

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Enseñanza de la gramática inductiva con el uso de las TICs .

Festivales y celebraciones, actividades culturales e interculturales alrededor del mundo.

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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UNIVERSIDAD PEDAGÓGICA NACIONAL

CAMPUS AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

Teaching grammar inductively using ICT.

Festivals and Celebrations cultural and intercultural activities around the world.

FINAL PROJECT

**ESPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE
ON LINE**

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INTRODUCTION

The aim to this assignment is reflecting on my best teaching practices how I worked with language skills in the English classroom, using my new acquired knowledge within my teaching practice such as the use of technology in the class and the use of the inductive method is a perfect mixture by designing and implementing a pedagogical intervention project. Having said that, the teaching grammar inductively using ICT was a complete assignment in which was involved the theory, the practice and experience so it is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

Furthermore, the idea of this project is to take into account everything that it is believed to be learned in the specialization and to show how that information is put into practice by designing ways of organizing content so that the learning is much more meaningful and far richer for both, students and teachers; and by responding to the creation of new scenarios in which the students must have the ability to solve the possible problems that they might face to avoid communication breakdowns and to improve the language in use so that I have changed my perspective of my own teaching philosophy.

. In this assignment, I prepared activities in the lesson plan in order to reflect on my teaching philosophy to develop my students' four skills within the framework of the program I am working with. By doing this, I reflected on understanding of the methodology, as well as, the principles underlying the process of teaching a foreign language. I have also tried to justify the rationale behind. Finally, this assignment enabled me to select, create, adapt, and analyze materials to be used in class, I tried to be able to use technology for these purposes.

Furthermore, the assignment is integrated in four parts, the first part of this course lets us the opportunity to reflect on theories, principles and approaches regarding learning and language acquisition. the activities to develop the four skills, we could also review the main concepts of language, language learning and language teaching strategies. In this framework the language must be spoken by students, my students had some problems but I could manage with it.

In the second part, didactic and methodological competences I made some descriptions of the activities carried out with a keen outlook on what worked and what didn't work, and what follows from my experience. Furthermore, I analyzed about what I have learned through the process of learning and how people learn to speak , I could solve some problems about the listening, speaking, writing and reading process, it is possible using different strategies with students to be able to learn through listening using strategies for listening for specific information and scanning

techniques to identify key words in the listening activity, using context and inference techniques so that I have usually applied some of them in my class and I could implement some others. The aim is to provide and integrate, methods, approaches, theories, techniques and strategies in order to straighten four skills as they are essential to make students comprehend and speak with a context better to have a function to communicate

One of the most remarkable aspect is different types of communication competences in English that students need to work with real and interesting context for them as on line exercises, songs, videos, movies, series or real etc. to use in real life having as a result to be encouraged to work with them. It might be necessary for the students to be familiar with vocabulary regarding to the material. It must be considering specially with authentic material as it could be difficult for students if their level is not appropriate for them, the vocabulary, the speed, the fluency as they are not native speakers so that we as teachers make the appropriate teaching choices, selections, adaptations if it is required for students according to teacher's objective, level and context.

In the last part of this assignment, it is intended to apply a description of my activities and what my students actually gained from them from attitudes and values. Having students practiced with these activities, they could express their attitudes and values in class and I could realize about the different sources we can integrate in the class in order to get their students 'attention and make more appealing the course for them

This specialization course focuses on the key concepts you need in order to effectively integrate technology into your teaching, without letting it overshadow language learning. Challenging though it may be to discover current and future trends in educational technology, along with strategies for implementing these trends in the classroom and beyond, I could manage and overface different problems as technological problems in the use of the platform, uploading some documents and the most difficult editing the video As technology is continually evolving, I must learn how to keep up on current technological applications through professional development as it is the specialization providing training opportunities to take into account in the future classes

To conclude, it was a useful and practical module, it was based on the practice of the four skills, it made me reflect on the importance of taking into account the different approaches, principles and activities to design and prepare carefully the class to have a success and help students to develop these skills.

Chapter 1: Philosophy and Theory

Teaching identity and Philosophy

It is believed that all students are unique and have something special that they can bring to their own education. The support for my students is essential to express themselves and accept themselves for who they are, as well embrace the differences of others. In addition, I have been teaching English for 11 years in different levels since kinder garden until training teachers which has been my passion so far.

My own perspective is to students share their knowledge in class the strongest with the weaker students, I focus on achieving goals according to the syllabus and work with the books as my coordinator asks us to do but my students ask me to work with videos, movies, songs as they do not like working with the book all the time since they tell me it is boring as I try to mix both situation in order to work more effectively as I have to take into consideration all kind of learning styles, personalities and attitudes in my class. I am in favor of humanistic method,

It is believed that students learning must be integral as students have to be considered as a human being. Not only do we take into consideration their knowledge but also their attitude, personalities, etc. to complement and understand all the factors which are essential part in the teaching-learning process.

Having said that my goal as an instructor of graduate students is to develop the students' skills to communicate effectively and the confidence to express what they want and need for academic, situational and professional purposes. For this reason, I ask them to work in presentations about their career, present explanation to the products which are made or created in their real context to be prepared for their fields in specific situations in which they could be involved in the future.

I can identify three main challenges for undergraduate students in my field. The first is to encourage students to appreciate the importance of English as an alternative to improve their economical, professional and academic situation since they have a lack of interest in learning English, they only want to get the minimum grade in order to be graduated in their career so I use different types of intrinsically and extrinsically motivation to minimize this situation.

The second is to develop students' sense of inquiry and understanding of English subject through discovery-based learning as I mention before I strongly believe that this kind of method and techniques in which the discovery through the activities activate their previous knowledge to

integrate the new one, I am in charge of creation of supervisory conditions conducive to a student's research, intellectual growth and academic progress.

In conclusion, I believe that teachers should be in control and responsible for what the students be taught and learnt. I decide to teach with the passion which inspires me to do my best everyday so it makes the difference when you love your job, it means a hobby for you. Learning is part of my professional training so I always take courses and try to be up dated in methods and courses to share my knowledge and do the best in class while reflecting on my own philosophy, I became aware of me of what values I actually have for a learner, teacher, learning environment and teaching learning process. At the end I would like to thank the opportunity to take the specialty to widen my scope of my teaching practice

1.02 My teaching biography.

I had the privilege of working with different kind of students and academic levels from elementary until university and as a teacher trainer. I started to work in 2007, I worked in SEPA Inglés as a teacher preparing students for PET, then I worked as an assessor for this program. Furthermore, I had the opportunity to work in U.A..E.H in the Centro de Lenguas in 2009 as a teacher from different levels since basic until advance. Then, I worked in Elementary school for the PNIEB for 5 years, I had the extraordinary choice for the first time to teach in a public school, it was a different experience for me as I had not worked with children.

I worked in a Secondary school in the three levels in 2009, it was a nice experience which gave the satisfaction to develop my teaching process with teenagers. Challenging though it might be as the teenagers' attitude and behavior was, I could manage some strategies to work with them which were very successful.

Teaching University students is my central point of target students, I have experienced with different ages and levels but I definitely love working with public University students. I work with under graduated students from various careers such as software, electrical, telematics, computer, civil engineering and architecture students. I am a teacher because I was inspired by other teachers whose I learnt from them a lot. They have developed the greatest impact in my attitude and personality, I could not have defined my style if I had had them as teachers in my life.

On the other hand, I enabled to work in the administrative issues as I as a member of the coordinator staff in the English National Program in Basic Education in Mexico City in 2010, and coordinator in Tecnológico Nacional de Pachuca in 2012 so I learnt from my colleagues about their teaching practices having them shared with me, I could widen my perspectives and knowledge about this wonderful profession. Currently, I have been working for 11 years as an English teacher in some of the most important Universities in Hidalgo as Universidad Tecnológica Nacional de Pachuca, Universidad Autónoma de Pachuca and Universidad Politécnica de Pachuca. I am appasionated about teaching process and I am looking for the constant improvement in my profession. Furthermore, the students' enthusiasm and zest further straightened my desire to continue working in my profession. As I finished my Master Degree in Pedagogy in the Siglo XXI University the last month I would like to teach in another area apart from English, concluding this specialization could be complementary and successful in my development process to get this opportunity in the future.

1.03 My learning experience

I am a teacher because I was inspired by other teachers whose I learnt from them a lot. They have developed the greatest impact on my attitude and personality, I could not have defined my style if I had not had them as teachers in my life. I admired them as teachers and extraordinary human beings since they always had something peculiar and different in their classes, I did not have technology in my classes as it was not very common in my age, however the classes were attractive for me, they used strategies to work actively in the class, they worked with attractive material such as scrambling sentences, games like bingo, memory games, matching, so on.

I had the chance to meet these teachers so that they supported and motivated students to learn English in the class, they treated us very kindly and respectfully to encourage students to participate and understand the topics with different methods, so that I have copied some of them when I teach in my classes.

1.04 My teaching Practice and identity

As a teacher, it is known that it is needed to be able to choose widely among the multitude of options at hand – as they are presented in professional literature in the specialty, as I observe them in my peers, and as I have experienced them myself in 11 years of being an English teacher for undergraduate students. I try to make and prepare activities with a mixture of methods and approaches.

In my experience, the communicative approach is one of the most useful and important in my teaching philosophy “The crucial goal is the ability to use language appropriately. The Communicative Approach is seen today as a set of core principles about language learning and teaching, some of which focus centrally on the input to the learning process”.
<http://eeaille.cealupn.net/mod/book/view.php?id=1382&chapterid=3170>

Furthermore, the communicative approach is linked to the communicative competences “we learn a language, we learn to share ideas, messages, information, proposals, and emotions within a specific social system. The ability to perform these functions and use language appropriately is called **communicative competence**. (19) Chomsky (20) was the first scholar to use the term “competence” as opposed to “performance”, as we saw in Lesson 1” (<http://eeaille.cealupn.net/>, 2019).

