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UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"READ COMICS TO DISCUSS AND ANALYZE CULTURAL ATTITUDES AND EXPRESSIONS"

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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EDUCATIONAL INTERVENTION PROPOSAL

"READ COMICS TO DISCUSS AND ANALYZE CULTURAL ATTITUDES AND EXPRESSIONS"

RECEPTION WORK

TO OBTAIN THE DIPLOMA FROM

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

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INTRODUCTION

Some years ago Teachers were considered an important part of our society; sadly this has changed because of some bad teachers, politics, governments and different aspects that are not dependent on the teachers, but I think that good teachers are more and they fight to take the good concept back; also, many people believe that being a teacher is simple, on some occasions I have heard that it is only about standing in front of a group saying the activities to do and leaving the students alone, in others, that it is only about dictating or letting them students copy from a textbook. Having the opportunity to work in four different schools has allowed me to see the work of many colleagues and I can say that I have found these types of teachers and others who had surprised me, because for me, their work is impeccable, I say this, because they vary their activities, their evaluation tools and one important thing for me is the relationship that exist between Teachers and Students, I mean; a relationship in which there is respect, cordiality and that both know what their roles are, and although there are teachers who from my point of view do not adequately fulfill their role, there are also students who do not,

students who impede that there is a good relationship in the classroom, a harmonious environment preventing the teacher from working satisfactorily and that the other students focus on learning.

Nowadays, due to the COVID situation some professions must have to change their working way and teachers as other workers have learned a lot to develop their job, to continue working despite the new conditions, adversities and benefits that this situation has brought; specifying Teachers' work, this has changed a lot, from the way they teach, the preparation of materials, evaluation and, above all, the control they have over the students; I do not mean that the teacher has excellent group control or they don't have any kind of problem; in the classroom many situations can be controlled such as students working in classes, answering questions and active participations, this is because teachers and students establish relationships and respond to attitudes that as the school's year passes can improve or also hinder group work, on the other hand, in online classes it is difficult to establish a relationship with students, it is logical that it cannot be the same, personally, it has been complicated and I dare to say frustrating, because students do not turn on their cameras, they do not participate in class and the most important thing is that I do not know if they are really present, if they are listening to me and when I ask them to write down in their notebook they really do it; all of this has contributed to teachers and also some students losing interest in education, unfortunately, these are situations that we cannot solve; that's why I prefer to stay with the students who had learned to upload assignments, connect to classes and are responsible despite this situation; therefore I feel that my ethics, my professionalism, my values are at stake or at risk and I am confused because my authorities needs goes against my teaching and life philosophy

Furthermore we can say that we are part of a generation that was forced to work online and I consider it is a good experience for us, because we learned digital skills, how to teach online, how to make new resources, classroom management, and different activities that in face to face classes we don't carry out; these changes have increased the good comments, perhaps because, parents, students and authorities had seen our efforts to continue working, and despite the government instructions of all students must certify the school year, regardless if they worked or not, good comments are more important than government requests.

Referring to the concept of Culture that should be developed in this project, I will start with my own definition, from my point of view, the word Culture involves a lot of tangible and intangible aspects of a country and even of a person, we can find culture in almost everything; that's why I agree with the following definition: "**culture** is sharing language, beliefs and values...culture has five characteristics: is shared, contextual, dynamic, learned and unconscious." (Martin & Nakayama, 2010) Talking about the characteristics, I couldn't agree more with the authors; I dare to say that every human being has their own culture there are things in common with their contexts, beliefs, and values but we must think about how unconscious we are of other cultures because we might have the opportunity to work in a different place of the one we live in, we might have concerns or doubts about what is correct or not and sometimes it could cause different problems because it can go against our own culture, beliefs or values; another important thing for me is the culture's dynamism because we as teachers have to be updated in students' preferences, interests, abilities and every aspect that their culture involves, we have to be open-minded and understand that many things have changed and in some cases, we have to deal with new words, attitudes, costumes, etc.

Nowadays, unfortunately, we have a huge mix of cultures and this provokes that our students confuse our Mexican culture with another one, such as it happens with Halloween and the day of the Dead, they think Halloween is a Mexican tradition, and they just remember the day of the Dead because of Disney's movie; I'm conscious that globalization and media have a lot to do with the loss of traditions, which are an important part of each culture and we as teachers, besides, to close students to a new culture, we must strengthen our own, and it's not about going back in the past, it's having a solid base to observe the differences or similarities from one culture to another and Teachers and Students have to be aware of how stereotypes and ethnocentrism influences in a good or bad manner to our coexistence.

For this project, several elements are taken into account, such as the participation of the students, their degree of responsibility and situations that in online classes are difficult to control, I must confess that I am afraid of not obtaining good results, but as I said, the first thing to keep in mind is that I am not in control of everything, I did my best and focus on students who participate and show interest in class, what is the best thing I can do for my mental health

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

When I was studying University at the Normal Superior de México, I spoke with different teachers and most of them told me that Teachers have to be strict, close and serious with students but when I did my social service my school's tutor was kind, humble and nice with the students sometimes, he made funny comments to them, he was respectful and the students were respectful to him, I really liked how he tread the students, it was like being friends and I could imagine myself like that with my future students but keeping in mind that one must clearly set limits to avoid problems, for teachers could be easier to keep on mind the limits but for students it could be difficult.

At the beginning of my career path, I worked in Santa Martha Acatitla, Iztapalapa, I was so afraid of working there because it was different from my context, I had a lot of prejudices because media and comments from my relatives, when I introduced myself with the principal he told me that some of my students were bad people, that scares me more and I don't want to work there, my mother told me "it's better to be friendly, but be careful because they can misinterpret it, don't be too demanding, just be a nice teacher" so, I had to forget my prejudices and start working; as time went by, they were modified or eradicated due to the coexistence with my students and their relatives, I realized they were not bad people, in fact, their attitudes and values were not according to mine, but I respect them and changed my ideas about teachers' role.

I desire that Teacher's role would be recognized with the real importance it has, they can spend their time to prepare classes and students will be benefited a lot, I'm sure that will make a difference and most of the teachers will re-love their profession because our government or schools' principals aren't interested in the teachers' needs, from my point of view they are just interested in the results, the final grades and set aside the benefits of working with small groups, most of the teachers work in overcrowded classrooms, the distance between schools and teachers' home most of the time is long, the school requirements and all the administrative work that is a lot of paperwork and more school stuffs that each school asks, all of these aspects made our job a little more tiring because we are spending our time in other aspects that distract us of planning classes and preparing material.

Talking about teachers' role, it has changed throughout the years, at the beginning the teacher was a facilitator and information provider, the teacher was absolutely right and the students were not an important part of the classroom, for a long time this has changed, students have to be considered for every aspect in the classroom, we have to take into consideration their preferences; at the beginning that was quite difficult for me because as I said before, my students' context was different from mine; to eradicate it, I asked some questions or asked some tasks or projects where they have to involve their preferences, sometimes I didn't know who they were talking about; so I investigated and tried to take them into account for the classes and I understood that it is a great idea to negotiate with them or that they observe they are an important part of school work, from there I began to realize that when students are taken into account they work in a better way and I dare to say that sometimes the results are better, but in some occasions or with some groups it's difficult to negotiate because they feel empowered, due to the students' personalities or I've even think that it also depends on the group's tutors because they advise the students or make them feel so self-confident that from my point of view can be a risk cause they want to be absolutely right.

When I was moved from Iztapalapa to Iztacalco my new principal told me: you already worked in a difficult context, so group control won't be difficult for you, that calmed me down a bit and I wasn't nervous like the first time, there; I found very good teachers, they were hard workers, responsible, great colleagues, and when I had the opportunity to observe their classes, I was impressed because most of the students participate in classes, they motivated students and their classes were so well organized, because it has an opening, body and closure and flowed easily, and on the contrary to what I did, they didn't make or had agreements with the students and sometimes they don't have the better results but I also realized that for some teachers it is very difficult due to the character or personality of each one, so every teacher has to develop or discover their own characteristic.

When I started to work in Patriotismo Avenue, I found different kind of teachers, they are not bad teacher but working in a technical secondary is so different than working in a general secondary, the level of schools' requirement is lower than the technical secondary, so my perception of a good teacher change because some of colleagues were not so committed to the students' development and unfortunately some of them treat the students badly, they are disrespectful to the students which makes me angry because I consider that we should treat others as we would like them to treat.

Throughout my experience and the schools where I have worked, my philosophy has been enriched, I feel grateful for having the opportunity to work in different schools, because they were in different contexts, however, as I was studying this specialization, I confirm that I've changed my ideas, I realized that I have to prepare materials for my classes, I did it at the beginning but as the years went by, I only used to work with the textbook and this can cause boredom in my students; referring to my evaluation techniques I know that I have to vary it and the most important thing for me is that my students develop their oral skill, I've learned different strategies for big groups and that's something I really want to put in practice; to demonstrate to my principals that a little noise is not a signal of misbehavior, it can show that students are learning, are putting in practice their skills and is a way to achieve the expected outcomes.

Taking this in mind I reflect that I'm teaching as I learned, I've made modifications to my practice but as I said before I have to modify my practice because my students don't learn and understand as I did some years ago. I always try to do my best to make the difference in my students, I know that I'm not the best teacher because I don't promote oral skills as other teachers do, I've realized that I continue focusing on grammar, perhaps because I'm used to giving results to my authorities and the number of students that are in my classroom sometimes is a disadvantage because I can't listen to all in one class or they don't prefer to participate and I see myself reflected in them. I try to give my classes differently so that my students don't get bored. I work with a variety of Community Language Learning, because it is focused on communicative competence and grammar and organized in communities.

In addition, working throughout this pandemic experience our teaching philosophy has changed, I feel grateful to be able to experienced, they have been good and bad moments, some have been frustrating because I cannot act in the same way, I have had to listen to life situations that my students at their small age I consider they should not live, I would like to help them, avoid that they suffer and that even though we are not in school they will find an escape, that they manage to distract themselves from what they live at home, as I always say, in school we live together more than at home, the coexistence that we have with our students and colleagues enrich our teaching experience; the afore mentioned, can make us get more involved, that sometimes our values and ethics can be contrary to those of our students and we must be clear about our functions, beliefs and values; I want to say that I've learned more from my bad experiences, unexpected situations, problems with my students, their parents or even my principals, had challenged me to be prepared for any kind of situation and I know that I have

to live more experiences, because teaching is one of the professions in which you can experience new situations day after day or even every hour.

Finally, as I mentioned, teaching philosophy, involves a lot of aspects, such as, techniques, strategies, evaluation, assessment, challenges, goals, school life experiences and obviously, each teacher has their own philosophy and this is the most enriching of our profession.

1.02 THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY

I work at SEP so, I have to follow their curricula proposal; with the last updated version, 2017; it is called Aprendizajes Clave this "adopt an approach focused on Social Practices of the Language, these are oriented to the process and integration of the learning and, offer to the students opportunities to participate in different oral interchanges that demand the correct use of knowledge, skills, attitudes, and strategies to reflect on different aspects of the tongue, the language, and the culture" (SEP, 2017, p. 170). At first, that sounded quite impossible to take it in my classroom because I did not learn through that approach; I memorized verbs, grammar structures, and vocabulary, giving preference to writing or reading skills, so when I went to practices, I had to change my teaching way and, try to develop the four skills in my students with the help of new approaches and techniques.

The way of teaching English has changed. "In today's English classes for middle school students, the emphasis is on integrating aspects of language that will enable students to develop competences for expressing thoughts, feelings, intentions and in general, using language in real life". Nowadays, our students are more in contact with English, because of globalization and all the technology that is increasing, we can take advantage of that and create a context that will help to the students to improve or to develop their speaking skill, their self-confidence, and to imitate the use of language in real life. That is the main purpose of Social Practices.

Teaching Social Practices could be accessible by establishing **"Communities of Practice** that are when we want students to actively use language in communicative contexts relevant to them" (UPN, 2020). According to the communicative contexts, SEP's curricula mention three social learning environments: Familiar and Community, Ludic and Literary, Academic and Educational; "It is essential to promote the social uses of this language in the classroom through intentionally constructed environments that compensate for the absence of English in the extracurricular context and provide opportunities to learn

the various registers and communicative formats required to participate successfully and autonomously in the social practices of language" (SEP, 2017, ps. 174,175).

