

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

***“Desarrollar la conciencia intercultural sobre las Américas mediante el registro de información sobre una región”***

### **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**Denisse Gomez Vallin**

**ASESOR: Gernot Rudolf Potengowski**

Mazatlán, Sinaloa a 13 de Junio del 2021.

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## Introduction

This final project it's a reflection about the acquired knowledge about my teaching practice along the specialization and analysis about my pedagogical intervention project. For this project I designed a lesson plan to achieve the expects outcomes of my project, based on the theoretical foundation, principles approaches, methods and techniques that I used to implement this project. I presented the assessment and the evaluation tool that I used to grade my students and the results of the outcomes and the possible solution that I give to improve my students leaning outcomes.

The topic of the lesson plan is "Developing intercultural awareness about the Americas by recording information about one region". The project was implemented in 3<sup>rd</sup> grade students of the school Agustina Ramirez, located in Mazatlán, Sinaloa. The school is located in a good zone near downtown. In this group there are 24 students by only 14 students can take the online class, the rest of the class can't work on distances because of the pandemic the families don't have the resources to work online. All the 14 students have good connection and have the supports of a family member to work. The lesson was carried out in 3 session of 40 minutes class via zoom during 3 weeks every Thursday, using google classroom and WhatsApp to deliver their work.

The reason a chose this topic was because I want my students be awareness about other languages and culture about the Americas, identify where Mexico it's located and to know and have an appreciation of the others countries of the Americas knowing information about the language, the location and the flags about each country.

The structure of the lessons was planned working on different skills each session to achieve their final product in a portfolio. For the final evaluation they have to work on a product. The product was: "A puzzle about one America region by recording basic information". We work on the stages of the product each session to achieve the final product.

The first session was about: "Identify purpose and topic based on illustrations and information" The communicative skills was listening and writing. I selected 3 different videos on YouTube with information about each continent, each video follow by comprehension questions about each continent, once the students know the information they selected a continent to work on their final product by drawing or printing their favorite region for homework.

The concepts which I adapted from Kolker, E and applied in my lesson planning for this assignment are: background knowledge, previewing, advance organizer, meaning support and recall question. I could this by considering the Bottom-up process in the pre-listening, while-listening and post-listening activities contained in the lesson planning.

The second session was about: "Rewrite information about a country on the back of the map." The communicative skills was: Reading and writing. The Students have to read about each region, understand the text and write a short text at the back of the map. I presented three different short informative text about each region, then they worked on their writing activity: writing a short text about their region with words easy to remember and practice for the final product. For homework students re-wrote the information at the back of their map, practicing the reading text to be able of participate reading the next class.

From the ideas provided by Chamot and O'Malley, I considered important to activate prior knowledge of students by modeling the readings, to achieve reading comprehension and pronunciation. I complemented reading activities with writing activities and I tried to involve students in self-evaluation of their reading comprehension progress. (Chamot, 1994).

The third session was about "Share information about the region with their classmates", students participated reading the information practicing the reading and speaking skills. Students takes turns of participating and they read with more fluency because they practice for homework, at the end of the class I explained to students how to record the video by reading aloud the information they wrote showing the puzzle that they created. And also I showed ideas about how to create a puzzle and the materials they can used. The students work on the final project and I obtained good results.

The activities I designed in this project are based on the observations made by Brown mainly for the speaking domain. If the purpose is that the learners perform activities effectively, it is important that the aural input is comprehensible to the learners. *The first way to evaluate the performance of learner is to confirm that the activities are comprehensible and at his level.* (Brown, (2004).)

With this project my students were able to talk about a region of the Americas, know and appreciation linguistic diversity. They developed intercultural attitudes which consists in acquiring knowledge of the countries of the Americas, trying to communicate the language each country speak. Curiosity or openness is one of the intercultural attitudes to consider for this project mainly because when Byram is discussing intercultural attitudes focuses on the attitudes of curiosity and

openness. He explains that in order to be intercultural competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way. (Byram M. A., 2002).

The student's openness using the language as a meaning of appreciation other language and culture to be able to communicate with other countries of the world acquiring the English language as a communicative language with other countries.

The assessment that I used to evaluate my students' performance were: A checklist provide by PRONI, I evaluate the progress of the expected learning of the week. Rubrics with basic information about each achievement in order to give feedback to students. And the students Portfolio to evaluate the compilation of their work.

At the I attached the evidences of the lesson plan and the assessments tool, the of this project would be re-edited on the final version of the video.

## Chapter 1: Philosophy and theory

### 1.1 Teaching identity and philosophy.

Before the pandemic, I used a lot of methods and approaches in my teaching, but the most I used are the ones that best describe my learner's needs. Working in Proni we follow the communicative approaches because it is the one that follows the purpose of the English language teaching in basic education, give the students the knowledge necessary to engage in social practices with spoken and written language, to interact with native and non-native English speakers by means of specific competencies with the language.

Another approach that I used in my teaching is the Cooperative learning approach, this is a good approach because my students can learn by interacting with each other, working together in groups, sharing information and learning to work with different learning styles help in each other and sharing their work. TPR approach is the one that most use to teach young learning, seeing, hearing, saying and especially doing are elements of communication that work together to make my lesson memorable.

I used chants and song with physical action to engage my students with the vocabulary they must learn in a fun way where they can enjoy their English Class. The Method that I like the most to use to learn long sentences, a song or poem, I used The Rassias Method (Rassias, 1982). This drill method consists in separate the words to the end from the beginning, for example: "Roses are red"( red.. are red...roses are red) " I Voice, Snap, Point and Look to other student, and the other students have to repeat the sentence, this method always good for my students and have good result to speak fluency.

Now study this specialization, makes me feel more confident about my teaching and to have a better understanding of the history of English, the theorists, the methods and techniques that I used in my teaching practices, but I didn't know I don't remember that I used and now I can know what is the purpose of my teaching and preparing to have more knowledge to apply in my teaching.

Before I started the specialization I was follow the teaching philosophy that I have been acquire during my process since I was a child and during the time when I became an English Teacher. Analyzing about my teaching philosophy I realize that I have made many changes during my teaching practices and what I know now with the specialization.

I follow the philosophy of Vygotsky, Krashen, Chaudron, Bryam and Spencer-Oatey that best describe my teaching philosophy and best describes the interculturality of this project.

According to Krashen, using a comprehensible input in a safe environment and creating engaging activities are essential parts of this learning process. (Krashen, 2004)

When my students have they input then became in an intake, when my students are able to internalize the language. Chaudron argued” that input processing exists to create intake as “(1) the initial stages of perception of input, (2) the subsequent stages of recoding and encoding of the semantic (communicated) information into long-term memory, and the series of stages by which learners fully integrate and incorporate the linguistic information in input into their developing grammars” (Chaudron, 1985)

My Teacher role is to provide all my students with intercultural communication so they can developed all the skills their require for have interaction and respect for other country, know about their culture and motivated to practice their English with a communicative purpose.

In this project my students were aware of the different countries in America, identify where Mexico is located it and that it’s parts of the Americas and also know and appreciate where the others countries are located, the languages and the flags of each countries.

For this Intercultural competence that I created for my students I try to raise awareness of their own culture, and help them to interpret and understand other cultures, the way of life, values, belief, the culture of other countries, region, and nationality of the countries or regions of the Americas.

I always have implementing technology in my teaching practices, now with this specializations I have learned about how to integrate the four skills using the technology and give me the opportunity to know and learned more about different apps that I can use with my students in this new modality of distance learning.

Nowadays with the pandemic we need to be innovating teacher and take used of the TICS (technology of information and communication) take advantages of this and have a good communications with the parents and with the students, help them to development all the achievements they need in order to have communicative competences .



Based on the theoretical concepts that I had learned in this specialization I can say that I used a sociocultural approach development by Vygotsky, the second language: English program is based on sociocultural approach, this theory assumes that learning arises in social interactions. To Vygotsky the child is an active learner in a world full of other people. Language provides the child with new tools, opening up new opportunities for doing things and organizing new information. (Vigotsky, 1978).

The activities designed for this project have the purpose of facilitating the students the development of language skills with real situations of authentic material taken from the internet, apps, audios and videos, each of these activities are intended to focus the student on a single skill per class. I always consider setting a challenge to my students by implementing the  $i+1$  proposed in the Input theory by Krashen.

A constant problem that I have had to face in this new mode of distance learning is to achieve effective communication with my students, the use of technology is a necessity for this new modality, however many of the students do not have adequate electronic devices to listen to quality transmissions through the screen.

The strategy to cover this problem has been to look for communication alternatives in different applications and to find a way to send the activities for the students so they can work independently.

In the situation of distance learning, empathetic attitudes must be present, to understand the situation and the problems students are having in a situation like the one we are currently living. When designing the activities, it is important to consider the level of English of their students. When they have the opportunity to participate in a class transmitted over the internet, I considered to support with interesting visual material that awakens the interest of the students to learn.

In order to introduce the intercultural competence as a part of this project I consider that to enhance this objective, it is important to consider the model of intercultural proposed by Byram, Gribkova, and Starkey.

Byram mentioned the importance of intercultural attitudes such as curiosity and openness. He explains that in order to be intercultural competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way. (Byram M. , 1997)

I think that my concept of culture and its aspects was enriched thanks to the experience of working in a public school. This experience gave a greater dimension to my concept of culture as well as its different expressions within the school.

## **1.02 Theories about my teaching practice and identity.**

### **1.02.1 Theoretical Foundations**

Intercultural competence is the ability to communicate effectively and appropriately with students who are linguistically and culturally different from ourselves. Developing intercultural competence involves systematically observing and critically reflecting on our own, our students' (and their parents') behaviors. Although there are several models of intercultural competence, fundamental components comprise three basic elements: attitudes, knowledge and skills.

The Sociocultural Theory of language, whose main representative is Vygotsky, states that languages are learned as a result of interactions between social and cognitive factors, pretending to introduce the intercultural aspect in our classes, the teaching methods sustained in the Sociocultural and Constructivist theories can be suitable for this project. I think that Communicative Language Teaching (CLT) purposes are really focused on the needs of our students, the roles of the teacher and students can be successfully implemented in an EFL classroom mainly in a country like Mexico.

