UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"CULTURE IN OTHER COUNTRIES"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:
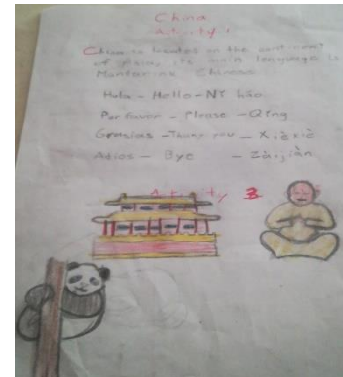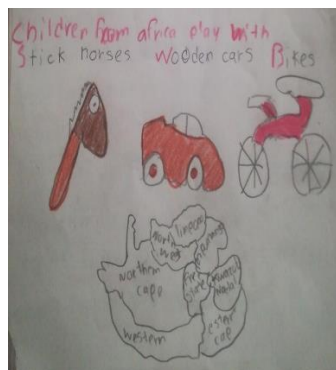
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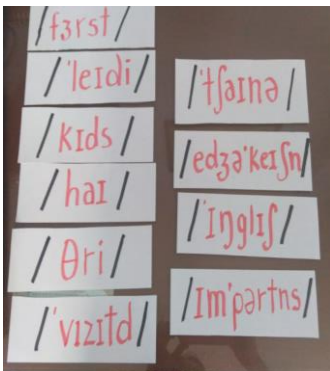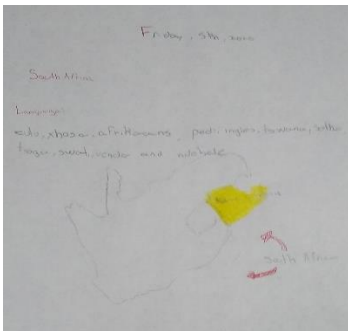
ASESOR: ROCÍO SALGADO PEREA

México, DF. a 21 de junio de 2020

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE, ONLINE MODALITY.

Module 3 Final Project: "*CULTURE IN OTHER COUNTRIES*"

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CDMX, June 21st, 2020

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INTRODUCTION

The teaching of English as a foreign language in public education in Mexico City begins in 2010 with the launch of the National English Program in Basic Education (NEPBI, 2011). In an overview this was created to improve the quality of education and provide students with better tools in order for them to have more opportunities and be part of the current globalized and interconnected world. NEPBI articulates in four cycles, one of the biggest challenges of recent models in Mexican basic education, which is the development of competences within the framework of three types of knowledge: doing, knowing and being trough the language. This three types of knowledge are involved in this project, which is designed to students of fifth grade at an elementary public school. They are now in cycle 3 of the NEPBI and have had enough contact and familiarization with the foreign language. Cycle 3 corresponds to 5° and 6° grade of elementary school, emphasizing that according to this cycle, it is required to students to continue acquiring formal aspects of the language to achieve its domain at basic levels. Part of the cycle main purpose is students' interaction with oral and written texts, to understand and use English to carry out simple, everyday communicative activities (Curricular Foundations, 2011:21).

The necessity of develop multilingual and multicultural competencies is established in the document Curricular Foundations (2011), which states the importance of "…*build a broader vision of the linguistic and cultural diversity of the world*…" (p. 6). It is consider that this project provides elements to develop awareness of interculturality, among students and towards other countries, trough promoting students' analytical and critical thinking about the foreign language, and guiding them to personal and group reflection, with a high sense of respect. This project is directed to develop not only linguistic and communicative competencies, but also intercultural competence.

The core of the project is the lesson plan, which involves the development of the four English language skills: Reading, listening, writing and speaking in a framework of linguistic, pedagogical and psychological theoretical foundations. All directed to rise students' conscious about culture and contribute to their personal development and promote the inclusion, contributing finally, to a personal and social well-being.

Chapter 1:   PHILOSOPHY AND THEORY.

1.01   Teaching identity and philosophy.

Most of my experience as English teacher has been working at SEPDF, at elementary schools. It is important to retrieve my beliefs about teaching that I stated at the beginning of this Specialization. First, the importance of knowing my group of students: Who are they, how do they learn, their interests, their development stage, among others. In the school where I work for an initial diagnostic is applied to students and this allow us a most complete vision of them. Then, having in advance the lesson plan as a tool that gives direction to the teaching process, which are done according to the syllabus, in this case the NEPBI.

It was also mentioned that in the classroom the teacher has a role of guide and encourage students´ autonomy. I questioned this belief due to the results of forum discussion and reflection, stating instead, that students needed total direction and an authority figure in order to do their tasks and activities in general. Finally the personal believe that as teacher, it is necessary to be trained permanently, in order to be updated in head fields, as education, science, technology, psychologist and methodologies and strategies in English teaching.

After studying the Specialization in Teaching and Learning English as Foreign Language this beliefs had been transformed into my personal philosophy. These had evolved to incorporate on my teaching practice the development of linguistic, communicative and intercultural competencies, based on students' contexts and needs. Besides a continues promotion based on Piaget and Vygotsky theories of development and knowledge, which is built through the teacher guide and fostering active learner interaction with different learning artifacts. Some of them are students, teacher, English speakers in general, a variety of written and oral texts, including the use of technology.

Teacher and students create a positive environment in the classroom, and both promote to address them as persons, with thoughts, ideas, feelings, concerns and specially attending young learners' curiosity in order to design activities that fit their needs and interests. The

teacher is a promoter and model of respect as a basic value for co-existence and interactions in the classroom and encourage students to create conscious about the effort that they need to invest in order to increase their awareness of their own and other cultures and improving their English level in and outside of the classroom.

This philosophy hardly promotes the teacher permanent training and be an active researcher in order to know students' needs and select authentic materials to promote the learning of English, based on real contexts. A good teaching process also should be based on lesson plans that promotes de development of the four English linguistic skills, the receptive: reading and listening, and the productive: writing and speaking, including attitudes, fostering with all the activities the use of English as it is used in real life, to promote as well meaningful learning following the contents of real social practices in a framework of familiar, academic and educational, literary and ludic English learning environments.

Evaluation and assessment as part of my teaching – learning process should be designed to improve students learning and teaching practice, promoting the teacher and students' feedback, reflection and flexibility. In my personal teaching practice I had incorporated two main tools to assess my students: portfolios that have the purpose of keep evidences of students' efforts and achievements and holistic rubrics that contain the general performance that is expected from students in their learning process.

1.02   Theory underlying your teaching practice and identity.

In order be a competent English speaker as a foreign language, students should be instructed and have knowledge of linguistics, communicative and interculturality development of competencies, the three integrated as a whole. This third field has been considered and highlighted in the last years to the process of teaching and learning English and according to researches, is commonly neglected.

First of all, it is important to consider the researches from the linguistic Noam Chomsky (Harmer, 2012) about language acquisition. According to his theory all children have as a result of human evolution, the biological capability of acquiring a language or more than one in an unconscious process, merely because they are immerse in certain culture and they learn the language they are exposed to, through interaction with their contexts and learn the language as part of their development. In the case of teaching English as a foreign language to elementary schools in CDMX, they are relatively still in the critical age, before puberty, it is relative because the beginning of puberty changes from child to child, but this is one of the reasons to teach the language using it in the classroom, as a source of *input* and exposure, ensuring that students discover the grammatical rules deductively, but worthwhile to mention that in certain points explanations about them are given and some students are more curious about it than others, in this context students start discovering linguistics aspects, such as letter-sound association, phonics, grammar rules and structures, among others, emphasizing that the main point since which English subject is taught, is from context not starting by the linguistic aspect, but including it, in certain moment of the unit or social practice.

The Experiential Learning Model proposed by Kolb, is a main rationale on this project. The author states: "Engage the heart first, then the mind can follow. Once both, heart and mind are engaged, anything is possible" (Kolb, 1984). The syllabus of NEPBE has its framework on this model. This proposal is a cycle that consists of: **a concrete experience -   reflective observation – abstract conceptualization – active experimentation**. The model has the orientation of Constructivism approach, because learners construct their own knowledge and it is considered that learners of all ages may take useful advantage of the complete cycle.

Another rationale is the "Affective filter hypothesis" from Krashen. The author claims that learning is more effective if it is free of anxiety and stress (Harmer, 2012), and also is considered that will contribute to increase students' intrinsic motivation.

