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PROPUESTA DE INTERVENCIÓN EDUCATIVA
Learning English through family celebrations

TRABAJO RECEPCIONAL

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

PRESENTA:

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Specialization in English Language
Learning and Teaching

Final project: *Learning English through family
celebrations* 

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Introduction

“No culture can live if it attempts to be exclusive.”

Mahatma Gandhi

The following document was elaborated in order to conclude Specialization in English Language Learning and Teaching at UPN CEAL, the main objective is to show the knowledge acquired during this specialization, and show how through the teaching and learning of English can emphasize the intercultural sense of the today world.

Knowing other cultures prepares students for the future, teaches tolerance and solidarity, coexistence demands these values and involves learning, as well as establishing common standards, it is necessary to adapt to others and to the situation, that is, to be flexible.

In this modern society the continues changes in economy, technology, traditional ideological paradigms, massive migrations and other social situations have modified our culture's role. The standardization of cultural patterns and the search for basic reference points for cultural identity are trends apparently contradictory that dominate modern society. (UNESCO, 1995)

These continues changes and the access to information through media such as the Internet, television, music, computers are knowledge, it not only gives a vision of the modern world but also bring closer to knowing new cultures, and precisely through the learning of other languages as English can know how to live with people from other cultures, to be respectful of their expressions and customs.

The focus of language learning is changing too, the Common European Framework of Reference for Languages (2001) recommends that in addition to good knowledge of grammar rules and vocabulary, include cultural facts in learning English that let socialize and cultural develop in the students.

In this final project develop a lesson plan that sign the importance of family in the society and will be based theoretically with the theories, approaches and techniques used in the development of the activity, the results of the students' work will be shown, their evaluation and finally conclusions and final considerations will be exposed after the completion of this specialization.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

The first chapter refers to the teaching identity and philosophy, in order to describe each of these concepts it necessary emphasize their importance for teaching, understanding that is a subjective description and own beliefs.

To begin, the teacher's professional training is described: I studied System Engineer at Instituto Tecnológico de San Luis Potosí I consider myself as a person who likes to look for solutions, to contribute ideas and to solve different problems, for that reason I wanted to study engineering, I started work at Sistema Educativo Estatal Regular (SEER) as database administrator engineer (DBA) since 2005. In 2012 I studied a master's degree in Competency-based Education (CBEM) and in 2015 I started working as a teacher in Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí (BECENE).

BECENE is a higher education institution that offers seven bachelor's degrees: Pre-school Education, Primary Education, Secondary Education (Mathematics, Spanish and English), Physical Education and Special Education and graduate degrees: master's and doctoral degrees. The students will be the future teachers of basic education and, they come to study from different contexts, so they have different knowledges acquired during their previous schools, their age when they start the career is seventeen or eighteen years old. The school has the infrastructure of a higher education school, it has classrooms, an auditorium, a gym, courts, a computer center, a language laboratory, etc. The school is located in the center of the city of San Luis Potosi, it has road access and around the school are shopping centers, restaurants, schools and an IMSS building is located opposite. (Appendix A)

A current trend in Latin American countries is the learning of English as a second language from basic education, which derives from the importance of this language as a lingua franca. In training schools, English is part of the official curriculum undergraduate programs: Pre-school Education and Primary Education since 2012, although it was considered as an extracurricular subject in the 1997 curriculum.

From 2018 onwards, English becomes part of the curricular map in every undergraduate program at Teacher Training Schools in order to improve the communicative competence of trainee teachers.

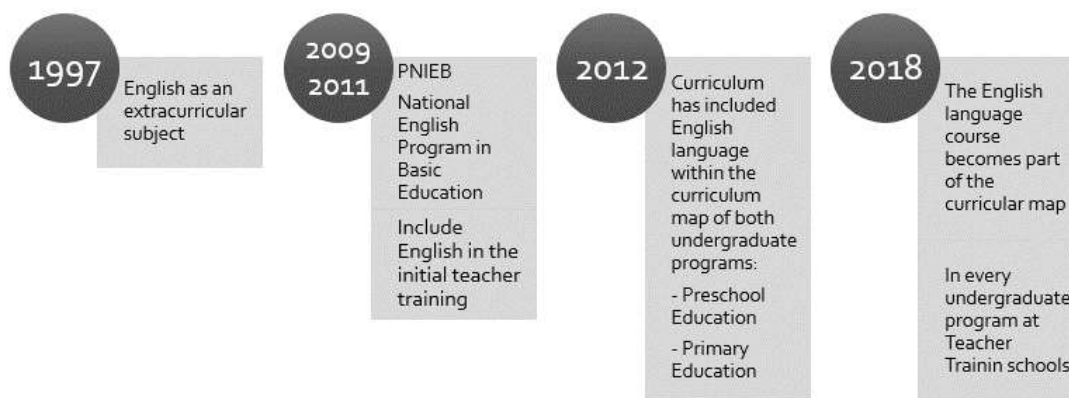


Figure 1. The evolution of English teaching in a public training school

The reason for start this specialization Teaching English as a Foreign Language is the commitment and responsibility as a teacher to be better and continue studying and learning everything that could help to have an excellent professional development.

According with Harmer students like a teacher who has lots of knowledge, not only of his subject. The preoccupation with the teacher's personality is reflected here too, teachers should not be afraid to bring their own interests and lives into the classroom (within reason, of course). (Harmer, 1998)

English is particularly important for students because of its multinational communicative setting role (Hyland, 2011)

All these changes have influenced the way of seeing teaching, to belong to teaching in a time of changes and transformations that respond to the needs of students, specifically to the needs of future teachers in Mexico.

Students' needs are changing constantly, every time students' characteristics are different and better, the learning form has changed too and teachers should adapt to this change, and teachers are part of this process and continue growing up with students and learning from them.

The purpose of teaching English language course for Training Schools is designed to develop student's ability to communicate effectively in English in contexts that will be important for them. As future teachers in a society where English is increasingly important for engaging successfully with professional and social activities, it is essential that all students develop a good level of proficiency in English. (SEP, 2018)

It is very important to contextualize learning of English because basic education students in Mexico are so diverse culturally, socially and economically. Needs of each student to learn English language must be considerate, to get necessary knowledge to have the possibility to interact with native English speakers, to have communication in different places and situations and to get better jobs and opportunities.

BECENE has a Language Department, it was created in 2014 and help in strengthening Training Schools' syllabus through the study, preparation, accreditation, certification and professionalization of languages such as English, French, Sign language and Nahuatl. English teacher has to plan classes taking into account the institutional English Program called Programa Institucional de Inglés (PIDi), usually the groups have thirty students, and previously Language Department apply a diagnostic test to identify the students' English level.

English classroom has projector, screen, speakers, television and internet connection. Language department prepares the test of the courses and they are applied and evaluated through the educational platform MOODLE is an acronym for "Modular Object-Oriented Dynamic Learning Environment." It is an online educational platform that provides custom learning environments for students. (Appendix B)

Teachers can use MOODLE to create lessons, manage courses, and interact with students. Students can use MOODLE to review the class calendar, submit assignments, take quizzes, and interact with their classmates.

MOODLE is used by thousands of educational institutions around the world to provide an organized and central interface for e-learning. Teachers and class administrators can create and manage virtual classrooms, in which students can access videos, documents, and tests. Course chat allows students to communicate with the teacher and other students in a secure environment. (Techterms, 2019)

In order to strengthen students' communication skills, BECENE has a Language Lab with computers and internet connection and students have to do some practices in the Lab as requirement to take exam (8 hours per semester) placing students according to their level.

The philosophy of teaching evolves from teaching beginnings up to now, teaching experience, even though it's only a couple of years, let to reflect on beliefs regarding teaching and learning, the mission as a teacher is considering the next aspects: to promote positive learning;

- to spark learner enthusiasm for learning;
- to provide a strong foundation for lifelong learning.