The Sociocultural Mind Theory explains the social dimension of learning, it explains the higher abilities of mind: memory, attention, rational thinking, emotion and the control over them that every person could have as they interact in a social and cultural plane. Public school students present a range of different ways of adapting to the school environment that is decisive for their learning process. In Mexico, it is difficult to talk about an acquisition of a foreign language because many times the Cultural conditions are not ideal.

It is important to distinguish between the concepts of language acquisition and language learning. Establishing this distinction has made it easier to try to conduct the L2 teaching project. The theories and their ideas of learning and acquisition are as follows:

Theory	Adquisition	Learning
<b>Behaviorism</b>	<p>Behaviorism theory says second language learners learn from repeated and practice and being rewarded for correct answer.</p> <p>For the students to acquire the second language I have to use reinforcement like positive rewards like sticks, stamps, candies, after the students produced what they learned.</p>	<p>Behaviorism says that all behaviors are learned through interaction with the environment and emphasizes the role of environmental factors in influencing behavior.</p> <p>We learn new behavior through classical or operant conditioning.</p>
<b>Contrastive analysis</b>	<p>Contrastive analys is the method of explaining why some features of a <u>target language</u> were more difficult to acquire than others.</p> <p>The difficulty in mastering certain structures in a <u>second language</u> (L2) depended on the difference between the learners' mother language (L1) and the language they were trying to learn.</p>	<p>The contrastive analysis hypothesis claimed that all the errors made in learning the L2 could be attributed to 'interference' by the L1 the more different the L2 is with one's L1, the easier it is for one to learn the target language.</p> <p>The prediction is based on the premise that similarities in languages create confusion for learners.</p>
<b>Generative linguistics</b>	<p><u>Generative linguistics</u> to investigate how second languages and dialects are acquired and lost by individuals</p>	<p><u>Noam Chomsky</u> creates the concept of Universal Grammar that is associate with this Theory. Universal</p>

	<p>learning naturalistically or with formal instruction in foreign, second language and lingua franca settings.</p>	<p>Grammar proposes that there is an innate, genetically determined language faculty that knows these rules, making it easier and faster for children to learn to speak than it otherwise would be.</p> <p>Chomsky argued that the <u>human brain</u> contains a limited set of constraints for organizing language.</p>
<p><b>Monitor Hypothesis</b></p>	<p>Krashen claimed that linguistic competence is only advanced when language is subconsciously <i>acquired</i>, and that conscious <i>learning</i> cannot be used as a source of spontaneous language production.</p> <p>Acquisition requires <i>meaningful</i> interaction in the target language, during which the acquirer is focused on meaning rather than form. (Krashen, 2003)</p>	<p>The monitor hypothesis says that a learner's learned system acts as a monitor to what they are producing. In other words, while only the acquired system is able to produce spontaneous speech, the learned system is used to check what is being spoken.</p> <p>The Monitor model then predicts faster initial progress by adults than children, as adults use this monitor when producing L2 utterances before having acquired the ability for natural performance, and adult learners will input more into</p>

		<p>conversations earlier than children.</p>
<p><b>Sociocultural theory</b></p>	<p>Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition, for the students can acquire the language.</p> <p>Vygotsky refers to internalization. This process is not only memorizing words, but also acquiring them. It means being able to think about the use of the words and structures in a specific context, not only memorizing the words or structures for an exam. (Vigotsky, 1978)</p>	<p>Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. Vygotsky believed everything is learned on two levels.</p> <p>First, through interaction with others, and then integrated into the individual's mental structure.</p> <p>A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD).</p> <p>This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop.</p> <p>A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the</p>

		<p>student's evolving understanding of knowledge domains or development of complex skills.</p> <p>Collaborative learning, discourse, modelling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning.</p> <p>(Vigotsky, 1978)</p>
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Intercultural competence and communicative competence differ in the sense of the cultural areas they cover. Communicative competence involves only two cultures, the own culture and the culture of the language you are learning, and intercultural competence is focused on familiarizing yourself with the culture of various countries as well as developing communication in a broader cross-cultural context. (Spencer-Oatey, 2009)

For this assignment it is important to have my students aware of the different countries in America, identify where Mexico is located it and that it's parts of the Americas and also know and appreciate where the others countries are located, the languages and the flags of each countries.

Curiosity or openness is one of the intercultural attitudes to consider for this project mainly because when Byram is discussing intercultural attitudes focuses on the attitudes of curiosity and openness. He explains that in order to be intercultural competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way. (Byram M. A., 2002)

Another of the intercultural attitudes to be developed in the students thanks to this project consists in acquiring also a knowledge of the countries of the America, trying to communicate the language each country speak, the students will feel the curiosity to know they can communicate with other people from different country using their mother taught and the second language English that they acquire to communicate with the rest of the world.

Krashen believes that there is no fundamental difference between the way we acquire our first language and our subsequent languages. He claims that humans have an innate ability that guides the language learning process. Infants learn their mother tongue simply by listening attentively to spoken language that is made meaningful to them. Foreign languages are acquired in the same way.

*“The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.*

*In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful.” (Krashen, 1988).*

According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously.

Social cultural, this approach assumes that learning arises in social interaction, and how the behavior are affected by their stranding, social and cultural factors.

Vygotsky, considered that the child is an active learner in the society, the language opened up new opportunities for doing things and organized new information.

Constructivist, the learners understanding is based in their own experiences and the interaction of the word around him.

According to Piaget, children interact with the world around him, solving problem that are presented in their context.

Chomsky's Universal Grammar: believed that humans are born with an innate ability to learn languages. According to Chomsky the basic structure of language are already encoded in the human brain at birth.

Therefore communicative language teaching is an approach to the teaching foreing languages that emphazes interaction as both the means and the ultimate goal of a learning a language. (Newmark, 1981)

The Mexican English program (Próni) worked with two main categories: Social Practice of the Language and Specific Competences. Social practices of the language refers to the use of English for the purpose of social interaction. Each social practices has a specific communicative purpose and a history linked to a particular situation. Specific Competencies has the purpose of preserving the formal aspects and functions of language within social life. (Ordoñez, 2015).

The students have to be able to doing with the language, knowing about the language and being through the language. Doing with the language means using English as directed by the teacher, like singing a song or participating in a structured conversation. Knowing about the language is the academic knowledge about the English like grammar and sentences structures and Being through the language is when the language is internalized and the students can use English without hesitation, like participating in a natural conversation.

As the teacher is not the center of the instructions anymore, the activities in the communicative approach are the interactions of students-students to have the opportunity to speak. The activities provides learners with practice of the language, and the level, depends on the stage of the lesson and the students level of ability, the teacher prepare the students to performance a task to development their communicative competence.

According to Willis (Willis, 2007), tasks can be real-life situations or have a pedagogical purpose. In both cases, a task should: provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern structure; have a clear purpose: learners should know the outcome they are expected to produce when they finish performing the task. The outcome may vary. It might be making a YouTube video tutorial, finding a solution for a problem or writing an email requesting information.



## CHAPTER 2

### METHODOLOGY AND PRACTICE

#### **2.01 lesson plan.**

For this project I worked with third grade students of elementary school, the project was about: “Developing intercultural awareness about the Americas by recording information about one continent”. The objective of this project is have my student’s awareness about other languages and cultures. For the final evaluation they have to work on a product. The product was: “A puzzle about one America Continent by recording basic information.”

I designed a lesson plan with 3 days of class implementations working different skills each day and homework to work for their final project.

The Communicative Approach, Task – Based approach, and the Experiential Learning Model created by Kolb has HAVE coincident points of view. They are based on Sociocultural and Constructivism theories adopted for this project. Another important aspect to consider is that they also conceive language as a communicative tool that promotes collaborative activities as a learning technique.

Communicative Approach requires the development of certain social attitudes rather than cognitive ones because it is more focused on the development of communicative skills. Students need to be actively collaborating and participating in the construction of their learning process.

Listening and writing.

To achieve the development of the four-language skills by distance learning, it was required to use different strategies from those that are used in traditional learning.

For the implementation of the activities focused on the development of listening skills, it was important to consider “The Input Hypothesis” and the “Affective Filter Hypothesis” created by Krashen, where he offers relevant information about the input material that is provided to the learners as well as how anxiety, motivation, and stress interfere with the learning process. (Krashen, 1982)

I started the class by asking students if they know the American Continent, then I presented the first video with information about North America, where students have to listen to the video and answer questions, I designed an activity with questions about the video and the students answer the questions in their notebooks. The whole class participated taking turns of participating and checking their answers. Then I continued with the 2 videos with information about Central America and South America. Once my students have the information of each continent they selected one continent to work on the project. For homework they have to draw or print one Map of the American Continent (North America, Central America or South America).

According to the process of meaning, Fang says that it helps students to organize the listening speech into comprehensible sections in order to anticipate what the speaker is going to say and they can identify redundant material.

As McDonough, J. and Shaw mentioned in the readings about listening comprehension, it requires the activation of contextual information and previous knowledge, "is not only a function of the interplay between language on the one hand and what the brain does with on the other." (McDonough, 2003)

The student can construct meaning in a combination of bottom up and top-down approaches. However, when handling written texts, a useful teaching strategy could be based on Phonics Instruction which is focused on bottom-up decoding and it is defined as instruction in the sound-letter relationship used in reading and writing. (Strickland D. S., 1998)

### **Reading and writing**

Bottom-up Approach was useful information to implement the learning process of reading in this project by selecting Legends and Myths which was the topic in the lesson plans designed for this work. (Richards, 2008) . This helped them distinguish the sounds of the letters of the alphabet as well as the sounds of the words of the target vocabulary

The second session was about: "Reading and writing information about the Americas". The communicative skills was: Reading and writing. The students have to read about each continent, understand the text and write a short text at the back of the map.

I started the class by asking students about the continent they going to talk about, they participate showing the picture of the map.

Then I presented three different short informative text about each continent and the students participate reading along with me and explaining the unknown words. Then they worked on their writing activity they write a short text about their continent with words easy to remember and practice for the final product. For homework students re-wrote the information of their continent at the back of their map, practicing the reading text to be able of participate reading the next class.

From the ideas provided by Chamot and O'Malley, it was important to consider the activation of the prior knowledge of students by modeling the readings, to achieve reading comprehension and pronunciation. This strategy allowed students to complement reading activities with writing activities and to involve students in self-evaluation of their reading comprehension progress. (Chamot, 1994)

From the ideas provided by Chamot and O'Malley, I considered important to activate prior knowledge of students by modeling the readings, to achieve reading comprehension and pronunciation. I complemented reading activities with writing activities and I tried to involve students in self-evaluation of their reading comprehension progress. (Chamot, 1994).

