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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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**SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND
TEACHING AS A FOREIGN LANGUAGE**



**UNESCO World Heritage Sites. A Glance at Culture and
Interculturality within the English Language Learning
and Teaching Classroom.**

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INTRODUCTION

Most teachers understand that languages are dynamic so it can be said that teaching a language evolves in time; English language teaching approaches, methods, and techniques have evolved from the perspective of teaching English just as language systems, say grammar, discourse, lexis, (e.g. grammar translation) to teaching it as language in use or social practices of the language, that is, what language is used for, without losing the perspective that grammar, vocabulary and the other systems are still necessary to help the learners become competent speakers.

This is precisely where the Communicative Approach takes place: social practices of the language. Language in use is concerned with the communicative uses an item of language has in a real context and is known as pragmatics, which refers to how context and function are interrelated. In his book “An A-Z of ELT. A Dictionary of Terms and Concepts.” (2006:87-88), Thornbury categorises functions in macrofunctions, which are the ones that describe how language is used in general terms: for expressive purposes, for regulatory purposes, for interpersonal purposes; and microfunctions or speech acts: inviting, refusing, agreeing, etc. According to him, microfunctions are especially useful to design language syllabuses.

Another important aspect in teaching is analyse the learners’ language, a very important process because as Thornbury mentions (2004) “...teachers of English not only need to be able to speak and understand the language... they need to know a good deal about the way the language works...” (p. x) such knowledge will help to rise teachers’ consciousness about language, it is also required in order to help learners be, as well, conscious about it; of course not only is language awareness necessary for teachers but also the ability to analyse it because as Thornbury wrote (2004) “If language awareness is the goal, then language analysis is the route to it...” (p. xi).

In order for the approach to work, it is important to keep in mind that a lesson needs to integrate the four skills as it would not be meaningful to work them out separately because language does not occur in that manner, when people communicate, all of these skills are involved at different levels. Therefore, planning becomes an essential step to deliver an

Integrated Skills lesson, and of course, Culture and Interculturality cannot be omitted as they play an important role when people communicate.

A teacher needs a framework to supports his/her work, such framework is the rationale teachers need to know and apply so their classes cover as much as possible the areas that conform a lesson: planning, reflecting, the different roles that need to be adopted during the class, learning and acquisition, activities; that is why a teacher needs to be in continuous development and never stop learning.

This Specialization has been a journey full of discoveries, hard work, lots of reading, analysing, and sharing. A journey to reshape a teacher's philosophy, and practice, to enlighten what is done in and out the classroom, to reinforce what has been working well and to change what has not, in short, a journey to become better teachers. This paper intends to show how these aspects mentioned before were covered and how they worked.

CHAPTER 1. PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

After some years teaching I have witnessed some changes in the Mexican education system; in order to talk about the one I consider the most significant, I will go back to my childhood, when I was a student. I remember that teachers were considered almighty in the classroom, the ones who knew it all and whose mission was to pass on their knowledge. That was the core: the teacher possessed the truth and had to enlighten the students. Slowly, that point of view changed, it evolved into the nowadays conception where the teacher helps, guides, provides the learners with the tools to access and acquire knowledge.

Talking about those days I mentioned before, I do not remember thinking: “I want to be a teacher” when I was a child, or even when I became an adolescent. I wanted to be a journalist, or an engineer, but I guess that deep inside there was this teacher: I used to help my classmates at school, I used to explain maths and other subjects to my siblings, and so, unexpectedly, I became a teacher, an English language teacher. Soon I realized that immersed in this contemporary conception it was important to move from what I had experienced as a student, the so-called traditional teacher, to the new teacher with all these roles and characteristics we need to have.

So, once I became an English language teacher I faced my first experience in a language school teaching teenagers and adults. I had taken the Teachers’ Course and gotten a Diploma in Language Teaching. That experience set the basis for my career as I learnt about discipline as a teacher, responsibility, love, and passion for what I do, the importance of being well prepared, and so on. Regarding that point, the importance of being prepared, my supervisor used to check my lesson plans every single day. I did not like it at all because as a new teacher I felt on the radar all the time, but now I appreciate it because that supervisor, now a dear friend, helped me understand how necessary a lesson plan is because it acts as a map through the lesson, in other words, with the lesson plan teachers have a clear idea of what we want our students to achieve, how we are going to do it, and what we are going to use to make that happen, as Harmer (2001) says “...the overriding principle is that we should have an idea of what we hope our students will achieve in the class, and that this should guide our decisions about how to bring it about.” (p. 311)

Of course, a lesson plan should not be rigid and therefore, a teacher needs to be ready to react to what happens in class as there is a difference between what we think will happen “ideally” and what happens in real life. Lesson planning is based on reflection; therefore I do believe that it is a must to devote time to reflect before, during, and after the lesson in order to improve and guide the students in the best possible way, as Nicholas Provenzano (2014) states “I grow as an educator the more I think about my practice”. In short, teaching becomes a reflective process: reflection, planning, application, modification, and reflection again.

As I continued in this path, I learnt that being prepared not only meant having a lesson plan ready, but also developing as a teacher, as a person, and so I started taking courses that broadened my point of view and helped me improve my practice: I had been introduced to the theory, the rationale behind what I was doing in and outside the classroom. In the Teachers’ Course I had been given the general theory without going deeper into authors and concepts, once I took the road to professionalization, I started reading those interesting and basic theories, and was able to understand the why and the how more in depth.

Regarding professionalization, and especially in this Specialization, I have learnt about, and applied a number of theories related to learning languages that I had not seen before. I can say for example, that after applying *Kolb’s Experiential Learning Model*, I plan to use it frequently as the results were satisfying for both, the teacher, and the students. I want to make it a permanent model in my practice because I find interesting and useful how the model starts from what the learners already know, in other words, *concrete experience* (it links to the *schema theory*) which requires an understanding of our students’ backgrounds as their schemata is shaped and influenced by their cultural and social environment; it is in those spheres that they acquire experiences, which later on, will be brought into the classroom.

This can also be seen in Vygotsky’s (1878) *Socio-Cultural Theory* and Krashen’s (1982) *Input Hypothesis*. Such input may come from different sources, especially from the ones the learners use to research, this is *reflective observation*, during this stage, the teacher must be ready to clarify the *input* so it can successfully become *intake* through interaction between peers (*abstract conceptualization* and *active experimentation*). Witnessing how these theories link and make sense has been exciting and motivating to continue doing it.

Another important concept that has changed my point of view about teaching is *culture and interculturality*. I used to believe that I had been doing everything to help my students become competent users of L2: teaching language systems, language skills, giving students practice in class, foster a safe environment, but I was missing a sensitive point: culture and interculturality. I was not aware that teaching culture is of the utmost importance because what to say and in which situation to say it, depends not only on register but also on what is appropriate in terms of culture.

It became clearer that each society has its own codes of conduct, that is, its own customs, behaviours that are acceptable and taken as good manners or correctness. Such correct behaviour depends on each community and varies from place to place and from era to era because culture is not static, it changes just as language does. Therefore, it is really important to raise awareness of our own and others' culture in an effort to seek understanding between one another so we can avoid prejudice and stereotypes that might prevent us from getting closer as citizens of the world.

In order to accomplish the previous, it is important to keep in mind what Peterson and Coltrane (2003) mention "Cultural information should be presented in a nonjudgmental fashion..." so teachers do not "...place value or judgement on distinctions between the students' native culture and the culture explored in the classroom." I am glad I made the decision to take this Specialization because it has opened my eyes and widen my perspective, which means an improved and better practice.

1.02 THEORY UNDERLYING MY TEACHING PRACTICE

There are different theories on Second Language Acquisition that try to explain such process, they go from the behaviourist point of view to that of the Sociocultural perspective. Understanding them is crucial in order to help our students to be successful in such adventure. As teachers we need to be open-minded and exert our critical thinking to take the best from each theory so we can succeed in the most sensitive part: application.

