

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“INTERCULTURALIDAD A TRAVEZ DE LA MUSICA AL
ENSEÑAR Y APRENDER EL IDIOMA INGLÉS”

TRABAJO RECEPCIONAL

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

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México, DF. A 9 de Junio de 2019

TABLE OF CONTENTS

INTRODUCTION

CHAPTER 1 PHILOSOPHY AND THEORY

1. 01. TEACHING PHILOSOPHY 6

1.02. THEORY..... 11

CHAPTER 2: METHODOLOGY AND PRACTICE

2.00 METHODOLOGY 15

2.01 LESSON PLAN12

2.02 ASSESSING TOOLS..... 19

2.03EVIDENCES OF DESIGNED TOOLS.....

ANALYTIC RUBRIC

2.04 RESULT OF CARRYING OUT THE ACTIVITIES IT IS IMPORTANT TO COMPARE THEM AND CONTRAST.....

CHAPTER 3: EXPERIENCE REPORT29

CHAPTER 4

4.1 CONCLUSIONS.....31

APPENDIXES.....

REFERENCES 40

INTRODUCTION

Second Language Acquisition is a complex process which involves the use of different strategies and techniques that would let us identify students' needs in order to offer them the correct input to create a real learning atmosphere. Teaching is a wonderful world where students and teachers live and share a lot of experiences in one hand academic and in the other hand in a personal way.

This project would be focused on interculturalism through the music while teaching and learning English, in this work you will find 4 skills integrated that includes different consolidating exercises where students can demonstrate understanding according to the input presented, solving different evaluation tools included on the lesson which integrates as well cultural awareness talking about types of music, musical instruments and favorite singers.

The intercultural component is an important part when learning a second language which would take students to be competent in language not only to focus on linguistic issues but in the way of integrating a range of behavioral skills that lead to have an effective communication with people from other cultures developing target language knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions."

Now a days we can use the technology that leads fundamental structural changes that can be integral to achieving significant improvements in productivity and it is a very funny way to teach new generations, technology infuses classrooms with digital learning tools, such as computers, platforms that helps the students to engagement and been motivated as a result they can accelerate learning. Technology also has the power to transform teaching by doing attractive classes.

CHAPTER 1

1.01 TEACHING PHILOSOPHY

Teaching is a wonderful world where different aspects get involved, sharing knowledge is a specific and dynamic part of the teaching and learning process. One of the most important parts of the teaching process is identifying teaching philosophy because realizing the way to act as teacher, the way to approach students, the way to transmit information and the way of creating a comfortable teaching learning atmosphere is part of the teacher's success.

Motivation is the engine of learning, when students notice teacher cares about them, they feel more confident, it is a fundamental aspect of learning it defines the manner as well how relationship between students and teachers is given. Students may face all kinds of situations and teachers should have the feeling to approach them, although it is not an easy job, we have to look for solutions, searching for new strategies and developing teaching competencies by working on the reflection and application of a variety of concepts, as well as working in own language skills in order to offer a plenty of techniques to acquire a new language.

Another way of helping students is verifying teacher practices, the way the language is taught and the way the class atmosphere is set up which would let generate a collaborative class.

As teachers we should establish the objectives selecting strategies such as:

- Planification: realizing the individual characteristics.
- Supervision: analyzing how reaching the goals, and notice which difficulties are having the students
- Evaluation: To check the results and to see what was useful and what to change.

Teachers should know and understand the type of students they got, to accurately provide specific elements to experience real situations where students can feel English in a funny and productive way, behind a good teaching practice there should be a well-structured lesson plan

Another commitment is to teach students to think, to analyze their abilities in the teaching learning process being conscious of the process, capacity of self-control knowledge, because the process of learning a L2 language requires not only academic progress but the development of sociocultural competence where students show their ability to understand and form a specific way of acting when interacting with people from different culture, traditions, way of thinking, this is an opportunity for teacher to change role and offer students a complete different learning environment where different characteristics of modern teaching would arise.

Teacher is responsible of leading students into new learning styles adapting strategies to this 21st century students where teachers are more facilitators while students are creators of their learning process, so teachers' role should be interchangeable, never static, being an interactive teacher means to be aware of classroom atmosphere, good relationship teacher- student- student.

An ESL teacher should be a facilitator that fosters learner's autonomy. Regardless of the roles they assume, teacher's shape the culture of their classrooms, improve student learning, and influence practice and production. Making the shift from teacher as an expert to facilitator is sometimes seen as diminishing a teacher's power and authority, but this should not be the case at all.¹

It is also important to teach students to administrate time and to make a difference between what is essential, urgent or important so that and organized time should be reached to accomplish all planning assignments, being good in a new language can take time but every little accomplishment counts.

Dealing with technological generations would focus the use of this instrument to consolidate knowledge and enjoy learning by using the platforms in the Internet, since class can be immediately illustrated with a video, song, interview which would help students to live a real L2 context where they can listen to native pronunciation.

¹ <https://etoninstitute.com/blog/the-7-roles-of-a-teacher-in-the-21st-century>

Part of Teacher Philosophy is Building long-lasting relationships with students, showing interest in their likes, dislikes in order to creating a supportive environment where they feel comfortable to share their ideas.

According to Brown (2001), a good language teacher is characterized by²:

Technical knowledge:

Understanding linguistics; grasping basic principles of language learning and teaching; language proficiencies in speaking, reading, writing and listening; knowledge about language learning process through one's own experience; understanding the relationship between culture, language and knowledge of latest development of language teaching and learning.

Pedagogical Skills, Interpersonal Skills and Personal Qualities: included items on being well-organized and flexible, having inquisitive mind in trying out new ways of teaching, maintaining high ethical and moral standards, and setting goals for continued professional growth As well a good teacher is capable to identify their strengths and weaknesses

To encourage students setting up a good learning atmosphere where they can feel free to express themselves (promoting intrinsic motivation). "The attitude of learners toward the target language, the learning situation and the roles that they are expected to play within that learning situation will have an important effect on the learning process." (Nunan and Lamb, 1996:215)

According to the topic that will be introduced, transforming classroom, when possible decorating it, I using different strategies photographs, real objects or playing videos, songs related to the class, doing the students enjoy and they awake , (extrinsic motivation), Surprising them every day, trying to avoid students affective filter barriers, because unfortunately I have notice that students are stressed because of the problems at home, so the teacher should try to make them forget this for a moment,

Teaching ESL offers the opportunity of personal and professional growth, teaching is learning; and the way of interacting with students is an important fact, Using some of the strategies mentioned

² Brown (2001)

in the schools of thoughts leads to make differences in concepts like acquiring and learning and making a distinction means my students in both processes giving students the correct input to form them in both aspect of the language, as mentioned previously creating a good learning atmosphere where motivation makes a good role in encouraging students and make them forget a little bit the problems they may feel, “there is no learning without attention”³ really got interested in Krashen’s model because it gave a new option to teach and lead into a new in way of looking for specific strategies which should not be very demanding with grammar structures instead of that a good learning environment should be create, where children learn English in a natural way without forcing or making them feel frustrated.