In classes and tasks assigned to students the teacher helps them to develop different skills and pay attention on what they do not learn in the same way, the hard work, patience and a strict dedication are characteristics of a good teacher. The tasks and projects are related to students' reality and feelings because they learn more when they can express their own ideas, feelings and personal opinion.

To accomplish this, teacher enjoys applying a wide variety of strategies based on essential educational principles encompassing cognitive functioning, learning theory, diversity issues, instructional planning and assessment.

Other characteristics about teaching is the use of Information and communications technology (ICT) when teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace and try to encourage students to learn and develop some skills of communications through of the use of ICT and the learning of English language.

Actually in Teacher Training Schools English is increasingly important for engaging successfully as future teachers, the aim is designed to develop student's ability to communicate effectively in English in contexts that will be important for them. English is growing in importance for accessing information, making useful contacts, understanding other cultures and participating in cultural activities. (SEP, 2018)

English I: starting basic communication has three main aims:

- 1) Develop their ability to use English in personal and social communications, to develop relationships, complete transactions and carry meet every day needs.
- 2) Increase their engagement with cultural and intercultural activities in English, in order to develop better understanding of their own culture as well as other cultures around the world.
- 3) Develop their ability to teach in a school environment where English is an important aspect of the school approach. School are expected to use English increasingly for various teaching and learning activities, and future teachers need to be confident in using English in the school environment.

The content of the course is structured around three environments or context of language use: Personal, Community and Professional. These reflect the context in which students will need be able to use English. (Appendix C)

1.02 Theory underlying teaching practice and identity.

One of the purposes of this specialization is to establish solid foundations for a thorough understanding and application of current theoretical-methodological proposals in the field of didactics (both teaching and learning) of English for speakers of other languages. (EEAILE, 2019)

In overall terms, the teaching process is to transmit knowledge and/or develop skills, but this process has evolved over time and it is important for teachers to know how this evolution has been as well as the new role of the teacher in education, the student's participation is important in this process too.

The specialization offers in Module 1 different theories of language, form, meaning and use of language and language as social practice, also, Module 2 explain three perspectives of school of thought: behaviorism and structuralism, generative linguistic and cognitivism and social theory, even though, all this information allows teachers to reflect what aspect of the language are the most important to concentrate on when you teach.

Citing (Lortie, 1975) teachers come to teacher training with ideas about the teaching-learning process formed from the years they have spent as students themselves, thus, when teachers are exposed to methods and asked to reflect on their principles and actively engage with their techniques, they can become clearer about why they do what they do. They become aware of their own fundamental assumptions, values, and beliefs. (Larsen-Freeman, 2008).

Once, the teacher is clear about what he/she does when he/she teaches and the values he/she wants to transmit to his/her students, as well as the knowledge teacher wants to achieve, comes the planning process.

The purpose of planning is help to stablish coherence, variety in class, coherence means that students can see a logical pattern to the lesson, the lack of variety coupled with relentlessness of such a procedure would militate against the possibility of real student engagement. (Harmer, 2001)

An important aspect to consider by the teacher, is the context of the student, their age, interests, learning style, prior knowledge, English level, among others will help in the process of planning the activities directed and according to the afore mentioned.

Normally, teachers use an institutional format or their own design to do the lesson plan, however, format is not really important, it is important, that it includes the times of the activities, objectives, skills to be developed by the students, activities' assessment, and the format is not a rigid format, teachers can adapt it according to the response of the students and a common situation that often arises in school activities unscheduled, the students' absences and other aspects that sometimes do not allow the completion of the planning.

The English course at Training Schools is conceived as a hybrid program, that is, it combines the systems and skills of the language with contextual work and social practices.

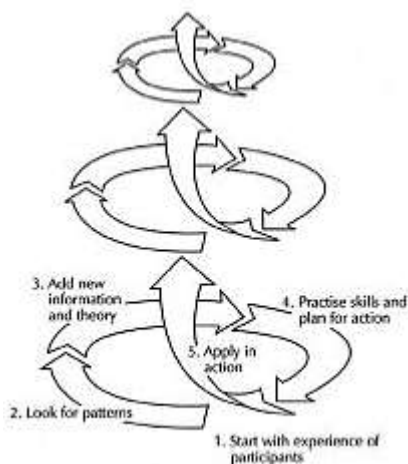


Figure 2. English Program

It is also conceived in a spiral way, that is, it implies having the opportunity to recycle contents and starting from the previous experience of the student. (SEP, 2012) Figure 2.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan.

The theoretical foundation analyzed in this specialization and the competences of the graduation profile developed by the course (Appendix D) were considered for the lesson plan presented in this document.

The theme to be developed for this lesson plan was selected based on the family-culture relationship and consider the values that English teachers must promote in the students.

Through the learning of the English language, the student will establish an effective communication developing four skills to learn English, at the same time achieving an approach to the knowledge of other cultures.

The basis of society is the family and with this principle, this lesson plan intended to awaken authentic curiosity in students that allows them to learn about other cultures through the celebrations established around the family.

Celebrations as social practices are habitual activities that structure the lives of communities, they are significant because they reaffirm the identity of those who practice them as a group or a society and, this is another skill that students should learn in the English classroom. Figure 3. (UNESCO, 2019)

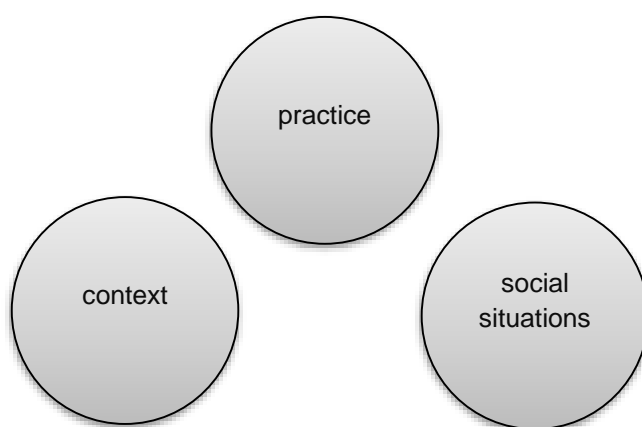


Figure 3. Social practice → learn the language, about the language and through the language

According to the syllabus, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The purpose of English course is developing linguistic competences in English, for it the lesson plan work with foundation of constructivism that emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding and discovery learning that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

Learning is a process that is constructed through social interaction. The concepts and social symbols are in the cultural and they become learning and development tools for the individual to appropriate and assimilate ideas. These tools are acquired by the individual through a "mediated" experience that involves "dialogue" with people with acquired experiences and that the student requires. In this way the individual progresses through various Learning states. The mediated experience requires a scaffolding process from the cognitive, affective and social points of view. Vygotsky (1978, in Randall and Thornton 2001: 51-52)

The teacher role is considerate as facilitator, guiding, modeling, coaching and scaffolding and the student is responsible for building his own knowledge.



Figure 4. Sociocultural Theory and ZPD

1. Lesson plan identification cell.	
Author	Sandra Luz Briones Alvarez
Educational stage	High Education
Title of your Lesson plan	Learning English through family celebrations (Holidays: Mother's Day).
Learning Objective of the plan/Competency	Culture specific knowledge about Mothers' Day
Communicative skill considered	Listening/Speaking/Reading/Writing/Technology and Interculturality
State of the following options	Introduction of the topic Share information about holidays and family's traditions Give a personal opinion different celebrations Discuss how important is Mother's Day holiday and how is celebrated it in your family
Functions	<ol style="list-style-type: none"> 1. Share information about holidays and family's traditions 2. Give a personal opinion different holidays 3. Discuss how important is Mother's Day holiday and how is celebrated it in your family
Main Grammar structure	Comparative and superlative forms of adjectives
Other Grammar structures	Evaluations and comparisons with adjectives
Brief description of the plan	<ul style="list-style-type: none"> - Learn about one of the biggest public holidays in Mexico: Mother's Day - To practice reading for specific information in an article about the holiday Mother's Day in US. - Develop public speaking skills. - Match pictures with vocabulary - Read aloud - Discuss about the habits, food, school events, date, gifts according your background. - Reading about Mother's Day in US - Investigation Customs and traditions about Mother's Day in another country where speak English
Hours of the plan implementation	4 hours
Number of sessions	4 sessions
Contents required for the lesson	Vocabulary cards (Appendix I) Power Point Presentation Photos Reading Mothers' Day https://www.history.com/topics/holidays/mothers-day (Appendix F)
Link of the content	Included in the document Lesson Plan
EEAILE tutor on line	Gabriela Ruiz de la Rosa

