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UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

COMPAREMOS TRADICIONES, BASÁNDONOS EN IMÁGENES

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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UNIVERSIDAD PEDAGOGICA NACIONAL

SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING

STUDENT: **DIANA ELIZABETH LUCIO ALVARADO**

FINAL PROJECT: LET´S COMPARE TRADITIONS BASED ON PICTURES

TUTOR: **ROSA MARIA CASTILLO**

July 4th, 2021

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Introduction

This final project is a compilation of the knowledge acquired during the specialty. I may express that was important to start by describing my teaching philosophy because made me reflect once again on the purposes of being an ESL teacher that has been changing since the first time and while I was moving forward through the specialty.

Currently I am teaching at primary school and I am in charge of seven groups but I decided to work with sixth grade because most of them enter to online classes.

The school is an urban setting but there are a lot of deficiencies among the community but also in the school, we are lacking in infrastructure, furniture and technology tools such as: recorder, television screens, computers, projector etc. , actually the pandemic has benefit me because I was able to use technology easier with students.

I classified the group as heterogeneous but stable student body. We have 3 sessions per week, 1 hour each. The curricula is based on Activity-books from Greenwich editorial.

There are 30 students in the group, only the 60% takes online classes, the rest of them work with the book and do assignments independently and at their own pace.

Regarding the topic I chose, “Let´s compare traditions based on pictures” and also the name of the project, was because it tackles in a visible way the interculturality; there were presented some traditions from other countries but being compared to ours. Certainly it was an advantage that the curricula I am working on, has this kind of topics to be addressed, this way I just had to make sure to focus in the general guidelines to effectively apply ideas about culture, intercultural communication and the development of intercultural competences in the language classroom, but including linguistic and grammatical competences, also incorporating technology for educational purpose and I was able to create meaningful tools in order to assess my students.

I mention through this document the theories, hypothesis, principles, concepts and approaches which inspired me to plan my lesson, I also name some authors that made me reflect on my teaching practice in order to make some adjustments to improve this practice.

1. Identity and teaching philosophy

I may reflect on my new teaching philosophy, about what it is THAT we teach when we teach English and focus on the WHAT an HOW.

I see teaching English as involving a reciprocal relationship between teachers and students. I believe that teachers have duties to their students and that students have duties to their teachers. I believe that it is my responsibility as a teacher to provide students with an environment conducive to learning, knowledge that will help them be successful in achieving their lives' goals, it is my responsibility to provide students with comprehensible input, prepare enough valuable materials using available technology resources, develop macro and micro skills using the four abilities as a whole (speaking, reading, listening and writing) taking into consideration an important part as it is interculturalism that will help students maybe not to get a proficiency level of English as a Native but having a good communication among other people from any part of the world using Lingua Franca, feedback that will help them learn and develop better abilities of communication, and help in becoming and remaining motivated to be successful both in their studies and in applying their knowledge to solve problems in their lives. I also believe that my students have duties to me and to themselves. I believe that these duties support me in fulfilling my duties to students. Thus, I believe that it is the students' responsibility to be supportive of the teacher and fellow students by being tolerant of different points of view, prepared for class, willing to work hard to complete course activities, willing to bring their life experiences into the class to enrich discussions, willing to try to apply what they learn in class.

1.2 Theoretical foundations

I would like to start by mentioning that there are three types of competences which I include in my lesson plan: Linguistic competence, related on learning the language itself (contributions of Noam Chomsky in 1965), Communicative or sociolinguistic competence (Dell Hymes in the publication of his Theory who assumes social knowledge may be include), focused on learning the language but also learning the culture of the target language, particularly as the culture relates to personal interactions in which I use a communicative competence model where students would study the socially appropriate way to speak in specific contexts and Intercultural competence which is a model that recognizes the English has become a lingua franca gathering skills and ability to have intercultural interactions which is quite important too, and taking into consideration the contributions of Byram, Grobkova and Starkey model of Intercultural competence where are included: Intercultural attitudes, knowledge of social groups, skills of interpreting and relating, discovery and interaction and critical cultural awareness. I am sure that I could include those in my lesson plan in different moments but finishing with the last competence mentioned which I think that is the one in the hill students must reach, *being a critical person* because is an important cognitive process. According to Byram we as teachers must direct students to be intercultural speakers rather than native speakers, as the lesson mentioned; students must be prepared for interacting with people from all around the world and they must be aware of the different context they could be involved and they have to respond in the better way, including cognitive processes as part of their culture too, the social and cognitive processes work together, it is important to bear in mind the answer of students when talking about different cultures and evaluate if they are ethnocentric or if they tend to establish stereotypes because can lead to incorrect predictions about who a person is and what they will do, or if they prejudice certain group of people, Byram in his model of intercultural competence explains the importance of this knowledge of social cognitive behavior “If an individual knows about the ways in which their identities have been acquired, how they are … perceived, and how they in turn perceive their interlocutors from another group, that awareness provides a basis for successful (intercultural) interaction.

Furthermore, although this lesson plan was in my syllabus I try to focus in the general guidelines to effectively apply ideas about culture, intercultural communication and the development of intercultural competences in the language classroom.

I first looked at how different components of the language classroom project, convey to ideas about the target culture as well as the interaction between what learners and teachers bring by way of expectations and representations of the target culture and its relation to their own culture.

I also examined some methodological approaches to work on culture that can put into perspective work on culture and intercultural communication in the language classroom taking into consideration the different roles a teacher can assume to develop those competencies, sometimes our work is as mediator, ethnographer, and agent of change, researcher, manager, learner and mentor, always trying to create a positive environment and in this case I tries to create **scenarios** where students can develop these competences in a better way and I think they feel more in confidence and motivated at the same time. I love presenting the students this kind of topics because I get satisfactory results, they pay attention, they contribute with ideas or predictions, and they are always participating actively, of course if you present good material because they play an important roll too, the same happens with the activities we as teachers prepare before the class to have an experiential learning and engage students in ways to expand their knowledge, identity and develop intercultural competences in the better way.

I have never used a **portfolio** before and in this time I decided to use this important tool for assessing in this case the Intercultural competences and I also included a **self-evaluation** proposed by INCA writing the six points in a piece of paper students may paste in their portfolio in order to have them into consideration for future assignments.

Regarding the assessment I used, Brown makes a distinction between testing and assessing, and I decided to work on the assessing of my students because I can do it all time and during the sessions, besides, we are living a complicated health situation (pandemic) and we are taking online classes, so it is hard to test students using this via, hence I am using formative

assessing, in the same way my student´s profile allow perfectly this method, must of then never had had English classes before.

