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UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA
“PROYECTO DE INTERVENCIÓN ACADÉMICA
ENFOCADO EN INTERCULTURALIDAD”

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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UNIVERSIDAD PEDAGÓGICA NACIONAL

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA**

FINAL PROJECT

“Academic intervention project focused on interculturality”

LAURA ESPINOSA DE LOS MONTEROS REBOLLEDO

TUTOR: ROCÍO SALGADO PEREA

JUNE 21st 2020

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INTRODUCTION

This work aims to apply the learning acquired in the Specialization of Teaching and Learning of the English Language as a Foreign Language, specifically in the application of a Lesson Plan focused on interculturality.

Chapter I presents the theoretical bases that underlie the teaching model that is developed in the Lesson Plan. As well as the theories that underlie teaching practice.

Chapter II develops a lesson plan for third-grade students in the Mexican Education System, which consists of four sessions that include integrative skills activities. The main objective of this plan is for students to read short plays to compare attitudes adopted by people from English-speaking countries and Mexico. and the intercultural approach is presented in a play that deals with stereotypes.

Chapter III summarizes the results obtained during the application of the lesson plan sessions.

And finally, Chapter IV contains the conclusions reached after the application of the Lesson Plan.

At the end of the work are the Bibliography and the appendixes with the materials and sources of the work.

CHAPTER I

MY TEACHING PHILOSOPHY

The first time I stood in front of a group I was terrified, I didn't have any experience as an English teacher. I had to learn how to understand what my little students needed. My first school was a private one, and they did not require me Certifications or English Teacher Training. So, I started teaching at the same time I was learning how to do it. I arrived at the school very fearful and was interviewed in English by a nice teacher. I was feeling extremely nervous, but I managed to answer everything she asked me. I started working as an English teacher; that was my first job ever. The first thing that was given to me was a Teacher's Book which I consider as a super valuable tool, with which I learned how to properly give a class and what kind of activities I would carry out with my students. It was the first time I had contact with a Lesson Plan.

Later I had the opportunity to work in public Elementary schools, although they did not require certifications either, I felt I had to learn more about how to teach English. It had passed a lot of time since my last teaching work, so children were not the same. They were more active and requested much more attention and I realized I had to study more to do my work in a better way.

After that, I studied a Teaching Knowledge Test training course and I got the Certifications, but I was unsatisfied. I thought there were no connections between the theory to my practice. Maybe because of the schools' guidelines or maybe because I did not have a good preparation.

Everything changed when I started teaching in high school, the curriculum is very demanding and the students, most of the time, had no contact in English before now. I tried to solve the problems, but some days it was very disappointing. I feel like I did not have enough preparation to meet the challenge. And all my expectations fell again and again. I wanted my students to love English, but I did not feel completely confident in the goals of their learning process.

When I see an advertisement for the EEAILE, I thought why not? I waited for the call and followed all the steps to enroll me in the Specialization. I must admit that this has been a real challenge, even though I did not know any Theoretical Basis, although I practiced them without knowing their names.

For example, I learned that when I have rewarded a good answer or good behavior with positive reinforcement, I was applying Behaviorism.

Or when I asked my students to compare some structure with the same in Spanish, I was using elements of Contrastive Analysis Theory. Now I know My students learn better in collaborative works because they use their use of sociocultural abilities, developed by Vigotsky. And when I paid special attention to grammatical structures and the position of every element, I used elements of structuralism. I think the domain of theories and approaches can help me to be a better English Teacher.

I teach in an afternoon school, my students are in a poor social situation, sometimes they don't have time to study, because they work, so I try their experience in the classroom be memorable. I prefer activities in which they apply the new things they had already learnt. I really appreciate it when a student says "I got it" or when I see their faces assenting any topic. I always ask for clarifications or doubts. In assessments or tests I offer personal feedback because I am interested in their confidence. At least I want my students obtain the elements to face a communicative challenge in L2.

I get involved in my students' lives in the way they allow, I try to be friendly and interested in their problems, I earn their sympathy and trust. I try to create a good learning environment. I do not allow disrespectful attitudes; I give awards in public and I scold in private.

I do tests based on the content of the class, I always give feedback, I assign grades according to work rubrics. I ponder the work done in class and the formative evaluation to make a grade more real. I use the portfolio of evidence and traditional exams as a form of summative evaluation.

I study this Specialization with the strong objective of learning more and better about how to teach English. I have taken language certifications that suggest that I should perfect my English and continue studying to be better at what I do. My passion: Teaching English.

THEORETICAL BASIS

Language is “a system that consists of the development, acquisition, maintenance and use of complex systems of communications, particularly the human ability to do so. Language is any specific example of such a system” (Language, 2019) in this system, rules allow to combine sounds to make words, and the combination of these words allow to make sentences. But, teaching English is more than teach it as a system.