The writing strategy used for this project involves spelling, punctuation, and capitalization which are important elements to consider in written process. According to Weigle, written language differs in important ways from spoken language, but it is built upon linguistic resources that students already possess. (Weigle, 2002)

It was important to consider the principles proposed by Brown (Brown, 2007) to design the written activities, where he emphasizes the specific competencies to be developed when teaching this skill. From the five classroom writing performances he proposes students were able to develop only the next three:

1. Imitative or writing down. This category is targeted for beginner students who are only able to write simple words, sentences, or dictations. Dictation exercises
2. Intensive or controlled. For this category, writing could just be guided or controlled.
3. Students develop the academic type of real writing, produced in the classroom where students share information with the instructor.

Reading and speaking

The recommendations of The Reflecting Strategy proposed by Zimmerman were important in order to motivate students to appropriate new vocabulary words. Zimmerman proposed that the objective vocabulary included in class activities has to be according to the English level of students and that it also has to provide them with assessment tools that allow them to perform self-assessment in the appropriation of the words according to their own ability. (Zimmerman, 2009)

The third session was about Share information about their continent with their classmates, students participated reading the information practicing the reading and speaking skills. Students takes turns of participating and they read with more fluency because they practice for homework, at the end of the class I explained to students how to record the video by reading aloud the information they wrote showing the puzzle that they created. And also I showed ideas about how to create a puzzle and the materials they can used. The students work on the final project and I obtained good results.

The activities I designed in this project are based on the observations made by Brown mainly for the speaking domain. If the purpose is that the learners perform activities effectively, it is important that the aural input is comprehensible to the learners. *The first way to evaluate the performance of learner is to confirm that the activities are comprehensible and at his level.* (Brown, (2004).)

For the topic of the lesson planning for this project, communicative techniques for beginners were applied because they involve small chunks of language built in some repetitions of patterns, like the questionnaire students constructed using WH words like: Who is the main character of the legend? And the use of the verbs in simple past to construct sentences such as: Pecos Bill grew up with a pack of coyotes. (Comeau, s.f.)

Communicative drills that are focused on form can help students to construct the structure and the answers given in the questionnaires used in the activities for this project. They are also controlled activities because students have not achieved an autonomous performance of their work.

## Lesson plan

1. Lesson plan identification cell.	
Author	Denisse Gómez Vallin
Educational stage	Third grade, Elementary School
Title of your Lesson plan	Name countries and located on a map
Learning Objective of the plan	Explore illustrated maps with specific information about the Americas (locations, flag, language, etc.)
Communicative skill considered	Listening and writing.
State of the following options	Locate North America, Central America and South America.
Functions	Identify purpose and topic based on illustration and information.
Main Grammar structure	Simple Present tenses.
Other Grammar structures	In Mexico they speak Spanish, Mexico is located in North America, and The Mexican flag is red, white and green.
Brief description of the plan	Students watch and listening about the countries of the Americas to be awareness about the culture of each continent.
Hours of the plan implementation	40 minutes class and 20 minutes for homework
Number of sessions	1
Contents required for the lesson	Listen to the Americas countries.
Link of the content	<a href="https://www.youtube.com/watch?v=X798Gsyrt-g">https://www.youtube.com/watch?v=X798Gsyrt-g</a> <a href="https://www.youtube.com/watch?v=0k2s23ZHFRs&amp;t=138s">https://www.youtube.com/watch?v=0k2s23ZHFRs&amp;t=138s</a> <a href="https://www.youtube.com/watch?v=EXx8DK7Rca8">https://www.youtube.com/watch?v=EXx8DK7Rca8</a>
EEAILE tutor online	<a href="#">Rudolph Pontengowski</a>

## 2. Lesson development

Step of the lesson	Teacher activities	Students activities	Session number	Task cycle
Introduction activity	The teacher asks if anyone knows the America Continent and which countries they know and write them on the board.	Students answer questions asked by the teacher, and says which countries they know.	1	5min
Set the objective of the lesson	Teacher shows a maps of the Americans and have Ss' to identify where the countries are located. And	Students listen attentively to practices their pronunciation	1	3 min
Information processing activity	Teacher plays a video about the countries of the world and encourages students to listen and sing the song.	Students listen and sing the song aloud.	1	4 min
Vocabulary introduction	T plays the video again and says to students to listen carefully and write 5 countries in their notebooks.	Students writes on their notebook 5 countries they can remember and say in which continent is located each country that they write and share the information with their classmate.	1	5 min
1st practice	T presents a video of North America and the language each country speak: ( <a href="https://www.youtube.com/watch?v=X798Gsyrt-g">https://www.youtube.com/watch?v=X798Gsyrt-g</a> ) to have student's appreciation of other language and cultures. Then Teacher shows a poster of the map of North America and asks students to say: What language do they speak?	Students watch the video and answer the questions made by the teacher.  1. What language do they speak in U.S.A, Canada and Belize?	1	10 min

		<ol style="list-style-type: none"> <li>2. What language do they speak in the other countries?</li> <li>3. Which country speak English and Spanish?</li> </ol>		
2nd practice or Social interaction	<p>Teacher shows a video about North America and Central America Flags:  <a href="https://www.youtube.com/watch?v=0k2s23ZHFRs&amp;t=138s">https://www.youtube.com/watch?v=0k2s23ZHFRs&amp;t=138s</a>,  having the students identify illustrated flags of each countries and asks students: Which flag they like the most?</p>	<p>Students participate individually saying the flag they like the most:  “I like the U.S.A. flag.”</p>	1	<b>5 min</b>
Grammar Focus presented in the lesson.	<p>Teacher plays a video with information about South America (countries, capital, languages, flags and location.)  <a href="https://www.youtube.com/watch?v=EXx8DK7Rca8">https://www.youtube.com/watch?v=EXx8DK7Rca8</a>  having students know and appreciate linguistic diversity of information about countries.</p>	<p>Students answer questions about South America:</p> <ol style="list-style-type: none"> <li>1. How many countries are in South America?</li> <li>2. Which language do they speak in South America?</li> <li>3. Which country dominated South America?</li> </ol>	1	<b>8 min</b>
Summary	<p>Know information about the Americas, their locations, the language and the flags to have students use the language as a means of appreciating other language and culture.</p>			

<b>3. Evaluation</b>	<b>POINTS</b>
The student has the highest number of answers.	5
The student is participatory giving possible answers	3
The learner knows and masters the topic by the time the topic or context is changed	2
<b>Total</b>	<b>10</b>

#### **4. Conclusion**

Teacher asks students if they like the activity and reinforced what they learned before, teacher suggest practicing the countries at home, watching the videos as many times as necessary until they learn it well.

#### **5. Follow up activities**

Students choose a continent and draw it in their notebook for homework.

**6. Materials:** Map of the Americas.

<b>1. Lesson plan identification cell.</b>	
Author	Denisse Gómez Vallin
Educational stage	Third grade, Elementary School
Title of your Lesson plan	Read and write information about one America Continent.
Learning Objective of the plan	To have students know and appreciating other language and cultures.
Communicative skill considered	Reading and writing.
State of the following options	Write information about a continent at the back of the map.
Functions	Identify information following its reading aloud.
Main Grammar structure	Simple present, Simple pasts, adjectives, personal pronouns.
Other Grammar structures	North America it's the third largest of the seven continents.
Brief description of the plan	Students have to read about each continent, understand the text and write a short text at the back of the map.
Hours of the plan implementation	40 minutes class and 20 minutes for homework
Number of sessions	1
Contents required for the lesson	Read and write information about a continent at the back of the map
Link of the content	<a href="https://play.makeit.app?code=444168">https://play.makeit.app?code=444168</a>
EEAILE tutor online	<a href="#">Rudolph Pontengowski</a>



## 2.Lesson development

Step of the lesson	Teacher activities	Students activities	Number of sessions	Time Cycle
Introduction activity	Teacher asks students if they can remember how many parts the Americas has. And if they mentions some of the countries of each continent using the drawing they made by homework.	Students participate showing their picture to their classmate and mentions the countries.	1	5 min
Set the objective of the lesson	Teacher shows an informative text about each continent and have students to read and underline the new words.	Ss' read the text along with the teacher and underline the new vocabulary.	1	3 min
Information processing activity	The Teacher read the text again and says to students to listen carefully so they can point out and identify words and phrase when listening and reading the text. Then Teacher choose a student's randomly to read the text.	The students listen carefully and point out to the new words and phrases. Then the students read the text taking turns of participation.	1	4 min
Vocabulary introduction	The teacher shows pictures about the new words to have students a better understanding about the text and says to students they are going to make a summary about the continent they choose	The students read the text again and underline the information they are going to write al the back of the map that they did for homework.	1	5 min
1st practice	Teacher says to students to take out the map and write about the continent the have already chosen.	Students write a short text with information about the continent they chooses.	1	10 min
2nd practice or Social interaction	When the student has finished their writing, Teacher asks some volunteer to participate and read the text about their continent.	The volunteers read the text and the other students listening carefully to their classmates.	1	5 min

Grammar Focus [	Finally the Teacher presented an interactive game about The Americas using the App: "Make it": <a href="https://play.makeit.app?code=444168">https://play.makeit.app?code=444168</a> The students answer the answers together.	The student checks the answers with the Teacher help.		<b>8 min</b>
Summary	Identify information following its reading aloud about the American Continent. And write a short text about the continent they choose.			

### 3. Evaluation

#### POINTS

The students can write information about their continent at the back of the map	5
The student can understand the topic based on illustration and information.	3
The students can follow the reading aloud.	2
<b>Total</b>	<b>10</b>

### 4. Conclusion

The teacher asks students if they like the activity and reinforced what they learned, the teacher says to students to read the text and practice at home, for the next class they going to read about their text.