On the other hand, Hyme's theory about "communicative competence" in an extensive way, illustrates that learning a language is not only about grammar structures, sounds, sentences or speech in general, the use of a language is determined by social knowledge on how and when use it appropriately. He states "sociolinguistics rules determine what is said and how it is said". Starting from this posture, it is known that persons, places, contexts and culture determine how and what to say. To develop communicative competence implies verbal and nonverbal communication. That is why when teaching EFL; it is important to take into consideration the speech, intonation, rhythm, gestures and body language from the speaker and his/her interlocutor, actually these points are integrated as part of intelligibility in the speaking skill activities.

Nowadays, English is worldwide considered as a *lingua franca that* means that is the mean of communication to people from different countries and speakers of different languages. So English is used as a common language for communication purposes in different fields, such as science, education, business, and research.

The basis of second language acquisition also implies the field of psychology and specially the researcher Lev Vigotsky and his Socio Cultural theory that proposes that language is learnt as a result of social interactions and cognitive factors, that is why it is very important the socialization of students activities as for example products, expositions, among others, and the interactions from students in order to accomplish the different tasks that are carried out in the classroom. This theory states that social interactions promote the Proximal Development Zone PDZ among students.

The Monitor Model of Stephen Krashen is promoted all the time, and focused on the principle that students are learning EFL. Here the posture that students should be conscious an active in the process in order for them to achieve the learning goals. According to Krashen and his input hypothesis, students need to be exposed as often and as much as possible, through different sources to the foreign language. Reinforcing the idea that the activity book should not be the only artifact, three videos were carefully selected as authentic materials and as a source of input to try to work with integrated skills. The lesson plan involves the integration of skills that specially is seen in the last part of the lesson, in the speaking skill activities. An important principle that is part of the integration skill and that is part of the personal philosophy states that skill integration involve has positive effects on motivation.

Theory underlying the four English language skills

Reading skill

According to the author Anderson (1999) the reading skill is a complex, active and cognitive process between the text and the reader (pp. 6-11). This means that the person who is reading a text is interacting with written language with specific symbols, which are letters, words, sentences and paragraphs that the readers must decode in order for them to build meaning linking the person's previous knowledge or experiences with specific topics, and using cognitive skills as inferences, reasoning and critical thinking (Sánchez, 2004).

To understand the interactive model of reading, that is the proposed for this lesson, it is important to mention that this is a combination of these approaches: Bottom – up and Top-down.

Bottom – up approach, which states that in order for readers to understand texts, they must know units of sentences, that is, recognize graphemes (letters), phonics (letter to sound correspondence), morphemes (words), syllables, sentences and paragraphs.

Top-down approach.- It is focused on meaning, and thus the reader needs knowledge about grammar and contextual clues to be able of understand the text. In this model it is expected that the reader would be able of understanding texts, despite he/she does not understand every single word.

According to the author Pittelman (1991) when an individual learns new information is organized in its brain in specific structures or cognitive categories called "schemas". This theory considers three schemata: content, formal and linguistic. Theory raises that knowledge is socially and culturally built that implies our general knowledge about different topics. When a reader interact with the text a link is made with the reader previous knowledge, and there learning occur. Definitely having this basis the first thing that is done before student-text interaction is to activate learners' schemata, in order to make it more meaningful for them. This is the definitions of schemata:

1. Content schema.- It is related to the knowledge that our learners already have about specific or particular topics. When the previous knowledge is connected to new

knowledge, the process of learning occur and also are immerse beliefs, values and general ideas.

2. Formal schema.- It is the knowledge ones have about the organization o texts presentation, that means for example to know the format of letters, messages, advertisements, books, recipes, etc.

3. Linguistic schema.- This is the knowledge that someone has about the language, that is for example to know how verbs change their written form in different tenses, that adverbs are written before a verb, etc.

Reading lab ideas

There are several strategies to provide students with more reading permanent practice that have been implemented in the personal teaching practice, for example:

- ✓ Title-less tonguetwisters.
- ✓ Printed plastified science books.
- ✓ An educational blog at: https://myenglish-urssprimary.blogspot.com/

Listening

It is a hard work and a matter of practice to develop listening comprehension and it is considered as a critical part of the language performance that is why learners need to develop effective learning strategies. This is a receptive language skill that requires a person to take meaning from the oral language produced by another speaker. This skill encompasses attention, perception, word recognition, syntactic parsing, comprehension and interpretation.

According to theory, the process that is expected from the listeners during these project includes:

1. Perception.- The information turns into something meaningful for them. To this perception I would add students' attention span and concentration.

2. Decoding.- Kind of understanding of a message by taking in chunks and not just sentences.

3. Prediction and selection.- Predicting or making guesses about what comes next allows the student to listen without needing to understand every word.

It is necessary to take into account the three kind of classroom listeners that theory establishes:

<u>Active listeners</u>.- These students participate fully in the communication process, listening very attentive, providing feedback, do their best to understand and remember messages.

<u>Passive listeners</u>.- Is not as enthusiastic as the active learner. They place responsibility for successful communication on the speaker.

<u>Impatient Listener</u>.- They are active listeners but are easily distracted. They try to pay attention but lose focus quickly.

It is consider that a good percentage of students are impatient listeners, because It is common to lose their attention. One reason is due to their short attention span according to their age, and the second is that they become quickly frustrated because they do not come across with the total comprehension. A fewer percentage are active learners, and they use to be involved in the activities, besides they are enthusiastic, reflecting and making questions, they are also used to have high motivation to achieve goals.

There are two components of the listening comprehension process: Processing sound and meaning. Both are involved in the activities that are expected from students, because they are asked to recognize sounds, words and general meaning.

Theory states two kinds of listening situations:

1. Interactive.- Face to face, in this situation we listening and speak, also it can be telephone calls and video conferences.
2. Non-interactive listening situation.- For example listening to the radio, music, TV Programs, songs, soap operas, narrative and the news among others.

The learning artifacts that were selected to develop intercultural awareness, were videos from the National Geographic Kids page, and thus correspond to non-interactive listening situation, which could bring some challenges but also benefits. The three videos selected are spoken in English by native and non-native English speakers.

Listening strategies:

1. Bottom-up processing.- Listening comprehension starts with the received data that is made through the analysis of sounds, words, clauses, sentences and texts, a message can be received. This is a process of decoding. This means to know about the language. One's can have meaning through the combination of its smallest elements.

2. Top-down processing.- It refers to the use of background knowledge or previous information of a specific topic, in order to understand the meaning of a message, this goes from meaning to language. A representative listening lesson plan should include pre, while and post listening activities, and also both strategies: Bottom-up and Top-down.

   ✓ Pre-listening activities: Activities that involve prior knowledge, making predictions and reviewing key vocabulary.
   ✓ While-listening activities: This stage focuses on comprehension through exercises that involves selective listening, general idea, sequencing, etc.
   ✓ Post-listening activities: This step leads us to comprehension and may require students' opinion about the topic.

The lesson plan of this project involves Bottom-up and Top-Bottom strategies, as well as the pre-while and post listening activities.

Listening activities seek to involve listeners actively in this process through two kinds of activities:

1. Cognitive strategies.- Are ways to remember better in both short and long term mental activities related to comprehending and accumulation input in working memory or long term memory for later retrieval.

2. Meta cognitive strategies.- Are ways to manage cognitive strategies like the ones we use for assessing the situation, monitoring, self-evaluating or testing.

Authentic Materials for listening comprehension

The videos selected are considered authentic materials because have been produced to fulfill social purpose in the language community. Contrary to the use of traditional materials,

these help students develop their communication skills; because give students the opportunity to develop skills that are needed in real life, that is, in specific situations and contexts. Authentic materials, on the other hand, are used to give students opportunities to encounter the language as native speakers do. When students are exposed to real discourse, they start listening for gist. In addition authentic materials allow students to be aware of what is going on around the world.

Technology and listening

Technology has the potential to make the development of listening skills more meaningful, interesting, and fun for our students. As a means for learning a language, multimedia represents innumerable instructional possibilities for listening because technology as a tool for listening skills development, includes a logical match of system characteristics, combining text, audio and video (Meskill, 1996). In this case is only the combination of audio and video.

Some important advantages of the use of multimedia technology are: Motivates students to learn English, develop students' communicative competence, widens students' knowledge about the culture of English, improve teaching efficiency, enhances interaction among students and between teachers and students, creates a conductive teaching environment in the classroom and provides opportunities for English teaching outside the classroom.

Writing

According to Weigh (2002) learning to write involves a specialized version of a language that the person already know. It is pointed that writing must be acquired through special instruction. The author Hyland, an expert on L2 writing defines writing as the process whereas a person selects, develops, arrange, and expresses ideas in units of discourse. The approach that was proposed and putted into practice is the processes model of writing instruction but considering only the first five steps: Selection of a topic, pre-writing, composing, response to draft and revising.