Introduction

Step of the lesson	Teacher activities	Students activities	Session number
<p>Activation</p> <p>Talking about the importance of the Mother's Day for Mexican community. (Appendix H)</p>	<p>Welcome to the class</p> <p>Use the projector and present a power point presentation.</p> <p>Teacher will elicit students about Mother's Day and explain the place for example (home, school, work place).</p> <p>Show some photos about this celebration in different places.</p> <p>Reference: https://www.inside-mexico.com/mexican-mothers-day/ (Appendix P)</p>	<p>Pay attention on presentation and discuss how they celebrate this day, how often, what food they prepare, what gifts do they buy?</p> <p>Identify vocabulary and practice it aloud.</p> <p>The material that I consider from this activity is material that students can find on internet using computer classroom, but another option that I could use is to read articles from magazines or newspapers and ask them for homework design a card for their mother. Document: Adjectives describes your mother.</p>	1
<p>Set the objective or competencies of the lesson</p>	<p>Recognize information about cultural diversity</p>	<p>Read, write or take a photo of the slide.</p>	1

Communicative skills develop

Communicative skills					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction (Appendix G)	Use pictures of new vocabulary words to introduce them to students in a power point presentation. Use a list of this words classified on categories.	Identify the news words relation a picture.	Presentation	2	List of vocabulary Make a cloud word and upload on the LSM.
1st practice Reading	Use reading on a sheet for individual reading and identify the new vocabulary.	Read the article about Mother's Day in Mexico and identify the words on the list	Reading	2	Response the questions
2nd practice or Social interaction	Show some photos about this celebration in different places. (Appendix K)	Discuss how to celebrate this date in different places.	Oral production	2	Oral participation
Grammar Focus and writing https://vimeo.com/296409071 (Appendix J)	Show different adjectives to describe a woman as a mom. Give document: Adjectives describes your mother	Cut out a picture of your mother and paste it on the sheet	Photo Document printed (Appendix L)	3	Sentences writing correctly. Use correct of adjectives.
Listening	With previous vocabulary identify adjectives Watch and listening the video and practice	Identify adjectives on the video (Appendix M)	Video and audio	4	Number of Adjectives recognized and use in oral presentation
Intercultural competences	Talking about the importance of family in a society Family is very important as culture in order to share and learn values	Reflect about values, family and family celebration as cultural aspect	Photos Presentation (Appendix N)	4	Attitude Participation Respect

Summary	Ask your students to search for celebration Mother's Day in another country where English language is spoken (Canada, Australia, etc.) and write report (or make a presentation) and present it to the class.	Search on internet characteristics about celebration Mother's Day	Presentation (Appendix O)	4	Upload the presentation at platform.
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2.02 Assessment

In education, the term assessing refers to the wide variety of methods or tools that teachers use to evaluate, measure and document the academic realness, learning progress, skill acquisition or educational needs of students, however, teachers need to carry out evaluations for different purposes during the course.

According with syllabus, assessment of language need to reflect the course objectives. As the priority for the course is developing speaking skills, evaluation of speaking skills should be the most important part of the assessment. However, the other skills, as well as formal aspects of English (the grammar, vocabulary and pronunciation) all need to assessed regularly.

TKT (2015) Define Formal assessment when a teacher assesses learners and then gives them a formal report or grade, to say how successful or unsuccessful they have been and Informal assessment when a teacher decides whether a learner is doing well or not, or whether a course is successful or not, by evaluating learners by thinking about their strengths and weaknesses and thinking about their progress rather than setting a test or writing an official report.

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. But it measures more: the effectiveness of learning, reactions on the instruction and the benefits on a long-term base. The long-term benefits can be determined by following students who attend your course, or test. You are able to see whether and how they use the learned knowledge, skills and attitudes.

The English language course for Training School consider a balance of skills to develop in the learning English process in order to improve the communicative competency of trainee teachers, students learn best and use information and communications technology.

In line with the different assessment purposes suggested by SEP curriculum, teacher consider informal and formal assessment. Formal test of learning at key points- e.g.in the middle and the end of a semester- in order to provide more formal feedback on their progress.

Informal assessment	Formal assessment
<ol style="list-style-type: none"> 1. Not standardized 2. No scores 3. No comparing to the students 4. Observing and interviewing 5. Normal classroom environment 	<ol style="list-style-type: none"> 1. Standardized testing 2. Scores are considered 3. Scores are compared 4. Summative test 5. Could beyond normal classroom Environment like testing facilities

Figure 5. Informal and formal assessment by Chris Van Kampen of Hope College

Teacher typically used both for different purposes during the course, at BECENE, Language Department uses formal test to evaluate learning at key points, for example at the middle and the end of a semester in order to provide more formal feedback on students' progress and assessment teachers can adapt it to our context, students and focus on the implementation of any assessment needs to be considered carefully as "what is evaluated becomes the center of attention for the school community" (SEP, 2017)

Beside the above, Language Department apply diagnostic test to identify the level of English of the students at the semester's beginning, to located students according to the level, the The teacher of a group applies a summative and oral production assessment that is done throughout the semester. (Appendix E)

According with Brown, tests, then, are a subset of assessment; they are certainly not the only form of assessment that a teacher can make. Tests can be useful devices, but they are only one among many procedures and task that teachers can ultimately use to assess students.

The result of test should be saved on the Learning Management System (LMS) and teacher could make reports and complete the assessment.

The assessment tools used are rubric, described by Heidi Goodrich, is "a scoring tool that lists the criteria for a piece of work or what counts." In other words, a rubric is usually shown as a table that lists various objectives to be met and how they will be scored. The complexity of the rubric depends solely on what is being assessed and to what extent it is being graded, and checklist, that keep students on task. Rather than losing focus and forgetting where they left

off or abandoning the task altogether, they always know where they are in a task or project. (Or should know.)

Rowlands noted: "By articulating and labelling operational steps, checklists scaffold students' metacognitive development."

Teacher focus on meaningful communication, use authentic material and select it according to different interests and needs among of group of students.

For speaking and writing skills, there are activities with a communicative approach to language learning, which the student develops tasks that could be used in their daily live, for the assessment we use rubrics and checklists in line with the Common European Framework of Reference from the Council of Europe.

For the skills of Reading, Use of English and Listening are used tests developed by teachers of support of the English academy, these exams cover the contents and topics seen in class and are organized by units.

Informal checks of learning objectives at frequent points in the course. This will include quizzes and other informal checks, where the teacher can check each student's learning as part of the formative process.

Assessment of language needs to reflect the course objectives. As the priority for the course is developing speaking skills, evaluation of speaking skills should be the most important part of the assessment, however, the other skills, as well as formal aspects of English (grammar, vocabulary and pronunciation) all need to assessed regularly.

In order to achieve this lesson plan, I considered different assessment tools, but as I mentioned in the previous paragraph, the priority is developing speaking skills, so the main activity designed is a presentation about the topic selected.

Presentations are one of the best English language learning assessment tools simply because they allow students to talk, listen, read and write. Students could use photos, posters, software presentation, videos and any material help to be creative and original but with the main aim present.

This an example that the resources defined at the beginning of course, and use the platform for grading activities and this way is useful for the students' access and for me stablished deadlines and feedback.

Title: A typical Mother's day celebration.

Students will describe orally how often they perform their Mother's day celebration through monologues, dialogues and brief conversations.

1) Take from the list below the words that express the frequency of actions to describe holiday in a small conversation with your partner.

Every day-usually-every week-teacher-never-two times a week-short-sometimes-rarely-frequently-baseball.

