

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

FILOSOFÍA DE LA ENSEÑANZA Y PROYECTO DE INTERCULTURALIDAD COMO MEDIO PARA FOMENTAR LA MOTIVACIÓN E INTERÉS EN EL IDIOMA INGLÉS.

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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México, DF. a 21 de junio de 2020.

**Educational
Intervention
Project**

**Interculturality Project and
Teaching Philosophy as
means to promote
motivation and interest in
learning English.**



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Introduction.

One of the greatest challenges to defeat when teaching a language is to overcome fear. Students are usually afraid of making mistakes. In Mexico, this issue is even complicated since part of the culture is making fun of practically everything. Therefore, being ashamed when participating in a class is a common situation in the Mexican language class. In every language, even in language 1, receptive skills are more developed. Since any speaking can understand more than he/she can produce. The goal of this project, is to develop intercultural learners, it is expected students become open minded regarding their cultural situation, and this shall help them to overcome the embarrassment they go through when learning a language.

Interculturality is as important aspect which is often neglected. The projected presented herein is a proposal to combine a number of theories regarding second language acquisition, however, it also includes an intercultural point of view.

The ultimate goal of interculturality is to develop a sense of openness towards other cultures and their points of view. At the same time, an intercultural person is able to contrast several cultures traits to his/her own. Moreover, s/he is aware of his/her own culture and feels proudly part of it, appreciating all the positive characteristics and showing tolerance and openness towards the aspects which are part of different culture.

In the proposal presented herein, it is combined several strategies to achieve the goal mentioned before. In order to do so, it was chosen a topic which is widely known, famous people. Nowadays, people spend quite a bid deal of time watching movies, T.V. series, videos over the internet, and so forth and so forth. Therefore, this was used to try to attract the attention of the students. Thus, several videos are projected and several movies are recommended, in order to encourage the curiosity of the students, hopefully some of they might watch a few of them.

In the first part of this project, Chapter 1 it is presented my teaching philosophy, as well as the way it was shaped, as well as the literature review regarding methodologies and strategies to support the project herein, such as activation of schemata, affective filter, motivation, feedback, interculturality, Tom down-bottom up approach, comprehensible input +1. flipped class. Moreover, it is reviewed the types of assessment.

In Chapter 2, several ideas about second language acquisition are reviewed and linked to the activities presented in the lesson plans. There is also a description of the activities contained in the set of lesson plans.

Chapter 3, contains my experience report, as well as a proposal to improve the activities contained in this project, it includes the reflection and analysis of the obtained results and some ideas to improve the material and activities herein proposed.

Chapter 4 includes the conclusions, having in mind the elements which were taken into consideration and the changes which were made to carry out this project.

Finally, the last part, Chapter 5 contains the appendixes and references, which may be consulted to have a wider view of the project.

By carrying out this project, there has been an evolution as a teacher, since the acquired knowledges and the design of this, includes a deeper awareness and development of my personal teaching philosophy.

Chapter 1: Philosophy and theory

1.1. Teaching identity

My teaching identity began to develop when I decided to major in English. Choosing a major is one of the most critical decisions a person can make. Although there is a possibility to have second thoughts, and make a change and do something else, it is usually what we decide to study what we shall work on for the rest of our lives. Our choice depends on our abilities, knowledge, personality, and so on.

My experience as a College student.

Studying an English Major (Lengua Inglesa) has been one of the most satisfying experiences. The contents of the syllabus are meaningful and interesting. Moreover, academically speaking, professors at philosophy school are very well prepared, since most of them have studied abroad their academic background is wider, given that they have had the chance of contrasting other countries' education and Mexican education, they have developed an enriched philosophy.

On the other hand, having the opportunity to study a Specialization in English Language Teaching, enriches teacher's knowledge and abilities. Being aware of a wide variety of approaches, methodologies and second language theories contributes to develop a more efficient teaching philosophy. Therefore, teachers can implement better teaching techniques.

In a few years, society has changed quite a bit. Three decades ago, attending university was not as simple as it may be today, especially for a woman. Thus, it was not easy for the researcher to open ways towards college. It is a story as many others, attending open junior high and open high school in order to get a diploma and being able to apply for university admission. Finally, being a university student is demanding, requires commitment, continuous effort, and sacrificing much spare time in order to cope up with assignments, projects, and tests. And although it was hard, as a researcher, I have no regrets, it has been an experience which positively change my life.

Teaching context.

Mexico is a wonderful country to live in. The researcher who wrote this project was born in Chihuahua, which is a huge state. The principal economic activities are related to Assembling companies in the city and agricultural and cattle in the country. Thus, in the city, English is required in almost all the manufacturing companies in order to get a higher position. Therefore, students at university are expected to develop certain level of proficiency in English, especially spoken English. Skills of Listening Comprehension.

I hold two jobs, in the mornings I work at a Technological University, in which most of the courses she teaches are English, though sometimes is in charge of other subjects such as: Quality, Written and Oral Expression, Multidisciplinary Projects, Socio-Cultural Course, etc. in the afternoons I work at Cecati 137, where I teach English exclusively. Cecati has a quite heterogeneous groups (class) since some of the students are retired people, students from other schools who need to improve their English, workers, and students who were kick out from other schools and they or their parents have decided to enroll them in something productive. The variety of backgrounds and needs for language learning makes difficult to pick up a single methodology for language teaching.

1.2 How my teaching Philosophy has been Shaped.

The impact we have on each other.

Teaching is one of the most generous actions and occupations. Whenever a person takes the time and effort to transmit knowledge to other people, that person is proving s/he is willing to share one of his/her most precious assets. Knowledge is power, information is power. Thus, sharing knowledge is sharing power as well. This is why teaching is not only a generous act, but a highly powerful and influential enterprise.

Therefore, as teachers, we should be aware that our attitude and our actions have an impact over our students. As human beings, we are highly influenced by the physical and emotional environment and the culture we are immersed in. Nonetheless, this is reciprocal, we are influenced by others and we influence our fellows.

Several branches of science have tried to explain this phenomenon. The science of behavior and mind, the psychology explains refers it as “projection”. This term was introduced by Sigmund Freud, he claimed no individual can see through the mind of his/her fellows, so human beings project our ideas on other people. How is it possible? Well, there is a huge number of stimuli it is received per minute. Therefore, it is impossible for any human brain to process such amount of information. Thus, our mind is deceived. This is why philosophers assert the world is not the way we perceive it, since it is perceived with our senses and they deceive us given their limitations.

On the other hand, neurologists explain the said reciprocal influence given the mirror neurons. (Shete, 2016)

Actions done by others are probably the most important stimuli of our lives. Most of others’ actions do not convey intentional information to the observer. From them, however, we understand what others are doing and we can infer why they are doing it. This involuntary communication is fundamental for interpersonal relations, and is at the basis of social life. (page 3097)

In other words, we basically imitate what we see. This mirror neurons are responsible for basic learning in human beings and primates, specially at early stages in our lives. Later on, much of our unconscious learning is possible given such neurons. Thus, my teaching philosophy is highly influenced by my professors. I tried to get the best of them.

The effect of what we project and the effect of mirror neurons is illustrated in such simple way in a tale told by Jorge Bucay. To tell the story short, the tale reads there was a little dog who got into an abandoned house, there he saw a thousand friendly dogs that smiled at him, they moved their ears and tails as in a friendly gesture. Later on, there was a second dog which got in there. However, this dog saw about a thousand dogs growling and threatening him. He promised to himself he would never go back into that place again. Outside of the building there was this sign: The House of a Thousand Mirrors.