Principles that underlie the teaching of writing:

a) Learn and use habits of good writers. Focusing on a goal or main idea, spending some time planning to write, letting first ideas flow on the paper, soliciting and utilizing feedback from others, revising the work several times and making changes if necessary.
b) Balance process and product.
c) Account for cultural literary backgrounds.
d) Connect reading and writing.
e) Provide opportunity for as much authentic writing as possible. For example writing e-mails, recipes, personal information, and small dialogues.
f) Frame strategies and activities in terms of prewriting, drafting, and revising stages.
g) Strive to offer techniques that are as interactive as possible.
h) Sensitively apply methods to respond to and correct your students writing.
i) Clearly instruct students on the rhetorical, formal conventions of writing.

If these principles are constantly taught since the early stages, in this case at elementary school, they will become a habit in students writing skill. The point is to make students aware about these principles, giving them opportunities to produce writing texts.

At this beginning level mainly Micro-skills are developed, these are:

1. Produce graphemes (handwriting) and orthographic patterns (spelling) of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words und use appropriate word order pattern.
4. Use acceptable grammatical systems.
5. Express a particular meaning in different grammatical forms.

According to teaching strategies for writing, I will enlist them and comment the ones I consider of use in my teaching practice:
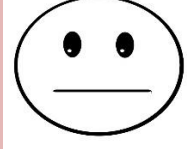
1. Imitative or writing down.
   a) From a paragraph, teacher dictates a short phrase (3 or 4 words each), followed by a pause.
   b) The teacher then reads the whole paragraph aloud more at a normal speed.

c) In assessing the students' written work, grammatical and punctuation errors should not be severely marked. These elements are not penalized in the holistic rubric designed to asses writing.

2. Intensive or controlled.- A paragraph is red two or three times, then the students re-write the paragraph at their best.

3. Self-writing – Note-taking during the class, to keep a diary or journal expressing owns feelings or reactions.

4. Display writing.- Answers exercise and different kinds of essay. This is practiced mainly with the activity book exercises.

5. Real writing – for example academic, vocational / technical and personal.

With this specific lesson plan were promoted specially strategies 4 and 5, due to students answered some exercises and they were asked to write their personal opinion or reflection. The feedback provided was focused on encourage students to continue writing

Strategies for understanding vocabulary.

There are several word knowledge stages. In the texts is recommended to raise our learners awareness and encourage them to be active in the process of learn and develop vocabulary, to do so, there is a self-assessment tool proposed by the author Zimmerman (2009). This chart was already implemented to increase students awareness about key vocabulary and is considered and on-going process that help them to identify words, and make them more active learners:

Vocabulary self-assessment.		
No knowledge		Expert knowledge
0 I have never seen the word before.	1 I have seen the word but am not sure what it means.	3 I use the word with confidence.

The same author proposes the following nine questions:

- *Are there certain words that often occur before or after the word? (Collocation)*
- *(If it is a verb) Is there a particular preposition that often follows it? (Collocation)*
- *(If it is a noun) Is it countable or uncountable? (Grammar)*
- Did we study any of the members of this word family? (Word parts)
- Is the word used in both speaking and writing? (Register/Appropriateness)

As it was suggested the plan is to write a question monthly, with the social practices of the language we are working on, written on the board and make students analyze how words are used.

Another strategy is to ask divide students notebooks and create a section called "My personal dictionary". In it, they will record a range of 15 to 20 words per social practice, which they will illustrate and use in a phrase or sentence.

Speaking

Speaking skills are the knowledge and abilities directly involved in the oral production of English, often a part of real-time, face-to-face interactions. Speaking instruction has its focus on the effective use of spoken English. This includes the development of a repertoire of communicative functions, as well as social norms and cultural sensitivity (Primary Methodology Handbook, 2014). The speaking functions of this lesson plan are: describing people, places, things, and activities. Students were also asked to focus on cultural expressions, traditions, social role of children and subjects at school in foreign countries.

General characteristics of speaking (Richards, 2008):

1. Is made up of idea units.
2. May be planned or unplanned.
3. Employs more generic or vague vocabulary that written language.
4. Employs fixed phrases, fillers and hesitation markers.
5. Contains slips and errors.
6. Involves reciprocity.
7. Shows stylistic variation.

The speaking activities that are part of this project were planned and guided, in this case there were not interactions due to the health contingence.

Fluency, accuracy and the role of pronunciation.

Fluency: Is the ability to fill time with talk using coherent, reasoned and semantically sentences. Is the flow of speech, which may have short pauses for thinking without interfering with communication. Fluency is also defined as the ability to produce comprehensible and as error-free speech as possible, and at some length without severe communication breakdowns.

Accuracy: Is a component of fluency. Is the production of language without errors, particulary in terms of grammar, vocabulary and pronunciation. It was proposed to emphasize on the development of intelligibility, rather than native-like performance. Teaching intelligible pronunciation calls for a primary focus on suprasegmental features, like stress, rhythm and intonation, rather than on segmental features (discrete sounds).

Stress works at both, word and sentence level in connected discourse. At word level (lexical stress) it refers to that part of the word – syllable - which is pronounced and perceived carrying more emphasis or strength. Sentence stress refers to which word or words in a sentence are given stronger emphasis or prominence. Sentence stress is not fixed, but fluid, adapted to the speakers intentions. **Rhythm** refers to the beat pattern of the spoken language. **Intonation** refers to the patterns draw by changes in voice pitch (rising, falling) during an utterance (Snow, 2007).

Compensatory strategies

Refers to any L1 or L2 speakers ability to contribute in interaction with other speaker to maintain the flow of a conversation by preventing potential communication breakdown. Also refers to mastery of verbal and non-verbal strategies. Communication strategies are those strategies which L2 learners use to deal with communication problems when they have no mastered the language, that is the case of students at a basic English level.

With reference to their function in interaction, communication strategies can be understood as compensatory. With reference to their outcome, communication strategies can be divided into: achievement strategies and reduction strategies.

Achievement strategies, learners resort to these when they attempt to overcome competence gaps though guess work (a manner of improvisation), paraphrase or reo-operation. Guessing comprises any of the following alternative strategies:

- Foreignizing a word in the L1.
- Borrowing words from the L1.
- Literal translation often leading to the use of false cognates.
- Coinage or the invention of new words in the L2, based on transfer or over-generalization.

Circumlocution or the verbal elaboration of the content of the unknown word or expression.

Cooperation – speakers rely on a more able interlocutor to fill in the gaps with the required vocabulary or expression.

Reduction strategies.- When faced with a gap they simplify their intended message (simplification).

It is worthwhile to mention that at certain point students make use of such strategies in order to recover communication breakdowns.

The activities designed are considered quasi-communicative, because are promoting semi-fixed exchanges, close or similar to natural dialogues. This dialogues are based on printed guide questions, where students ask for and give information. In further practice the goal would be to lead students to the following activities.

There are 4 types of Functional communicative activities:

1- Sharing information with restricted co-operation activities – information gap activities.
2- Sharing information with unrestricted cooperation activities, also involve pair work mostly.
3- Sharing and processing information activities may involve pair or group work, and they involve discussion and evaluation.
4- Processing information activities involve problem solving tasks, such as ranking items (by priority, importance, etc.), planning a budget, fixing itineraries, creating a story from random picture sequence, etc.

In certain way the lesson of this project also promoted the learning of integrated skills, in this case speaking, grammar and vocabulary, of course thinking in face- to face- classes to encourage student-to student interaction, dialogues and role-plays

Interculturality

Along the lessons is promoted the development of intercultural competence, not only about foreign countries, but also students' own culture. Interculturality involves knowing our own culture and the culture of foreign countries. According to Byram's model, developing intercultural competence implies the following *saviors (*knows*)*: Intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction and **critical cultural awareness**. The last one is the main purpose of this project and the

lesson plan is directed to develop in students this cultural awareness. There are some approaches to develop language intercultural communication in the classroom: Cultural criticality, the emic and etic, the dynamic process and the Experiential learning. Once done the analysis of them, and according to teaching context, it is considered appropriate to work with the first model: Cultural criticality approach, since this is focused on find similarities among cultures and humanism among other of its characteristics, which have been promoted in this particular students.

It is important to include the challenge of teaching large classes. Despite students at elementary school have been learning English since pre-school and at their fifth grade they had studied it approximately five years, their language proficiency is heterogeneous for different reasons. As for example students' interests, personality, family support, intrinsic and extrinsic motivation and their previous experience with the language. One of the opportunities on teaching large groups that has not been taken advantage of, is to lean on advanced students to carry out some tasks in the classroom.