In Mexico since 2006 English language curriculum has centered the notion of language as social practice, what people do with language in real life. (UPN, 2020) This is an important change in my teaching model since I just had taught structural features of the language.

A target language is a language that somebody is in the process of learning. This is the aim of the Methods, theories, approaches, and techniques of language learning. As we studied in this Specialization An approach is the “theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.”(Brown, 2007) A method is “a generalized set of classroom specifications for accomplishing linguistic objectives” focused on the role of teacher and student, sequencing, materials, and how they can be used in many different learning contexts. Techniques are the specific types of exercises or activities used in class for reaching pedagogical goals. (UPN, 2020) According to the Cambridge Dictionary a Theory is “a formal statement of the rules on which a subject of study is based or of ideas that are suggested to explain a fact or event or, more generally, an opinion or explanation” (Cambridge, 2020)

All these theories and approaches are close related. One of the earliest theories is structuralism, it sustains that things a human learns, are not natural, they are constructed. “every system possesses a structure, that structure determines the position of every element of a whole, that structural rules deal with coexistence than changes, and that structures are the "real things" underlying the surface of meaning" (Bahram, 2015) The learner is capable of produce language when s/he understands the relationship between all its components.

Structuralism postulates that “things cannot be understood outside of the context in which they appear. Context creates the meaning, and sustains some principles:

The meaning of words is arbitrary

The meaning of words can change as the words around it change” (Bahram, 2015)

Language constitutes our understanding of the world those words mediate our ability to know the reality. (UPN, 2020) And Structural approach says that sentences are made of groups of words or syntagms, each one of them belongs to a paradigm or word class (noun, adjective, verb, etc.) (UPN, 2020) Knowing all these concepts made me take decisions to what to teach at the beginning of my courses. Also, Grammar-Translation method, helped me to teach the structure of the target language.

Behaviorism postulates that a person learns through positive and negative reinforcement, so Children acquire L2 by imitation, repetition, and creation of new habits. The learning is It is a result of the interaction of stimulus and a response. The stimulus is the language that the learner is exposed to. To complete the learning process is necessary to receive positive reinforcement. I used to apply it when a student get goal in the classroom.

At this moment, I must mention the Input hypothesis that sustains that a learner can acquire a comprehensible input. If this is just beyond the learner’s current level of development of language, Stephen Krashen says that the current level is represented by an “i” and the comprehensible input is represented by i+1 Anything below that level, the learner has already acquired, and anything above that is cognitively too demanding for the learner. (Google Sites, 2019) In my case, I think the time to give enough input is truly short and is limited to my intervention.

Theory of mind is a cognitive theory that includes the development of higher mental functions, which develop throughout a person’s life. These functions, among others, are “memory, attention, rational thinking, emotion, and learning and development that come under the intentions and voluntary control of a person”. These functions can be developed by the interaction and mediation within social and cultural contexts. Mediation is allowed with the use of artifacts and physical, and cultural tools. Language is a symbolic tool that has a strong influence on our cognitive development, which occurs on a social plane (inter-mental), but when it is internalized by the learner, s/he uses this information on the intra-mental plane. (Lantolf, 2009)

This is the explanation of what a learner can do by themselves but the important thing for Vygotsky is what a learner can do with the guidance of a more expert peer. This is the explanation of the concept of ZPD: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Lantolf, 2009)

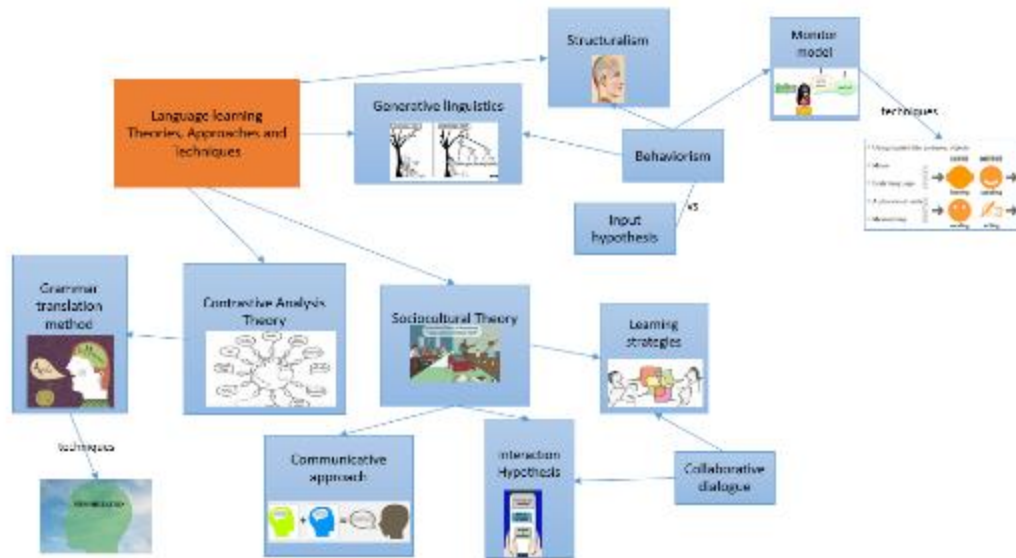
Generative Linguistics sustains that a speaker who has the competence in his mind can identify grammatically correct or incorrect utterances. "There is a finite set of rules that can be applied to generate any sentence that is grammatical in a given language" (UPN, 2019) I relate this conception with the Natural order theory that says that a person acquires language in a determinate order.