2. Use the vocabulary given to discuss about the mother's day celebration.

-gift -dinner-party-customs-traditions-habits- mother-son-daughter-love-party- school events-food-date.

3) Which other way to celebrate do you think the students have at school and at home? Talk to your partners and be ready to report them to the group.

Assessment: Assess oral communication skills of students.

2.03 Evidence

According to the RAE defines evidence as: "Determinant test in a process", that is, corresponds to the result of a process, is a test that demonstrates the existence of a phenomenon or fact and that is also observable and verifiable.

However, for the teacher to present the evidence of work according to the planned activity is not simple work, it is crucial the collaboration of the group, availability and motivation of the students.

In continuation some pictures and works of the students are presented according to the chronology of the planning. Attached evidences of (graphics, photos, images) You can be as creative as you want in order to demonstrate a clearer idea of what the procedures are.

As mentioned at the description of the school context, it is a higher education school, and the classrooms have the necessary resources for learning and teaching English.

The classroom has a white board, computer, projector, speakers, screen and internet access.



The power point presentation is the technological tool used in class, it is used because it is possible to insert photos, videos, music, audio, maps, etc., which is very favorable for higher

education teachers, if they plan activities that have to do with learning by discovery or meaningful learning.



Mother's Day is a very important celebration for Mexican community

- On what day of the year is Mother's Day always celebrated?
- How do you celebrate Mother's Day?
- What flower do people traditionally wear on Mother's Day?

Vocabulary list

Grammar focus

Use of adjectives for descriptions

<https://vimeo.com/296409071>

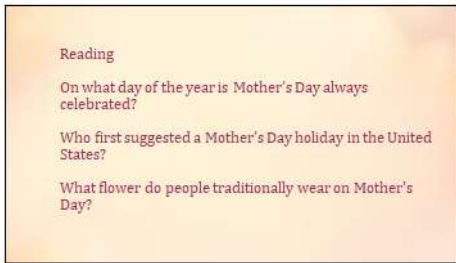
Listening - viewing  

Identify adjectives in the video

<https://vimeo.com/269059901>



Gifts



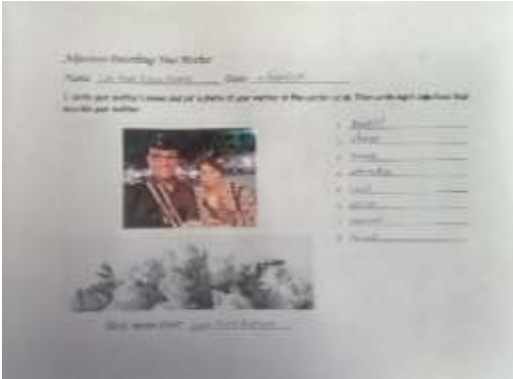
The activities that are developed individually are time consuming , teacher needs considerate this and to give time, also the students develop their work, for later, share ideas with their classmates. Due to not all students finish at the same time, sometimes who finishes quickly has to provide support to their peers, this is when the collaborative learning is achieved and the student assumes different roles in the class.




It is important the use of non-technological materials such as notebooks and whiteboards so that the student, in addition to identifying the words, speaking and writing them, manages to stay interested in the class and is motivated by the teacher to participate.



Products



Reference: Describing Your Member
 Name: Wendy, Alexandra, Wendy, Wendy (Wendy) Day/Day
 1. Write your member's name and add a photo of your member in the center circle. Then write eight adjectives that describe your member.




Write your name: Wendy, Alexandra, Wendy, Wendy

- 1. Adorable
- 2. Outgoing
- 3. Friendly
- 4. Kind
- 5. Caring
- 6. Helpful
- 7. Funny
- 8. Beautiful

2. Write 8 sentences using each adjective that you use in the adjectives you wrote.

1. My member is adorable with her feelings.
2. My member is friendly about everyone.
3. My member is outgoing during work hours.
4. My member is kind during our meetings.
5. My member is caring with our clients.
6. My member is helpful during our activities.
7. My member is funny and she makes everyone laugh.
8. My member is beautiful and she makes everyone smile.

Reference: Describing Your Member
 Name: Rosy, Rosy, Rosy, Rosy (Rosy) Day/Day
 1. Write your member's name and add a photo of your member in the center circle. Then write eight adjectives that describe your member.




Write your name: Rosy, Rosy, Rosy, Rosy

- 1. Beautiful
- 2. Kind
- 3. Friendly
- 4. Outgoing
- 5. Caring
- 6. Helpful
- 7. Funny
- 8. Beautiful

2. Write 8 sentences using each adjective that you use in the adjectives you wrote.

1. My member is beautiful and she makes everyone smile.
2. My member is friendly about everyone.
3. My member is outgoing during work hours.
4. My member is kind during our meetings.
5. My member is caring with our clients.
6. My member is helpful during our activities.
7. My member is funny and she makes everyone laugh.
8. My member is beautiful and she makes everyone smile.

Reference: Describing Your Member
 Name: John, John, John, John (John) Day/Day
 1. Write your member's name and add a photo of your member in the center circle. Then write eight adjectives that describe your member.



Write your name: John, John, John, John

- 1. Beautiful
- 2. Kind
- 3. Friendly
- 4. Outgoing
- 5. Caring
- 6. Helpful
- 7. Funny
- 8. Beautiful

2. Write 8 sentences using each adjective that you use in the adjectives you wrote.

1. My member is beautiful and she makes everyone smile.
2. My member is friendly about everyone.
3. My member is outgoing during work hours.
4. My member is kind during our meetings.
5. My member is caring with our clients.
6. My member is helpful during our activities.
7. My member is funny and she makes everyone laugh.
8. My member is beautiful and she makes everyone smile.



Teléfono: (444) 8 12 11 55

Correo electrónico: campusvirtual@beceneq.edu.mx

Área personal > IDIOMAS > PDI (PROGRAMA INSTITUCIONAL DE IDIOMAS) > SEMESTRE PAR 2018 > PLANES 2016-17 > INSB-06

Activar edición

Navegación

Área personal

- Inicio del sitio
- Páginas del sitio
- Curso actual
- INSB-06**
- Participantes



Requisito del curso

Obtener un nivel B1 bajo de acuerdo con los estándares del Marco Común Europeo de Referencia (CEFR). Este

Buscar en los foros

Búsqueda avanzada

Últimas noticias

Añadir un nuevo tema...

Nombre: Todos A B C D E F O H I J K L M N Ñ O P Q R S T U V W X Y Z
 Apellido(s): Todos A B C D E F G H I J K L M N N Ñ O P Q R S T U V W X Y Z
 Página: 1 2 (Siguiente)

Seleccionar	Imagen del usuario	Nombre / Apellido(s)	Calificación	Archivos enviados	Comentarios de la entrega
<input type="checkbox"/>		Sandra del Carmen Aguilar Vargas	100,00 / 100,00	wordcloud uno 1.pdf	Comentarios (0)
<input type="checkbox"/>		Carla Valeria Ayala Ruiz	100,00 / 100,00	WhatsApp Image 2019-05-14 at 9:03:07 PM (1).jpeg	Comentarios (0)
<input type="checkbox"/>		Ivonne Elba Castillo Castillo	100,00 / 100,00	want cloud.pdf	Comentarios (0)

Vocabulary



Create your word cloud of **vocabulary** Unit Learning 1 (IS UNIT 4.5)

Sumario de calificaciones

Participante	20
Errores	1
Debitos	18
Pendientes por calificar	0
Fecha de entrega	martes, 14 de mayo de 2019, 20:00
Tiempo restante	La tarea ha vencido
Entrega fuera de plazo	No se aceptan más entregas


[Ver Calificar todas las entregas](#)

Benemérita y Centenaria Escuela Normal del
Estado de San Luis Potosí

Ingles
Word Cloud of vocabulary
Unit learning 4,5 and
mother's day
14/05/2019

TEACHER: Sandra Luz Briones Álvarez

STUDENT: Galarza Álvarez Selene
Yahaira



Mother's Day

Mother's Day

Safe

Comprehensive

Happy

Loyal

Patient

Home

Nice

Intelligent

Friendly

Party

Fun

Food

Safe



Presentation

















 Team (4 participante)

