



UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

**“UNDERSTANDING DIFFERENT CULTURES THROUGH
TYPES OF HOMES”**

TRABAJO RECEPCIONAL

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

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INTRODUCTION

In this document you will be able to find the compilation of all the information given along the different lessons of the modules, along with this it will be taken into consideration personal experiences related with how the different approaches, theories and materials have been put into practice.

It will be discussed about my personal teaching philosophy and how it was built along the years with multiple experiences as first student and then as a teacher, and of course adding how this school year in the specialization has changed me and helped me to be a better teacher.

It will be discussed about the theoretical foundations behind the lessons presented in the last assignment and how it was presented in my personal experience with the students along the past few weeks in which I had the opportunity to put it into practice with them.

Any teacher teaches the same, and when we focus in language teaching the methods used for the teachers are always going to be different, along this project I will be taking into consideration different factors that can help us to understand why we have so many theories and approaches and how we can take advantage of all of them in the classroom, of course this time taking into consideration the different results I had when putting into practice with real students.

As an English teacher, I have had the opportunity to work with students from different levels, from kindergarten, elementary school, middle school and high school, all of them with different personalities and ways of learning; thanks to that I have a wide range of experience about the different activities that can work with students from different ages.

We had the opportunity to develop an understanding of various concepts and the way all of them can help us in the classroom, they have had significant influence on second language teaching, learning and testing research and practice.

It is important to remind that the main objective to master the language, English in particular, has become to be able to communicate using the language in different contexts.

Richards (2008:19) says that the learners' mastery of speaking skill has become the main goal in learning English as a second language or foreign language. Moreover, he states that the learners will assess their success in language learning, especially how effective they use the language, by looking at how they have improved their speaking skill.

During this document the different models, concepts and ideas mentioned in the theoretical foundations will be taken into consideration in the creation of a lesson plan that carries into practice how we can manage to have a class in which students are able not to just learn words or grammar rules without having an idea about how different cultures and people around the world can contextualize them according to their beliefs and background experiences.

Intercultural communication is one of the most important parts of creating a plan for a class, now a days the internet and current situation in which we live has made us change the way we communicate and with that the kind of people we can meet, in the past it was less common that a large number of people were able to connect with different people around the world but with the globalization now is easier to be able to connect with different cultures, to have this is the classroom can help us and the students to develop the way they can interact and understand.

It is important to remind that the main objective to master the language, English in particular, has become to be able to communicate using the language in different contexts. Richards (2008:19) says that the learners' mastery of speaking skill has become the main goal in learning English as a second language or foreign language. Moreover, he states that the learners will assess their success in language learning, especially how effective they use the language, by looking at how they have improved their speaking skill.

CHAPTER 1: philosophy and theory

1.1 Teaching identity and philosophy

When mentioning our teaching philosophy, it is really important to ask ourselves why am I a teacher? And the answer to this question comes from the decision I made at studying my career, but the reality here is to know why I am still a teacher; and the answer to that is because in the moment I had the opportunity to be in front of a class I felt in love with my students and the process I was being part of.

Along the years I have been working with different students, personalities and ages I can say that that is what it made me the teacher I am today, the fact of working with very young students in kindergarten helped me to have patience with older students, the kind of activities I had to create for my students in high school helped me to develop interesting and different ways of working with students from elementary school.

My teaching philosophy along this last year has changed because even knowing that my main goal in class is that my students fall in love with the language in their own way since the beginning, now I can also say that I have more ideas and techniques that can be applied easily due to all the concepts and methods we had the opportunity to go through since module one.

From my point of view being an English teacher requires not just knowledge but also patience and a lot of love for what we do, being in front of a class and teach kids, adolescents or adults how to express themselves in a new way is overwhelming sometimes and that is when our job come in, we have to find the way to make them feel good producing, and for that we have to come up with ideas every single class, which makes our profession not boring at all, of course in order to accomplish this it is important to go through all the different topics we talked about during this module, and take the best of every method, approach and roles that the experts share with us, to make sure we are able to have the best class possible and make sure that our students are acquiring the language in the correct way.

Being able to listen to my classmates in the different video conferences also has given me a different perspective of how different people with different context can take advantage of the things they have to create interesting classes, one of the main things I take form this

module are all the different experiences and methods my classmates use to come up with interesting ideas and how I can apply them to make my classes more interesting.

During this year, teachers have had a big impact in teaching, we have faced several challenges due to the pandemic situation that we lived in this year. My teaching practice is not the same as it was some months ago. I have learnt too much during the courses of this specialty, I know about approaches, models, theories, and some important aspects about learning.

This specialty was focused on teaching English by using technology. Due to the situation we had to use technology during all this scholar year, we learnt to teach English online.

We discovered new skills that we did not know that we had, and students as well. Classes are not going to be the same after having experienced this new modality.

In each of our environment's students are unique, with their own goals and learning styles, in my philosophy this is something positive, students must have different stimulus in their educational environment so they can grow in all different ways, physically, mentally, emotionally in order to be productive in society.

Taking into consideration the different approaches, techniques, and methods we saw from different authors we know that is impossible just to adjust one to the classroom and work with that, in my classes all depends on what is the main goal for the students to follow and adapt all the different concepts into practice with them to create a class they enjoy and is useful.

The school I work on is focus on the development of the different abilities in the kids using a student-centered learning approach which means that I focus in addressing the distinct learning needs, interest and cultural background for all my students, this approach is different from the ones in which the teacher is the center of the class like the behaviorism in which students are seen as blank spaces, and teachers as the experts who has the most important information, but, SCL is focus on the necessities, of course school has to follow a curricula for the school year, but in my case students are able to have an opinion about how they want to take the topics which gives them a sense of freedom, additionally, learners find the learning process more meaningful when topics are relevant to their lives, needs, and

interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997).

Of course, this is not the only approach that I take into consideration when teaching, one of the most recurrent in which I based my lessons is the communicative approach. Communicative language teaching makes use of real-life situations that necessitate communication, which means the use of real-life situations to engage students onto the topic. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field, writes that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984)

I believe that all children are unique and have something special that they can bring to their own education. I will assist my students to express themselves and accept themselves for who they are, as well embrace the differences of others.

1.2 Theories underlying my teaching practice and identity.

When talking about teaching there are so many different things to take into consideration, like the environment, the level, the age of the students and which is the main goal that we want to achieve at the end of the course, but the main point as teachers is understanding what language teaching is, during this past school year we have learned that language teaching involves more than just teaching grammar or words from a vocabulary, depending on the purpose of the students language teaching can be focused in pronunciation, ways to communicate either in an oral or a written way, it can be for specific purpose like the medical or the legal field or just in general to be able to communicate with the people around; having this in mind we can start thinking about the different ways we can achieve the goals we have for our students, thinking about the methodologies, approaches and different techniques that suits best our main purpose.