As it is mentioned in the above paragraph, the main purpose is the communication, it does not matter so much the grammar, the students worked with dialogues, drills, control and semi-controlled activities in the class to perform some role-plays, presentations to establish dialogues with a specific function. I have always taught the grammar with some games such as, order the strips, order the sentences, bingo, pirinola, domino, jenga so that the students were motivated to play and to learn at the same time.

I completely follow the Communicative Language Teaching as it is regarded as **Based on “the Communicative Language Teaching (CLT)** as a style intended to redefine what students have to learn in terms of *communicative* competence rather than *linguistic* competence; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge” (Cook, 2019)

Overall goals, where we should consider communicative competence. Therefore, it should be connected to the grammatical and discursive organizational aspects of language, as well as the functional, sociolinguistic, and strategic components as part of pragmatic aspects. I try to focus on real-world contexts as students might not feel represented in activities that have no relationship to their environment, therefore activities should exalt the skills necessary for communication in their context.

Furthermore, my teaching practice is focused on inductive method related to grammar as It makes students react by themselves. “we will apply the term “induction” to describe an approach

in which learners first see letters in context and are then guided on their own to discover the sound-symbol correspondences” (Русский язык, 2019).

Having it said, the most important in this method is to make students reflect on their learning, students discover the grammar rules through one context which can be in the receptive skills such as listening and reading activities. Challenging though it may be since I have to create more activities. It makes it worth working a little bit more when we see the progress and students have fun through learning. My passion for teaching would evoke a desire to work hard and put extra efforts to maximize my student’s learning. This will also enable myself as a teacher to be more creative in planning and implementing teaching learning strategies.

1.04.1 Discovery techniques

Regarding to the teaching discovery techniques strategies which are used in the class according to Harmer Jeremy “ Discovery techniques are those where students are given examples of language and told to find out how they work to discover the grammar rules rather be told them” (Harmer, 1998)

On no account, should you give the rules directly however these discovery techniques might provide opportunities to students to use cognitive skills in order to discover the rules. The most common strategies that are used in my class are the following in specific with basic levels.

Previewing technique.

In this technique, students are exposed to the new grammar structure however it is not focused on the first time. Not only is the grammar in action through dialogue, but also the students make aware of the use in order to use the language when it is needed. Having a-s a result, the mind is activated by the teacher to present the new structure. The listening and reading activities are very effective to present the grammar inductively as it is observable in my project during the presentation of grammar inductively.

Other important techniques are matching and ordering some part of the sentences or phrases so that students form the sentences without explanation or knowledge of the structure, what these techniques do is to make students aware of the structure to be more coherent in the use of the language. these activities are frequently applied in pairs or teams in order to practice the structure together and explain the rule by themselves or even help each other in case of a problem could happen.

We agree with Bransford: "There are times, usually after people have first grappled with issues on their own, that 'teaching by telling' can work extremely well" (Русский язык, 2019)

According to this author, I make the effort to practice a ludic concept in learning, I apply different games, activities where grammar can be used in context where students need to deduce and analyze it before it is explained by me. Another important aspect which I have changed during my specialization in my teaching philosophy is the use of technology. In the modern era, there is a growing demand of technology, and students are accustomed to virtual learning method.

Therefore, I consider that I must take this change as a positive stance and keep them updated into the new trends in order to assist students in their learning needs. Furthermore, using crosswords, technology, memory games, taking courses to improve my teaching practice as constant training which is a must for men is essential to have better results in classes.

Not only are the methods and approaches essential in the teaching process but also some theories which I have implemented and they have been essential and helpful in my job. It is my firm believed that the input is crucial in the learning process according to Krashen” Learners pick up language implicitly by being exposed to it ”
<http://eeai.ece.alupn.net/mod/book/view.php?id=1329&chapterid=2949>the I would honestly think that it could be part of the class in all the levels as a rule, as the more I use the language in the class, the more they understand the commands, the instructions and so on.

It is from this angle that It is considered the importance of Krashen’s theories and I made the effort myself to use the language all the time with all students from beginners to advance I used mimic, facial expressions, gestures, pictures, realia to make my students comprehend better every moment the instructions and the class.

I had to bear in mind that children learnt differently than adults however I use in my teaching practice this method, it must be admitted to use the TPR is a great tool to use in class. “First understanding, later production. If the input is comprehensible, acquisition will proceed ‘naturally.

According to James Asher, it is the best way to learn English, I held his view of learning, I used commands to direct behavior. Let me illustrate that for you, I use games in the yard to identify some expressions through running, singing, shouting so they are motivated to work through these activities using language

Finally, I am in favor of a humanistic approach orientation ” the primary goal is the understand their student’s needs, values, motives, and self-perceptions...most importantly the teachers goal is to help the student learn” (Jakobsen, 2019)

The Humanistic atmosphere is established in the classroom by me expressing genuine interest in each student.in a humanistic setting students are more likely to openly discuss their opinions, feelings and problems with learning so my students are the center of the class. The teacher guides the students into the correct action, I do not "tell" them what to do. Additionally, The Universities where I work are based on the Competency-based Education (CBE) The competency-based education (CBE) approach allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment. This method is tailored to meet different learning abilities and can lead to more efficient student outcomes.

1.05 My roles as a teacher

I play the role as facilitator and guide, and I must be seen as someone who encourages students to construct meaning through genuine linguistic interaction with classmates and teachers. The term “manager” is appropriate when a teacher is likely to promote communication, but during activities is an “advisor” answering student’s questions and monitoring their performance.

I believe the role of a university instructor to be a skillful educator is who builds good relationships with her students based on mutual respect and trust and sets the tone for a classroom community. When I think about my role as a teacher, the one thing that I constantly have focused on is the relationships that I have built with my students. I enjoy having conversations with them on subjects and issues that are important to them, and learn how they are feeling about and experiencing the world and the material that we are studying in class. I want my own classroom to be less of a class and more of a community, where we are all sharing ideas and communicating and learning from one another at the same time.

This is one of the reasons why I focused on different roles, it is hard to perform only one role with the university, it is the teacher as a facilitator of my principal role as I promote my students' learning.

As such I mention, I play distinct roles to fulfill. I perform the role as a manager of classroom activities as one of my major responsibilities is to establish situations likely to promote communication. During the activities, I act as an advisor, answering students' questions in the aspects of checking grammar, vocabulary terms and monitoring their performance. What’s more,

my teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning. I like my students investigate by themselves.

Every classroom has their own unique community; my role as the teacher must be to assist each student in developing their own potential and learning styles. I design different activities based on their learning styles using some resources such as images, technology, games, realia, in which I incorporate relevant content to the students' lives. I include hands-on learning, cooperative learning, projects, videos, movies, themes, and individual work that engage and activate students learning.

1.06 Changing my perspectives

Apart from this, I believe, I must be flexible. I must be aware that things do not necessarily turn out in the way they had expected. At times, things go the other way round. Flexibility requires teachers to modify their lesson plan and course to suit the learners' needs as we are working with technology all the time.

Never had I thought of culturalism issues from this perspective until I study the specialization, I am more aware of this issue in my class now as it is an elemental issue in the communication for students be able to perform successfully in a communicative situation. Despite teaching the course following the syllabi, the culturalism is omitted or limited as it is not considered important in the class. Nonetheless, it must be taking into consideration as people are moving to new communities in new countries as never before; urban areas are growing rapidly and are increasingly multicultural; businesses are global; people are connected through the internet; and English is becoming a necessary basic skill.

Technology in class.

What is more, the impact that technology has had on today's schools has been quite significant. This widespread adoption of technology has completely changed how I teach and students learn. Although I am learning how to teach with emerging technologies (tablets, iPads, Smart Boards, digital cameras, computers), as I am not very good at technology, my students are always eager to help me using it. The advanced technology is shaping how students learn. By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school.

I try to make use of significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective new technology or the use of new media to fullest advantage. Although it is complicated in some cases for the lack of technology in some classrooms, and my lack of ability in this issue, the students show their interest sharing their cellphones, internet, etc and their expertise and ability to technology to do the activities.

Chapter 2.0 Methodology and Practice.

2. Theoretical foundation

2.0.1 Intercultural component

Teaching with cultural aspects, it is very important as students must be aware of intercultural issues every day and everywhere as resulted of the globalization, they are communicating with people around the world. It is taken from the chapter 3 It is important then, to emphasize the importance of cultural input in the teaching of a foreign language, as well as of analyzing the factors of failure in cultivation of students' capacity of intercultural communication. (Beare, 2019)

Our students come from different socioeconomic strata. In Mexico, it is also common to find students with Indigenous backgrounds in the English classroom; many of them may celebrate in different forms celebrations and festivals so teachers should use approaches and coherent activities and materials is critical to provide learners with the means to access and analyze different and diverse cultural practices and meanings, whatever their origin.

In this case, I applied reading, listening, and speaking activities because the topic is such an important topic that students need to be aware of difference in cultural aspects and different believes to celebrate which it makes worth doing. I applied the topic of culture and the differences to considerate when they have festivals or celebrations. I use the Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts when they investigate about what they do and don't in their culture when they celebrate. As they need to investigate about the countries, culture, the does and doesn't in the cultures. They knew some ways to communicate effectively with the formal and informal languages in the video.

I used The intercultural approach shows us how important it is not only to be looking at the target culture, but also to be working with the students' context. (Kramsch, 2019)- The focus shifts from trying to have contact in the local area in the target culture, it is a little bit as they can't live or be in the country but the source and material they investigate can be an important part to know the culture, the videos and to understanding that we all can create culture in the class understanding the differences. The skills of interpreting and relating when they are making the chart, it means the ability to interpret events from another person's point of view, a perspective of decentering when

they present the culture the way of the people celebrate festival in their countries. Despite of the fact that the students have different celebrations and festivals, they will explain the different ways to know their culture and customs, we are not superior of them for having different ideas since we must respect different opinions.