1. Lesson plan identification cell.	
Author	Denisse Gómez Vallin
Educational stage	3 <sup>rd</sup> grade Elementary school.
Title of your Lesson plan	Share information about the Americas to record and create a puzzle
Learning Objective of the plan	Share information about the continent with their classmates
Communicative skill considered	Speaking
State of the following options	Point out data or information about a continent
Functions	Talk and share information about a continent
Main Grammar structure	Simple present, Simple pasts, adjectives, personal pronouns.
Other Grammar structures	North America it's the third largest of the seven continents.
Brief description of the plan	The students participate presenting their maps and talking about the country they choose.
Hours of the plan implementation	40 minutes class and 20 minutes for homework
Number of sessions	1
Contents required for the lesson	Talk about a continent to record information.
Link of the content	

## 2. Lesson development

Step of the lesson	Teacher activities	Students activities	Session number	Time Cycle
Introduction activity	The teacher starts by asking if they can mention the countries of the continent they choose. And share the information with their classmates.	Students participate mentions the countries of the continent taking turns of participation.	1	5 min
Set the objective of the lesson	The teacher says to students that they going to reviewed what they learned about the Americas and asked students questions about each continent.	Students listen carefully to the Teacher and answer the questions made by the teacher.	1	3 min
Information processing activity	Teacher asked to students to share the information that they wrote with their classmates to see if they have the same information. T divides the rooms and put students with the same continent to talk and share information.	The students get in groups and share the information with their classmates checking if they have the same information.	1	4 min
Vocabulary introduction	The Teacher introduce vocabulary to talk about their continent by modeling what	Students pay attention to the Teacher to know have	1	5 min

	they have to present their final project.	to present their final project.		
1st practice	Teacher asked a person randomly to talk about their continent and the rest of the class listen attentively to their classmates.	Students start to participate talking about their continent.	<b>1</b>	<b>10 min</b>
2nd practice or Social interaction	Teacher explains to students how to create the puzzle for homework and how they have to record information about the continent to send the final project for homework.	The students listen carefully to the instructions made by the Teacher and take note about their final project.	<b>1</b>	<b>5 min</b>
Grammar Focus	The teacher teaches the students how to presented the final project using the information about their continent	The student will be able to ask any questions if they have doubts.	<b>1</b>	<b>8 min</b>
Summary	Record information about a continent to create a puzzle.			

### 3. Evaluation

#### POINTS

The learner can talk and share information about their continent	5
The learner can created a puzzle of one America continent using their creativity.	3
The student can check and verify information with their classmate.	2
<b>Total</b>	<b>10</b>

#### Conclusion

The teacher asks students if they like the activity and reinforced what they learned, the teacher suggest to students to learned what they have wrote to made their video.

#### 5. Follow up activities

Teacher give the students instructions to create a puzzle and record the information to send the final project to the Teacher.

#### 6. Materials:

Videos about the Americas.

Information about each continent

Student's maps.

## 2.02 Assessment:

For this project I used the assessment criteria with the collection of all my students' evidences based on the achievements for each learning outcomes. I assess my students' performance in product working each week on the stage of the product to the end of the unit student participate presenting their product. I created different activities for each week working on the stages of the product, my students' performances are based on the criteria describing by Brown.

For speaking and listening the activities that I designed for this project are based on the observation made by Brown mainly for the speaking domain. If the purpose is that the learners perform activities effectively, it is important that the aural input is comprehensible to the learners. *The first way to evaluate the performance of learner is to confirm that the activities are comprehensible and at his level.* (Brown, (2004).) I selected activities according to the level of the students, where the students have to listen to videos about each region of the Americas talking about the languages, flag, location and nationality, first students have to familiarize with the unknown words provide it before with the new vocabulary so they can understand what they are listening. And for speaking students have to talk about one region of the Americas once they have practicing by understanding the text and performance the learning effectively.

For writing and reading assessment I used the method of the observation that results from monitoring my students' performance based on the objective of the project, reading information about each region to continue the next class write a summary about the region that they chose was the students come as close as possible to the model. If it was about writing a questionnaire and answering it, they made a self-correction based on the model and if it was about copying a text, a peer correction was made or I pointed out the mistakes.

For reading the students read in a choral repetition, listen first to me as a model and later students read individually. Whenever I corrected a writing I always did it on the basis of a grammatical explanation or a reason that provided the student with useful information for his learning. I used this criteria to evaluate my student's performance in both their choral and individual participation.

## **2.03 THE ASSESSING OR EVALUATING TOOLS.**

I used continuous assessment because I think it's the best way to evaluate my students, monitoring my students performance and activities providing by positive feedback to motivating continue learning more in a direct and immediately way.

For this project I evaluated my students using checklist provide by the Coordination of Proni, that it's an evaluation tool that I have to fill out weekly where I evaluate the progress of the expected learning of the week. Using this tool help me to provide my students a grade at the end of the month and to have my students.

I also used rubrics that describe the achievements of my students that contain a scale with a range of each achievement to developed their final product, The best way to obtain a criterion for assigning a grade in the case of young students is to design analytical and holistic rubrics of their performance. (O'Malley, 1996). The progress of the students regarding the expected learning as well as the development of micro skills such as the production of short sentences, identification of some grammatical functions and macro skills such as identifying the main idea in a text, giving examples, making use of body language and non-verbal aspects of language, are used to convey a meaning. In a chart where all these observations are organized, it is possible to evaluate how a student is able to overcome the challenges of learning and developing productive English skills such as speaking and writing. Rubrics are the basic information in order to give feedback to students.

The Portfolio was another evaluation tool that I use to corroborate and collect my student's evidence and progress o as well as their perseverance and commitment. The collect of the evidence helps me to create the material for the video of this project. (Appendix 2).

### **2.03.1 Application Evidence.**

On the next images I showed the evidences of my students, they work 3 session working each day with different skills, and for the final product they have to create a puzzle and record a video with information about one region. (See Appendix 2)

### **2.03.2 Evaluation tool Evidence.**

**For this project I monitoring my students each class, this is the most important is part for a continuous evaluation.** A **checklist** is a **tool** students can use to make sure they have met all requirements of an assignment that will be assessed. The teacher creating the **checklist** decides

which features of the assignment are important enough to factor into how the work will be graded or otherwise evaluated.

**As a complement of this observation, the Portfolio that students recompile during the unit is an important evidence that shows the progress through the sessions of class. Students can appreciate in the portfolio their own learning process. Portfolio assessment** enables students to reflect their real performance, to show their weak and strong domain and to observe student's progress during the learning process, and encourages students to take responsibilities for their own learning.

**Feedback is the closure part of the evaluation that students receive. The teacher's opinion encourages students to follow through their learning process.** Feedback is valuable when it is received, understood and acted on. How student's analyses, discuss and act on feedback is as important as the quality of the feedback itself. (Nicol, 2010)

Through the interaction students have with feedback, they come to understand how to develop their learning

### 2.03.3 RECORDED ACTIVITIES

This is the link of my video project, I post it on YouTube, its public, and every one can access to the video and make comments.

[https://www.youtube.com/watch?v=-gRKSQXbc\\_Q](https://www.youtube.com/watch?v=-gRKSQXbc_Q)

VIDEO SCRIPT.

Stage and Time Mark	Activity	Methodological Remark
0:54 Session 1 Pre-listening activity.	Students listen to the song about the Americas to have students identify all the countries.	Presenting new vocabulary. Listen to song have students internalize the meaning of new words.
1:26 Post-listening Activity 1	Students listen again and write five countries they can remember in their notebooks.	Strategy use with songs, enable students to be aware of the purpose of listening to a song and to focus on the

		meaning of the song while they listening.
2:04 Pre-listening Activity 2	Students watch a video about North America and the language each country speak.	Selecting listening though videos involves understanding of the speaker accent and pronunciation.
2:34 First homework. Free- Activity	Students draw a map of the continent they like the most to work on the first step of their final product.	Drawing pictures helps students to understand the meaning of the target English word to the L1 translation.
2:53 Session 2 Pre- Reading	Students read an informative text about each region.	<b>Active a Critical Reading,</b> active reading, ask yourself questions throughout. Think critically about the meaning of the words, the significance of the facts,
3:01 While reading activity	Students read the text aloud along with the Teacher.	Guided reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning.
3:12 Writing Activity	Students write a summary about the region follow the teacher's informative text.	Modeling the text first, helps students to have a clear understanding of what they need to write.
3:19 Second homework	Students re-write the text at the back of their maps.	Free- writing activity, focus student's attention on the process of learning and connecting words while thinking and writing.



3:40 Session 3 Reading Activity	Students participate and read the text they wrote for homework.	Reading aloud to encourage students to practice their oral and pronunciation skills.
5:03 Third Homework	Teacher explains to students how to create a puzzle for their final product and the material they can use.	Free Activity; students have the opportunity to use their creativity and imagination.
5:10 Presentation of their final product.	Presentation final product: A puzzle about one region of the Americas.	Project-based assessments are an alternative to tests that allow students to engage with their learning in more concrete ways.
9:58 Evaluation	Students send the evidences via WhatsApp and google classroom.	Evidences based assessment tool, to monitoring and evaluate my students performances based on the result of the framework approach and to measure their grade thought the evaluation.
10:08	Evaluation tools	Checklist Rubrics. Portfolio

### Chapter 3. Experience Report.

The objective of this project is that by the end of the lesson the students of 3grade will be able to talk about and share information about a region of the America by recording information. I designed different activities to put in practice the 4 skills sharing information about the regions of the American continent , knowing knew vocabulary to be able to write a short text for practicing to produce the final product and the use of imagination to create a puzzle .

With this project my students were able to talk about a region of the Americas, know and appreciation linguistic diversity. They developed intercultural attitudes which consists in acquiring knowledge of the countries of the Americas, trying to communicate the language each country speak. Curiosity or openness is one of the intercultural attitudes to consider for this project mainly because when Byram is discussing intercultural attitudes focuses on the attitudes of curiosity and openness. He explains that in order to be intercultural competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way. (Byram M. A., 2002).

The student's openness using the language as a meaning of appreciation other language and culture to be able to communicate with other countries of the world acquiring the English language as a communicative language with other countries.

The outcomes of the lesson were three based on the achievements of the unit: Identify purpose and topic based on illustrations and information, share information about the region with their classmates and Rewrite information about a country on the back of the map to complete the final product. By the end of the lesson the students have to deliver their final product via WhatsApp or google classroom.