The story told herein; illustrates how we create a reaction on other people. This is something, we as teachers, have to keep in mind all the time. The same way, the attitude of the dog was reflected in the thousand mirrors, our attitude has an automatic effect on our fellows' attitude. "Mirror neurons, provide a pre-reflective, automatic mechanism of mirroring what is going on in the brain of other people that seems more compatible with our ability to understand others effortlessly and with our tendency to imitate others automatically". (Iacoboni, 2009, pág. 666)

Every interesting teacher has an interested class.

Almost every teacher thought about becoming an instructor during childhood. This is probably because there was a teacher who inspired him/her.

In my particular case, I had great teachers when I was young. Then, I wanted to become as good as them. Nonetheless, it was during my college years when I realized the kind of teacher I wanted to become. Probably since I was more mature and was more aware of what I wanted to be. I was luckily enough to have wonderful professors at university. I really enjoyed my college days. Nevertheless, there were four people who were especially important and made an impact on me.

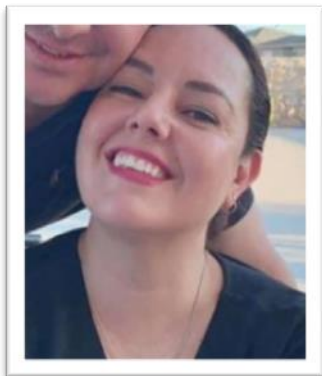


Mr. Frank Malgesini. He is one of the founders of the English Major (Lengua Inglesa). He was a very well-organized professor, and he was always aware of everything. Although, it was 15 years ago, I still remember the day I met him, since he caused a quite impression on me. I remember the first thing he did was calling the roll, and then he handed in our first homework, the other professors invested the first class in introducing the syllabus and the grading system. Nonetheless, Mr. Malgesini only gave us a brief explanation and began the class the very first day. It was even more impressive the second day, when, though we were 35 students, he only called the roll of half of us. The third day, and from then on, he never called the roll again, since he had memorized the name of each student. I was impressed. Mr. Malgesini is a mix of funny-strict professor, though is old enough to retire, he is an extremely intelligent person. He gives courses on reading interpretation, he made quite sharp observations on the texts, and we learnt to interpret what is said between lines, well, most of the times. I have noticed when I am reading a text with my students, I notice things that are said (probably not with that intention on behalf of the author) and make jokes about it. Students usually

pay more attention to it. However, the thing that I learnt from Mr. Malgesini is the relevance of memorizing the names of my students. I learnt; students feel they are important enough for the teacher to remember their names. That creates a bond, even a commitment, since the student does not feel s/he is just one among the bunch of tutees.



Mrs. Angelica Sandoval. She was always very well dressed. I learnt from her the attire of the professor is always noticed. I also learnt she was an extremely patient professor. She was never mad, even if students were disrespectful. She was always smiling. She taught us Sociolinguistics, Morphology, Second Language Acquisition, Phonology and Phonetics.



Mrs. Valeria Pérez. Although she was one of the youngest professors, I liked her teaching style. Ms. Valeria was strict, without being rude. She was quite structured and gave us highly complicated text which she explained so easily. The aspect I liked the most of her is that although her tests were quite difficult, she always made sure everything was clear and always gave us a questionnaire as a study guide. The questionnaire was longer than the test. Nonetheless, we knew if we answer the questions, we will sure get an A in the test, though she modified the items a little, to make sure we did not cheat. As part of my strategies, I always give my students an interactive study guide. I always make sure I give them this for those who struggle more but make an effort. She was the professor of Psycholinguistics, Stylistics, Technical translation, and Old English. She was very enthusiastic at class; it was evident she really liked psycholinguistics.



Mrs. Socorro Cristoforo. She was my favorite teacher at college. However, I must admit I felt quite intimidated by her. Mrs. Cristoforo has such an impressive personality. She is the kind of person everybody respects given she deploys that sense of confidence. She was also, the

strictest professor at school. Nonetheless, later I realized she was also a very kind person. As a matter of fact, she is a very sweet woman. She always applied the hardest exams, asked for the longest projects, etc. However, the aspect I admire the most is her passion towards her lessons. I have never met a person who shows so much enthusiasm for his/her job as she did. Yes, she is guilty of making me love reading. She was my Literature professor. Her classes were: Jacobean and Elizabethan Literature, XIX American Literature, XIX English Literature, and so forth and so forth. I remember how enthusiastic she highlighted the beauty and perfection of lines in poetry, the structure of stanzas and the hidden meanings in stories. She taught us to notice the environment, the plot, the narrators, and the figures of speech. Then, she gave me the most precious lesson, I learnt to project that enthusiasm in my class.



Miss Gaby Ruiz, I have to add her to my list. I have to say, I really appreciate her patience and generosity towards me. I have never been so tolerant towards my students. Nevertheless, now I know it is something I have to work on. I need to be more tolerant, especially when they ask me for a second chance. We never know what kind of situations our students are facing. I really appreciate the tolerance and the opportunities I have had.

To sum up, although I really appreciate the theoretical and academic aspects I learnt from my professors, the aspects I treasure the most are related to more personal features. My professors were excellent mentors. However, they were even better role models. No doubt the knowledge they shared with me has been quite useful. Nonetheless, what I learnt about them as human beings is much more valuable.

1.3 My Teaching Philosophy.

As a result of the influence of great professors and role models, I have developed a teaching philosophy which is constantly improving. Basically, the aspects of my teaching philosophy are related one way or another, to the following elements:



1.3.1 Motivation.

Make the student feel enthusiastic about the class. Try to come up with interesting topics. Show you are really into the topic. Play songs and games. *Mercé Traveset (2012, Pag. 283)* believes it is possible to do so by helping students to develop resiliency. She claims if teachers help them to develop resiliency abilities, students will be able to overcome their difficulties and will feel more motivated. In addition, she states fostering resiliency is possible through a respectful way of addressing to students and the way teachers acknowledges the students' progress. She says, that although probably teachers do not see the positive consequences, it is possible to motivate students and help them see how wonderful they are. She says, teachers have the opportunity to leave a beautiful print which might last forever.

1.3.2 Attitude.

Never complain about your job, a political situation, the academic system, and so forth and so forth. Especially, do not reveal and mention negative things about your colleagues. Even if your students criticize your coworker, do not follow the lead. Be a professional and measured teacher. Be the kind of teacher you would like to have. Be patient and tolerant.

1.3.3 Sense of humor.

Smile, a lot, make them feel you are happy to be there, and you enjoy their company as well. An enthusiastic teacher shall have an enthusiastic class. Vary the volume of your voice to avoid monotony. Make jokes every now and then, but be sensitive to possible touchy situations, be careful not to hurt anybody's feelings. The use of humor in class shall contribute to low the monitor and foster the affective filter. Make them feel you are having fun. Do not be afraid of using body language such as gestures to add a funny touch to your class. Krishnamurti in Thapan (2018) claims that humor is a strategy teacher might use to relax the class environment. Also, he asserts it contributes to reduce student anxiety and soften stressful situations.