Here are some of the different theories and practices that the teacher can use in the practice in order to increase the production of students, the following had been really useful In the practice of the specific context mention during this document.

Jakobson's or Hyme's models of communication

When we are in a classroom full of students we realize the difference between reading about language teaching and practicing language teaching, in the practice is when we can see that even when we have a thousand different methods, approaches and techniques that are different from each other we can combine them to create a good teaching environment, for example; if we are talking about communication strategies we can take into consideration different models according to the necessities of our students, like **Jakobson's or Hyme's models of communication**; both of them take into consideration the context and how the message is given, Jakobson take the sender that is the person that gives the message and the context in which the message was given so it has an specific meaning for the receiver, the same happens with Hyme that stablish the SPEAKING acronym to explain a situation in which we can take into consideration all the different parts that are involve when giving a message; both of the models are really useful when teaching students to interpret the way people communicate with them, and how the way that a word is stress or the place influence how they can either talk or listen to another person. *5 *6

Not just the communication (oral) skills are important when teaching English but also understanding the coherence and cohesion of texts, not just the ones from books that are used in the classroom but for any they can imagine, along this module we also took as example the different types of text we have in which we can find different purposes, of course the texts from the books of the class will be focused in specific themes and vocabulary which helps them to build little by little their understanding of first, easy task like comprehensive questions and scale in difficulty from there.

Direct method

The **direct method** was establish in Europe in the 1900 and as I mention before was the “answer” to the disadvantages that the Grammar-translation method gave in classes, this method uses the target language in the classroom letting out the students mother tongue, this as a result of the frustration of some teachers with students inability to produce or communicate orally, so they came up with different techniques, for example, the translations are completely out of the lessons and all activities are made in the target language only, the classes focusses in oral expression rather than in written or reading activities, teach students chain of commands to express common activities like ‘open the door’ or ‘sit down’, grammar rules are though inductively though the different activities in the target language, the use of different materials as realia is also part of this method, as is a method focused in the oral ability the correct pronunciation and grammar have a great emphasis which is through modeling and practice.

when teachers use this method in the classroom most of the time the way to accomplish the aim of the method is by reading texts aloud, using question-answer exercises, letting students self-correct, having conversation practices and written exercises like filling in the blanks or writing paragraphs; some of the advantages that this method provide is that students have a constant practice of the target language because uses a natural order to acquire the language as if it were their mother tongue, it is very useful when the main purpose is to develop the oral communication in the students and this was one of the first methods that included realia as part of the class to teach vocabulary, but even with all the advantages, now a days is difficult to fully implement it in public schools in Mexico due to the lack of material available for teachers, for me this method suits very well with my current students, during the classes they are not allow to speak in Spanish (is part of the school rules), one of the best examples I can give from my classes is my conversation class,

once a week my students uses the topic we're talking about to communicate and give their opinion with their classmates using different materials that either I provide to them or they present to the class to make it more interactive. *1.

Communicative approach.

As the language theories underlying the Audiolingual method were questioned by prominent linguists like Chomsky (1957) during the 1960s, a new trend of language teaching paved its way into classrooms. **Communicative Language Teaching (CLT)** which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the goal of learning a language. It is also referred to as the "Communicative Approach".

According to the CLT some variables need to be taken into consideration in order for learning to take place, like for example communication; using activities than involves real situations in order to students' practice, the second is tasks which involves activities that allow language learners have a meaningful process and the third is meaning, that implies teaching students' things that are totally useful form their context.

The **communicative approach** is one of the ones that highlight the importance of real communication for learning to take place, this approach instead on focusing in the acquisition of grammar and vocabulary (like the audiolingual method) is focused in developing students' competences to communicate in the target language but center in real-life situations. Since this approach was created it changed the way the text books and materials used in the classroom were created and of course the way teachers changes the way they planned a class, in this approach the teacher acts as a facilitator in the learning process which gives some responsibilities to it like having fluency and accuracy practice to make sure students are having the correct input, maintaining the motivation in the class using and talking about topics that are interesting for the learners, establishing a safe environment in which students do not feel afraid to participate actively, giving clear instructions and monitoring the way activities are made, some major activities use in this approach to make sure learners are acquiring and practicing the target language are role-plays, information-gap activities, discussions and debates, all of the focused in developing their oral ability and their critical thinking.

Now a days the materials (textbooks, realia, etc.) used in class are focused in a specific group of students, either if they are kids, adolescents or adults, including topics and vocabulary that is accurate and also interesting for most of the students with different varieties for the ones that do not feel that attracted to the topic from the class, the books I am using with my students are meant to be used by kid between eleven and fourteen years, they use two different ways of approaching a topic which in the book is called "fiction" using comics, stories and animated characters to present the topic and the "non-fiction" which present the same topic with new vocabulary but using articles, real facts and so on, for me this gives me a lot to work on with the material and I can work with different perspectives when presenting the classes for all my students feel engaged to it, one of the examples from my class is that we were talking about arts and all the different types of it they were communicating with their classmates taking this topic as the base but expressing their own ideas towards it, establishing this and using the communicative approach the students were feeling comfortable enough to participate. *1

Intercultural competence

Intercultural communication has become a priority today because of the importance it has gained in the understanding of the cultural diversity of the world. Immigration, urbanization, international employment, study exchange programs and ease of foreign travel are facilitating daily contact between people of different cultural backgrounds. Learning about other cultures and developing intercultural communication competences and skills can help facilitate the multicultural encounter and can lead to more openness and tolerance towards the significant other.

The intercultural competence refers to the individuals' qualities that helps to communicate effectively with different people, there are three main aspects to take into consideration; knowledge, skills and attitude.

Attitudes stands for the respect, curiosity and diversity an individual can use to communicate effectively. Consideration for the people around them, active listening or showing that they are appreciated and valued are very important to create relationships between people from different cultures.

Knowledge refers to the culture, defined as beliefs, values and norms of a group of people of any place in the world and how the learner have to be involved in it in order to have an effective communication.

Skills are the ones everyone needs to be able to develop intercultural competence like, observing, listening evaluating, interpreting and analyzing the important aspects can be found around.

Model

In Byram's model (Byram 2009, p. 323), Intercultural Communicative Competence is composed of two closely related areas including communicative competence, and intercultural competence. The communicative competence consists of linguistic competence, sociolinguistic competence, and discourse competence. Intercultural competence consists of three components (knowledge, skills and attitudes) and is supplemented by five values: (1) intercultural attitudes, (2) knowledge, (3) skills of interpreting and relating, (4) skills of discovery and interaction, (5) critical cultural awareness (Byram et al. 2002, pp. 11-13). These five major intercultural competences are strongly interrelated. Byram argues that "the basis of intercultural competence is in the attitudes of the person interacting with people of another culture." Without this basic competence, the other four cannot truly develop.