This lessons include the use of technology. The use of technology will increase students' motivation to learn English, widen students' knowledge about the culture of English and provides opportunities for English teaching outside the classroom. The three points are of relevance to the teaching context and students' needs.

Chapter 2:   METHODOLOGY AND PRACTICE.

2.01   A practical and useful lesson plan.

Tomado de Velasco R. (2006) Método de clase con Lectura de Comprensión. Curso "Estrategias de lectura formativa en inglés para secundaria". Cursos y talleres en línea. Recuperado de http://red.ilce.edu.mx/

<div align="center">Teaching sequence template</div>

1. Lesson plan identification cell	
Author	Rufina Olivia Arce Bautista
Educational stage	5° grade at primary. Basic Level Education.
Title of your lesson plan	Culture in other countries
Learning objective of the plan / competency	**Learning outcome** Express opinions and provide short descriptions. **Language purpose** Students will develop the skill to understand through watching and listening videos from other countries, with a previous research and later, to talk about their experiences, as well as make attempts of finding similarities in culture, nature, language and traditions between their own country with foreign countries. **Formative and intercultural purpose** Use the foreign language as means of communication in order to discover aspects of culture and nature of students own country and other countries. Make students reflect on the value of their own culture and culture in other countries. To develop awareness on how important natural resources and environment are, through some videos previously selected. Encourage students to respect each other in their attempts to use the English language to talk about what they learned from other cultures.
Communicative skill	Reading, Listening, Writing and speaking.
State of the following options	

Functions	Describe places, things, activities, and their experiences in learning about other countries.
Main grammar structure	Verbs in simple past
Other grammar structures	Adjectives and prepositions.
Brief descriptions of the plan	This plan is based the outcomes and competence established in the syllabus, NEPBE, cycle 3, Unit 8. Outcomes or achievements for students: ➢ Mentions aspects of nature and cultural expressions in the travelogue. ➢ Clarify new sentences and words with the help of bilingual dictionaries. ➢ Answers questions about the sequence or simultaneity of actions. The activities are linked and sequenced in order to promote the development of the four skills: Reading, listening, writing and speaking.
Hour of the plan implementation	3 sessions a week, lasting one hour each.
Number of sessions	Eight to ten sessions.
Contents required for the lesson	Three videos as a main source of input. Playpumps in Africa – A water system to get clean water (2:19 min) First Lady Michelle Obama answer questions to kids from China. (1.53 min) Monkey Festival – Lopbury Thailand (3:16 min)
Link of the content	https://kids.nationalgeographic.com/videos/around-the-world/#/97630787861 https://kids.nationalgeographic.com/videos/around-the-world/#/209478723982 https://kids.nationalgeographic.com/videos/around-the-world/#/97663555580
EEAILE tutor online	Rocío Salgado Perea

Using authentic materials and technology could increase students' intrinsic motivation and curiosity, a characteristic of young learner that is important to take advantage of. With these elements it is expected to engage and involve actively students in the process of learning English. It is also considered that intercultural competence is highly promoted in the tasks that are part of the different English language skills.

2. Introduction to the lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	Research on internet to look for appropriate videos for kids, with real or authentic contents and cultural aspects included. Prepares expressions and vocabulary from the videos. Prepares maps from Africa, China and Thailand. Ask students to look for information about languages and traditions in Africa, China and Thailand.	Students research about the countries and take notes, to bring to the classroom.	0
During the lesson	To promote the existence, respect and importance of other cultures, in our own contexts (giving examples) and from foreign countries.	Have an open attitude to new knowledge about foreign countries and avoid making judges. Socialize with their peers the information they looked from Africa, China and Thailand.	1 to 8

	Create a comfortable learning environment and promoting respect among the class community.	To discover and value foreign cultures.	
	Promote students to similarities and differences between their own culture with foreign cultures.		
	Organize students' interactions.		
Set the objective or competencies of the lesson	Expose students to videos from other cultures in order for them to learn from other cultures through watch, discus, and analyze videos. They will watch videos from three different countries and identify aspects of language, nature, traditions and cultural expressions particular to foreign countries.		

3. Communicative skills development

Reading					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction. Beginning	Provides input and presents flashcards with vocabulary from the reading text.	Classifies vocabulary in the self-assessment chart.	Fotocopies	1	Portfolio Self-assessment chart
Exercise I	Provide students with the reading text. Ask students to identify nouns and verbs.	Read the text and identify the vocabulary. Students circle the words they know.	Reading text.	1	
Exercise II		Classify noun and verbs.	Notebooks.	1	

Exercise III	Prepares an exercise to write words that go after nouns and verbs.	Complete the exercise, with a word bank provided.	Notebooks.	2	
Information processing Complementary	Increase students awareness about the existence of other cultures.	Reflect and make comments on what do they know about Africa and their culture.	Video Lap top Projector	2	
Development	Presents the video PlayPumps in Africa.			2	
Prediction	Ask students to make predictions.	Make predictions based on the previous reading. Observe the video	Reading text	2	Writing notes.
	Writes on the board children predictions.	Complete the comparative chart.	Photocopies comparative chart	3	Comparative chart
Exercise 1.	Play the video a second time and ask children to write down words.		photocopies true / false statements.	3	True /false exercise.
Reading comprehension	Ask students to read their text about playpumps	Reflect on the value of other's culture.		3	Holistic Rubric
Exercise 2. Ending	Increase students awareness about other's culture.			3	Personal reflection Portfolio

At the beginning of this skill, students will be asked if they have water at home and how they get it for all uses. Their content schema is activated and their ideas are written on the board and will present to them the Playpump water system, with flashcard of key vocabulary. After some familiarization with the vocabulary the teacher will present to students the reading and ask them to do read the text "Play-pump water system" which was adapted for them, following the interactive reader model, that is combining Bottom –

up and Top-down decoding. Students' schemata (content, formal and linguistic) is activated. The text should be read aloud by volunteers, and repeated some fragments by the teacher, especially those that had a difficult pronunciation. After group reading the students read the text individually and at some details in order to answer the true – false exercise. Finally, students will complete the comparative chart and write their personal reflection about this country.

Listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Beginning	Researches an appropriate video in order to foster students listening comprehension.	Research general information about schools in China.	Lap top Internet	4	Group comments.
Development	Pre-teaches vocabulary in a Time line event from facts that appear on the video.	Identify some vocabulary and classify it in the self-assessment vocabulary chart.	Whiteboard Notebook	4	Portfolio Self-assessment chart.
Exercise 1	Prepare phonetics from some words.	Students will match the phonetics with the words.	Flashcards Board, tape.	4	Portfolio Match exercise.
	Elicits knowledge that children found about China	Children socialize their findings about schools in China.	Internet, cellphone / lap top Paper.	4	Writing notes.
Exercise 2	Elaborate a Crossword vocabulary with definition.	Solve the crossword	photocopies of crosswords	4	Crossword
	Present to children the video "Frist Lady answer questions to kids"	Make predictions about the video	Lap top Projector Video	5	Holistic Rubric
	Project the video two times and students will complete the listening	Students observe and listen carefully the video and identify rhythm and fluency of the speaker.	Fotocopies	5	Confirm predictions,

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
	comprehension exercise.	Identifies the interview, audience and purpose of it.			
Exercise.	Prepares a listening exercise.	Students complete the exercise with the words or phrases given.	photocopies	5	Fill in the blanks exercise.
Closure	Invite children to write questions in order to interview a First Lady.	Write the guide questions from the video in order to write their own questions,	Video. Notebook	5	Portfolio Written Questions.
Extended practice	Organize students to represent a role play with an interview. (Could be the same from the video or different questions)	Make role plays with the interviews to different classmates.	Notebook.	5	Role play

For the listening skill will be used non-interactive authentic material (an interview to Michel Obama in China) as input, and pre-teach vocabulary. As a warm up students will see some phrases written in Chinese and ask them what is that. In order to teach the correct pronunciation and to ensure word recognition, the teacher will present to students phonetic symbols and model pronunciation from the video key vocabulary and students will write the words. Before watching the video and in order to activate content and language schemata, students express their predictions based on the title of the video and on the vocabulary taught. While listening and watching the video, students try to complete the exercise fill the blanks without the word bank, in a second exposure to the video the teacher provides a scrambled word bank and students complete the exercise with the correct word or phrase. Students check their exercises in pair and finally the whole group and the teacher monitors. Students complete the comparative chart and write their personal reflection on this country either in English or Spanish. For homework, students will write an interview to make it to a famous person.