But, how do we do that? We may have several resources that range from the very basic such as books and handouts, to the most sophisticated ones such as the Internet, powerful computers or laboratories, but as Krashen says (1982) "The solution to our

problems in language teaching lies not in expensive equipment, exotic methods,... but in full utilization of what we already have, speakers of the languages using them for real communication.” (p. 1) It is in this aspect when the knowledge of the different theories, observation, reflection, and every other tool and resource, gains importance as all of them come into play when we want to help the learners acquire the language.

1.02.01 STEPHEN KRASHEN’S HYPOTHESES

1. The Acquisition-Learning Hypothesis

Krashen (1982) explains that adults have two ways of developing competence in a second language:

- **Acquisition**, which is a similar process to the one that children develop in L1.

Language acquisition = subconscious process

This means that users (of L1) are not usually aware of the fact that they are acquiring language, rather they are conscious that they are using language to communicate, therefore, as L1 speakers, we have a “feel” for correctness, in other words, utterances “sound” right and errors “feel” wrong.

- **Language learning**, on the other hand, is a formal process.

Language learning = conscious knowledge of L2

The previous means that L2 users are aware of grammar rules because they have formally studied them.

2. The Natural Order Hypothesis

The Hypothesis (in which is possible to notice a relation with Piaget’s Cognitive Development Stages applied in the SEP program – National English Program in Basic Education – regarding its cycles) states that the acquisition of grammatical structures takes place in a predictable order. Krashen refers to the grammatical morpheme “ing” as a progressive marker, and /s/ as a plural one. He mentions several studies carried out by some of his colleagues and he himself to support his hypothesis, those studies are based on

compositions and free speech, applied in adults. At school, the application of this hypothesis can be seen in the order the curriculum follows through the different levels (A1 – C2)

3. The Monitor Hypothesis

This states that it is through acquisition that L2 users “initiate” utterances. Such process has to do with fluency. *Learning* is in charge, monitoring the utterances, i.e. making sure they are correct; so, it appears to make the necessary changes to what the user “produces” through the “acquired” system.

Such process (monitor) may take place either before L2 users say or write something or after that, which is known as self-correction. In order for the Monitor to work, three conditions should be met:

- **Time** – to think about use and rules.
- **Focus on form** – to think about corrections.
- **Knowledge of the rule** – to be aware of the grammar rules L2 user is applying.

What Krashen says about the process is that the L2 user needs enough time to apply those three conditions, such fact would cause communication to break or to be ineffective. Another point he mentions is that the excessive use of the monitor may affect the Natural Order.

It is important to note that Optimal Monitor users do not apply it in regular conversations when grammar may interfere in communication (due to the reasons mentioned above) but they may use it in writing and planned speech, when there is enough time, in order to raise accuracy.

4. The Input Hypothesis

Krashen regards this Hypothesis as one of the most important both theoretically and practically because it tries to answer the *How*: How do we acquire language?

This Hypothesis is similar to Vygotsky’s ZPD as the question of how we move from the current stage, regarded as *i* by Krashen, to the next one (*i + 1*) seems to coincide with the concept (ZPD) stated by the Russian psychologist.

According to Krashen (1982), as L2 acquirers, in order to understand, we use not only linguistic competence but "...also use context, our knowledge of the world, our extra-linguistic information..." (p. 21) to understand. Therefore, two things can be said: 1. the Hypothesis deals with acquisition, but not with learning; and 2. In order to acquire language, L2 acquirers need the help of context and/or extra-linguistic information, i.e. body language, visual signs.

The previous two parts of the Hypothesis are followed by a third one, which states that $i + 1$ will be provided automatically if the previous 2 parts are present (acquisition, and context and/or extra-linguistic information) Part 4 of the Input Hypothesis states that at some point fluency 'emerges', that is 'production ability emerges' thus fluency cannot be taught.

5. The Affective Filter Hypothesis

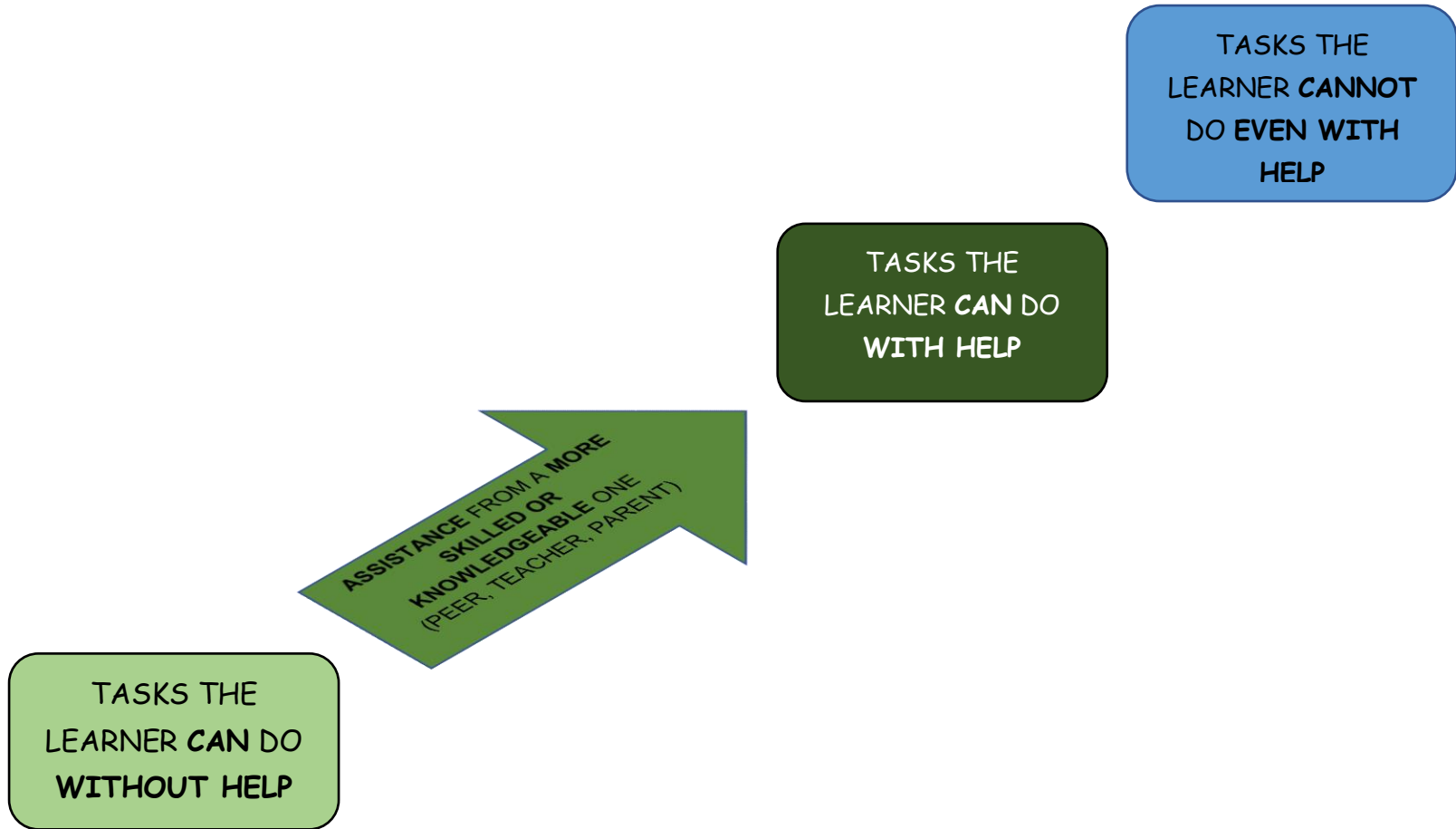
It deals with how affective factors impact the Second Language Acquisition process. Krashen says that this concept (Affective Filter) was first proposed by Dulay and Burt (1977). Rogers' Humanistic Psychology developed in 1956 also links to this concept as he states that in a non-threatening environment students will learn and grow, reaching their full potential; in the end, according to him, learning how to learn is more important than being taught.

Krashen places the affective variables into three categories:

- *Motivation* (reasons to acquire a second language): high motivation usually generates better performance in second language acquisition.
- *Self-confidence* (what self-image the acquirer has? Poor, high?): the relation seems to be that the higher the self-confidence, the better results in second language acquisition.
- *Anxiety* (is the acquirer facing stressing situations?): low anxiety leads to a better acquisition, on the other hand, the higher the anxiety is, the poorer the results are.