The affective Filter Hypothesis which focus on emotional or mental barriers is the most important part in the learning process, if students do not feel confident and they feel stress they won’t learn anything.

Another important point to be recognized is the Natural Order Hypothesis, which mentions that a predictable order for learning grammar should be follow, and I totally agree with that, sometimes the way the student’s books are presented should be adapted with grammar topics according to the real level students have, so trying to adapt or modify the order according to the difficulty they represent, modifying input to make students understand and by themselves recognize the good point or the mistakes they probably make when learning a new grammar structure or when producing the language.(Monitor Hypothesis)

That is the reason I ensure my professional growth and preparation taking this specialization and a master in education as well, which has let me know more strategies and methods to apply in my classes.

I have built a teaching philosophy since I started to study the specialization,my perspective has changed because the main goal during a course students can develop their skills (reading, listening, speaking and writing) using two or three methods, moreover theoretical foundation like

³ (Schmidt, 2001)

communicative approach. I noticed that sometimes teacher should adapt syllabus according local context, customs, and cultural values.

Having the opportunity to take this specialization for teaching, it opens the field to explore and discover approaches to interact with students, the specific training offered by the school gives a good reason to keep on working hard.⁴

⁴ https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

1.02 THEORY

Language is a communicative, cognitive and reflective activity through which we express, defend and exchange our ideas, we establish and keep interpersonal relations and gain access to information, and we participate in knowledge building, organize our thoughts and reflect on our discursive and intellectual creations.⁵

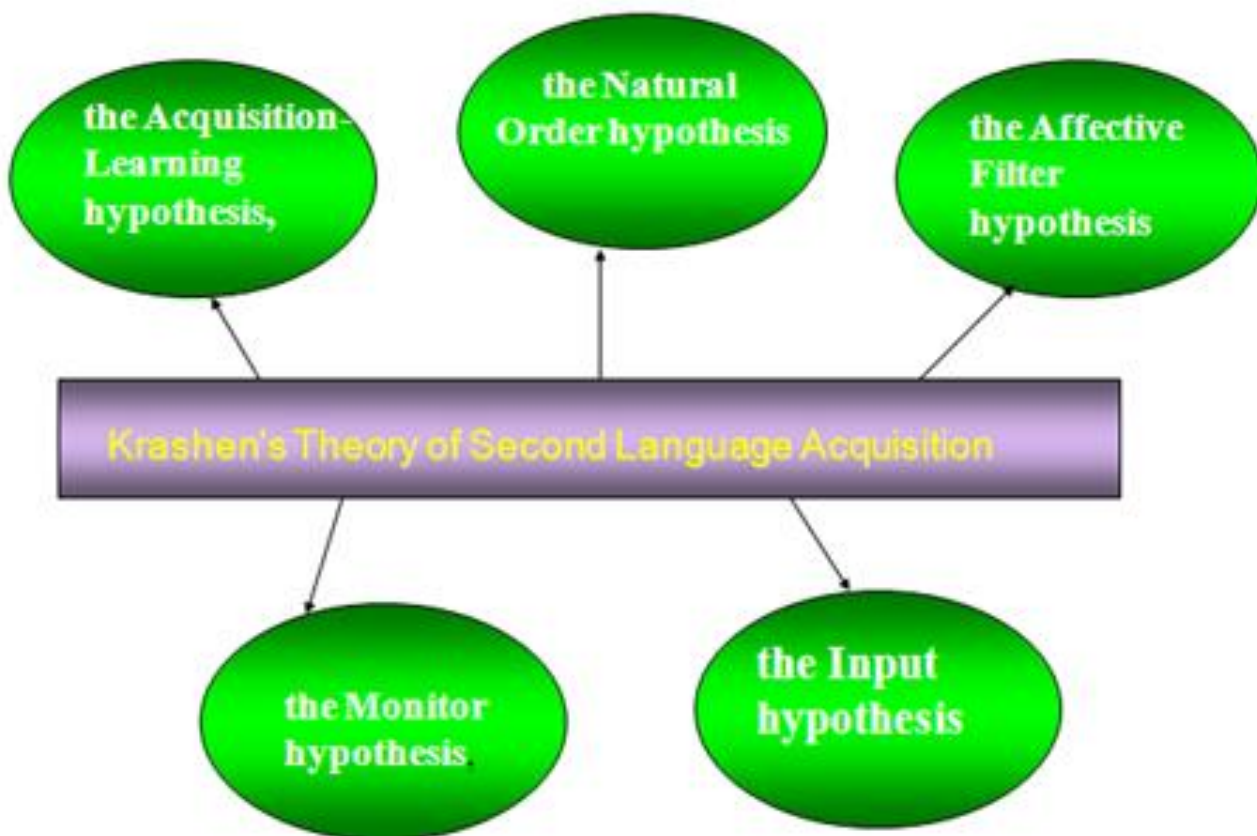
Learning a second language is interesting since it carries out complex process that helps to develop systems and instruments of communicating which lead students to identify themselves in more natural settings to be in touch with the target language.

Through the analysis of the different schools it is observed that many disciplines including psychology, linguistics, sociology, cognitive science are involved in the learning process and they would lead the teacher's path to discover how learners acquire a second language.

For instance, the Contrastive Analysis Hypothesis gives a pedagogical view on comparing languages, first stating that knowing about the target language's phonology, morphology and syntax, teachers would have opportunities to design lessons and activities that would benefit their learners, as well as comparing languages to inform pedagogical practices

Students can experience two ways of developing knowledge as mentioned in Stephen Krashen's theory based of five hypotheses:

⁵ SEP (2006), Educación básica. Secundaria. Español. Programas de estudio, México p. 9.



THE ACQUISITION LEARNING HYPOTHESIS	THE MONITOR HYPOTHESIS:	THE NATURAL ORDER HYPOTHESIS:	THE INPUT HYPOTHESIS:	THE AFFECTIVE FILTER HYPOTHESIS:
There are differences between acquisition and learning. <u>Acquisition</u> is given unconscious and it doesn't require complicated	It refers to what learners have learned, which would be used to monitor, it is like the learner's background so that they by themselves can identify correct use of language	Grammatical structures are acquired in a predictable order; learners should go from the easiest to the most difficult structure.	We acquire a language when we are exposed to input that is a little bit beyond what we already know. Input must be comprehensible	It is an emotional or mental barrier that blocks the language acquisition, stress, worry, boredom, lack of motivation.

