



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

THE USE OF TECHNOLOGY SPEAKING IN A2 LEVEL

TRABAJO RECEPCIONAL

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

PRESENTA:

NURIA LETICIA MARTÍNEZ GALLARDO

ASESOR: GERNOT RUDOLF POTENGOWSKI

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Introduction

This Final project was carried out at Escuela Secundaria General N° 4 Profesor Rafael Pérez Ramírez in the three groups of the second grade. I approached in the students how I can show and develop my own Language Teaching Philosophy. I had to the opportunity to get some experiences about this project.

The objective of this project is to discover how is developing the speaking skill by using technology tools in the second learning language.

Oral expression is developing in the classroom, through dialogues, game rollers sketches and experiences. Every student develops this skill in different ways but it is very important the teacher's help and classmates' experiences.

The reason for this approach it is to find through the experiences, the results or some points, that they can help me as a teacher in my classes, in my lesson plans, also, to grow up my Teaching Philosophy.

The teacher has the opportunity to help students learn a second language in the classroom setting and become proficient in that language. For this reason, I want to explain my experiences of this project, which I could get through my students.

It is for these reasons, I planned to realize some classes to get results, where I could implement different kinds of methods, programs, activities, and also I had the opportunity experimented in different groups of the same grade.

In the following pages the inquiry is presented in detail. The first chapter, it is about Philosophy and Theories, where I exposed the theories helped me to base my classes. In the second chapter is exposed Methodology and Practice, where I included a template was provided to expect steps that a lesson plan must have. It is important to mention that I had to adapt the lesson plan because the time is not enough even that, there are some days, where we cannot complete the classes for many reasons, such as; days off, suspension of class, etc. In the third chapter, I

have the opportunity to describe my experiences and results that I learnt in this project, and final I included a Conclusion about my reflections of this work.

The topic of my lesson plan is, the four famous presidents of the U.S.A and, as I mentioned before, the setting is in Secundaria Gral. Numero 4 Prof. Rafael Pérez López at Poza Rica, Veracruz city in A2 level.

Firstly I chose this topic because the lesson in this unit is Simple Past, where the student could have the opportunity to know this time and structure with its auxiliary, negative and interrogative forms. Also, as I learnt, it is very important to implement cultural aspects in the lessons, because when we are learning a new language it is very important to know about cultural aspects that it is more common that language.

Today the English language is a very popular language, because it is considered that the easiest to learn, however the majority of students do not know about some countries that speak this language. In this case I chose the United States of America because it is our neighbor and I consider that it is very important that the students learn and know the relevant aspects about this country.

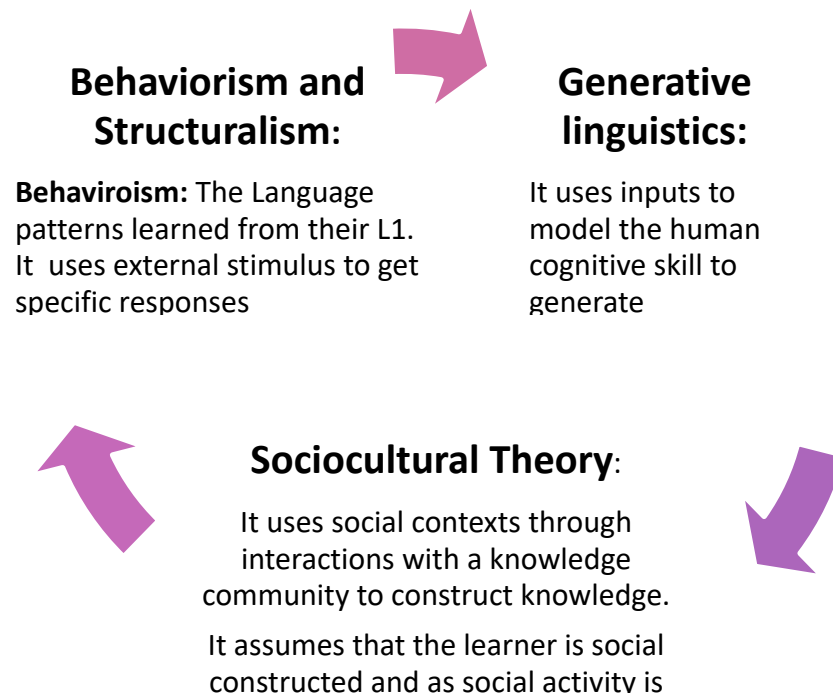
Another reason that I chose this country it is that the students show more interested in this language when I teach them cultural aspects, vocabulary and information that they can use in their life, routines, etc., because they just want to understand the songs, commercials in Internet, write some phrases in the social networks, etc. Also they like to listen about history of this country, they are really interested in the symbols, colors, food or traditions of U.S.A.