Business professionals require excellent skills in intercultural communication because they must exchange information with people from all over the world. In order to be truly effective, they also need to take into consideration the cultural context and conventions, such as timing of an intercultural dialogue, the distance that different cultures require, the differences in nonverbal communication codes that's why helping students to understand different cultures is so important and not just working with grammar rules, while in classes the school allow us to use different realia sources for the information students get, my students have different classes including different topics, for example they take a science class, one of the main points of this class is that they are able to talk about different topics related to science, the resources we use are always from original magazines, websites and videos that were not meant for teaching in order to get kids to understand how different people relate and their culture.

CHAPTER 2: Methodology and practice

2.1 A practical and useful lesson plan.

Along the lesson presented It is expected that is students learn and practice words for type of homes and comparative and superlative forms. The lesson will be centered in how people live in different parts of the world with a direction of at least five hours.

The materials presented in these lessons will provide the students the ability to work with technology and also with the materials they have provided by the school. It is expected that students learn new vocabulary practice an already known grammar structure and also practice with reading listening and writing activities.

It is important to mention that the different activities mentioned during this part are all focused on the 2A level of the students

Using the activities provided here. I expect. It is suspect that my astute that deist using the activities provided here. It is suspected, that is students participate, actively during the lessons, playing in learning, with all the different parts of the vocabulary that they are going to be learning. The presentations, the games in different websites that are going to be using will provide more practice for them in order to understand completely, the lesson that I am providing for them.

LESSON PLAN

1. Lesson plan.	
Author	Genesis Aquino Bracamontes
Educational stage	Elementary school
Title of the lesson plan	Superstitions around the world
Learning objective of the lesson plan	Students will learn and practice words for types of homes and comparative and superlative forms.
Communicative skills considered	Listening / speaking / writing / reading
State of the following options	Recycling topic
Functions	Learning about comparative and superlative forms
Main grammar structure	comparatives

Other grammar structure	superlatives
Brief description of the plan	The lessons will be centered in how people live in different parts of the world.
Hours of the plan implementation	5 hours
Number of sessions	5 sessions
Contents required for the lesson	Student's book, audio, interactive presentation, games
Link of the content	DRIVECARPET: https://drive.google.com/drive/folders/1XF3OpN7WggNLMDfSCuIkBwS9DCR?usp=sharing https://wordwall.net/play/15599/205/760 https://prezi.com/negm_ryvowh5/comparative-adjectives/ https://learnenglishkids.britishcouncil.org/word-games/parts-building
EEAILE tutor online	Rocio Salgado

2. Introduction to the lesson.

Step of the lesson	Teacher activities	Students' activities	Session number
Activation	Students will play a game to activate, teacher needs to have a list of objects students can find in different parts of their homes	Students will follow the instructions about the activity, they have to look for the object's teacher ask for, if they accumulate 5 of the lists first, they win the game.	1
Set the objective or competences of the lesson.	Teacher ask students to close their eyes and imagine how they would like their dream house to be.	Students share their ideas about their dream house with the class.	1

3. Communicative skills development.

SPEAKING					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	• Have students play the Chain Game, creating the most fantastical property imaginable and using the following sentence to start: Yesterday, I was at (Neymar)'s house and there was (a huge swimming pool).	Students need to fill in the gaps of the sentence using their imagination and what they have learned about the topic in the past.	e-Board	1 / 5 min	Not necessary
Vocabulary introduction	• Read the words aloud from the vocabulary list, modeling the pronunciation for students to repeat. Call attention to interesting issues of spelling and pronunciation: the short u at the beginning and long o at the end of	• Have students echo-chant the words three times: Let's say the words three times: (apartment, apartment, apartment).	Student's book	1 / 5 min	Not necessary

	bungalow; the v sound in cave; the initial sh and final ei in chalet; the short i and dj sounds at the end of cottage; the sh sound in mansion.				
1st practice	<ul style="list-style-type: none"> • Ask students to read the song silently on their own. Then tell them to guess which words from the entry could fill the blanks. Encourage students to guess the meaning of any words they don't know. They can check the meaning later. • Play Track 52 once without stopping and tell students to listen without writing any answers. 	<ul style="list-style-type: none"> • Play Track 52 again while students fill in the missing words. Repeat the track two or three times, as necessary.	Student's book Audio 52	1 / 7 min	Speaking rubric
2nd practice	<ul style="list-style-type: none"> • Tell students to work in pairs, taking notes about their answers. Then check the answers as a class. 	Ask volunteers to come up and write their ideas on the chat for others to copy.	Student's book English notebook	1 / 10 min	Check list
Summary	Teacher will explain how to play matching together the images with their names for practicing the vocabulary.	Students will go to the following link https://wordwall.net/play/15599/205/760 and play with the game.	Link	1 / 10 min	Check list

GRAMMAR

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	<ul style="list-style-type: none"> • Have students work in groups of three. Tell them to make two lists of things that they would like to have and not like to have near their home: Good to have near: supermarket, ... Not good to have near: busy highway, ... • Give them time to make their lists. Each person in the group should make a copy. Then tell students to stand up and work with someone from another group. They should take turns saying items from their lists to see what they have in common. 	<ul style="list-style-type: none"> • Have a class discussion or let students write their ideas on the board in two columns. 	Notebook	2 / 5 min	Check list
Vocabulary introduction	<ul style="list-style-type: none"> • Read the entry aloud, pausing to give and elicit additional examples, in full sentences if possible. • Short adjectives that add –er (small/smaller), those that end in –e (wide/wider), those that double the final consonant after a short vowel (hot/hotter), those that end in –y (tiny/tinier). 	Ask students to check the PREZI presentation and take notes about the topic in their English notebook.	Notebook PREZI https://prezi.com/negm_ryvowh5/comparative-adjectives/	2 / 10 min	Check list