Research on the internet how they celebrate Mothers' Day in other countries
Create a presentation or support material with the information, you can include photos
Record your presentation and share it on the institutional platform
Grade 208

Sumario de calificaciones

Participantes	20
Borradores	0
Enviadas	5
Pendientes por calificar	0
Fecha de entrega	martes, 14 de mayo de 2019, 20:00
Tiempo restante	La tarea ha vencido
Entrega fuera de plazo	No se aceptan más entregas

[Ver/Editar las calificaciones](#)

<input type="checkbox"/>	 Ivonne Elio Castillo Castillo	 100.00 / 100.00	 https://drive.google.com/file/d/1Gu2p385c17DyAgmVLGBUF3DxUfoDyAZ/view?usp=drivesdk
<input type="checkbox"/>	 daniela cedillo luis	 100.00 / 100.00	 http://danielaicedillouna.wikife.com/mat
<input type="checkbox"/>	 Patricia Alonso Chogoya Rodriguez	 100.00 / 100.00	
<input type="checkbox"/>	 laura abigail contreras londedeis	 100.00 / 100.00	
<input type="checkbox"/>	 Ana Cabrera Diaz Arta	 90.00 / 100.00	 {0 palabras} 

Students presentations links

- ✓ <https://youtu.be/acWdFwW2C3I>
- ✓ <https://danielacedilloluna.wixsite.com/mothersday>

Presentation:

- ✓ <https://docs.google.com/presentation/d/1IWQE7jZsZAHb-nwUV1vPbBuJXCID-OdnyeiCK-kKTs/edit?usp=sharing>

Video:

- ✓ https://drive.google.com/file/d/1bFLunfXjaybUmsNIBBo_NWZG3V3Ut_84/view?usp=sharing
- ✓ <https://drive.google.com/file/d/1LjFevPiDuvwYiqKRjLmz1lf5wtLWqyNm/view?usp=sharing>
- ✓ <https://drive.google.com/file/d/1MDCJVByujV3wPmVbtS202t-JB-Ba2TAe/view?usp=sharing>

2.04 Evidences tool to assessment

As mentioned, the language department provides resources to assess student learning, such as rubrics and exams that are designed by the language academy.

Here are some examples, which are available in BECENE LMS.

Rubric speaking

Grammar and vocabulary	no answer performance below 1 0 puntos	Shows only limited control of a few grammatical forms, uses a vocabulary of isolated words and phrases 1 puntos	performance share features of band 1 and 3 2 puntos	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations 3 puntos	performance share features of band 3 and 5 4 puntos	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talkin about everyday situations 5 puntos
Pronunciation	no answer performance below 1 0 puntos	Has very limited control of phonological features and is often unintelligible 1 puntos	performance share features of band 1 and 3 2 puntos	Is mostly intelligible, despite limited control of phonological features 3 puntos	performance share features of band 3 and 5 4 puntos	is mostly intelligible, and has some control of phonological features at both utterance and word levels 5 puntos
Interactive communication	no answer performance below 1 0 puntos	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support 1 puntos	performance share features of band 1 and 3 2 puntos	Maintains simple exchanges despite some difficulty. Requires prompting and support 3 puntos	performance share features of band 3 and 5 4 puntos	Maintains simple exchanges. Requires very little prompting and support. 5 puntos

Rubric writing skills

Grammatical mistakes	no answer 0 puntos	more than 5 mistakes 1 puntos	3 - mistakes 2 puntos	1- 2 mistakes 3 puntos	0 mistakes 4 puntos
include all the information	no answer 0 puntos	information is not relevant for the task, the effort is not enough for the task 1 puntos	not all of the information is relevant for the task 2 puntos	most of the information is relevant for the task. 3 puntos	all the information included is relevant for the task and fully answered the question 4 puntos
Structure	no answer 0 puntos	no paragraphs, need to work on the structure of the tasks 1 puntos	tried to write using full sentences and paragraphs; however, was not successful 2 puntos	well structured, with paragraphs, minor mistakes presented 3 puntos	well structured, with paragraphs 4 puntos
Vocabulary	no answer 0 puntos	don't use appropriate vocabulary 1 puntos	the vocabulary is good; however the vocabulary is not suitable for the task 2 puntos	good range of vocabulary, mistakes are presented, but do not affect the task 3 puntos	used a good range of vocabulary, no mistakes presented 4 puntos
Spelling	no answer 0 puntos	mor than 6 spelling mistakes 1 puntos	4 - 5 mistakes 2 puntos	2 - 3 mistakes 3 puntos	was able to write the paragraph with no mistakes 4 puntos

Example Assessment LMS

Writing

Choose ONLY ONE of the following activities

Writing:

1.- You have to look after a family of five children who are between two and eleven years old. Plan what activities they enjoy and how to spend your day with them. (35 - 40 words)



2.- Describe the picture and mention the importance of being healthy (35 - 40 words)



3.- What is your favorite sport? explain your reasons to practice it. (35 - 40 words)



Sumario de calificaciones

Participantes	26
Enviados	18
Pendientes por calificar	0
Fecha de entrega	martes, 9 de octubre de 2018, 15:55
Tiempo restante	La tarea ha vencido
Entrega fuera de plazo	No se aceptan más entregas

[Ver/Calificar todas las entregas](#)

Writing



Kiana

Estado de la entrega

Estado de la entrega	Enviado para calificar
Estado de la calificación	Calificado
Fecha de entrega	martes, 9 de octubre de 2018, 15:55
Fecha límite	martes, 9 de octubre de 2018, 15:55
Tiempo restante	La tarea fue enviada 7 días 1 hora antes
Edición de estado	El estudiante no puede editar esta entrega.
Última modificación	martes, 2 de octubre de 2018, 14:23
Texto en línea	<p>My favorite sport is basketball since 12 year old. The reason is fun, competitive with my friends and it is relaxing when I play with them in the night. I like it because remembers me father.</p>

Feedback

Comentarios de retroalimentación

My favorite sport is basketball since **I was** 2 year old. The reason is **a funny and fun** competitive with my friends and it is relaxing when I play with them in the night. I like it because remembers me father.

Ruta: p

Partial 2 B1-

Solamente alumnos del (la) Mtro (a) Sandra Luz de la generación 2016-7 deben de contestar este examen. Si no eres de este grupo y contestas el examen te será invalidado

Intentos permitidos: 1

Este cuestionario se cerró el martes, 30 de abril de 2019, 15:30

Límite de tiempo: 45 minutos

[Volver al curso](#)

PORTFOLIO (for this lesson plan do not use portafolio as activity, but at the end of the course, teacher uses it, and next is an example of assessment by the last course).

Portfolio Unit 2

A1.1. English I. Portfolio Unit 2. Teacher Sandra Briones

Assessment: 15%

1. Content structure Cover page include personal information, course, teacher name, unit name and date.
2. Purpose of the course objective.
3. Quality of information and organization.
4. Relevance of the evidence chose.
5. Coherence of the final product.

GRAMMAR

What time is it?

A.M. OR P.M.