<p>grammar structures, it is the result of sharing experiences on informal way with native speakers, listening and producing language in a social context and would also depend on the attitude.</p> <p>While <u>Learning</u> means being conscious of language in the correct usage form in structures, syntax, and pronunciation depending on learner's aptitude.</p>	<p>or mistakes made while writing or speaking it takes three main conditions:</p> <p>Focus on Form, Knowledge of the rule and time.</p> <p>Conscious learning monitor checks or repairs output that has been acquired:</p> <p>Monitor-Over users, Monitor Under-users, Optimal Monitor Users,</p>		<p>and relevant. (I + 1)</p>	
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To offer students a good learning environment teacher should be aware of the different factors involved in this process such as: age, sex, aptitude, personality factors, learning styles, cognitive styles, attitudes and motivations, previous experience with language learning and affective factors.

- Krashen (1985) argued that bilingual education programs, when they are successful, provide children with comprehensible input that leads to second- language learning.
- He also maintained that a first-language subject-matter instruction assists in this process because it supplies the background information that makes input in English comprehensible.

LANGUAGE TEACHING

The analysis of learner's needs is related to CLT a switch is required from the teacher transferring content and managing the environment to engaging students in the creation of their own learning. TBLT is an approach which offers students the possibility to actively engage in the processing of language in order to achieve a goal or complete a task.

It seeks to develop students' interlanguage, that is to say, the kind of language produced by nonnative speakers in their development of learning a L2, providing a task and then using language to solve it.

CHAPTER 2 METHODOLOGY AND PRACTICE

2.00 METHODOLOGY

Students should learn how to work with the different components of language like: pronunciation, grammar rules, vocabulary, and the four different.

It is important to mention that reading is not a very easy issue because students are not used to reading even their mother tongue so, an English teacher has a double challenge to accomplish one of them is to promote and create the correct reading environment and the other one is to motivate students to read.

We should guide students acquiring reading strategies and explaining them how important is finding our own strategy, Block (1992) acknowledges that "reading is such a hidden process that it often goes unnoticed in the language classroom". Comprehending words, sentences, and entire texts requires the ability to relate the material to one's own knowledge".⁶

The communicative approach which focus on language as a social and symbolic phenomenon (Dell Hymes)⁷ which takes to Social practices of language than can be practiced during a class for instance engaging students on:

- keeping communicative strategies in and out of the classroom,
- giving and obtaining factual information of personal or non-personal facts and stablishing and polishing social contact where students take different roles

A reading class starts presenting new vocabulary, later would be specifically practiced on a speaker section, then there are some previous questions to the reading (inference), Reading which can be read on the book or projected while listening to it.

After reading exercises practicing of comprehension are developed like graphic organizers, charts to write main ideas, specific question.

⁶ Huang (2009, p. 139)

⁷ Dell Hymes (1972)

On the Be a Writer section consolidation exercises, controlled writing, imitative and I have included other activities to motivate them to practice personal writing out of the formal topics of indicated on the textbook.

We will say that writing should be learned with the primary focus on communicating effective written messages to the audience, a classmate or a teacher.

Teachers should be aware of student's needs and the previous background they already have to give them an assignment in order to avoid frustration.

When students start to write they should select topics that are familiar in order to give them a wide opportunity to express their ideas based on personal.

As teacher we may be ready to teach, explain and model the different strategies to read and to write. We have to develop good approaches to correct as well since every student we are working with has a unique experience.

Sometimes it is not easy to change or to adapt different strategies or exercises because we I have complete books following the school's method, now using technology is a good option to make classes more attractive, funny and interesting .

When developing strategies on intercultural aspects it is important to talk about being communicative competent.

Dell Hymes' Theory where he asserts that competence in language includes not only grammar, words and sounds but also the social knowledge of how and when to use them appropriately, this is like informal way to acquire knowledge since form of language is not totally considered rather than learning which is a conscious and intentional process where One of the purposes of the present project is to improve my teaching techniques and implement the different strategies learned during this specialization.

Even though teachers have to adapt to school's system we have to be trained to enrich those processes with innovative techniques and suitable strategies especially in specific groups according to student's pervious knowledge and schemata and when possible, change exercises focused on students' needs to activate micro and macro skills as well.

Intercultural competence:

It is part of international education that opens a new world of how to interact with others with different culture and the correct way of interacting in multicultural situations, within different elements that should be acquired

KNOWLEDGE: “cultural self-awareness (meaning the ways in which one’s culture has influenced one’s identity and worldview, culture-specific knowledge, deep cultural knowledge including understanding other world views, and sociolinguistic awareness. The one element agreed upon by all the intercultural scholars was the importance of understanding the world from others’ perspectives.”

Lesson plan

Date & Place: México D.F. May, 2019

1. Lesson plan identification cell.	
Author	Mónica Betzabet Bado Orozco
Educational stage	Fifth grade primary, basic level
Title of your Lesson plan	Music and songs
Learning Objective of the plan/Competency	Develop in students the skill of comprehension. Identify the use of going to versus will
Communicative skill considered	Reading, writing, listening and speaking
State of the following options	Introduction of the topic
Functions	Elicit the students to identify the use of going to and will in the 3 forms. Review the musical instruments vocabulary.
Main Grammar structure	Future going to / will
Brief description of the plan	According to the school program we have to review. in one hand the students identify and practice the differences between going to and will in the three forms, negative, interrogative and affirmative by the other hand the talk about their music likes and they can identify differ styles of music around the world.
Hours of the plan implementation	6
Number of sessions	5 sessions of an hour
Contents required for the lesson	Reading/audio/ book Interactive/platform
EEAILE tutor on line	Gabriela Ruiz de la rosa

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
<p>Activation</p> <p>Before the lesson</p>	<p>Warm up: mimic the instrument. The class I divides in two teams, the teacher mimes as she were playing and instrument so the ss that guess the first will continue doing the same.</p> <p>Teacher presents a set of musical instruments guitar, piano, trump, drums, violin, (students participate individually or in group) using flash cards.</p> <p>T asks: what type of music can they play with this instruments.</p> <ul style="list-style-type: none"> • pop music • rap • Classical music. • Folk music <p>Play a short song of each type of music in order to elicit the students to practice pronunciation.</p>	<p>Ss. will observe the illustration and they will give ideas of what they are observing but teacher will lead them to the word Folk music.</p> <p>Ss will listen the different types of music in order to guess the music genre.</p>	<p>00</p>

<p>Read an article from a music magazine. Elicit to the students to imagine they are interviewers and have to make questions to a famous singer.</p>	<p>Teacher will ask for the ss to think on some possible questions to do in an interview</p> <p>In group we make a Brain storm of questions</p>	<p>Ss. will think what kind of questions could do to a famous singer</p>	<p>00</p>
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3. Communicative skills development.