Writing Skill					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Beginning.	Present the genre to writing narratives with its characteristics: share personal experiences, in chronological order, writing in past, use	Identify the elements of narratives, in the travelogues.	Activity book, p. 60-64	6	Holistic rubric

	linking words: first, next, after that, later, finally. Students will write narratives with these characteristics				
Development	Vocabulary: Thailand, festival, monkey, tradition, prosperity, mischievous, climb, community problems, visitors, community benefits	Illustrate vocabulary	Notebook, board.	6	Portfolio Self-assessment chart.
	Recycle opposite adjectives: Difficult-easy Big-small Cheap-expensive Long-short Tall-short Interesting-bored Important interesting far-close	Students can use these comparatives when they complete their comparative charts.		6	Portfolio Comparative chart.
	Present to students the third video "Monkey Festival in Thailand"	Socialize what they researched from Thailand.	Video, lap top, projector.	6	Written notes.
Planning	Prepares a written text as model.	Start with the structure of their narrative from three countries: China, Africa and Thailand. Follow the guide on pages 60 to 64.	Activity book	7	Holistic Rubric

Drafting	Provides to students what a drafting includes and monitor.	Students focus on write main ideas and general phrases.	Notebook	7	Portfolio Holistic Rubric
Editing	Encourage peer correction among teams.	Students check the writings of other teams, make suggestions and give feedback.	Notebooks	7	Holistic Rubric
Closure Rewriting Output	Monitor and give feedback to teams.	Students take into consideration peer and teacher feedback and following the model, write their final narrative, with at least one illustration.	Color paper colors	8	Portfolio Holistic Rubric
Socialize their narratives with other teams and groups.	Monitor that students change their narratives and respect their writings.	Read in teams others narratives.	Narratives.	8	Holistic Rubric

Is one of the most complex skill to develop because it implies a process that takes time and effort in order for students to express ideas, thoughts and knowledge in general that should be organized in a coherent and consistent way In this stage of the students age and level of English. Written texts are also first modeled by the teacher and after produced by the students. The lesson is following the Hyland teaching model recommended for beginner Mexican students, 5 of 10 steps: 1. Selection of a topic. 2. Pre-writing. 3. Composing. 4. Response to draft. 5. Revising. These activities have the purpose of developing writing micro-skills, mainly: Produce writing at an efficient rate of speed to suit the purpose. Produce an acceptable core of words. Use acceptable grammatical system. Somehow it is considered that in all the skills was promoted the strategy: Self-writing, because students were asked to write about the country and their personal reflection of each video.

Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Beginning	Recycle images from the three videos.. Prepare vocabulary to express past time expressions: Today, Yesterday, last	Repeat the vocabulary with the correct pronunciation.	Board	9	

	weekend, last month, 2, 3, 4 days – months, years ago. Recycle verbs in past: Watched. learnt, saw, bought, ate, visited, cut	Observes and write the example on how words are divided on syllables.	Vocabulary		Notebook notes.
Word syllable exercise.	Ask students to classify words according to their syllables.	Identify syllables, and classify them in the correct column.	photocopies	9	Portfolio Syllable chart.
Development Speak about your learning experience through these lessons, including their reflections. Take care of fluency. Prepare 4 questions in order to guide students speaking.	Provide to students with images about these lessons. Show and read 4 questions to guide students speaking.	Students speak in pairs or record an individual audio about what did they learnt from these 3 lessons.	Flashcards or images. Visuals with 4 questions.	10	Holistic Rubric.
Closure Feedback	The teacher will provide feedback to students.	Students listen to the teacher and also they reflect on their progress through their English Portfolio.		10	Portfolio

Students are encouraged to express the intake they have gained after these lessons, and a planned integrative speaking task is expected in this last part of the lessons, as a closure activity. The purpose was to develop students speaking intelligibility focused on fluency and intonation. Taking into account the strategy of using L1 if necessary to maintain the speech and avoid communication breakdown. It is considered that the students will produce Quasi communicative speech that are part of Pre-communicative activities, and are manipulative because are under the teacher control.

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

In order to have the formative and summative assessment for this project, there were designed different exercises, self-assessment vocabulary, portfolio and a holistic rubric to face validity and reliability. It is considered that the assessment includes traditional practices and performance based assessment.

First of all, it is necessary to mention the difference between evaluation and assessment. Both are essential to improve the process of teaching and learning and both involve making decisions and allows to get data of students´ progress on English language learning. Taking also into account the teaching practice. Evaluation tools are more objectives, in this case are the different exercises. The holistic rubric and portfolio are part of the on-going process and are part of assessment, which is more subjective and is focused on progress.

The students already know the self-assessment vocabulary chart, which is a formative tool and they were receiving exercises according to the lesson plan. In the different exercises most of the times a word bank, models or guides were provided, due to the lack of vocabulary and expressions some students may face.

Portfolio

This tool had been used as part of the teaching and learning practice but under the teacher responsibility and keeping it at school. This time due to the sanitary contingency COVID-19, and according to theory, students will take care of and keep their Portfolio, it is an advantage to the teacher because this tool will be on their total responsibility and increases students' autonomy, making them reflect on their effort and progress. According to the stages of using Portfolios, the first one, the planning stage the students did no participated in the decision making of this tool. This was a unilateral decision due to contingence conditions. The next stage "Analyzing and interpreting the products, on one hand will correspond to teacher, to send students appropriate feedback, on the other hand promoting students reflection on their own effort and progress. The last stage correspond to the grade that is included in the criteria of the holystic rubric. The reflection mentioned on the part of students, will be at the end of the lessons, when they will analyze their progress in their different pieces of work and increase their responsibility as learners of EFL.
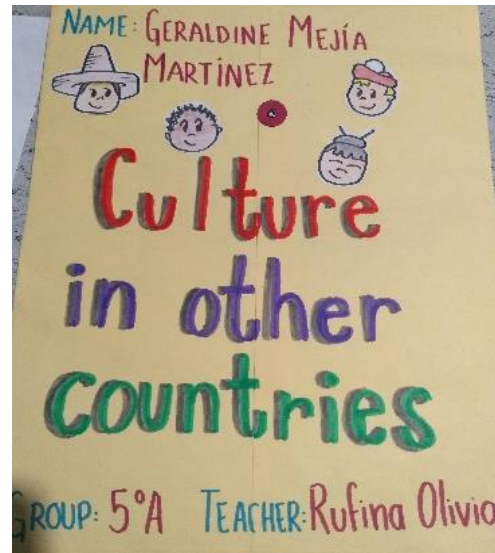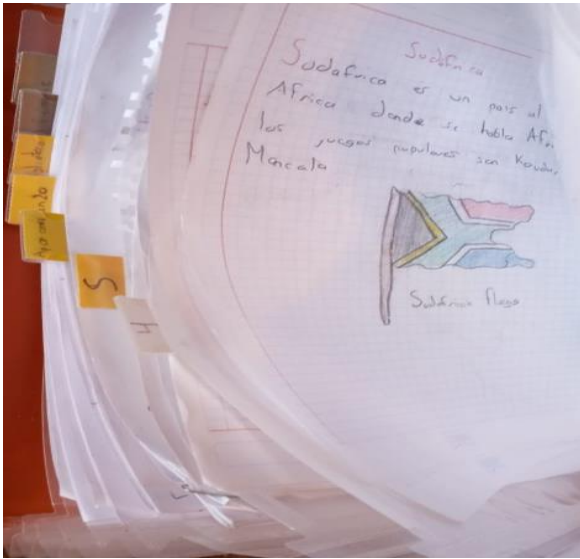
These are pictures of physical portfolios that students designed.

Rufina Olivia Arce   Student: _____

find rubric [   ] 🔍

Rubric: Culture in other countries

The purpose is to assess the student's performance in the four English skills: Reading, listening, writing and speaking, focus in the existence and awarness of other cultures.

🖥 Desktop   📱 Mobile

Culture in other countries				iRubric
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
English portfolio	Poor The student keep only 2 or 3 pieces of evidences in the portfolio.	Fair The student keep half of pieces of evidences inside the portfolio.	Good The student keep most pieces of evidences in good conditions inside the portfolio.	Excellent The student keep all the evidences in excellent conditions inside the potfolio.
Vocabulary	Poor A few vocabulary (2 or 3 words) is the classified in the self-assessment chart.	Fair The vocabulary is partially classified in the self assessment chart.	Good Most of the words is classified in the self assessment chart.	Excellent All the vocabulary is classified in the self - assessment chart.
Reading comprehension I	Poor The comparative chart is answered using only spanish and not information from the text provided.	Fair The comparative chart is partially answered and do not contains information from text provided, just general knowledge.	Good The comparative chart is almost complete and only has information from the text provided.	Excellent The comparative chart is complete and contains information that is part of the text provided, besides general knowledge.