2.0.2 The communicative approach and linguistic competence

The communicative approach is linked to the communicative competences “we learn a language, we learn to share ideas, messages, information, proposals, and emotions within a specific social system. The ability to perform these functions and use language appropriately is called **communicative competence**. (19) Chomsky (20) was the first scholar to use the term “competence” as opposed to “performance”, as we saw in Lesson 1” (<http://eeaille.cealupn.net/>, 2019).

2.0.3 Linguistic Competence

In this part, we are checking the importance of understanding this term according to Noam Chomsky discussed linguistic competence, in 1965. One of the definitions of linguistic competence is linguistic knowledge possessed by native speakers of a language. Chomsky was referring to knowledge of language, not language in use; (he referred to language in use as performance). Linguistic competence, according to Chomsky, is unconscious (<http://eeaille.cealupn.net/course/view.php?id=19>, 2019)

The term linguistic competence or grammatical competence often refers to knowing the grammar of a language but not the social context or when to use particular words or structures. Having this definition, it is illustrated in the following example, it is influenced by the culture and the context, were I to choose one, I would opt for watching a movie, video, reading as the context will be influenced, when you listen words influenced by the culture Communicative Competence if you watch movies with friends the informal communication is implicit. knowing the social context, students use particular words or structures or even they learn different words to say something in English with movies like idioms, different meaning according to the situation though students watch a movie or video with parents or teachers, it is more formal and the context is different since it is in the school or house so that the grammar is different and the way the behave too

According to the history, the learning process had been influenced by the world war as the soldier could not communicate having as a result other way to teach English which involved efficiently communication. It is mentioned that it was relevant for two aspects that contributed to a change in English language teaching. (Woods, 2019)

The first event was Dell Hyme's (2) publication of his theory communicative competence. In this theory, he asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately. (<http://eeaille.cealupn.net>, 2019)

What is more, the approach had changed totally the teachers changed their methodology from a focus on the structure of the language to a focus on communicating with the language. As it had been mentioned above, the student is not only to be prepared to know the grammar but also he needs to interact with individuals, he interacts in a social context that determines the language which is defined by the sociolinguistic rules determine what is said and how it is said. Having said in other words, it depends on the context, the relation with the speakers and of course with the register used according to the formality. Furthermore, the situations were more real, and the verbal and no verbal communication were highlighted to express their ideas.

2.03 The inductive method

The definition of the inductive method quotes Harmer Jeremy "the teaching of inductive grammar is where the grammatical information is hidden from the students, they are even learning the language by inferring the structure through the activities or a text". (Harmer, 1998, pág. 6) In this sense they coincide in their definition with Larseen, Freeman and Daine Larse "is the immersion of the student in the foreign language, but within a context in which the student can deduce the new grammatical structure without having to resort to a direct explanation" (Larseen Freeman, 1991, page 65)

In the sense of making students reflect through the conceptualization of the new grammar rule using activities author Margaret Hierro. mentions "the teacher, should lead the student to reflect on choosing activities where they develop the production of statements with the new grammatical aspects of those that make use of the correct or incorrect statements and then explain them formally students will begin to make hypotheses about the grammatical rule until reaching the correct deduction "(Hierro, 2015, page 26)

Richards et al. (1985) stated that apprentices are not taught rules directly, but are allowed to discover, or induce, rules from their experience in the use of language. (Alzu ', 2019) The student will arrive at a rule outlined by him, restricted to the needs of that moment and expressing it with his own vocabulary, as well as develop an active knowledge by making use

of cognitive processes more effectively than by being in a passive role and if any action or repeating mechanical exercises

In this way, that the teacher is not who dictates the grammar rules, in this aspect is essential to detect the importance of knowing the inductive method because it is a very effective tool for the teacher, if he wants the student to use the reflection on the structure and a powerful factor to develop the autonomy of learning in students.

The communicative approach was primarily used in my lesson plan as “The crucial goal is the ability to use language appropriately. The Communicative Approach is seen today as a set of core principles about language learning and teaching, some of which focus centrally on the input to the learning process”. <http://eeaille.cealupnas.net/mod/book/view.php?id=1382&chapterid=3170>

As It is mentioned in my teaching Philosophy, it is essential to focus on the input in the learning process the Communicative Approach is based on the idea that learning a language successfully comes through having to communicate real meaning. In the Communicative Approach, the main objective is to present a topic in context as natural as possible so that I used the reading and videos to present the topics

I focus on inductive method related to grammar as It makes students react by themselves. “we will apply the term "induction" to describe an approach in which learners first see letters in context and are then guided on their own to discover the sound-symbol correspondences” (Русский язык, 2019).

Having it said, the most important in this method is to make students reflect on their learning, students discover the grammar rules through one context which can be in the receptive skills such as listening and reading activities.

The schemata

this section, In reading in an L1 and in an L2 is that all reading requires knowledge of schema. Schema is knowledge about the topic that individuals have already acquired through various experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text. There are three kinds of schemata:

Content schema refers to previous general knowledge we have about a particular topic. It may be what students know about a country, history, love or any topic based on their experience, values etc, it may be ambiguous as they could provide different interpretations about the topic.

According to formal schema or rhetorical patterns refer to the knowledge we have about the different organizations of text (8)Meyer 1975). For instance, letters, essays, newspaper articles, and postcards all have different organization. When you give your students a newspaper article and they look at it, provided they have been exposed to newspaper articles in Spanish before, they will know that it is organized in paragraphs, that it has a headline and that it can also have subheadings (if it is long). If students can use their knowledge of newspaper articles to the reading task in English, they should know that the headline gives the topic of the piece of news and that each paragraph has information introduced by the subheadings.

The third type of schema is linguistic schema which refers to the linguistic information we have stored in our mind in order to decode words and their meanings (9). Examples about linguistic schema are the following: a) verbs are converted into past by using -ed, b) the progressive is formed by using “be” plus the ending -ing, c) the prefix un- is used to make the opposite of some words like “unhappy,” and so on. This type of linguistic schema is also considered data-driven, or bottom-up. Readers can understand the meaning by using linguistic information.,

2.04 The interactive model of reading.

In this part, we are checking the importance of understanding the reading process as it is mentioned by Carlos Sánchez Lozano (3) argues that reading has three stages:

1. decoding
2. making inferences
3. critical reading (Sánchez Lozano, 2019)

These are consisted of the cues morphemic analysis, semantic knowledge, syntactic knowledge, and contextual clues to identify the meaning of unknown words and/or phrases. The second stage is when the reader makes inferences, or makes guesses about the meaning. The reader uses previous knowledge and experiences to comprehend the text. The third stage, the reader try to reach a global understanding of the author’s intended meaning and seeks to identify the authors’ underlying intentions.

The students are able to make judgments about the reading. The bottom-up and top-down models intend to explain this cognitive process using phonemes and reading for meaning which is

the main objective in any text. So I used the interactive model to make students to be aware of the structure but at the same time to introduce the grammar inductively

Bottom-up / Top-down listening approach

Pre- listening This phase prepares students with these two processes through activities that involve prior knowledge, making predictions, and reviewing key vocabulary.

While-listening This stage focuses on comprehension through exercises that involve selective listening, general idea, sequencing, etc.

Post-listening Finally, this step leads us to a response to comprehension and may require student's opinion about the topic.(11) (<http://eeaille.cealupn.net>, 2019)

According to the bottom-up and top-down process, I used different strategies based on my objective and content in my class.: By the end of the lesson, students are able to answer listening questions about festivals activity using listening for specific information and highlighting key words strategies to understand the celebrations and festivals around the world. Speaking may be planned or unplanned. Most everyday talk is unplanned and informal.

2.05 Culture

The following topic is very important discussing what culture means is not an easy task as culture is very difficult to define. Nonetheless, I choose **culture as shared language, beliefs and values.**

The characteristics of the culture according to the chapter two are the following:

Culture is shared. A culture consists of a group of people who share social knowledge, who have similar values and belief systems that enable them to interact successfully with each other.

Culture is contextual. A culture emerges out of a specific context, environment and history also includes political, economic and social forces such as revolutions, invasions, economic depressions or even things less dramatic like the invention of mobile phones, I-phones, and computers.

Culture is dynamic. Cultures change as a result of contextual factors such as the internet, the economy and television. Because of this change, we say that cultures are dynamic. Each generation also has its own special words that define it as different from the generation before.

Culture is learned. Culture is learned from parents, family and friends to children and from one generation to another. Culture is learned through schools, churches, work places and other institutions. Although you learn your culture, as you get older, you can accept or reject parts of it.

You are not a passive cup that your parents and others fill with their culture. You are an active participant in creating yourself.

Culture is unconscious. From the time we are first born we unconsciously learn our culture through seeing, listening, doing and responding to what is around us. As we get older, especially if we study culture and visit other cultures, culture can become more conscious and we are more aware of our capabilities to make decisions.

2.06 Ethnocentrism

According to the chapter, 2 From Greek, the prefix “ethnos” refers to a group of people (as in the word “ethnic”) and “centrism” refers to center, from the Greek “kentron”. Thus, ethnocentrism is the belief that one’s group or the beliefs of one’s group are central to the world. (<http://eeaille.cealupn.net>, 2019)

It is the belief that one’s values and ways of being are more natural, superior, and more “right” than other people’s values and ways of being. Thus, you are better than others, more deserving. If people are ethnocentric, they tend to judge others in a negative way. So If individuals were very ethnocentric, they would not have the important intercultural attitudes of curiosity and openness. They also would not be interested in openly interacting and learning from people from another culture or understanding culture from another person’s point of view.