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

LESSON PLAN IDENTIFICATION CELL READING	
Author	Mónica Betzabet Bado Orozco
Educational stage	Fifth grade primary, basic level
Title of your Lesson plan	Music and songs
Learning Objective of the plan/Competency	Read an article from a music magazine
Communicative skill considered	Reading
State of the following options	Introduction of the topic
Functions	Elicit to the student to read a text for gist
Main Grammar structure	Simple present, simple past, going to, present perfect
Other Grammar structures	Prefixes (im- and dis)
vocabulary	Rhythm, classical music, tune, accordion, pop music, rap, perform, folk music, tour, promote
Hours of the plan implementation	6
Number of sessions	5 sessions of an hour
Contents required for the lesson	Reading/audio/ book Interactive/platform
EEAILE tutor on line	Gabriela Ruiz de la rosa

Information processing activity	<p>T. will show an image of a singer</p> <p>He is Martin Stark, He is a singer... if you want to learn a little more open your book on page 82</p> <p>T. Will ask students to look at them and will try to guess the singer's name and the type of music he/she sings</p>	<p>Ss. will open their books and will work in pairs.</p> <p>Ss will read the music article</p>	Book, , tape recorder	01	<p>Formative Assessment</p> <p>Oral production participation (individually-total class)</p>
Vocabulary introduction	T. will guide the students to identify and circle the new vocabulary on the magazine text.	Ss. Will scan and circle the new words write on the notebook.	Flashcards Blackboard Notebook, book	01	Vocabulary exercise pg. 82
1st practice	<p>T. will elicit some ideas form students according to the following questions.</p> <p>1. How many different types of music can you think of?</p> <p>2. What's your favorite type of music?</p> <p>3. How do you listen music?</p>	<p>Ss give some ideas from following questions.</p> <p>1. How many different types of music can you think of?</p> <p>2. What's your favorite type of music?</p> <p>3. How do you listen music?</p>	blackboard	01	<p>Positive Interdependence</p> <p>T. will monitor answers on each team</p>

2nd practice or Social interaction	T. will and students will do the READING when teachers says a student's name he/she continues reading	Ss. Should follow reading and must be ready if he/she listen his/her name.	Book page 82	01	Oral production check pronunciation
Grammar	Review present simple and future going to	Ss. should be able to recognize types of music and talk about instruments.	Notebook Book Planisferio flashcards	01	Oral production
Summary	T. introduces the topic leading students to talk about musical instruments, types of music.	Ss. Must identify music vocabulary and types of music, they must be able to make an interview to a famous singer.	Notebook Tape recorder Flashcards book	01	Predicting outcomes

LESSON PLAN IDENTIFICATION CELL LISTENING	
Author	Mónica Betzabet Bado Orozco
Educational stage	Fifth grade primary, basic level
Title of your Lesson plan	Music and songs
Learning Objective of the plan/Competency	Learn and identify new vocabulary and Listening for specific information.
Communicative skill considered	listening
State of the following options	Introduction of the topic
Functions	Improve the listening ability by listening a conversation
Main Grammar structure	Simple present, simple past, going to, present perfect
Other Grammar structures	Wh questions + simple preset
vocabulary	Catchy, cheerful, lively, It makes me feel, it reminds me of...
Hours of the plan implementation	6
Number of sessions	5 sessions of an hour
Contents required for the lesson	Reading/audio/ book Interactive
EEAILE tutor on line	Gabriela Ruiz de la rosa

LISTENING						
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation	
Information processing	<p>Warm up: vocabulary ping pong</p> <p>This game helps revise vocabulary related to specific themes.</p> <p>T. asks ss to open the pupil's book on page 87.</p> <p>Task:</p> <p>What do you think the music sounds like?</p> <p>T play the audio</p>	<p>Ss. Will see and give ideas of what they imagine is happening.</p> <p>Ss will answer page 87 about the music sounds.</p>	book	02	Students participation	
Vocabulary Review	T. will write on the board the vocabulary list:	Ss. Check the definitions in the dictionary on page 140.	Board Tape recorder	02	Positive interdependence	

	Catchy, cheerful, lively, It makes me feel, It reminds me of.	Ss Should listen carefully and every time they listen to a word from the vocabulary they will clap			
1st practice	T will play the audio again 203	Ss. Have to listen carefully and complete the notes with the new vocabulary.	Book, tape recorder	02	Selective listening
2nd practice or Social interaction	T. will plays the audio 2.3	Ss. will listen and read the questions and identify which speaker or speakers talk(s) about a song with each feature.	book	02	Answer a multiple choice exercise pg. 26 (A-7)
Summary	Listening to the track 2.3 Conduct class feedback	SS. will discuss the questions in pairs page 87	book	02	Checking understanding – multiple choice exercise

LESSON PLAN IDENTIFICATION CELL SPEAKING	
Author	Mónica Betzabet Bado Orozco
Educational stage	Fifth grade primary, basic level
Title of your Lesson plan	Music and songs
Learning Objective of the plan/Competency	give a talk about a song
Communicative skill considered	listening
State of the following options	Introduction of the topic
Functions	Improve the speaking ability by listening a conversation
Main Grammar structure	Simple present, simple past, going to, present perfect
Other Grammar structures	Wh questions + simple preset
vocabulary	Optimistic, romantic
Hours of the plan implementation	6
Number of sessions	5 sessions of an hour
Contents required for the lesson	speaking/ book Interactive
EEAILE tutor on line	Gabriela Ruiz de la rosa

SPEAKING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice	<p>Warm-up: It makes me feel: Brainstorm feelings (Happy, sad, excited, angry tired.) write on the board</p> <p>T says: a sunny day makes me feel happy.</p> <p>“What makes you feel happy?”</p> <p>T: asks volunteers to tell the class</p>	<p>Ss Discuss in pairs what makes them feel happy, sat excited, etc.</p>	<p>Blackboard</p> <p>Flashcards of feelings.</p>	<p>All sessions</p> <p>01-02-03</p>	<p>Students participation</p> <p>ORAL PRODUCTION</p>
2nd practice or Social	<p>T asks for to open their books on page 90.</p> <p>T choose a song that she likes the most and answer the questions in group</p>	<p>Ss. Read the directions.</p> <p>Ss among the teacher answers questions 1 from 6 according to the teacher’s song.</p>	<p>BOOK</p>	<p>03</p>	<p>Content Validity through the presentation of the project and consolidating knowledge</p>
Grammar Focus	<p>T. will ask students to</p>	<p>ss. the children rewrite their</p>	<p>BOOK</p>	<p>03</p>	

	<p>connect ideas and be ready to prepare a talk</p> <p>Teacher explains that because, but and so are connecting words and that we use them to link ideas.</p> <p>Because is for giving reason. But is used to contrast ideas. So. Is used to show a consequence or result</p>	<p>notes from activity 1 using the connecting words to link them</p>			
Summary		<p>Ss. Should be able to prepare a talk about their favorite song using connecting words and vocabulary seen before.</p>			