32

Reading comprehension II	Poor	Fair	Good	Excellent
	Only one or none statement is correct from the true/flase exercise.	2 or 3 statements are correct from the frue / false exercise.	4 statements are correct from the true / false exercise.	5 or 6 statements are correct from the true / false exercise.
Listening comprehension I	Poor	Fair	Good	Excellent
	Only identifies 1 or 2 words with their corresponding phonetic symbols.	Identifies 3 or 4 words with their corresponding phonetic symbols	Identifies 5 or 6 words with theircorresponding phonetic symbols.	Identifies and matches correctly all the words with their phonetic symbols.
Listening comprehension II	Poor	Fair	Good	Excellent
	The exercise fill in the blanks only has 1 or 2 words written in the correct line.	The exercise fill in the blanks has 3 or 4 words written in the correct line.	The exercise fill in the blanks has 5 or 6 words written in the correct line.	The exercise fifil in the blanks has 7 to 9 words written in the correct line.
Writing skill I	Poor	Fair	Good	Excellent
	The student only includes one or none step from the writing model.	The student considered at least two steps of the writing model	The student developed three steps from the wrinting model.	The student develops four to five steps from the writing model.
Writing skill II	Poor	Fair	Good	Excellent
	The narrative is mainly written in spanish and the text has not verbs in past, neither linking words.	The narrative is written partially in Enlish but does not include verbs neither linking words.	The narrative contains sentences 2 verbs in past and linking words (1 or 2).	The narrative contains sentences 2 verbs in past and linking words (1 or 2).
Speaking Skill	Poor	Fair	Good	Excellent
	The speech does not has stress neither intonation.	The speech contains a few information from the lessons reviewed but not stress, neither intonation.	The speech contains enough vocabulary and expressions from the lessons and with enough stress and intonation.	The speech contains details and the speaker pronunciation has a good stress and intonation.

In the holistic rubric the portfolio is the first criteria included.

<u>Holistic Rubric</u>

A rubric is a great tool for teachers because it is a good way to set up a grading criteria for assignments. Not only is this tool useful for teachers, it is helpful for students as well. According to Heidi Goodrich Andrade (Gatica, 2013), a rubrics expert, defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts.

A rubric is a tool that must include three characteristics:

- Evaluation criteria or indicators.
- Quality definition. Rubrics should provide feedback to students' progress.
- Punctuation strategy. Four levels are included, considering the highest and the lower students' performance.

As soon as possible teacher will provide appropriate feedback on students' performance with a formative approach focused on how learners approach process and complete tasks, (Brown, 2004). Besides the use of rubrics, teacher continues observations will provide with evidence in order to give alternative assessment, which is informal.

Another kind of assessment that is considered suitable for group work is the "<u>cooperative learning</u>" from Ghaith (2002), which is founded on the principles of: positive interdependence,

individual accountability, face to face interaction, interpersonal and group skills. Ghaith's procedure consists of making groups of four students with specific roles that should be rotated. The roles are: The runner, the explainer, the accuracy checker and the reporter. In this model the teacher is in charge of organizing assignments. Materials and grouping students.
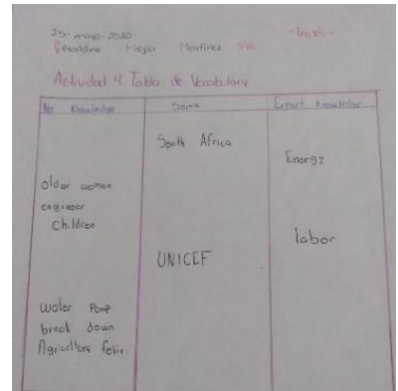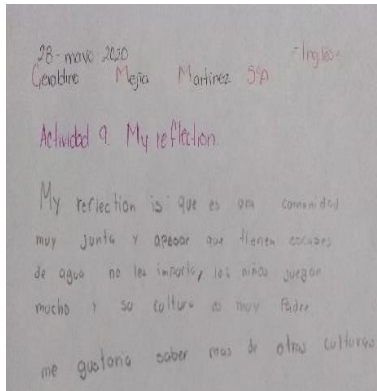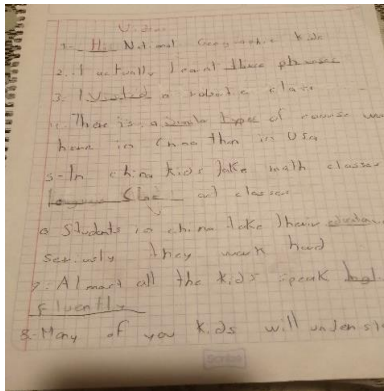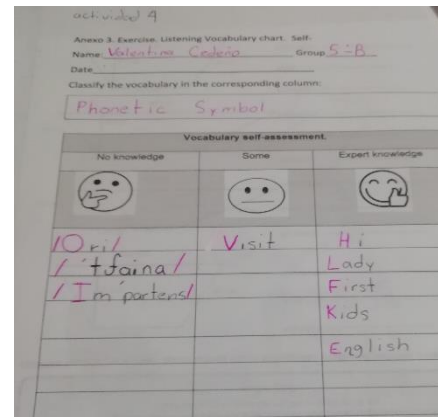
The outcomes of these lessons were:

➢ Mentions aspects of nature and cultural expressions in the travelogue.
➢ Clarify new sentences and words with the help of bilingual dictionaries.
➢ Answers questions about the sequence or simultaneity of actions.

The first outcome was modified in order to provide students with more attractive and interesting input, otherwise the experience says that if students work only with their activity book contents, they loss interest and attention easily, so it is very important to use it as a complement, but not as the main learning artifact. The travelogues or narratives of trips of the activity book were used to guide and model written texts in the writing skill. This outcome is reflected on the holistic rubric in the productive skills. The second outcome could be seen when students clarify vocabulary or unknown words, this was part of the written instructions and of the explanations at the beginning of the lessons. The third outcome is not reflected at all in the rubric because in the last part, speaking skill, students were provided with four sentences in order to guide their speech of culture in other countries.

2.03   Attached evidences of (graphics, photos, images).

Personal Portfolio "Culture in other countries", in order to promote students reflection on their own effort and progress.
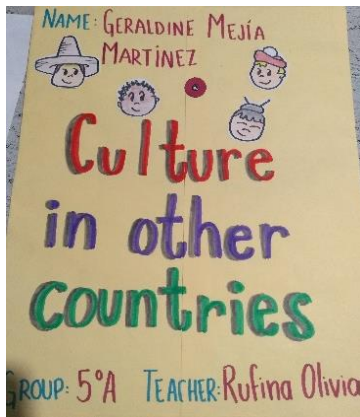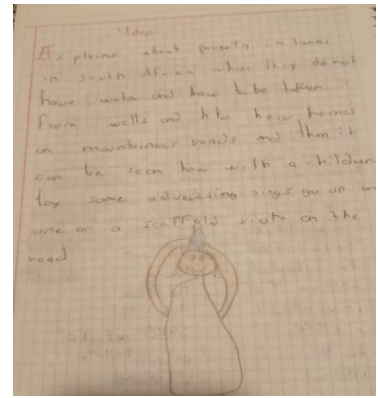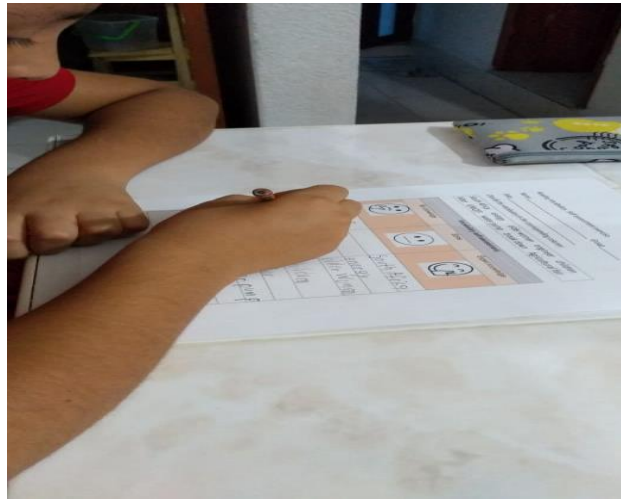
Some pieces of evidences show students performance along these lessons, basically on written activities, due to the current circumstances. Only a few audios and videos were received, ans some are included in the final video of this project. In the video somehow it could be seen the progress of the lessons and students performance. It is considered that students were exposed to enough input, and that the productive skills were linked with the receptive, that is the input was required to create texts and speech about foreign countries, in other words to show output. In the productive skills mainly can be seen micro skills (stress, sounds, order of words, etc).