In my opinion I consider it is a good idea to teach cultural points before starting to work on a topic. I do this one because it is very useful when I mix the grammar with real and cultural information because the attention of my students are more productive and efficiently. Also they start to learn unconsciously by inductive approach and this one is most effective, because, it makes use of student "noticing". This approach helps me to give an explanation with many examples which ones I can use to show how the concept is used. The intent is for students to

notice, by way of the examples, how the concept works. It is for this reason that I complement my classes with some authentic material and then, I take a chance the use of cultural aspects about the U.S.A.

Chapter 1: Philosophy and Theories

The Second Language Acquisition tries to make easier this process: “learning a new language”. It divides in three important approaches: Behaviorism and Structuralism, Genitive Linguistics and Sociocultural Theory.



According to Krashen's acquisition – learning hypothesis, there are two independent ways to develop our linguistics skills: acquisition and learning.

Acquisition

- subconscious
- Informal situations
- Depends on Attitudes
- Intuition
- Not aware grammar

Learning

- conscious
- Formal situations
- Depends on Aptitudes
- Memorization rules
- There is awareness grammar and vocabulary

It is important what people say, not how they say it!

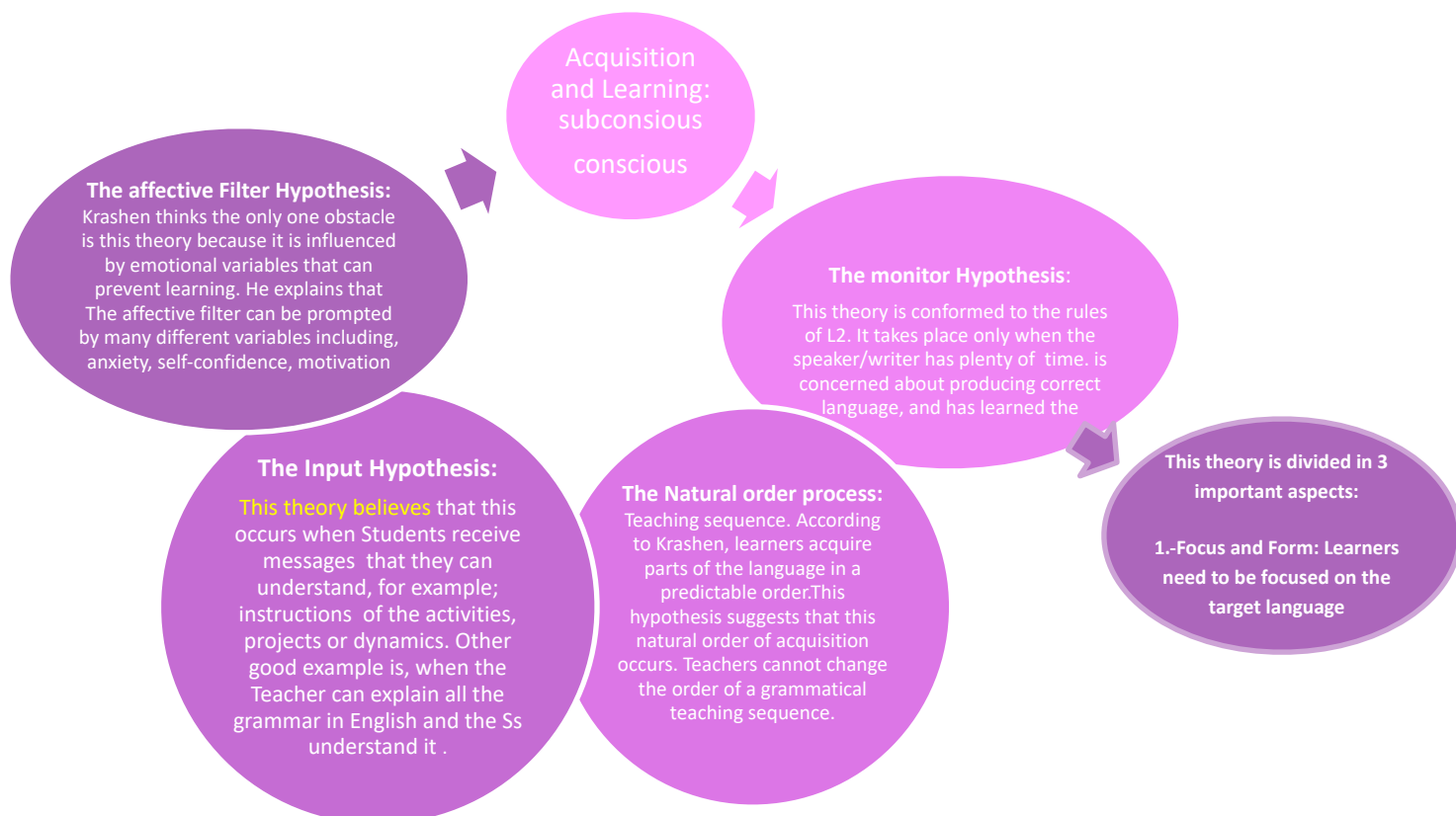
“Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill” Stephen Krashen. P. 6