1.3.4 Feedback.

Make eye contact with all the students. Try to make them feel they are doing great in class. It is not necessary to correct every single mistake, according to Burt and Kiparsky "We should correct "global" errors, errors that interfere with communication or impede the intelligibility of a message (1972, pag 118). Whenever you provide feedback, avoid saying "no", as well as making a lot of corrections. It is much better to show them the correct answer, or to repeat what the student said but with the correct pronunciation. Feedback is a very important part, since it is the opportunity for the students to realize if they need to make some improvements. So, never give homework you are not having the time to check and provide feedback. Moreover, in order to foster learning, it is a good idea to make the students feel comfortable especially while they are participating in class, though it is a good idea to do it also while you check assignments/test. Make sure you foster respect and tolerance among students, do not allow students' mocking about their peer's performance. In the case a student is disrespectful, do not confront him/her in front of the class. Speak to him/her in

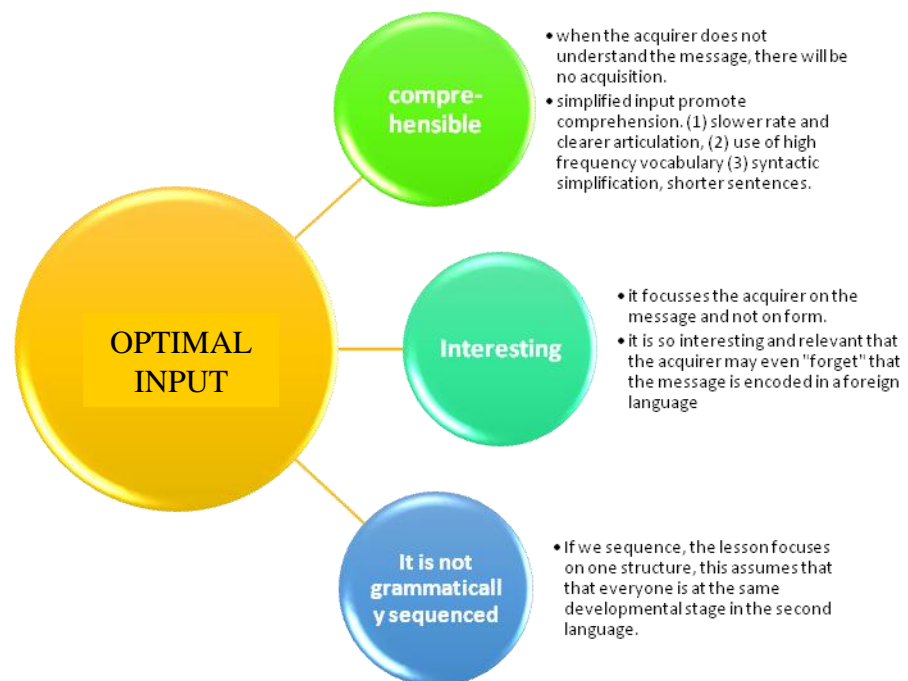
private, usually the situation is easier to handle. Finally, try to memorize the name of your students. They shall feel you really care about them. Also, it helps to establish a not written commitment and encourages a sense of trust.

1.3.5 Comprehensible input + 1.

Provide Comprehensible Input and foster zone of proximal development. Give students plenty opportunities for practice. Foster meaningful learning and show them what is the relevance of the content of the lesson. Ask your students to make an effort to move to the next level, but provide the tools and any necessary aid to do so.

Vygotsky, as cited in (Arancibia, Herrera, Strasser 1999. Pag. 100-101) proposed a theory in which sets out a relationship between two evolutive levels. He claimed there is a real evaluative level, which can usually be measured by a test. The second evaluative level is what the person can achieve as long as he or she has the appropriate assistance. The ZPD defines the functions the person has not achieved yet

The following chart is based on Krashen requirements of an optimal input.



According to Krashen

The very orientation of the grammatically-based syllabus reduces the quality of comprehensible input and distorts the communicative focus. Teachers will be concerned with how they are speaking, reading selections will be aimed at including x number of examples of structure y along with a certain vocabulary sample, a sure guarantee of boring and wooden language. (1982 pag. 70)

Nonetheless, since I am assigned to a Language Center at school, I must follow specific instructions, including but not limited to a curricular syllabus, which is grammatically based.

1.3.6 Dress accordingly.

It does not mean teachers must wear designer clothes or the latest fashion. Nonetheless, dressing as a professional show the students, you care about your job, it proves your students are important and you took the time to dress properly. Choose an attire that allows you freedom of movement, tops such as shirts or blouses that are long enough to let you rise your arm to write on the board while still covering your body. Female teachers should be careful with the neckline, have in mind it is common to take a seat to check homework and make all kinds of paperwork, clothes shall provide proper cleavage cover.

1.4 Theory underlying my teaching practice and identity.

1.4.1 The role of Motivation.

In this lesson plan, motivation plays the principal role. According to Woolfolk (1997, page. 330), “motivation is an inner state which activates, leads and keeps a behavior.”

When students have intrinsic motivation, teachers do not have to worry about keeping them interested on the lesson, since they are already engaged on the learning process. Woolfolk (1997, page. 366) suggested auto-regulated students have a set of abilities and self-control since they are motivated. Therefore, they are willing to learn and they have the required abilities to do so.

On the other hand, there are other ways of motivating students. Mercé Traveset (2012, Pag. 283) believes it is possible to do so by helping students to develop resiliency. She claims if teachers help them to develop resiliency abilities, students will be able to overcome their difficulties and will feel more motivated. In addition, she states fostering resiliency is possible through a respectful way of addressing to students and the way teachers acknowledges the students' progress. She says, that although probably teachers do not see the positive consequences, it is possible to motivate students and help them see how wonderful they are. She says, teachers have the opportunity to leave a beautiful print which might last forever.

Motivating students is not always an easy task. Nonetheless it is important to try to come up with interesting topics. The lesson plan presented herein is structured to achieve that goal. It is important students feel aware and proud of their culture and they be open to differences and particularities of other cultures.

Among the most efficient ways to motivate students is by providing meaningful and contextualized learning. When students know why and how useful is the new information, they are more likely to learn it. Olvera (2012, pag 53) stated meaningful and contextualized learning must be provided. Olvera claimed that learning is the result of a series of cognitive operations in an internal level. Moreover, the teacher has to be a guide as well as to lead the student to learn to know, learn to do, learn to live together and learn to be, just as Piaget proposed. Therefore, in the project presented herein, it is expected the students feel motivated to follow the example of those Mexican people who have made a difference worldwide. According to this intercultural project, students shall be aware of how important some people from different countries have been. In addition, they shall be also aware of how talented and skillful Mexican people are.

Moreover, Gerardo Hernandez (2000, pag 104) explains human beings have a natural tendency to its self-fulfillment. Therefore, although he or she is in an unfavorable situation, he/she will try to overcome the adversities and shall try to transcend. He also stated, this will happen if there are the appropriated circumstances to do so. Hernandez especially points out the need of a sympathetic environment. Thus, it is important to consider, for some students, school is the most

pleasant environment, and teachers might be the agent of change who provides them with the motivation they need to overcome their precarious situations.

This lesson plans are aimed to foster motivation. It is expected the students develop their confidence and pride about their culture and their roots.

1.4.2 The Intercultural speaker.

An intercultural speaker is a couple of steps beyond bilingualism. "An intercultural speaker also needs an awareness that there is more to be known and understood from the other person's perspective, that there are skills, attitudes and values involved too." (Byram, 2002, pág. 10) . In other words, an intercultural speaker is aware of the differences between his/her culture and the culture of the target language speakers. The intercultural speaker is able to be open to the said differences.

It is equally important to acquire the skill of finding out new knowledge and integrating it with what they already have. They need specially to know how to ask people from other cultures about their beliefs, values and behaviors... Intercultural speakers need skills of discovery and interaction. Finally, however open towards, curious about and tolerant of other people's beliefs, values and behaviors learners are, their own beliefs, values and behaviors are deeply embedded and can create reaction and rejection. Because of this unavoidable response, intercultural speakers/mediators need to become aware of their own values and how these influence their views of other people's values. Intercultural speakers/mediators need critical awareness of themselves and their values, as well as those of other people. (Byram, 2002, pág. 13)

The following chart summarizes Byram, Gribkova, and Starkey's model:



It is expected students get interested in learning more about successful Mexicans and they feel more confident about what they can achieve. Krashen believed affective factors such as motivation, self-confidence, anxiety and personality traits have an effect on language learning. A learner who is confident and motivated is prone to acquire a language. Therefore, the ultimate goal of this lessons is to raise the students' motivation. They shall feel proud of being Mexican and above all this, they shall feel Mexican people are as capable as any other person in the world. Interculturality implies being able to recognize the characteristics of other cultures and being open and tolerant towards the differences between the alien culture and their own. "Intercultural attitude, also defined above, normally means an attitude of respect to those national cultures. In this sense, this scenario is intercultural because it is international" (Trujillo, 2002, pág. 108).