Th procedure was carried out through written instructions, videos and audios, and most of the students that send evidences counted with their family support, it is very important to mention and recognize family commitment with children, otherwise it would not be possible to be showing these evidences. The means of communication were through email and Whats

app. That reduced the posibilities of students interactions with peers, but their Proximal Zone of Development could had been their own family, and the contents of the videos.

The first step was to ask students to research some aspects about the foreign country, identify them on maps and write their findings. This is a very important stage in order to increase students content and formal schemata.

After that, the teacher gave some explanations on how to do certain exercises providing with most of the necessary materials.

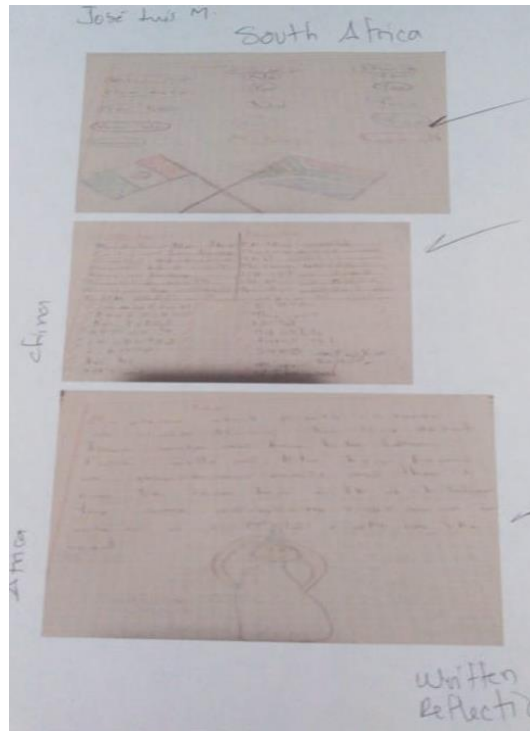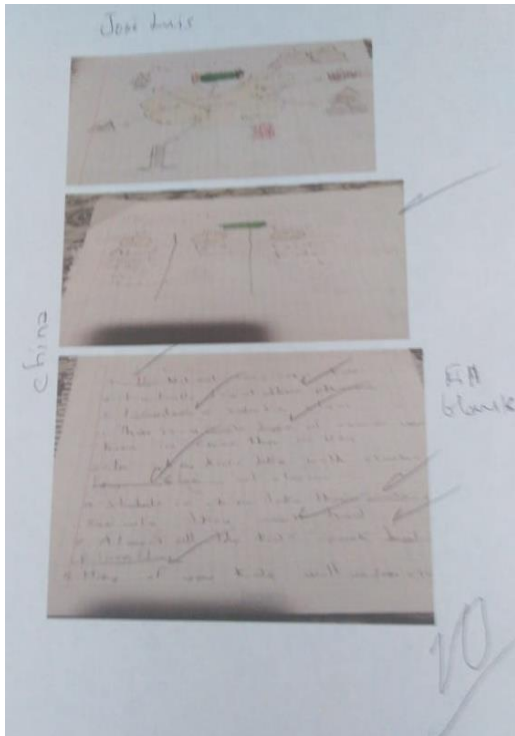2.04   Show evidences of your designed tool to assess your students.

English personal portfolio "Culture in other countries"
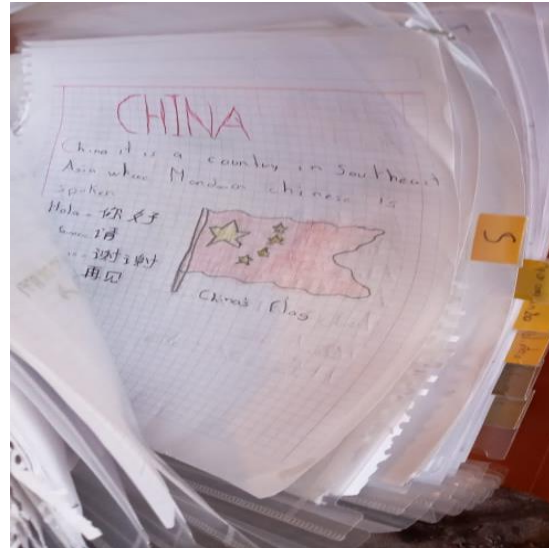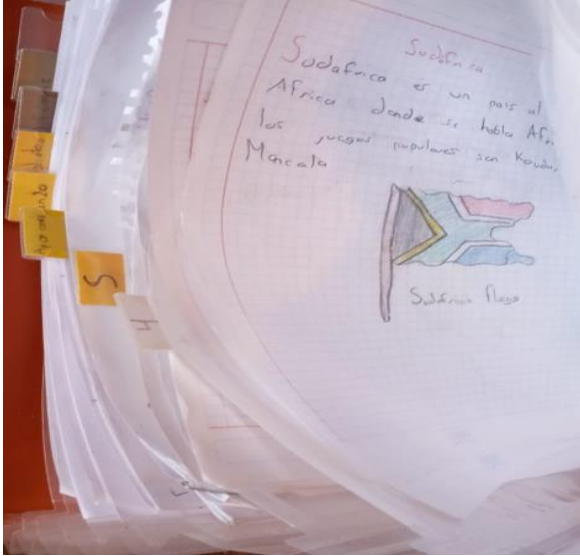
HOLISTIC RUBRIC

The holistic rubric, mentioned before contains nine criteria with four levels of performance each, it is worthwhile to mention that only a few students completed all their activities. These are the criteria content:

➢ English Portfolio.
➢ Vocabulary.
➢ Reading comprehension I.
➢ Reading comprehension II.
➢ Listening comprehension I.
➢ Listening comprehension II.
➢ Writing skill I.
➢ Writing skill II.
➢ Speaking skill.

José Luis

China

Fill blank

10

José Luis M.

South Africa

China

Africa

Written Reflection

Rufina Olivia Arce Student: José Luis Mora 5° B

30/36

Good job José Luis!
Practice more in Writing skill

Rubric: Culture in other countries

The purpose is to assess the student's performance in the four English skills: Reading, listening, writing and speaking, focus in the existence and awareness of other cultures.

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
English portfolio	The student keep only 2 or 3 pieces of evidences in the portfolio.	The student keep half of pieces of evidences inside the portfolio.	The student keep most pieces of evidences in good conditions inside the portfolio.	Excellent — keep all the evidences in excellent conditions inside the portfolio.
Vocabulary	A few vocabulary (2 or 3 words) is classified in the self-assessment chart.	The vocabulary is partially classified in the self assessment chart.	Good — Most of the words is classified in the self-assessment chart.	All the vocabulary is classified in the self-assessment chart.
Reading comprehension I	The comparative chart is answered using only spanish and not information from the text provided.	The comparative chart is partially answered and do not contains information from text provided, just general knowledge.	Good — The comparative chart is almost complete and only has information from the text provided.	The comparative chart is complete and contains information that is part of the text provided, besides general knowledge.
Reading comprehension II	Only one or none statement is correct from the true/false exercise.	2 or 3 statements are correct from the true / false exercise.	4 statements are correct from the true / false exercise.	Excellent — 5 or 6 statements are correct from the true / false exercise.

	Poor	Fair	Good	Excellent
Listening comprehension I	Only identifies 1 or 2 words with their corresponding phonetic symbols.	Identifies 3 or 4 words with their corresponding phonetic symbols.	Good — Identifies 5 or 6 words with their corresponding phonetic symbols.	Identifies and matches correctly all the words with their phonetic symbols.
Listening comprehension II	The exercise fill in the blanks only has 1 or 2 words written in the correct line.	The exercise fill in the blanks has 3 or 4 words written in the correct line.	The exercise fill in the blanks has 5 or 6 words written in the correct line.	Excellent — The exercise fill in the blanks has 7 to 9 words written in the correct line.
Writing skill I	The student only includes one or none step from the writing model.	Fair — The student considered at least two steps of the writing model.	The student developed three steps from the writing model.	The student develops four to five steps from the writing model.
Writing skill II	The narrative is mainly written in spanish and the text has not verbs in past, neither linking words.	The narrative is written partially in English but does not include verbs neither linking words.	Good — The narrative contains sentences 2 verbs in past and linking words (1 or 2).	The narrative contains sentences 2 verbs in past and linking words (1 or 2).
Speaking Skill	The speech does not has stress neither intonation.	The speech contains a few information from the lessons reviewed but not stress, neither intonation.	The speech contains some vocabulary and expressions from the lessons and with poor stress and intonation.	Excellent — The speech contains details and the speaker pronunciation has a good stress and intonation.