	<ul style="list-style-type: none"> • more, less and fewer with nouns: more /less space; more/fewer rooms. • (not) as (adjective/adverb) as: not as easy/easily as; not as good/well as. • (not) as much/many (noun) as: not as much time as; not as many people as. • Short adjectives with superlative forms: the smallest, the widest, the hottest, the tiniest. • the most/least/fewest: the most money, the least expensive, the most quickly, the fewest students. 				
1st practice	<ul style="list-style-type: none"> • Explain the task and then have students read the text again, referring to the entry as necessary. 	<p>When they finish, they can compare with a partner before you check the answers.</p> <p>For each answer, ask: Is it a comparative or a superlative form? What is it being compared with?</p>	<p>Students book Notebook book</p>	2 / 10 min	Check list
2nd practice	<p>Write a comparative and a superlative sentence for each group.</p> <ul style="list-style-type: none"> • Do the first one with the class, eliciting several sentences with adjectives, adverbs and nouns: The monkey is the cleverest. The panther can't climb as well as the monkey. The snail doesn't have as many feet. 	<ul style="list-style-type: none"> • Have students work in pairs to write sentences about the others. 	<p>Student's book Notebook Audio</p>	2 / 10 min	Check list
Grammar Focus	<ul style="list-style-type: none"> • Have students choose a type of house and write a similar short text describing a luxury version in an exotic location. Encourage them to try to include comparative and superlative forms in their texts. 	<ul style="list-style-type: none"> • Have students check each other's texts in pairs, and then ask volunteers to read theirs aloud to the class. 	<p>Student's book English notebook</p>	2 / 5 min	Check list
Summary	<ul style="list-style-type: none"> • Challenge students with some "odd one out" puzzles. Have them identify the odd one out and use a comparative or superlative sentence to say why. There may be more than one answer, so allow students to justify their ideas: yurt, teepee, cave, igloo, basement, deck, terrace, balcony, cottage, mansion, bungalow, duplex 	<ul style="list-style-type: none"> • Have students work in pairs to create three more puzzles to challenge another pair. 	<p>Digital materials for presentations chosen by students.</p>	2 / 5 min	speaking rubric

READING					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	<ul style="list-style-type: none"> • Say: Imagine it is 5,000 years ago and you live in a small group of people. What would you do for shelter from the elements and wild animals in these places? Suggest the following scenarios, one by one, and have students come up with ideas in pairs: the Sahara Desert, the Amazon, the Himalayas, the Arctic. 	Encourage them to think of materials for walls and roofs.	e-Board Notebooks	3 / 5 min	Speaking rubric
Vocabulary introduction	<p>What natural materials can you use to build a home? Write a list in their notebook. (5 min.)</p> <ul style="list-style-type: none"> • Ask students to brainstorm on their own, adding the ideas from the lead-in activity, too. Explain that they should only include materials taken as they are from nature, and not ones that require synthesis by humans (like glass, metal or fabrics). 	Elicit answers and create a list on the board.	e-board Notebook Student's book	3 / 5 min	Check list
1st practice	<ul style="list-style-type: none"> • Have students scan the text quickly for the names of natural materials. They can underline them or write a list. 	<ul style="list-style-type: none"> • Tell students to read the text again at their own pace. Encourage them to guess the meaning of unfamiliar words from context before checking with you or in a dictionary. Call their attention to the glossary on page 126, where they might find some of the words. 	Student's book	3 / 3 min	Check list
2nd practice	<p>Look at the photos, read the captions and answer the questions in your notebook.</p> <ul style="list-style-type: none"> • Have students do the task on their own, taking the information from the photos and the captions. 	Then allow them to compare their ideas in pairs before reporting to the class.	Student's book	3 / (10 min.)	Check list
Grammar Focus	<ul style="list-style-type: none"> • In groups of three, have students talk about the materials their own homes 	Let students compare their list using the grammar structure from the previous lesson.	Notebook Student's book	3 / 7 min	Check list

	are made of, commenting on how well they keep heat in or out. Have several students report their ideas?				
Summary	<ul style="list-style-type: none"> Ask volunteers to read the questions aloud for the class (from the student's book). 	Have students work in groups of four to discuss their answers. Ensure that everyone is participating	Notebook Book	3 / 5 min	Check list
LISTENING					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	<ul style="list-style-type: none"> Dictate or write the following questions on the board for students to discuss in pairs. After, lead a class discussion: 	1 How does climate affect the homes we build? 2 How are homes in cold climates different from those in very hot climates? 3 What type of home would you expect to find where the climate is warm and very wet? Why?	e-Board Notebooks	4 / 7 min	Check list
Vocabulary introduction	1 Play with the digital game for students to review the vocabulary they are going to listen about.	Students will go to the following link https://wordwall.net/play/15599/205/760 and play with the game.	e-board Notebook Student's book	4 / 5 min	Not necessary
1st practice	<ul style="list-style-type: none"> Play Track 53 once while students listen. Then check their answers to the question and play the track a second time to confirm what they heard. Ask: What does Nick say about his house being environmentally friendly? (They recycle their trash and use low-energy lightbulbs.) Is Jordan impressed? (No.) 	What makes a house environmentally friendly? Discuss and write notes in the first column.	Student's book Audio 53	4 / (15 min.)	Check list
2nd practice	Listen to Jordan talking about building materials. Write notes in the second column. <ul style="list-style-type: none"> Explain to students that they will be taking notes in the top right box of the chart only. Then play Track 54 twice—once without stopping, and then a second time with occasional pauses for taking notes. 	<ul style="list-style-type: none"> Have students add the ideas to the chart in their notebook or on the board. 	Audio 53 available in the drive carpet Students book	4 / 5 min	Listening rubric

Grammar Focus	1 Go through the chart on the board eliciting comments from students about new information they learned. Ask: Were your ideas about environmentally friendly homes accurate? Did you think of anything not on the track?	2 Have students discuss their own homes in groups of four or five. Write these questions on the board: In what ways is your home environmentally friendly? What could you improve easily? What would take a lot of work to improve?	Notebook Student's book	4 / 7 min	Check list
Summary	Project or hand out copies of the transcripts. Write the following words and expressions on the board and have students find them in pairs, guess the meanings from context and then check in a dictionary: sustainable (adj.); properly managed (adj.), junkyard (n.), nontoxic (adj.), biodegradable (adj.), energy-efficient (adj.), double-paned (adj.), sheet (n.), gray water (n.), cistern (n.), compost (n./v.).	<ul style="list-style-type: none"> • Tell students to work in pairs. Assign pairs one of the four tracks from the lesson. • Tell pairs to rehearse the lines, after deciding who will be Jordan and who will be Nick. Then ask volunteers to act out their recording for the class. 	Notebook Book	4 / 5 min	Check list