Learning culture is inherent to language learning. Just to give a few examples, it is necessary to understand words might have different connotations, pragmatic aspects, etiquette regarding language, using an appropriate register, understanding the attitude and differences regarding customs, to mention some. Therefore, aspects about culture must be taught during EFL and ESL classes.

Culture and communication are two intimately related elements of the process of meaning construction. Interculturality, then, is the educational objective related to culture and communication and it is defined as the active participation in communication helped by critical awareness and analysis and motivated by the appreciation of diversity as the foundation of society. (Trujillo, 2002, pág. 109)

Connotation.

Sometimes words might have the same meaning though they might have different connotations. For example, the word “stupid” in English is used in colloquial contexts as among friends. Nonetheless, in Spanish it is a bit more offensive. The other way around, in Mexico when a person is surprised or shocked, it is pretty common to say something like “¡Jesucristo!” in the US. It is regarded as swearing. An intercultural speaker understands such differences, and uses the said knowledge to communicate appropriately, avoiding misunderstandings.

Pragmatic aspects.

Word meaning is determined by its context. Including but not limited to: intonation, the situation, the speakers, and so forth and so forth. The following meme illustrates an example of how the context changes the intention of a discourse:



Register.

The selection of the correct register is important. For instance, in several languages, there is a formal and informal way to address people. For example, in Spanish the use of “tú” vs “usted”. An intercultural speaker understands not all the languages have this characteristic, so s/he does not feel uncomfortable if a foreign speaker, e.g. English speaker, addresses ho him/her in the familiar way “tú”. Since s/he is aware there is no such difference in English.

1.4.3 Top-down Approach.

The lesson plan described herein is based principally in a top-down approach. It is intended to simulate an acquisition process. The texts are seen as a whole, fostering to understand the general idea, instead of building from the bottom to the complete text.

The conversation and the text include structures in Past Simple. Students are supposed to read and use the past simple to talk about the people included in the lesson.

The first way is language acquisition, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated. (Krashen, 1982, pág. 10)

1.4.4The Acquisition-Learning hypothesis.

Krashen claimed the main difference between acquiring and learning is that acquisition is the result of a subconscious process. This happens in a more natural way. Learners focus on the communication rather than on following grammar rules. According to his theory, learning happens

through formal instruction; it usually requires the knowledge of grammar rules. Learning uses a deductive approach, while acquiring a language uses an inductive approach.

1.4.5 Activating Schemata.

This is the strategy through which it is linked the previous knowledge to the new knowledge. This strategy helps to store information in the long-term memory.

1.4.6 Ice-breaker.

This strategy is commonly used, not only in teaching, but in a wide range of activities, since it helps to create a nicer environment among the participants.

1.4.7 Technology.

Using technology and electronic material is a more modern way of learning. Blogs, websites, e-mails, etc. are examples of these sources. Hedge (2005, page 24) warns "Use of Internet resources, with school students, would clearly need to be done with care and with parental permission". (Vacca, 2005). The lesson plans herein, include the use of technology, such as projecting videos, use of excel, etc.

1.5 Developing the four skills.

Any person cannot be considered bilingual if she or he does not show a proficient level of the four skills: reading, writing, listening, speaking.

It is difficult to tell which one is more important. Although there are many debates about it, it is certain the four of them are necessary.

1.5.1 Writing.

Writing can be developed in teams; collaborative work fosters reciprocal learning. Nonetheless, the final goal is to help them to develop individual writing.

Effective writing requires a number of things: a high degree of organization in the development of information, ideas or arguments, a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for

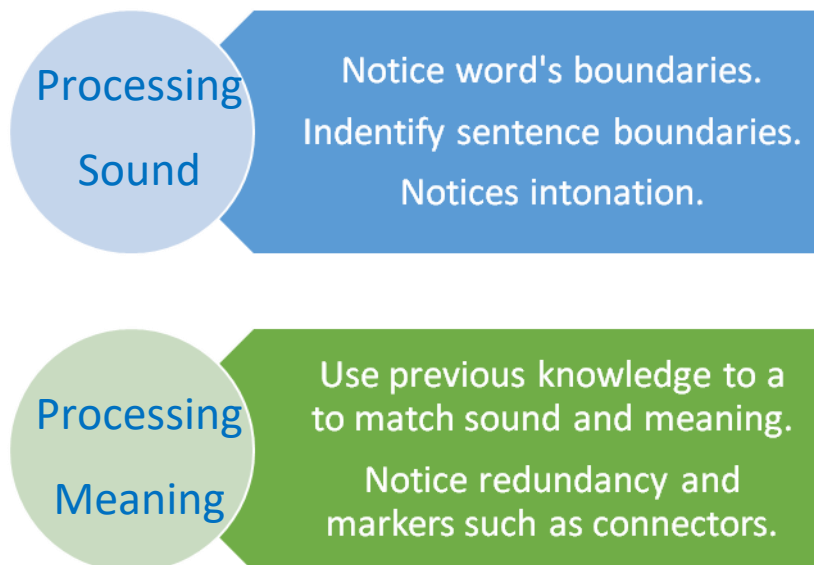
focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. (Hedge 2005, page 7).

1.5.2 Listening Comprehension.

Listening is a basic skill, since it is one of the two skills through which input takes place. The largest input learners are exposed to, the largest intake shall take place. Haynes (2007) as cited in Stefánsson (2013, page 4) "the first stage is Preproduction and is also referred to as "the silent period" where learners gradually build up their vocabulary to about 500 words without speaking the language but more echoing the language.

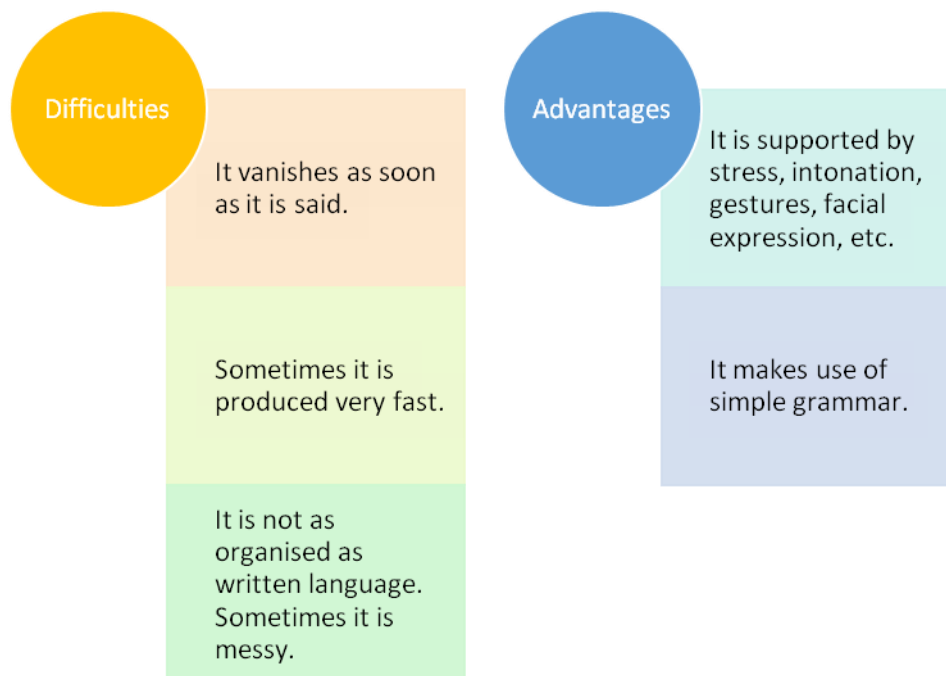
Therefore, reading is a great source to develop writing, because it provides a visual intake. Accordingly, listening is the source to develop speaking since learners can notice pitch-intonation, pronunciation, and other characteristics of spoken language, in order to try to imitate the native speakers' utterances. Solak, (2016, page 30) "Listening can be considered the fundamental skill to speaking, because without understanding the input at the right level, any learning cannot begin."