Sometimes the topics are not relevant for them, or we cannot entirely create a context where they feel immerse or related to the topic so we can work simply in order to achieve the expected learning and the process of doing the product because most of them have to be realized in teams, that is where we can organize our class into Communities of Practice and take advantage of the students that use English as a lingua franca

Doing this project made me think about how I'm teaching, and how I've changed through the years, at the beginning of my career my classes were more active, I brought a lot of material: flashcards, realia, posters, puppets, etc., and nowadays I'm not doing the same, I think it was because of my principal's comment not to continue with that kind of classes I liked because it allowed students to speak, they prefer to have quiet groups and no active learners in the classrooms, During this pandemic, I'm going back to my old style, I present visual aids, I encourage my students to speak English and I feel they really like the classes but on the other hand, I'm also worried about how I'm going to work when we come back to face to face classes.

I don't want to step back in my classes because of someone comments and my comfort zone, sadly I had to confess that two school years ago I had some difficulties and I just come to my classroom asked the students to take out their notebook, book and we worked most of the classes answering together the book pages or doing easy school works, I stopped doing that because the school made surveys to some students and the answers reflected that my classes were repetitive and I felt bad about that results so, I've decided to change my teaching way and reflect on my practice, I want to show that English is important no matter what you do and your context, to motivate students to learn, to use English spoken language and one of the most important things is to bring to the students' self-confidence and a cozy classroom because we spend in the school more time than in hour houses and in some cases, the school is a lifesaver for our students.

I also think that a Teacher have to create a peaceful context and more because as I said before moreover the teaching methods the teacher's role could involve the following "Teachers not only illustrate and cultivate subjects, help them understand the world or create a new social order, but keep

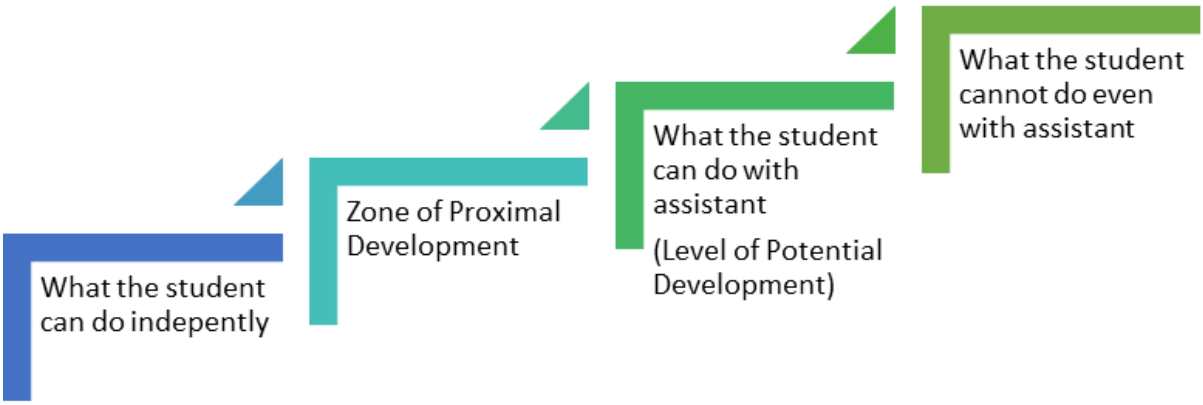
children and adolescents in good condition and they make surrogate parents. This is a non-explicit pact, although very real, that demands to be contemplated in the definition of the teacher's job that must be assumed with all the consequences and guarantees, although some teachers understand that this is a dessprofessionalization" (SACRISTÁN, 2000). This thought is something that I totally agree, for some students we are like their parents, their trusted people and also an example to follow, for me it can be rewarding but it also implies a great responsibility and challenging.

Related to my new teaching philosophy I will mention the concepts, theories, strategies and approaches that are now part of it, I will start with a theory that emphasizes the exposure to the language and emotional preparation for learning, rather than its practice or production. Therefore, a prolonged period during which the student receives input from what he hears and from written texts before attempting to produce in the target language establishing that vocabulary is the most important thing in a language and grammar and syntactic relationships are secondary aspects in communication. His approach, therefore, gives a preponderant role to meaning. This approach also recognizes that language is made up of structures of gradual complexity, which must necessarily be understood to be acquired; is the one developed by Stephen Krashen (Benthin, 2015) in his **theory of Second Language Acquisition** he proposed five hypothesis. That I will describe below:

1. **Acquisition - Learning Hypothesis**. Here he establishes that there are two ways of developing language, the first one is acquisition described as a subconscious and incidental process, and learning is described as a conscious and intentional process.
2. **Monitor Hypothesis.** Comprehends what learners have learned and it can serve as a monitor of their production. Krashen suggested three conditions: *Focus on form*. For the monitor to be active, the learners need to be focused on the form of the target language. For the monitor to be used, the student must be paying attention to this aspect. This condition implies that form is more important than meaning in the learning process. *Knowledge of the rule*. This is related to the grammatical aspect of the language. *Time*. Learners need time to think about the rules to be able to use them.
3. **Natural Order Hypothesis.** Acquisition of grammatical structures follows a "natural order" which is predictable and learners may present difficulties when they are acquiring a specific structure.

4. **Input Hypothesis.** Krashen suggested that language is acquired through exposure to comprehensible input. Comprehensible input is (written or spoken) language which is either at or just beyond the speaker/hearer's current linguistic development. Krashen defined the learner's current level of development as *i* and the level just beyond that as *+1*. Comprehensible input, which is the kind that learners should be exposed to, is given by *i +1*. Anything below that level, the learner has already acquired, and anything above that is cognitively too demanding for the learner; so it will be focused on understanding the message.
5. **Affective Filter Hypothesis**. Learning takes place through exposure and practice, by adequating exposing learners will learn the structures of the target language but, this affective filter may have positive and negative influences such as motivation, attitude, confidence, the anxiety of the learner and that can affect the process of learning the language.

Each theory has important strategies or ideas that are helpful in our classrooms, it is known that there is not a perfect theory which indicates the correct teaching way but, we have to take into consideration all of them to make adequations to our teaching practice and to observe or analyze our students' development such as Vygotsky states in his sociocultural theory and his idea of the **Zone of Proximal Development (ZPD)**, brings me back my students learning processes because as the authors mention, cultural development goes in this way: first appears between people called, social plane or intermental plane and later in an intramental plane that is the knowledge internalization. Also, Vygotsky mentions the "different level of developments that are determined through solving problems under the guidance of a more capable other". To have a better explanation of the ZPD there is a diagram that illustrates the given concept.



The **Communicative Approach or Communicative Language Teaching (CLT)** highlights the importance of real communication rather than grammar. It has seven important characteristics that teachers must take into consideration:

- **Overall goals**: Consider communicative competence connected to the grammatical and discursive organizational aspects of language.
- **Form and function**: Engage students in the usage of functional and meaningful language.
- **Fluency and accuracy**: They are not required to be together, errors are considered part of a natural outcome of the development of communication skills, and teachers have to give positive feedback.
- **Focus on real-world contexts**: Activities should be related to the students' environment.
- **Autonomy and strategic involvement**: Provide the students the opportunity to be aware of their strengths, weaknesses, and preferences within their learning style that will help them develop a sense of autonomy inside and outside the classroom.

I have to take this approach back in my classes, it would help a lot to motivate my students, they will feel they are learning because put it into practice the learned thing and I'm considering to ask to my principal if I teach with strategies that allow the communication between the students, I hope they understand because it will be a benefit for the students.

Task Based Approach; It involves a specific sequence of learning activities or teaching cycle, Willis proposed three major steps in this model:

1. **Pre-task**: This is the introduction to the topic and the presentation of the task's instructions. Learners activate their previous knowledge of the topic.
2. **Task cycle/Planning**: Is the organization, preparation, and presentation of the task to the whole class. Using the teachers' input learners have the opportunity to use the language and the teacher gives feedback
3. **Language Focus**: learners notice the new aspects of the target language and go on to practice activities. Learners present the task having accuracy and fluency in their oral production.

I like this approach because I can guide my students at the beginning of the task and let them go, I'm not saying that they can do whatever they want, it's more related to giving them the freedom to develop their ideas and desires to achieve the task, especially with third grades because most of them are not afraid of speak in public, they follow the instructions and if they have doubts they asked me and working with first grades sometimes it's difficult to do this because some of them have never had English lessons so I have to be clearer with the instructions and the input, it's more exhausting to work with this approach because of the students' lack of knowledge and self-confidence.

Experiential Learning; Experiences are the source of all learning, Kolb presents four learning stages:

1. **Concrete Experience**: Learners go through a new experience through oral, visual, or verbal aids.
2. **Reflective Observation:** Learners desire to dig deeper into, or expand outward from, the topic under study.
3. **Abstract Conceptualization**: Learners use logic to extract general rules, and is the moment to make conceptual systems precise and exact.
4. **Active Experimentation**: Learners test new ideas they have learned.

This model was included in the 2006 SEP's curricula, in 2011 curricula named the stages in this way: Doing with the language, knowing about the language, and Being through the language, nowadays it is not included because the intention is that students have to use the communicative approach.

Working with this model not always is easy to see to the teachers' eye because I think it takes more time to see the advances of each student, especially with the abstract conceptualization because it involves cognitive process and the students don't achieve them in the same time, and sometimes teachers don't have enough time to confirm it. It took me a long time to think how I apply this model in my classroom and I choose the topic Write constructive forecast about others; for the students, it's difficult to differentiate the usage of Will and Be going to, I show them different examples with technology advances or discoveries and also activities related to my life, students are not used to thinking about their future, so it complicates a little bit the production of the example, it takes me some classes to verify if most of my students understand the topic.

To work or develop the four English skills there are also theories, concepts, strategies and more that are useful to work with our students, next, I will describe those that will be present in my new way of teaching; I like to work with reading skill but throughout I was reading I've realized how complex is to teach reading, I'm not saying I was wrong on my teaching way I refer to concepts, strategies or tools I didn't know they've exist, such as the **Flesch-Kincaid** tool and the reading labs that (Clark & Rumbold, 2006)defined as spaces where learners can engage in reading material they choose; this could be sound difficult to work in a public school because sometimes they don't have enough classrooms or big groups to do it, but as (Zukowski, 2000) propose we need to consider is space – where can you set up a reading lab. If you have a classroom dedicated to English and it is big enough, you can choose a corner and make it into a reading corner.

Referring to writing I have to confess that I don't work enough with free practice exercises one of the reason is the short time I have to revise my students' jobs and after reading the information provided in these units, I got different strategies such as the rubric and the one that it's important to me about providing feedback, (Ferris, 2007) states that "responding to student writing is one of the most challenging aspects of the writing instructor's job, and it is certainly the most time-consuming, that requires a great deal of time to first read every piece and then write individual feedback... large classes may be one reason why teachers feel limited in addressing writing skills more thoroughly. Being aware of that situation, Ferris offers seven ideas on responding to students' writing products: The teacher is not the only respondent, the Written commentary is not the only option, Teachers do not need to respond to every single problem on every single student draft, Feedback should focus on the issues presented by an individual student and his/her paper, not on rigid prescriptions, Teachers should try to avoid "appropriating," or taking over, a student's text, Teachers should provide both encouragement and constructive criticism through their feedback, Teachers should treat their students as individuals and consider written feedback as part of an ongoing conversation with each student; with this advice, I would like to work more with free practice.

From my point of view, reading is one of the most difficult skills students develop, it could be because they don't think it's interesting, they find it boring, or they just don't like it. L1 and L2 teachers have to confront this enormous barrier when they have to work with it, but I think we as teachers have to catch them with activities and readings according to their level and their interests.

This is where the **Interactive model of reading** takes place; cause It focuses on the belief that a reader is more likely to retain the knowledge of the material they are reading if they are interested in. A way to help students is to have a positive attitude toward reading or to allow them to pick topics of reading that interest them. (Rudell & Unreau, 1994). As the author says students' interest is one of the most important keys to work with reading because it is an important input and it will be significant to have a great or bad class.

In addition to the above, teachers may know the **schema theory** that implies the following:

-**Content**: Is the previous general knowledge about the topic and connects old and new information, is conceptually-driven, and resolves ambiguities between alternative and possible interpretations.

-**Lingüistic**: Is the information we have starred in our mind to decode words and their meanings.

-Formal: Is the knowledge we have about the different organizations of a text.