The result was good 14 students of 24 in total worked on the project, I assess my students using checklist and rubrics, all the 14 students completed the activities, they worked on time, working each day with the steps of the final product, the evidences was send via WhatsApp and google classroom, the students send good works about their continent and they prepared by practicing reading aloud for recording their video. But not all the students could talk about their continent without reading the information. On the first sessions the students have to answer question about the different regions of the Americas, some students have difficulties to answer well the questions, on the second outcome about reading information about each continent students have difficult by

pronouncing well the words. At the end of the lesson only 4 students could produce their video without reading the information, the rest of the class make their videos reading the information at the back of their maps.

To achieve all the expected outcomes of this project, the possible solutions to work on the different skills:

Listening.

The students can find hard to understand English, some students frustrate because they can't understand a word, but with practice we can active the listening skills. Here's are some good way for teaching listening.

1. Make it explicit: we can help the students understand an audio by introducing the key vocabulary that it's going to present in the audio, this help the learners prepare before the task.
2. Model: We can model the audio or the conversation before the students listening to the audio, or print the dialogues and we have the students act out the conversation.
3. Practice: have students do a lot of practice listening to story, movies or songs in English to develop their listening skills.
4. Provide Top-down and bottom-up listening practice: create different activities with bottom-up and top-down helps the students become an active listening.

Bottom-up: help the students recognize lexical and pronunciation features to understand a text or and audio. The students can be able to:

Distinguish individual sounds and stressed syllabus, listening for intonation, identify grammatical forms and fiction and recognize linking words.

Top- down: we can create activities that with the students previously knowledge like: listening for gist, main idea and topic. Listening for specific information, predicting, guessing and inferencing.

### **Speaking**

Being able to speak English fluently is critical to our student's success both inside and outside the classroom.

When I see a student who is too shy to speak up in the classroom or to answer a question, even when they have known the answer. I need to use the following strategies that help my students

improve speaking skills. These are specific strategies that help my students acquire and use the oral language.

- Model language by saying aloud and writing the ideas and concepts you're teaching.
- Model what a fluent reader sounds like through focused read-aloud.
- Tell students what they are learning about each day and whether they will be reading, writing, listening, or speaking.
- Make expectations clear for behavior, written assignments, independent practice, and group work. Write key expectations on a chart and keep the chart posted for reference. Use a rubric whenever possible to help students evaluate their behavior and work.
- Teach choral speaking and reading.
- Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and can approve it.

### **Reading**

The key to learning to read is excellent instructions.

- Excellent instruction for pre-reading skills consists of: vocabulary development, phonemic awareness, knowledge of the alphabet, letter-sound correlation, concepts of print, listening comprehension, decoding, and comprehension skills.

### **Writing**

- Check my students spelling.
- Writing conventions are the basic technical skills that make writing coherent and understandable. Good spelling is a key element of clear and professional writing.
- Look at my student's punctuation.
- Examine their capitalization.
- Look over their writing and make sure that they follow such conventions as:
- Capitalizing the first words of sentences.
- Capitalizing proper nouns and adjectives, including personal names, place names, and titles before proper nouns (e.g., Governor Johnson).
- Using correct capitalization when writing titles of works, such as books or articles.
-

## Chapter 4: Conclusions

In modern time education it is important to know all the methods, approach and techniques that we need to use in our teaching in order to have the students acquire the language.

English Teachers should try to be sure that the messages are understood by the students, using all the materials and techniques that are necessary for our students, and plan strategies to make the target language accessible to the learners.

The language acquisition is a natural process, and the best example is how young learners engage in that process today in their home learning. This acquisition takes place through receiving and understanding messages for any person, building a listening vocabulary and verbal production of the language.

It is our duty to provide comprehensible input to make sure the students are able to understand everything that is being taught. Krashen suggests that simply hearing a second language with understanding appears to be necessary but is not sufficient for language acquisition to take place.

An important element of Krashen's theory is the Silent Period, having our learners acquire the language knowledge by only listening and understanding the language.

We should not force our students to reproduce sound and speaking fluency, give our students a time to process the language and when they are ready they began to speak in English.

Creating a good teaching environment when our students can learn confidently and enjoy their English class, knowing what is their role as students and help them to become better learners while they learn at home, providing all the materials and the use of technologies that nowadays all require.

Now I feel more confident about my teaching and I can say I'm doing a great job helping my students to develop the language and to prepare me to be a better teacher and have my teaching in a good environment where my students can learn in a comfortable and fun way.

Through all these years of experience as a Public School English teacher, I can affirm that I have learned to understand the socio-cultural diversity in which my students live every day. My personal attitudes and social understanding have been transformed by these experiences in the school context in which I work, so I have learned to be tolerant and empathetic with my students. I recognize that we

are in a process of change in public schools but the knowledge acquired in the specialization will give me the progress I need to achieve my goals.

I enjoyed making this project, from the moment that I started to think about what intercultural awareness needs to developed my students and thinking a fun way to produce what they need to learned, in order to have an appreciation of other language and culture, and know that they can communicate with other persons in different parts of the world.

The activities that I created for my lesson plan was at the level of my students, I selected different videos with easy information that my students can understand, for worked the listening activity, also they have fun signing a fun song about the countries. For reading skill I created three different short informative text with information they can read and understand, they summary the text by writing a short text about five lines easy to read and remember to record their video. The students were able to read aloud sharing the information with their classmates. For speaking they record a video about their continent, some of the students were prepared and could talk about the continent and the others could read aloud recording their video. The puzzle their create were very nice they used their imagination creating and having fun making their puzzle.

The results was good all the 14 students made their final project they worked 3 session on the steps of the product and at the end they could read aloud and learned about other cultures and language, their location, their countries, now they have more knowledge about the American Continent.

I'm proud of my students and the results that they have by recording their video and making their puzzle, the students were working well each session, they participated, have fun, have more intercultural awareness about the American Continent.

All of these aspects reviewed up to this point should be considered as the basis for achieving effective speaking objectives in the future preparation of children in L2. In these circumstances, it is a recommended solution to implement communication strategies.

Observing their performance as they worked through the activities in this project, it can be said that the activities must fulfill certain requirements in order to be effective.

The goal is to set an achievable objective according to the level of English that the students have, so it is necessary to design a teaching strategy that will allow them to increase their performance in EFL developing the four skills.

**DECLARATION LETTER:**

I declare that the following **Final Project : “ Developing Intercultural awareness about the Americas by recording information about one region”** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at [http://eeaille.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaille\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm) *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfhb/sec409.html>) and Universidad Pedagogical Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”*<sup>1</sup>

*Definitions and Examples*

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

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<sup>1</sup> EEAIL-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

[http://eeaille.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaille\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdf](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf)

*occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.*

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

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

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

*TITULO QUINTO: De las sanciones y recursos.*

*CAPITULO 1. De las sanciones*

*III. Baja definitiva en los siguientes casos:*

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

Denisse Gomez Vallin

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<sup>2</sup> Reglamento General para estudios de posgrado de la UPN.

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



## Appendix 1

### Assessment tool

#### Check list

Datos del Alumno		Didáctica General			Aprendizajes Esperados						Valoración Promedio Semanal
No.	Nombre del alumno	El alumno envía evidencia del trabajo en casa en tiempo y forma.	Si es alumno No envía evidencia del trabajo en casa, mencionar la razón:	se observa que el alumno sigue las instrucciones indicadas en el trabajo.	LISTENING: Explore illustrated maps with specific information about the Americas (locations, flag, language, etc.)		READING/ WRITING: Write information about a continent at the back of the map. Identify information following its reading aloud.		SPEAKING: Record information about their continent. Create a puzzle about the Americas.		
					Nivel de progreso	Calificación sema	Nivel de progreso	Calificación sema	Nivel de progreso	Calificación sema	
1	Aguirre Ramos Fernando Antonio										#DIV/0!
2	Bonilla Juárez Jesús Santiago	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
3	Castañeda Lizárraga Berlín Yanet	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
4	De León Torres Ian										#DIV/0!
5	Dominick Arce Ivana										#DIV/0!
6	Durán Ortiz Camila	si		si	Avanzado	10	Avanzado	10			10
7	Escalera Mejía Alexia Yamleth										#DIV/0!
8	García Malcampo Ian Santiago	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
9	Gómez Sainz Erik Adair	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
10	Hernández Alaniz Tadeo Guadalupe	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
11	Ibarra Guerra Sahori Aleksandra										#DIV/0!
12	Lizárraga Barreiro Alisa										#DIV/0!
13	Mayoquin Topete Christian Gael										#DIV/0!
14	Núñez Rivera Mia Karime	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
15	Osuna Quintero Arlette Mireya	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
16	Osuna Romero Emiliano	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
17	Ponce Zavala María José	si		si	Avanzado	10	Avanzado	10			10
18	Ramos De Aicua Y Hahn Fernando José	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
19	Rodríguez González Alicia Violeta	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
20	Salas Santillán Carlos Damián										#DIV/0!
21	Sánchez Pérez Daniel Alfredo	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
22	Uribe Ontiveros Andrea Karolina	si		si	Avanzado	10	Avanzado	10	Avanzado	10	10
23	Valdés Soto Wilber Gerardo										#DIV/0!
24	Villa Santillán José Luis										#DIV/0!
25											#DIV/0!