In this part is important to mention **categorization** as it is an important cognitive process that helps us make sense of the world; it helps provide meaning to our live. Furthermore, Stereotypes are any categorization of individual elements concerned with people which mark differences among those elements” (Beare, 2019)

We learn stereotypes in many ways: by media, negative personal experiences, taught to us by others so it is strongly believed that students should be aware of positive and negative stereotypes but they must respect other believes, opinions, culture and way of living in different countries.

2.07 Language Teaching is Cultural Teaching

Teaching with cultural aspects, it is very important as students must be aware of intercultural issues every day and everywhere as resulted of the globalization, they are communicating with people around the world. It is taken from the chapter 3 It is important then, to emphasize the importance

of cultural input in the teaching of a foreign language, as well as of analyzing the factors of failure in cultivation of students' capacity of intercultural communication. (Beare, 2019)

The intercultural approach shows us how important is not only to be looking at the target culture, but also to be working with the students' context. The focus shifts from trying to become a member of the target culture, to understanding that we all can create culture.

Our students come from different socioeconomic strata. In Mexico, it is also common to find students with Indigenous backgrounds in the English classroom; many of them may have learnt Spanish as a second language so teachers should use approaches and coherent activities and materials is critical to provide learners with the means to access and analyze different and diverse cultural practices and meanings, whatever their origin.

2.08 Technology and Listening

Teaching with technology, it is very important as students use the technology every day and everywhere so it is enjoyed by them working with the computers on line exercise activity in my class. Having students engaged in the activity according to the module Technology has the potential to make the development of listening skills more meaningful, interesting, and fun for our students. As a means for learning a language, kahoot represents innumerable instructional possibilities for listening because “[technology] as a tool for listening skills development, includes a logical match of system characteristics (combining text, audio and video) and the goal of listening skills development in a second or foreign language”(9). (<http://eeaille.cealupn.net>, 2019)

In this case, the lesson is applied the videos and kahoot because online resources with the Internet seemingly involved in almost every aspect of daily life whose purpose is to provide material for listening activities. In spite of the fact that there is not access to internet in the class, the participation with students was great, it was shared by them in order to play kahoot in the class. The topic was based on different celebrations and culture around the world, the use of images which adding the visual component changes the listening task, providing visual cues and re-creating a more authentic information and topic were determined to achieve my objective in the class

2.09 The importance of cross cultural awareness for reading.

The students have their own experiences in life which are influenced by their social and cultural setting. These social and cultural knowledge are part of their personality and these are taken to the English class. Therefore, as teachers we have to determine how much cultural knowledge the students need in order to understand a reading; we should try to include reading topics that are culturally relevant and meaningful to our learners.

The social and cultural which refer to the previous knowledge but it is different according to the cultural and social knowledge. It could be a word as maguay worms if you present this kind of word a student who is not from Mexico, it may be difficult to know the meaning because he does not belong to this country so that we as teacher must create some time to activate their previous knowledge and reading is active with their previous knowledge and text, we have to create vocabulary games, videos, etc to activate their knowledge to make easier the reading.

It is represented in my lesson plan for example when the reading has some unknown words in their investigation when it is mentioned the Chinese New Year Celebration, it is mentioned the Pig, Lion, Dog year and what it means. Furthermore, let me illustrate with other example, the Carnival celebration is mentioned about the Caphirina beverage, it is explained by students in the lesson to mention the traditional beverage in Brazil.

2.10 The concept of Zone of proximal Development

According to Vigotzky, "The zone of proximal development (sometimes abbreviated ZPD), is the difference between what a learner can do without help and what he or she can do with help. It is a concept developed by Soviet psychologist and social constructivist Lev Vygotsky (1896 - 1934) http://www.innovativelearning.com/educational_psychology/development/zone-of-proximal-development.html

Having students trained differently, they are emerged in a cognitive process so that they learn in a collaborative way, students learn in diverse stages such as Development Proximal Zone which is categorized by the scaffolding. Instructional scaffolding, also known as "Vygotsky scaffolding" or just "scaffolding," is a teaching method that helps students learn more by working with a teacher or a more advanced student to achieve their learning goals. (Sarikas, 2019)

The theory behind instructional scaffolding is that, compared to learning independently, students learn more when collaborating with others who have a wider range of skills and knowledge than

the student currently does. These instructors or peers are the “scaffolding” who help the student expand her learning boundaries and learn more than she would be able to on her own.

It is scaffolding that students are always been supported by teachers, tutors, strong students or parents to collaborate in students’ learning process so they need to be socially interacting with others to improve their learning. it is observable in the scramble activities in order to reflect about the structure formation in the sentences and in the presentation is made by teams, the cooperative work is done in these activities, the support is shown to have success in them

It is said that group work can be a very effective way of using scaffolding principles in my teaching experience in my class because students can learn from each other while working together on a project. More advanced students can help others learn while improving their own skills by explaining their thought process. Try to create groups that contain students with different skill sets and learning levels to maximize the amount students learn from each other. Make sure each student in the group is actively participating. If you see one student doing most of the work, have her ask the other students for their opinions, and emphasize the importance of everyone contributing.

2.11 Bram’s model of intercultural competence

Based on this need, I take into account the following approach of intercultural competence:

One of the most popular models of intercultural competence in language education has been developed by the British language educator, Michael Byram, and his colleagues. (<http://eeaille.cealupn.net>, 2019) , explains the importance of the types of knowledge presented in this lesson. He believes that in order to be an intercultural speaker, a person needs to know the social and cognitive processes that impact us, beginning at birth and continuing throughout our lives. He points out that, “knowledge of the processes of interaction at the individual and societal level” are part of intercultural competence. “If an individual knows about the ways in which their identities have been acquired, how they are ... perceived, and how they in turn perceive their interlocutors from another group, that awareness provides a basis for successful [intercultural] interaction” (Martin, 2019).

Because Intercultural competence “is a combination of social and communicative skills, including: empathy, ability to deal with conflict, ability to work collaboratively, flexibility, foreign language awareness, awareness that culture causes different discussion styles, speech speeds,

interpretation and thought patterns, techniques for handling interactional difficulties, reflection on one's own cultural background and tolerance of ambiguity". (Meyer, 2000)

In my point of view, Despite the fact that it may be difficult for teacher to apply in class in terms of interaction as students are not in the real country. It is believed that the use of scenarios or tasks that require activation of both languages and intercultural competences it is focused on the following aspects so it is essential to take into consideration.

- Intercultural attitudes. You are curious about where you are and you want to understand the people you are with. You ask questions and listen to what people say. He explains that in order to be interculturally competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way.
- Knowledge of social groups. By interacting with the people you are with, you become aware of cultural differences. Some people are very quiet, others talk loudly; some greet you with a hand shake and others greet you with a kiss on the cheek. You are developing more in-depth knowledge of social (i.e., cultural) groups
- The skills of interpreting and relating When Byram (10) refers to the skills of interpreting and relating, he means the ability to interpret events from another person's point of view, a perspective he calls decentering. There is a saying: Don't judge a person until you have walked a mile in his shoes.
- Skills of discovery and interaction. Over time, you acquire new knowledge of the cultures and cultural practices and you begin to use this information. It is highly believed to get these skills since the people are interacting in the real country checking their living way, culture, customs. By observing and asking questions, you are demonstrating the skills of discovery and interaction. Eventually you will be able to act as a mediator between people of different origins and identities.

Critical cultural awareness. Although most of the time, you have been opened, curious about, and accepting of other people's beliefs, values, and behaviors, at times you have reacted negatively to them. This response is natural in that our own values and beliefs are deeply embedded in us. Having said this, teachers should opt for being able to evaluate their own culture's perspectives and practice critically is a necessary step toward intercultural competence.

It is believed that the use of scenarios or tasks that require activation of both languages and intercultural competences. The celebration presentation that has been devised to stimulate certain intercultural behavior through spoken language. It is the use of trigger texts and videos which are

used in my lesson plan to create an intercultural context. The video presents the way people celebrate a festival, the activities, the food, the music, the families get together in a celebration. As it is mentioned in the above part, it is known how the identity has been acquired, how their culture is perceived, how interact from another group, it might be with the investigation about the celebration and how it is performed during the festivals, and the interaction among the people

2.12 The festivals and Celebration as part of the culture.

Learning about different countries and destinations attract the students 'curiosity to investigate about the country and to be involved in the culture. It is believed that festivals are a great way to explore new places and immerse yourself in a culture which is not necessarily close to your own. Meeting the locals and participating in the events they organize can be extremely fun and educational. In addition, Festivals are an expressive way to celebrate glorious heritage, culture and traditions. They are meant to rejoice special moments and emotions in our lives with our loved ones. They play an important role to add structure to our social lives, and connect us with our families and backgrounds. They give us a distraction from our day to day, exhausting routine of life, and give us some inspiration to remember the important things and moments in life. Festivals were started to pass the legends, knowledge and traditions onto the next generation. Nothing brings people together like festivals do. They play a pivotal role in nation-building; bringing people from every religious, economic and social background together. In addition, traditional celebrations are some of the core aspects of any culture. Whether it is a wedding, a harvest festival, a religious holiday, or a national observance, our celebrations are woven tightly into our overall cultural identity.