I consider this important because it will be worthwhile when we are working with readings. It's not just choosing a text, we have to take into account different aspects that will benefit our class development and our students' learning. It could be that we don't know the correct name of the components or strategies to teach reading, or how we can teach them but we have to prepare ourselves to demonstrate that reading is important, without forgetting the student's cultural and social context are going to influence on students' schemata for that reason students have to activate it previous to the reading activities.

Concerning the **reading skills**, I would like to cite the author Carlos Sanchez Lozano who argues that reading has three stages:

-**Decoding:** The reader relies on several cues to facilitate the decoding stage. Some of the cues include morphemic analysis, semantic knowledge, syntactic knowledge, and contextual clues to identify the meaning of unknown words and/or phrases.

-**Makes Inferences or makes guesses about the meaning**: The reader uses previous knowledge and experiences to comprehend the text. In other words, the reader does not use the information only written in the text: They use what they already know about the topic to make

guesses about the meaning of the text. Making inferences is going to help learners understand the text

-**Critical Reading**. Here the reader attempts to reach a global understanding of the author's intended meaning and seeks to identify the authors' underlying intentions. On these grounds, the reader can make judgments on the message. (Sanchez Lozano, 2004)

Teaching these skills may be difficult for the teachers, but they should study and put into practice the approaches for understanding reading, and the cognitive processes learners use when they are reading; they are named:

-**Bottom-up Approaches**: is piecing together smaller elements of language. These elements include the graphemes (the letters), the grapheme-phonetic (letter-to-sound) relationships, the phonemes, the syllabic structures, the morphemes (prefixes, roots, and suffixes), the words, and the sentences. In this sense, bottom-up approaches see texts as a hierarchical organization where "the reader first processes the smallest linguistic unit, gradually compiling the smaller units to decipher and comprehend the higher units (e.g., sentence syntax)" (Dechant, 1991)

-**Top-down Approaches**: consists essentially of moving from overall general meaning down to examining the written code, suggesting the processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. In other words, before interacting directly with the text, the reader activates what they already know about the topic (as a result of previous experiences) to facilitate the process. Teachers who use a top-down approach must work with the learners to activate their background knowledge about the topic. (Chamot & O'Malley)

-**Interactive Approaches**: The interactive reading model combines the characteristics of both bottom-up and top-down decoding. An interactive model is one that has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary.

These approaches should be accompanied by different strategies that will enhance the good results in teaching and practicing reading, I'm sure students and teachers will improve their reading skill

development and it involves the acquisition of new words or vocabulary; that brings me back to a colleague from university who likes to read in English and, in a notebook, he wrote the words he didn't know, later he looked for in the dictionary, I think it's a good learning tip but, when I asked my students to use the dictionary, they don't know how to use it in an effective way so, I teach them how to look for the words and I told them they are not going to have a dictionary with them all the time so, they have to use different strategies also, we have to take into consideration that a single word may have a huge variety of meanings or morphemes, that's why we don't have to forget the five aspects of vocabulary: knowledge, namely meaning, collocation, grammatical feature, word parts, and register. These aspects could be identified by the student if we teach them these strategies:

-**Reflecting**: Students can identify what they already know about a word as a starting point for adding to that knowledge. Teachers can encourage them to reflect on their knowledge of particular vocabulary words with the self-assessment tool. (Zimmerman, 2009) presents the following grid that increases in degrees of familiarity of a word ranging from no knowledge of a word to full competence, shows the increasing levels of word knowledge from a functional perspective.

No knowledge					Expert knowledge
0	1	2	3	4	5
I have never seen the word before.	I have seen the word but am not sure what it means.	I understand the word when I see or hear it in a sentence.	I have tried to use this word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing.

-**Asking questions about the words**: Once students understand what it means to learn a word, they will be able to ask better questions that are relevant to its appropriate use. An effective learner will ask questions similar to these posed by Zimmerman (Zimmerman, 2009)

- 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)
- Are there any grammatical patterns that occur with the word? (Grammar)
- (If it is a noun) Is it countable or uncountable? (Grammar)
- Did we study any of the members of this word family? (Word parts)
- Are there any familiar roots or affixes for this word? (Word parts)
- Is the word used in both speaking and writing? (Register/Appropriateness)
- Could this word be used to refer to people? Animals? Things? (Meaning)
- Does the word have any positive or negative connotations? (Meaning)

-**Context and guessing**: It is easier to make guesses about meaning when clues are located close to an unknown word, these are called local clues also, readers can use global clues, which is information that is farther away from the target vocabulary word, or more generalized information that you already have in your schema Finally, it is essential to consider linguistic and cultural clues because it might not be available in the reader's schemata, making guessing from context a difficult enterprise. It is smart to keep in mind that some contextual clues can be helpful in reading comprehension but may not necessarily be useful for learning a particular word. (Schmitt, 2000)

READING AND WRITING EXERCISES

To put into practice reading and writing skills students have to work with different exercises.

READING	WRITING
Skimming	Dictation
Scanning	Cue exercises
Intensive Reading	Complete sentences

Extensive Reading	Spelling
Reading for detail	Grammar transformation exercises
Inferring meaning from context	Paragraph construction
Analyzing vocabulary	Paraphrasing
KWL chart	Descriptions
Identifying words	Jigsaw sentences
Silent Reading	Word substitution

Teachers may vary the exercises to avoid monotony or boredom in students, remember that we have to motivate our students and if we work in the same line on every task they will lose interest in the activities or the class.

Referring to Listening activities, I will take into consideration different aspects such as providing a comprehensible listening input, and is one of the teacher's main responsibilities, they have to take a lot of considerations on choosing the materials we are going to work with; I'm thankful that we have the audios' textbook because as Brown (Brown, 1994) said, in the textbooks there are not slangs or idioms and there is a contrast when we work with songs or real audios because there are a great source of vocabulary and grammar structures it's an opportunity to develop listening activities, without forget students' context, proficiency and the difficulty the audio may involve. Another concepts are:

- **Attention Theory**: This theory uses consciousness-raising activities to increase learners' awareness of grammatical structures when they listen.

- **Conversation Theory**: Associated with Communicative Language Teaching, this theory emphasizes the importance of second language listening since it is not possible to fully participate in a conversation and take advantage of conversational feedback without

understanding what your classmate is saying (Kolker, 2008) On my lesson plan, I choose a comprehensible audio to promote awareness of the expressions we will work on.

Also, I take into consideration **bottom-up and top-down processing** because the first one refers to the students' previous knowledge, it's important to awake students' interest; also, I accept the fact from (Richards, 2008) "A representative listening lesson will include a sequence consisting of pre-listening, while-listening, and post-listening; always considering both bottom-up and top-down processing" considering the following concepts:

- **Pre-listening**: This phase prepares students with these two processes thorough activities that involve prior knowledge, making predictions, and reviewing key vocabulary.

- **While-listening**: This stage focuses on comprehension through exercises that involve selective listening, general idea, sequencing, etc.

- **Post-listening**: Finally, this step leads us to respond to comprehension and may require student's opinion about the topic.

As Richards said, we have to consider the elements described before and how students receive input, and how they develop or achieve different strategies such as listening for gist, specific info, detail, and infer attitude, this one I considered as the main part of my listening activities, as in Spanish spoken language speakers attitude is an elemental part, for my chosen topic " Read comics to discuss and analyze cultural attitudes and expressions" students have to contradistinguish attitudes and at the end practice in a controlled activity.

Also; I planned to work with writing skill and I would like to work with an **approach to teach writing** that implies: **Language structures**: This refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts. More specifically, (Hyland, 2002) identifies **four stages in the development of writing**:

a) **Familiarization:** Students are taught certain grammar and vocabulary items, usually through a text.

b) **Controlled writing**: Students practice writing following patterns, and they substitute some ideas. One of the most empowering teaching techniques is known as the discourse frame, where the student observes the key transition phrases that provide the structure unique to a certain genre, and then writes their own text by changing only the characters or objects, but I can't include it into my lesson plan because the activities are development for challenge students' creativity.

c**) Guided writing**: Students imitate model texts.

d) Free writing: Students use the patterns they have already learned to write new messages. (Hyland, 2002).

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN

For this project I planned to work with all English skills, I decided to work with first grade of Secondary, carrying out the Social Practice: Read comics to discuss cultural expressions; (see appendix 1), with this topic I would like to develop the **Model of Intercultural Competence** what is "about communicating effectively in a range of cross-cultural contexts" (Byram, Gribkova, & Starkey, 2002); when planned my activities I considered to work with the five characteristics of this model, and I explain it below:

Intercultural Attitudes that Byram describes as "Be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way." (Byram, Gribkova, & Starkey, Developing the Intercultural Dimension in Language Teaching: a practical introduction for teachers., 2002), throughout comics, students will reflect on their experiences and if they are interested or not in learning new attitudes, not only from different countries, I plan students realize that not only they can have new experiences traveling to other countries, they can also have them in different places within the same country, state, city or neighborhood; I would also like them to become aware of the different social groups, I can say that they have identified them but I would like them to share experiences about the

coexistence they have had with them and this contributes to the **Knowledge of social groups**; I must not forget about **Skills of interpreting and relating** "… means the ability to interpret events from another person's point of view, the author calls decentering" (Byram, 1997) this could be a quite difficult point to work in the classroom because some of my students don't have enough experience to share or they might found difficult to put in someone else's shoes. **Skills of discovery and interaction** "by observing and asking questions, you are demonstrating the skills of discovery and interaction. Eventually you will be able to act as a mediator between people of different origins and identities. "It is this function of establishing relationships … and mediating that distinguishes an intercultural speaker, and makes them different from a native speaker" (Byram, 1997), throughout working with comics students will be able to identify this characteristic on the comics and share if they have experienced that. **Critical cultural awareness** "you need to become aware of your own values and how they influence your reaction to the behavior of others. The ability to evaluate your own culture's perspectives and practices critically is a necessary step toward intercultural competence"; I think, this is one of the challenges that students have to accomplish without my help, at this point students have to think for themselves and share their thoughts.

Also, I decide to work with the **Intercultural Approach** because of its characteristics that are closely related to the Model of Intercultural Competence, I will describe them below: -Show us how important it is not only to be looking at the target culture, but also to be working with the students context, -Try to become a member of the target culture, to understand that we all can create culture, - Teachers should give opportunities to the students to analyze and reflect on their encounters to identify and describe conflict areas and find opportunities to build stronger relationships or change their behavior; I really found interesting working with this approach, because it will help to the students to have a better understanding about cultural differences and similarities.

I planned activities where students can take advantage of their previous knowledge, their preferences and they will be more interested in the class, because I think most people have already seen or read a comic in their life, with the drawings resource, it will be easier for the students to understand the subject and to observe it in a more realistic way, I would like my students share with me experiences of when they have met people from other places or who have gone to a place that they are not used to.

2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS

Before describing my evaluation tools, I would like to mention the definition of testing and assessment; **testing** is defined as "a method of measuring a person's ability, knowledge, or performance in a given domain. Test are intended to measure the learners' ability, these abilities can be very specific or very general… is an instrument that will require the learners to do something" (Brown & Douglas, 2004). On the other hand, **assessment** is as "an ongoing process that encompasses a much wider domain (than testing)…after assessing learning performance (incidentally or intentionally), teachers can later use that knowledge about their learners to inform their teaching instructions" (Brown & Douglas, 2004).

In my case, I test at the beginning of the school year, at the end of a topic or a lesson to check if students have accomplish the objective, and as the definition says that students have to do something; and assessment I put into practice almost every class especially in the warm up section or to check if they understand the topic or if they have doubts. It's necessary to mention that there is informal and formal assessment and their characteristics are the following, **Informal assessment:** praising students' work, giving feedback, telling learners about what they are doing well and what they need to work on, pronunciation feedback, learning strategies, and day-to-day student-teacher interaction. **Formal assessment:** "Systematic, planning sample techniques constructed to give teacher and student and appraisal of student achievement" (Brown & Douglas, 2004).

For the implementation of my lesson plan I plan to evaluate oral participations with informal assessment, it's better due to lack of time, and because I don't have a lot of students that actively participate; according to the lesson plan, it was also taken into account to work with the textbook which presents exercises that are part of the **Traditional Assessment** which its main characteristic is "Standardized and traditional tests tend to focus more on finite knowledge and so-called facts, than on how that knowledge is used…providing more objective assessment" (Kuhlman, 2008); this kind of assessment involves the following formats: multiple choice, true/false, dictation and cloze formats.