#### Rubrics:

Expectations:	Needs to work	Adequate	Good	Excellent

Nombre del Alumno :	LISTENING: Explore illustrated maps with specific information about the Americas (locations, flag, language, etc.)	READING/ WRITING: Write information about a continent at the back of the map. Identify information following its reading aloud.	SPEAKING: Record information about their continent. Create a puzzle about the Americas.
Jesús Santiago Bonilla Juárez	Excellent	Good	Good
Berlín Yanet Castañeda Lizárraga	Excellent	Excellent	Excellent
Camila Durán Ortiz	Good	Good	Needs to work

Ian Santiago García Malcampo	Good	Good	Good
Erik Adair Gómez Sainz	Excellent	Good	Good
Tadeo Guadalupe Hernández Alaniz	Excellent	Good	Good
Mia Karime Núñez Rivera	Excellent	Good	Good
Arlette Mireya Osuna Quintero	Excellent	Good	Good
Emiliano Osuna Romero	Excellent	Good	Good
María José Ponce Zavala	Excellent	Good	Needs to work
Fernando José Ramos De Aicua Y Hahn	Excellent	Excellent	Excellent
Alicia Violeta Rodríguez González	Excellent	Good	Good
Daniel Alfredo Sánchez Pérez	Excellent	Good	Good
Andrea Karolina Uribe Ontiveros	Excellent	Good	Good

## Portfolio in "Google Classroom"

TERCER TRIMESTRE  
Tercer grado

Instrucciones Trabajo del alumno

Devolver 100 puntos

0 Entregaron 15 Asignadas 10 Calificadas

Calificadas

<p>Alicia Hernández</p> <p>"Excelente, muy bonito video ..."</p> <p>10 Entrega tardía</p>	<p>Alicia Violeta Rodríguez G...</p> <p>"Excelente trabajo, muchas g..."</p> <p>10 Entrega tardía</p>	<p>Andrea Karolina Uribe Onti...</p> <p>"EXCELENTE TRABAJO, MUY..."</p> <p>10</p>	<p>Arlette Mireya Osuna Quint...</p> <p>"Excelente trabajo, muchas g..."</p> <p>10 Entrega tardía</p>	<p>Bonilla Juarez Jesus Santi...</p> <p>"Excelente, muchas gracias"</p> <p>10 Entrega tardía</p>
<p>Emiliano Osuna Romero</p> <p>"Excelente trabajo, felicidade..."</p> <p>10 Entrega tardía</p>	<p>Fer Ramos aicua</p> <p>"Excelente, muchas gracias, f..."</p> <p>10 Entrega tardía</p>	<p>Ian Santiago García Malca...</p> <p>"EXCELENTE, BUEN TRABAJ..."</p> <p>10</p>	<p>Mia karime</p> <p>"EXCELENTE, MUY BUEN TR..."</p> <p>10</p>	

Calificadas

<p>Alicia Hernández</p> <p>2 archivos adjuntos Calificada</p>	<p>Alicia Violeta Rodríguez Gonzalez</p> <p>2 archivos adjuntos Calificada</p>	<p>Andrea Karolina Uribe Ontiveros</p> <p>3 archivos adjuntos Calificada</p>	<p>Arlette Mireya Osuna Quintero</p> <p>CamScanner 05-21-20... Calificada</p>	<p>Bonilla Juarez Jesus Santiago</p> <p>WhatsApp Image 202... Calificada</p>
<p>Emiliano Osuna Romero</p> <p>2 archivos adjuntos Calificada</p>	<p>Fer Ramos aicua</p> <p>2 archivos adjuntos Calificada</p>	<p>Ian Santiago García Malcampo</p> <p>2 archivos adjuntos Calificada</p>	<p>Mia karime</p> <p>4 archivos adjuntos Calificada</p>	<p>Xd</p> <p>3 archivos adjuntos Calificada</p>

Activar Windows  
Ve a Configuración para activar Windows.

Portfolio in my PC

North America: These students talk about North America.



ANDREA



DANIEL



MARIA JOSE



SANTIAGO

ite equipo > Descargas > PROJECT EEAILE > NORTH AMERICA > ANDREA

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IMG\_20210519\_192515



VID\_20210519\_200458



Week 2\_Write about your continent (11 may, 2021 2...

quipo > Descargas > PROJECT EEAILE > NORTH AMERICA > DANIEL

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DANIEL'S MAP\_WRITING



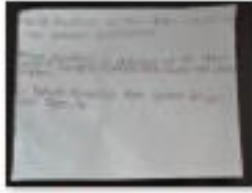
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VID-20210516-WA0008

e equipo > Descargas > PROJECT EEAILE > NORTH AMERICA > MARIA JOSE

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MARIA  
JOSE\_WRITING



MARIA JOSE'S  
MAP

equipo > Descargas > PROJECT EEAILE > NORTH AMERICA > SANTIAGO

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SANTIAGO



WhatsApp Image  
2021-05-11 at  
9.53.03 PM



WhatsApp Image  
2021-05-21 at  
6.01.11 PM



WhatsApp Video  
2021-05-21 at  
7.49.44 PM

**Central America: These students talk about Central America.**



ALICIA



CAMILA



EMILIANO



FER RAMOS



MIA



tadeo

e equipo > Descargas > PROJECT EEAILE > CENTRAL AMERICA > ALICIA

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IMG\_20210513\_11  
4232711



IMG\_20210521\_19  
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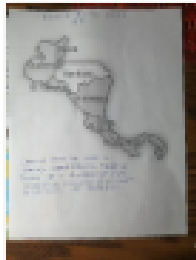
IMG\_20210521\_19  
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WhatsApp Video  
2021-05-21 at  
7.58.58 PM

e equipo > Descargas > PROJECT EEAILE > CENTRAL AMERICA > CAMILA

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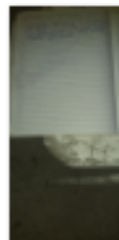
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about your  
continent (12  
may 2021 10\_...

e equipo > Descargas > PROJECT EEAILE > CENTRAL AMERICA > EMILIANO

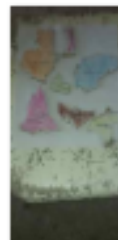
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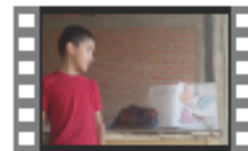
C.A\_EMILIANO'S  
MAP



Week 2\_Write  
about your  
continent (13  
may. 2021 7...



Week 3\_Record a  
Video about your  
continent (21  
may. 2021 5\_53...

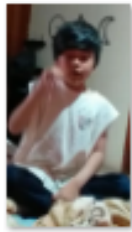


Week 3\_Record a  
Video about your  
continent (21  
may. 2021 5\_59...

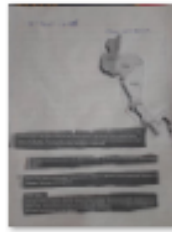
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A0000



Week 3\_ Record a  
Video about your  
continent (17  
may. 2021 12\_3...

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equipo > Descargas > PROJECT EEAILE > CENTRAL AMERICA > MIA

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20210520\_115006



20210520\_115625



20210520\_123307



20210520\_123427



MIA'S MAP



MIA'S WRITING

---

e equipo > Descargas > PROJECT EEAILE > CENTRAL AMERICA > tadeo

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162087324654486  
661091938199060  
77



Alicia's map



Screenshot\_2021  
0521\_104329



YouCut\_20210521  
\_103908496

South America: These students talk about South America.



ARLET



BERLIN



ERIK



IAN

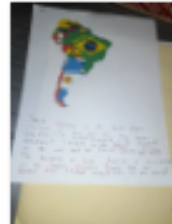
este equipo > Descargas > PROJECT EEAILE > SOUTH AMERICA > ARLET



ARLET'S MAP



CamScanner  
05-21-2021 18.47



Week 2\_Write  
about your  
continent (11  
may. 2021 3...



WhatsApp Video  
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6.51.17 PM

Este equipo > Descargas > PROJECT EEAILE > SOUTH AMERICA > BERLIN



WhatsApp Image  
2021-05-21 at  
6.18.22 PM



WhatsApp Video  
2021-05-21 at  
6.18.22 PM

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ERICK'S MAP



ERIK'S WRITING



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IMG\_9964[1]



IMG\_9966[1]

equipo > Descargas > PROJECT EEAILE > SOUTH AMERICA > IAN



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0901



IMG\_20210520\_12  
3512



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3912



## Appendix 2

### Digital Material

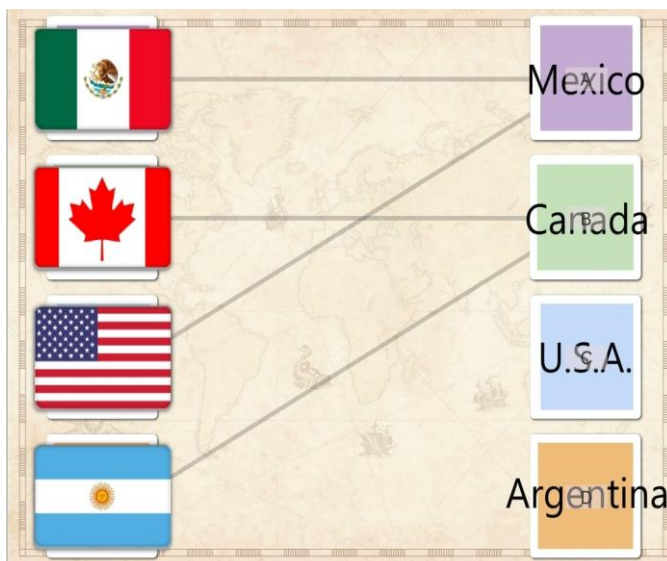
Américas Map

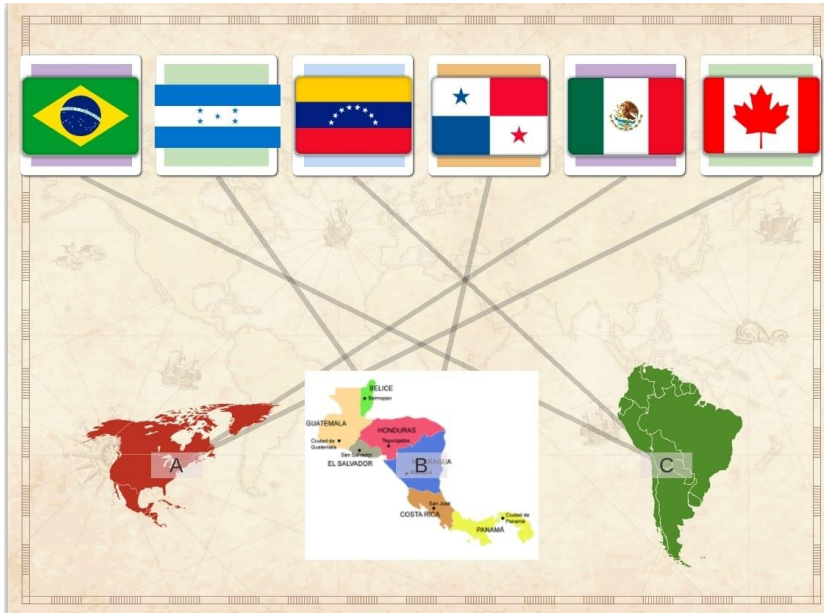


North América Map



Make it activity for homework: <https://play.makeit.app/code=444168>








Where are you from?

I 'M FROM MEX I CO



The elements for dragging and sorting will be loaded here. TIP: You can set some elements so that they will appear previously fixed when played.

Unscramble the words

Mexico is located in North America

America is located Mexico in North

Drag the words to complete the sentences.