When we move overseas, part of the excitement of living in a new culture is exploring and joining in the celebration of the local holidays and traditions of our adopted country. Some of these experiences will provide memories that will last a lifetime. (<https://www.internations.org/magazine/observing-holidays-and-traditions-abroad-16216/the-importance-of-celebrating-your-traditions-as-an-e>, 2019)

LESSON PLAN



Chapter 2

Date & Place April 27th, 2019. Pachuca, Hidalgo

1. Lesson plan identification cell.	
Author	
Educational stage	University students level A1 from different careers
Title of your Lesson plan	Cultural and intercultural Festivals and Celebrations activities around the world.
Learning Objective of the plan/Competency	Develop student's speaking abilities to describe celebrations and festivals, identifying there is, there are grammar structure to describe the activities, using inductive method in teaching grammar. Propósito formativo-intercultural o make students aware about the diverse way to celebrate to have them reflect on their different kinds of living, believes, culture around the world
Communicative skill considered	Listening, reading, speaking
State of the following options	Introduction of the topic
Functions	Giving directions, Describing important places and celebrations
Main Grammar structure	There is / there are
Other Grammar structures	Present simple imperative
Brief description of the plan	Students are able to describe important celebrations in which they have to make presentation about these celebrations using the grammar there is,

	there are taking into consideration the different cultural and multicultural aspects in some countries celebrations.
Hours of the plan implementation	9 hours
Number of sessions	3 sessions of three hours
Contents required for the lesson	Reading/audio/Video/Interactive apps.
Link of the content	
EEAILE tutor on line	Gernot Rudolf Potengowski

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	on number
Activation			01
Before the lesson	Teacher gives some markers to make a brainstorming on the blackboard about celebration and festivals in Mexico.	Students create the brainstorming on the blackboard and the date.	
Students make a brainstorming to remember the main celebrations in Mexico.	Teacher explains the purpose of the unit.	Students greet the class	01
During the lesson	Teacher welcomes students to the	Students talk about their previous	01

	<p>class. Teacher elicits briefly the picture about celebration and festivals in the unit</p> <p>Teacher creates the context based on the celebrations and festivals and go over the following questions:</p> <ul style="list-style-type: none"> • Where do you think each of these activities are happening ? • What countries are participating? • Why are they celebrating? • When do they happen? • What celebration would they like to attend? • Why would they like to attend? 	<p>knowledge based on their pictures</p>	
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the objective or competencies of the lesson. scribed by the teacher.	Teacher writes the learning purposes of the lesson and have students read it and comment,	Students read the learning purposes of the lesson, clear doubts and express opinions briefly	01

3. Communicative skills development

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Duration	Evaluation
<ul style="list-style-type: none"> Inferring the idea in the text <p>Pre-reading</p> <p>vocabulary introduction</p> <ul style="list-style-type: none"> Matching exercise 	<p>Teacher asks students to read the title and infer the text</p> <p>Teacher presents some pictures and students make a matching with the word.</p>	<p>students to read the title and infer the text and infer the idea based on the pictures.</p> <p>students match the word with the picture and students create a</p>	<p>projector</p> <p>Book</p> <p>highlighter</p>	1	Peer evaluation in the reading questions

<p>While-reading</p> <p>Students use the bottom up approach to get the main idea</p> <p>Students use the bottom-up approach: to identify the grammar and the answer</p> <p>The reading activity will be individual to underline the grammar structure in order to reflect on it.</p> <p>scanning</p> <p>Post reading</p> <p>Students use the up-down</p> <p>Questioning</p> <p>Discussing</p>	<p>Teacher asks students to read the text using skimming to get the main idea.</p> <p>Teacher asks students to underline the sentences to make aware of the structure</p> <p>Teacher asks students to underline the answer to make sure about the answer</p> <p>The questions will be checked in pairs to exchange their answers</p> <p>Teacher asks students to discuss about a festival or celebration in Mexico and activities during the festival</p>	<p>sentence with the word.</p> <p>Students read using skimming strategy to identify the grammar through the highlighting structure.</p> <p>Students read using scanning strategy to identify the answer through the looking for specific information</p> <p>Students indicate where the answers are in order to confirm the answers correctly.</p>			
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		Students discuss about their celebrations and festivals in Mexico.			
Vocabulary introduction UFO, festival, several, talks, planetarium, alienist, costume, contestant, parade.	Teacher present some pictures and students make a matching with the word.	Students match the word with the picture and students create a sentence with the word.	Project or Markers	1 1	Individual teams
1st practice Ordering sentence using the grammar there is / there are related to festivals and celebrations. Circle the correct option in the book	Teacher creates some sentences and cut them in parts to students form the sentences Teachers asks students answer the page in the book.	students order the sentence to make students reflect on the grammar structure there is/ there are students circle the correct option in the book related to the grammar.	Book Cut up sentences	1	evaluation ual
2nd practice or Social interaction Guessing game. The students describe a festival or celebration in	Teacher prepares pictures with one celebration and asks students choose one.	Students describe the picture which was chosen previously to his /her	Picture celebration	1	Individual through the description.

their country and his/her partner guess what it is.		partner in order to guess it.			
Grammar Focus students are able to identify the grammar inductively through the reading using the highlighter to emphasize the grammar.	Teacher asks the students to read the text in order to make students reflect on underlining the grammar there is/ there are	Students read and underline the grammar in the text in order to reflect on the use of the grammar there is/ there are.	Book Marker blackboard	1	Individual Group-work Informal
Summary Students write a short description about a festival or celebration in their communities using there is/there are minimum 7 sentences	Tea teacher asks the students to write a short description 60 words about a festival or celebration in order to make students reflect on underlining the grammar there is/ there are	Students write a short description about a festival or celebration in order to make students reflect on underlining the grammar there is/ there are	notebooks	1	Peer evaluation descriptions in pairs and check them

Listening

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Pre-listening Using ITC to activate knowledge and make students	Teacher asks students to upload the kahoot app to play in the culture quiz.	Students play kahoot to make students aware of the difference in	Speakers Audio book	2	Group work through the observation and participati

<p>aware of the different cultures</p>	<p>Teacher asks students to watch a video about Chinese culture and answer the questions about its traditions and culture</p>	<p>culture around the world</p>			<p>on in the class</p>
<p>Information processing activity</p>	<p>Teacher asks students to pay attention on the most important aspects of the Chinese festival. Teacher asks students to read the questions in the worksheet.</p>	<p>Students listen to the message and circle the places on the map which are mentioned by the speaker.</p>			
<p>While-listening</p>	<p>Teacher asks students listen to the message in the first part to get the idea about sounds, and sentences</p>	<p>Students write the imperatives to be aware of the imperative grammar.</p>			
<p>Listening for gist</p>	<p>Teacher asks write the aspects do not do in the Chinese festival New Year to emphasize imperatives.</p>	<p>Students answer the questions according to the celebration.</p>			
<p>Bottom-up processing</p>	<p>Then, teacher asks students circle the correct answer in the worksheet .</p>	<p>Students write on the</p>			
<p>Top-down processing</p>					
<p>The listening activity will be individual to identify specific information in the message.</p>					
<p>Post-listening</p>					
<p>The questions will be checked in pairs to exchange their answers</p>					
<p>Discussing</p>					

	<p>Teacher asks students answer the questions</p> <p>Teacher asks students to make teams and discuss the tradition and differences between the Mexican Celebration New year and Chinese New year celebration,</p>	<p>blackboard the sentences in order to make reflection and practice the grammar</p> <p>students circle the correct answer in the worksheet .</p>			
<p>Vocabulary introduction</p> <p>Zoo, science museum, bus station, movie theater, shopping mall, fountain, main square, factory, park</p>	<p>Teacher displays the picture about the words on the project related to places.</p>	<p>One student watches the places on the project and describes it to their group so they need to guess what it is and write a sentence on the blackboard.</p>	<p>Project or Book Pictures markers</p>	<p>2</p> <p>2</p>	<p>Individual through the description</p> <p>Group participation and individual through the game</p>
<p>1st practice</p> <p>Filling the chart about the places to visit in the</p>	<p>Teacher makes the chart about the places to visit in the Chinese New Year festival in order to be filled</p>	<p>The students fill the chart about the places to visit in the Chinese New Year festival in</p>	<p>Audio Listening track</p>	<p>2</p>	<p>Grog group work and individual through the</p>

Chinese New Year festival	with the specific information	order to be filled with the specific information using listening for gist strategy.	Blackboard chart		participation
2nd practice or Social interaction	Teacher prepares a map town and asks students describe and draw.	Students describe the picture which was watched previously to his /her partner in order to draw it.	Map Project or	2	Peer evaluation
Grammar Focus Identifying picture using the grammar there is / there are related to festivals and celebrations.	Teacher creates some sentences using the grammar. Teachers asks students to identify the structure and review it	students identify picture to make students reflect on the grammar structure there is/ there are students identify the picture and write the sentence related to the grammar.	Book Cut up sentences	1 2	Peer evaluation Individual
Summary Students write some sentences about things and places in their communities using there is/there are	The teacher asks the students to write some sentences about things and places in their communities using there	Students write some sentences about things and places in their communities using there	notebooks	2	peer evaluation descriptions in pairs and

minimum sentences	7	is/there are minimum sentences	7	is/there are minimum sentences	7		check them	
writing								
Step of the lesson		Teacher activities		Students activities		Materials	Session number	Evaluation
Pre-writing		Eliciting		Teacher asks students to their investigation festival and celebration the culture quiz.		Book Video Project or Worksheet video	3	Peer work
While -writing		Familiarization: Students are taught certain grammar and vocabulary items, usually through a text.		Teacher asks students to watch a presentation format. culture and answer the questions about its traditions and culture Teacher asks students to pay attention on the most important aspects of the presentation		Students read their investigations Students read and identify the parts introduction, development and conclusion. Students answer and check the layout of the presentation.		
Post writing		Information processing activity		Teacher asks students to follow the format to write their presentations				
				Students write their presentation and make teams. They				