Contrastive Analysis Hypothesis is based on performing a comparative analysis between a learners' L1 and the L2 could help teachers predict areas where their learners would need additional support. (UPN, 2020) Instead of predicting errors, linguistic influence focuses on the influence the L1 can have the morphology, the phonology, and the syntax on the L2. (UPN, 2020) This hypothesis has been a theoretical basis that I use in my classroom.

An important part of my teaching model is the Linguistic competences, According to Canale and Swain:

Grammatical Competence is the use of grammar, syntax, and vocabulary. Special attention on What words a student must to use. Sociolinguistic competence responds the question How to know to use and respond appropriately with settings and topics. Discourse competence is to interpret the large context and finally, Strategic competence refers to the ability of recognize and repair communicative breakdowns. (Canale, 1980)

All the relations I seen among these theories and approaches contribute to the development of my teaching practice; I illustrate them in this mind map. (fig.1)



To help students to study on the interpretation, analysis and reflection on other cultures, I base my project on Intercultural competence Byram’s Theory. “He believes that in order to be an intercultural speaker, a person needs to know the social and cognitive processes that impact us, beginning at birth and continuing throughout our lives” (UPN, 2020)

Categorization is the cognitive process that children use to organize their words into meaningful units or categories. (UPN, 2020) Stereotypes is a form of Categorization that impact us during all our life and this is the main topic of my project.

CHAPTER II

METHODOLOGY AND PRACTICE

ESTADO DE MEXICO MAY 10, 2020

1. Lesson plan identification cell.	
Author	LAURA ESPINOSA DE LOS MONTEROS REBOLLEDO
Educational stage	MIDDLE SCHOOL THIRD GRADE
Title of your Lesson plan	LET'S READ A PLAY
Learning Objective of the plan/Competency	Read short plays to compare attitudes adopted by people from English-speaking countries and México.
Communicative skill considered	Integrative Four Skills: Reading, Writing, Listening and Speaking
State of the following options	Recycling the topic
Functions	Expressing feelings and opinions
Main Grammar structure	I thought Mexican were... I thought ...
Other Grammarstructures	Wh questions Simple Present Simple Past

Brief description of the plan	Students will read a short version of “The Big Sell” and will make their own short play with perceptions of Americans and Mexicans about each other.
Hours of the plan implementation	Four
Number of sessions	Four
Contents required for the lesson	Vocabulary Flash Cards about Theater Plays Advertisement “The big sell” Simple tenses notebooks notes Book “All Ready! 3” Mc Millan Publisher. Pages 112-119 (Donaghey, All Ready! 3, 2019) Reading Book “All Ready! 3” Mc Millan Publisher. Pages 106-107 (Donaghey, 2019) Flash Cards Vocabulary for reading Audios: All Ready! 3 Student Book (Donaghey, 2019)
Link of the content	https://libros.conaliteg.gob.mx/Z8478.htm?#page/116-119/ 293 (Donaghey, All Ready! 3, 2019) https://www.youtube.com/watch?v=5yXuUWKVEnw https://www.youtube.com/watch?v=u3ArI7pMxKI https://www.youtube.com/results?search_query=este reotipos+de+paises+y+como+romperlos
EEAILE tutor online	ROCÍO SALGADO PEREA

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Teacher streams two videos about stereotypes. She asks students what they think about them. (AIESEC, 2017)	Students answer the questions saying, I think ...	1
Set the objective or competencies of the lesson	T. Tell students that they are going to work with a play set by several Theater students, they are from different countries and they are going to participate in the Drama club for a Play. T. asks students by brainstorming about what different stereotypes they know about American or England people.	Students answer in a brainstorm and make a mind map about their answers.	1

3. Communicative skills development.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	Teacher presents vocabulary about plays (play, character, advertisement, script, set, title,) and asks students if they know about	Students answer and write different concepts related to theater. They match the pictures with the descriptions.	Board	1	Participation in the activity Pronunciation Accuracy in the answers.