As we can see, the affective filter is related to acquisition, not to learning; so, when the acquirers have a low affective filter, they will tend to seek more input but if the acquirers face a high affective filter, acquisition will be more "problematic", i.e. even if the message is understood, the acquisition will not be as effective.

1.02.02 ZONE OF PROXIMAL DEVELOPMENT (VYGOTSKY)



1.02.03 INPUT, INTAKE, INTERACTION, OUTPUT, AND MOTIVATION

As discussed previously, Krashen (1982) regarded the Input Hypothesis as his most important one. In some of the lessons, it was noticed that sometimes **input** comes from the teacher in short extent and most of it comes from the sources the learners use to research, therefore the teacher must be ready to clarify such input so it can successfully become **intake** through **interaction** between peers.

During a lesson within the school year two students from one of the classes were taken to exemplify how it is happening: the class is made up of 22 students between 15 and 16 years old; they are in 5th grade in high school, they come from different groups but they take the same English class because they share the same English level: B1, according to the CEFR.

Student A is a 16-year-old male. He is not very **motivated** as he has difficulty to concentrate, actually this is not the right level for him, but it is not possible to move him to a lower level due to school regulations. Being in a higher level than he should and the fact that he does not seem to be aware of the importance of the language in his future, is what activates the **affective filter**, this makes him be reckless and most of the time absent-minded during the lessons.

The lesson was about revisiting some concepts (1st conditional) due to poor performance on an exam; **input** had been written only, trying to focus on form (grammar). By the time he had to answer an exercise, he asked when he had to use the morpheme /s/ (to indicate 3rd person, present simple) which drives to the supposition that neither acquisition nor learning have taken place as either should be present due to the course level; to confirm such supposition, some concept checking questions (CCQs) were asked, so that it could be clear what he knew but he was unable to answer them.

As far as **interaction** goes, he usually works with two girls who have a better understanding of L2, but he does not make an effort to really understand concepts nor to use L2, so despite working with more knowledgeable peers, he has not been able to move to the next ***i + 1*** stage in some concepts. From the previous, it can be said that **intake** has not been completely successful due to his lack of motivation or lack of interest in the subject, because of this situation, the **output** is poor.

Student B is a 17-year-old female. She is very **motivated** because she wants to get good grades in every school subject. It is clear that she likes the language and enjoys grammar, she seldom uses the **monitor** when she speaks as she is very fluent, which makes it clear that she has been successful acquiring the language.

During the same lesson (1st conditional revisit), she asked whether she needed to use the morpheme /s/ (third person, present simple) when using auxiliary “will”, after asking her some CCQs, she was able to answer them; that shows she has not only acquired the language, but also learnt it as she is able to use the **monitor** if necessary. She usually works with a boy, in this case she is the more knowledgeable one. She helps her peer giving him some short explanations or correcting pronunciation. This reinforces her self-esteem and makes her feel more self-confident, which in turn, rises her **intrinsic motivation**.

CHAPTER 2. METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN

1. Learners profile, rationale & timetable fit

Recent work done:

We have just finished the course and so, the textbook content. We are now preparing the finals, which means that all the work done since last week of April is related to reinforce the course content. Basically, we have been doing reviews.

Profile of the learners and a description of their age and level.

This is a 5th grade high school group, pre-intermediate level (B1) the group is made of 22 learners, 11 girls and 11 boys. They are teenagers between 15 and 16 years old. Most of them are in the correct level but a few are in a higher level than they should, in my opinion, they are A2. We have concluded the course in a remotely in a synchronic way, that is, teachers have to deliver the lessons on the days and hours in which we used to have face-to-face classes.

The students have been dealing with this situation the best they can, some feel a little demotivated but still connect and try, on the other hand, some of the students who used to be distracted in the classroom are now more focused.

2. Lesson Plan identification cell

Author	Alberto Cortés Lugo
Educational Stage	High school 5 th grade. B1.
Lesson Plan	UNESCO World Heritage Sites
Learning Objective	<p>Main Aim: By the end of this series of lessons the ss will have reviewed and used present simple, present perfect, and passive voice structures in the context of World Heritage Sites to reinforce grammar knowledge and language use.</p> <p>Subsidiary Aim: By the end of this series of lessons the ss will have designed and shown a PowerPoint presentation in the context previously mentioned to talk about the World Heritage Site of their choice.</p>
Language Skills involved	<ul style="list-style-type: none"> - Reading - Writing - Listening - Speaking
Language Systems involved	<ul style="list-style-type: none"> - Grammar - Vocabulary - Functions
Grammar Structures	<ul style="list-style-type: none"> - Present Simple - Present Perfect - Passive voice
Brief description of the plan	<p>Through a travel blog, the students will read about some facts related to World Heritage Sites chosen by the blogger. Then they are asked to choose a site from the UNESCO World Heritage Sites list and prepare a PowerPoint presentation to explain some of their chosen site's facts. Through those activities, I expect the learners to process information, write it down, and use technology to present it, where they will practice speaking. After that, by listening to the presentations, the students are expected to practice listening for specific information. Finally, the cultural component will be inserted</p>

	by asking the learners to contrast the culture in Mexico and the culture of the country where the site they chose is located.
Number of sessions	2 sessions. 2 hours per session.
Contents (Material)	Blog (online)
Link of the content	https://everything-everywhere.com/interesting-facts-and-stats-about-world-heritage-sites/
EEAILE Tutor	Norma Susana Rivera Herrera

3. Lesson Development

3.1 INTRODUCTION TO THE LESSON			
STAGE	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	SESSION
Warm up	The teacher: - Welcomes students. - Have a small talk while everybody accesses the session.	The students: - Access the session and participates in the small talk.	01
Lead in	The teacher: - Triggers discussion by asking them if they know what a World Heritage Site is. - Listens to responses, guides discussion, and help students draw a conclusion.	The students: - Provide ideas. - Listen to each other. - Draw a conclusion.	01
3.2 COMMUNICATIVE SKILLS DEVELOPMENT			
3.2.1 READING			
OBJECTIVE: By the end of the activity the students will have practiced skimming to enhance this reading sub skill.			

STAGE	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	MATERIALS	SESSION	EVALUATION
Pre	<p>The teacher:</p> <ul style="list-style-type: none"> - Pre teaches vocabulary. - Shows them a list: The countries with the most UNESCO World Heritage Sites. - Asks learners to open a web browser and access the link. 	<p>The students:</p> <ul style="list-style-type: none"> - Record new vocabulary. - Analyze the graphic (The countries with the most UNESCO World Heritage Sites) - Open the web browser and go to the requested web page. 	<p>Reading: 19 Interesting Facts About World Heritage Sites.</p>		
While (Skimming)	<ul style="list-style-type: none"> - Asks students to skim the text and identify 3 tenses. - Check what tenses students were able to identify. - Asks them to write down three examples with each tense (from the reading). - Has students read again and answer a questionnaire. 	<ul style="list-style-type: none"> - Skim the text. - Identify the tenses. - Write the examples. - Read again and answer the questionnaire. 	<p>Reading: 19 Interesting Facts About World Heritage Sites.</p>	01	<p>Questionnaire.</p> <p>The sentences they took from the reading as examples to make it an informal evaluation.</p>

3.2.2 WRITING

OBJECTIVE: By the end of the activity the students will have written a short text stating the facts they will have found about the World Heritage Site they chose.

After the writing lesson the students will prepare a PowerPoint presentation (homework) based on the written piece they will have produced in class.

Preparation	The teacher: - Explains the task. - Clarifies doubts.	The students: - Select the World Heritage Site for their presentation. - Choose a partner. - Listen to the instructions.	Text. 19 Interesting Facts About World Heritage Sites.	02	
Writing (First draft)	The teacher: - Monitors the activity. - Answers questions.	The students: - Write the first draft.			First draft.
Revising	The teacher: - Checks the draft and gives feedback.	The students: - Listen to feedback.			
Re-writing	The teacher: - Proofreads and approves the final version.	The students: - Correct the draft and prepare the final version for revision.			Final version assessed through a rubric.
Presentation (Homework)	The teacher: - Starts making a PowerPoint presentation as example to	The students: - Listen to the explanation. - Prepare the PowerPoint presentation			PowerPoint presentation.