		<p>work cooperatively to make their presentations</p> <p>Students need to prepare a festival presentation in the class taking into consideration the cultural and intercultural aspects in the class.</p> <p>Students write their writing and check if they have the all characteristics for the presentation</p>			
<p>Vocabulary introduction</p> <p>lantern, riddle , dumpling dragon , palace ,stadium</p>	<p>Teacher presents the picture words and gives students a worksheet to match the word with the definition</p>	<p>Students answer a worksheet to match the word with the definition according to the vocabulary.</p>	<p>Book</p> <p>Video</p> <p>Project or</p> <p>Worksh eet</p>	3	Peer work
1st practice	<p>Teacher asks students to answer the worksheet about the china culture and what it is prohibit using imperatives.</p>	<p>Students answer the worksheet about the china culture and what it is prohibit using imperatives.</p>	<p>Book</p> <p>Video</p> <p>Project or</p>	3	Peer work

	Teacher asks students answer 53 page to work with imperatives then	Teacher asks students answer 53 page to work with imperatives	Worksheet		
2nd practice or Social interaction students investigate previously about cultural and celebration country aspects to present in the class.	teacher asks students investigate previously about cultural and celebration country aspects to present in the class in team having in consideration what you do and don't in their countries about cultures.	The students investigate previously about cultural and celebration country aspects to present in the class in team having in consideration what you do and don't in their countries about cultures. They prepare their presentations	Project or computer	3	Peer work Individual observation
Grammar Focus Students watch the video about the china culture and identify the imperative with the things prohibit in the culture, it will be inductively	Teacher pastes some pictures about signals to present imperatives so students identify them easily, it is presented by inductive method to make students reflect on the	Teacher asks the students to identify some pictures about signals in order to practice the imperative through the	Book Blackboard Pictures	3	Final evaluation through the activity with a rubric

	grammar structure.	matching strategy.			
Summary students make a chart with similarities and differences from the countries presented in the class	Teacher asks students to make a chart reflecting on the similarities and differences in the countries.	students make a chart reflecting on the similarities and differences in the countries.	Chart	3	evaluation
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity Students need to prepare a festival presentation in the class taking into consideration the cultural and intercultural aspects in the class. It is a team work .	Teacher asks students to prepare their presentations	Students present their presentations	Book Video Project or Worksheet video	3	Peer work
1st practice	Teacher asks to make their presentations		Book Video Project or Worksheet	3	Peer work

<p>2nd practice or Social interaction students investigate previously about cultural and celebration country aspects to present in the class.</p>	<p>Teacher asks students investigate previously about cultural and celebration country aspects to present in the class in team having in consideration what you do and don't in their countries about cultures.</p>	<p>Students investigate previously about cultural and celebration country aspects to present in the class in team having in consideration what you do and don't in their countries about cultures. They prepare their presentations</p>	<p>Project or computer</p>		<p>Peer work Individual observation</p>
<p>nar Focus</p>	<p>some pictures about signals to present imperatives so students identify them easily, it is presented by inductive method to make students reflect on the grammar structure.</p>	<p>Teacher asks the students to identify some pictures about signals in order to practice the imperative through the matching strategy.</p>	<p>board es</p>		<p>ual evaluation through the activity with a rubric</p>
<p>ary students make a chart with similarities and differences from the countries</p>	<p>er asks students to make a chart reflecting on the similarities and</p>	<p>ts make a chart reflecting on the similarities and</p>			<p>evaluation</p>

presented in the class	differences in the countries.	differences in the countries.			
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CLASS IMPLEMENTATION

Description and the development and outcome of the activities

Reading.

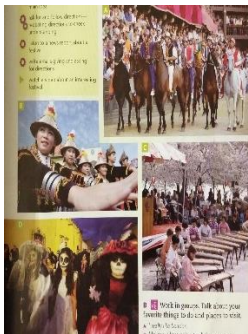
Pre-reading

I asked students to write on the blackboard what they know about festivals and celebrations in Mexico. They made a brainstorming, students wrote some words related to the important celebrations, festivals etc. they were enthusiastic in the activity and participated the main purpose of this activity was to establish the context and to attract student's attention to the class.

The vocabulary presentation.

The vocabulary presentation was made through some images on the blackboard as the visual image helps students to make reflection on the meaning. The input of the image description was a very good strategy. Students wrote on the image the meaning

Then, eliciting was a strategy very useful to preset the topic and engage students with specific questions about the celebration. What, where, when to apply guessing strategy to make students reflect on the topic.



While-reading

In this part, the interactive model of reading These are consisted of the cues morphemic analysis, semantic knowledge, syntactic knowledge, and contextual clues to identify the meaning of unknown words and/or phrases.

It was used the top-down model to guess the meaning of the text based on the titles and pictures of the reading. After that, It is used the bottom up approach to get the main idea : to identify the grammar inductively. The definition of the inductive method quotes Harmer Jeremy "the teaching of inductive grammar is where the grammatical information is hidden from the students, they are even learning the language by inferring the structure through the activities or a text". (Harmer, 1943, page 6)

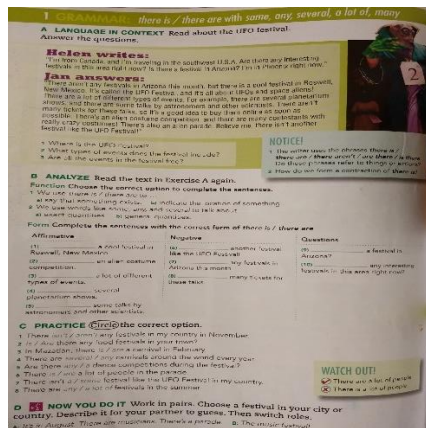
As it is mentioned by Jeremy Harmer, the skimming and scanning strategies were used in this session, the skimming to get the main idea, the scanning using highlighting the structure to make students reflect on the grammar structure there is/there are. Students completed a chart with the structures on the text to identify questions, affirmative, negative in singular and plural. The reading activity will be individual to underline the grammar structure in order to reflect on it. The scanning was used to look for the specific questions.

I used some strategies and techniques scanning, skimming and underling. Having students understood the use of these strategies, the understanding of the text was easier for them. The text was advantageous for me to review the topic there is/ there are. I could apply the content, format and linguistic schemata were they recognized the grammar. Additionally, I used the strategy guessing meaning from context when they read the text and found out the meaning exploring the context.

In this moment, the scrambling sentences strategy was used to reinforce the grammar structure, the teams ordered the sentences according to different celebrations around the world to create the complete ideas using there is/ there are



They answered the questions successfully. They circle the correct option to practice there is there are in the exercise book



Post reading

Finally, they could discuss about the UFOs festivals, they interchanged ideas and it was a nice class because the topic was interesting for them at the moment, they told me that the class was different and they used English in a real situation

Listening

Lead in

Eliciting was used to know how much they knew about celebration and festivlas around the world.

Pre-listening

I used the app kahoot to activate their knowledge about technology, students were playing in teams. I asked students to download the app in order to use it with the activity I applied the matching to identify and activate they knew some vocabulary and had fun playing kahoot in their cellphones. knowledge for the listening places and some structures. In these activities, I did not have any problems because students share their internet to play.

While- listening

I played the video to order to listen the New Year Chinese celebration. Top-down processing to identify sounds and pronunciation. The bottom up was used the listening activity will be individual to identify specific information in the message.

Students answered on the correct place to match the words according to the listening, I used the video to present imperative in inductive way. They identify what they do and don't do it in the celebrations I had some problems in this activity as one of the difficulties in teaching according to the module is rate of delivery; learners will eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Unlike reading where students can go back to check information, listeners may not always have the opportunity to stop the speaker. (<http://eeale.cealupn.net>, 2019)



In this part, they had problems with the rate as the speaker was a native speaker who spoke fast and his accent was different so that I asked interchange ideas and then in the second change I played and stop the audio some times to Finally, I asked students underline the key words on the blackboard to get the specific information about the celebration I used the highlighting key words get students' attention for specific information. This strategy was such a helpful strategy that students answered the questions with no errors in the activity.

In this part, I used the worksheet to make students reflect on the Chinese celebration and to talk about culture. Finally, they answered the exercises on the page in the book about imperative.

Unit 5 Here, there, and everywhere

Before you watch

1 Match the words to the meanings.

- | | |
|------------|--|
| 1 lantern | a) mythical animal, traditional Chinese symbol |
| 2 riddle | b) large building for an emperor or a king |
| 3 dumpling | c) a kind of light made of paper |
| 4 dragon | d) a place for sports events |
| 5 palace | e) a puzzle |
| 6 stadium | f) a type of food |

While you watch

2 Choose T (true) or F (false).

- | | |
|--|-------|
| 1 Chinese people celebrate the New Year for 15 days. | T / F |
| 2 The Lantern Festival started over 3,000 years ago. | T / F |
| 3 The lanterns often have riddles on them. | T / F |
| 4 The paper dragon is a kind of puppet. | T / F |
| 5 The dragon was a symbol of the emperors of China. | T / F |
| 6 The Forbidden City is now a museum. | T / F |
| 7 The stadium is next to a shopping mall. | T / F |
| 8 You can hike along parts of the Great Wall. | T / F |

After you watch

3 Complete the sentences with words from the video.

- People light lanterns because they believe it will bring good weather and good _____.
- You can see lanterns in streets, homes, shops, and _____.
- The lanterns are in different shapes, colors, and _____.
- People eat savory dumplings filled with meat and _____.
- Dragons are a symbol of _____, strength, and good luck.
- The stadium is known as the _____ Nest.
- There are plans to build a shopping mall and a _____ next to the stadium.
- About _____ million tourists visit the Great Wall each year.

6 **IMPERATIVE** the imperative

A **LANGUAGE IN CONTEXT** Listen to this conversation. Then complete each statement below with the correct option.

Rick: Excuse me, is there an ATM near here?
Sophie: Yes, there's one in the Union Bank. It's on Mason Street.
Rick: How do I get there?
Sophie: Go straight ahead on this street for two blocks. Turn right on Park Street and go one block. Then turn left on River Street and walk about half a block. The bank is on the left, next to the supermarket. Don't go into the bank. The ATM is outside.
Rick: OK. I'm on Park Street, and then left on River Street.
Sophie: That's right. Don't worry. It's easy to get there.
Rick: Thank you very much.
Sophie: You're welcome.