Before deciding on the evaluation tool to evaluate the final project, I took into account whether they are **receptive or productive skills**, although sometimes the skills are closely related to each other; "evaluation of productive (speaking and writing) and receptive (listening and reading) language skills

often involves the use of different assessment procedures…testing one particular language skill usually involves another…the example below is for receptive skills:

Stimulus Format	Response Format
Listen to a story	Write a summary
Listen to a conversation	Answer multiple-choice questions
Read a passage	Formulate questions
Read a story	Suggest a title
Teacher gives oral directions	Student s carry out actions

The examples in this chart serve to illustrate not only the fact that the testing of particular skills almost always implies involves the use of other skills, but it also demonstrates a number of combinations of various stimulus and response formats " (Ramirez, 1995); when I made my lesson plan, I identified that I could clearly relate it to the chart mentioned before, especially since my goal is to develop an activity related to a productive skill that is the creation of their own comic.

For this writing skill, I took into consideration the following **micro and macro skills**:

-Produce graphemes (handwriting) and orthographic patterns (spelling) of English.

-Use appropriate word order patterns.

-Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

-Use cohesive devices in written discourse, that is, connect ideas effectively.

-Appropriately accomplish the communicative functions of written texts according to form and purpose. (Brown H. , 2007).

I also want that students follow **the four writing stages** suggested by (O'Malley & Valdez Pierce, 1996).

Stage 1. Prewriting, students can choose the topic, brainstorm ideas, choose vocabulary or key concepts, and design a rough draft of the writing piece.

Stage 2, students starts the writing process, here accuracy in mechanics is not the goal, and the purpose is to type all the ideas following the first rough draft and the outline, writers may receive feedback.

Stage 3, Post-writing or Revising, here students re-reads and revises his/her writing piece and correct errors or mistakes based on teacher or peer feedback, is focused on organization and on the use of transitions to give more consistency to the writing piece.

Stage 4, Editing Process, focus on mechanics (grammar, punctuation, spelling and capitalization) in order to publish the paper.

The proposed above may sound challenging due to the lack of students' participation and class time, I will let the students know what are the steps to follow so that they can develop the activity satisfactorily, especially because it is a comic and must comply with the characteristics mentioned in the class plan in addition to being able to successfully develop these four stages, so that the students have no doubts about what they should do, I prepared a rubric that will also be useful for me because it will help me to provide an evaluation as objective as possible and also facilitate my work. The rubrics on which I base my work are the **Analytic Rubrics**, they focus on more specific aspects on the writing domain, (O'Malley & Valdez Pierce) proposed the following criteria:

6 present multi-paragraph organization with clear introductions, development of ideas, and conclusion.

5 present multi-paragraph organization logically, though some parts may not be fully developed.

4 develop a logical paragraph.

3 begin to write a paragraph by organizing ideas.

2 write simple sentences/phrases.

1 use single words, phrases.

The rubric might be adapted to the specific language level and what students are able to produce in the writing domain at a given point O'Malley and Valdez Pierce present the next analytic rubric for mechanics:

4 effective use of capitalization, punctuation, spelling and formatting.
3 mostly effective use of mechanics; errors do not detract from meaning.
2 some errors with spelling and punctuation that detract from meaning.
1 misspells even simple words; little formatting evident.

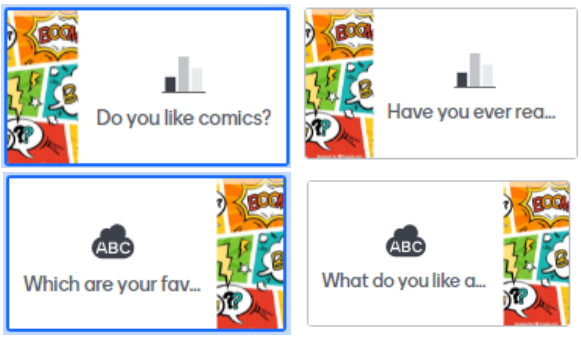
I designed my rubric (see appendix 2) based on the aspects above, I made adjustments according to my students' context, their English level, the project's requirement –structure of a comic strip, elements of a comic strip, previous knowledge, the learning outcome without leaving aside grammar and spelling, age, what they can do and also I will observe their progress and how they understand the interculturalism concept.

2.03 PROCEDURES' EVIDENCES

For my classes, I decided to work with the following activities, they are classified by lesson and it follows the class development.

LESSON 1 →

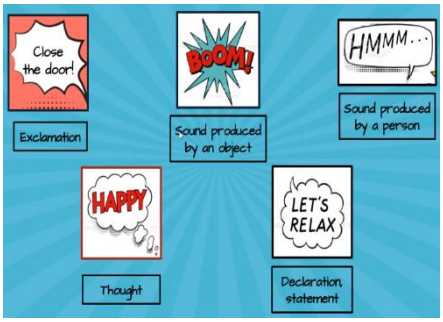
ACTIVATION: Students will answer these questions, in mentimer.com, to elicit information about comic strips.

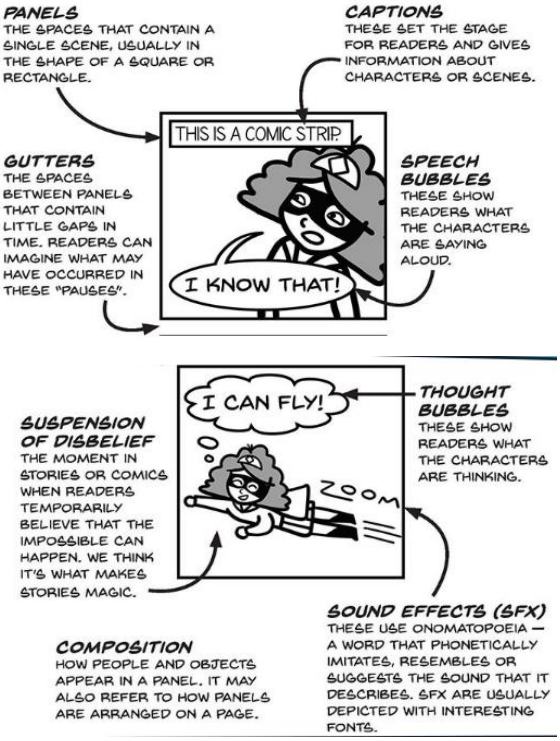


Students will observe the comic covers, predict their content and answer the exercise

LESSON 1

Teacher will present the comic elements and the kinds of speech bubbles that students have to take into consideration for their project





LESSON 2

Teacher will present a comic strip to check if students know how to read a comic and answer an exercise about comprehension

4. **Write the letter(s) of the panel (s) in the comic strip that show(s)...**

1 friends at the door _____
2 Ducky feeling tired _____
3 snoring noises _____
4 Ducky's preparations for the Christmas party _____ _____ _____ _____
5 indications of winter time _____ _____ _____

5. **Mark (✓) the topics that are mentioned or that can be seen in the comic strip.**

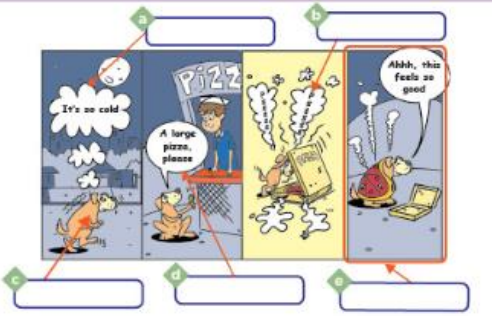
1 April Fool's Day is for jokes. _____
2 Friends help each other. _____
3 We should clean our place for guests. _____
4 We should take breaks. _____

LESSON 2 →

Students will answer an exercise about comic elements and create they first comic strip with the elements viewed

Label the parts of the comic. Use the words from the box.

panel speech bubble sound thought bubble character



1. Match the following speech bubbles with their function.

a declaration, statement

b exclamation

c sound produced by a person (sleep)

d sound produced by an object (a shot)

e thought

LESSON 3 →

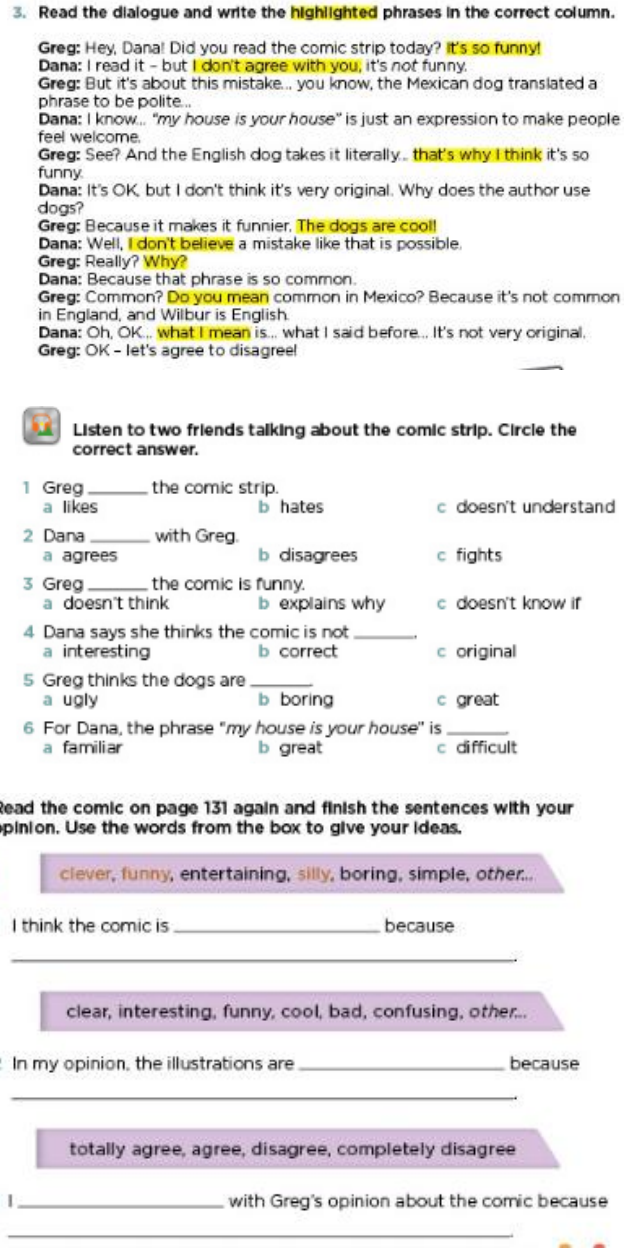
Students will read two comics, these will talk about cultural differences and Teacher will elicit experiences where they have had trouble understanding or having a conversation with people from other cultures, also they will watch a youtube video with different comics and they will relate it to their context, and share experiences about that, the link of the video is: https://youtu.be/su-rrK7-F94

Read the following comic strip and answer the questions.

1 *What is the relationship between Xolo and Wilbur?*
2 *Whose home are they in?*
3 *Why did Xolo say "my house is your house"?*
4 *What did Wilbur do wrong?*

LESSON 4 →

Students will listen a conversation (https://drive.google.com/drive/folders/1_ose18ikTdFoU7niGRYz0KMDid8Hgzv0) where they have to identify expressions for agreeing and disagreeing, explaining and expressing opinions. After that they will express their opinion about a comic strip viewed before.



3. **Read the dialogue and write the highlighted phrases in the correct column.**

Greg: Hey, Dana! Did you read the comic strip today? it's so funny!
Dana: I read it – but I don't agree with you, it's *not* funny.
Greg: But it's about this mistake... you know, the Mexican dog translated a phrase to be polite...
Dana: I know... *"my house is your house"* is just an expression to make people feel welcome.
Greg: See? And the English dog takes it literally.. that's why I think it's so funny.
Dana: It's OK, but I don't think it's very original. Why does the author use dogs?
Greg: Because it makes it funnier. The dogs are cool!
Dana: Well, I don't believe a mistake like that is possible.
Greg: Really? Why?
Dana: Because that phrase is so common.
Greg: Common? Do you mean common in Mexico? Because it's not common in England, and Wilbur is English.
Dana: Oh, OK... what I mean is... what I said before... It's not very original.
Greg: OK – let's agree to disagree!

Listen to two friends talking about the comic strip. Circle the correct answer.