Each time I start a lesson, I like to begin by introducing the target and new vocabulary, we as Mexican teachers develop our classes within the communicative approach, vocabulary is required in order to build blocks of language and is necessary in the process of creating sentences or paragraphs, the same thing happens with grammar, in these lessons plan I always start assessing vocabulary, this way students will be able to participate using the target vocabulary as possible.

It is necessary to explore ways of engaging students when assessment provides us information regarding our student´s ´performance leaning the target vocabulary.

By the other hand the productive skills speaking and writing, when assessing I considering micro and macro skills to be developed, before moving to assess those. I liked the way Kuhlman propose an example of rubrics to be consider when assessing this domain and the chart intended to track student´s progress by O´Malley and Valdez Pierce, I am using Kuhlman by the moment.

Eliciting speech in students proposed by O´Malley and Valdez Pierce suggest some strategies to be used, and I am using presentations, picture-cued description, video clips and oral reports. I decided to assess speaking at the last lesson because I thing that speaking is the last stage because they can express what they learnt during the sessions.

Likewise writing domain, I prefer to evaluate this aspect after the sessions of grammar and vocabulary, here I am using the Quadrant Observation of process following the stages suggested by O´Malley and Valdez Pierce. I divided into steps the piece of writing during the sessions I had with my students, and among these sessions I was able to give feedback, I decided not to involve classmates to feedback because I think it would be difficult to observe them reminding that we are taking online classes.

During the sessions I was able to assess students by using CALL to assess writing and grammar, they were shared a link where they had to complete a task, so I had the opportunity to use technology to assess students.

Reading skill was assessed to during the sessions, I decided to use an information transfer format, we used a Venn Diagram to manage the main information, make comparisons and analyze similarities and differences between 2 traditions in 2 texts.

1.3 Theoretical basis about language, language learning and language teaching of you model

This model is based on Secretaria de Educación básica, Aprendizajes clave para la educación integral, Lengua extranjera book, on the Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación, Octubre 2017,but focused in the general guidelines to effectively apply ideas about cultural, intercultural communication and the development of intercultural competences in the language classroom based on contribution from different authors suggested during the specialization I was studying.

I would like to mention some theories, hypothesis, principles, concepts and approaches, and some authors I had into consideration when designed my lesson planning.

- Philosophy and the set of beliefs about teaching and learning with the 3 dimensions: cognitive, affective and behavioral
- Negotiation of meaning and interaction hypothesis, (Michael Long)
- Comprehension strategies and communicative competence
- Learning strategies
- Linguistic competences
- The input hypothesis (Krashen´s)
- Comprehensible input
- Affective filter hypothesis (Krashen´s)
- Output hypothesis (Swain)
- Teaching large classes strategies
- Communicative language teaching
- Communicative language teaching and technology (CALL)
- Roles of a teacher
- Authentic materials
- Schema Theory
- Etc…
- Skills in classroom

- Developing of intercultural competences
- Create evaluation and assessing tools

I did a compilation of the best-practices in working with different skills in language classroom, by the other hand develop meaningful intercultural activities, and how to put together as a whole linguistics, grammatical and intercultural competences, but also incorporating digital skills for educational purpose, taking into account how to create assessment and evaluation tools to identify those competences students have developed during the lessons.

2 Lesson Plan

Lesson Plan Identification cell

LESSON PLAN IDENTIFICATION CELL	
EDUCATIONAL STAGE	Sixth Grade Elementary
TITLE OF LESSON PLAN	Let´s compare traditions based on pictures!
LEARNING ENVIRONMENT	Ludic and literary
COMMUNICATIVE ACTIVITIES	Recreational expression
SOCIAL PRACTICE OF THE LANGUAGE	Explain traditions based on pictures
ACHIEVMENTS	* Explore and use images about traditions in different cultures *Describe and contrast details * Explain traditions based on pictures
BRIEF DESCRIPTION OF THE PLAN	Students will be able to share relevant information, organize expressions in a sequence using connectors, make comparisions on traditions based on pictures
HOURS OF IMPLEMENTATION	6-7 hours (45 minutes)
NUMBER OF SESSIONS	3 sessions of 2 hours each
CONTENTS REQUIRED FOR THE LESSON	compare traditions
EEAILE TUTOR ON LINE	Rosa María Castillo

Introduction of the lesson

STEP OF THE LESSON	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	SESSION NUMBER
Activation Before the lesson	*Teacher requests students to take to the first session information about a tradition from their country they would like to describe using photos, pictures and information, also the research of some words from the target vocabulary, they must include this on their glossary *Teacher writes on the board date, topic and purpose of the class	*Students take to the session information about a tradition they chose previously.	0
During the lesson	*Teacher welcomes students to the class. *Teacher checks that students brought the assignment requested the previous session. *Teacher creates the context based on the assignment that the students did and go over the following questions: Are there any local traditions? Why is important to have and preserve traditions? What traditions from your country are the most famous?	From previous mentioned traditions students pick up one and prepare some notes about it, they can take one from the information they prepared previously to class. . Students proof they did the assignment requested. Students make a writing about their findings about local traditions, answer the questions orally and discuss their answers.	0

Communicative skills development

Session 1

STEP OF THE LESSON	TEACHER ACTIVITIE	STUDENT ACTIVITIE	MATERIAL	SESSION NUMBER	EVALUATION	
OPENING	Write the following on the board ADINTORIST , give clues if they struggle with the word	Ask students to solve it, they have 2 minutes to fix the secret word related to unit´s theme	White board , markers	1	TRADITIONS. Elicit different traditions they like in their country, finally ask them about what traditions they know in the world..	INTRODUCTION
BEGINNING	Teacher suggest the new words to be used during the session	Include the new words in the glossary and complete them by writing their phonetic and meaning, repeat the pronunciation twice.	Glossary notebook		Repeat pronunciation twice and identify sentences where they are written	
DEVELOPMENT	Teacher provides a crossword describing traditions	Students guess the celebration being described	copies			
CLOSING	Ask students to read the first and second questions on the cover page. Trigger a discussion with the whole group and elicit from some students their answers.	Observe pictures on the cover and describe them speculating from where they are.	textbook		Share answers with their classmates orally	
Activity for portfolio: Ask students to work individually , they use the research they made by manipulating photos, pictures and infirmation to describe the tradition they chose using pictures as reference. They interchange their handwriting and feedback their peer.						