WRITING					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	Play with the class to introduce the topic.	Students will help giving the correct answers according to the images on the screen	LINK: can be found at the begging of the lesson plan, from British council.	5 / 5 min	Check list
Vocabulary introduction	<ul style="list-style-type: none"> • Read the entry aloud to the class. Explain that precise language lets us describe people, places and objects accurately so that others can picture them in their mind. Precise language is useful for lots of text types, from giving directions and travel writing to describing 	Plan an essay giving the reader a tour of your home. Think of answers to the questions. 1 Elicit examples from several students so everyone is aware of the options. 2 Have students list all interior rooms. 3 Have students refer to the list in Lesson 1 for other spaces.	e-board Notebook Student's book	5 / (15 min.)	Writing rubric

	personal experiences and writing fiction.				
1st practice	<p>Read the extract from an essay. What room does it describe?</p> <ul style="list-style-type: none"> • Give students time to read on their own. Then check the answer as a class. • Read the text aloud to the class or ask volunteers to read two or three sentences each. <p>Answer A bedroom</p>	<p>4 Students could sketch out a simple floor plan to help them visualize the rooms. Have them create a different plan for each floor, if their home has more than one.</p> <p>5 Have students copy the headings in their notebooks and write notes under each one.</p>	Student's book English notebook	5 / (10 min.)	Writing rubric
2nd practice	<p>Write your essay. (40 min.)</p> <p>1 Explain that, in the introduction to the essay, students should include the information from steps 1–4 in activity.</p> <p>2 Have students write up their notes about their favorite room. They can use the extract on the page as a model.</p>	<ul style="list-style-type: none"> • Tell students to work with a partner and explain their essay. Partners should listen and try to give helpful advice. For example, if they think part of the text isn't clear or precise, they can ask the writer to add more detail. <p>3 Have students write a final draft and illustrate it with a photo or drawing.</p>	English notebook	5 / 7 min	Writing rubric
Summary	Allow students to write their essays on their notebook.	Give students time to present their essays to the class.	Notebook Book	5 / 7 min	Check list

Along the different lessons taking into consideration for this topic it is expected that the activities allow them to build their knowledge around the different cultures and how they tend to live in different ways according to their own culture and the different words they can refer to when talking about it.

Each one of the different activities were chosen for the specific necessities of the students, they follow the methodology of the school and it is necessary they go through all the different activities planned for them in order to achieve the maximum level of understanding of the topic for their final activity.

The first lesson presented was planned as part of the warm up for them, to catch their attention in the topic and make them think about the differences in between cultures around the world.

This for this was expected that the kids where able to understand and share ideas about the topic using background knowledge, as expected the majority of them where participating giving their own ideas about it. Right after they shared their background knowledge about the topic was time to introduce the vocabulary, the fist of the lessons it is always a good opportunity for them to know the meaning and use of the words they are going to use for the rest of the week, in this occasion the way to introduce the vocabulary to them was through a song in which they were able to practice the pronunciation and also the use for the specific topic and context we were talking about, the song worked the way was expected students at the end of were able to identify the different type of homes were mentioned there.

For the second lesson it was important to keep practicing the vocabulary but now adding more information about how to use it, for this it was a good moment to introduce the grammar structure, according to the schools methodology it is necessary to explain by itself the grammar structure so they can understand the use and also the formula about how to for the sentences, for most of the students this technique works because they can have their notes about how to form the sentences for future activities, along with it, part of the lesson was taken to work with their book which allow them to practice with controlled activities, in this was the teacher can be able to identify who are the ones that need extra practice or a second explanation of the topic.

For the third and fourth lesson the main point was that they were able to identify what they saw in the previous lessons now in a listening and a reading activity, the main idea of them was that they identify both the grammatical structure along with the vocabulary they learned.

It is important to mention that both activities (reading and listening) were focused not only in the vocabulary and grammar identification, they where also working on their understanding of general ideas and different cultures accent and type of vocabulary used.

For the last of the lessons taken into consideration students were working on a essay, this including everything from the previous lessons, the general instructions were to think about their dream house, with this they had to think where they wanted to live, which type of home and so on, this activity allow them to practice their grammar structure, vocabulary and the different cultures they read and listened about.

2.2 Designing of necessary tools to assess/test the progress of students.

The evaluation of the sessions and the activities along the different session my students had the opportunity to work with different activities that were focused on different skills, speaking, reading, listening and writing and of course the most appropriate way to evaluate this kind of activities on a daily basis is to asses' different tools that allow me to work faster with them and also be able to see where are the parts that I need to reinforce in the nest session.

Breaking down each of my lessons here I can explain how each one of the evaluation tools work and why I choose to use them.

During the first session the evaluation tool I used was a check list due to the fact that it was the introduction of the topic and I wanted to make sure they were working with the correct structure since the beginning.

CHECK LIST EXAMPLE:

STUDENTS NAME	DONE	ABSENT	INCOMPLETE

In order to evaluate the lessons, one of the tools I used was a rubric with all the aspects I wanted my students to include in their poems.

It is important in all the classes to have a rubric; this is a tool for providing feedback to students to assess their progress. Rubrics facilitate the student's task, and they know what they must achieve at the end of the lesson, we can use the rubric as a self- evaluation,

it can also facilitate our job. In this case I used it for students to have a co-evaluation. It also helps the teacher to have a numeric grade when students create qualitative assignments.

I created a special rubric for the speaking product with this product students evaluate their partners in a co-evaluation process. With this kind of evaluation students enrich the knowledge that they just acquired. Rubrics are important because they clarify for students the qualities their work should have. This point is often expressed in terms of students understanding the learning target and criteria for success.

SPEAKING RUBRIC:

	Poor	Good	Excellent
Structure / Flow 10%	The student has poor structure and flow. Needs constant help or has many hesitations.	The student is approaching a good flow of the speaking. Needs some help or has few hesitations.	The student shows good flow in the speaking. Needs little to no help and has no hesitations.
Pronunciation / Intonation 70%	Student makes little or no effort to enunciate and articulate in target language.	The student has errors in pronunciation, some effort in articulation in target language.	The student makes minor or no errors in pronunciation, great articulation in target language with expression.
Interaction 20%	The student doesn't look at his/ her partner. She / he does not ask questions to get information about his/ her partner. They don't have a fluent conversation and pause the conversation in several occasions.	The student look at his / her partner in few occasions. She / he asks some questions to get information about his/ her partner. The conversation is kind of fluent, but sometimes they hesitate.	The student has visual contact with his/ her partner. They ask questions in order to have more information about them. The conversation is fluent and they give their opinions freely.

Last but not least I used a rubric for the last activity they created which was their essay, with this I had the facility to check details I wanted them to include in their essays and also have the opportunity to give them the appropriate feedback according to each specific case.

Writing (essay)			
	Poor	Good	Excellent
CONTENT/IDEAS	Writing is extremely limited in communicating	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention.

	knowledge, with no central theme.		Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/ WORD CHOICE	Careless or inaccurate word choice, which obscures meaning	Purposeful use of word choice.	Effective and engaging use of word choice.

2.3 Evidence

Wordwall

Inicio Características Comunidad Mis Actividades Mis Resultados Crear Actividad Mejorar gresborguano

0:47

Cambiar plantilla

INTERACTIVOS

- Valorar fichas
- Link de acceso
- Burca la concordancia
- Cuestionario
- Juego de concurso
- Mostrar todo

Types of Homes

vocabulary class 6B

Computer

duplex
apartment
houseboat
teepee
bungalow
mansion
ranch
motor home

cottage
igloo
log cabin
row house
studio apartment
chalet
yurt
cave

GOMEZ MARTINEZ LUIS PABLO


LV1 Tuesday, May 11, 2021

MY DREAM HOUSE!