In the U.S.A. they speak English

In the they U.S.A. speak English

Complete the puzzle



Color the Mexican flag

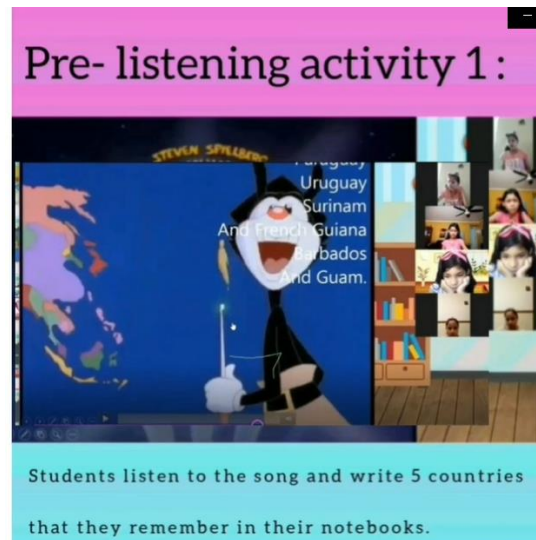


dreamstime.com

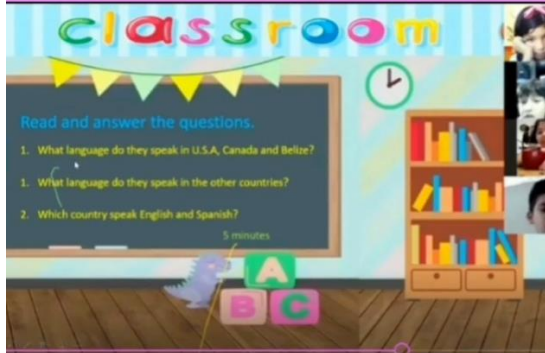
### Appendix 3

#### Application of the project

##### Session 1



## Post- listening: Activity 2



A classroom scene with a chalkboard, a bookshelf, and a clock. The word "classroom" is written in colorful letters at the top. The chalkboard has the following text:

Read and answer the questions.

1. What language do they speak in U.S.A, Canada and Belize?
1. What language do they speak in the other countries?
2. Which country speak English and Spanish?

5 minutes

ABC

Guide Practice: Students participate and answer the questions with the Teacher help.

## First Homework



A classroom scene with a chalkboard, a bookshelf, and a clock. The word "classroom" is written in colorful letters at the top. The chalkboard has the following text:

Homework  
Choose a continent and draw it in your notebook

Three maps of continents are shown: North America, South America, and Europe.

Students choose the continent they like the most for work with their product



A collage of student homework assignments. The top row shows three maps of North America, each with different patterns and colors. The bottom row shows three maps of South America, each with different colors and patterns. The text "First homework:" is written on the chalkboard in the background.

Session 2

**classroom**

**Second Session:**

**"Read and write information about one America Continent"**

**Communicative skills:**  
**"Reading and writing"**

A chalkboard with a silhouette of a person writing. In the foreground, there are colorful blocks with letters 'A', 'B', and 'C' and a purple dinosaur.

**Pre-Reading: Activity 1**

**classroom**

South America is the fourth largest continent in size and the fifth largest in population. It is located primarily in the southern hemisphere. It is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west. The geography of South America is dominated by the Andes Mountain Range and the Amazon River (second longest river in the world).

The highest point in South America is Cerro Aconcagua in the Andes Mountains in the country of Argentina. The largest South American country in both size and population is Brazil. The largest city is São Paulo, which is also one of the ten largest cities in the world.

**Major cities:**  
São Paulo, Brazil; Buenos Aires, Argentina; Rio de Janeiro, Brazil; Santiago, Chile; Brasília, Brazil; Lima, Peru; Bogotá, Colombia; Caracas, Venezuela; Belo Horizonte, Brazil; Medellín, Colombia.

In South America they speak Spanish and Portuguese.

A map of South America with countries colored. A clock shows 1:50. In the foreground, there are colorful blocks with letters 'A', 'B', and 'C' and a purple dinosaur.

**Teacher shows an informative text about each continent**

**While-reading: Activity 1**

**classroom**

North America is the third largest continent in size and the third largest in population. It is located primarily in the northern hemisphere. It is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west. The geography of North America is dominated by the Rocky Mountain Range and the Mississippi River (second longest river in the world).

The city with the largest population in North America is Mexico City. The most populated country in the United States is the United States. The largest city in North America is the Washington Metropolitan Area.

Canada is slightly larger than the United States in area ranking & the second largest country by area in the world (after Russia).

**Major cities:**  
Mexico City, Mexico; New York City, USA; Los Angeles, USA; Chicago, USA; Toronto, Canada; Houston, USA; Denver, USA; Montreal, Quebec, Canada; Philadelphia, USA; Washington, DC, USA.

In North America they speak English and Spanish.

A map of North America with the United States and Canada colored. A clock shows 1:50. In the foreground, there are colorful blocks with letters 'A', 'B', and 'C' and a purple dinosaur.

**Guide reading:**  
**Students read along with the teacher.**

**Writing Activity**

**classroom**

**Write a short text about your continent**

**5 lines easy to remember.**

North America is the third largest of the seven continents.

North America is dominated by its three major countries: Canada, Mexico, and the United States.

The city with the largest population in North America is Mexico City.

The largest river in North America is the Mississippi-Missouri River.

In North America they speak English and Spanish.

A map of North America with the United States and Canada colored. A clock shows 1:50. In the foreground, there are colorful blocks with letters 'A', 'B', and 'C' and a purple dinosaur.

**Teacher shows a short text about North America as an example of their writing**

**Second Homework:**

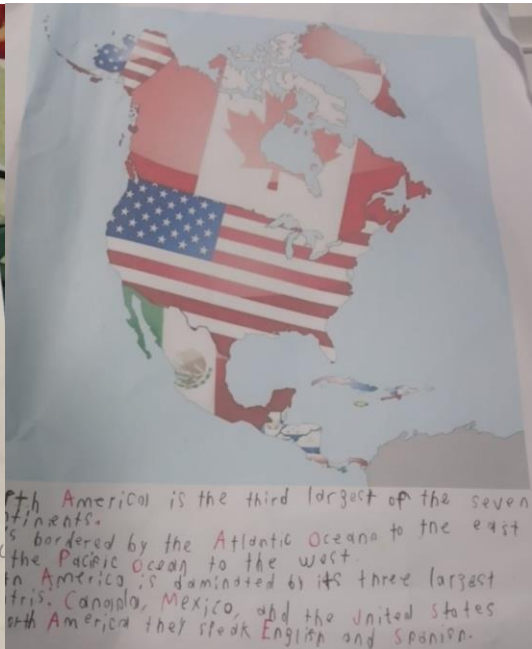
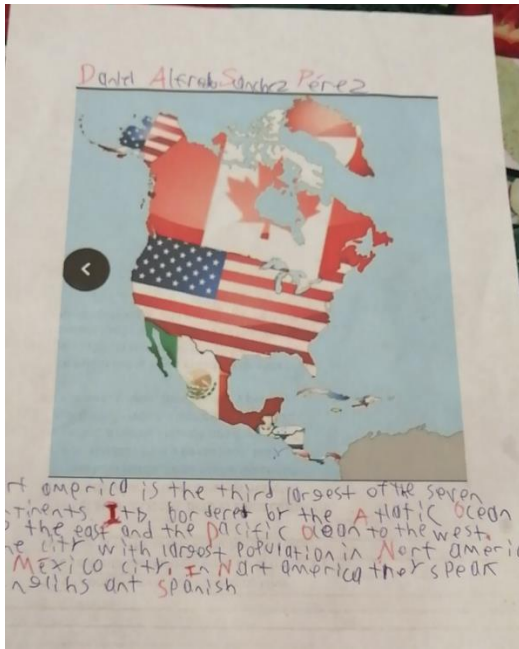
**classroom**

**Homework:**

Re-write the information at the back of your map.  
And practice to record your video.

A chalkboard with a clock showing 1:50. To the right is a bookshelf with books. In the foreground, there are colorful blocks with letters 'A', 'B', and 'C' and a purple dinosaur.

**Free Practice Activity:**  
**Students write a short text at the back of their maps.**



North America is the third largest of the seven continents.

North America is dominated by its three largest countries: Canada, Mexico, and the United States.

In North America they speak English and Spanish.

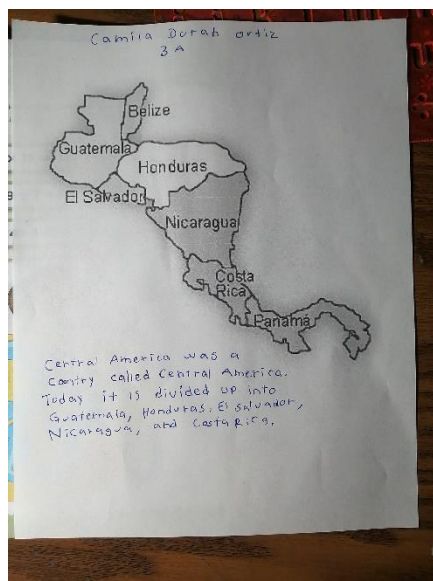
Write a short text about your continent.

5 lines easy to remember

1- There are seven countries that are considered part of Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.

2- Central America was home to the Mayan civilization.

3- 3 Mayan cities: Santo Domingo, Dominican Republic, Havana, Cuba and Santiago, Dominican Republic.



JUEVES 13 de MAYO 2021

central america is a narrow  
bordered by south America  
to the south to the east  
of ocean is to the west  
There are seven

13- May - 2021

North America

Central America is a narrow bordered by North America and the Gulf of Mexico to the north and by South America to the south. In the east of Central America is the Atlantic Ocean and the Pacific Ocean is to the west. There are seven countries that are considered part of Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama.

Central America was home to the Mayan Civilization, one of the great civilizations of the historic world.

There once was a country called Central America. Today it is divided up into Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica.

Major cities:  
 Santo Domingo, Dominican Republic; Havana, Cuba; Santiago, Dominican Republic; Guatemala City, Republic of Guatemala; San Salvador, El Salvador; Tegucigalpa, Honduras; Managua, Nicaragua; San Pedro Sula, Honduras; Panama City, Panama; San José, Costa Rica  
 In Central America they speak Spanish.