LESSON PLAN IDENTIFICATION CELL WRITING

Author	Mónica Betzabet Bado Orozco
Educational stage	Fifth grade primary, basic level
Title of your Lesson plan	Music and songs
Learning Objective of the plan/Competency	Learning to learn: understand rhythm in a song. Write anew verse for a song Understand the structure of a song
Communicative skill considered	writing
State of the following options	Introduction of the topic
Functions	Improve the writing ability by listening a song
Main Grammar structure	Simple present, simple past, going to, present perfect
Other Grammar structures	Wh questions + simple preset
vocabulary	Such, same, whole , stress
Hours of the plan implementation	6
Number of sessions	5 sessions of an hour
Contents required for the lesson	speaking/ book Interactive
EEAILE tutor on line	Gabriela Ruiz de la rosa

WRITING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing	T. will give oral directions in order to ss. Read the information in the learning to learn box and clarify meaning.	Ss. Will read learning to learn on page 88	BOOK	03	Learners Center
Vocabulary	T. will write new words on board as a review adding some like: Such, same, whole , stress	will copy the w vocabulary	BOOK	03	Correct grammatical order
1st practice	T. will refer the children to the picture and asks "Where is she? Is she happy? Why? Why not? What do you think she is thinking about? T plays the audio	Ss. Work in pairs and Listen and check their ideas	BOOK	03	
2nd practice or Social interaction	T. will give ss. Corrections	ss. make the corrections to present it	BOOK	03	

	T ask the ss to write a title for the song	and write a tittle for the song			
Grammar Focus	T. will check the stress word explaining the student to count the syllables in each line	Ss will identify the stress syllables	BOOK	03	
Summary	Ss. Should be able to identify the stress syllables in a song	Ss will work in anew verse of a song page 89			

4. Intercultural component: The intercultural component is involved along the lesson, students acquire knowledge and ideas of feelings, manners and ways of listening different types of music and singers from another countries.

5. Evaluation: The evaluating way involves assessing and testing. Assessing in the way of promoting students oral participation with the intention of consolidating correct linguistically structures in a positive interdependence, where the teacher interacts with students and give face to face feedback in a cooperative work-based assessment techniques.
Ss. Will interact in different moments to work in a formative process.
Testing is presented by solving the exercises the book includes for each lesson, and the most important to be considered as evaluation is the consolidation of the topics where students show a real understanding on what was seen during the sessions with the final project.
To show validity Students should prepare and present in a written and oral form a role-play where they feel free to talk about music or favorite singers.

6. Conclusion: The conclusion of this topic would be observed with the presentation of the project, because students would demonstrate their understanding on the topic and show the understanding of sociolinguist factors according to what they produce in written and oral form focused on the topic.

7. Follow up activities:
Ss. Will follow teacher's instruction to start writing and preparing their project, first they will write it and teacher will monitor them, this would be a pair work since they will present it in front of the class like a role play acting a situation which would involve intercultural awareness, on why singers likes listening and singing music from different countries.

APPENDIXES

7 Music and song

Lesson 1 Reading

accordion classical music
folk music perform pop music
promote rap rhythm tour tune

1 Discuss the questions.

- 1 How many different types of music can you think of? Make a list.
- 2 What's your favourite type of music? Why?
- 3 When do you usually listen to music?
- 4 How do you listen to music?

2 2.1 Look at the article. What two types of text does it contain? Who do you think the man in the photo is? Read the text quickly and check your ideas.



Songboard magazine talks to ...

Martin Stark

What's your favourite type of music?

I like all kinds of music – I often listen to **pop music** or **rap**, and I like some **classical music**, too. But my real love is **folk music**.

Why folk music?

A lot of people ask me that! Folk music is a type of traditional music which isn't usually popular with young people. But I think it's the most interesting kind of music. The songs tell great stories about people's lives, and about our history and culture. Some of these songs have been around for hundreds of years. Every country has its own folk music and I think it's a great way to learn about your culture.

Tell us about your new song.

I've always been interested in old folk stories from Europe. My favourite is the English legend of Robin Hood. It has everything that makes a good story – drama, action and humour – so I decided to write a song about it.

How do you write your songs?

The story is the most important part. All folk songs have a narrative – a story. My song starts with, 'As I was walking'. I think about where I am, who I'm with and what we're doing. Then I think about what I'm going to do next and the story starts to develop. Next, I think about the **tune** and **rhythm** of the song – is it happy and fast, or sad and slow?

We know you play the guitar. Do you play any other instruments?

I play the piano, too, and I'm going to learn the **accordion** next year. Everyone says it will be difficult, but I disagree – it's quite similar to the piano.

What are your plans for the future?

I'm going to **promote** my music through social media so that more people can hear it. And I'm going to continue to **tour** and **perform**, of course! We're playing here at the Trocadero tonight. Listen! Can you hear the guitars? We're going to start in a few minutes.



The legend of Robin Hood

As I was walking with my daughter,
One sunny day in spring,
We stopped to drink some water,
When we heard some children sing.

(Chorus)

Robin Hood, Robin Hood,
The man who helped the poor.
He lived in secret in the woods,
A hero in folklore.

They told the tale of Robin Hood,
A local man, they'd heard.
His arms were strong, his heart was good,
And justice was his word.

He lived in Sherwood Forest,
And he wore a big green hood.
He was noble, he was honest,
And gave help to all he could.

- 3 Look at the vocabulary panel on page 82. Find the words in the text. Then look up their meaning in the dictionary on page 140.

Lesson 2 Reading comprehension

1 Read the texts on pages 82–83 again. Answer the questions.

- 1 Why does Martin love folk music?
- 2 Why is the folk story about Robin Hood his favourite?
- 3 What three things does he say are important in writing a song?
- 4 How is Martin going to promote his music? Why?
- 5 Where did Robin Hood live?
- 6 Was he a good person? Give one reason for your answer.

2 Write *I* (Interview) or *S* (Song). Which text ... **Be a star!** ★

- | | |
|--|------------------------------------|
| 1 is about someone who lived hundreds of years ago? <u> S </u> | 4 has questions and answers? _____ |
| 2 talks about someone's interests? _____ | 5 has different verses? _____ |
| 3 is a story? _____ | 6 has rhyme and rhythm? _____ |

3 Discuss the questions with a partner.

- 1 What else do you learn about Robin Hood in Martin's song?
- 2 What popular folk stories do you have in your culture?
- 3 Why do you think these stories are so popular?



Working with words

Prefixes (*im-* and *dis-*)

You can often change the meaning of a word by adding a prefix. Many negative words start with the prefix *un-*. Others begin with *im-* or *dis-*. The prefix *im-* comes before a word beginning with *p* or *m*:

impossible **dis**agree

Make these words negative by adding *im-* or *dis-*. Then check your answers in a dictionary.