1 Rick wants to ...
a) get money
b) ask something
c) eat lunch

2 Sophie tells him ...
a) the location of the bank
b) directions to get there
c) a bank

NOTICE!
1 The underlined words in the conversation are nouns, verbs, or adjectives.
2 Sophie uses these words to ...
a) give directions
b) ask questions
c) give personal information.

B **ANALYZE** Read the conversation in Exercise A again. Read the examples below.

Form Read the examples below and **circle** the correct option to complete the sentences.

Affirmative	Negative
Go straight ahead on this street.	Don't go into the bank.
Turn right on Park Street.	Don't worry.
Walk half a block.	Don't talk.
Read the signs.	Don't be late!
Please write your name.	

1 In the imperative form, there is / is not a subject before the base form of the verb.
2 Negative imperatives have don't / doesn't before the base form of the verb.

Function Circle the correct option to complete the statement. Add one more example to each column of the table.
We use the imperative to talk about ...
a) giving instructions or directions

C **PRACTICE** Put the words in order to make sentences.

1 Street / on / turn / left / Baker / .	5 write / please / name / your / .
2 to / this / song / listen / .	6 three / ahead / go / for / blocks / straight / .
3 instructions / read / the / .	7 for / concert / tickets / buy / the / two / .
4 at / don't / answers / the / look / .	8 bank / don't / open / your / .

D **NOW YOU DO IT** Work in small groups. Take turns giving and following instructions.
On weight ahead. Turn right. No, don't turn left. Turn right. Stop.
Walk to the door. Open the door. Don't close it.
Close your book. Look at me.

Here, there, and everywhere! **UNIT 5**

Post listening

Finally, students discuss about this celebration and what country they would like to visit in order to express their ideas about the topic and to prepare the topic for the speaking class which will be my project to evaluate in the first oral test. I made a discussion, students participated very well.

Writing

Lead in

Eliciting

Teacher asks students to their investigation festival and celebration. Expressing the interest for these cultures

In the writing class, I used real writing. When writing for real purposes, audiences may require the use of specific information. Brown describes three types of real writing.

In this case, I tried to use the third category plan activities: In the English classroom, students can generate formal writing such as diaries, letters, postcards, notes , presentations and personal handwritten or online messages.

Pre-writing

I asked students to write a draft to organize and stretch ideas. They followed a semi-controlled writing, I wrote a similar one on the computer to present on the projector to explain the layout of the presentations and at the same time the information which must be.

While-writing

Students read and identify the parts introduction, development and conclusion. students answer and check the layout of the presentation. students follow the format to write their presentations. students read their investigations Students write their presentation and make teams. They work cooperatively to make their presentations, students need to prepare a festival presentation in the class taking into consideration the cultural and intercultural aspects in the class. It is seen the Development Zone of Vygotsky, when students worked cooperatively and the scaffolding is occurred when they helped each other, the strong students helped the weaker students or when I monitored and helped them. I gave feedback about organization, tips, spelling mistakes and so on so they could realize at the same time and the other student corrected their presentations when they checked their presentation.



Post-writing

Students wrote their writing and check if they had the all characteristics for the presentation

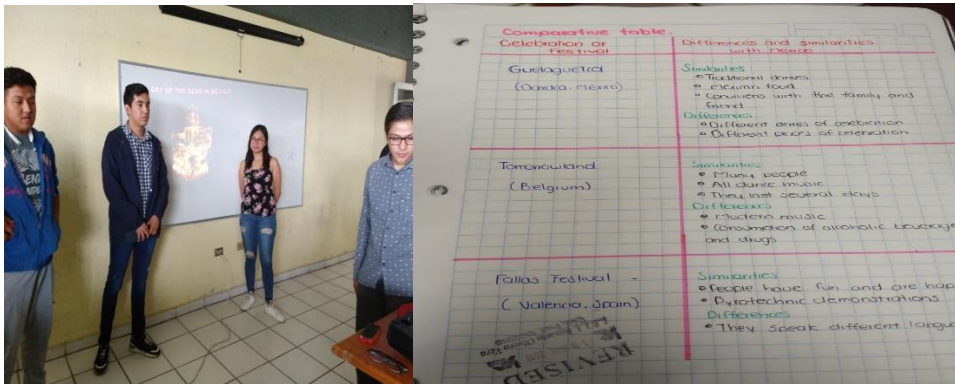
Finally, they enjoyed the class and the students looked their pieces of writing on the cellphone to check and discuss and debate was the best recommendation for me.

Speaking

In the presentation: students talked about a celebration or festival which had been investigated, so they participated to engage in the topic, I asked students about the most important aspects about culture and culturalism when they mentioned the culture and activities when they talked to the differences among them in terms of activities, food, celebrations and so on

I asked students to make a chart in order to extract the most important information about the differences and similarities in their different celebrations

Challenging though it may be since I had to create more activities. It makes it worth working a little bit more when we see the progress and students have fun through learning. My passion for teaching would evoke a desire to work hard and put extra efforts to maximize my student's learning. This will also enable myself as a teacher to be more creative in planning and implementing teaching learning strategies.



2.12.1. Link video and transcript

: https://youtu.be/yrFnZD_4G38

Video link is in the specialization platform you.tube

Time	Stage	Methodological Remark
00.12	Introduction	
ELICITING FESTIVAL AND	CELEBRATIONS AROUND THE	WORLD
00.40	Involving students in the topic	Activating Schemata
1.47	Presenting vocabulary	Using input and images to identify the word
2.21	Reading	Using bottom up approach to identify structure
3.18	Presenting grammar	Using inductive method to identify the chart completing the chart
4.52	Practicing	Students order the sentence to make aware of the form
KNOWING A DIFFERENT	CULTURE	
5.26	Listening	Students use ITC to make students identify differences in culture
6.09	While listening	Students listen videos to identify specific info and grammar imperative
PREPARING THEIR	PRESENTATIONS	

6.30	Writing	Students write their presentation cooperatively scaffolding stage
6.40	Speaking	Students present their presentation

2.02 The assessing or evaluating tools.

I evaluated with the Performed Based Assessment Approach “it consists of any form of assessment in which students construct a response orally or in writing” (<http://eeail.cealupn.net/course/view.php?id=19>, 2019)

It is focused on the real situations as I planned presentations, taking into consideration that it could be oral or written.

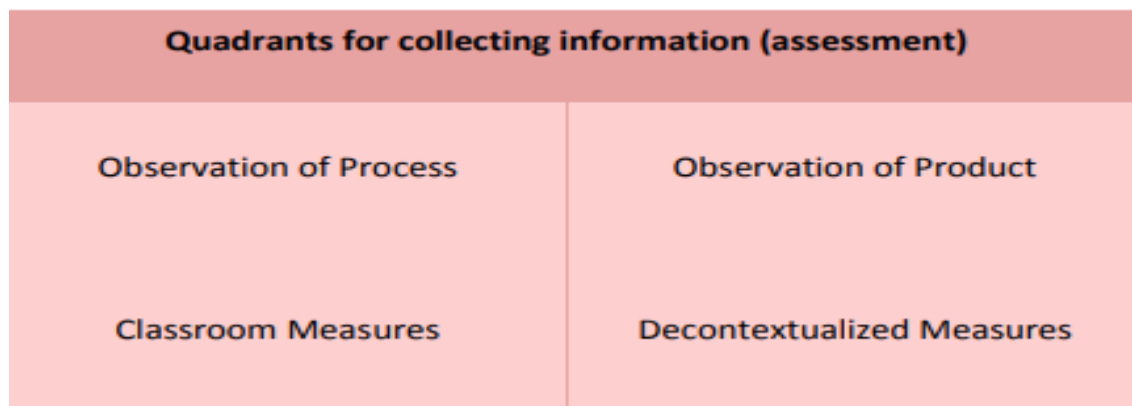
I took the characteristics of this approach

Characteristic	Example
1. Constructed response	Responding to open-ended questions
2. Higher order thinking	Solving problems
3. Authentic assessment (authenticity)	Experiments, oral interviews

4. Integrative assessment	Discussing a story in a peer group after reading it independently
5. Process and product	Essay (first draft and final draft)
6. Depth over breadth	Multiple assessments of one concept, rather than single assessments of many concepts

The assessment is an ongoing process so the type of assessment was in the centered of the students. It was authentic assessment with the oral presentations about the cultural aspects, responds to open-ended question in reading and listening. Finally, the process and product with their writing presentations.

The collecting information is used with the Quadrants for collecting informations Kulman suggests this quadrants



The observation was done during the students' achievement during the learning process. The second was in the observation of the product, it was provided a grade according to the final product. The third quadrant was about the presentation of the class which was presented in the class. I used the rubrics as tools to evaluate some aspects such as he purpose now is to look at analytic rubrics and how these tools can help the teacher assess specific aspects of the writing domain. Analytic rubrics generally focus on more specific aspects. In the writing domain an analytic rubric might be focused merely on organization

I made A HOLYSTIC rubric to evaluate individually students with the rubrics in personal and have a better feedback, I used the tools for rubric as it is practical for the five principles according to H. Douglas, Brown:

- **Practicality, it should not be too expensive so it is very economical and accessible to everybody.**

- Validity

the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment

- Authenticity What are the goals of learning a second or foreign language to be able to communicate **and carry out real-world tasks using the target language**
- **Washback**
learners receive information about their current performance level. Learners can use that information to work on areas identified as more problematic

The students will be evaluated with a rubric where parameter are described according to the activity every descriptor is related to the activity. What is more, the attitude to students, participation and individual work take an important role in the evaluation and it is a constant process all the time in the class. This rubric is added in the appendixes

It was alternative assessment when the students had peer-evaluation on their writing presentations in the class.