Central America.

Todos los países de América Central.

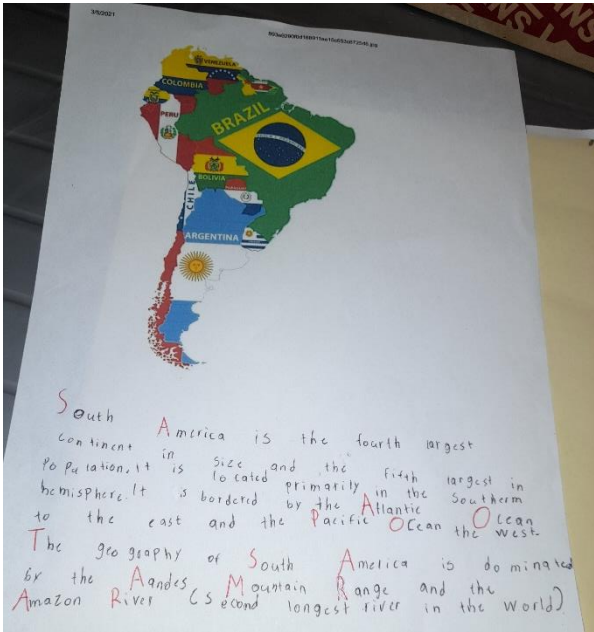
There once was a country called Central America. Today it is divided up into Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica.

Central America was home to the Mayan civilization, one of the great civilizations of the historic world.

Todos los países de América Central.

Central America is a narrow bordered by north America and at the Gulf of Mexico to the north and by South America to the east of Central America is the Atlantic Ocean is to the west there are seven Central America Belize Costa Rica El Salvador Guatemala Honduras Nicaragua and Panama the once was a country called Central America





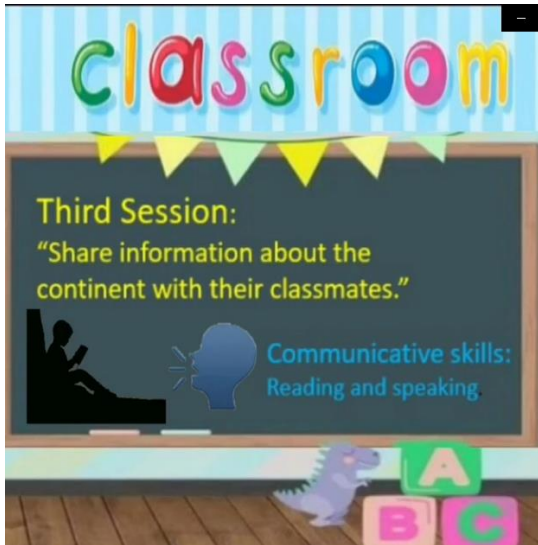
South America is the fourth largest continent in size and the fifth largest in population.

The largest city is Sao Paulo, Brazil, which is also one of the ten largest in the world.

In South America they speak Spanish and Portuguese.

South America is the fourth largest continent in size and the fifth largest in population. It is located primarily in the Southern Hemisphere.

### Session 3

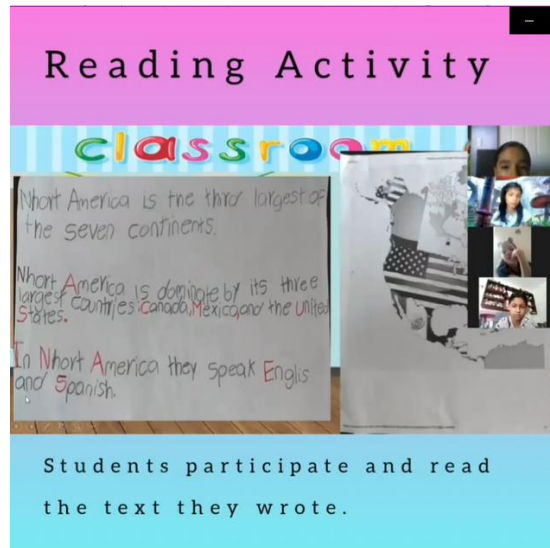


**classroom**

**Third Session:**  
"Share information about the continent with their classmates."

**Communicative skills:**  
Reading and speaking

The slide features a chalkboard background with colorful letter blocks (A, B, C) and a dinosaur illustration at the bottom.



**Reading Activity**

**classroom**

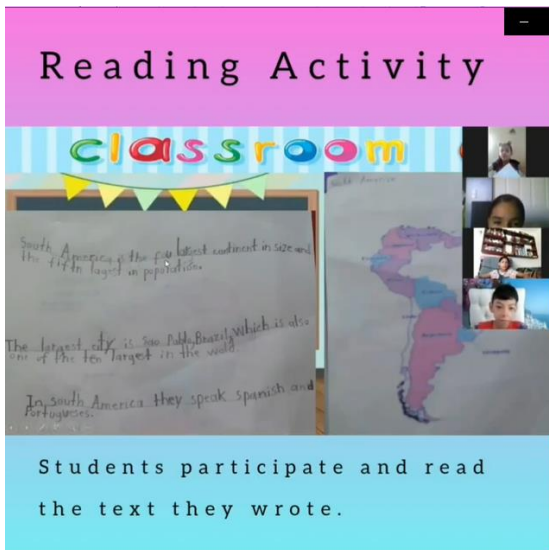
North America is the third largest of the seven continents.

North America is dominated by its three large countries: Canada, Mexico and the United States.

In North America they speak English and Spanish.

Students participate and read the text they wrote.

The slide shows a virtual classroom with a whiteboard containing handwritten text and a map of North America. Several student video feeds are visible in the top right corner.



**Reading Activity**

**classroom**

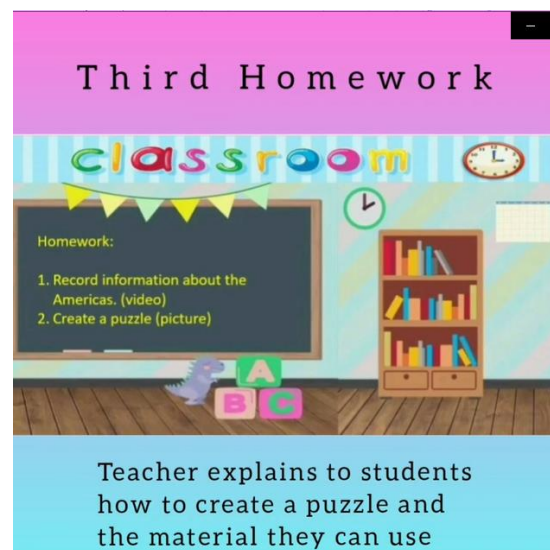
South America is the fifth largest continent in size and the fifth largest in population.

The largest city is Sao Paulo, Brazil, which is also one of the ten largest in the world.

In South America they speak Spanish and Portuguese.

Students participate and read the text they wrote.

The slide shows a virtual classroom with a whiteboard containing handwritten text and a map of South America. Student video feeds are visible in the top right corner.



**Third Homework**

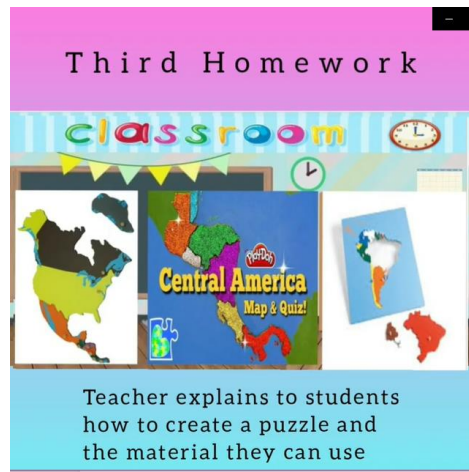
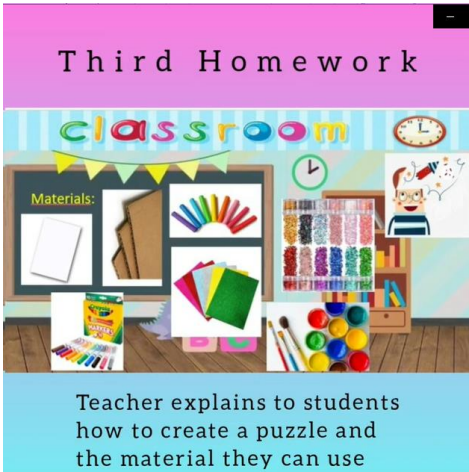
**classroom**

**Homework:**

1. Record information about the Americas. (video)
2. Create a puzzle (picture)

Teacher explains to students how to create a puzzle and the material they can use

The slide shows a virtual classroom with a chalkboard, a bookshelf, a clock, and letter blocks (A, B, C) on the floor.



**Results:**

**Final Product: North America puzzle.**

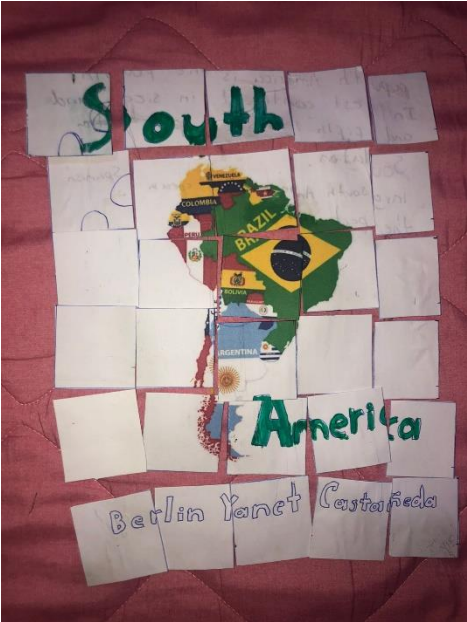


Central America puzzle.





South America puzzle.



## References:

- <https://www.tesol.org/docs/default-source/books/6P/languagemagarticle.pdf?sfvrsn=0>
- <https://www.teachingenglish.org.uk/article/hypotheses>
- <https://www.emeraldgrouppublishing.com/archived/teaching/insights/outcomes.htm>
- <https://www.algonquincollege.com/profres/assessing-students/assessment-criteria/><https://www.wikihow.com/Evaluate-Writing-Skills>
- <http://contact.teslontario.org/why-listening-is-hard/>
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- <https://www.simplypsychology.org/behaviorism.html>
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