Processing Sound and Processing Meaning.



Listening Strategies.

Listening strategies include the way input is processed. Beginners usually prefer to use a bottom-up processing, since it is easier to start decoding and understanding sounds, then words, then clauses, sentences, and so forth and so forth. When learners use a top-down approach, they access to their previous knowledge to understand what it is said. Nonetheless, it is important to move to a top-down processing, or a combination of both: the interactive model. It is proven learners show better results when they do not focus on understanding every single sound since it slows down the process.



Listening material should be as natural as possible. These way students will feel more confident. Moreover, teachers and students should have realistic goals. It is important to learn that not grasping every single word that is said is normal, and that it does not necessary interferes with understanding the speech it being listened.

Authentic Materials for Listening Comprehension.

In the project presented herein, authentic material is used. A recording of Maria Montessori which was not developed to teach a language.

Spratt, Pulverness, and Williams (2008, page 31) states learners should "be able to understand different kinds of spoken text types such as conversations, stories, announcements, songs, instructions, lectures and advertisements." These are real conversations which provide meaningful learning; it helps learners to be prepared for actual English-speaking situations. Authentic material is any material that was created for any purpose different to teaching.

Given the current technologies, it is possible to have access to a wide variety of material. Nevertheless, Solak (2016, page 32) states authentic materials frequently contain more unfamiliar vocabulary and language structures, thus they may be a little harder to understand. Although this might seem to be a disadvantage, exposure to such material is essential since it prepares learners to face a real situation. Richards (2006) in Solak (2016, page 32) "also states three advantages of integrating authentic materials in a classroom environment: (i) the culture of the target language is introduced, (ii) the use of real language is shown, and (iii) a more creative way of teaching is achieved."

When selecting the authentic material, it is also important to take into account such material should be interesting to the learners. Therefore "It is important to know your target students' profiles because what interests one group of learners may seem dull for another group." Solak (2016, page 32). The most appropriated moment to arise the interest of the students in during the pre-listening. This is the stage of the lesson in which the curiosity of the learner is encouraged Wilson (2008) in Solak (2016, page 32) "In a listening class, pre-task activities actually serve the aim of arousing interest in students before the main activity. Apart from this, cultural accessibility is a crucial factor too. Learning about a new culture is beneficial for improving inter-cultural competence".

1.5.3 Approaches for reading, bottom-up, top-down, and interactive reading.

There are several claims about which is the best approach to develop reading skills. Usually the bottom up approach can be used with true beginners. For them it is more feasible to understand and analyze the words in a sentence. On the other hand, the top-down approach is a strategy that focuses on understanding the general idea of a text. The interactive approach is a combination of the bottom-up and top-down approach. Although, it is usually more effective trying to understand the general idea in a holistic way, it is sometimes necessary to stop every now and then to analyze minimal parts, since it is a good way to acquire vocabulary (Morgan, Rinvolucrí, 2008, pág. 13) “Although vocabulary may be learnt from many sources, for the majority of students the reading passage is the most usual”.

1.5.4 Speaking.

Probably it is the most difficult skill to be developed, since students usually feel vulnerable when speaking and they feel exposed before their peers.

Micro-skills.

- 1. Retain chunks of language of different lengths in short-term memory.
- 2. Discriminate among the distinctive sounds of English.
- 3. Recognize English stress patterns, words in stressed and unstressed positions. rhythmic structure, intonational contours, and their role in signaling information.
- 4. Recognize reduced forms of words.
- 5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- 6. Process speech containing pauses, errors, corrections, and other performance variables.
- 7. Process speech at different rates of delivery.
- 8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 9. Detect sentence constituents and distinguish between major and minor constituents.
- 10. Recognize that a particular meaning may be expressed in different.

Macro-skills.

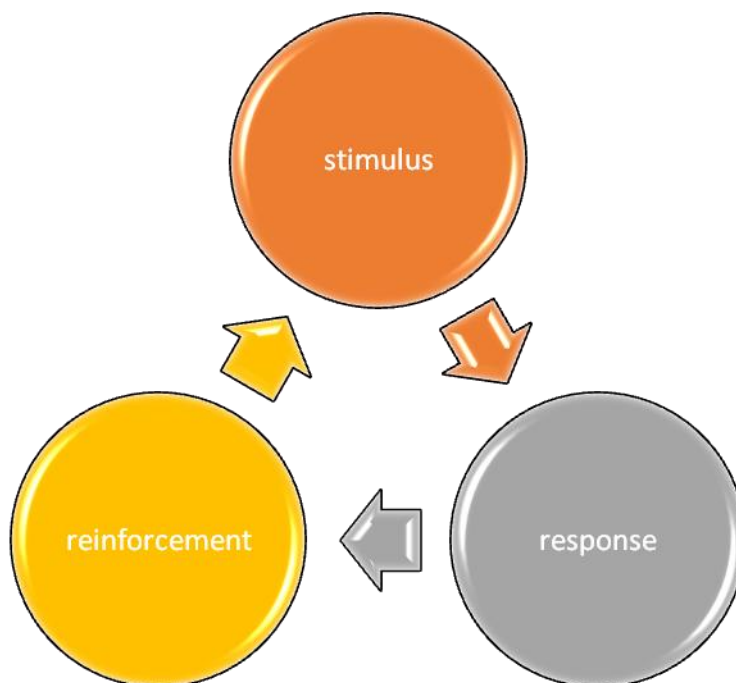
- 1. "Recognize cohesive devices in spoken discourse.
- 2. Recognize the communicative functions of utterances, according to situations, participants, goals.
- 3. Infer situations, participants, goals using real-world knowledge (pragmatic competence).
- 4. From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5. Distinguish between literal and implied meanings.
- 6. Use facial, kinetic, body language, and other nonverbal cues to decipher meanings.
- 7. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

1.6 Micro and Macro Skills.

The project herein described is focused mainly on macro skills, such as using real world knowledge, recognizing communicative functions, using nonverbal cues to decipher meaning, etc.

1.7 Behaviorism.

Although behaviorism theory is not enough to foster learning, there are some aspects of it which might be useful in the teaching-learning process. It is impossible to completely set it aside, since conditioning is part of the human being behavior. I.e. providing grades to students, is a way of conditioning. In other words, teachers reinforce a good or bad academic development through notes. Arancibia, Herrera and Strasser (1999, pag. 49) assert conditioning is provided to students when they associate a course with a pleasant environment. Therefore, they may react in a pleasant way as well. They also stated the classical conditioning can explain certain attitudes of students and propose a methodology to modify such attitudes when necessary (1999, pag 49). Therefore, indirectly the behaviorism theory is used, since the students are prized with a positive feedback.



Woolfolk states it is based on the social constructivism according to Vygotsky's approach, who claimed learning happens in a social environment within a particular culture. Learners build their own knowledge while interacting with the world. In this social context, learning occurs as a result of the social interaction and meaning negotiation during the exchange of information, (1997, pag. 277). In these lesson plans, it is intended students build their own knowledge based on the input they

received first. In the first two lessons the teacher presents some famous people, and although there is a little interaction, most of the modeling part is made on behalf of the instructor. However, in the last lesson plan, students are the ones who researched and present the outstanding Mexican people. Therefore, the speaking skill is fostered.