It is a very big house that has many floors and is very large and white, it has 2 pools and a Jacuzzi, upstairs and has lounge chairs and a volleyball court. On the 4 floor it has 5 rooms. One is mine and the others of my friends and guests in the 3 floor I have a kitchen that is very big and beautiful, on the right has the dining room and then it has the 2 pool on the right and a part to eat on the pool, then the 2 floor it has the TV room and it has more rooms that are 3 that are the bathroom, the GYM and the studio and the entrance door is very big and in the basement are some things and a ping pong table and in the garage are some cars and more.

My favorites parts of my house are the volleyball court because I love volleyball and it is decorated like this:

* It is outdoors, the court is white and the floor is pink and it has an area for drinks and volleyballs.



my dream house

Can you picture the rooms in your mind's eye? I can imagine more and tell how it might be.


I would like the rooms to be like a little bit bigger and that it have a bed with a gentle pillow, and next to the bed is a nightstand with a lamp. In front of the bed is a biggest closet, in the left is a dressing table with a mirror.

Conclusion

bigger and pretty, the things serve for necessary activities that we do always.

My dream house ❤️

My dream house would be a penthouse in London on the 28th floor it would have black and white pattern on the floor but with rainbow colored painting in all the rooms my Penthouse it would have a small kitchen and a bar it would have 2 bathrooms one inside my room with a shower and another without it. My room would have to be 60% of my apartment (very large) it will be completely black marble with a white desk and a bookcase full of colors at the end a king size bed with rainbow sheets.



Home

2.4 Evidence of designed tool to assess students

During this past school year, the checklist has been one of the most requested in used as tools for grading the activities that we use on a daily basis. These because we are working now on a digital way and grading students' activities have been very difficult for all teachers around the country, since the current pandemic arrived this has become the most accurate way to grade general activities for elementary school, the situation of each kid is different, that's why it is important to get a general idea about the work they do.

In this specific case, the checklists have provided in the different lessons, the opportunity to grade the students' assessment without getting to check exactly whereby were the activities.

This is because at the end of the lessons, the compilation of all the different topics that were seen were graded with a different rubric taking into consideration more details about the general topic.

Of course it is necessary to mention that this is a very general way to grade students activities, some of the things to take into consideration for future assessments is to include more detail information about how was elaborated the activity and also provide some feedback for students,

Check list results

STUDENTS NAME	DONE	ABSENT	INCOMPLETE
RAFAEL	X		
MATTHEW	X		
SANTIAGO		X	
VALERIA			X
ALEJANDRO	X		
REGINA	X		
DIEGO ANTONIO	X		

C DANIEL	X		
REGINA VIANNEY	X		
MARTHA PAOLA	X		
MAR AMAIA			X
JAVIER		X	
JOSE ALEJANDRO	X		
LUIS PABLO	X		
SOFIA	X		
AITANA	X		
MARIA FERNANDA	X		
MARIA JOSE	X		
RENATA	X		
AMARO REGINA	X		
JUAN PABLO	X		

The speaking rubric has been really useful in specific cases, during different parts of the lesson's students had to perform either presentations (like the one from their dream house) or talk on a general way about a topic, in this case the evaluations that were taken into consideration were a compilation of the different participations made during the week that took place the lessons.

As seen in the images the different aspects from the rubric take a different percentage, that is because the feedback that each student received at the end of the week is different according to their performance during the week.

This format helps when at the end of the lesson's students get their feedback about how they have been during the past week, as seen there, some students have an excellent average, but some others needed some help in different areas.

In this specific case and the way this school year worked this kind of rubric helped a lot to keep a good track for the progress of each one of the students and also to help them to improve In the different aspects they needed to.

It is important to mention that this rubric needed to be modified each week according to the development of each student in the different classes, this rubric was not for an specific activity but to check how they develop during the complete week.

Speaking rubric results

EVALUACIONES SPEAKING																			
SEMESTRE: PRIMERO				SUBCICLO B: ENERO - JUNIO				CICLO ESCOLAR: 2020-2020											
GRUPO: "B"				PARCIAL: TERCERO				FIRMA DEL DOCENTE:											
ASIGNATURA: INGLÉS				NOMBRE DEL DOCENTE: GENESIS AQUINO BRACAMONTES															
No.	NOMBRE DEL ALUMNO	Structure / Flow				Pronunciation				Intonation				Interaction				EVALUACION	
		Puntaje mayor	Puntaje obtenido	% obtenido	Calif. Parcial	Puntaje mayor	Puntaje obtenido	% obtenido	Calif. Parcial	Puntaje mayor	Puntaje obtenido	% obtenido	Calif. Parcial	Puntaje mayor	Puntaje obtenido	% obtenido	Calif. Parcial		
1	RAFAEL	10	10	10	10	10	10	40	13	10	7	21	7	10	8	16	5	35	9
2	MATTHEW	10	10	10	10	10	9	36	12	10	6	18	6	10	5	10	3	30	8
3	SANTIAGO	10	6	6	6	10	10	40	13	10	8	24	8	10	9	18	6	33	8
4	VALERIA	10	8	8	8	10	5	20	7	10	5	15	5	10	10	20	7	28	7
5	ALEJANDRO	10	8	8	8	10	10	40	10	10	6	18	6	10	9	18	5	33	8
6	REGINA	10	10	10	10	10	10	40	10	10	8	24	8	10	10	20	5	38	10
7	DIEGO ANTONIO	10	8	8	8	10	10	40	10	10	8	24	8	10	9	18	5	35	9
8	C DANIEL	10	8	8	8	10	8	32	8	10	6	18	6	10	7	14	4	29	7
9	REGINA VIANNEY	10	10	10	10	10	10	40	10	10	7	21	7	10	10	20	5	37	9
10	MARTHA PAOLA	10	10	10	10	10	8	32	8	10	7	21	7	10	10	20	5	35	9
11	MAR AMAIA	10	7	7	7	10	7	28	7	10	4	12	4	10	8	16	4	26	7
12	JAVIER	10	9	9	9	10	10	40	10	10	8	24	8	10	10	20	5	37	9
13	JOSE ALEJANDRO	10	9	9	9	10	10	40	10	10	6	18	6	10	9	18	5	34	9
14	LUIS PABLO	10	10	10	10	10	10	40	10	10	9	27	9	10	9	18	5	38	10

This last rubric was used specifically for the last activity of the last lesson they took, this was taken into consideration all the different lessons students have been taking, it is important to mention that the different aspects in this case have different percentage because as mention before during the speaking rubric some students need to work more on some specific aspects rather than others, when they turned in their essays the teacher had the opportunity to work on the specifications that were required, this helped the grading process making it more accurate and easy to deal with.