Session 2

STEP OF THE LESS	TEACHER ACTIVITIES	STUDENT ACTIVITIES	MATERIALS	SESSION NUMBER	EVALUATION	
OPENING	Ask students about different races – horse races, car races, dogs, even motorcycles. Ask question about: rules, teams, field or indoors, etc. Allow students to get interested Is there a local race? What is called? Give students a list of vocabulary will be used during the class	Students answer to teacher´s questions according to their previous knowledge .Students copy the new vocabulary list them and check phonetics and meaning,	vocabulary and notebook	2		LISTENING AND SPEAKING
BEGINNING	Teacher provides some pictures and ask: What do you think the text will be about? . Play a video about an English tradition https://youtu.be/7hiiog_dm7Q	Students observe pictures of page 66 and describe what they see, colors, place, shapes, people. Watch the video and listen to the description of english tradition	computer,projector		Ask some questions related to the video	
DEVELOPING	. Play the recording and ask students to check predictions they did before.Teacher instruct children to check comprehension	Students express if they have seen this tradition before in other internet videos and share comments. Students follow the reading and highlight phrases that describe the picture, Students have to read the descriptions and locate			Express orally the answers to the questions of activity 3. Ex What do you think about this tradition? Comprehension	
CLOSING	Teacher ask them to read again and undeline words and expressions used to describe images. Then teacher writes in the board There is.. There are... patterns and explain the usage,	Students underline the words and phrases used to describe, they copy in thei notebook There is,, there are,,, patterns and write 2 sentences according to the pictures , then they read them allowd.	notebook, book, highlighter		Check grammar comprehension , they express oraly	
Activity for portfolio: Ask students to work individually and list some words or expressions to describe the pictures. Students use some of these expressions to describe their pictues, they may include There is, there are patterns. They may check they are icluding those phrases and check grammar, punctuation, spelling and capitalization.						

Homework: complete the grammar task, ss send score via email or whatsapp, https://agendaweb.org/grammar/there_is_are-exercises.html

Session 3

STEP OF THE LESS	TEACHER ACTIVITIES	STUDENT ACTIVITIES	MATERIALS	SESSION NUMBER	EVALUATION	
OPENING	Ask students to think about parties, people organize parties to celebrate special occasion	Students will listen to a picture description about a very popular celebration and comment about the words and phrases where mentioned to describe the celebration.	textbook	3		READING AND WRITING
BEGINNING	Ask some questions: How do you think the girl celebrating her Sweet 16 feels? How do you celebrate you birthday? Etc.	Students highlight the main idea and details of the reading about "Sweet 16, an American tradition" Now, students read the next text "My XV years" take turns to discuss. .	textbook		Students elaborate a Venn diagram make inferences about similarities and differences	
DEVELOPING	Teacher elicit students to explain traditions in page 69 y 79 . Teacher elaborates a chat with words and expressions they can use to describe and contrast traditions	Work in pairs and write some questions to explain the traditions on page 69 y 70, take turns to ask and answer each other´s questions. Work in groups and take turns to describe and contrast the traditions in pages 69 y 70, use the chart given with words and expressions to do this activity.			Questions they have elaborated for explaining traditions	
CLOSING	Teacher ask students to expose their papers, the ones they created during last classes	Activity for portfolio: For the final product students take turns to show their pictures they selected to describe the tradition they chose.	Students creativity		Porfolio will be checked using rubrics previously assigned	
Activity for porfolio: Students publish their paper.						

2.1 Applications and procedures

The lesson planning was divided into 3 sessions, 1 hour each.

I started by describing the plan identification cell because it makes me focus in the purpose of the Unit where I include general information: title of lesson plan, learning environment, communicative activities, social practice of the language, and the achievements.

I planned 3 sessions, the first was introductory where I introduce the target vocabulary for the next classes, the name of the topic, the purpose of the class, specific instructions of what will be the project to develop through the usage of portfolio, develop skemata of previous knowledge in order to identify what comprehensible input to use or modify for next lessons, listen to their interests and needs, develop introductory input for next lessons, description of the evaluation for the unit, among other discussion activities.

For the next two sessions, I designed activities using the curricula I was assigned from the school and extra activities where I incorporated the developing of the four skills plus grammar and vocabulary teaching.

Then I divided the plan into 4 steps to be tackled during the class time: opening, beginning, developing and closing. But also I added a chart with extra activities to be developed and an evaluation & assessment section.

The activities I will describe are in a general context, each day I used different tasks for the different stages developed. For example:

Opening step

- I used the opening step to provide the name of the topic, the purpose of the class and the target vocabulary to be used during the next lessons.
- Students have special notebook in order to write the vocabulary list with a chart divided into 3 columns where they have to fill to complete specific information: word,

part of speech and sound, they use their dictionary effectively if necessary but I prefer to negotiate meaning in order they can complete the second column which is part of speech of the word. Giving students a list of target vocabulary will help them to participate actively using the glossary tool as a Communication strategy, vocabulary is required in order to build blocks of language and is necessary in the process of creating sentences or paragraphs, the same thing happens with grammar, through assessing vocabulary, students will be able to participate using the target vocabulary as possible.

- During this step I use icebreaker activities also, in order to encourage students to enter into the class; this activities are related to the name of the unit. Motivation works also as a strand of SLA studies, also stimulus in any kind of input changes their behavior around thoughts, emotions, so I can get better responses, according to Affective filter hypothesis (by Krashens).

Beginning step

- I included clue questions related to the topic, this is the introduction of the Unit, this will help me to realize and evaluate since the beginning what they know, and what comprehensible input I may consider to use or modify according to the purpose of the class, is a previewing of their previous knowledge, I work as a communication promoter in order to develop communicative competences.
- A guided activity, I start to provide new knowledge through meaningful activities where students may be able to use their own abilities in order to get comprehensible input through the usage of the 4 skills suggested: listening, reading , writing and speaking; plus vocabulary and grammar teaching.
- I also had into consideration to include micro & macro skills (by Brown) when students created a Venn Diagram for example, produce writing to suit a purpose, when completing the portfolio tasks for example, or taking about macro skills when they were asked to convey ideas in such relations as main idea, details exemplification in texts, etc.
- During this process I used technologies, I was able to assess students by using CALL (Computer assisted language learning) for writing and grammar, they were shared a

link where they had to complete a tasks to demonstrate their learning through this assignment.