1 Greg _____ the comic strip.
a likes b hates c doesn't understand

2 Dana _____ with Greg.
a agrees b disagrees c fights

3 Greg _____ the comic is funny.
a doesn't think b explains why c doesn't know if

4 Dana says she thinks the comic is not _____.
a interesting b correct c original

5 Greg thinks the dogs are _____.
a ugly b boring c great

6 For Dana, the phrase "*my house is your house*" is _____.
a familiar b great c difficult

4. **Read the comic on page 131 again and finish the sentences with your opinion. Use the words from the box to give your ideas.**

clever, funny, entertaining, silly, boring, simple, *other...*

1 I think the comic is _____ because _____.

clear, interesting, funny, cool, bad, confusing, *other...*

2 In my opinion, the illustrations are _____ because _____.

totally agree, agree, disagree, completely disagree

3 I _____ with Greg's opinion about the comic because _____.

LESSON 5 →

Students will present their comic, where they have to illustrate a situation showing similarities and differences between English speaking countries and Mexico, regarding interculturality, they may use technology or they may do it by hand. This activity was homework from the last class

2.04 ASSESSMENT EVIDENCES

One of the tasks students have to do during these lessons is sharing experiences and opinions about comic strips, for this reason I decided to use observation to students' participations to verify if they were according to the questions I asked in class; however I've been working online a year I had to say that I prepare a simple checklist (appendix 23), that I think this will be helpful to organize and record students' participation due to the little participation of my students in previous classes, I thought it would happen the same but to my surprise most of the students participated in class and I regret not having an evaluation tool that will help me better consider those entries.

For the textbook activities I decided to use traditional assessment because are fill in the gaps and close exercises and after students answered the exercises, as a group we checked that the answers were correct (See appendixes from 24 to 28)

Referring to the comic for homework and project evaluation I decided to create a rubric (see appendixes from 29 to 32) where I considered basic elements such as spelling, punctuation and other aspects related to the comics elements, I considered important because are the topics developed during these lessons. I used this rubric to evaluate both but after evaluating the comic homework, I realized that I would be better to create a rubric for each one because they considered different elements.

I feel satisfied with the rubric I prepared because it helps me to evaluate in an easy way but I'm aware that I have to consider every students' outcome to have more elements to benefit my students' grades.

2.05 PERFORMING AND RECORDING OF THE ACTIVITIES

In my video, I talked about my students' context, the topic of the lesson plan and it's rationale behind, I explain briefly the activities of each class, unfortunately, I was not able to record my classes therefore in my video I show screenshots about my students' works; also I briefly described a before and after studying this specialization, the advantages and disadvantages of working online. Here is the link of my video: https://drive.google.com/file/d/1j79B1AcPV-45Se4ecO0A_1QecCQliiXo/view?usp=sharing

CHAPTER 3: EXPERIENCE REPORT

For this project implementation I decided to work with my First grade students, I work at two schools one located in Campamento 2 de octubre, Iztacalco and the other one in Escandón, Miguel Hidalgo, in both schools I work with first grade but there are important differences between them, In Escandón I work with two groups of 35 students each one, only 24 connect to the online sessions and only five participate; in the other school I have group of 31 students, in online sessions are from 8 to 10 and sadly just two students participate, because of that I decided to work with Escandón students; I plan to work four development sessions and one for sharing their results, I told them that we have to record the sessions because are important for my homework, I proposed to work two sessions of two hours or four of one hour and they chose the first option; regarding the class' recording I sent them a document for requesting permission but only two parents returned it to me, therefore, I could not record my sessions.

I plan to work for three weeks on Tuesday and Friday in order to accomplish my five sessions but I can't do it, I was only able work two hours and a half because I had a meeting at school and I canceled the other session to be able to go to my vaccination, due to this, I preferred to give preference to the elements that will help the development of the project as well as the activities in which the students will work on interculturality or, similarities and differences that exist between the Mexican culture and one of an English-speaking country.

The first activity we do was answering the following questions -Do you like comics? -Have you ever read a comic? -Which is your favorite comic? -What do you like about comics? (see appendix 1, Introduction to the Lesson part), to work with technology I decided to use Mentimeter web page, students will answer the questions and the results would appear immediately, but not all students answered them; here is one of the moments in which I feel frustration, because I do not get a response from all the students and I learned that despite this my class must continue.

After observing the results I was surprised because despite having mentioned some comics and mentioning them because I liked them, when we were reading the answers, several of them did not correspond with the question or they had answered in Spanish (see appendix from 3 to 6), after this activity they answer an activity on their textbook according to the comic's cover and content (see appendix 7), then they read the Black Ducks' comic and I asked about which holidays was about, and

how the celebrated; they have doubts about April Fool's Day so I had to explain it, later students answer the exercises related to comics' reading comprehension (see appendix from 9 to 11).

Afterwards reading the comics and eliciting their parts, I shared a presentation that includes the comic elements, (see appendix 12) later, I asked if the Black Ducks had the mentioned elements and if it has different speech bubbles, to reinforce these concepts, students answer a match the columns exercise (see appendix 13); at this point students has already learn the elements and they have to put into practice in their homework (see appendix 14).

For the next class, we did a short review about comic elements and speech bubbles and ask if the dogs' comic strip (see appendix 15) accomplish the elements; after revising the elements they share their opinion about the comic and I asked if they understand it, with the explanation of two students the rest of students started to share if they liked it or not and answer orally the comprehension questions, to continue working with these differences I asked to read the friends comic (appendix 16), after answering some comprehension questions I wanted to listen if they have experienced similar situations, as I mentioned in the Introduction, some of my students have not had the opportunity to travel abroad or even visiting different places in the same country, so I had to set examples more related to their context, at that moment there were more participations, they mentioned examples they had experienced but they didn't share experiences where cultural differences can be appreciated.

In order to students have a better understanding I played the video that shows through comics cultural differences, (see appendix 17) and they understand more, they mentioned there are memes and not comics I had to retake the comic elements again, students understood that there were comics and not memes, this made me think about how memes are also helpful to show or to teach interculturality, so I didn't show them memes but I told them some examples and they continue saying more and more.

Due to the lack of time, I had to tell them the project requirements, I emphasize on creating a comic, and how they can use different technology to do it however I know we have to use technology and motivate them to use it, I must be realistic that not everyone has the skills or technology to perform the homework, that's why I gave them the opportunity to have it done by hand. Also, I could not work the listening skill, because we don't have classes due to the CTE reunion.

I must say that I feel frustrated because I didn't follow my lesson plan, as I mentioned before I decided to work with the elements that will guide to the students to the realization of their project, besides feeling frustrated I felt disappointed, for the implementation of this project, few students connected to the class and much less participate, I believed that by selecting and developing this comics, students will get more interested and they will participate more, but it was not like that, sadly students are not related to comics, they no longer read printed publications as other generations did, now they read what is published on social networks and tik tok videos, in addition to the use of technology for entertainment and not learning purposes.

In addition to the lack of students' participation and to contribute to my frustration and disappointment I only received two comics (see appendix 18), I felt very sad because I thought I was going to receive more homeworks, despite gave them enough time to do it and considering that they can do it by hand, referring to the other activities I received five homeworks but one of them is from a student who presents learning barriers and he did it great.

CHAPTER 4: CONCLUSIONS

Comparing this implementation with the one of the previous module, I dare to say that I did not obtain such good results, I think it is because we were at another time of the school year, the disposition of the students towards work was better and they showed greater interest, not on the part of all, but the participation and delivery was greater than now, perhaps another factor is the decisions that the government makes about the evaluations and that can cause the students to lower their level of achievement without leaving aside the problems they may have at home and other situations that affect them.

Not only the students have lowered their level, from my point of view and experience through this online school year I have the same problem, at the beginning of classes I was very worried about how this online classes would work, I prepared my presentations, I looked for activities that were striking and challenging for the students but with the passage of time, fewer students connected, handed in assignments and, well, currently in the online sessions they don't participate, it seems that one is speaking alone and I confess that I no longer have the same disposition to work; I repeatedly tell myself

that I must continue working for the few responsible students and each class I have an excellent attitude although after some classes I want to throw in the towel, but I know I can't.

According to my project's implementation I wish I could work all my sessions and record them, in order to evidence how some students were able to identify interculturality and share life experiences, I keep what I could do and how I should improve it, what my students did and their development through each session and the most important element, how a good evaluation tool helps to better evaluate.

My role during these lessons was to be as an eye-opener, because some of my students have a different culture as mine so, I had to be open-minded too, and to be able to understand and being sensitive to human diversity, and this last point is one of the most important and quite difficult to carry out because our Mexican culture tends to see the funny side of almost everything, and this could be disrespectful for other cultures and we as teachers have to guide to our students to be open-minded and respectful to other people and culture. My role is to be a planner, a guide, manager, assessor, negotiator, motivator, eye-opener, organizer, protector and in some cases a parent or friend, some teachers are not agreeing with being a parent or friend, it's a sensitive topic because students or us can get confused with the roles or students will pass the thin line, I'm not saying that being their friend is going to parties with them or something like that it's giving them the confidence they cannot have in their houses.

Regretting on my process during this specialization at the beginning I found some similarities with what I learned at University, but as I progressed in the modules, I learned more about techniques, approaches and one of the concepts that I didn't take much into account: teachers' and students' roles, I always took into consideration students' context and interest but never heard before about how many roles the student and teacher might have; in my contexts students are note-taker, performer, coworker, participatory, reflexive and respectful, some of them are lazy and dependent, I don't like students who don't want to be active persons in the classrooms but also I don't like to force them, because that brings me back when I felt obligated to speak, and in some cases that will carry out problems with the students or their parents.

Since I work in difficult contexts I prefer to be a kind teacher, I've heard of cases where some parents or students attack or threaten the teacher because they are very strict or not empathic, teachers feel like the expert and for me, that's not the best option. I try to fulfill the roles I mentioned before to avoid students' lack of interest, sometimes hearing about this cases made us to reflect about our role and how it has been changed through the years and how the importance of students' role continues growing day by day and from my point of view students are more protected by the system, the laws and the government while the teacher role is losing respect in the above-mentioned aspects.

I think teachers should change their teaching way according to the new generations or the life situations, also, while studying this specialization, everyday I valued face-to-face classes, because I desired to have the opportunity to develop my classes with more time, patience, materials and strategies for having better results; I know I can't do something more to avoid this situations but it made me feel frustrated and discouraged because I can't work with my whole groups and observe my students advances because there are students who hadn't had English classes before and working with them it's special because they also realize their progress or how they learn and also my advances on my teaching way.

Besides the technology learnings, I feel amazed by all the approaches, strategies, concepts and more I've learnt on this specialization. I want to be an excellent English teacher. I want to be an example for them on having developed my skills and to promote that they are also capable of doing it too. I know that not everything is theory or simply knowing the concepts, the real challenge is to put it into practice, apply it in the classrooms, that the students carry out the activities and make a real change in our practice, our minds but we don't have to forget that we deal with external factors such intrinsic and extrinsic motivation, students' family contexts, students' or teachers' problems because they are barriers that can affect the learning and teaching process.

Finally, after facing the challenges of distance education I treasure my students' development, their commitment to the activities and why not? to my classes, I know I have to be better, to challenge myself and keep improving my development.