	<p>explain homework.</p> <ul style="list-style-type: none"> - Lets students know that they will present the PowerPoint next class. 	<p>using their writing.</p> <ul style="list-style-type: none"> - Send the PowerPoint presentation. 			
3.2.3 SPEAKING					
OBJECTIVE: By the end of the activity the students will have used language effectively to show the class what they have learnt (their conclusions) after they investigated a World Heritage Site and prepared the PowerPoint presentation.					
Speaking preparation (Homework)	<p>The teacher:</p> <ul style="list-style-type: none"> - Checks homework. - Prepares a series of 2 questions per team based on the students' presentations. 	<p>The students:</p> <ul style="list-style-type: none"> - Prepare to show their PowerPoint slides in class. 			
Production	<p>The teacher:</p> <ul style="list-style-type: none"> - Explains the rules to listen to the teams present their PowerPoint slides. - Explains that the presentation is not reading but exposing the information they understood. 	<p>The students:</p> <ul style="list-style-type: none"> - Show the presentation. 	Learners' PowerPoint presentations.	03	Individual spoken presentation through a rubric.

3.2.4 LISTENING

OBJECTIVE: By the end of the lesson the students will have been exposed to each other's conclusions to practice selective listening.

By the end of each presentation, the students will be able to answer specific questions about what they have just listened to.

Pre	<p>The teacher:</p> <ul style="list-style-type: none"> - Explains that at the end of the presentation, the speakers will make some questions about it. - Sends the exercise with the questions to each student. - Makes sure students received the set of questions. - Checks for possible connection problems. 	<p>The students:</p> <ul style="list-style-type: none"> - Get ready to listen and take notes. - At the end of each presentation the speakers make questions to their classmates about the presentation. 		04	
While (Selective listening)	<p>The teacher:</p> <ul style="list-style-type: none"> - Makes sure audience's microphones are muted all the time. 	<p>The students:</p> <ul style="list-style-type: none"> - Pay attention. - Take notes. - Answer speakers' questions. 	Exercise based on the information presented.		Questions asked by the presenter as informal assessment.

Post	The teacher: - Asks students to send the exercise back.	The students: - Sends the exercise to the teacher at the end of the presentations.			
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Lesson Plan Template adapted from: UPN/EEAILE-mod3/RVP/GRR/2016 Template designed by Ricardo Velasco Preciado / Gabriela Ruiz de la Rosa

4. Intercultural component

The students will be asked to elaborate a chart comparing the culture in Mexico and that of the country where the chosen site is located. They can compare typical food, dress, celebrations, etc.

5. Evaluation

As it will not be graded, it is formative informal assessment. It will be carried out by gathering the products or exercises from each stage (Examples of tenses found in the blog, written paragraph, PowerPoint presentation, and listening exercise)

6. Conclusion

Students will be required to reflect and comment on what they learnt from reading and processing information about a significant place in the world and the people from that country.

2.01.01 THEORETICAL FOUNDATION

Rationale behind activities, materials, and assessment

READING

As discussed in unit 1 of module 2 of this Specialization, there are three reading approaches currently followed by English Language teachers, those are: *bottom-up*, *top-down*, and *the interactive model*. The way in which the bottom-up approach could be understood is by considering it as a pyramid, where the base is the smallest unit, say graphemes, and the top of the pyramid is the sentence meaning, going through all the stories: grapheme phonetic, phonemes, syllables, morphemes, and words and meaning.

The top-down approach takes into account the learners' previous knowledge, which is basic to help them understand the text since they can bring all the experience and knowledge of the world they already possess; this approach may be more motivating because the learners can see that the topic is meaningful or at least interesting for the reason that they already know something about it, this makes the reading easier to interact with. In this sense, the top-down approach may be easier to apply in the Mexican context where the learners sometimes do not have enough vocabulary knowledge to understand every single word in a text but through experience, they may infer the meanings.

One of the risks found when applying this approach is that the teacher may neglect the textual information, that is, the formal information (language systems) found in the text itself, moreover, what happens if the learners do not have enough previous information about the reading? The approach then may fail. This is why a third approach has emerged: the Interactive Instructional Approach. This approach combines the strengths of the previous two and intends to fulfil what they, separately, cannot accomplish. This approach takes into account what the learners already know about a topic and brings all the formal instruction they have.

SCHEMA THEORY

Schema is an important concept in the interactive model of reading, it refers to the previous knowledge students have about the topic, and it is through the activation of this knowledge that students can be motivated and get involved in the reading. Scholars have divided schema into three categories:

- **Content Schema**

This refers to the previous general knowledge students bring into class, in other words, all the information they possess from previous experiences. This is applied in top-down strategies.

- **Formal Schema**

It is the knowledge learners have about the layout of a text, say a newspaper article, a recipe, a note, etc. It is used to interact with the text.

- **Linguistic Schema**

This is the knowledge acquired through formal instruction, and refers to the linguistic information learners possess about syntax, lexis, etc. This is connected to bottom-up strategies.

Applying the schema theory requires an understanding of our students' backgrounds because their schemata is shaped and influenced by their cultural and social environment, it is in those spheres that they acquire experiences, which later on, will be brought into the classroom, consequently, the more a teacher knows about the learners' background, the better decisions he/she will make when selecting the reading topics in order to take advantage of their previous knowledge.

Vygotsky's Socio-Cultural Theory can be seen within the Schema Theory when it mentions that learners bring previous knowledge into the classroom because as pointed out, it is within their social environment that learners can acquire experiences. Figure 1 shows how the three categories of schemata converge to form the previous knowledge a student possesses.

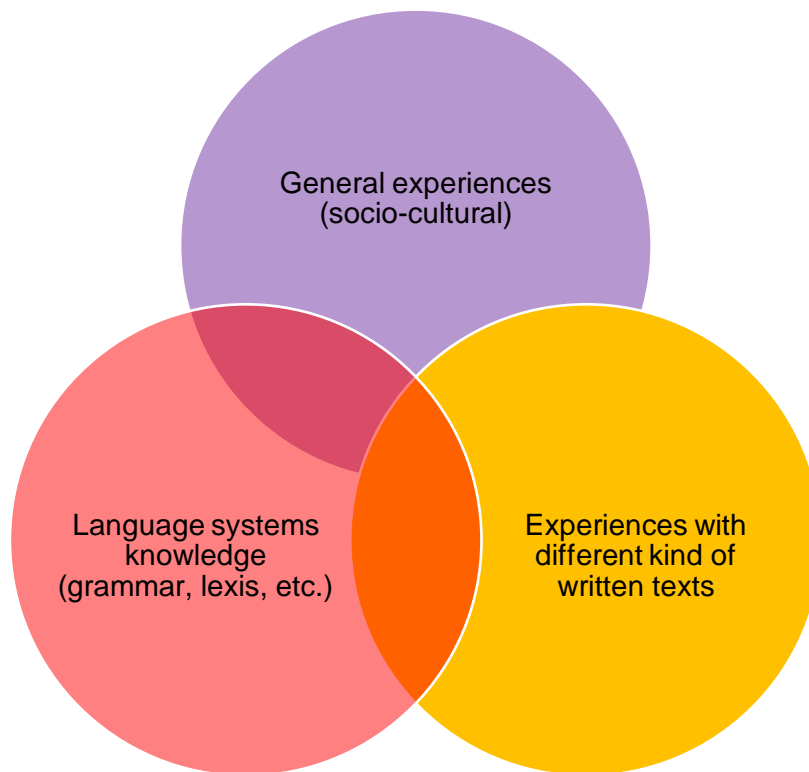


Fig. 1

2.01.02 STAGES

READING

Pre-reading

In reading lessons, an important stage is pre-teaching vocabulary. It is essential that teachers help students understand key words, whose meaning might be difficult to work out for them. Erica Hilliker (2017) suggests the following:

- Preview unfamiliar words.
This is done when planning the lesson.
- Use visuals.
Remembering the word becomes easier for the learners when they are provided with visual aids.
- Provide students-friendly, fill-in-the-blanks definitions.
It is an excellent suggestion to make this stage less scary or demotivating because through this activity, the students may gain confidence.
- Highlight vocabulary words in context.
This it is a feature most textbooks have. In case a teacher needs to supplement a reading, it can be done in advance.
- Practice with graphic organizers.
Visual support is a great tool to remember concepts and then recall them.