The results were later discussed with each student either in private comments on classroom or during private sessions.

Writing Rubric results

SEMESTRE: PRIMERO	SUBCICLO B: ENERO - JUNIO	CICLO ESCOLAR: 2020-2020
GRUPO: "A"	PARCIAL: TERCERO	FIRMA DEL DOCENTE:
ASIGNATURA: INGLÉS		
NOMBRE DEL DOCENTE: GENESIS AQUINO BRACAMONTES		

No.	NOMBRE DEL ALUMNO	ORGANIZATION				CONTENT				VOCABULARY				EVALUACIÓN	
		Puntaje mayor	Puntaje obtenido	% Obtenido	Calif. Parcial	Puntaje mayor	Puntaje obtenido	% Obtenido	Calif. Parcial	Puntaje mayor	Puntaje obtenido	% Obtenido	Calif. Parcial	% Obtenido	Calif. Final
1	FRANCISCO SANTIAGO	10	9	27	9	10	9	36	12	10	7	21	7	25	8
2	AMAYRANY MYA	10	10	30	10	10	10	40	13	10	9	27	9	29	10
3	ABRAHAM	10	9	27	9	10	9	36	12	10	8	24	8	26	9
4	CONSTANZA	10	10	30	10	10	9	36	12	10	8	24	8	27	9
5	ALEJANDRO	10	8	24	8	10	9	36	9	10	7	21	7	24	8
6	SANTIAGO	10	9	27	9	10	9	36	9	10	10	30	10	28	9
7	MONTSERRAT	10	10	30	10	10	10	40	10	10	7	21	7	27	9
8	G MARIA	10	8	24	8	10	10	40	10	10	7	21	7	25	8
9	ISABELLA	10	10	30	10	10	10	40	10	10	8	24	8	28	9
10	BRUNO	10	9	27	9	10	6	24	6	10	7	21	7	22	7
11	REBECA	10	10	30	10	10	10	40	10	10	10	30	10	30	10
12	MARIA JOSE	10	9	27	9	10	6	24	6	10	6	18	6	21	7
13	CONSTANZA	10	10	30	10	10	6	24	6	10	6	18	6	22	7
14	ROMINA	10	9	27	9	10	6	24	6	10	7	21	7	22	7

2.5 Video

<https://drive.google.com/file/d/1wXwntyBBg4s-Cv-TN2jUUxnRf2Azazz7/view?usp=sharing>

CHAPTER 3: Experience report

As a general idea the lesson plan presented here was focused on the students' level (2A) , as mentioned before, this was focused on elementary school in sixth year in a bilingual private school, the context of the lessons were created following the school program and adding part of what we have had the opportunity to learn along this module.

The main topic of my lessons was to review the superlative and comparative forms, which was a basic topic for the students, the idea of this topic was to introduce a different kind and a more complex vocabulary to use along the grammar structure, this focused on the idea of the zone of proximal development, which we have had the opportunity to study in the past, this theory implies that the student have different zones in which he or she can or cannot work to learn new things about the language, taking the students current level of English, it was added a +1 with the vocabulary to help them go to their zone of proximal

development without taking them too further that it would be difficult for them to understand what the lesson was about.

The aspect that Vygotsky takes into consideration is what he calls “**Zone of proximal development**” according to his ideas this zone is the area in which students are cognitively prepared, but they need help and social interaction to develop the language and all their abilities, in this case and taking into consideration his explanation we as teachers are the ones that can take students into the zone of proximal development.

Breaking down the lessons it is important to mention how to start a class properly, in this specific case getting the students attention is one of the main goals, even now that we are working online, we had to look for different strategies to achieve this goal, at the beginning of the lessons in the activation, the main goal is to catch their attention, but not only on the teacher mainly in the topic, in this case the comparative and superlative forms.

As the students are from elementary school it is important to mention that their age allows to work with very specific kind of activities, but also limited from doing some others.

The main objective of the school program from the institution is that the kids from sixth grade are able to take an international certification from the Cambridge university in the level 2A, the materials used are all focus in helping in different ways the kids to develop the skills necessary to come up with this challenge.

Now, talking about the first lesson, in this lesson the main focus was to know the vocabulary that was used in the following lessons along the week, the kids had the opportunity to work with new words, but having in mind the zone of proximal development it is important to mention that previous this lessons the kids already had an idea about the general topic of the class which helped them to work better with the activities presented.

In order to present a topic to the students it is important to mention that each month they start with a new big question; they need to be able to answer this question at the end of the month, during this time I had the opportunity to work with five different lessons from a specific topic in order to present a topic for them it is important to engage their attention to get what is necessary for me to start building up their knowledge about this.

This case I started my first lesson with a game in which they had the opportunity to practice their speaking by imagining how are they going to be building their dream house in

the future. As I mentioned before the main topic is about where do people live so thinking about their dream house give them a very good way to start.

Now, not just learning the pronunciation of a group of words is what they will be doing during this class at the beginning we mimic pronunciation in order to get them to know how to pronounce correctly all of them, once they got that it was important for me that they understand how to use them in a proper way, these, helping my class with a song I as I mentioned before I'm working with students that are in between 11 and 12 years so the best way for them to learn is to get or interact with something that they know and get to understand what they are using on a context that is easy for them to develop, a song, in this case is a very good way to understand how to use this kind of words in a proper sentence and not just random words that we have in a piece of paper, of course it is a song that is not realia material because the main point of this is that they understand how to use the words and then they can apply them on that very a specific topic in this case at the end of the lessons once we finish with all the topic they have the opportunity to apply all this knowledge in an a more free activity to express their ideas.

Even though it is not necessary the best option to take into consideration for a class, because of the edge of my students the behaviorism is a very well received theory that comes to the practice, in a positive way once they do one or some of the activities mentioned in the lesson plan they tent to expect for a reward, which keeps them engage with the class, in my case the games presented in the lesson plan, like kahoot, or wordwall are really useful, not just because they can take some minutes from the class to play with their classmates even online, which as an advantage helps them to tolerate the current situation, but also to keep practicing the class topic, the games are all focused on either the grammar or the vocabulary we are talking about.