CHAPTER 5: APPENDIXES AND REFERENCES

Appendix 1. LESSON PLAN

Teaching sequence template

Date & Place May, 2021, Mexico City

1. Lesson plan identification cell.	
Author	Lourdes Jazmin Castillo Paredes
Educational stage	Secondary
Title of your Lesson plan	Comic it!
Social Practice	Read comics to discuss cultural expressions
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	Introduction of the topic
Functions	Understanding oneself and others
Main Grammar structure	Express opinions
Other Grammar structures	Exchange points of view
Brief description of the plan	Students will observe different comics to identify how basic activities are different from our country, they will share their experiences because it's not necessary to travel abroad to observe differences, finally, students exchange opinions and experiences through comics.
Hours of the plan implementation	3
Number of sessions	4
Contents required for the lesson	Video, Reading, Pictures
Link of the content	https://youtu.be/su-rrK7-F94, https://libros.conaliteg.gob.mx/20/SZ0020.htm?#page/127 https://drive.google.com/drive/folders/1_ose18ikTdFoU7niGRYz0KMDid8Hgzv0
EEAILE tutor on line	Rocio Salgado Perea

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Ask to the students the following questions: -Do you like comics? -Have you ever read a comic? -Which is your favorite comic? -What do you like about comics?	Answer the teacher questions, share how do they feel when reading comics and respect to their classmates. Students will click on the link and write down their answers.	1
Set the objective or competencies of the lesson	Explain briefly to the students what we are going to do: -Observe comics -Identify the comic's parts -Read comics -Exchange opinions about the comics -Express what the comic illustrates -Make their own comic	Listen to the Teacher, ask doubts in case they have, take notes.	1

3. Communicative skills development.

Reading / Writing					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Ask to the students to observe the comics' covers and answer the questions in activity 2 (appendix 3) Ask to read the "Black Ducks" comic (appendix 14), answer the activity three (appendix 15-17)	Read the elements of the covers and answer the questions on appendix 15-17, read the comic, ask if they have doubts; read the summaries on appendix 3 and choose the right answer.	Notebook	1	Observation

Vocabulary introduction	In order to identify the comic's part, teacher will explain briefly the difference between speech bubbles and when they have to use it	Say the parts of the comic, match the speech bubble with their functions (appendix 7)	Textbook	1	Observation
1st practice Writing activity	Ask to the students to complete the comic, they have to illustrate using the correct elements and ask to the students to share their comics with their classmates	Draw two panels more on appendix 8, they have to continue the comic and use correctly the speech bubbles	Textbook	1	Checklist
2nd practice or Social interaction	Read the conversation (appendix 20), it's important to emphasize in the correct use of phrases to express opinions, agreeing or disagreeing	Read the conversation and finish the sentences on activity 4 (appendix 21)	Textbook	1	Observation
Grammar Focus	Explain the importance of using the correct expressions for sharing opinions, agreeing and disagreeing	Ask if they have doubts with the vocabulary or word order	Textbook	1	Observation
Summary	Explain what they are going to do in the next lessons and the product they have to do: make a comic that shows a cultural difference or similarity between Mexico and an English speaking country, it has to include different bubbles speech and they will use one of the following pages: scratch or powtoon	Students will take notes of the project and identify the main elements that will be needed	Textbook, laptop, cellphone or tablet	1-4	Rubric
Listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Ask to the students to read a comic (appendix 16), they will identify the situation and say if it happens in our country or in another one	Observe the comic and explain what is happening on the comic, students can share experiences related to the raised situation	Textbook	2	Observation
Vocabulary introduction	Elicit vocabulary for expressing opinions, agreeing or disagreeing	Mention phrases to express opinions, agreeing or disagreeing	Jamboard	2	Observation
1st practice	Explain to the students that they will listen to a conversation between two friends talking	Listen carefully the conversation, answer the activity of listening comprehension, if	Audio from the textbook	2	Observation

	about a comic activity 2 (appendix 20). Play the audio https://drive.google.com/drive/folders/1_ose18ikTdFoU7niGRYz0KMDid8Hgzv0	they have doubts with the vocabulary or the pronunciation they will ask to the teacher			
2nd practice or Social interaction	Ask to the students to check again the "Black ducks" comic (appendix 14) and with the phrases viewed they have to express opinions of it.	Read the comic, remember what it was about, and try to use the phrases viewed before	Textbook	2	Check list
Summary	Feedback on what we did during the class, if students forget something, teacher will remember it, point out their advances and ask How do they feel doing these activities?	Mention the activities they carried out, share if they've realized their advances or difficulties throughout these activities.	Textbook	2	Observation
Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Feedback on phrases from the last lesson, indicate they will analyze more phrases and be able to express long opinions or thoughts, check students pronunciation	Say the phrases viewed, repeat the words in case they have errors and forget words they can ask to the teacher	Textbook	3	Observation
Vocabulary introduction	Ask to the students to check the highlighted words (appendix 20), ask if students have doubts about the meaning and ask to answer the classification activity	Read out loud the expressions, classify the expressions (appendix 21) if they don't know the meaning ask to the teacher	Textbook	3	Observation
1st practice	Ask to the students to read the comic (appendix 17) and ask these questions: -Have you ever been in a similar situation? -In which places you can live this situation? -How would you react? -It was an uncomfortable situation?	Answer the questions, share their experiences	Textbook	3	Observation

2nd practice or Social interaction	Present a video with different comics https://youtu.be/su-rrK7-F94, ask to the students to observe it and choose the one they like the most, ask for a short opinion about it and how to relate to our culture	Watch the video, select their favorite comic, express what they think about it and how is similar or difficult to our culture	Textbook	4	Checklist
Summary	Tell to the students how many expressions they have learned and how they have been able to express themselves	Share their advances, achievements	----	4	Observation

4. **Intercultural component:** Through comics students will observe and identify how the presented situations are similar or different to our culture; in the project, students have to include it in a comic, the comic has to be understandable.
5. **Evaluation:** The checklists will only help the observation process, the most important evaluation is the project's rubric (appendix 12)
6. **Conclusion:** After the project's evaluation, Teacher will recognize their effort and advances throughout these lessons, ask if they like it or what changes would they make to the lessons or the final project.
7. **Follow upactivities:** For next sessions, the vocabulary, expressions and attitudes learned will be required.

APPENDIX 2. Rubric to evaluate the project

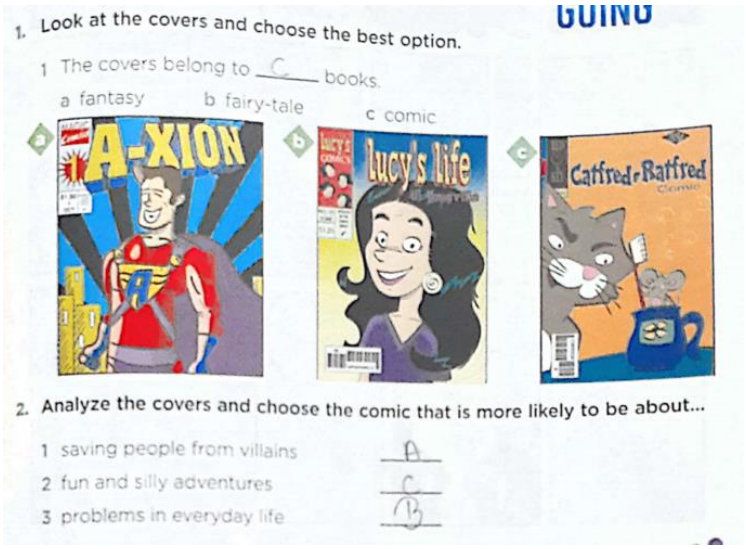
Comic it!

Teacher Name: **Castillo Paredes**

Student Name: _____

CATEGORY	10	9	8	7	6
Students respect the comic organization	Students include an illustration, speech bubbles, dialogues, the panel division -5 elements-	Students include 4 elements	Students include 3 elements	Students include 2 elements	Students include just 1 element
Students show an intercultural situation	The situation is very easy to understand	The situation is easy to understand	The situation is a little hard to understand	The situation is hard to understand	The situation is not understandable
Students include speech bubbles	Includes the five kinds of speech bubbles	Includes four kinds of speech bubbles	Includes three kinds of speech bubbles	Includes two kinds of speech bubbles	Includes one kind of speech bubbles
Students illustrate correctly the situation	Illustrations are totally related to the situation	Illustrations are related to the situation	Illustrations are a little related to the situation	Illustrations are very little related to the situation	Illustrations are not related to the situation
Students have an excellent spelling	Students have from 1-3 errors	Students have from 4-6 errors	Students have from 7-9 errors	Students have from 10-12 errors	Students have more than 13 errors
Students respect punctuation rules	Students have from 1-3 errors	Students have from 4-6 errors	Students have from 7-9 errors	Students have from 10-12 errors	Students have more than 13 errors
Students handed their homework on time	On time-1 day later	2 days later	3 days later	4 days later	5 days later

APPENDIX 3; Relating comics' covers to their content



1. Look at the covers and choose the best option.

1 The covers belong to C books.

a fantasy b fairy-tale c comic

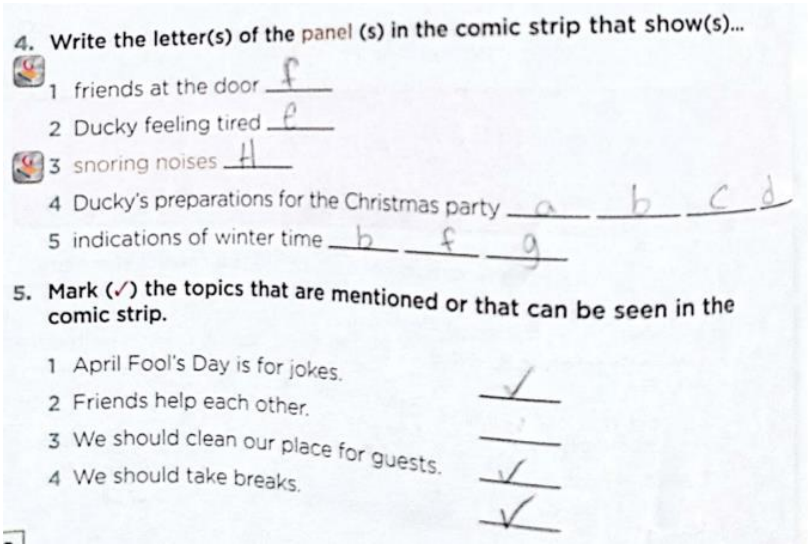
2. Analyze the covers and choose the comic that is more likely to be about...

1 saving people from villains A

2 fun and silly adventures C

3 problems in everyday life B

APPENDIX 4 -6; BLACK DUCKS COMPREHENSION ACTIVITIES



4. Write the letter(s) of the panel (s) in the comic strip that show(s)...

1 friends at the door f

2 Ducky feeling tired e

3 snoring noises h

4 Ducky's preparations for the Christmas party a b c d

5 indications of winter time b f g

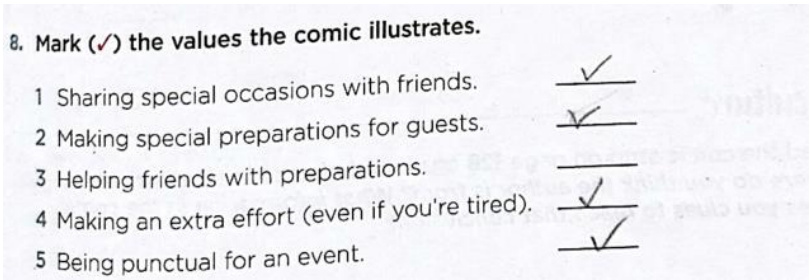
5. Mark (✓) the topics that are mentioned or that can be seen in the comic strip.

1 April Fool's Day is for jokes. ✓

2 Friends help each other. ✓

3 We should clean our place for guests. ✓

4 We should take breaks. ✓



8. Mark (✓) the values the comic illustrates.

1 Sharing special occasions with friends. ✓

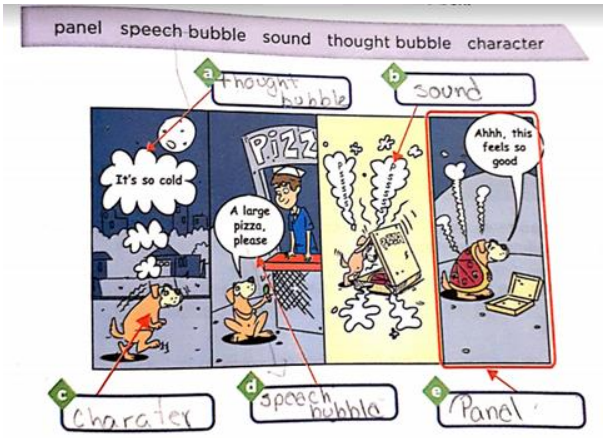
2 Making special preparations for guests. ✓