Present continuous

Family

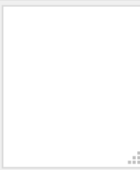
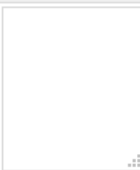
Simple present

Simple present questions and short answers

Furniture and homes

Calificación:

A.1.1. English 1. Teacher Sandra Luz Briones Alvarez

Cover page	Not included main information in the cover page. 1 puntos	Some information are included in the cover page: school information, personal information. 2 puntos	The information are included in the cover page: school information, personal information, course, teacher, unit name and date. 3 puntos	
Purpose of the course and Learning unit objective	Not included purpose of the course and Learning unit objective. 1 puntos	Include only one purpose of the course or learning unit objective. 2 puntos	Include both: purpose of the course and learning unit objective. 3 puntos	

Quality of information and organization	Lacks organization. 1 puntos	Information is clear and organized. 2 puntos	Information are clear and well developed, information is linked to the unit topic, information is organized. 3 puntos	
Relevance of the evidence chose	Few relevance is included. 1 puntos	Include only examples and vocabulary. 2 puntos	Include learning activities, examples and vocabulary. 3 puntos	
Coherence of the final product	This portfolio is weak and not effective. 1 puntos	This portfolio is average and somewhat effective. 2 puntos	This portfolio is good and effective. 3 puntos	

Assessment the presentation worked by the students, teacher uses a rubric designed by herself before for assessing the presentation, this rubric is written in Spanish and it is not translated to students with the purpose that they understand clearly the criteria.

RÚBRICA PARA EVALUAR LA ELABORACIÓN DE LA PRESENTACIÓN Y EXPOSICIÓN ELECTRÓNICA:

NOMBRE DE LOS ESTUDIANTES _____
TEMA QUE PRESENTAN: _____

CRITERIOS	EXCELENTE DESEMPEÑO	BUEN DESEMPEÑO	NECESITAN MEJORAR.
Profundización del tema	Descripción clara y sustancial del tema.	Descripción ambigua del tema, algunos detalles que no clarifican el tema.	Descripción incorrecta del tema, sin detalles significativos.
Organización del tema	Tema bien organizado y claramente presentado, así como de fácil seguimiento.	Tema bien focalizado, pero no suficientemente organizado.	Tema impreciso y poco claro, sin coherencia.
Dominio y manejo del habla.	Su habilidad comunicativa permite utilizar con gran dominio los datos que le apoyan para realizar descripciones.	Su habilidad comunicativa permite utilizar solo algunos referentes o datos para describir.	En su discurso no se utilizan datos precisos que le permitan describir.
Material multimedia de apoyo	Presentación sobresaliente y atractiva. Usa fotografías, videos o material de apoyo para su presentación.	Presentación simple pero bien organizado. Utiliza alguno de los materiales de apoyo sugeridos.	Presentación mal planteada que no utiliza material de apoyo.
Puntualidad de entrega.	Entrega previo a la fecha indicada	Entrega en la fecha indicada	Entrega un día posterior a la fecha indicada

2.05 Video

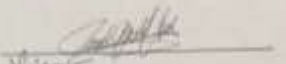
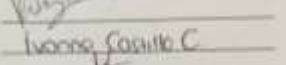

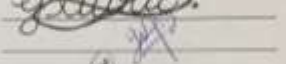
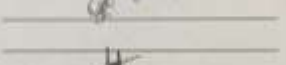


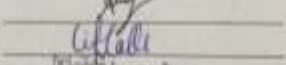

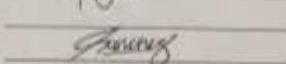
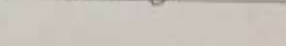






One of the challenges of this specialization was to record the class, the video as teacher reflection is a powerful tool, used appropriately teachers can learn and reflect on their own practice.

One of the mistakes that can present is that if students are notified of the recording process, they show a different attitude to everyday life, this coupled with the nerves that the situation may generate confuse the objective, however, the activity was carried out with the authorization of the students and with their participation.

<https://youtu.be/H3-sLw7mNAk>

San Luis Potosí, S.L.P., 07 mayo de 2019.
Sandra Luz Briones Álvarez
Especialización En Enseñanza y Aprendizaje del Inglés Como Lengua Extranjera
Centro de Enseñanza y Aprendizaje de Lenguas y Coordinación de Posgrado
Universidad Pedagógica Nacional Campus Ajuaco

I DO give permission to appear on a video recording and understand the video would show both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. The recording will only be used to present the teacher's performance, also contains samples of student work as evidence of learning. No student last names will appear on any submitted materials, and all materials will be used as academic work.

AGUILAR VARGAS SANDRA DEL CARMEN	
AYALA RUIZ KARLA VALERIA	
CASTILLO CASTILLO MONNE ELISA	
CEDEÑO LUNA DANIELA	
CHAGOYA RODRIGUEZ PATRICIA MONSERRAT	
CONTRERAS LANDEROS ISaura MEGAS	
DÍAZ ARIAS ANA GABRIELA	
GALARZA ALVAREZ SELENE YAHARA	
GUERRERO JIMÉNEZ ELSA PAOLA	
HERNANDEZ SÁNCHEZ VALERIA	
MARTÍNEZ PUENTE LIZBETH ARACELI	
MATA AGUILAR DALIA CAROLINA	
MATA CASTRO DANIELA	
PIÑA AVENDAÑO JANETH MICHELLE	
RAMÍREZ FLORES OTLALLI ERÉNDIRA	
RUBIO ALVAREZ LUIS ANGEL	
RUELAS ALFARO FRIDA SOFÍA	
SALAZAR GRIMALDO KAROL GUADALUPE	
SÁNCHEZ BARRIÓN NANCY PAOLA	
SÁNCHEZ MORALES CECILIA	

Chapter 3: Experience Report

As a result of this work I was able to realize how important it is to design assessment tools according to the content and development of my students.

It has been a challenging activity for me, because many of the aspects to be evaluated are designed as knowledge standards based on a level of knowledge of the language.

However, different aspects as participation, interesting, motivation, are not included and I think it is one of the most difficult criteria to assessment for teachers.

Assessment is not a simple activity and less to perform one task, this work has allowed me to reflect deeply on the work done and how I see the students' progress.

Although, as I mentioned, the development of communication skills in my students is evident when I work with them, probably their progress is not noticeable, maybe they are not even aware of it.

With the development of my activities, I realized that I did not complete the complete cycle of communication, because, sometimes to the lack of time in class, the desire to continue a lesson and complete all the content of the curriculum, I think I am learning and the most important is that I have already realized my weaknesses and areas of opportunity to grow up as a teacher.

The importance of reflection and the way a teacher can grow from past actions and myself analysis of my teaching practice help me to do correct feedback of the lesson to students.

Chapter 4: Conclusions

The specialization has been very important because it has let me to know what in my teaching practice is right and what is wrong, I consider that this specialization in English has changed my way to teach English because now I have clear the importance of the language for the society; the difference between acquisition and learning a second language; different approaches, the methods, and techniques that could help me be a good English teacher. I have learnt a lot in this course and it help me to getting better my teaching skills and competencies.

Share knowledge with my partners helped me grow in my enjoyment for teaching and learning. More importantly, I have discovered that, by sharing my experience for teaching and learning, and using these principles with enthusiasm and empathy I better connect with my students. As a result, teaching with clarity, passion, empathy, and sincere enthusiasm, effectively impacts students, ultimately connecting them to their 'passion' and lifelong learning.