The Krashen's concept of language acquisition is very understandable, because, all the students have different skills to get the new language: words, phrases, vocabulary, etc. These skills can help us like teachers teach them new rules for example: grammar, structures, vocabulary, etc. Children always are surprised me because they acquire the language through subconscious process (acquisition) during which they are unaware of grammatical rules. I think they learn the second language like the first one, because the skills are developing every day, and they do not have complications to get a new language.

In order to acquire the language, the learners need a source of natural communication. The emphasis is on the text of the communication and not on the form.

Krashen established five hypothesis, that now they are very useful in understanding and teaching a L2. The first one is Acquisition and Learning, I just explained at beginning. However, he mentioned others important, for example: The monitor Hypothesis, The Natural order process, The Input Hypothesis and The affective Filter Hypothesis.

Then, I am going to explain them in a little diagram, according Krashen said it



As we can see, teaching a new language sometimes is a challenge but it is interested and inspired to teach it. Not only in books, exercises or memorizing grammar rules, the students can learn, also they acquire a foreign language through many repetitions, like routines, or imitations.

Vygotsky thought that students can obtain the knowledge of L2 with examples, such as, when a child follows an adult's example and gradually develops the ability to do certain without help.

He proposed an important approach, called Zone of Proximal Development (ZPD). He established that...

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers (Vygotsky, 1978, p. 86).

That is meant:



Chapter 2: Methodology and practice

Today Competency Based – Education has become a hot topic in higher education circles these days. In this time it is becoming increasingly popular as the country searches for ways to improve college affordability and more accurately measure student learning.

According to Dr. Robert Mendenhall, What is competency Based – Education? What is competency-based education and what makes it different? The most important characteristic of competency-based education is that it measures learning rather than time. Students' progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.

To work with Competency Based – Education is very useful because the student can develop in different kind of ways in his/her skills, and then, the teacher has the opportunity to plan a dynamic class without the traditional class.

As a teacher of a second language; English, in a basic education, I feel that students engagement is enhanced by particular teaching methods that best reach and diverse student population. It is my responsibility to create a learning

environment that dynamically engages students in course topics. I believe that the best way to achieve such engagement is through passion, dedication, motivation and process between teacher and students.

2.1 How to be a passionate teacher?

According to Ishik University,

A passionate teacher is distinguished by their commitment to achievement of their students. Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. (2013 : 437)

Passion simply is defined as: "a strong inclination or desire towards an activity that one likes and finds important and in which one invests time and energy" (Carbonneau, Vallerand, Fernet & Guay, 2008, p.978). Also, Fried defines a passionate teacher as: "someone in love with a field of knowledge, deeply stirred by issues and ideas that change our world, drawn to the dilemmas and potentials of the young people who come into class every day" (2001, p.44).

During this time as a teacher I really have learnt that without passion the results are never good experiences, for example in my classes I use my energy and enthusiasm to engage students in the classes that, I am teaching. I do this one, because, when I am in my classes I look at my students, and I remember when I was in the middle school, that not the teachers were a good persons in the classes and sometimes, they used to be rude with my classmates and me, if you do not understand the lesson or they asked us a lot of homework without clear purposes.

In this assignment I have been planning some activities that help me to evaluate the process of my students during these weeks.

The first activity, I propose a project, where the student could develop their abilities in this activity.

According to the SEV program, the student has to interact with some interviews and simple questions to give information. Also I want to combine this aspect with some cultural information according to the American presidents.

2.2 The Project in process

To begin of this project in group, all the students and teacher will do the structure and questions like a guide of the students. In this part the teacher could observe the abilities of students because teacher starts the class with a little brainstorm. The students could give their opinions and suggest all kind of questions that they can ask him.