1.8 Assessment.

Although the words assessment and evaluation are very often confused, there is a clear difference between them. An assessment is a more global and complete concept. It can be classified given its worth in the grading system, as formative and summative. A formative assessment is the kind of formal or informal procedures teachers employ to monitor student performance and knowledge in order to make decisions regarding the strategies, direction, and approaches s/he shall use throughout the course. On the other hand, Summative assessment is a formal procedure teacher use as an academic requirement, usually ordered by a higher position.

Another way to classify assessments is through the applicant. A hetero-evaluation is carried out by the instructor or a third party from a higher position. A co-evaluation is made among peers. A self-evaluation is carried out by the student itself. Thus, s/he must reflect about its performance.

In this project, the checklist used to assess the performance is regarded as a formative assessment, since it has no weight in their grade, but it helps to monitor the student's progress. Moreover, for the flipped class, students are being assessed with a rubric and given that they are both carried out by the teacher, it is a hetero-evaluation.

Chapter 2: Methodology and Practice.

In the project presented herein, the focus is in the four skills, Reading, Listening, Speaking and Writing.

2.1 Lesson Plan One.

Lesson Plan. Lesson One.		
Level: Beginners	Materials: Flash cards, handouts, markers.	Required time: 1 hour
1. Gain attention.	Show pictures of the following famous people and ask students if they know their names: Fred Astaire, Michael Jackson, Mozart, Beethoven, Anthony Bourdain, Gandhi, Steven Spielberg, Di Blassio, Ana Gabriela Guevara, Cristiano Ronaldo, Steve Jobs and Henry Ford.	
2. Objective.	Students recognize and use the Past Simple tense.	
3. Recall prior knowledge.	The teacher asks the students if they remember the use and form of Past Simple.	
4. Present new content.	<p>Strategy: Lecture style. The teacher uses this technique to display the use of the past simple tense. Then s/he provides some examples.</p> <p>The teacher presents the past simple tense and provides a few examples.</p>	
5. Provide guidance.	Strategy: Demonstration. The teacher shows pictures and introduces the person in the image.	
6. Practice.	Strategy: Practice. Students follow the model.	
7. Provide feedback.	Provide positive feedback. Congratulate every student. If the pronunciation is not accurate, the teacher repeats it correctly.	
8. Assessment.	Use checklist for performance.	
9. Reflection.	The teacher summarizes what was learnt during the lesson.	

The lesson is framed on teaching Past Simple. It is focused first on famous people such as: Di Blasio, Michell Jackson, Cristiano Ronaldo, Maria Montessori, Irena Sendler, Steven Spielberg, Fred Astaire, Anthony Bourdain, Gandhi, etc.

During the this lesson several observations are made, in order to remark the famous people mentioned here and why they became the best.

- Michael Jackson was a great choreographer and dancer. Nonetheless, although he popularized the “Moon walk” he did not invent this move. He mentioned in an interview that he took the idea from a Mexican dancer. Although he did not mention the name, the dancer was “Resortes”. (watch the video https://www.youtube.com/watch?v=C-26Xy0PS_Y)
- Cristiano Ronaldo is among the best soccer players in the world. “Chicharito” Hernandez, is a young athlete who plays soccer in the best teams in the European League.
- Fred Astaire has been regarded as one of the best dancers in the world. Also, Elisa Carrillo and Isaac Hernandez have won the prize *Benois de la Dance*. Therefore, they are regarded as the best Ballet Dancers in the World. Elisa Carrillo was born in Mexico City. Isaac Hernandez was born in Guadalajara; he has 10 siblings. His parents did not send them to school. They decided it was better to teach them at home. Isaac left his house when he was 13 in order to study at a professional ballet school. Later, he was diagnosed with a problem on his back. His doctor told him he will never dance again. After therapy and a lot of work, a year later he won a gold medal. A few years later, he became the best dancer in the world. (watch a video <https://www.youtube.com/watch?v=bs2ZZzXSFbc>)
- Anthony Bourdain was an excellent chef. He became famous due his TV shows. He travelled the world and tried exotic dishes. Anthony made a comment regarding racism. He said he knew a lot of Mexicans and his opinion was Mexico has great landscapes and delicious food. Certainly, Mexican food is just delicious. Actually, the best female chef in the world is Mexican, Daniela Soto Innes and her husband own two successful restaurants in the US.

- Gandhi was a famous political leader. He was a lawyer who through a pacifist movement set his country free from England. Also, Cesar Chavez was a pacifist. He was a Mexican man born in US. He had to quit school but he read a lot. One of his role models was Gandhi. Cesar created the first Union to protect immigrants working in the US. (watch the trailer <https://www.youtube.com/watch?v=zeo-q-8MOQ4&list=PLyHPJVH53BRb8cMbN4QHgEYNHoTpGjaaz>) It is a movie really worth watching.

2.2 Lesson Plan Two.

Lesson Plan. Lesson Two.		
Level: Beginners	Materials: Flash cards, handouts, markers	Required time: 1 hour
1. Gain attention.	Show pictures of the following famous people and ask students if they know them: Maria Montessori, Irena Sendler.	
2. Objective.	Students use the past simple tense	
3. Recall prior knowledge.	The teacher reminds the students about the previous lesson.	
4. Present new content.	Reading/Listening The teacher plays a recording about Maria Montessori. The teacher reads a text about Irena Sendler.	
5. Provide guidance.	N/A	
6. Check understanding.	Directed questions. The teacher makes a few questions to check if the students understood the recording. E.g. What was Maria Montessori profession? What was Irena Sendler's job?	
7. Provide feedback.	Provide positive feedback. Congratulate every student. If the pronunciation is not accurate, the teacher repeats it correctly.	
8. Assessment.	Use checklist for performance. Hand out for writing	
9. Reflection.	The teacher summarizes what was learnt during the lesson. The teacher randomly assigns some names to research about. The teacher uses an electronic Name Picker: flippity	

Reading.

Irena Sendler was a Polish social worker who, during World War II, helped to rescue 2,500 Jewish children from the Warsaw Ghetto, and placed them in convents or with non-Jewish families.

Irena Sendler was born in Poland, in 1910. When the Nazis invaded in 1939, Irena was a social worker and so had access to the Warsaw Ghetto, where hundreds of thousands of Jews were imprisoned.

Putting themselves at great risk, she and about two dozen of her colleagues saved as many Jewish children as they could.

Some children were carried out in caskets or potato sacks; others left in ambulances or through underground tunnels.

Sendler kept records and lists of the children she helped in a jar.

The Nazis arrested Sendler and sent her to Prison. They tortured her, they wanted her to reveal the names of her associates. She refused and was sentenced to death. Her friends helped her to run away in February 1944.

The goal is to make them realize how talented Mexican people are. Since the most difficult aspect to overcome when learning a language is shyness, it is expected students feel proud and confident when they find out Mexicans are among the best in several fields.

Listening.

A video of [Maria Montessori](#) is played. Some questions are made in order to check understanding.

Maria Montessori was the first female doctor in Italy. It was not easy for her, since women were not admitted at university. Although she was not welcomed, she graduated with honors. She was the first woman who attended college. Besides, she graduated in psychiatrics, psychology, and Anthropology.

2.3 Lesson Plan Three.

Lesson Plan. Lesson Three. /Flipped class		
Level: Beginners	Materials: Flash cards, handouts, markers.	Required time: 1 hour
1. Gain attention.	N/A	
2. Objective.	Students review and practice the past simple tense. Students recognize the importance of the people mentioned in class.	
3. Recall prior knowledge.	The teacher reminds the students about the previous lessons, regarding famous/remarkable people.	
4. Present new content.	(achieved in step 6)	
5. Provide guidance.	(achieved in step 7)	
6. Practice.	Speaking. Students talk about the person they researched about.	
7. Provide feedback.	The teacher complements what the students present.	
8. Assessment.	Rubric.	
9. Reflection.	The teacher summarizes what was learnt during the lesson. The reflection is especially important because they are successful Mexican people who have demonstrated Mexican people are talented. The teacher presents a collage of Mexican people who are famous in Hollywood. Listening. The teacher projects the video: I'm Mexican.	