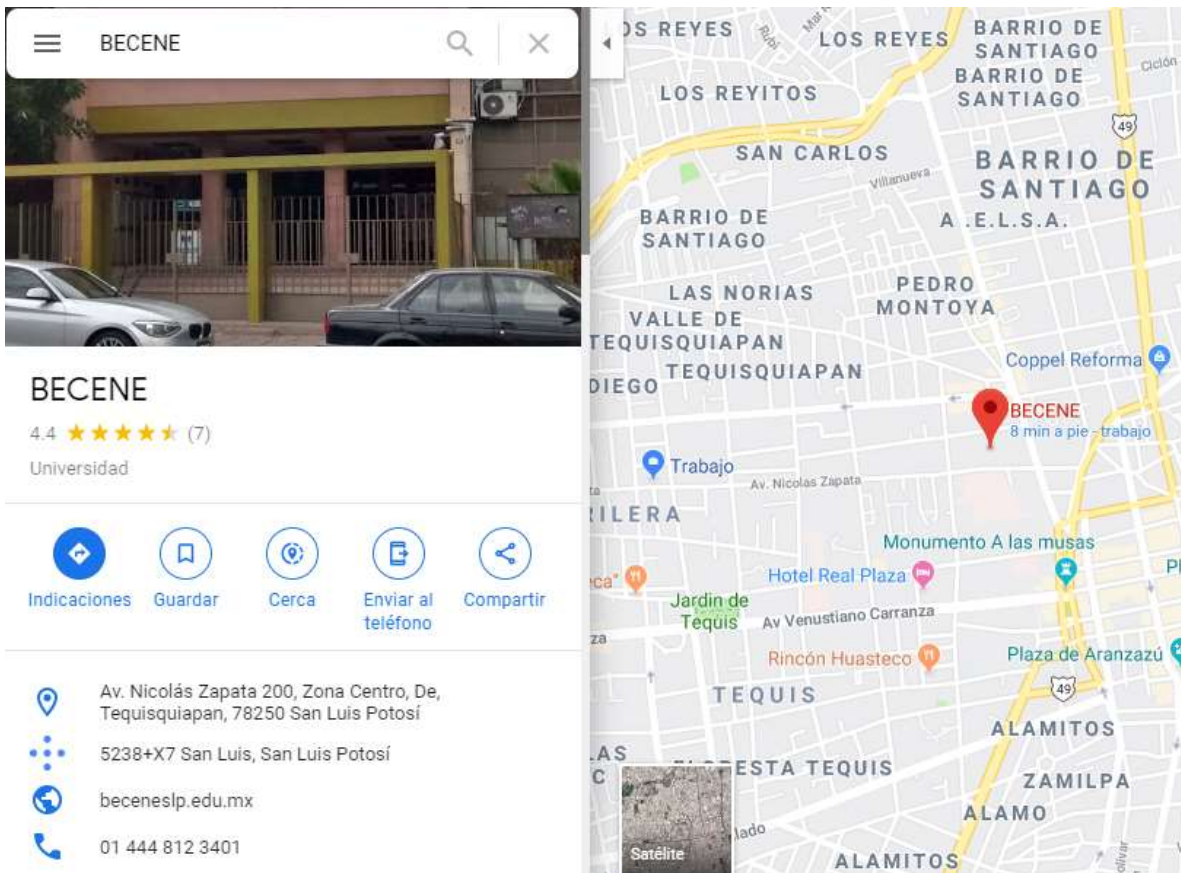
About the assessment try to improve student learning and document the knowledge, skills and attitudes and identify what that student knows or has learned. I strongly believe that one can employ numerous options to accurately assess understanding of course content among diverse groups of learners. To this end, I have used a foundation in assessment basics, from alternative types of assessment (rubrics, checklists, projects, portfolios, performance/diagnostic checks, presentations, etc.) to traditional exams/test construction. Honestly when I started this last module I reflected on my own performance about assessment, I also began to understand its importance.

Scrivener (2005) stated that: If you want to move forward; you have to be clear about what it is that you do now. Do you actually know what are you doing in class? Do you ever stop and examine your actions, your intentions, your motives, your attitudes? You keep planning for the next lesson, the next day but to look back, to recall what happened, to reflect on it; it seems harder to do. What did happen in that class? What were you like as a teacher? Dis you enable learning or prevent it? Why did you do the things you did? What were the other options, the ones that you didn't take? (p. 376)

On the other hand, this specialization has a challenge to identify the values and to question them, I know that I need to try new practices and to continue update and maintained open to the learning with the purpose be a better teacher.

Chapter 5: Appendixes and references

APPENDIX A. Benemérita y Centenaria Escuela Normal del Estado



APPENDIX B. MOODLE Modular Object-Oriented Dynamic Learning Environment

Navegación: Campus Virtual BECENE - | Español - Internacional (es) - Usted no se ha identificado. [Acceder]



Teléfono: (444) 8 12 11 55

Correo electrónico: campusvirtual@becenesip.edu.mx



Navegación: Campus Virtual BECENE - | Español - Internacional (es) - SANDRA LUZ BRIONES ALVAREZ



Teléfono: (444) 8 12 11 55

Correo electrónico: campusvirtual@becenesip.edu.mx

Área personal > IDIOMAS > FID (PROGRAMA INSTITUCIONAL DE IDIOMAS) > Ing1819a

Activar edición

Navegación

Área personal

- Inicio del sitio
- Páginas del sitio
- Curso actual
- Ing1819a
 - Participantes
 - Insignias
 - General
 - Learning Unit 1

Novedades

English I
Starting basic communication
Teacher Sandra Luz Briones

- Propósitos del curso
- Programa de estudios 2018

Learning Unit 1

Level A1 - Personal information
Greetings, alphabet, numbers

Buscar en los foros

Ir

Búsqueda avanzada

Últimas noticias

Añadir un nuevo tema...
(Sin novedades aún)

Eventos próximos

No hay eventos próximos

APPENDIX C. Course General Structure

English language course levels

Year	CEFR level descriptor	CEFR level	Semester	Course name description
1	A1 (Breakthrough)	A1.1	1	Starting basic communication
		A1.2	2	Developing elementary conversations
2.	A2 (Waystage)	A2.1	3	Sharing information and ideas
		A2.2	4	Building confidence in communication
3	B1 (Threshold)	B1.1	5	Opening new global perspectives
		B1.2	6	Becoming independent communicators

Time allocation per year and semester

Learning environments	Year 1		Year 2		Year 3		TOTAL
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	
	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	
Personal	45	45	42	42	33	33	240
Community	36	36	39	39	33	33	216
Professional	27	27	27	27	42	42	192
Hours per semester	108	108	108	108	108	108	648

Learning environment	Social practice of language
1. Personal	1.1 Exchange personal information
	1.2 Share instructions and procedures
	1.3 Participate in exchanges about everyday or immediate needs
2. Community	2.1 Recognize information about cultural diversity
	2.2 Assess impressions on artistic expressions from different cultures
	2.3 Reflect on environmental and social issues
3. Professional	3.1 Share information classrooms and school activities
	3.2 Talk about learning
	3.3 Exchange information about work

APPENDIX D. Competences of the graduation profile developed by the course.

Generic competences

- Use critical and creative thought for solving problems and taking decisions.
- Learn in an autonomous way and demonstrate initiative for self-regulation and strengthen her/his personal development.
- Cooperate to bring about innovative projects having a social impact.
- Act with in an ethical way, by interiorizing social rules and principles needed for a better coexistence.
- Use information and communications technology, as well as other languages, for understanding, explaining and offering alternative solutions to the problems encountered.

Professional competences

- Use the knowledge from the subject and its specific didactic strategies to work with the curricular contents from the Curriculum and Syllabus from Basic Education.
- Plan teaching-learning processes in accordance to current approaches of the disciplinary area, taking into account setting and students features in order to achieve meaningful learning.
- Assess teaching and learning processes from her/his students using a formative approach and analyses her/his own professional practice to propose ways to improve it.
- Build collaborative and inclusive learning environments to foster students' comprehensive development.
- Devise learning and teaching proposals using innovative methodologies and applying new technologies to education.
- Act upon civic, ethic and legal values and principles inherent to her/his social responsibility as well as her/his professional work, based on pluricultural and humanist views.

Subject-specific competences developed by the course:

- Describe ways of living from different cultures to appreciate their diversity.
- Use language to establish harmonious and responsible relationships when exercising citizenship.
- Reflect on one's own learning process to act consciously in communicative exchanges.
- Understand and produce texts to participate in a variety of everyday and concrete situations.
- Exchange basic information about personal and professional experiences.
- Recognize cultural differences when participating in brief and common exchanges.

APPENDIX E. Example of rubric writing skills

This an example that the resources that I defined at the beginning of course, and use the platform for grading activities and this way is useful for the students' access and for me established deadlines and feedback.