Closing

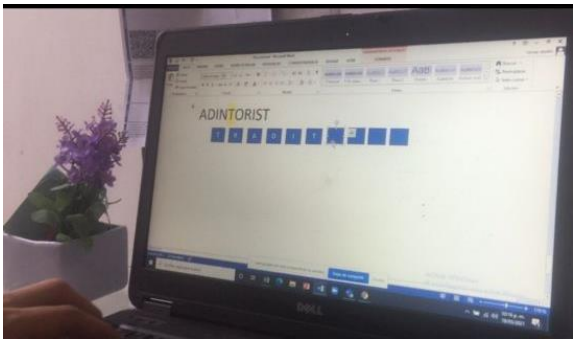
- I use this stage to assessed students, Brown makes a distinction between testing and assessing, and I decided to work on the assessing of my students because I can do it all time and during the sessions (at any part of the class; opening, beginning, development and closing.), besides, we are living a complicated health situation (pandemic), so it is hard to test students through online via, hence I am using formative assessing, in the same way my student´s profile allow perfectly this method, must of then never had had English classes before.

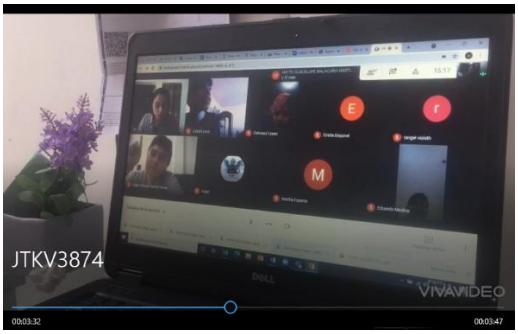
2.2. Evidences

Session 1

Opening

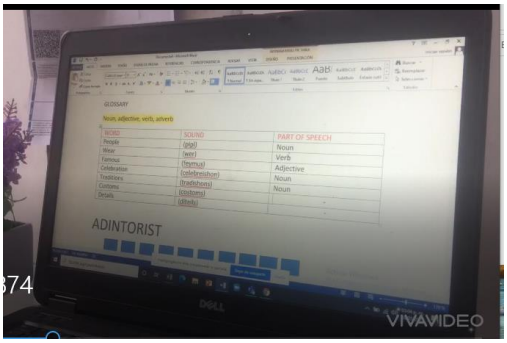
Icebreaker activity

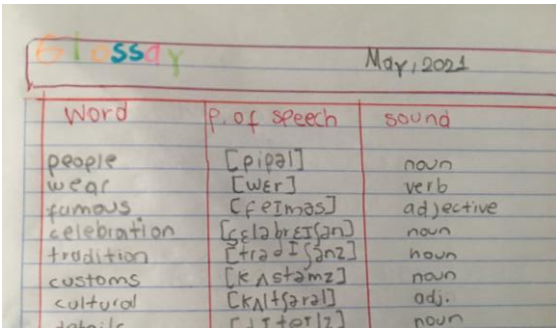




Beginning

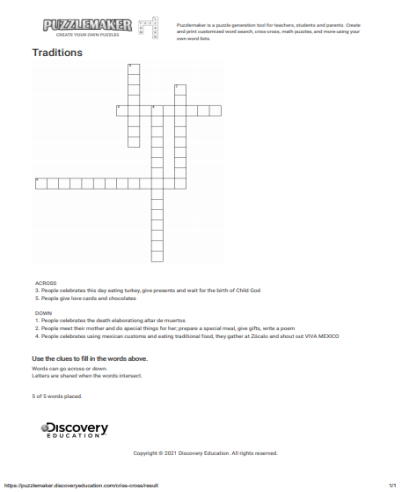
Target vocabulary presentation

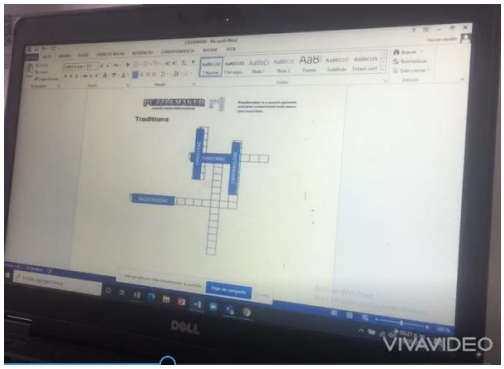


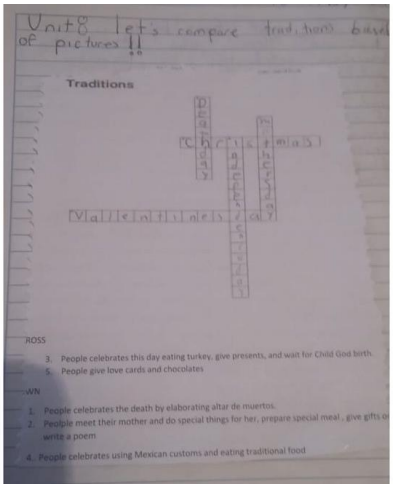


Development

Crossword guessing traditions according to the description

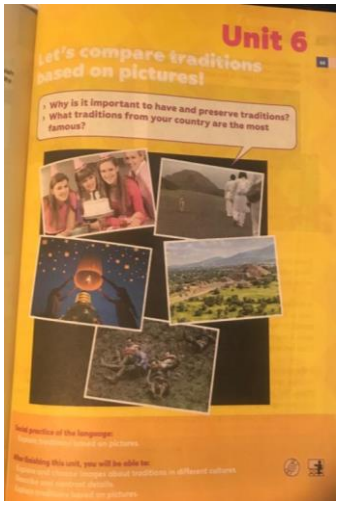


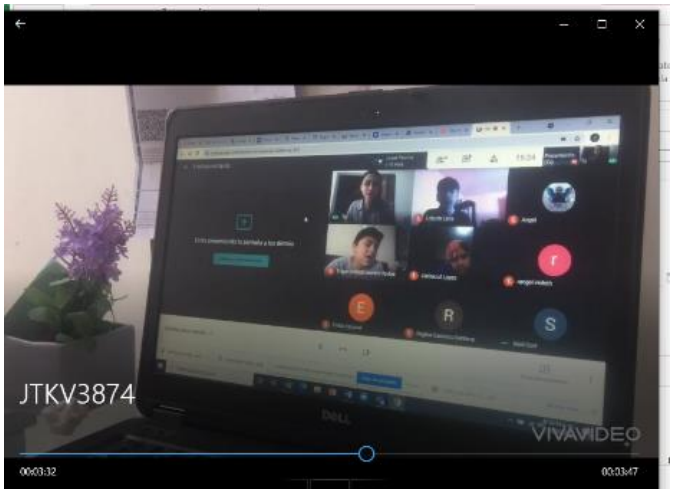




Closing

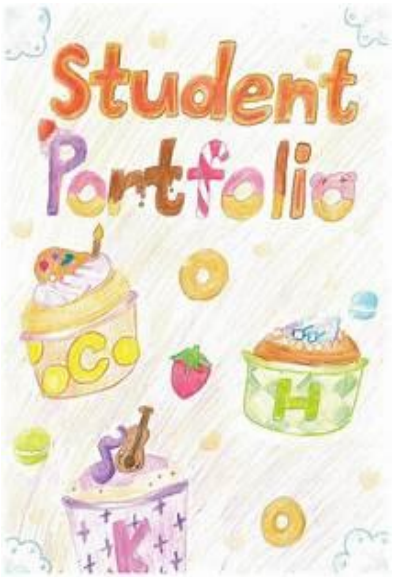
Discussing questions from book´s cover page

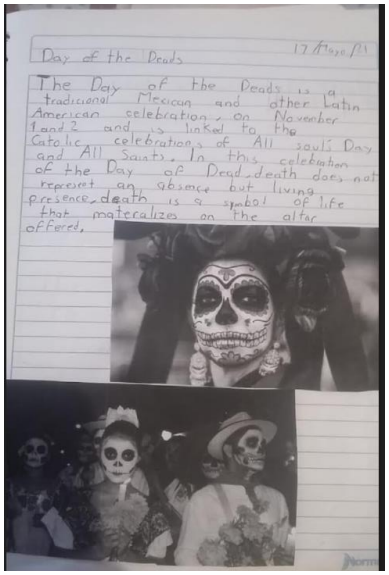


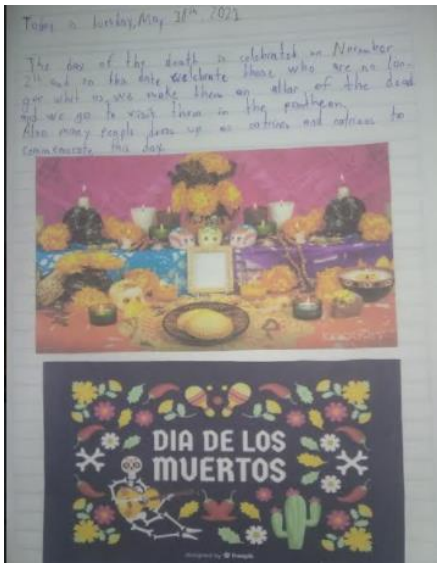


Extra activity

Portfolio: teacher checks their research about a Mexican tradition and feedback students



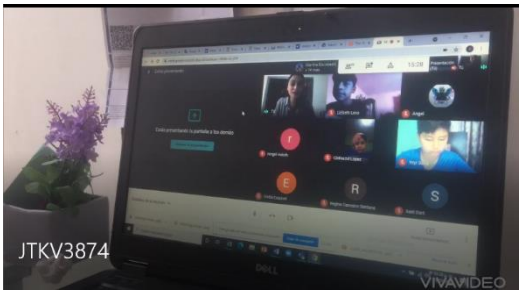




Session 2

Opening

Elicit discussion through brainstorming some questions

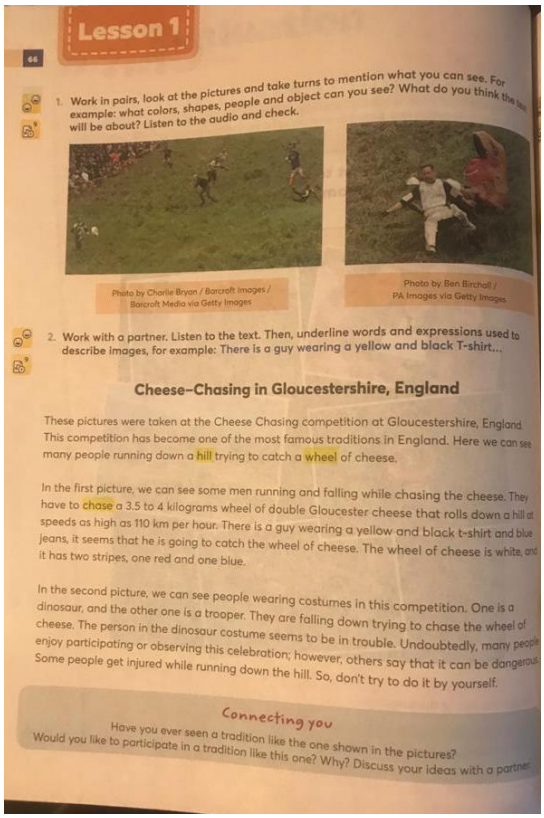


Beginning

Video about a British tradition and ask questions about what they heard

Developing

Reading about a British tradition, they underline phrases used to describe pictures