- | | |
|-------------------------------|----------------------|
| 1 honest <u> dishonest </u> | 4 appear _____ |
| 2 polite _____ | 5 mature _____ |
| 3 perfect _____ | 6 respect _____ |

(A-3)

Lesson 5 Listening

catchy cheerful
lively
It makes me feel ...
It reminds me of ...



1 Look at the photos. What does each one show? Match.

- a a musical b traditional music c pop music



2 Listen and check. Then number the photos in order.



3 Listen again and complete the notes.



Happy by Pharrell Williams

It's really ¹ catchy .
It always makes me feel
² _____.

Bambo by Ba Cissoko

It's got a great
³ _____.
The song is ⁴ _____
and ⁵ _____.

Consider Yourself from the musical Oliver!

It's got a great ⁶ _____,
really fast and ⁷ _____.
It reminds me of my
⁸ _____.



4 Listen and check. Circle P (Paul), C (Clare) or A (Anna). More than one correct answer is possible. Then listen again and check. **Be a star!** ★



Who talks about a song that ...

- | | |
|--|--------------|
| 1 is happy? | P/C/A |
| 2 their parents also like? | P/C/A |
| 3 uses a traditional instrument? | P/C/A |
| 4 isn't in English? | P/C/A |
| 5 is about making people feel important? | P/C/A |

5 Discuss the questions. Give reasons for your answers.

- Do you know any of these songs? If yes, do you like them? If not, would you like to listen to any of them?
- Which songs make you feel happy?

Lesson 7 Speaking

- 1 Choose a song that you like. Make notes to answer the questions. Use the phrases to help you.

optimistic
romantic

- 1 What sort of song is it (rap, a pop song, etc.)?
- 2 Why have you chosen it?
- 3 Why do you like it?
- 4 How does it make you feel?
- 5 What does it remind you of?
- 6 What's the song about?



It's got a great tune / rhythm / story ...
It's really catchy / lively / cheerful / romantic ...
It makes me feel happy / sad / relaxed / energetic / optimistic ...
It reminds me of ...

- 2 Connect ideas in your notes to prepare your talk.

It makes me feel happy because I first heard it on holiday. It's a traditional song, but it's really catchy so it makes you want to dance.



- 3 Give a short talk about your song.

Use your notes in Activities 1 and 2. **Be a star!**



I'm going to talk about a song called ... I've chosen it because my grandma used to sing it to me ...

Lesson 8 Think about it!

Create the right atmosphere!

- 1 Read and match the scripts to the type of film. How did you decide? Underline the words or phrases that helped you.

a romantic film b action film c comedy d horror film

1 **a**
A: Give me your hand.
B: I can't! It's too dangerous. I'm going to fall!
A: We have to get down before Rex escapes.
B: The rope! Give me the rope!
A: Uh ... uh ... here!
B: Aaaaargh!
A: You did it! Now let's go and get Rex.

A: Give me your hand, Patrick.
B: We've had a good life, haven't we? We've got great children ...
A: And now our grandson has got married.
B: Yes. Are you happy, Emily?
A: Of course! It's going to be a great year.
B: It's going to be a wonderful year.

2 **b**
A: Give me your hand.
B: Why? What's happened?
A: I heard a noise downstairs.
B: Oh! What do you think it is?
A: I don't know – but I'm going to find out.
B: I'm frightened.
A: Don't be frightened. Stay here.
B: No, I'm coming with you!
A: (whispers) There's someone in the living room ...
A and B: Aaaaargh!

A: Give me your hand.
B: I don't want to. What are you going to do with it?
A: Nothing!
B: Well, why do you want it?
A: Just ... Ah! I can see ... chocolate on this hand.
B: Um ... I don't know why ...
A: I do! You've eaten all my chocolates!

- 2.5 Listen to four pieces of music. Think about how they make you feel. Write two adjectives to describe each piece.

Piece 1: _____ Piece 3: _____
Piece 2: _____ Piece 4: _____

- 3.5 Listen again. Match each piece of music to a film script, 1–4.

Piece 1: Script _____ Piece 2: Script _____ Piece 3: Script _____ Piece 4: Script _____

- 4 Listen to volunteers read one of the scripts with the music they chose. Is it the best music for the script? Why? / Why not? **Be a star!**

Lesson 6 Writing

Learning to learn

Understand rhythm in a song

Songs follow a pattern. You stress certain syllables or words in each line. 'Stress' means you say them more strongly. This creates a rhythm, or pattern. In a song, this is called the 'beat'. In this song verse, the blue syllables and words are stressed:

It's **such** a bore! It's **all** the same,

I've **finished** my computer **game**.

I've **read** my books from **front** to **back**,

And **listened** to a whole **soundtrack**.

Read the verse out loud and clap the rhythm. Then count the syllables in each line. How many are there?

- 1 2.4 Where is the girl? How does she feel? Listen to the song. What's the problem?

It's such a bore! It's all the same,
I've finished my computer game.
I've read my books from front to back,
And listened to a whole soundtrack.

I thought it would be fun at first,
But being ill is just the worst!

I watch the clock, I wait for when,
My friends will be online again.
They'll tell me stories of their day,
But I'll have nothing new to say.

Chorus

I'm missing art and maths today,
Rehearsals for the new school play.
I'm happy when I run around,
But being inside makes me feel down.

Chorus



- 2 Write a title for the song.

- 3 Look at the song lyrics again. Answer the questions.

- 1 Which words rhyme? Find and underline.
- 2 How many verses are there?
- 3 Which part is the chorus?
- 4 What is the difference between a verse and the chorus? Match.

1 verse	a is repeated several times
2 chorus	b tells the story
	c describes actions and events
	d describes the main idea of the song

- 4 Work as a class. Write a new verse for the song. Follow the instructions.

- Use the plan below to help you.
- Use the words in the box or your own ideas.
- Think about which words need to rhyme.
- Think about the number of syllables in each line.

ages days go pages pictures radio

(Line 1 How long has she been ill?)

It's been days, but feels like _____.

(Line 2 What's she doing now?)

Drawing _____ on the _____.

(Line 3 What else is she doing?)

I'm listening to the _____.

(Line 4 What's she waiting for?)

And waiting for the day to _____.



- 5 2.4 Listen again and learn the tune. Then add your class verse and sing along. **Be a star!**

Academy Stars Level 5

Student name _____

Group/Class _____

Date _____ Score _____

VOCABULARY

1 Complete the sentences with words from the box.

accordion classical music folk music perform pop music promote
~~rap music~~ rhythm tour tune

- 1 Rap music has lots of words. The words often rhyme.
- 2 _____ has words, too. The music usually tells a story.
- 3 _____ comes from the word *popular* because many people like it.
- 4 Most _____ doesn't have words.
- 5 An _____ is a musical instrument in the shape of a box.
- 6 All music has a _____. It can be fast or slow.
- 7 Songs with a good _____ are often easy to remember.
- 8 Musicians often go on _____ from city to city.
- 9 They _____ in theatres and concert halls around the country.
- 10 They _____ their music at concerts, so that people will buy it.