	some things related to theater. Teacher pastes some flash cards on the board, and she asks to relate the picture with the description.				
1st practice	Teacher plays an audio to compare an advertisement with the picture in the student book. She asks students circle the different information. (page 112) She asks students share their answers.	Students listen to the audio and circle the information that is different and share their answers.	Audio MP3 Speaker Advertisement poster Student book	1	Accuracy when circle the differences.
2nd practice or Social interaction	Teacher gives a part of the script of "The big Sell" on photocopies, she asks students to read it and answer orally the questions: What is the title of the play? Who wrote it? Who is the main character? Who are the secondary characters? Where and when is the play set? Are there instructions for the actors? (On the board)	Students read the script in pairs and find the answers. They answer by turns the questions.	Photocopies Board	1	Attitude with their partners and accuracy on the answers.
Grammar Focus	Teacher asks students to recognize different verb tenses in the	Students consult their notes. To find the rules to express simple present.	Board Marker Notebook	1	Students oral performance

	script and make a brief explanation of the found tense.				
Summary	Teacher clarifies doubts and asks students complete the script of "The big Sell" with the correct word from the bank. (page 114)	Students answer the exercise.	Students Book.	1	Accuracy on their answers.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	The teacher writes the vocabulary needed for the reading. (script, plot, cast, authors, dialogue, stage directions, genre, scene, etc.,) Then, asks students to look for the meaning of a word in teams. When they have found the meaning, the teacher asks to read it aloud. And asks them to write on the board the meaning in front of the English word.	By teams, students find the words meaning and when the teacher asks them, they read it aloud. Then, they write the correct meaning on the word.	Board Dictionaries Marker	2	Accuracy in the meaning, velocity finding a word. Correct pronunciation.
1st practice	Teacher asks students to read an excerpt of "The Big Sell" She asks students scanning the reading and find the topic, and main idea. The teacher writes	Students scanning the reading and recognize the main idea and the topic.	Reading Student book page117	2	Accuracy in the answers.

	the ideas on the board and consensus a topic.				
2 nd practice or Social Interaction	Teacher asks students work in teams to turn into a script the text in last activity. She asks one team to share their work, the rest of the group auto evaluate their work.	Students Complete their script with Title, Characters, and dialogues of each one. One team shares their work and the rest compares if their have done a good job.	Reading excerpt Notebooks	2	Student's written performances and accuracy in their answers.
Grammar Focus	The teacher explains the use of I thought + past tense to express the idea one has about something and it is incorrect.	Students copy the structure and the examples in their notebook.	Board Marker	2	Students written performances
Summary	Teacher asks students to say an opinion they had and now they have changed about people from USA or UK.	Students by turns say their opinions using I thought ...	Board Marker	2	Attitude about other's opinion.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	Teacher writes vocabulary on the board (emotional expression, flat tone, pauses, quiet voice, rhythm, varied intonation, varied volume) And the definition of each one. She asks students to	Students read the definitions and by turns they match the word with the definitions.	Board Marker	3	Accuracy in the answers.

	match with a line the word with their definitions.				
1st practice	Teacher streams two audios in which is presented an excerpt of the play “The Big Sell”, Teacher asks students to identify, why they understand the best and what are audios features.	Students listen to the audios and say their opinion about which of them is more comprehensible. They Say the features of the audios.	Audio MP3 Speaker Board Marker	3	Oral student’s performances Accuracy on their description of the audios.
2nd practice or Social interaction	Teacher asks students to work in 5 people teams, teacher gives them photocopies of the script of “The big Sell” and she asks students scamming the reading and find the characters in order to define who is going to be each one.	Students scam the script and find who is going to performance each character.	Photocopies	3	Attitude in forming teams and organization.
3rd practice	Teacher streams the audio with Theater features to students get the model to read the play. Teacher asks students reading their play by turns, if time is not enough, they continue another session.	Students listen to the audio to get an idea for reading a play with the correct features like intonation, rhythm, pauses, etc.	Audio MP3 Speaker Photocopies	3	Attitude in team’s formation Intonation Rhythm Volume Emotional expression
Summary	Teacher asks students to recognize different people stereotypes in the conceptions	Students take notes about the things they learned about people stereotypes and the way they	Notebook Board Marker	3	Quality of the written opinions.

	we have with people from USA and other countries. She asks to express the way they can stop them and asks to take notes about the topic.	can stop them.			
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Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	Teacher recycles vocabulary from the last class.	Students check words meaning	Board Marker	4	Accuracy in the answers.
1st practice	Teacher asks students reading their play by turns.	Students read the play "The Big sell" with the correct features like intonation, rhythm, pauses, etc.	Audio MP3 Speaker Photocopies	4	Attitude in team's formation Intonation Rhythm Volume Emotional expression
2 nd Social interaction	After reading the play teacher asks students to talk about their opinions on the stereotype's topic. Do you agree with stereotypes? What can we do to stop stereotypes? By turns students share their opinions using, I think... We	Students say by turns their opinions about stereotypes and compare their opinions to get a consensus	Board	4	Attitude and respect of other's opinions Oral students' performances

	must... Teacher encourages students to get a consensus.				
Summary	T. asks students to recognize different people stereotypes in the conceptions we have with people from USA and other countries. She asks to express the way they can stop them and asks to take notes about the topic.	Students take notes about the things they learned about people stereotypes and the way they can stop them.	Notebook Board Marker	4	Quality of the written opinions.