In teams the students think and organize all the questions in the correct order of these ones. In this interview, they will record like a Radio program, because this is the purpose of the activity. They will create a Radio program, where one member will interpret an important president of U.S.A. for example; George Washington, Abraham Lincoln, Thomas Jefferson, Theodore Roosevelt, etc. and the other members will have to do some personal questions about the season of his job.

The project is divided in 4 sessions such as:

1st session: Students and Teacher write the possible questions.

Students make teams and choose who will be the president, and reporters.

2nd session: Students choose the questions and organize them.

They practice the questions in teams.

Teacher evaluate them their process in teams.

3rd session: Students record their little program in an audio.

4th session: Teacher and students listen their audios.

Teacher gives a feedback.

Asking good questions is a cornerstone of learning and living. It's a practice we use every day. Everything from grocery shopping to choosing a new career path and beyond requires it. So much of our success in life depends on asking the right questions. In education, the benefits of asking good questions are immeasurable.

It lets us clearly define problems and expectations. Students' research becomes more productive. They have better team communication. It lets them view challenges proactively. It encourages deeper reflection and better learning processes. Overall, there's just no downside to it. So how do we actually do it?

It is for this reason that I implement the use of questions in my classes and oral sketches, because I consider that the only reason that the students can interact and practice in different kinds of conversations.

2.3 Formal and Informal Assessments

According to Brenda Weaver...

...formal assessments usually refer to these types of tests as standardized measures. These tests have been tried before on students and have statistics which support the conclusion such as the student is reading below average for his age. The data is mathematically computed and summarized. Scores such as percentiles, stanines, or standard scores are mostly commonly given from this type of assessment. (20017:2)

These characteristics are very clear and actual because in the formal assessments the students can measure their performance and skills, and also the

teacher can give them a little evidence and score about their development during a specific time.

Another important concept about this it is on the Education Magazine BTW. It refers that...

... A formal assessment can be announced after the completion of a topic, subject or term and the questions which will be asked in that assessment will be related to that topic. From the utilization of the formal assessment, the evaluation of all the students will become possible in a systematic manner (2016:3)

This is very true because in the formal assessment, the students can work in a systematic manner, in which, they can measure their progress and they and teacher can find in which part or lesson they have some complications. The formal assessments are very useful because they are standardized and this one can help us to measure the performance of the student.

On the other hand we have the Informal assessments. Brenda Weaver has her own definition about this.

The informal assessment is one of the authentic assessments that can be taken by designing special activities, including the projects announced for group or individual, various kinds of experiments, verbal presentations, demonstrations, or actual performances...The informal assessment is one of the authentic assessments that can be taken by designing special activities, including the projects announced for group or individual, various kinds of experiments, verbal presentations, demonstrations, or actual performances. (2017:4)

This statement is very true, because in the Informal assessment the teachers have the possibility to design the evaluation with "authentic material" that is meant, they can use The informal assessment is one of the authentic assessments that can be taken by designing special activities, including the projects announced for group or individual, various kinds of experiments, verbal presentations, demonstrations, or actual performances, projects, etc.

2.4 The importance of teaching Vocabulary

On the other hand, it is relevant to mention the importance of teaching and introducing the vocabulary in class, but what is vocabulary? According to TESOL, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. (2017:2) It is meant that the students need to get some words for that they could put these words together and then, they start to make sentences and little paragraphs.

This is very important because as Wilkins wrote that, while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (1972:111) This point reflects my experience with languages; even without grammar, with some useful words and expressions. This is very common in my performance as a Teacher, because in the middle school it is very hard to teach English, since the majority of students do not like this subject because they do not know anything about it and I have a hard task with them, such as I have the responsibility that they like or show interest in this Language.

For example, the last months they have learned a lot of vocabulary more than grammar, because I consider that the student starts to be interested when he/she understands or identifies some words in a little text, song, or sentences. This is very important for them, because they feel more interest and importance of this language and it is not only a subject for them, also it is another way to communicate them.

2.5 The goal of this Lesson Plan

The goal of this lesson is for the students to know and learn other kinds of government and the last presidents where they could give opinions with popular and correct phrases; also they could start to know the main verbs in Simple Past and the structure in this time. During these months I have learnt how they like to

understand and acquire a new lesson, for example, my students pay more attention if the lesson is interesting, but how can I interested it? They want to learn English only if it will be useful in their lives, such as, in Facebook, What's APP, in movies, songs, etc. For this reason I like to mix the English Language in their real life, with examples and trendy topics, because they start to be interested in this language.

