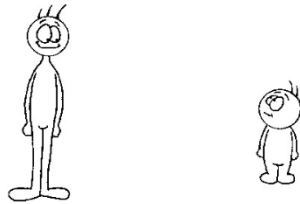
L Pick up words from stories to express his/her own opinions.

29

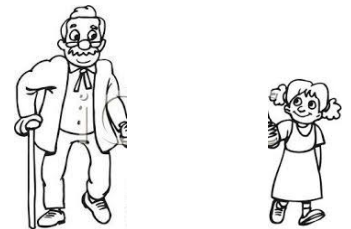
### Appendix 4

Read and circle the correct picture.

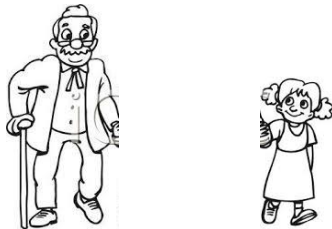
1. Who is taller?



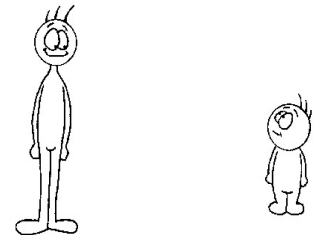
2. Who is younger?



3. Who is older?



4. Who is shorter?





Appendix 5



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Writing

Put the sentences in the correct order. Match them to the correct pictures.

are You tall.



old. are You



You short. are



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Writing

Write the sentences in the correct order. Match them to the correct pictures.

me. My father loves



mother loves me. My



loves me. My brother



### Chapter 3. Experience report

Since I started this specialization my teaching practiced changed, along the modules the theories and all the information that I was reading broaden my teaching panorama. At the university I saw these topics but I considered that they were not meaningful because I was not able to put them into practice. Nowadays I have the opportunity to do so, as our tutor says our classroom is our laboratory and it does not mean that we are going to be spoiling students so as to become better teachers, I do think that every single session we have the chance to reflect on what was done and avoid repeating the same mistakes.

These four sessions that I planned were similar to the ones I am used to carrying out but the difference now is that they were based on theory; from now on I know that every single activity needs to be based on theoretical foundation so as to accomplish the goal set. Before the specialty I used to plan my lesson but I did not focus on the reflection and I did not know if my objectives were reached.

One of the most important things that I learned from this experience is that I need to vary activities in order to avoid predictability; another important thing to be considered is that if students are not engaged, the development of the class will not be a success and the result will be a meaningless class.

Moreover I need to reevaluate the resources I create in order to see if the level of the activities are appropriate for most of my students, I have brilliant students but I also need to focus on the ones who need more support as a result of this I can have a balance and all my students can move forward.

Including the intercultural aspect was another new thing in this experience, I had forgotten that this is intrinsically linked since we are learning a foreign language; I could also see that every topic can be linked to the intercultural competence.

I really enjoyed this experience and I want to repeat it.

## Chapter 4. Conclusions

First of all I want to thank my tutor for having inspired me, every time in our videoconferences she showed all the knowledge she has and she was willing to share it with us. I also want to congratulate the Universidad Pedagógica Nacional for the opportunity it gives us to be better professionals and human beings.

This is only another step in the pursue of becoming a teacher who makes a change, as I mentioned before, my main objective is to help my students become competent in a second language but the most important thing is that they enjoy learning English and the skills developed can be useful in the future.

I love teaching and being a teacher requires passion, commitment and responsibility, it does not matter the level or the system where you teach if you love what you do the rest is not important.

There is still a lot to do in our educational system so as to help our country become bilingual even though I do think that if we work collaboratively among colleagues we can make the difference and at least help our students have a different perspective of what learning a language means.

I know that I have to improve lots of things in my teaching practice but this is the reason why I decided to take this specialty, it was not easy to be studying and working at the same time, at times I felt overwhelmed but it was worth it. I have learnt many things that I want to implement in the next school year and I am looking forward to putting into practice everything this specialization has given me.

I will be in constant training in order to develop the necessary skills to face the new challenges that the teaching future has for me.

## Chapter 6. Appendixes and references

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