Throughout the unit two we had the possibility to go further into different theories that give us different perspectives of how different people around the world understand second language teaching and acquisition, when referring to SLA we can mention contrasting theories and approaches that even when they do not have the same idea, they come from the same base; teaching a second language; some of them are very commonly use now a days because of the way we work in the classroom, depending on the kind of students and

the purpose of our lessons us as teachers can be using as many of them as we can, the **behaviorism and structuralism** are some of the first theories that grow during the years, they establish that language is acquire though reinforcement, both negative and positive and that it is a complex structure, both of them completent each other because they see language from an objective way but not from a practical point of view, structuralism is concern in describing the language and the parts that goes with it like phonology, syntax and morphology but not the different ways that students can acquire this parts of the language, taking this two schools of thoughts we can establish the base from the language, what we as teachers need not know before going in front of a class, but it is not enough to go through a course focusing with this idea, it is necessary, from my point of view, to complement this ideas with some other techniques that are useful, most of the time when talking about teaching to very young students like in kindergarten the behaviorism becomes one of the main parts of the classes, reinforcing their process in a positive way makes easier for them to fall for the language at a young age and not having a negative idea of it along their life as students, my experience working with kids from this age helped me to understand that is one of the principals in teaching them.

Of course their social and cognitive factors also influence in their learning process, Vygotsky establish that both of this factors are very important to acquire a second language, the way students interact with their environment is key to know how to plan a class for specific students and their needs.

Some of the different methods that can be used in class are the Grammar-translation method, the direct method and the Audiolingual method, all of them have being used along the years for different purposes.

As mentioned before the kids are preparing themselves for an international certification, this as the name mention is international, which present a lot of different cultures to them, in this part it is important not to forget that along this past module the interculturalism has been key to the classes we have had, which in my case has worked perfectly with the purpose of the classes Intercultural communication has become a priority today because of the importance it has gained in the understanding of the cultural diversity of the world. Immigration, urbanization, international employment, study exchange programs and ease of foreign travel are facilitating daily contact between people of different cultural backgrounds. Learning about other cultures and developing intercultural communication

competences and skills can help facilitate the multicultural encounter and can lead to more openness and tolerance towards the significant other.

The third of the lessons were focus on reading using an article that was part of the books they work with, this article still uses the same list of vocabulary they learn previously, the main aim of the lesson was to understand implicit information in the article, by answering questions that they needed to infer from the information given.

The fourth lesson was for listening in this my students, still working with the same topic, were reflecting on and revising ideas from the audios they listen, they were able to come up with their ideas using background information and compare their ideas with the information the book provides for them.

The last of my lessons is a conclusion of the topic, using all the information they got, the grammar structure they were able to practice and the vocabulary they learnt they got their writing class in which they were able to plan their perfect home and present the information in an essay, this was a very good way of using the communicative approach because it allowed my students to use everything they had been learning through the topic and also communicate about it with their classmates using the information provided in a more real context talking about things they know and applying their new knowledge to a real context.

CHAPTER 4: Conclusions

It is important to mention also that the current situation in which we are right now makes all this process a lot more interesting, because at least in this specific case I was able to use my previous experience with presential classes and mix them with my current experience at teaching online, I can see that regardless all the negative things we have because of this, in the educational field we are learning so many different ways of teaching that some of us were not familiarize with and from now on I can say that will be part of our classes more often.

During the past year, we have had the opportunity to learn about different theories, methods and approaches that we had to use during these past lesson plan that we had to include in the final project. For me, it was really important to include in the different lessons all of these theories that we were able to read about

Talking about the planning, before creating the lessons I had to take the decisions, I had to choose a topic that was the most interesting for my students that were able to include also the Intercultural competence and the different theories that I already mentioned in the body of this document.

At the end, I choose to use the grammar structure of the comparative and superlative forms because it was something that it was going to be useful for me to put into practice the zone of proximal development in which many students were able to practice. With one theory, that it was really interesting for them. Of course, it was not a conscious process but it was really interesting for me to see how this theory works on a real environment in my specific context. Also taking into consideration the rest of the activities that we were doing introducing different songs and technology was something that it was not difficult for me because of the current situation, we had the opportunity to learn about how to use different strategies and different games and websites that have been useful for taking the attention of my students into the class.

No, dividing the different sessions into the different skills of my students was something that it was really simple for me because that is the way that the methodology of

my school work's, each one of our segments of class that we had every day from Monday to Friday needs to be focus on one specific skill which in my case was something helpful because I had the opportunity to work with different specific activities that help me to build one a specific skill each time in order to get to the last one, which was created and an essay (writing). About all the different topics vocabulary and grammar instructor that we were taken during the past week.

It was really interesting for me to have into consideration my students when planning because taking into consideration their necessities and also the type of learning that they have with the multiple intelligence was something that it was interesting and also a challenge at the beginning, at the end, I was able to introduce all the different type of learnings that my students have.

When finish planning the different sessions. I had to put them into practice. One of the most important things for me was to put into practice exactly what I was expecting for me to perform and see how my students were going to be reacting into those activities.

Thanks to the effort that I put into my lesson plan. I had the facility to work with the time that I was provided by all the different activities that I implement. Of course, we had some inconvenience every now and then when we're creating this type of lessons because not everything in a class is perfect. But even thought I had the facility to work with my students on a daily basis, which gave me the enough time to finish with all the different lessons that I had already prepared. My students accept all the different activities that I create, they were really happy participating and introducing themselves into the topic and also provided with their background knowledge, with all the different lessons and the vocabulary that I was presenting.

The outcomes of the five different lessons that I create work great because most of my students were able to use the grammar structure in the vocabulary that I teach them in order to create their final product. The presentations that I saw from then were pretty good. Of course, according to their level, they were able to have some mistakes but if something that is part of the learning process At the end, I can say that. I am really happy about the outcomes of my lessons and how I introduce a topic to them.

Concluding, every classroom has its own unique community; The role of the teacher will be to assist each child in developing their own potential and learning styles and present a curriculum that incorporate each different learning style, as well as make the content relevant to the students' lives. incorporating hands-on learning, cooperative learning, projects, themes, and individual work that engage and activate students learning, hoping that this makes fall in love with the language and they can continue developing their abilities in the future.

It is believed that a teacher is morally obligated to enter the classroom with only the highest of expectations for each and every one of her students. Thus, the teacher maximizes the positive benefits that naturally come along with any self-fulfilling prophecy. With dedication, perseverance, and hard work, students will rise to the occasion as we have seen during this school year that as we know has been different from the rest, the students have had the courage of following with the best attitude they can.

A classroom should be a safe, caring community where children are free to speak their mind and blossom and grow, that is why we always look for the best approaches, theories, methods and techniques that suits what the student's needs, using strategies to ensure that in the classroom the community will flourish.

CHAPTER 5

APPENDIX

<https://drive.google.com/drive/folders/1XF3OpN7WggNLMDfSCulkbBwoS9DCR?usp=sharing>

<https://wordwall.net/play/15599/205/760>

https://prezi.com/negm_ryvowh5/comparative-adjectives/

<https://learnenglishkids.britishcouncil.org/word-games/parts-building>

CHAPTER 6:

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