In this lesson I planned many authentic material, because I consider that it is very useful even that, the teacher and students can help it in learning by real structures, common vocabulary, important information, etc. The students show more **interested** if they watch the information is real and if they can use it in their personal lives.

In my classes I usually start with examples and I give them the material that it will help me with the development of the class. I like that students think, deduce or guess the rules of the grammar structures, it is meant that, the students can the skills in founding and understanding the structures and vocabulary without the translations, for example I give them the material and I tell them, that they have to read and then, tell me what they can understand, some ideas like, vocabulary, structures, verbs, etc., and this one is very productive, because the students feel **motivated** when they start to understand, read and talk in English in the classroom by themselves.

This project is planned in 3 sessions, where the first one, the teacher will present the vocabulary in an authentic material in the reading skill. In this part the students could interact with real material and true information about the other country (U.S.A.). They could observe and find the new vocabulary and the grammar structures about the Simple Past. In the reading skill, I could observe their comprehension about the articles in reading and listening skill.

In the next activity, in the same session, the students could listen some speeches about the Obama president, where they could familiarize with the vocabulary and pronunciation about some words or common phrases to give

opinions. The students and teachers practice the pronunciation and they could develop their hearings in English Language.

In the next session the students make a little debate where they could develop the speaking skill. This debate will be between Obama president and some Mexican president that they chose. This project has the goal of the students give their opinions and what they think about these presidents and our government in comparison with American government. Also the goal of this one, the students have to talk with the common and popular phrases to give opinions.

The third and last session the students could develop the writing skill, where they could write and give their opinions and conclusions about the last class (debate activity). They will have the opportunity to express freely, where they have to follow some points:

- Write 3 to 5 phrases to give opinions
- Express argumentative sentences
- Check the orthography
- Total 20 to 50 words

In conclusion in my sessions I could measure the validity and reliability of my students with notes and brainstorming in the reading skill, while in the listening skill, I could measure them with some questions in the class and the feedback at last the class.

At the final of this week, the students could record their radio programs, and they will send **it to** me with the purpose to listen and check their pronunciation and development in how they can lose their nervous when they speak in English.

2.6 The importance of rubrics in assessment

The online Merriam-Webster dictionary lists the first meaning of *rubric* as "an authoritative rule" and the fourth meaning as "a guide listing specific criteria for grading or scoring academic papers, projects, or tests." *A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.* The use of rubric in assessment is very useful for students because they can guide in their projects or tasks, and then, the teacher has the opportunity to show evidence about their performance.

The genius of rubrics is that they are descriptive and not evaluative. Of course, rubrics can be used to evaluate, but the operating principle is you match the performance to the description rather than "judge" it. Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each. Effective rubrics have appropriate criteria and well-written descriptions of performance.

The purposes of rubrics are showed the students' performances, and the teacher has the chance to observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

It is important to mention that rubrics give structure to observations. Matching your observations of a student's work to the descriptions in the rubric averts the rush to judgment that can occur in classroom evaluation situations. The resulting judgment of quality based on a rubric therefore also contains within it a description of performance that can be used for feedback and teaching. This is different from a judgment of quality from a score or a grade arrived at without a rubric. Judgments without descriptions stop the action in a classroom.

In my personal experience I like to work with rubrics, because I consider that the student feels confident in his / her score and when I want to give him/ her the feedback is easier and clearer.

2.7 Portfolio evidence

On the other hand, the constructivism based on Piaget's and Vygotsky's assuming that students are able to acquire and socially construct their knowledge and understanding. This approach pays more attention to students' prior learning, their problem solving skills and their collaborative learning. Nowadays, society asks for students who have cognitive skills such as problem solving, critical thinking, analyzing data, and presenting them orally and written format. As I mentioned before, the student sometimes feels nervous when he /she listens "tomorrow exam" and this factor he / she answers with some mistakes, and the teacher is amazing with the results because the student is very good in class and participative but in his / her evaluation is not all.

One of the alternative methods in education used in the assessment of the students' individual or group performance is portfolio. According to Birgin (2003) portfolio gives more reliable and dynamic data about students for teachers, parents and also student himself, because it provides getting clear information about students and fulfilling their weaknesses and helps teachers planning teaching progress.

According to Arter and Spandel, portfolio is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas (1991:111). In my personal opinion I consider this kind of evaluation is very useful because the students have the freedom to express by themselves without stress like they feel during in an [test](#), and then, the portfolio evidence is an excellent tool for give evidence for them, their parents and colleagues. In this project that my students will do it "the radio program" I will have four different audios that I will add in their portfolios evidence.