Intercultural component: Students discuss about the existence of people stereotypes between Mexican and American and British people and the way to stop them.

RATIONALE BEHIND ACTIVITIES

The first two activities in the introduction are established with the purpose of motivating students to participate in the theme of the session. The activation of the previous knowledge is a fundamental part of the beginning of a class, Schemata helps to connect the previous experiences with the new ones to give rise to a piece of new knowledge. (UPN, 2020) The language skill developed in this activity is listening. The activities are based in authentic materials from You Tube web site. Students use top-bottom and bottom-up abilities to discriminate and find the requested information. I expect students understand the concept of Stereotype and that we use stereotypes with other cultures too.

Vocabulary activities are designed to increase student's lexicon (UPN, 2020). The activities presented in the sessions are drills focused on the meaning and comprehension of the vocabulary, a part of the vocabulary is acquainted vocabulary and some words are unknown, the formative evaluation for the vocabulary occurred in the four sessions. One activity is created to students guess in context the words by giving them global and local clues. There is another activity to work

with the dictionary to find collaboratively the meaning of the word and to match them with pictures. I expect students learn the needed vocabulary for the social practice.

The four language skills are developed in all the sessions. The main activity is the group reading of a short play. It is manipulative activity in which students listen to an audio with some features like intonation, rhythm, and pronunciations to help them to accomplish the objective. The expected objective of this activity is students read in a fluent and adequate volume way.

For a reading-writing activity, students do a controlled practice which practice top-bottom approach to change the reading into a script. I expect students write a complete script with the information in the reading, with an appropriate use of grammar syntax. The readability of the reading is adequate for students for 3rd grade, according to the scale obtained from a Web site for this purpose. (Systems, 2020)

Listening activities are designed to practice bottom-up and top-bottom process to identify what is a dialogue and what is a main idea or details in an audio. The material is a didactic material from the textbook. I expect students understand listening materials to complete the goal of the class.

Speaking skill is an activity which students must give their opinion about stereotypes. This is a semi-controlled activity to develop their speaking abilities. I expect students express the need to stop stereotypes in a fluent and understandability form.

TOOLS TO ASSESS AND TEST

The evaluation that dominates listening activities is based on bottom-up strategies according to recognize words and sentences in the audios. (UPN, 2020), In this case students listened an audio with an advertisement and had to circle differences found in the audio. These selective listening tasks directed to know if students understood the topic of the message by selecting bits of information. (UPN, 2020)

Speaking skill is evaluated in several situations, most of them, as the class was online, students were asked to answer questions about the different moments of the sessions. I applied an activity

in which students could give their opinions about stereotypes. This is an integrative assessment after reading a play in group. (UPN, 2020)

Writing skill is evaluated with a controlled practice activity, students converted a script into a short play. On this activity I tried to check micro skills like:

1. Produce graphemes (handwriting) and orthographic patterns (spelling) of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules. (Brown, 2007)

This is a top-bottom activity directed to select specific information.

The main objective in the class is to know cultural attitudes adopted by people from Mexico and Other countries. We went to the objective through the reading of a short play. In this case there several reading activities assessed with an oral test of reading comprehension and peer evaluation.

RUBRIC FOR SPEAKING SKILL

Element	Need improvement 1 point	Fair 2 points	Good 3 points	Excellent 4 points
Fluency and volume	Speaks very slowly and so quiet.	Speaks with difficulties and quiet.	Speaks mainly fluent and with low volume	Speaks completely fluent and adequate volume.
Pronunciation	Is not intelligible and has no correct pitch.	Is very Intelligible but has no correct	Is very intelligible and has correct pitch.	Is most intelligible and has correct pitch.

		pitch.		
Interaction	Does not maintain eye contact with their partner.	Maintain eye contact with their partner occasionally.	Maintain eye contact with their partner almost all the time	Maintain eye contact with their partner all the time

RUBRIC FOR WRITING SKILL

Element	Need improvement 2 point	Fair 3 points	Good 4 points	Excellent 5 points
Handwriting and spelling	Doesn't produce graphemes and use orthographic patterns neither.	Produce graphemes and use orthographic patterns with some problems	Produce graphemes and use orthographic patterns with a few problems	Produce graphemes without problems and use orthographic patterns without errors
Rate to speed	Doesn't finish their writing production	Produce writing at a poor rate of speed to suit the purpose	Produce writing at a sufficient rate of speed to suit the purpose	Produce writing at an efficient rate of speed to suit the purpose
Order Pattern	Produce writing with many order patterns errors	Produce writing with some (3 or 4) order patterns errors	Produce writing with a few (1 or 2) order patterns errors	Produce writing without order patterns errors
Grammar	Produce writing with many grammar errors	Produce writing with some grammar errors	Produce writing with a few grammar errors	Produce writing without grammar errors