Score: / 9

2 Read and circle.

- 1 Classical / Pop music is often played by an orchestra.
- 2 Rap / Folk music is traditional music that often tells stories about people's lives and culture.
- 3 What is that song? I know the **tune** / **tour**, but I can't remember the title.
- 4 This song has got a very regular **rhythm** / **rap**.
- 5 My favourite musical instrument is the **accordion** / **orchestra**.

4 Read and write *will* or *am / is / are going to*. Write *a*, *b* or *c*.

A a prediction about the future

B a future plan or intention

C a prediction based on something we can see or hear right now

1 Do you like my guitar? I can't play it yet, but I 'm going to learn to play it next year.

b

2 Look at those dark clouds! It _____ rain!

3 I've never been to that swimming pool, but I think it _____ be fun!

4 In the future, I think a lot of people _____ live in skyscrapers.

3 Match the words to the correct definitions.

1 calendar

2 orchestra

3 lively

4 catchy

5 cheerful

6 optimistic

7 midnight

8 rehearsal

a 12 am

b the practice before a performance

c having hope about the future

d happy

e a group of musicians who play classical music

f a system that shows the days and months of the year

g full of life and energy

h describing a song that is easy to remember

Score: / 7

5 Complete the sentences with the correct form of *will* or *going to*.

1 A: When are you going to do your homework?

B: I don't know, maybe after lunch.

A: When you're at university, you _____ be pleased you worked hard!

2 A: The school concert is on Friday. I _____ practise the accordion now.

B: Watch out! You _____ drop it!

3 A: What _____ transport be like in the future?

B: There _____ be any cars. People _____ travel by bus and train.

4 A: What _____ you _____ do this weekend?

B: I _____ watch a football match with my brother.

5 A: Look at those black clouds!

B: We should walk faster. It _____ rain.

Score: / 10

2.02 TOOLS TO ASSESS

Within each lesson there are always different type of exercises that functions as evaluating tools, for instance they help to elicit valid and reliable indicators that relieve teacher to evaluate student's progress and understanding on the analyzed topic, however, sometimes selecting from all the variety of exercises offered in the book is an important part so that solving them, give effective information so students can fulfill social abilities and interactions with their classmates, including the use of technological device like the iPad to answer some exercised instead of answering them on the book.

Since the lesson starts with the vocabulary introduction or the inferring questions is a good opportunity for teacher to analyze student's performance and activate previous knowledge.

VOCABULARY: Vocabulary is required in order to build blocks of language⁸.

Vocabulary plays important roles in all English language skills. Vocabulary significantly relates to reading, writing, listening, and grammar (Schmitt, 2010). Knowledge of vocabulary can account for the success of communication.⁹

Written exam: Besides solving the book exercises, every Friday a vocabulary test is presented this is not like a formal test but they are accumulative to sum them up with the final vocabulary exam besides they are part of evidences sent to parents with each bimonthly exam they are kept as part of the PORTAFOLIO sent to parents along with the report card.

⁸ 1. Read, J. A. S. (2000). Assessing vocabulary. Cambridge: Cambridge University Press.

⁹ Schmitt, 2010).

ASSESSING RECEPTIVE SKILLS

READING: Readers must understand the purpose for reading, activate relevant prior knowledge, and focus on the most important aspects of the reading in order to successfully comprehend the text so different assessing activities are presented, first it is important to introduce students the new vocabulary they will find on the reading.

Rational Cloze: (Gap filling): Students should be able to recognize the definition of a word and place it in the correct blank. It gives students the opportunity to integrate key words.

Information- transfer: involving transferring information from the reading to a graphic organizer. Assess students' knowledge of a sequence of events using sequential graphic organizers. Some sequential graphic organizers are Cause /Effect.

Sometimes, when observing students with low levels of proficiency may only be able to repeat words or phrases, I analyze if I can use questions such "is this a...", "which one of the...", or "pick the..." to assess students at the beginning stages of language fluency. Yes/no questions are also effective at this level.

LISTENING: perform different activities to emphasize on bottom-up, increase students awareness of listening process, self- assessment on what to improve specifically acquire certain strategies and techniques like note taking, recognizing key words.

ASSESSING PRODUCTIVE SKILLS: To assess Speaking and Writing considering the use of PBA: Performance- Based Assessment which offers the opportunity to check students' performance and the possibility to use different strategies to lead them to the goal. Traditional testing helps answering the question, "Do you know it?" and performance assessment helps answer the question, "How well can you use what you know?" These two ways of looking at literacy do not compete; the challenge is to find the right balance between them.

SPEAKING

To assess speaking most of the time the use of different strategies engaging students in L2 context for instance: peer/interaction/ role-plays, picture-cue task (describing the picture like in this lesson), paraphrasing a story or situation, reading aloud (lesson- video). ¹⁰By observing the correct instrument to measure the students' ability to interact with the target language either in written or spoken forms involving comprehension as well production (Hughes, 1991). Sometimes it is not an easy task that is why teacher should lead students to produce what we want with specific task within a communicative function in a formal or informal context and adequate them to the topic of the lesson, writing a welcome letter to a new friend coming from another country explaining him some of the cultural differences he may face. Considering micro and macro skills, critical thinking skills, communication and interpersonal skills.

GAP FILLING

It is a valid instrument for measuring the vocabulary knowledge and understanding; I consider it is related to grammar and reading comprehension. However, Hall (2012) argued that even though vocabulary competence is correlated with the ability of the reading texts, testing vocabulary by using text clues does not validly assess the students' vocabulary proficiency because the skill of reading interferes with the performance. Heaton (1988) also said that the effective vocabulary tests should not rely on the students' grammatical knowledge to comprehend the test items or complete the test.

PORTFOLIO: To keep a track of the evidences done during a specific term, we use a portfolio where exercises like: Dictation done every Friday as vocabulary review, Grammar practices where students have to demonstrate they manage correctly the new grammatical topic, written exams.

¹⁰ http://www.ascd.org/publications/books/196021/chapters/What_is_Performance-Based_Learning_and_Assessment,_and_Why_is_it_Important.aspx

2.03 ATTACHED EVIDENCES (GRAPHICS, PHOTOS, IMAGES)

Additional writing exercises, students write down paragraphs, stories, dialogues to practice. There is a specific dynamic called magic box where students select a paper with a specific topic to write on, they can present different draft to get the correct one.

2.04 SHOW EVIDENCES OF YOUR DESIGNED TOOLS

Sometimes teachers have to stick to specific methodology which includes following certain way of working, assessing and testing and there is not a lot of opportunity to offer students different tools to include in the teaching – learning process, for instance when schools should include assessing using every day students' performance or testing with a written exam the result of the practices done in class with implementations of different exercises included in the book, it is important to think on creating a specific tool which let teacher evaluate students and offer this tool as an evidence of teacher and students performance.