2.8 My video

<https://www.youtube.com/watch?v=jhMI6CN7IAg>

The use of technology in the classroom is very important because the students can interact in real time. They have to the opportunity to know real conversations, videos, music, etc. and also the technology is always more attractive for them, but what happen if we do not have the possibilities the use of technology?

In my last essays I mentioned that I work in a school that the school does not have many technology tools, such as, projectors, speakers, tape recorder, computers, etc. Some of them are very expensive, for example projector or computers. Some solutions that I have implemented are; sometimes I show videos or some conversations in my computer, or I play some audios in the player because it is lighter than tape recorder, but it is impossible the use of the CD's and I have to download the files and save in a USB, however it is difficult to do because some CD's are locked.

It is for me and my students, it is very hard the use of technology in the school, and then we have worked with some traditional tools, because as school as students do not have the way the use of modern technology.

In my video I can show that in the classroom we do not have much material, technology tools, we have only the basic material, such as, chairs, tables, and board. The group is very imperative but enthusiastic, and then, you can see that they have some problems with the pronunciation, in special one [student](#), that he has some difficulties in his speaking not only in English, also in Spanish.

I could film one video because I do not have many classes, because we have many free days, and then, the students have gone out for their homes very early for reason of the insecurity in the city. I chose this group because it is the smallest of my all groups. However in the third grades I did not want to work this one, because we are studying the guide of the Admission Evaluation of the High School.

2.9 Lesson Plan

1. Lesson plan identification cell.	
Author	Nuria Leticia Martínez Gallardo
Educational stage	1 st grade of Secondary School
Title of your Lesson plan	Presidents
Learning Objective of the plan/ Competency	<ul style="list-style-type: none"> - Language Goal To analyze and develop the knowledge about some short texts, also to get new vocabulary and the comprehension of the structure of the text. - Cultural Goal To know some politic aspects in the U.S.A., such as, parties, and governments To know how the presidents work in this country, that is meant, how they work in the society. To listen the Obama's inspirational speeches about teenagers and students.
Communicative skill considered	Reading/Writing/Audio/Speaking
State of the following options	Introduction of the topic
Functions	To compare the politic between Mexico and U.S.A. To talk about what think about the these two countries in Simple Past
Main Grammar structure	Simple Past
Other Grammar structures	Phrases to give opinions and argumentative answers
Grammar and Pronunciation	I chose some pictures about the most famous presidents in the U.S.A. also I downloaded some presidents' speeches, such as, Barack Obama.
Hours of the plan implementation	3 hours per week
Number of sessions	3 sessions (each on is 3 hours per week)
Contents required for the lesson	Authentic Material such as, notes of newspapers about the presidents of U.S.A. Some short speeches during the period he was a president.
Link of the content	https://www.youtube.com/watch?v=IHWUn4THqwg https://www.youtube.com/watch?v=8ZZ6GrzWkw0 https://www.youtube.com/watch?v=BAjSPqxP6cw
EEAILE tutor on line	Gernot Rudolf Potengowski

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
<p>Activation</p> <p>Warm – up</p>	<p>T asks to Ss some introductory questions, such as:</p> <ul style="list-style-type: none"> - Who is the president of the Mexico? - How can select the president of our country? - Mention some important last presidents in Mexico - Who is the president of the U.S.A. - Do you can the Americans choose their president? - Who other presidents, do you know? - Do you know, who was Barack Obama in the U.S.A.? - What do you think about this president? 	<p>Ss practice what they learned in the previous class.</p> <p>Ss know some clues about what they acquired in this lesson</p>	<p>00</p>
<p>Set the objective or competencies of the lesson</p>	<p>T writes and explains the objective of the lesson and Ss could give opinions about this.</p>	<p>Ss read the learning purposes of the lesson, clear doubts and express opinions briefly.</p>	

3. Communicative skills development

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	T gives them worksheets with a Barack Obama's biography T asks them to identify in the biography the regular and irregular verbs in the past tense and write on the corresponding columns.	<ol style="list-style-type: none"> Ss identify regular and irregular verbs Write them in the right columns 	<ul style="list-style-type: none"> Worksheets Colors : blue / red Notebooks Whiteboard 	1	<ul style="list-style-type: none"> Circle in blue color the regular verbs. Circle in red color the irregular verbs.