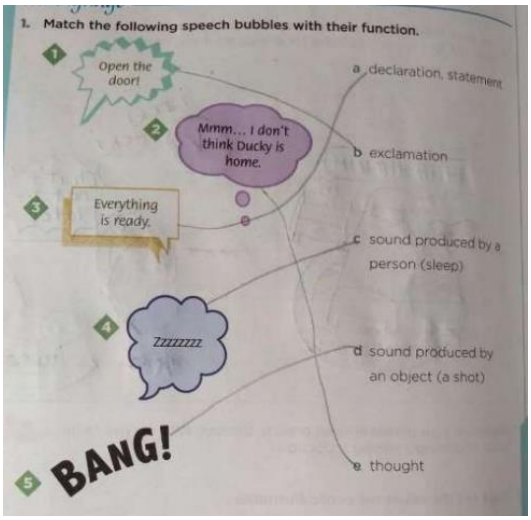
3 Helping friends with preparations. ✓

4 Making an extra effort (even if you're tired). ✓

5 Being punctual for an event. ✓

APPENDIX 7; COMIC ELEMENTS

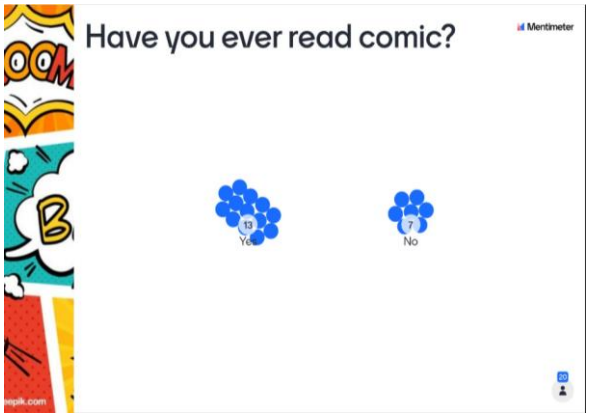




APPENDIX 8. HOMEWORK, CREATING A BEGINNING AND ENDING FOR THE COMIC STRIP

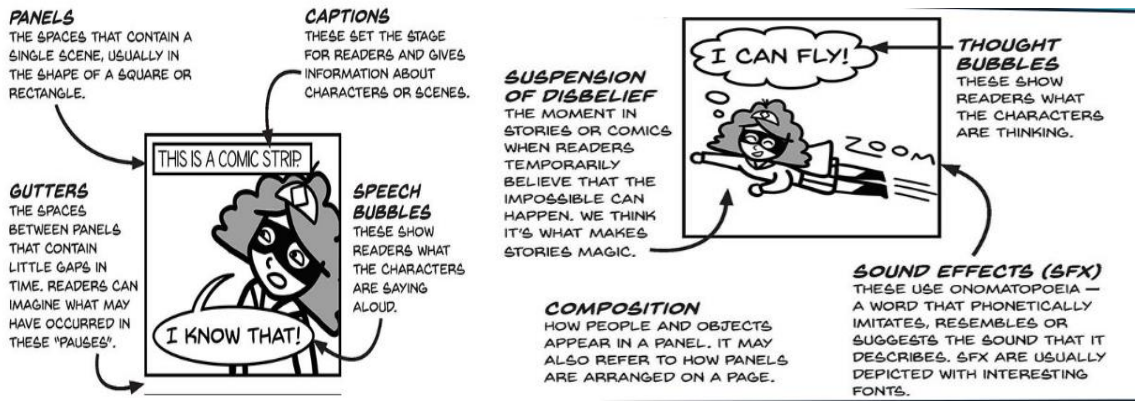
APPENDIX 9. PROJECT RESULTS.

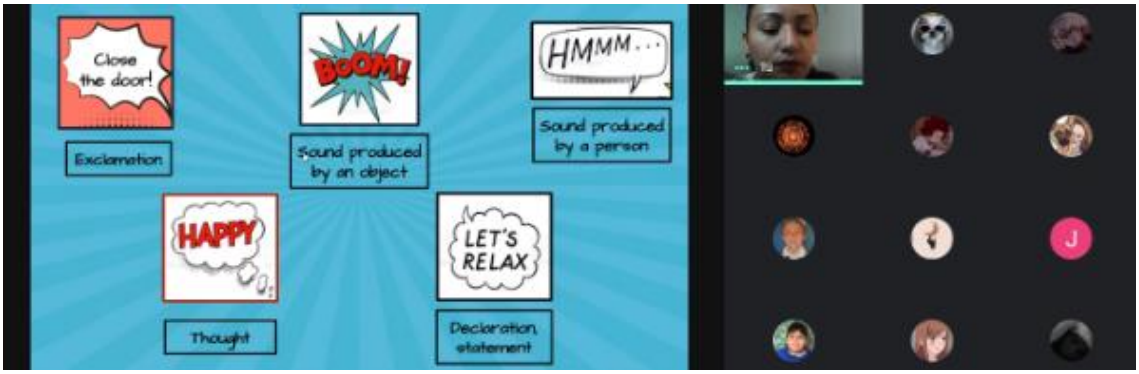
APPENDIX. 10-13. MENTIMETER RESULTS



APPENDIX 14. "BLACK DUCKS" COMIC STRIP

APPENDIX 15-16. COMIC ELEMENTS





APPENDIX 16. Dogs' comic

Read the following comic strip and answer the questions.

1 *What is the relationship between Xolo and Wilbur?*
2 *Whose home are they in?*
3 *Why did Xolo say "*my house is your house*"?*
4 *What did Wilbur do wrong?*

APPENDIX 17. Ordering a sandwich comic

APPENDIX 19. Youtube video

APPENDIX 20. LISTENING EXERCISE

3. Read the dialogue and write the highlighted phrases in the correct column.

Greg: Hey, Dana! Did you read the comic strip today? It's so funny!
Dana: I read it – but I don't agree with you, it's *not* funny.
Greg: But it's about this mistake... you know, the Mexican dog translated a phrase to be polite...
Dana: I know... *"my house is your house"* is just an expression to make people feel welcome.
Greg: See? And the English dog takes it literally.. that's why I think it's so funny.
Dana: It's OK, but I don't think it's very original. Why does the author use dogs?
Greg: Because it makes it funnier. The dogs are cool!
Dana: Well, I don't believe a mistake like that is possible.
Greg: Really? Why?
Dana: Because that phrase is so common.
Greg: Common? Do you mean common in Mexico? Because it's not common in England, and Wilbur is English.
Dana: Oh, OK... what I mean is... what I said before... It's not very original.
Greg: OK – let's agree to disagree!

APPENDIX. 21 LISTENING COMPREHENSION EXERCISE

Listen to two friends talking about the comic strip. Circle the correct answer.

1 Greg _____ the comic strip.
a likes b hates c doesn't understand

2 Dana _____ with Greg.
a agrees b disagrees c fights

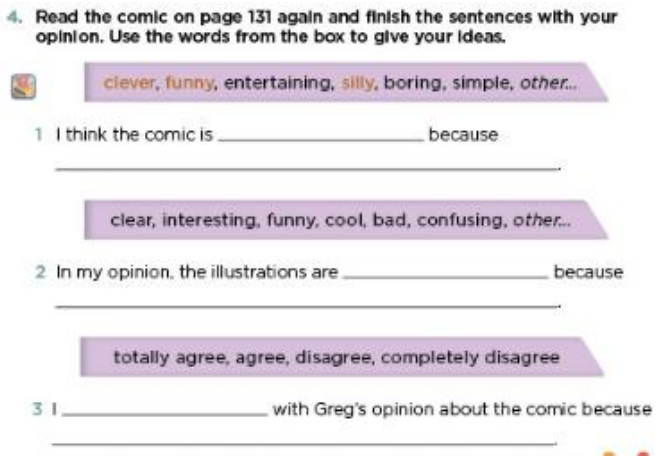
3 Greg _____ the comic is funny.
a doesn't think b explains why c doesn't know if

4 Dana says she thinks the comic is not _____.
a interesting b correct c original

5 Greg thinks the dogs are _____.
a ugly b boring c great

6 For Dana, the phrase "*my house is your house*" is _____.
a familiar b great c difficult

APPENDIX 22. EXERCISE SHARING OPINIONS



4. **Read the comic on page 131 again and finish the sentences with your opinion. Use the words from the box to give your ideas.**

clever, funny, entertaining, silly, boring, simple, *other...*

1 I think the comic is _____ because _____.

clear, interesting, funny, cool, bad, confusing, *other...*

2 In my opinion, the illustrations are _____ because _____.

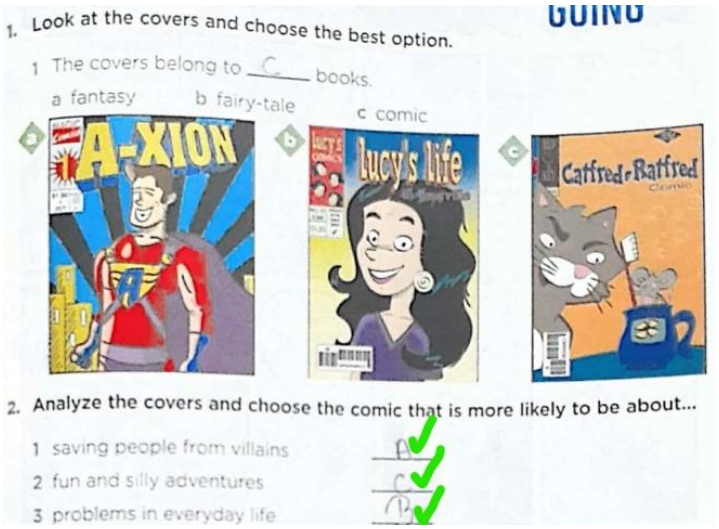
totally agree, agree, disagree, completely disagree

3 I _____ with Greg's opinion about the comic because _____.

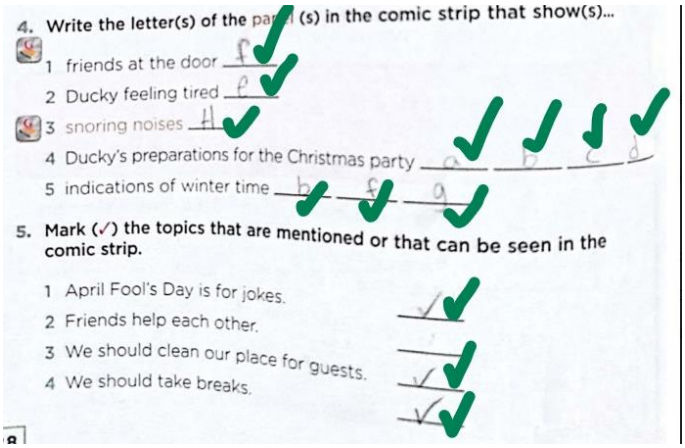
APPENDIX 23. PARTICIPATIONS' CHECK LIST

STUDENT'S NAME	PARTICIPATION (ORAL OR WRITTEN)	PARTICIPATION (ORAL OR WRITTEN)	PARTICIPATION (ORAL OR WRITTEN)
1. Alvarez Sanchez Brisa Sofia	✓	✓	✓
2. Ayala Ramos Dasha Alexia Annbjorg	✓	✓	✓
3. Basurto Emeterio Jaime Gustavo	✓	×	×
4. Campos Paez Areli	✓	×	×
5. Carbajal Bautista Cristian Zaidd	✓	✓	✓
6. Cruz Santillan Jesus Aldebaran	✓	✓	✓
7. Garcia Vargas Ana Caren	✓	✓	✓
8. Gutierrez Garcia Ariadna Helida	✓	✓	✓
9. Hernandez Baez Andrea Yaretzi	✓	×	×
10. Lagunes Sanchez Juan Carlos	✓	✓	×
11. Lopez Manjarrez Angel Sebastian	✓	✓	✓
12. Marcelino Jimenez Monica Lizeth	✓	✓	✓
13. Mora Trujillo Paola Desiree	✓	✓	✓
14. Nava Monroy Victor Alejandro	✓	×	×
15. Navarrete Cortes Renata Dzul	✓	✓	✓
16. Paulin Samaniego Zara	✓	×	✓
17. Quijada Copado Luis Fernando	✓	×	×
18. Rivera Gonzalez Jennifer Elisa	✓	✓	✓
19. Rojas Caples Ariadne Danielle	✓	✓	✓
20. Rosas Merlo Paulina	✓	✓	✓
21. Sevilla Gonzalez Jehielli Michelle	✓	✓	✓