The following are two more strategies that can be applied:

- Reflecting.
Students might know more than they think so if the teacher helps them reflect about parts of speech, students may find out that such word is just another part of speech made up by affixation. This may also be called using words parts.
- Asking questions about words.
If teachers are able to awake curiosity and rise confidence, students may start making questions about unfamiliar words and the process of building up lexis will be enhanced.

The rationale can be seen in this stage when the students were asked what they knew about UNESCO World Heritage Sites; this activity was intended to set the context of the lesson, activate their schemata, and engage them in the topic. It can be noticed in this stage how the **content schema** works to connect what the learners already know with the topic of the reading.

While-reading activities

In this stage the students got in touch with the text to be read. The purpose was to practise the **skimming** sub-skill in order to get the general idea of the blog. Then, their grammar knowledge was assessed by having them identify (at least) three tenses used in the blog so the **bottom-up** approach was applied because in order to find the tenses, they needed to identify specific words, say verb forms (past, third person in present simple, past participle) or auxiliaries such as have/has for present perfect, will for future, and so on; therefore they had to go through the text from word level to sentence level. The **linguistic schema** can be seen here.

The objective in this part of the lessons was to raise the learners' awareness of the three grammar dimensions stated by Celce-Murcia and Larsen-Freeman (1999). By identifying individual key words such as the mentioned above, the learners are raising their awareness in *Form* because the word (verb form) will help them identify the complete sentence (tense, grammar structure), then its Meaning (the lexical meaning in the text), and finally the Use or Pragmatics (its appropriateness in the context).

Post-reading

As a final stage in this lesson, the learners were expected to have a personal reaction towards the reading. This stage was used to link the lesson with the writing one as this is related to the **Kolb's Experiential Learning Model**: the learners started by making use of their concrete experience at the beginning of the reading lesson, then when they read and researched in order to complete the writing task, they had to reflect on the content and what they wanted to say (reflective observation), after researching, reflecting and writing, they learnt something new (abstract conceptualization), and finally, they were able to react towards the reading and research when they presented their results in the speaking lesson (active experimentation).

WRITING

In very short words, writing is the ability to transfer thoughts, spoken text, and ideas into a graphic system that follow specific conventions such as spelling, punctuation, layout, register, and in some cases, grammar, depending on the purpose for writing (e.g. academic writing). Ken Hyland mentions in his book “Second Language Writing” (2003) that there are different orientations that deal with teaching writing; he suggests six approaches that help teachers deal with the subject:

- Focus on language structures.

This orientation emerges from structural linguistics and the behaviourist learning theories of second language teaching. Basically, writing is seen just as a product where grammatical and lexical knowledge is highly required from the writer.

- Focus on text functions.

Functions explain what items of language do (meaning) in real context, therefore it is very important to relate structures to meanings, so they make sense in a written text.

- Focus on creative expression.

This orientation puts the writer in the centre, so the main concern in is to encourage the writer to express their feelings and experiences as in a personal journal.

- Focus on the writing process.

In this approach, the writer is seen “as an independent producer of texts” (Hyland, 2003, p. 10). A model is suggested following certain steps: selection of topic, prewriting, composing, response to draft, revising, response to revisions, proofreading and editing, evaluation, publishing, and follow-up tasks.

- Focus on content.

In this case, the focus is on the content. This seems to cater to most students as the teacher selects the topics that are more or less well known by the students so they can develop their pieces of writing.

- Focus on genre.

This is based on the principle of writing to achieve a purpose, as opposed to focusing on the content, process, or form only, in other words, the intention is to practise attempts to actually communicate with readers.

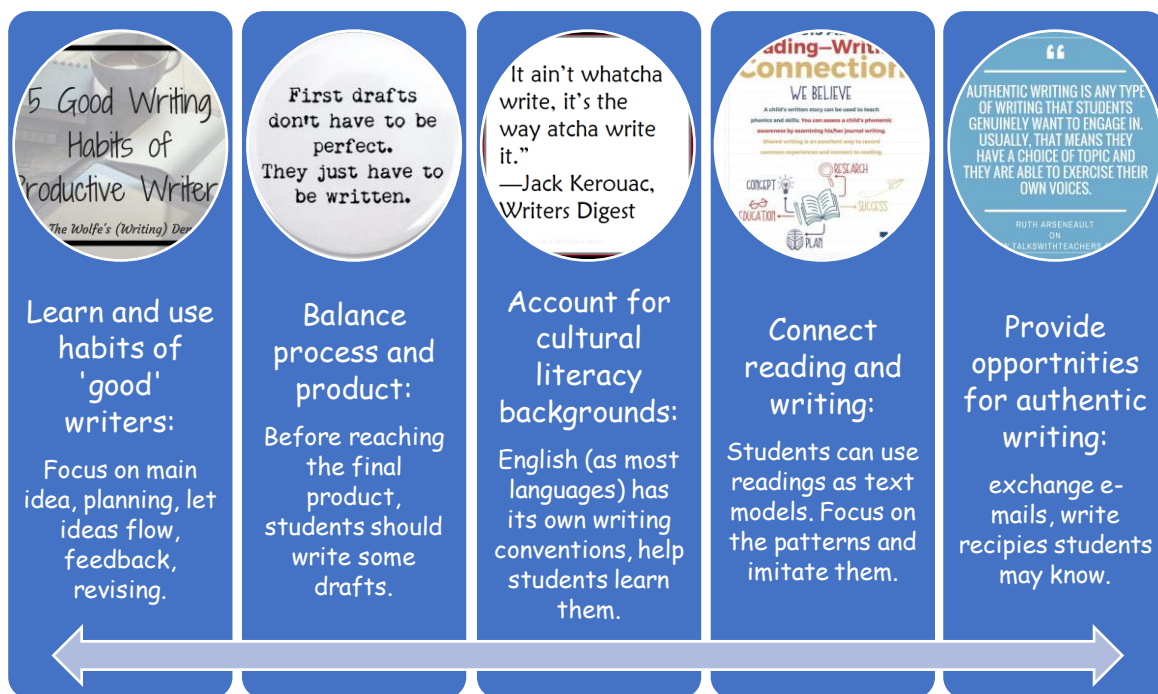


Fig. 2 Principles in Teaching Writing

An analytic rubric focusing on composing was used as an instrument to assess the students based on the previous figure, the definition, and the objective for assessing writing (to assess the students' ability to transfer thoughts into a graphic system).

SPEAKING

As human beings, speaking, and listening, over the other two macro-skills, are the first ones we develop in order to learn and communicate in our world. Doing so in a social environment is crucial, thus the importance of social interaction underlies in the Socio-cultural Theory in which Vygotsky posits that learning (in general) takes place in a social environment. When applied to SLA, the theory explains that when learners collaborate and interact with other speakers, such exchange leads to language acquisition hence it is basic to foster such social interaction.

Teaching and improving the skill itself presents a number of challenges and it is probably the most difficult macro skills to develop because, from observation in class, L2 learners are afraid of, among other things, not sounding "correct", which refrains them from interacting, therefore, it is very important for teachers to help the learners overcome that feeling and encourage them to interact. To do so it is important to explain them that English

language has many different accents and it is perfectly acceptable to have one and eventually, if they are interested in sounding more “natural”, practice will help them achieve that goal. Another possible solution found is build a comfortable, safe rapport where the learners know that nobody will mock at them and explain to them that developing correct pronunciation is similar to the rest of the skills: practice, risk-taking, confidence.