In this session the lesson is switched to a Flipped class. Students were asked to research about: Alondra de la Parra, Mayra González, “Chicharito “Hernández, Romeyno Gutiérrez, Lorena Ramírez, Daniela Soto, Isaac Hernández, Elisa Carillo, and Guillermo del Toro.

Students present the information they found about the Mexican people mentioned above. If important data is missing, it shall be complemented as follows:

Regarding gender issues, the first woman to become an Australian Orchestra Conductor is Mexican. Alondra de la Parra, is a Mexican-American musician. Her parents are Mexican, though she was born in the US.

Also, Mayra Gonzalez, is the first woman to become CEO of a Nissan National division. And she was also the youngest person in Mexico to occupy that position. Given the sales records and her excellent performance, she is now in charge of Global Sales in Japan. She is in her early forties.

Finally, people from Chihuahua are presented. The goal is to make students aware of people from their hometown who have achieved wonderful things.

Therefore, the following data is complemented:

Lorena Ramirez is an athlete. She is a Mexican marathon winner. She is from Chihuahua. She runs wearing her traditional attire. She wears rubber sandals to run. She was given a pair of tennis shoes, her answer was: "What do I need these for? The ones who wear these shoes run behind me".

Romeyno Gutierrez is the first indigenous musician to play the piano. He has given concerts in several parts of the world.

To close with a flourish, it is projected the video: I'm Mexican. (watch <https://www.youtube.com/watch?v=1WaSiZHBv4k&feature=youtu.be>)

The lesson plan is designed to meet the requirements of the Comprehensible input +1. It takes place in acquiring a language. According to this hypothesis, language acquisition takes place when the learner is exposed to 'Comprehensible Input' that belongs to level 'i + 1. Just a little beyond his/her level. It is planned in a top down approach, since language is studied in a holistic way.

The lesson is concluded with a reflection about how it is possible to achieve any goal, as long as the necessary effort is placed.

Lesson Plan. Lesson Four. /Flipped class		
Level: Beginners	Materials: Questionnaire	Required time: 1 hour
1. Gain attention.	N/A	
2. Objective.	Students knowledge and understanding is assessed.	
3. Recall prior knowledge.	N/A	
4. Present new content.	N/A	
5. Provide guidance.	The teacher provides instructions to fill out the test.	
6. Practice.	The teacher gives the instructions to answer the test. The students are expected to take earphones with them for the listening questions. The test gets automatically locked if the student opens another window. When the time runs out, the test is submitted automatically. Students have 40 minutes to complete the test. This test assesses writing, reading, and listening.	
7. Provide feedback.	The test provides immediate feedback. The next class, the teacher provides a brief explanation of questions which were consistently wrong.	
8. Assessment.	Questionnaire.	
9. Reflection.	The teacher fosters a reflection of what it was learnt and done. Also, it is reflected on the situations this topic can be used. Finally, it is reflected on the relevance of being confident and persistent. An intercultural student is aware of diversity, but also, s/he appreciates its own culture.	

Chapter 3: Experience Report.

Given the current situation is being lived in the country, these lessons were carried out online through video sessions. Nonetheless, although students participated as they were asked, it was noticed some of them were not as enthusiastic as when they were having presential classes. As the

classes continue through this modality, students seem to be a little less active. Probably it is normal given the current situation in the world.

It is interesting to notice there are many remarkable Mexican people around the world who have become successful in their fields. Unfortunately, most of these people are not well known within the Mexican community. The students were not acquainted with most of the Mexican people presented in the project. On the top, most of them do not even know who are the ones who live in the same state. This is quite interesting given that as a matter of fact, they are living legends.

These lessons were designed for a double purpose. The first was a grammatical goal, students were instructed regarding the use, syntax, pronunciation and spelling of the verb to be, subject pronouns, possessive adjectives and jobs. The second goal was to create awareness of the skilfulness of Mexican people. Watch the class video <https://www.youtube.com/watch?v=-QObZbYZVgc&t=29s>

Therefore, it was necessary to use: authentic material and, as a teacher, to play the role of a manager to organize the class, an ethnographer and researcher to investigate about the people included in the lesson, and as an agent of change and mentor to create awareness of our culture.

3.1 Improvements for the set of lessons.

It is important to have a plan B, in case things do not work as it was planned. Therefore, in the eventuality a student who is assigned to make the presentation does not show up and does not make the research, the teacher must be prepared to fill the gap. In other words, the teacher has to have the information at hand, in such a way s/he provides the information. This is done this way since given the time limitation of the program, it is quite difficult to just postpone the presentations and to delay the progress of the program.

Changes to be made.

Once the lessons were carried out, it is proposed the following modifications:

- In the pilot class, some foreigner people were not known by the students, since the aim is to make a contrast between international famous people and the Mexican counterpart it is important the students know who the foreigners are. the following pictures: Fred Astaire, Raul Di Blasio. Shall be substituted by another person given that they did not work as it was expected.

Although they are remarkable people, it might be more interesting for the students if the pictures are replaced by performers they are acquainted with. The intention is to present iconic people students are familiar with so later they are contrasted to Mexican people who have accomplish a similar task.

- Include the following pictures:

Daniela Soto Ines, she has been appointed as the best female chef in the world.

Luis Velasco. He Works for NASA. He designed a robot which will be send to Mars.

Alfonso Cuarón. Prestigios film director.

Alejandro González Iñárritu film director.

It can be asserted that the development of this project, as well as the studying process which was carried out during the last year, is the reason why, as a teacher, I have now a deeper awareness of my responsibility as an instructor. Moreover, it has provided essential tools to become a better language teacher.

Chapter 4: Conclusions.

Looking back of what it was learnt during this year, it is pretty interesting to notice that despite of the experience and previous knowledge, there are many things that are new for this project's researcher. The field of Second Language Acquisition is so wide that it seems practically impossible to know everything about it.

During this year, it has been noticed there are many aspects of teaching and of the personal teaching philosophy that can be improved.

It has been concluded motivation plays a very important role regarding the affective filter. Moreover, motivation contributes to lower the anxiety and reduce the monitor level. It also helps the students to be more interested and to pay closer attention. Therefore, their learning is more efficient. There are several ways to foster motivation, many of them are included in my teaching philosophy, which has been shaped through experience but has improved during this last year. Basically, a good teaching philosophy should be aimed to become the kind of teacher everyone wants and needs to have. On the other hand, efforts must be done to help students to contextualize their learning, first in the culture of the target language and then within their context. This way they shall be able to speak about real situations in their real lives. Language should be taught to develop not only linguistic competence but to develop sociolinguistic and strategic competences. This helps teachers to focus on real communication in class, therefore students shall develop better communicative skills.

Moreover, for this project design, it was taken into consideration that nowadays people spend a lot of time watching movies, videos and series. Therefore, it was intended that by using movies and videos as reference it would foster the interest of the students.

As supporting material for the students, it was added a file in excel to help them practice interactively with the irregular verbs. This is done in order to support those students who cannot afford an internet connection. Since they can practice off-line.

Finally, as part of the changes proposed for this project the following pictures were removed: Di Blasio, Fred Astaire, Beethoven and Mozart. These pictures were substituted by Ed Sheeran, and Freddy Mercury. the video I'm Mexican, was dubbed into English, given that there was no version in English. The said video was an excellent way to close the activity since it is quite inspirational.

Chapter 5. Appendixes and APA style references.