The use of portfolio has given good results, although it is import to take into account that the activities of this project were developed at home with students' families support. The portfolio is included as part of the holistic rubric. In previous experiences this tool did not receive assessing or grade, and now it is consider that increases students' conscious about its purpose and promotes their reflection on their own effort and progress.

2.05   Video.

https://drive.google.com/file/d/1zq-i-AD-O8Lxnl_F82s2OSOBd28F68mf/view?usp=sharing

"Culture in other countries" final video.

The video shows evidences of both, teacher and students. The activities follow a sequence in order to develop the four skills and at the end, the purpose was to show a part of students' intake with the speaking skill. Almost at the end of the video the teacher mentions that the purpose was to integrate what students were learning during the lessons "culture In other countries". It is important to mention that during this quarantine the process of teaching and learning has changed, thus all the lessons of this project had been mainly through email and whats App in some cases, actually the last activities were sent to students at the beginning of this week, and up to now few evidences and activities were received from students.

It is also convenient to comment that unfortunately, some students are not included in the lessons due to the lack of connectivity and technological resources in general, here can be seen some cons of distance teaching and learning for which the Mexican educational system is not prepared due to the wide economic and social differences of this CDMX. However, it is a challenge to try the adaptation of teaching and learning process in current conditions, because there is a lot of uncertainty on when we could re-start face-to-face classes again.

Chapter 3: EXPERIENCE REPORT.

It is important to mention that this Specialization had made a transformation in teachers teaching style, this had be seen through the different spaces where the group had the opportunity to work collaboratively, as at video conferences, discussion forums, shared documents and the colloquium activity. There clearly was discussed the necessity of transforming traditional learning – teaching practices, in order to fit students' needs.

Working with young children demands from the teacher a high enthusiasm during the classes, in order to draw students' attention and awake their motivation. Due to the health contingency, all the activities designed for these lessons were sent to students to work by their own and under their family support, but not all of them counted with technology resources, and only 24% of the total students were sending some evidences of their work. Based on the results of such evidences, definitely the productive skills are the most complex for students. The strongest try to produce their own writing and speech, sometimes using also pages to translate or dictionaries, but the weakest students just copy and repeat the words indiscriminately. How is it, well, it seems they do not analyze directions, and seems to be absent higher order or critical thinking skills. And here is reinforced the idea that learning a language, as any other subject, demands attention, concentration, analysis, reasoning, that is to say, a cognitive effort from students, and even more, in this home learning circumstances. Even though it is necessary to focus mainly in the development of productive skills in general in order to continue promoting an integrative teaching learning process. The strongest students got around 85% of their activities correct and the lower grades were on writing and speaking.

The learning outcomes of my lesson plan were partially achieved, but it is considered that there were not activities especially designed for this outcome: Answer questions about the sequence or simultaneity of actions. The lessons included questions at the end, but were designed in order to guide the students' speaking task. Teacher should be carefully at the moment of designing activities, all of them should be aimed in order to achieve the learning outcomes. The other three outcomes in general were achieved with certain difficulty, but students tried them. Another observation is about formats or types of activities, the more familiarized students be, the better results they get.

During face-to-face classes as a routine, in order to improve students' pronunciation they practice the reading of tongue twisters less-title, as one of the reading lab ideas that this Specialization proposed. They do this practice as a ludic activity; they enjoy it, have fun and improve their pronunciation, rhythm and fluency.

The lesson plans contained the development of the four integrated skills, following the structure of the plan designed for this project, aimed to develop communicative, linguistic and intercultural competencies. This formation has provided the basis to teach English incorporating the theoretical foundations cited in chapter 1, and some of them are part of the NEPBE, but before this Specialization were not clear. Now, on the light of the EEAILE there is a deep understanding of the rationale behind the development of such competencies in order to succeed in this complex process of teaching and learning English as a foreign language. It is considered that despite the challenges of distance teaching and learning, the goal was achieved with several students. However, in case of continue with this teaching modality, there are a lot to create, innovate and improve. The first point is to try to work through a platform using a variety of authentic materials.

An element that has been formally incorporated, as a fundamental part of teaching-learning process is the assessment, as an ongoing process that trough feedback enables students and teacher reflect and redirect the practice when necessary.

Chapter 4: CONCLUSIONS.

Good teaching should promote students development as persons, and be an engine to change their lives in better conditions, especially with young learners that may lack of enough parents background that enable them to achieve educational goals. In these cases, public schools play an important role in developing the different spheres that involve students as a whole: physical, cognitive, psychological and social.

Definitely incorporating theoretical foundations and strategies to the teaching practice had been a challenge, at the beginning takes time and effort, but hopefully little by little will be an easier task, because it is time consuming and raises teacher stress. Some personal challenges are to make use of the formal instruction as a specialized teacher, reduce the stress and enjoy my teaching practice.

It is clear how dynamic knowledge is, first the English teaching process was focused on grammar issues, after that the social aspect was incorporated. Then a new competence appeared, this is interculturality, which cannot be left out, due to technology advances and the fact that we are interconnected in this modern and globalized world. Talking about the English classroom, there is no doubt that first, the conscious about teacher personal attitudes and openness towards culture in general is essential. In this way, the teacher will be modeling not only the appropriate use of language, but also attitudes, values and openness towards other cultures. How important is to teach children, at early stages, the existence and respect other cultures, in order to avoid ethnocentrism. Here also schools as educational sites could have a great influence in society, and teachers have a big responsibility and opportunity to increase students' knowledge and attitudes towards other cultures, helping to decrease actual and future racism and discrimination, even inside our own country with our indigenous groups. It is an imperative necessity to promote inclusion and respect them as human beings. The goal is to develop awareness to other cultures that could lead to personal and social transformation.

It is worth mentioning that when students have family support, there are more possibilities of succeed in their learning language process. Some months ago students were invited to have practice using technology at home, and around 10% of students have had some extra class practice, in the educational English blog that was opened. The challenge is to continue posting activities, including extra practice to promote learning of the four language

skills. According to parents and students comments this strategy increases students practice and motivation.

As it was stated in the project of Module 1 teaching a language has complex implications, and is a phenomenon that evolves with society needs and changes. Another point that worthwhile to mention is that having a profession in this specific case, in education field involves a commitment that demand teachers' updated because nowadays changes in knowledge are produced very fast due to the globalized world. It is necessary also to mention the politic transition that we are living, we are on the threshold of "la Nueva Escuela Mexicana" that SEP is preparing for the next school year 2020-2021. This is another aspect that to keep in mind in order to understand new requirements in teaching English as a second language in Mexican public education. Right now I feel ready and flexible enough to face it and to adapt to this new model.

The personal experience and knowledge has been so rich in several aspects. One is to avoid the resistance on trying new practices and incorporating technology to the classes. On one hand it is considered that will reduce teacher stress and on the other, to increase the exposure of English language in real contexts to students aimed to raise their motivation and confidence. Related to the different methods to teach English, as the researcher Harmer (2012:78) proposes, teachers should be able to extract the key components of some methods, all depends on students' needs and teaching contexts. In this particular context the methodology and strategies exposed are considered suitable to fit students' needs.

I want to thank to Universidad Pedagógica Nacional the opportunity of this formation. I give a special thanks to my tutor online Rocio Salgado Perea for her punctual and assertive feedback, patience and trough her analysis and responses encouraged me to finish this Specialization. The studies are completed and personally, there is a feeling of satisfaction and interest in continuing to learn.

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UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I _Rufina Olivia Arce Bautista_, declare that the following *ASSIGNMENT INTEGRATION UNIT, Module 3 FINAL PROJECT* "CULTURE IN OTHER COUNTRIES", is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

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

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples

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

suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

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

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

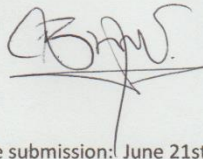The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

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

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Date of the submission: June 21st, 2020.

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[2] Reglamento General para estudios de posgrado de la UPN.
http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html