Assessment emphasizes on the teaching process and progress, focus on the teacher or students activity, includes students critiques, focus groups, interviews, the purpose is to improve teaching and learning process, most of the time is formative.

Testing emphasizes on the mastery of competencies, focuses on teacher or students' performance, includes methods like test Quizzes, semester project, demonstrations or performances, the purpose is to assign a grade or ranking, it is generally summative.¹¹

Rubrics are excellent allies to help teachers to assess and give immediate feedback on students' progress,

Analytic Rubric shows different levels of achievement on specific point at each skill indicates strengths and weaknesses, breaks assignments or score into separate components for grading.

¹¹ Assessment and Evaluation. Ontario Learn

Analytic Rubric:

NAME:			GROUP:		DATE:
SKILL	OBJECTIVES	10-9 EXCELLENT	8-7 GOOD	6-5 NEEDS IMPROVEMENT	RESULT
READING (RECEPTIVE SKILL)	<ul style="list-style-type: none"> Identifies and understands the type of text Finds and integrate information for comprehension and application Identifies main ideas supporting specific details Evaluates ideas to give a conclusion 				
LISTENING (RECEPTIVE SKILL)	<ul style="list-style-type: none"> Follows detail instructions Locates and integrate important information 				

	<ul style="list-style-type: none"> • Interprets sequence and ideas. • Understands meaning to infer correct sequence • Understands main idea. 				
<p>WRITING (PRODUCTIVE SKILL)</p>	<ul style="list-style-type: none"> • Shows ability to construct coherent and cohesive texts. • showing ability to integrate new concepts into own writing; • Is able to communicate clear ideas • Applies the correct linguistic norms • Shows awareness of recurrent mistakes after receiving tutor feedback. 				
<p>SPEAKING (PRODUCTIVE SKILL)</p>	<ul style="list-style-type: none"> • Interacts with a good level of fluency and coherent ideas. • Includes unknown, acquainted and stablished vocabulary • Speaks clearly ideas 				

	<ul style="list-style-type: none"> • Is able to maintain a dialogue • Able to have social interaction involving cultural awareness • Shows ability to integrate new concepts into own writing; 				
--	---	--	--	--	--

The implementation of rubrics in my teaching context has helped me to enrich my assessing strategies since it gives me opportunity to discover my student’s strengths and weaknesses as well as observing the strategies that really function and the new ones I can implement to improve my teaching experience and students learning process.

Even though there are some online resources to create rubrics it is important as teacher to learn how to identify the specific factors to be evaluated on certain project.

For this specific assignment I created an Analytic Rubric with the intention of concentrating the four skills at the end of a lesson.

CHAPTER 3 EXPERIENCE REPORT

Learning specific techniques and strategies to approach students is a very important fact when teaching English; teacher has a deep responsibility to be updated to offer students a variety of elements that would make learning a wonderful experience where the introduction of correct input lead to reach different approaches.

Combining the strategies to awake student's intercultural awareness has been an interesting fact since it gave the opportunity to develop and observe a set of strategies where students enjoyed the idea of acquiring knowledge of different culture, traditions. It is observable that learning a second language does not mean only being linguistic competent but being aware of cultural differences.

When observing students how they react toward encounters with people standing different ways of thinking, dressing, living, or behaving is a new world for students to explore, so this is the appropriate moment for teacher to change role and adapt specific strategies to involve students on this matter.

Letting students to activate previous schemata on experiences they have lived or listened is an excellent way of promoting self-participation where generative linguistic may appear making a distinction of competence and performance on linguistic fact but integrating the communicative language approach enabling students to develop strategies on communication on real life situations where they can express feelings, thoughts, intentions and general ideas mainly on intercultural context possible integrating communities of practice inside and outside the classroom with the implementation of technology using specific Apps on an iPad, watching videos or listening to stories of people moving into a different cities which would let students realize the way of acting on those situations and promoting English as a Lingua Franca.

To realize how, when and why to act in such specific way within an intercultural experience is part of the objectives of developing lessons and integrate the cultural self-awareness, considering that this techniques should be taught frequently so that student get used to it and whenever they get involved on this kind of experiences they act in the correct and formal way.

Being intercultural competent is a process that may take time and experience to be developed so if we start since early ages students would take it as a normal fact and not as part of a formality social tag.

Teaching a second language means a great opportunity to create appropriate intercultural learning environments and implementing the use of technology which is an advantage to have the necessary classrooms' equipment internet connection, projector, iPad, speakers to create a real learning context to foster attitudes, skills and knowledge to be integrated into multicultural situations where what is said should be analyzed

CHAPTER 4 CONCLUSIONS

Teaching a second language is not only writing a formula or explaining vocabulary it involves a real engagement in the teaching learning process.

Teachers should be aware and interested on providing student with all the knowledge with correct input to lead them to a real environment of language approach reaching communicative competences through different strategies and techniques.

Teacher should be a facilitator more than being the one that is in charge of correcting every single mistake so that student feel comfortable at learning a second language, participating in the classroom activities in a cooperative way.

Sometimes teacher should analyze the kind of material being presented to students and adequate it according to the student's needs, and level and considering authentic material is a good option to make students live and experience real situations.

It is important to use the different schools of linguistics to receive help from them and adequate their recommendations to the kind of students we are teaching.

Studying this specialization mean starting again in my teaching experience since I had been working in a different field, I have found many changes in Schools which I have to adapt myself to this kind of teaching and methodologies, I have worked in two different schools I can compare and adapt my classes taking what I have liked the most of each of them as well as to start building up my own teaching philosophy.

I would find interesting identifying in my everyday teaching the knowledge I have received in this first module of the specialization and name them correctly: techniques, approaches and the authors who proposed them.

According to my experience in teaching and analyzing all the information I have been reviewing I think I have been doing a good job regarding to the teaching procedures, and the way I interact with students, however even I use some of the strategies mentioned in the schools of thoughts or Krashen's hypothesis I think I didn't know how they were called or how they functioned. I should be aware and updated in reading more information about them and use specific terminology when referring to it or planning my classes.

I didn't really know about the differences in concepts like acquiring and learning and making a distinction I may lead my students in both processes giving them the correct input to form them in both aspect of the language, as I mentioned previously I like creating a good learning atmosphere where motivation makes a good role in encouraging my students and make them forget a little bit the problems they may feel, I really got interested in Krashen's model because it gave a new option to teach in the way I should not be very demanding with grammar structures instead of that I must create good learning environment where children learn English in a natural way without forcing or making them feel frustrated.

The affective Filter Hypothesis which is an emotional or mental barrier was one of my favorite parts because from my point of view this is the most important part in the learning process, if students do not feel confident and they feel stress they won't learn not even English any other subject as well, so this is one of the principal points I will pay attention in my classes, I know this is not only school's barriers but family situations too

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