The students were aware about the differences among cultures, celebrations and festivals, they could express their ideas and were competent to describe a celebration or festival using the grammar correctly.

Chapter 3: Experience Report

When reflecting on this lesson with my student and teaching practice, there have been so many challenges, so many celebrations, and so much that I have learned. I have been pushed beyond my comfort zone, and I have grown as a teacher immensely. It is hard for me to only talk about a few of the takeaways that I have gained from this specialization

First, I have learned the importance of culturalism and culture. I know, this sounds repetitive, but I have found myself so amazed about the lack of attention in this topic. I expected to always plan the perfect lesson, explain everything perfectly, and have everything go smoothly and as planned. And let me be the first to say, this is rarely the case. I have learned how important it is to accept that we are not perfect teachers, and neither are our cooperating teachers. We all have things to learn, and my student teaching experience has taught me how to learn from my mistakes when the activities were not as good as I expect. I learned something from my errors and from the students almost every day, and being open to this and vulnerable allowed me to

grow, adapt, and think on my feet when they are expert in technology and help me to solve my problems, it was one of the biggest challenge for me in the specialization

With being honest about my mistakes and imperfections, I was able to also form stronger connections with the students. This is another takeaway from this lesson plan . I have always valued forming strong relationships with my students in order to create the best learning environment for them, but I was able to truly see the value of this throughout the semester. Being the first placement where I was able to be with the students every day of the week, I was able to see the growth of my relationships with them from day to day over the course of the lesson plan in this semester. I was very proud of myself when my students could do the activities successfully and they were eager to participate in the class, they could activate their knowledge in order to learn grammar inductively and the use of the ICT What is more, The impact that technology has had on today's schools has been quite significant. This widespread adoption of technology has completely changed how I teach and students learn. Although I am learning how to teach with emerging technologies (tablets, iPads, Smart Boards, digital cameras, computers), as I am not very good at technology, my students are always eager to help me using it. The advanced technology is shaping how students learn. By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school.

Finally, I have learned the importance of having the methodology very clear in your mind when you are planning as it depends on the success in the class. You can walk into any classroom and see completely different environments, teaching styles, student personalities, curriculum, resources, etc. It is so easy to have your own ways and your own approaches to teaching, disregarding anything else that you encounter. I have learned that opening up to approaches and styles that I am not particularly used to is beneficial to help me learn more ways that I can help my students and to also learn more about what I like and dislike as a teacher. Rarely does anyone have a perfect student teaching placement. I am fortunate to have enjoyed mine, but I have also learned that there is value in learning about what you do not want to do as a teacher just as much as learn what you do want to do. It is so important to continue being open minded so that you can leave room to grow into a more effective teacher!

I have really enjoyed my student teaching experience despite all of its hardships and challenges. I found myself in very low points but also in very high points throughout the specialization, but I can clearly see how it has all grown me as a teacher, and I feel as though I can confidently walk into whatever classroom I will be teaching in the future.

Chapter 4 Conclusions

CONCLUSION

I would like to sum up the chief points of what has just been said, the importance of reflecting on what we teach when we design strategies and listening activities was very important for me as it is one of the things must be of concern to us is the implementing in the theories , methods, approaches that was the most relevant issues in the teaching learning process as we understood how we construct our teaching philosophy and identity as at the same time, we reflect on our teaching practices, it can help us as a teacher to plan better activities.

Furthermore, the activities are relevant to have success in the class so the strategies and techniques take a central role and the strategies which are used by teacher to get the best results in students to provide activities when they applied cognitive and metacognitive where they can analyze and work actively is another important aspect in the classroom as we have to simulate these contexts in the class using the technology, which are essential part in our professional teaching performance due to the fact that these are the new generation and gadget which we live, thus, the language is involved in all the activities mentioned academic, familiar and society, and arts so they take a very important role in the class.

The values, the culture and behavior were applied in this module as well as the activities and strategies to develop and straighten the four skills were chief points to design and provide better quality classes in my teaching practices as they made me change my mind in some aspects about it. What's more, students could enjoy using technology in the class as it is what does live in the society so we have to be prepare for the challenges in the use of the TIC'S in the class specially we as teacher were not born in the technology decade and we are not used to.

Teachers are assumed to have an effective role in managing the most successful learning process (Rivkin, Hanushek, & Kain, 2005). As a result, it then accentuates the needs of training and move towards educating teachers who are fully qualified and not just label them as competent teachers solely due to their capability of speaking the language. This specialization has provided many opportunities to my teacher's subject matter preparation as I am better professionally trained, there has been claimed that students' achievements are highly linked to the amount of teachers' knowledge as well as the quality of learning openings, Hence, I get more familiar with teaching procedures and related knowledge. with all information

required on appropriate handling of any pedagogical task in classroom. Having a widened scope of knowledge would imply the best planning of the activities based on the most appropriate approaches, methods, techniques to obtain the best results in the students' learning process.

Furthermore, shared the teaching practices and knowledge with my other classmates in the specialization during the video conference, the colloquium or even out of the classes was a constructive experience as it was a beneficial way to interchange ideas, to improve my teaching practice with their pieces of advice to implement or get better in my classes in the universities where I work.

The Tutor's guidance and recommendation were helpful and essential in this specialization since he has a depth knowledge in this field also a clear idea in the observations which were made to improve my teaching practice and made me aware and reflect on the changes, the corrections in order to give orientation in terms of strategies, implementations to develop my activities related to the most appropriate methodology. In spite of the difficulties in this specialization with the video, I consider the video a valuable tool since s comments from different perspectives can be added to the class to take into account to get progress every day.

To conclude, it was a useful and practical module, it was based on the three module in the specialization. Challenging though it may be for me as the health problems, the lack of experience and use of technology, I tried to accomplish with all the requirement to finish the specialization, it made me reflect on the importance of taking into account the different approaches, principles and activities to design and prepare in the class carefully to have a success in the class and help students to develop these skills.

Declaration letter.

DECLARATION UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranj

I **Rosario Olvera Vera**, declare that the following ***Final project*** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

A handwritten signature in black ink, appearing to read 'Rosario Olvera Vera', with a horizontal line extending to the right.

Signature: ROSARIO OLVERA VERA

Date of the submission.

02/07/2019

Chapter 5. Appendixes

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Product Rubric

Name of the product _____

Student's name _____

Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	<u>Tasks</u>
Ideas are hard to understand and often confusing	Ideas are somewhat unclear and need some explanation.	Ideas are clear and easy to understand.	Ideas are easy to understand and well developed.	Ideas
All topics are not addressed and information is missing.	All topics are addressed, but information is limited.	All topics are addressed and information is complete.	All topics are addressed and information is complete and goes beyond task.	Information
Final product is incomplete, missing key parts or lacking effort.	Final product is complete but limited in detail and effort.	Final product is complete and accurate. It is visually appealing.	Final product is complete and accurate. It contains added elements that enhance the overall project.	Quality
Several requirements were not met.	No more than one requirement was not met.	All requirements were met.	All requirements for each activity have been met and exceeded.	Requirements
Content is minimal in relation to the activities and / or there are several factual errors.	Project includes essential information about the topic with 1 or 2 factual errors	Project included essential knowledge about the topic.	Project covers topic in depth with details and examples. Subject knowledge is excellent.	Content
No clear organizational structure is present.	Content is organized, but does not flow together.	Topics are organized with 1-2 flaws in the structure.	Content is well organized using headings to group materials.	Organization

Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.	Makes several errors that may interfere with comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes few errors in the following areas: <ul style="list-style-type: none"> verbs in utterances when necessary with appropriate subject-verb agreement noun and adjective agreement correct word order and article adjectives Errors do not hinder comprehensibility.	Structure
Uses limited vocabulary. <ul style="list-style-type: none"> Mispronunciations impede comprehensibility. 	<ul style="list-style-type: none"> Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciations 	Utilizes a variety of old and limited new vocabulary. <ul style="list-style-type: none"> Attempts to use idiomatic expressions appropriate to topic. Speaks clearly and attempts accurate pronunciation. 	<ul style="list-style-type: none"> Incorporates a variety of old and new vocabulary. Uses idiomatic expressions appropriate to topic. Speaks clearly and imitates accurate pronunciation. 	Vocabulary
Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.	Uses some strategies and needs frequent prompting to the conversation	Uses all or some strategies, but may need occasional prompting.	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> survival strategies intonation self-correction 	Conversational Strategies
Slides are missing many elements, are hard if not impossible to navigate and design is	Slides contain most of the required elements, are navigable with obvious flaws,	Slides contain all required elements, are mostly easy to move between and design is	Slides contain all required elements, are easy to move between and	Power Point Presentation

seriously flawed and not appealing.	and design is limited and not appealing.	somewhat appealing.	design is visually appealing.	
			Total Points:	

40-36 points = A
35-32 points = B
31-28 points = C
27-20 points =

Rubrics for assessing Speaking

An example of a rubric that can be used for assessing speaking is shown in Fig 2.1

Criteria	5 points	3 points	1 point
Pronunciation/diction	Student (S) is easy to understand and makes few errors.	S makes many errors in pronunciation but can be understood.	Speech is very difficult to understand or student responds in L1.
Fluency	S can effectively communicate in different contexts.	S can generally communicate in most situations.	S cannot communicate effectively in any situation.
Word choice	S uses appropriate words to express meaning.	S uses words or phrases to express simple meanings.	S speaks using unrelated words.
Usage	S makes minor errors in grammar and structure and can be understood.	S makes major or frequent mistakes in grammar and structure but it is possible to understand.	S makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors.	S responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

Fig. 2.1 Rubric to assess speaking (3)

A possible variation may be to focus on just one aspect and leave the others to be evaluated later in the academic year. The next example is a chart intended to track students' language progress:

(3) Taken from Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

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