Lesson 1

66

1. Work in pairs, look at the pictures and take turns to mention what you can see. For example: what colors, shapes, people and object can you see? What do you think the text will be about? Listen to the audio and check.

Photo by Charlie Bryan / Barcroft Images / Barcroft Media via Getty Images

Photo by Ben Birchall / PA Images via Getty Images

2. Work with a partner. Listen to the text. Then, underline words and expressions used to describe images, for example: There is a guy wearing a yellow and black T-shirt...

Cheese-Chasing in Gloucestershire, England

These pictures were taken at the Cheese Chasing competition at Gloucestershire, England. This competition has become one of the most famous traditions in England. Here we can see many people running down a hill trying to catch a wheel of cheese.

In the first picture, we can see some men running and falling while chasing the cheese. They have to chase a 3.5 to 4 kilograms wheel of double Gloucester cheese that rolls down a hill at speeds as high as 110 km per hour. There is a guy wearing a yellow and black t-shirt and blue jeans, it seems that he is going to catch the wheel of cheese. The wheel of cheese is white, and it has two stripes, one red and one blue.

In the second picture, we can see people wearing costumes in this competition. One is a dinosaur, and the other one is a trooper. They are falling down trying to chase the wheel of cheese. The person in the dinosaur costume seems to be in trouble. Undoubtedly, many people enjoy participating or observing this celebration; however, others say that it can be dangerous. Some people get injured while running down the hill. So, don't try to do it by yourself.