In order to assess speaking, the speech eliciting strategy chosen was a presentation because according to the lesson plan, the learners would have enough time to prepare it for homework and therefore, they would feel more confident after practicing before presenting their speech, which reinforces the observations discussed in the previous paragraph.

LISTENING

Two of the components in the listening process are *processing sound* and *processing meaning*. As teachers, it is important to understand these since they will help to plan the activities as well as help learners tackle the problems that may arise. They will also help teachers to provide the learners with more tools to improve their listening skills. Before going deeper into those two aspects, it is important to compare how spoken discourse and written discourse differ in order to understand why it is more difficult to teach (and comprehend) listening (than writing), and why some learners may find it threatening.

Spoken Discourse	Written Discourse
<ul style="list-style-type: none"> - Usually instantaneous and unplanned. - Includes hesitation, reduced forms, fillers, repeats. - Linear structure. - Usually context-dependant. - Different accents and dialects. - The listener is not able to go back as many times as necessary for clarification/understanding. - It may be interactive and non-interactive. 	<ul style="list-style-type: none"> - It is planned and there is time to edit. - Depending on the register, it may or may not include reduced forms. - Hierarchical structure. - Use of Standard English. - The reader can go back and forth in order to comprehend the text. - Most of the times we cannot provide feedback to the writer.

Table 1. Spoken discourse against written discourse

Those may be some reasons why listening is sometimes perceived as threatening, and therefore some students and/or teachers do not go beyond practicing it, however if the teacher switches the point of view and sees listening as an opportunity not only to exercise comprehension but also to boost language acquisition, where learners can actually transform it into intake, a better holistic experience with the language can be fostered. Now, when people process sound, we are required to recognise word boundaries, and changes in intonation (falling, rising, etc.) so if the learners are able to understand connected speech, their listening will be enhanced. When processing meaning, the listeners are able to organise ideas, identify the intention of the speaker, and predict what is coming next in the speech.

The series of lessons was closed with an activity focused on selective listening performance, which Brown (2004) defines as “Processing stretches of discourse such as short monologues... in order to ‘scan’ for certain information.” (p. 120) In this listening activity, the group listened to each other talking about what they learnt after completing the lessons’ tasks, say new knowledge about the culture, the country itself, or the World Heritage Site they had chosen. According to Brown (2004) “The purpose of such performance is not... to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language” (p. 120)

The fact that listeners use different strategies to process what is heard was also considered, that is to say, listeners can understand the general meaning making use of their knowledge of the world, therefore such previous knowledge (triggered by the text used to open the series of lessons) was contemplated so everybody would have plenty of information (the context mention above) for the listening to make sense, in other words, the Attention Theory was applied; the theory proposes that if learners possess solid grammatical knowledge, it will be consciously used while listening and so increase the level of listening comprehension because the discourse will make sense to them, in this case not only because they will recognise the grammar patterns within after working out such activity in the reading lesson, but also because their knowledge of the world would be similar in this topic.

Here a relation between the Attention Theory and what Celce-Murcia and Larsen-Freeman (1999) say about the three dimensions of language can be seen; if teachers help the learners raise consciousness about the Form (represented in listening by pronunciation features, in other words, phonology), the Meaning (semantics) and the Use (pragmatics),

then when the students deal with spoken discourse, with enough practice with the mentioned features (Form, Meaning, and Use) they will be able to identify word, and sentence boundaries, as well as the grammar behind what is being said (Form-Accuracy), what the speakers want to communicate (Meaning-Meaningfulness), and the context of the spoken discourse (Use-Appropriateness).

2.02 TOOLS TO ASSESS/TEST THE PROGRESS OF THE STUDENTS

Brown (2004) writes that a *test*: "...is a method of measuring a person's ability, knowledge, or performance in a given domain." (p. 3) It must comply with two main characteristics: firstly, as a method it must be structured and explicit; secondly the test has to measure competence whether communicative or linguistic. On the other hand, *assessment* "...is an ongoing process that encompasses a much wider domain." (p. 4)

Assessment can be *formal* and *informal*. The former is systematic and planned, carried out to evaluate the students' achievement, the latter may be comments, observations, notes, etc., done during the class. Another characteristic within assessment is its function, in other words, what is the purpose for assessing. Such functions are *formative* and *summative*. With *formative assessment* a teacher evaluates the process of learning the language and its goal is to help the learners develop the skills and competencies not only here and now but keeping an eye in their future development; in order to support this, teachers need to deliver adequate feedback, always remembering that the process of learning a language is a long-term one. A good idea to deliver feedback is to keep in mind what Harmer wrote (2001) "...we have to be careful when correcting since, if we do it in an insensitive way, we can upset our students and dent their confidence." (p. 62) The other function is *summative assessment* whose goal is measure what students have acquired/learnt by the end of a unit, course, or school year. As seen in module three, we need to find balance applying both functions in order to take full advantage out of them.

Formative assessment was the choice applied to assess the students' performance in the series of lessons delivered because the school year had already finished and the lessons were not going to be part of their course results, therefore the intention was that the students were relaxed so the affective filter would be as low as possible. As Brown (2004) points out,

“For optimal learning to take place, students... must have the freedom to experiment, to try their own hypotheses... without feeling judged...” (p. 4) Of course summative assessment must not be neglected since it is necessary in order to inform the school authorities, the parents, and all the actors involved in the system but this was an excellent opportunity to develop ideas and materials that help improve the design of formative assessment tools because the freedom Brown (2004) mentions is something summative assessment does not provide, hence whether formal or informal, formative assessment gives us both the teacher and the students the opportunity to feel free and try out different ways to do things and even learn from mistakes.

Reading

In order to assess the reading lesson, the sentences taken by the students from the blog as examples were used. This was planned as an informal evaluation because the objective was just to practice (skimming). The expected outcome was that the students applied the bottom-up reading approach at word level to identify verb forms, and then at sentence level to identify tenses. This would probably had worked better in a face-to-face class because in that way closer monitoring could be done: some students who had trouble in this activity rejected supported when offered, this could have been different in a face-to-face class as mentioned before because it would have been easier to detect who was struggling with the activity.

Writing

Since writing is a process, the choice for evaluating the students was based on the Performance Based Assessment approach as they had to develop a text. For this, Hyland's approach of focusing on the writing process and O'Malley and Valdez Pierce's definition and characteristics of PBA (Process and Product) were followed, although they had to be adapted due to time constraints. This resulted in *selection of topic* by the learners, *prewriting* when they conducted the research, *composing*, *response to draft*, *revising*, and *proofreading and editing*; then the process and product were evaluated using an adapted rubric also from O'Malley and Valdez Pierce focused on content because the objective was to assess the students' ability. The expected outcome was a piece of text where the students showed ability to put their thoughts (what they found and understood from the research) on paper. The rubric proved to be an excellent tool because it is simple and very clear to use.

Speaking

As discussed previously, speaking is a skill that students are afraid of, the affective filter is sometimes higher due to anxiety as they might have problems with pronunciation, intonation, even shyness. In this lesson, the objective was to assess the students' ability to use language effectively to express what they had learnt throughout the experience (the reading, the research and the writing, etc.) a speaking rubric was adapted; it was again, simple and clear to use as it point out what is expected from the students in each aspect.

The delivery was less stressful via online because the speaker did not have to face the audience directly, the cameras where off during the presentation (except the presenter's and the teacher's) due to technical issues. Another reason for a successful presentation was that they had the opportunity to prepare in advance, so they probably practiced pronunciation and performance itself. Those facts helped to lower the affective filter.