1st practic e	T asks students what they think the reading and Barack Obama.	Ss brainstorm about the contents of the reading.	White board Markers	1	- Write a brainstorm
Readin g	T checks the pronunciati on of the Ss	Ss could practice their pronunciati on			- Take notes about the explanation - Underline the Simple Past sentences and circles the verb according to the color. - Answer and comment the question in team and explain the answer
Readin g Contin uation	T explains a little aspects of Obama	Ss could give their opinions about this president.			
Readin g Compr ehensi on	T asks students to underline the sentences with regular and irregular verbs	Ss find and identify the structures of the Simple Past sentences			
	T makes teams of 3 members				
	T gives them 1 and different question per team	Ss read and analyze the text again Ss answer the question in teams			

<p>2nd practic e or Social interac tion</p> <p>Feedb ack</p>	<p>T asks Ss to share in the group their question and answers</p> <p>T asks some general questions in the group</p>	<p>Ss could interact with the classroom and they could give their opinions</p> <p>Ss could participate and give their opinions</p>		<p>1</p>	
<p>Gram mar Focus</p>	<p>T explains the rule of the ED verbs</p> <p>T chooses a Simple Past sentence that it is in the text T shows this sentence like an example T asks students what they can watch in this sentence?, such as, structures, time of verbs, etc.</p>	<p>Ss watch and analyze the sentence</p> <p>Ss find the structure and grammar rules of this Time.</p>		<p>1</p>	

Summary	T emphasizes the importance of the ending of regular	Ss could clear their doubts			
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Listening

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice	T shows the video of the Obama's speech , for the first time	Ss could interact and take some notes what words they can identify	- Computer - Speakers	1	- Take notes in a brainstorm
2nd practice or Social interaction	T shows the video of the second time but this time T pauses it in fragments T plays the video of the third time without pauses	Ss give their opinions what they listen after T pauses the video Ss listen and analyze the phrases of the audio		1	- Write the phrases or vocabulary that they listened
Grammar Focus	T asks students to identify phrases in Simple Past	Ss take notes of phrases in Simple Past		1	- Write all the Simple Past phrases

Summary	T repeats some phrases that appeared in the Obama's speech at final the activity	Ss check the phrases and their mistakes		1	
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	T shows some popular phrases to give opinions	Ss repeat these phrases to check the pronunciation	<ul style="list-style-type: none"> - White - board - Computer - Color papers 	2	<ul style="list-style-type: none"> - Write these phrases in a piece of color papers
1st practice	<p>T divides the group in two big teams</p> <p>T makes a little debate between Obama president and a Mexican President</p>	<p>Ss choose the team and start to think what president want to talk</p> <p>Ss make teams and select what president is important for them</p>	<ul style="list-style-type: none"> - Two different colors in piece of papers; yellow and green 	<p>2</p> <p>2</p>	<ul style="list-style-type: none"> - Give them a little piece of paper; yellow or green (only one) - Make teams according the color of a piece of paper. All the yellow colors together and all the green colors together
2nd practice or Social interaction	T starts the debate	Ss give their opinions with the popular phrases about the presidents that they chose	Whiteboard	2	<ul style="list-style-type: none"> - Give opinions and reasons about these ones

Grammar Focus	T teaches popular phrases to give opinions such as: <ul style="list-style-type: none"> - I agree with... - I believe that... - I strongly believe that... - My personal opinion that... - In my honest opinion... 	Ss can interact with these phrases and they can participate easily.	Worksheets	2	- Students resolve in a worksheet some common phrases to give opinions
Summary	T gives a feedback with the pronunciation of these phrases	Ss repeat and check their pronunciation		2	

Writing

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	T gives the same phrases to give opinions	Ss read and write these phrases individually	<ul style="list-style-type: none"> - Piece of papers - Pens - Markets 	3	- Write their reasons and comments about the American presidents

1st practice	T asks students to write some comments about the two presidents that they chose	Ss write their comments in a piece of paper and write the reasons why they agree or not	- Piece of papers - Pens Markets	3	- Give and write argumentative reasons
2nd practice or Social interaction	T gets all the students' comments and check in group	Ss interchange the comments and check it; mistakes, reasons, etc.	- Piece of papers - Pens Markets	3	- Students write some phrases on the white board
Grammar Focus	T remembers the popular phrases to give opinions T writes these phrases on the board	Ss writes these phrases in their writings comments	- Piece of papers - Pens Markets	3	- Students participate to write some phrases on the board
Summary	T checks their writings comments in group	Ss helps to T check the writings		3	Interchange their writings with their classmates

Students could know and learn other kind of government, with many differences and similarities between the U.S.A. and Mexico. They could listen and understand how some

4. Intercultural component

5. Evaluation

The teacher could evaluate them, during the products of the activities, such as, in their writings about their comments of these countries and governments, it is meant in assessing way. For example, in the debate, the teacher could listen the pronunciation and the correct

6. Conclusion

I think the students feel enthusiastic to know a new country and his political, because the political of their country is not very motivate for them. They know that

The Guide of the questions:

- What is your name Mr. President?
- When were you born?
- How old are you?
- What is your most important aspect
in the history of U.S.A.?
- Who were your enemies?