5.1 Appendix

Examples of flash cards-



5.2 New Flash-Cards.

There are added the pictures of Luis Velasco, the Mexican engineer who works for NASA.



The couple. Daniela Soto Inés and Enrique Olvera. Daniela has been awarded with the prize the best female chef in the world.



Cesar Estrada Chávez. The man who founded the first Farmers Union in the US. He fought for the rights of immigrants. Nonetheless, one of his role models was Gandhi, therefore he made it through a pacific movement.



5.3 Power Point Presentation

1 **PAST SIMPLE**

2 Fred Astaire, Michael Jackson, Mozart, Beethoven, Anthony Bourdain, Gandhi, Steven Spielberg, Di Blasco, Cristiano Ronaldo.

3 **BIOGRAPHY OF ITALIAN AMERICAN MARIA MONTESSORI**

4 **Irena Sendler**

5 **IRENA SENDLER**

6 **FRED ASTAIRE**

7 **Michael Jackson**

8 **Anthony Bourdain**

9 **Mozart**

10 **Beethoven**

11 **CB7**

12 **Raul Di Blasio**

13 **Marcelo Veira**

14 **Flipped Class. Students research about the following people.**

15 **Chicharito Hernández**

16 **Elisa Carrillo**

17 **Alondra de la Parra**

18 **Guillermo del Toro**

19 **Mayra Gonzalez**

20 **Isaac Hernandez**

21 **Cesar Chávez**

22 **Lorena Ramirez**

23 **Romeyno Gutiérrez**

24 **Flipped Class. Students research about the following people.**

25 **THE MEXICAN**

5.4 Assessment Instruments.

Performance Check List		
	YES	NO
Learning to do		
1. Student's pronunciation is clear		
2. Student's syntax is good enough to be understood		
3. Student's fluency is acceptable, hesitates but keeps trying.		
4. Answers the questions made by the teacher.		
Learning to be together-learning to be		
5. Student is willing to participate		
6. Student attends to all or most video sessions		
7. Student is punctual		
8. Student is respectful		

Rubric for presentation					
	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Writing, reading and listening Assessment. Platform Test.

Writing section.

Tablero > Mis cursos > i2ibo > Unit 3 > Test Unit 3 Past Simple > Editar examen

NAVEGACIÓN

Tablero

- Página inicial del sitio
- Páginas del sitio
- Mis cursos
 - PYE PI
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 - Course Setting
 - UNIT I
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 - Unit 3
 - Homework 3-1 Was/Were (10%)
 - Homework 3-2 Past Expressions (10%)
 - Homework 3-3 (Connectors)
 - Homework 3-4 Presentation Autobiography (30%)
 - Homework 3-5 PRACTICE UNIT 3

Editando examen: Test Unit 3 Past Simple.

No puede agregar o quitar preguntas porque este examen ya ha sido realizado. (Intentos: 89)

Preguntas:22 | Este examen está cerrado

Paginar de nuevo | Seleccionar varios ítems

Página 1

1 1 I _____ late for work yesterday because of the bus strike.

Página 2

2 2 I _____ here yesterday because I had the flu.

Página 3

3 1 Why _____ you late this morning?

Página 4

4 4 When I went to see him, George _____ still in bed.

Página 5

5 6 - We _____ not at home yesterday night. We were at the school at that time.

Página 6

6 6 What _____ you doing in there?

Página 7


7 7 - The teacher _____ late again this morning. It happens all the time

Página 8

Listening section. (<https://www.youtube.com/watch?v=wIKYTsBHc1g>)

tch.edu.mx/question/preview.php?id=164309&cmid=89272

Watch the following video and select the word you listen.




On a cold, dark night, Elissa was working late at the office. It _____ already midnight when she finally _____ her work. As she was leaving her office, she _____ the streets were now empty... she _____ all alone. While she was walking back home, she _____ some footsteps behind her. *Flap, flap, flap* She _____ around to look, but no one was there. So she _____ walking. But she could still hear footsteps behind her. *Flap, flap, flap* Elissa is really scared now and she _____ to run. She _____ louder and faster. *FLAP! FLAP! FLAP!* Someone was chasing her! As she was running, she _____ a cemetery. She quickly _____ into the cemetery and hid there.

When Elissa was hiding, the footsteps _____ . Maybe she lost him. Just then, Elissa remembered there's a 24 hour convenience store nearby. She can go there for help. She quickly ran to the store. She _____ inside and begged the man for help. "Please help me! Someone is following me. I can hear his footsteps!" But the man _____ to her "Lady, the footsteps are yours. The soles of your shoes came off."

Reading section.

edu.mx/question/preview.php?id=164310&cmid=89272

Read the following text. Then answer the questions below.



Mayra Gonzalez Velasco was born on February 23, 1977 in Mexico City. She got a degree in Marketing at the Technological University of Mexico and a postgraduate degree in Advertising at the Universidad Anahuac del Norte and one in Business at the International School of Canada.

She started as a car salesperson and is currently considered the most important woman in the country's automotive industry and since 2016 she has been part of the 100 Powerful Women of Forbes Mexico.

In that year, she became the first woman to lead Nissan in a country and also the youngest person to serve as president.

Mayra became a secretary at Nissan in 2019.

She got 2 postgraduate degrees.

Only a few women have hold the CEO position (president) before.

Later, she got a higher position in Nissan.

ES 02:20 a.m. 17/09/2020

5.5 Supporting Material.

	A	B	C	E
1		Teclea en el recuadro amarillo, el pasado simple del verbo el resultado aparecerá en el recuadro azul si no sabe la respuesta, puede teclear: answer y la respuesta aparecerá en el recuadro azul. al finalizar puede borrar el contenido de la primera columna, es decir, puede eliminar sus respuestas y practicar cuantas veces asi lo desee. ESTE EJERCICIO NO SERÁ EVALUADO. Es sólo para su apoyo.		
2				
3				
4				
5				
6				
7				
8				
9				
10		tell - pay - buy- spend - fight		
11				
12				
13	spent	Jacob.....quality time with his family last week.		Great!
14	answer	I.....him a wonderful story about mice and cats.		told
15		Jacka new motorcycle.		Provide the Past Simple
16		Ethan.....in the second world war		Provide the Past Simple
17		Charlotte.....all hers debts. She feels relieved.		Provide the Past Simple
18				
19		break - think - feel - make- get		
20				
21		Bobby.....his bed and had breakfast.		Provide the Past Simple
22		Caleb.....many presents last Christmas.		Provide the Past Simple
23		Katie.....her right arm. She can't write at all.		Provide the Past Simple
24		Carter.....really bad. He was sick. He went back home.		Provide the Past Simple
25		I.....you were sick. I'm glad you are fine.		Provide the Past Simple
26				
27		luggage - book - sightseeing - schedule - fly -customs -awsome-inexpensive		
28				
29		Mark: How was your vacation?		
30		Will: I was! I had a really good time.		Provide the Past Simple

5.6 Hand Out for Writing Practice.

Name.....	Date.....	Class.....
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Fill in the blanks using: was/were

1. Mozart and Beethoven..... musicians.
2. Irena Sendler..... a nurse.
3. Michael Jackson and Resortes..... dancers.
4. Maria Montessori.....a doctor.
5. Anthony Bourdain.....born in New York.

Fill in the blanks using the correct verb in Past Simple:

Save - break – forget – become - dance - teach– win - say

6. Irena Sendler over 2,500 children.
7. Isaac Hernández.....the Price Benous De La Dance.
8. Maria Montessori.....many children around the world. Specially the poor and disable.
9. Mayra Gonzalezthe Automotive Sales Record in 2015.
10. Alondra de la Parra.....the first Female Orchestra Conductor in Australia.

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Demonstration Video <https://www.youtube.com/watch?v=-QObZbYZVgc&t=29s>