RUBRIC FOR LISTENING SKILL


Element	Need improvement 2 point	Fair 3 points	Good 4 points	Excellent 5 points
Follow the listening message	Does not get the message	Follows the message with many problems.	Follows the message with some problems.	Follows the message without problems.
Efficient rate of information.	Does not finish the work	Uses more time to finish the sentences	Finish their work on time	Finish their work before most of their partners
Answer the questions	Does not answer any question	Answers 2 or less questions correctly.	Answers 3 or 4 questions correctly.	Answers all the questions correctly.
Orthographic patterns	More than 4 grammatical or punctuation errors	3 or 4 grammatical or punctuation errors	1 or 2 grammatical or punctuation errors	No grammatical or punctuation errors.

RUBRIC FOR READING SKILL

Element	Need improvement 2 point	Fair 3 points	Good 4 points	Excellent 5 points
Volume	It is very difficult to hear their	Reads in a poor volume	Reads in a quite adequate volume	Reads in an adequate volume


	reading			
Intelligibility	Their reading is not comprehensible	There are some words that are not understood their reading	There are a few words that are not understood their reading	All the words in the reading are understood
Fluency	Doesn't have any fluency at reading	Their fluency is poor	Produce reading with deficient fluency	Produce reading with complete fluency
Rhythm and Intonation	Doesn't have rhythm and intonation at reading	Produce reading with deficient rhythm and intonation	Produce reading with sufficient rhythm and intonation	Produce reading with adequate rhythm and intonation

To formal assessment I design a simple test to check vocabulary comprehension and the grammatical structure used in the lesson Plan.



GOBIERNO DEL ESTADO DE MEXICO

ESC. SEC. OFIC. NO. 364 "TIALNEPANTLA INDUSTRIAL"
Ciclo: 2019-2020
School Zone: 5049 C.C.T: 15FES0840K
Teacher: Laura Espinosa de los Monteros Robledo



EDOMEX

Student's Name: _____ Group: _____ N.º _____

READING A SHORT PLAY

I. Look at the script and fill in the blanks with the words in the box. (5 points)

TITLE CHARACTERS DIALOGUES

STAGE DIRECTIONS AUTHOR

I. Size

Car: Alan, Dad, David, and Megan.
By: Helen Cole

Scene 1
(The family is in the car on the way to the airport)

Dad: (Whisper) Dad, are we nearly there yet?

Megan: (Sighs) David, I'm getting fed up with you!

Dad: (Angrily) Look, it's bad enough driving for two hours without having to listen to you two arguing.

Man: (Snaps) Be quiet you two, find something to do with yourselves.

Megan: (Whisper) But mum, I've read all my comics and done all my puzzles.

David: I've read my comic too (whisper) AND I've listened to my story tapes.

Man: O.K. then, let's play. I spy for a while, you start, Megan.

Megan: (Looks at David) I spy with my little eye something beginning with F.

Scene 2
(Everyone looks bored)

Dad: I give up, it's too hard, what do you spy beginning with F?

Megan: (Points at David) F is for FOCU!

Man: (Frowning at Megan) Megan, that's really, really not at all.

Megan: (Quietly) Sorry, your son.

(A pause while David thinks he looks very confused)

David: I spy with my little eye something beginning with G.

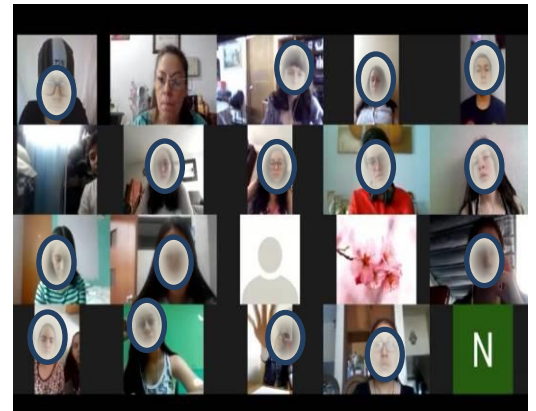
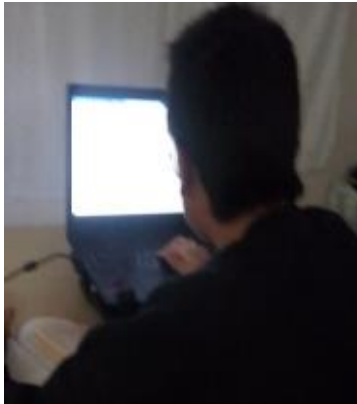
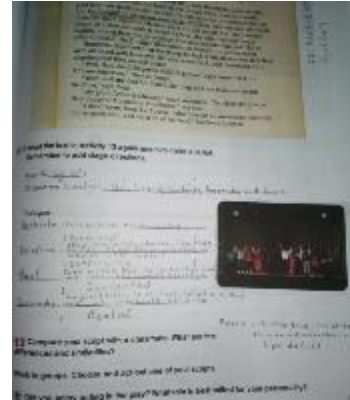
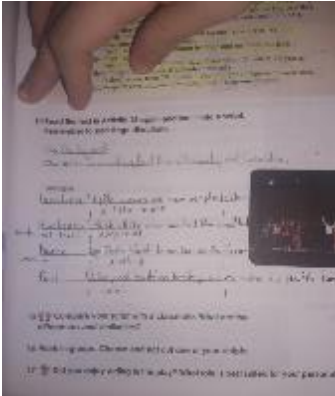
II. COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERB AND AN ADJECTIVE (5 points)