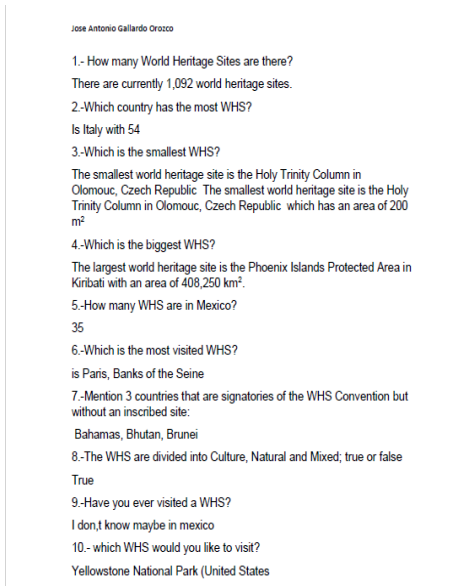
Listening

Because the activity was not being graded as the final grades had already been turned in to the school coordination, assessment for this lesson was planned to be formative informal just to give the students some feedback in order to improve their listening skill. This lesson was linked to the speaking one, so a selective listening task was chosen because the spoken presentation was short. The shared schemata on the topic was similar, as Harmer explains (2001) "...at some cultural level, our shared schemata help us to communicate with each other successfully." (p. 247)

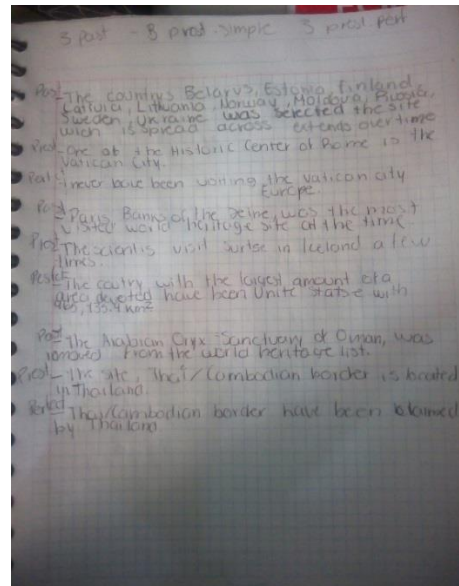
No particular instrument to assess was designed for the reasons considered in the previous paragraph. In this case the students were listened to when answering the speaker's questions and comments (feedback) about the different answers were made.

2.03 EVIDENCES (GRAPHIC, PHOTOS, IMAGES)

READING (URL of the blog: <https://everything-everywhere.com/interesting-facts-and-stats-about-world-heritage-sites/>)

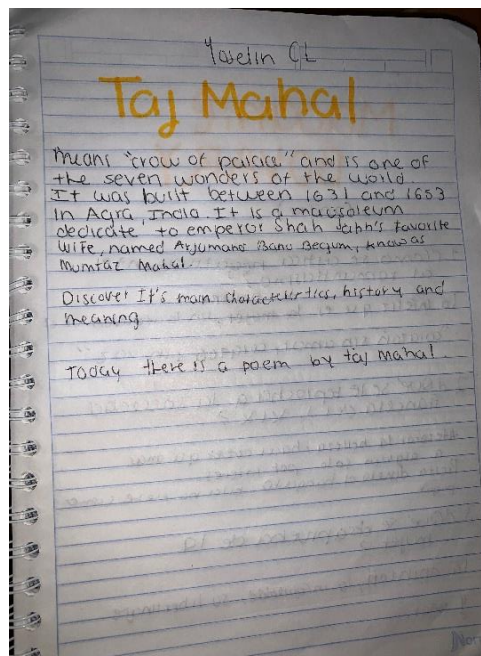


Questionnaire



Examples from the blog

WRITING



Draft

INTERCULTURAL COMPONENT

PPT presentation (homework)

TAJ MAHAL



By: Yoselin Cedillo

Where Is (it) Located?

It is located near the city of Agra, in the state of Uttar Pradesh, India, and was built in the 17th century. Incredible architectural feat, its immortal beauty is nourished by the ancient love between an emperor and his wife.



Facts

- The Taj Mahal is considered the most beautiful example of a palace, a style that combines elements of Islamic, Persian, Indian and even Turkish architecture.
- It is considered one of the 7 wonders of the world and (a) Cultural Heritage (Site) said by UNESCO



Construction of the Taj Mahal

Bricklayers, stonemasons, carvers, painters, calligraphers, dome builders, and other craftsmen were required from across the empire and also from Central Asia and Iran, and their construction took approximately 22 years. After spending approximately 32 million, the Taj Mahal was finally completed in 1653.








The reason behind the construction of the Taj Mahal

It was the Mughal Emperor Shah Jahan who commissioned the construction of this exquisite monument as an expression of his love to his beloved wife Mumtaz Mahal.

Opinion

I liked doing this activity since it is good to know about monuments that although we do not have the opportunity to visit yet, finding out how one of the 7 wonders of the world was built and how it became known, is interesting.
In addition to being a beautiful place, to visit.

CHINA VS MEXICO

CHINA	MEXICO
<p>Enchiladas</p> 	<p>Chow mein</p> 
<p>Day of the dead</p> 	<p>Chinese New Year</p> 
<p>Charro</p> 	<p>Kimono</p> 
<p>Independence Day</p> 	<p>Children's Day</p> 

Comparative chart
(The student made a little mistake in the headings)

SPEAKING RUBRIC

	Needs Improvement 1 pt.	Satisfactory 2 pts	Good 3 pts	Very Good 4 pts
Grammar	Student is difficult to understand and had a hard time communicating ideas because of grammar mistakes.	Student is able to express ideas but often displayed inconsistencies with sentence structure and tenses.	Student is able to express ideas fairly well but makes mistakes with tenses, however, is able to correct him/herself.	Student is able to express ideas with ease in proper sentence structure and tenses.
Pronunciation	Student is difficult to understand, quiet in speaking, unclear in pronunciation.	Student is slightly unclear with pronunciation at times, but generally fair.	Pronunciation is good and does not interfere with communication.	Pronunciation is very clear and easy to understand.
Lexis	Student has inadequate vocabulary to express ideas properly.	Student is able to use broad vocabulary but needs more, making him/her repetitive.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich and precise usage of vocabulary learned in and beyond of class.
Fluency	Speech is very slow, stumbling, nervous, and uncertain, except for short or memorized expressions. Difficult for a listener to understand	Speech is slow and often hesitant and irregular, but the student is able to continue.	Speech is mostly smooth but with some hesitation.	Speech is effortless and smooth.

Adapted from <https://www.rcampus.com/rubricshowc.cfm?code=NB4685&sp=yes&> by Rhodeli

2.05 VIDEO URL

URL to access the video: https://drive.google.com/file/d/1uk9SuJuv3vkYka509kZu_Ua-LCxdfqMW/view?usp=sharing

CHAPTER 3. EXPERIENCE REPORT

3.01 DEVELOPMENT OF THE ACTIVITIES AND OUTCOME

Kolb's Experiential Learning Model was used for the expected outcomes as explained in the following figure:

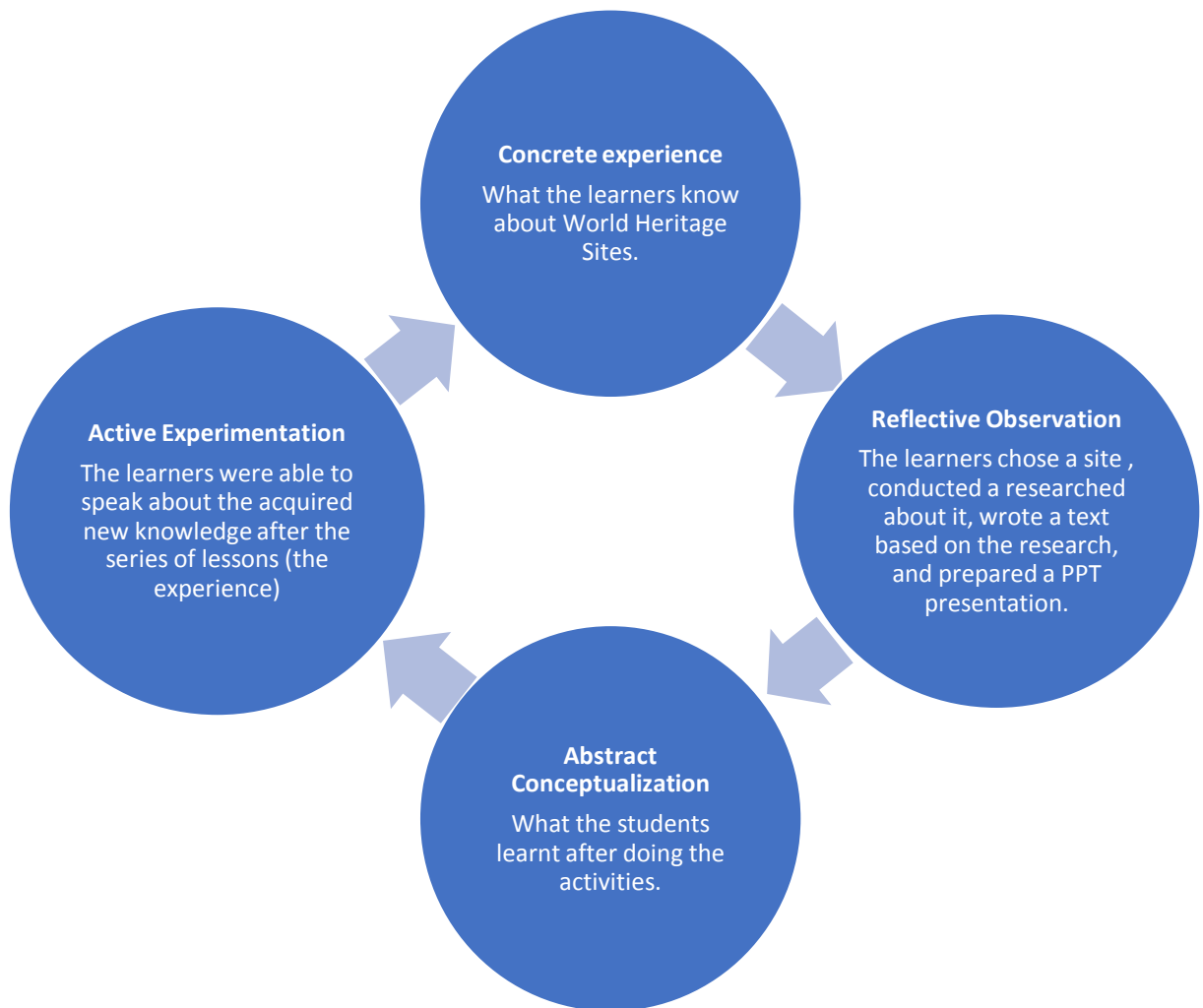


Fig. 3 Kolb's Experiential Learning Model

Because these lessons were delivered online (synchronously) due to the lockdown being experienced these days, the class went through a different rapport and the attention was not the same as it would have been in a face-to-face class. That fact was taken into consideration when the lessons were planned but because of a lack of experience delivering online lessons, what to expect was not totally clear. Fortunately, most of the students carried out the activities.

The lesson was easy to deliver, and the planned activities were fairly successful, however the tenses identification activity could have been more successful in regular conditions because, again, monitoring could have been done closely to help the students who were having trouble identifying some tenses. Regarding the questionnaire activity, it was also easy to do and for them to answer as they are used to answering this kind of exercises. After reflecting on the materials, it could be seen that the reading was a little repetitive and this made it a little long and probably boring at moments.

The writing lesson was long because the group is big. Maybe working it in small groups would have been better to avoid time-consuming. In the end not all of them sent the final version due to the fact that they already had their grades and it did not represent a better nor worse result. The use of the rubric to assess writing needs to be more frequent; writing assessment had not been as often as it should have through the course but with a systematic use it will be easier to apply and assess, and probably the learners will be more disposed to produce as they will know what is expected from them.

The learners were more confident with the speaking activity, perhaps because they did not feel observed as they usually are when working in the classroom. Due to system capabilities, the cameras were off, except for the speaker's and mine. Regarding the assessing process, the rubric proved to be useful because rubrics make assessing an easier and more objective process.

Finally, in the listening activity, which took place along with the speaking one, it could be said that the learners were paying attention because in spite of the cameras being off, most of them were able to answer the questions. In case formal assessment was required, a Microsoft Forms questionnaire could be prepared and sent to the students via mail.

CHAPTER 4. CONCLUSIONS

It has been a long year since Module 1, a year full of experiences, learning, and improving. I would like to start my reflection saying that as we know, teaching involves a wide range of responsibilities, from knowing your learners to lesson planning, from assessment to feedback and correction. In this process it is important to make a difference in the approach, method, and technique that needs to be applied so the learners', and teachers' goals are fulfilled.

Paraphrasing Anthony (1963) "an approach is a set of hypotheses that have to do with the nature of language and teaching, in other words, what language and teaching means to you." The method (framework) is the plan the teacher uses to present language, which is based on the selected approach. Finally, the techniques are the specific activities carried out in the classroom and should be consistent with a method and therefore with an approach.

The approach practised through this Specialization was the Communicative Approach, which takes into account not only linguistic competence, that cannot be neglected, but also communicative competence. The method was to present lexis in context as well as authentic material, and the technique was guided discovery to take the learners from their current level to their next one following Krashen's Comprehension Hypothesis (1982) and Vygotsky's ZPD, discussed at the beginning of this document.

In this Specialization I also learnt the importance of delivering Integrated Skills Lessons. That is, we can teach grammar, lexis, phonology, etc., in other words, the systems, which are very important, but if we do not develop the skills, then the learners will not be able to use the systems correctly to communicate. What would be the purpose of using the correct grammar if a student cannot write a coherent text? What would be the use of having excellent pronunciation if a student cannot communicate his/her ideas correctly? If students cannot make sense of a reading text, then what would be the usefulness of knowing a bunch of words (lexis)? Therefore, teachers need to be aware of the importance that delivering Integrated Skills lessons has, including of course, the systems.

The previous means giving the students reasons to learn grammar because they will be aware that it will help them write correctly, phonology because they will be able to convey

their ideas better, lexis because they will be able to understand what they hear or read, and so on. We need to show the students that every activity serves a purpose and by joining all the aspects we address in class, they will be able to learn and even better, at some point start acquiring the language by themselves through different tools, say movies, songs, books, etc.

In order to promote all that, motivation plays a central role. It is not an easy task to motivate a learner, talking about my teaching context, most of them are going through a lot of changes (adolescence) and have a lot more subjects to deal with but if I am able to transform my class into an interesting space where they can actually use the knowledge they have from the other school subjects and their experiences outside school, I am sure they will enjoy the time they spend with the language.

We approached the end of this Specialization almost at the same time we approached the end of the school year in high school, therefore this series of lessons were delivered after the curriculum was covered. So, the planning was freer in terms of school requirements (use of the textbook, contents, etc.) which was great. On the other hand, due to the fact that the grades had already been disclosed, some students were not as interested as they would have been but there are always great learners who are involved in their learning process and took this as an opportunity to improve their skills without being worried about the grades.

A new school term will eventually start, and I feel excited to continue applying the concepts I have learnt through this tough but rewarding Specialization, to continue learning from experience and from my current and future students. It is refreshing to open our minds to different and better ways to do things, that is something I appreciate as it will help me enhance my practice and improve my students' learning experience. I am amazed to see how through inspiring preparation teachers can reach so many people, may these be young learners, adolescents, adults; people who want to learn the language not only to fulfil a school requirement but also to improve their lives through new knowledge and skills. It then becomes a living true what the University (UPN) promotes: "Educate to Transform" Something that I will add to my Teaching Philosophy from now on.

Final Project Dissertation Video URL: <https://drive.google.com/file/d/1Lm-8cpgopSwMjgQzB5ZZKDhzneZ1OHvV/view?usp=sharing>

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<https://mineralpointschools.org/wp-content/uploads/Beliefs-Poster-464x600.jpg>

<https://www.wheniscalendars.com/world-heritage-day/> Google Image

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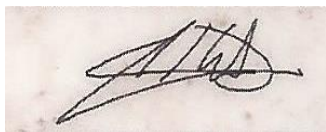
UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I ALBERTO CORTÉS LUGO declare that the following “UNESCO World Heritage Sites. A Glance at Culture and Interculturality within the English Language Learning and Teaching Classroom” 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.

Signature _____

A rectangular box containing a handwritten signature in black ink on a light-colored background. The signature is stylized and appears to be 'ALBERTO CORTÉS LUGO'.

Date: June 20th, 2020.