Grammatical mistakes	no answer 0 puntos	more than 5 mistakes 1 puntos	3 - mistakes 2 puntos	1- 2 mistakes 3 puntos	0 mistakes 4 puntos	
include all the information	no answer 0 puntos	information is not relevant for the task, the effort is not enough for the task 1 puntos	not all of the information is relevant for the task 2 puntos	most of the information is relevant for the task. 3 puntos	all the information included is relevant for the task and fully answerd the question 4 puntos	
Structure	no answer 0 puntos	no paragraphs, need to work on the structure of the tasks 1 puntos	tried to write using full sentences and paragraphs; however, was not succesful 2 puntos	well structured, with paragraphs, minor mistakes presented 3 puntos	well structured, with paragraphs 4 puntos	
Vocabulary	no answer 0 puntos	don't use appropriate vocabulary 1 puntos	the vocabulary is good; however the vocabulary is not suitable for the task 2 puntos	good range of vocabulary, mistakes are presented, but do not affect the task 3 puntos	used a good range of vocabulary, no mistakes presented 4 puntos	
Spelling	no answer 0 puntos	mor than 5 spelling mistakes 1 puntos	4 - 5 mistakes 2 puntos	2 - 3 mistakes 3 puntos	was able to write the paragraph with no mistakes 4 puntos	

APPENDIX F. Reading about Mother's Day in US

Available: <https://www.history.com/topics/holidays/mothers-day>

CONTENTS

1. History of Mother's Day
2. Ann Reeves Jarvis and Julia Ward Howe
3. Anna Jarvis
4. Jarvis Decries Commercialized Mother's Day
5. Mother's Day Around the World

Mother's Day is a holiday honoring motherhood that is observed in different forms throughout the world. In the United States, Mother's Day 2019 occurs on Sunday, May 12. The American incarnation of Mother's Day was created by Anna Jarvis in 1908 and became an official U.S. holiday in 1914. Jarvis would later denounce the holiday's commercialization and spent the latter part of her life trying to remove it from the calendar. While dates and celebrations vary, Mother's Day

traditionally involves presenting moms with flowers, cards and other gifts.

APPENDIX G. Introduction

Mother's Day is a very important celebration for mexican community

- On what day of the year is Mother's Day always celebrated?
- How celebrate Mother's Day?
- What flower do people traditionally wear on Mother's Day?



Mother's Day in Mexico

When Is Mother's Day 2019?

10 Mexico
vie, 10 de may de 2019
[Add to calendar](#)

Quick Facts

This year: vie, 10 de may de 2019

Next year: dom, 10 de may de 2020

Last year: jue, 10 de may de 2018

Type: Observance

[List of dates for other years](#)

Related Holidays

- Children's Day, 30 de abr de 2019
- Father's Day, 18 de jun de 2019

[Holidays in Mexico](#)

Mothers' Day (El Día de la Madre) is a popular celebration for mothers and mother figures across Mexico on May 10.

Is Mother's Day a Public Holiday?

Mother's Day is not a public holiday. Businesses have normal opening hours.



May 10 - a special day for moms in Mexico!

APPENDIX H. Historic context

The **two most important celebrations** in Mexico are December 12 celebrating **Our Lady of Guadalupe** and May 10 **Mother's Day** in Mexico. In a sense, both dates celebrate mothers and show the importance of mothers in the Mexican Culture. Our Lady of Guadalupe is Mexico's spiritual mother, loved and revered all over the world.

Mother's Day in Mexico is always celebrated on May 10. On that day, traffic goes crazy, restaurants are filled by families celebrating their mothers and grandmothers, flower shops & flower stands make their "Agosto", their best selling month.

Since pre-Columbian times, mothers were considered the building force of society. They were the first teachers and protectors, thus the many representation of goddesses in pre-Hispanic religions.

Around her, the destiny of the family, and of the social organization, was formed, distributed and decided. Pre-Columbian men ruled, but the women were the mediators.

Any offense to a mother in pre-Hispanic times was considered an unforgivable affront.


APPENDIX I. Vocabulary


Vocabulary Lists > Mother's Day (Mexican Spanish)

Mother's Day (Mexican Spanish)


Día de las madres


14 WORDS


 **cena** (f) fem
dinner


 **disfrutar la cena**
enjoy dinner


Vocabulary Lists > Mother's Day (Mexican Spanish)


 **regalo** (m) masc
present


 **Y este es tu regalo de cumpleaños.**
And this is your birthday present.

 **madre** (f) fem
mother

 **madre o hija**
mother and daughter

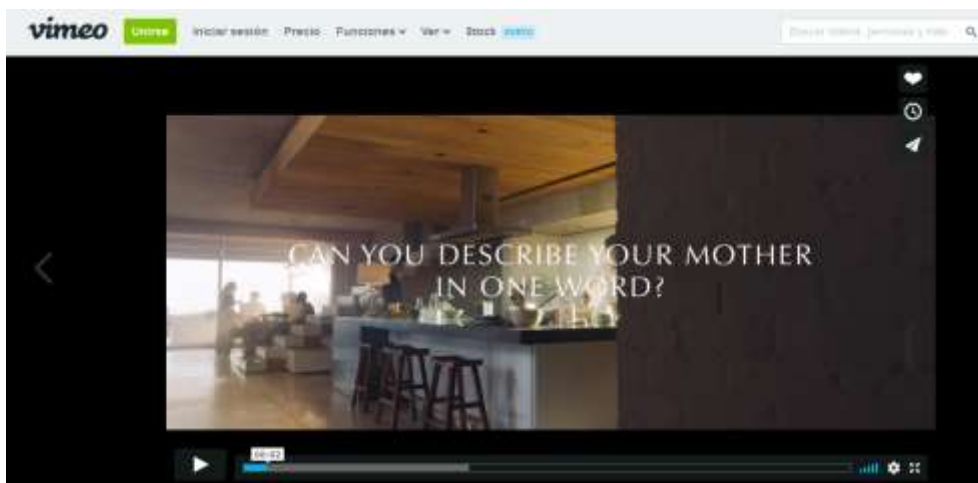
 **tarjeta de felicitación** (f) fem
greeting card

 **desayuno en la cama** masc
breakfast in bed

 **certificado de regalo** masc
gift certificate

APPENDIX J. Grammar Focus

<https://vimeo.com/296409071>



APPENDIX K. Mother's Day around the world



APPENDIX L

Adjectives Describing Your Mother

Name: _____ Date: _____

1. Write your mother's name and put a photo of your mother in the center circle. Then write eight adjectives that describe your mother.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Best mom ever: _____

2. Write 8 sentences below. Each sentence should use one of the adjectives you wrote above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

APPENDIX M. Listening and viewing

<https://vimeo.com/269059901>

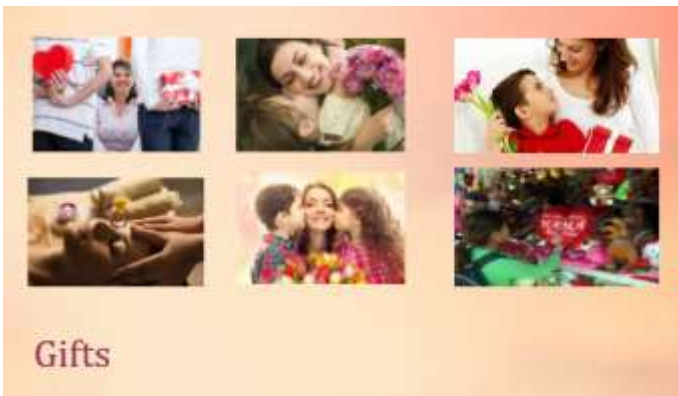
Listening – viewing  

Identify adjectives in the video

<https://vimeo.com/269059901>



APPENDIX N. Interculturality



Gifts



Handmade



Values



APPENDIX O. Presentation

✿ Collaborative task

- ✓ Research on the internet how they celebrate Mothers' Day in other countries
- ✓ Create a presentation or support material with the information, you can include photos
- ✓ Record your presentation and share it on the institutional platform
- ✓ Grade 20%

APPENDIX P. Mexican Mother's Day

 CULTURE & TRADITIONS

Mexican Mother's Day

10 de Mayo El dia de las Madres

 by [inside Mexico](#) | March 12, 2019 | 6:55 pm [Share](#) [Tweet](#)



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