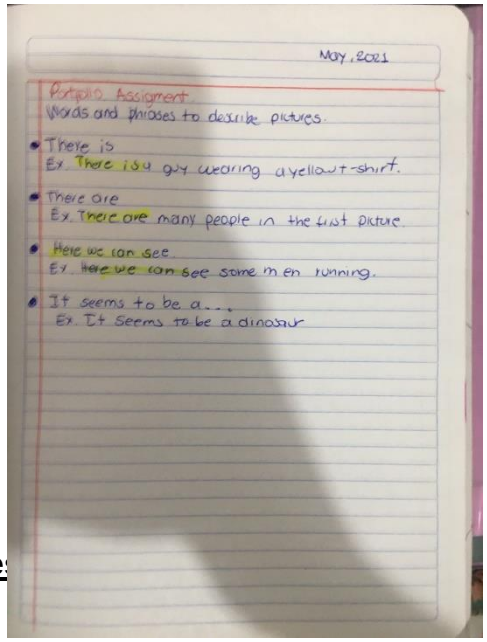
Connecting you

Have you ever seen a tradition like the one shown in the pictures?
Would you like to participate in a tradition like this one? Why? Discuss your ideas with a partner.

Closing

Extra activity

List of phrases used to describe a picture



May, 2021

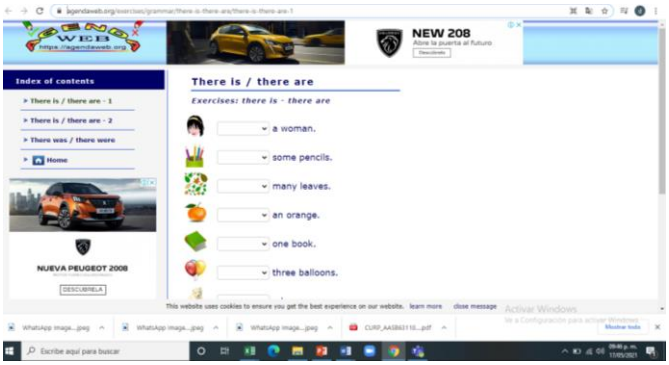
Portfolio Assigment
Words and phrases to describe pictures

- There is
  Ex. There is a guy wearing a yellow t-shirt.
- There are
  Ex. There are many people in the first picture.
- Here we can see
  Ex. Here we can see some men running.
- It seems to be a...
  Ex. It seems to be a dinosaur

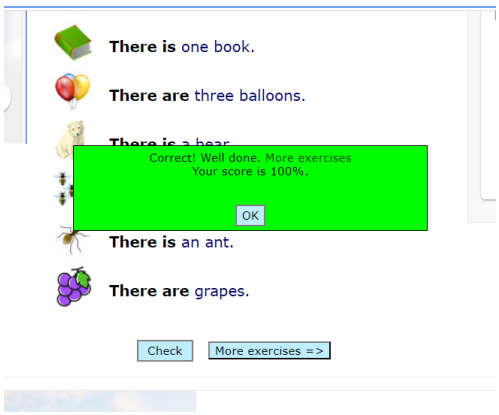
Se

Opening

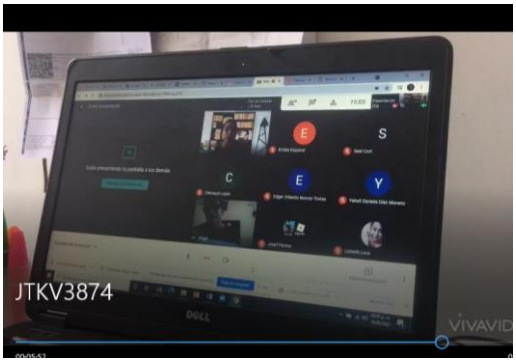
Grammar exercise using internet assessment tools



Students send teacher their score though whatsapp

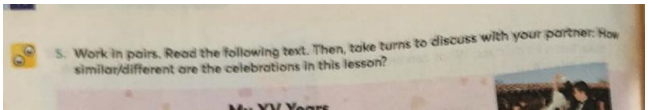


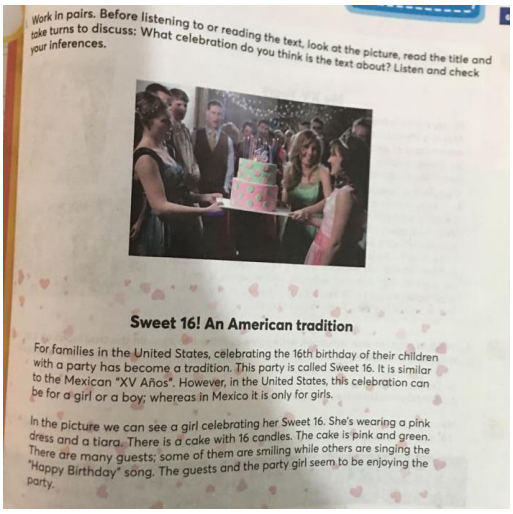
Elicit discussion about a topic using target vocabulary about a parties and celebrations Ex How do you celebrate you birthday?



Developing

Reading of an USA and a Mexican tradition





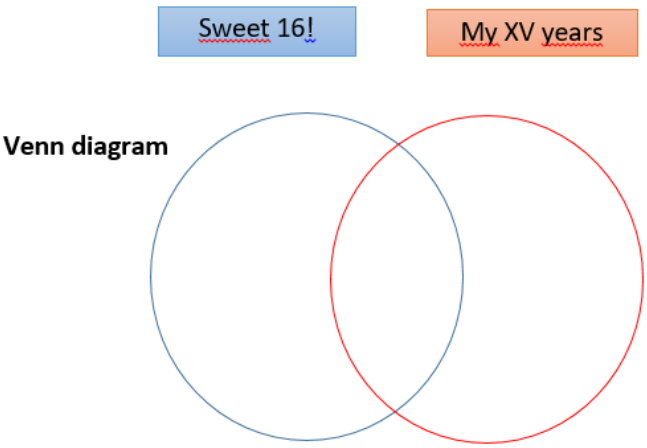
Work in pairs. Before listening to or reading the text, look at the picture, read the title and take turns to discuss: What celebration do you think is the text about? Listen and check your inferences.