- I thought Japanese people _____ (to be) _____ (adjective)
- I thought American people _____
- I thought Mexican people only _____

EVIDENCE

Due to the Covid-19 quarantine, it was extremely difficult to evaluate students. Although I receive activities from them, there were very few students who participate in evaluation evidence.

Thus, these are my evidence:



CHAPTER III

EXPERIENCE REPORT

Although lessons were planned for the classroom, the sessions were applied online due to the Covid-19 quarantine. The four sessions I applied are based on the achievement that belongs to the Middle School Syllabus, specifically the fifth Unit of Third First Grade. (SEP, 2017). They were applied from May 18th to 29th.

Students showed interest in the topic and expressed their previous knowledge about stereotypes. Vocabulary activities were successful students learnt and recycled vocabulary in the three lessons.

Listening were a little difficult because of technical problems, I had to repeat several times the audios to students did not listened to. Even though some of them showed comprehension to the general ideas and they could solve the activities.

At the end of the sessions, students expressed their opinions about stereotypes, and above all, they realize they use stereotypes with people from other countries. They admitted they must change their attitudes to respect other people and to be respected.

In general, students react very positively to these sessions, especially because they had not had online classes and I combine students from two different classes, their active role helped to finishing the sessions very successfully.

CHAPTER IV

CONCLUSIONS

The realization of this project was quite a challenge. However, the implementation of the Lesson Plan was satisfactory to me.

All the theories of teaching and learning a second language opened the picture I had about teaching English as a foreign language.

I realized that it is an extremely broad subject and that in a certain way, I am beginning to learn. But the truth is this time, with firmer steps.

In reviewing the steps followed in the implementation of the Lesson Plan I feel that I adequately carried out the necessary processes in each stage. The difficulties encountered were largely due to the contingency caused by the Pandemic in which we were involved this school year.

I am sure that having carried out the project with adequate conditions in the classroom, the result would have been better.

The participation of the students would have been greater and the circumstances to adequately evaluate the students would have allowed valid results.

Despite all this, the participating students managed to express their opinions regarding the categorization of stereotypes, and most importantly, they recognized the need to change these attitudes towards people from other countries. As the lesson plan was focused on interculturality, I consider that the objective, even if only for some students, of meeting, reflecting, and analyzing aspects of intercultural competence was met.

I remain with the commitment to apply what I have learned in the following school cycles, with the sole purpose that students manage to develop the necessary skills to achieve satisfactory communication in the English language.

Due the video size I present this

Link of Video

https://drive.google.com/file/d/1xQWWlqynlgSaDyU_TijEJc-Z8Lahx2L-/view?usp=sharing

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APPENDIXES

Fig. 1 All the pictures in the figure were retrieved from these sites:

<https://www.youtube.com/watch?v=SQUZ1NyrRok>

<https://en.ppt-online.org/286759>

<https://www.verywellmind.com/what-is-sociocultural-theory-2795088>

<https://www.youtube.com/watch?v=QvQbSZ5Q8Lk>

<https://edu.glogster.com/glog/grammar-translation-method/2dt9amefvo>

<https://blogs.ntu.edu.sg/hss-second-language-acquisition/wiki/chapter-17/>

<https://www.storyboardthat.com/es/storyboards/ale29945/4-4--interaction-and-negotiation-for-meaning2>

<https://slideplayer.com/slide/9046160/>

<https://www.harp mastery.com/blog/7-surprising-benefits-memorization>

Vocabulary Flash Cards

			
THEATER	PLAY	CHARACTER	ADVERTISEMENT
			
SET	SCRIPT	TITLE	CAST
			
AUTHOR	GENRE		

Retrieved from: <https://www.google.com.mx/imgph?hl=es-419&tab=ri&ogbl>

Videos:

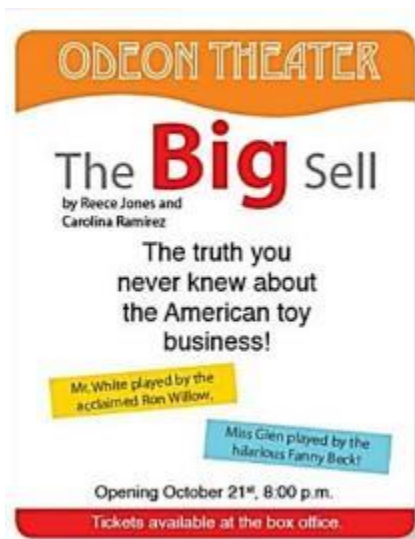


Retrieved from:

<https://www.youtube.com/watch?v=5yXuUWKVEnw>

<https://www.youtube.com/watch?v=u3Ar17pMxKI>





Listening Activity

Retrieved from: <https://libros.conaliteg.gob.mx/Z8478.htm?#page/112>

Audios

<https://drive.google.com/drive/u/1/my-drive> audio 21

<https://drive.google.com/drive/u/1/my-drive> audio 22

<https://drive.google.com/drive/u/1/my-drive> audio 23

Grammar speaking practice image



Retrieved from: <https://www.telc.net/en/about-telc/news/detail/five-distinctive-accents-in-the-united-states.html>

Short Play:

The Big Sell a satire

CAST

Mr. White, owner of a large, successful toy company: Paul

Assistant Miss Glen. Shy young woman: Liliana

Doll Prototype 1: Reese

Doll Prototype 2: Cassandra

Doll Prototype 3: Carolina

Sound and stage manager: Humberto

Setting:

The office of Mr. White, owner and president of White's Toys. Office designed in 1950s style. On the wall behind him we can see a large poster of the Jennifer Doll.



[SCENE ONE]

Mr. White: Miss Glen, please bring in the next prototype for the Jennifer Doll. [Mr. White yells into his intercom.]

Miss Glen: [Miss Glen opens the door and puts only her head in.] [hesitantly] Well, ummm.

Mr. White: Just show them in, loudly!

Miss Glen: [ushers prototype 1 into the room] This way, please. Can I get you a glass of water?

Prototype 1: [friendly tone, smiling] Well that would be ...

Miss Glen: No? OK, then. [She leaves closing the door behind her.]

Mr. White: What?!! [very angrily] You are not a tall blond woman! You're a man. And you're not exactly blond, are you? This doll has a 45-cm waist! [He hits the poster behind him with a pointer.]

Prototype 1: Well, Mr. White, I really need a job. I would love to be the next Jennifer Doll. I can wear a wig. [Puts on a blond wig.] I could breathe in, see? [sucks in his stomach and holds his breath, sways as if dizzy, and lets breath out with a loud gasp.]

[Miss Glen enters and leads him out.]

Mr. White: Next, please!

[Prototype 2 enters carrying a handbag.]

Miss Glen: Through here, please. Can I hold your bag? No? OK, then.

Mr. White: What?! You are Chinese. Jennifer is blond with blue eyes!

Prototype 2: I could wear contacts, Mr. White. I am very cute, you see? I have been waiting in the lobby for an hour. I have wanted to be a doll for many years. There are 19 million Asian American in the US. Perhaps Jennifer could be Chinese?

Mr. White: No, no, no. Jennifer is 180 cm, she wears a size 8. She is blond, blue-eyed, and American.

Prototype 2: I'm American, Mr. White. [firmly, but sadly]

Mr. White: [loudly] Not the America I'm selling. Out!

Miss Glen: [Puts her head in the room for a second as Prototype 2 leaves.] [meekly] Here's number 3. [She withdraws her head as quickly as she can.]

Mr. White: [smiling happily] Now, this is more like it. You are tall, you have blue eyes, you are thin. We can put a wig on you. How long have you wanted to be a doll?

Prototype 3: I have dreamed of being a doll my whole life.

Mr. White: You are perfect for Jennifer. You've got the job. You are the perfect American Doll.

Prototype 3: I just have one tiny confession to make, Mr. White. [She takes a deep breath.] I'm not American, I'm Mexican.

Mr. White: But all Mexicans are short! They don't have blue eyes. They are always late. Are you going to be late? ... Oh, I don't know about this! ...

Cast: Tick-Tock-Tick-Tock-Tick-Tock

Mr. White: OK, I'll give you a chance.

Miss Glen: [To audience] So Prototype three became the model for Jennifer. Jennifer has been on the market for fifty years now. She has sold more than 200,000 million units. Someone buys a Jennifer every two seconds. Mr. White sold the world the perfect American Doll. But no one knew she was really Mexican!

[Curtain]



Retrieved from: <https://libros.conaliteg.gob.mx/Z8478.htm?#page/300>



UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I **LAURA ESPINOSA DE LOS MONTEROS REBOLLEDO**, declare that the following ***FINAL PROJECT: ACADEMIC INTERVENTION PROJECT FOCUSED ON INTERCULTURALITY*** 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.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfhh/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”¹*

Definitions and Examples

¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility."

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

*d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."*²

Signature:



JUNE 21ST, 2020.

² Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>