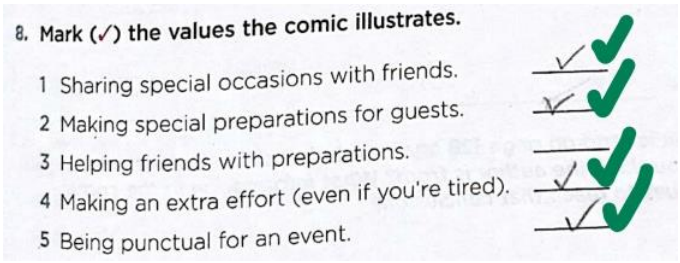
APPENDIX 24. GRADED EXERCISES



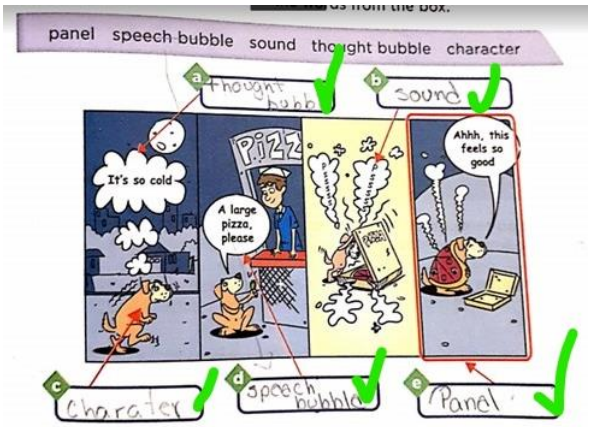
APPENDIX 25. GRADED EXERCISES



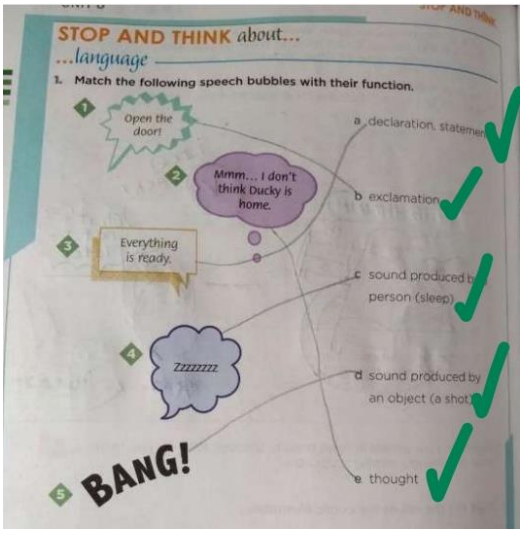
APPENDIX 26. GRADED EXERCISES



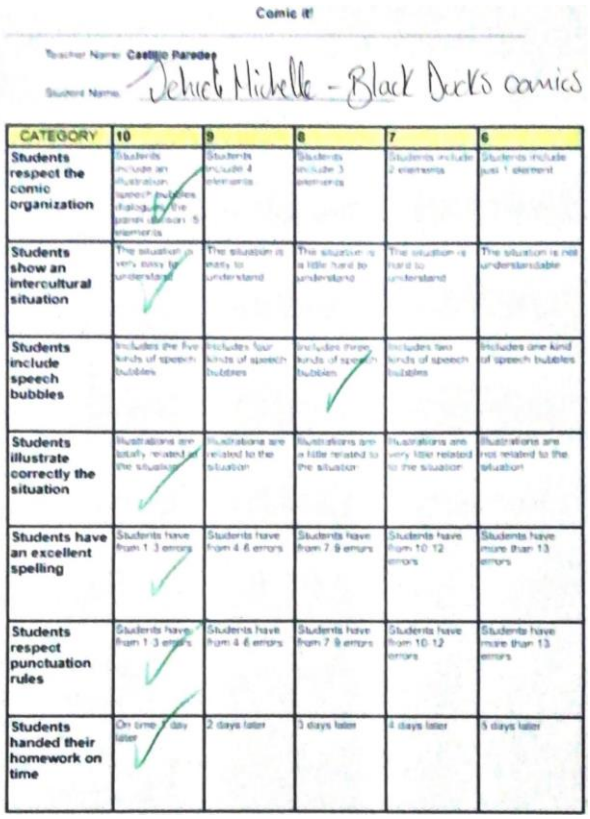
APPENDIX 27. GRADED EXERCISES



APPENDIX 28. GRADED EXERCISES



APPENDIX 29- 32. HOMEWORKS' RUBRIC

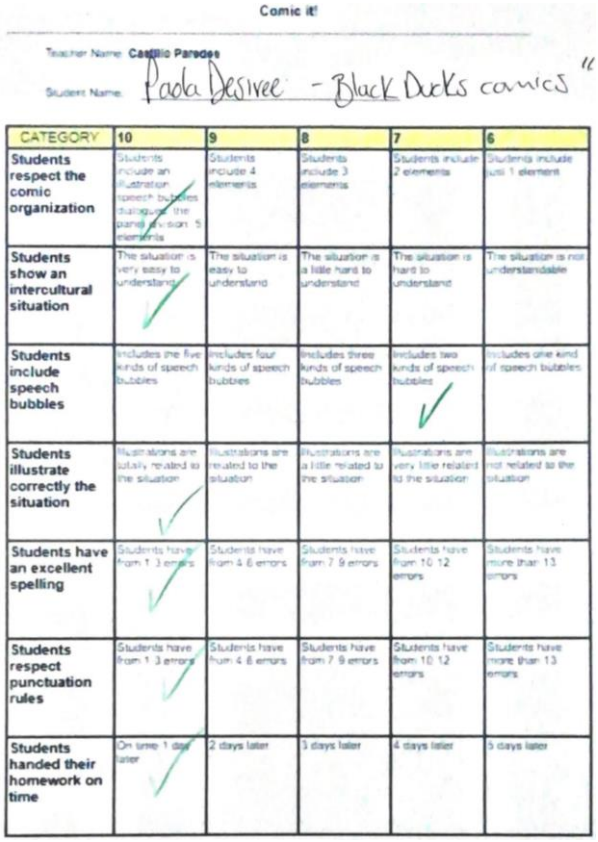


Comic it!

Teacher Name: Castillo Paredes

Student Name: Jehiel Michelle - Black Ducks comics

CATEGORY	10	9	8	7	6
Students respect the comic organization	Students include an illustration, speech bubbles, dialogue, the panel division. 5 elements	Students include 4 elements	Students include 3 elements	Students include 2 elements	Students include just 1 element
Students show an intercultural situation	The situation is very easy to understand	The situation is easy to understand	The situation is a little hard to understand	The situation is hard to understand	The situation is not understandable
Students include speech bubbles	Includes the five kinds of speech bubbles	Includes four kinds of speech bubbles	Includes three kinds of speech bubbles	Includes two kinds of speech bubbles	Includes one kind of speech bubbles
Students illustrate correctly the situation	Illustrations are totally related to the situation	Illustrations are related to the situation	Illustrations are a little related to the situation	Illustrations are very little related to the situation	Illustrations are not related to the situation
Students have an excellent spelling	Students have from 1 3 errors	Students have from 4 6 errors	Students have from 7 9 errors	Students have from 10 12 errors	Students have more than 13 errors
Students respect punctuation rules	Students have from 1 3 errors	Students have from 4 6 errors	Students have from 7 9 errors	Students have from 10 12 errors	Students have more than 13 errors
Students handed their homework on time	On time 1 day later	2 days later	3 days later	4 days later	5 days later



Comic it!

Teacher Name: Castillo Paredes

Student Name: Paola Desiree - Black Ducks comics

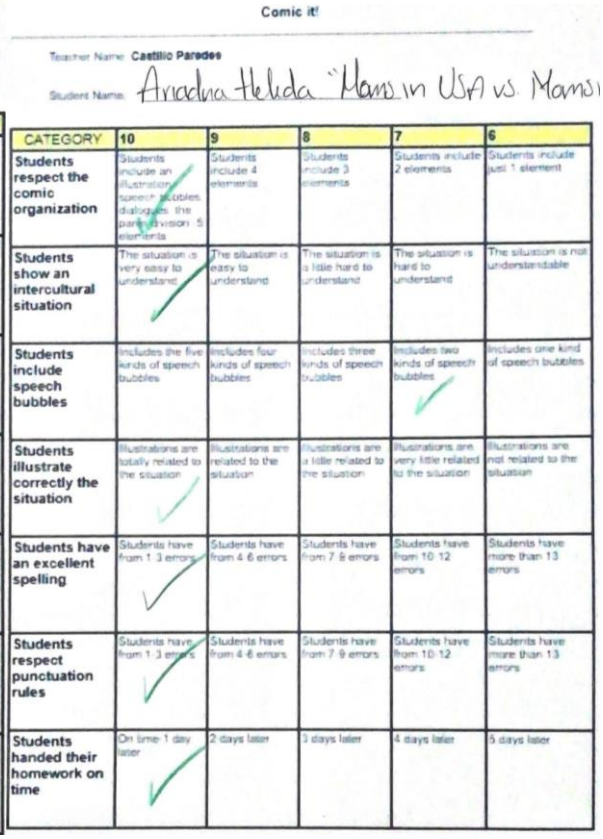
CATEGORY	10	9	8	7	6
Students respect the comic organization	Students include an illustration, speech bubbles, dialogue, the panel division. 5 elements	Students include 4 elements	Students include 3 elements	Students include 2 elements	Students include just 1 element
Students show an intercultural situation	The situation is very easy to understand	The situation is easy to understand	The situation is a little hard to understand	The situation is hard to understand	The situation is not understandable
Students include speech bubbles	Includes the five kinds of speech bubbles	Includes four kinds of speech bubbles	Includes three kinds of speech bubbles	Includes two kinds of speech bubbles	Includes one kind of speech bubbles
Students illustrate correctly the situation	Illustrations are totally related to the situation	Illustrations are related to the situation	Illustrations are a little related to the situation	Illustrations are very little related to the situation	Illustrations are not related to the situation
Students have an excellent spelling	Students have from 1 3 errors	Students have from 4 6 errors	Students have from 7 9 errors	Students have from 10 12 errors	Students have more than 13 errors
Students respect punctuation rules	Students have from 1 3 errors	Students have from 4 6 errors	Students have from 7 9 errors	Students have from 10 12 errors	Students have more than 13 errors
Students handed their homework on time	On time 1 day later	2 days later	3 days later	4 days later	5 days later

Comic it!

Teacher Name: Castillo Paredes

Student Name: Mónica Lizeth - Cooking acake"

CATEGORY	10	9	8	7	6
Students respect the comic organization	Students include an illustration speech bubbles dialogues the panel division 5 elements	Students include 4 elements	Students include 3 elements	Students include 2 elements	Students include just 1 element
Students show an intercultural situation	The situation is very easy to understand	The situation is easy to understand	The situation is a little hard to understand	The situation is hard to understand	The situation is not understandable
Students include speech bubbles	Includes the five kinds of speech bubbles	Includes four kinds of speech bubbles	Includes three kinds of speech bubbles	Includes two kinds of speech bubbles	Includes one kind of speech bubbles
Students illustrate correctly the situation	Illustrations are totally related to the situation	Illustrations are related to the situation	Illustrations are a little related to the situation	Illustrations are very little related to the situation	Illustrations are not related to the situation
Students have an excellent spelling	Students have from 1 3 errors	Students have from 4 6 errors	Students have from 7 9 errors	Students have from 10 12 errors	Students have more than 13 errors
Students respect punctuation rules	Students have from 1 3 errors	Students have from 4 6 errors	Students have from 7 9 errors	Students have from 10 12 errors	Students have more than 13 errors
Students handed their homework on time	On time 1 day later	2 days later	3 days later	4 days later	5 days later



Comic it!

Teacher Name: Castillo Paredes

Student Name: Ariadna Helida "Moms in USA vs. Moms

CATEGORY	10	9	8	7	6
Students respect the comic organization	Students include an illustration speech bubbles dialogues the panel division 5 elements	Students include 4 elements	Students include 3 elements	Students include 2 elements	Students include just 1 element
Students show an intercultural situation	The situation is very easy to understand	The situation is easy to understand	The situation is a little hard to understand	The situation is hard to understand	The situation is not understandable
Students include speech bubbles	Includes the five kinds of speech bubbles	Includes four kinds of speech bubbles	Includes three kinds of speech bubbles	Includes two kinds of speech bubbles	Includes one kind of speech bubbles
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Students handed their homework on time	On time 1 day later	2 days later	3 days later	4 days later	5 days later

LINK FOR THE VIDEO

https://drive.google.com/file/d/1j79B1AcPV-45Se4ecO0A_1QecCQliiXo/view?usp=sharing

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Declaración de Originalidad
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Tipo:	☒ Trabajo recepcional	☐ Tesis	
Presentado para obtener el grado de:	☒ Especialidad	☐ Maestría	☐ Doctorado
Programa de posgrado:	Enseñanza y Aprendizaje del Inglés como Lengua Extranjera	Tutor(a), Asesor(a) o Director(a):	Rocío Salgado Perea
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Atentamente,
Ciudad de México a 02 **de** julio **de** 2021

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