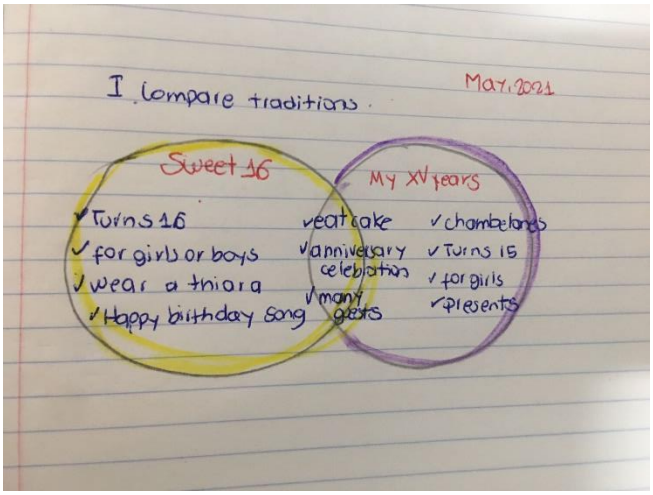
Sweet 16! An American tradition

For families in the United States, celebrating the 16th birthday of their children with a party has become a tradition. This party is called Sweet 16. It is similar to the Mexican "XV Años". However, in the United States, this celebration can be for a girl or a boy; whereas in Mexico it is only for girls.

In the picture we can see a girl celebrating her Sweet 16. She's wearing a pink dress and a tiara. There is a cake with 16 candles. The cake is pink and green. There are many guests; some of them are smiling while others are singing the "Happy Birthday" song. The guests and the party girl seem to be enjoying the party.

Transfer format identifying similarities and differences





Closing,

A student expose his/ her project and teacher set the schedules for student´s presentations

3, Design of assessment and rationale

Brown makes a distinction between testing and assessing, and I decided to work on the assessing of my students because I can do it all time and during the sessions (at any part of the class; opening, beginning, development and closing.), besides, we are living a complicated health situation (pandemic), so it is hard to test students through online via, hence I am using formative assessing, in the same way my student´s profile allow perfectly this method, must of then never had had English classes before.

I was using a portfolio; with this meaningful tool I was able to assess students during closing stage where they had to demonstrate abilities in reading (when they do research and select the most important information), writing (when they develop essays) and speaking (when they present their results orally) and being assessed during this process giving them positive feedback, I also designed rubrics, I liked the way Kuhlman propose an example of those to be consider when assessing speaking as a productive skill, considering they are developing a presentation (O´Malley and Valdez Pierce), furthermore it was possible to assess writing domain using the Quadrant Observation of process following the stages suggested by O´Malley and Valdez Pierce. I divided into stages the piece of writing (essay) during the sessions, and I was able to give feedback too, I decided not to involve classmates to feedback because I think it would be difficult to observe them reminding that we are taking online classes, but I am considering doing this during other moment. The usage of portfolio was elemental because it was a final product and I could assess micro and macro skills and the speaking, reading, writing and listening ones.

During lessons I was able to assess students through the usage of other elements, for example for Reading skill, I decided to use an information transfer format, we used a Venn diagram to manage the main information, make comparisons and analyze similarities and differences between 2 traditions in 2 texts.

I used CALL to assess writing and grammar, they were shared a link where they had to complete a tasks, and the result were given at the moment, they had the chance to repeat the task if it were necessary, or when they were doing predictions and answering questions about the video they watched about an English tradition where they had to share they opinion, point of views and compare this tradition with one of their own (similarities and differences).

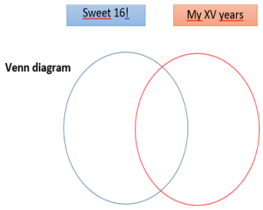
The way I assessed vocabulary was when they had to complete a crossword using technological tools and lexicon (mental dictionary), or practicing dictation or vocabulary

repetition for pronunciation, this helping to develop communicative approaches, where the main aim of communicative language teaching is to make use of situations which students are likely to come across in real life. (Task- Based language learning).

I also included a self-evaluation proposed by INCA writing the six points in a piece of paper students may paste in their portfolio in order to have them into consideration for future assignments.

Listening

Speaking



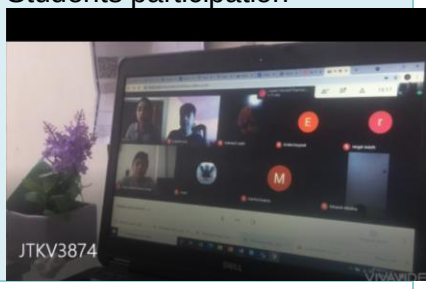
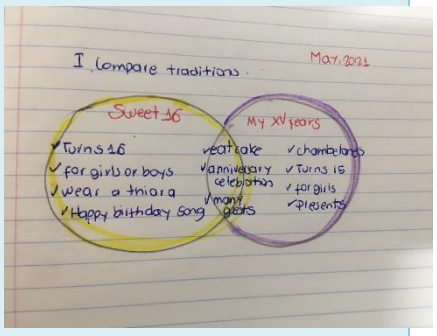
Reading

Writing

Vocabulary

Grammar

3.1 Real evidences of having worked the assessment and /or testing tools.

<table>
<tr><th>SKILL</th><th>ASSESSING TOOL</th><th>REAL EVIDENCE</th></tr>
<tr><td>Listening</td><td>Asking some comprehension questions
From which country was the tradition? What were they doing? Why do they celebrate this way? Do we have similar traditions?</td><td>Students participation
  </td></tr>
<tr><td>Speaking</td><td>Porfolio as a final version using rubrics
NAME:
DATE:
<table><tr><th>Criteria</th><th>5 points</th><th>3 points</th><th>1 point</th><th>Total</th></tr><tr><td>Pronunciation/</td><td>Student (S) is easy to understand and makes few errors.</td><td>S makes many errors in pronunciation but can be understood.</td><td>Speech is very difficult to understand or student responds in L1.</td><td></td></tr><tr><td>Fluency</td><td>S can effectively communicate in different contexts.</td><td>S can generally communicate in most situations.</td><td>S cannot communicate effectively in any situation.</td><td></td></tr><tr><td>Word choice</td><td>S uses appropriate words to express meaning.</td><td>S uses words or phrases to express simple meanings.</td><td>S speaks using unrelated words.</td><td></td></tr><tr><td>Usage</td><td>S makes minor errors in grammar and structure and can be understood.</td><td>S makes major or frequent mistakes in grammar and structure but it is possible to understand.</td><td>S makes major or frequent mistakes in grammar and structure making speech difficult to understand.</td><td></td></tr><tr><td>Ideas/meaning</td><td>S responds with connected vocabulary and language to express ideas. Response contains few errors.</td><td>S responds with limited vocabulary and language to express ideas Response contains frequent errors.</td><td>Unable to respond using English language vocabulary.</td><td></td></tr><tr><td>TOTAL</td><td></td><td></td><td></td><td></td></tr></table></td><td> </td></tr>
<tr><td>Reading</td><td>Transfer format Venn Diagram</td><td>  </td></tr>
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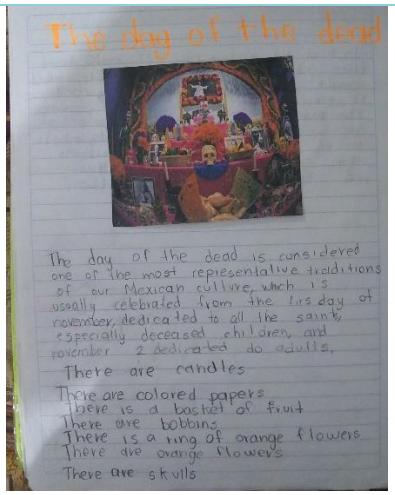
<table>
<tr>
<td>Writing</td>
<td>Portfolio, essay using rubrics

Quadrants: observation of process (Jenkins)

Unit._____

Name of the student: _____

<table><tr><th>Component</th><th>Points</th><th>Score</th></tr><tr><td>Content</td><td>2</td><td></td></tr><tr><td>Organization</td><td>2</td><td></td></tr><tr><td>Vocabulary</td><td>2</td><td></td></tr><tr><td>Language use</td><td>2</td><td></td></tr><tr><td>Mechanics</td><td>2</td><td></td></tr><tr><td>TOTAL</td><td>10</td><td></td></tr></table></td>
<td> 
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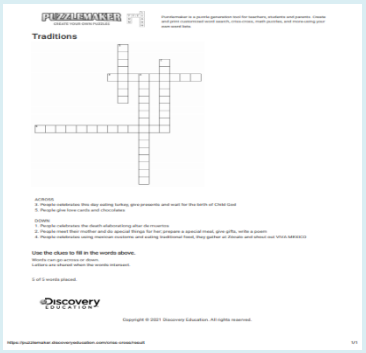
<tr>
<td>Vocabulary</td>
<td>Completing a crossword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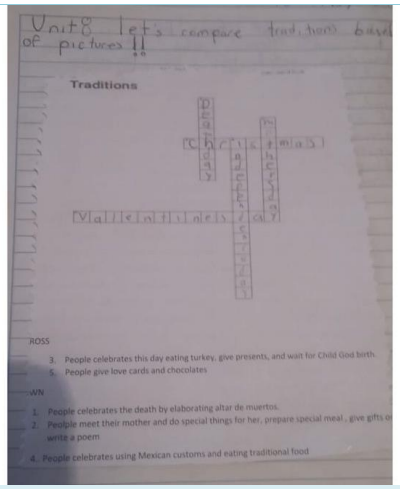
<td> 
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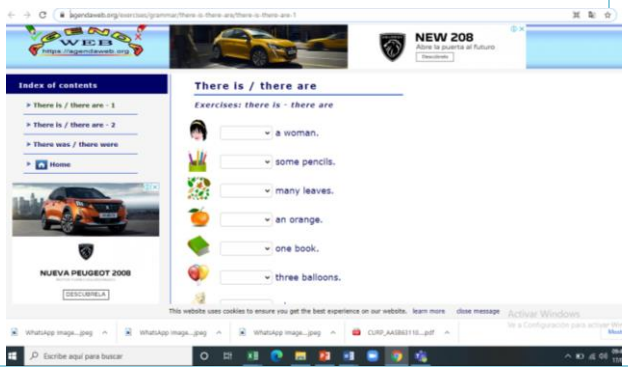
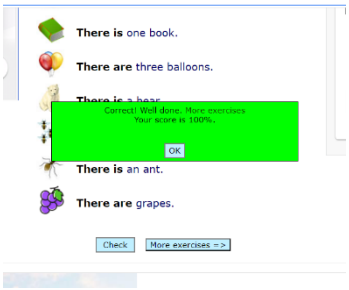
<td>Grammar</td>
<td>Using computer assited learning

 
</td>
<td>Students send evidence and score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4. Reports and analysis

The lesson planning was applied to students with no modifications during classes, I can notice that was adapted correctly and according to their needs and setting of the class because was at their own level and the input was comprehensible as expected.

Students were motivated since the beginning of the school year, and I think so because of their responses and I always try to look to activate them one way or another because the importance of motivation is something I was carrying out since many years before, is a practice I would like to keep but trying to look creativity effectively in order to get better results, I am not completely satisfied since I have no the 100 percent of my students connected, but I have learnt to assume that is not up to me due to the lack of their own resources, specially technological ones, what I would like to highlight is that I have kept the same record of attendance and that make me feel confident of my teaching practice.

It wasn´t hard to implement new approaches, methodologies, new assessing tools, digital skills etc., because I was incorporated them little by little and since the beginning of the specialty. Student´s new learning made me feel satisfied and I am willing to continue changing and proving new strategies to get better results as I did during this period of time.

Something I would like to improve is how to evaluate in a summative way but taking into consideration the responsibility and interest of students when learning, I have always thought that a number doesn´t implies a good or bad development of students, there is when I use my own criteria in order to assign a score able to transmit a fair rating.

5. Conclusions

Definitely, the learning I have had during this specialty was outsize, I was scaffolding from the Module 1 up to this moment and how theories, approaches and methodologies of teaching a second language had been managed and enriched during a long period of time and nowadays through this project

All this theoretical knowledge made us to make a compilation of our old practices but selected ones to be working with the skills in language classroom, I learnt that we have to do research on new technologies and use them as a tool to enrich our practices, was difficult because was something new for me but at the end I got good results with my students and they were benefited the same way as me.

By the other hand was challenging to develop a meaningful intercultural activities, and understand the linguistic, grammatical, and intercultural competences as a whole, but I had a good guide because the way the specialty managed the topics, it was quite concise and open to any changes I would like to do according to my experiences.

And finally, how to create assessment and evaluating tools was a very interesting topic for me because I didn´t use to do so, I really used to have other criteria to evaluate students, and now I know how to assess and evaluate their learnings since the point of view of each skill, it wasn´t easy but creativity plus the knowledge make us do extraordinary practices as teacher

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