Rubric of evaluation the radio Program



Aspects to evaluate	Excellent 5 pts	Very good 4 pts	Good 3 pts	Irregular 2 pts
The sequence of the program	The program has a clear sequence: The order of the questions	The questions are clear but with some pauses between them	The order of the questions are not clear	The questions are in disorder and the public cannot understand the sequence of the program
The pronunciation and fluency	Students have a clear fluency and correctly pronunciation	Students have some a little problems in 2 - 3 words or phrases	Students pause sometimes in the questions	Students have a lot of pauses in the phrases and the fluency is not clear
The environment the program	The public listen an excellent environment such as; songs, music, laughs, a natural environment	The environment listens relaxed. They talk very natural	They talk with some nervous	The environment sounds very stressful without songs, laughs, etc.

Chapter 3: Experience Report

As I mentioned at beginning the topic and grammar function in this unit is the Simple Past, and I mixed with the American Symbols, but I chose only one, "The mount Rushmore". The goal of this activity was the students could know about this landmark and also they could investigate and know about the four presidents are there, and why they are famous in the U.S.A.

Firstly I started the class with some pictures about the most famous American symbol, such as, the flag, Memorial Lincoln, Washington Monument, Liberty Bell, Statue of Liberty, Bald Eagle and The Mount Rushmore. I gave them a little explanation about each one and then, I concentrated their attention in the last one because this American symbol will help me to introduce my lesson plan, where, I could show and explain them just a little about these four presidents, and then, I gave them a little text with information about the American presidents.

In this text I could introduce the Simple Past lesson with some examples in this. This activity was really **interesting** because the students could find many examples and verbs in past where they could understand the rule of this time. Then, I explained the importance of these presidents in the U.S.A. The reaction of the group was positive because they **were** really interested **in** the lesson. **Also** they commented that they had watched this landmark in movies or cartoons but, they did not they name or information about this one. The reason of introducing with this American symbol is to start the curiosity of my students about who are the presidents in this landmark and why they are there.

The next class I gave them the name of the four presidents and then I explained them that we needed to know just a little information about these important characters in U.S.A. It is for this reason, I asked them, that they had to make teams with 4 members each one, and then in random activity they chose one president, that it is meant, one team chose Abraham Lincoln, team 2 chose Theodore Roosevelt, team 3 Thomas Jefferson and team 4 George Washington.

Then, I explained the next dynamic that it was a Radio Program and then, they have to interview one of four presidents of U.S.A. in their program that they have to create in teams.

Firstly, I asked them that they could give me some opinions and comments about what questions they consider important and interest to ask Abraham Lincoln, George Washington, Theodore Roosevelt or Thomas Jefferson. In a students' brainstorm created a little question guide that they could help to design their program. Also, we started to design the dialogue of the Radio Program.

The goal of this activity was that the students used the Simple Past in interrogative form with personal information about the one president of U.S.A. Also the student had to opportunity to investigate and know just a little history about that president, and the importance of this one was to U.S.A.

Other purpose of this activity was that the students can develop the speaking skill. In teams I was monitoring and evaluating them, with a checklist by team. This one it was very useful for them and me because I could help them in pronunciation and some doubts about the fluency and words, then, they could clear their dialogue and they felt most confidence when they speak and interpret their Radio Program.

The final activity for this project was that they had to record their Radio Program in the cellphone with the purpose the use of technology in the class and then also they had the opportunity to listen to them and to make the corrections and some mistakes about their pronunciation.

Chapter 4: Conclusions

This project in my personal opinion I really liked because I can notice the students' interested, and emotion about this activity, however I have to mention that the use of technology in the classroom is very complicate and hard because the majority of students do not have the opportunity to get a cellphone, and some teams had to record them in the classroom and the Program Radio was a little poor, it is meant their program did not have music, or natural environment like a real Radio [dialogue](#). This one my big challenge in this module.

On the other hand, this specialization gave me the opportunities to learn and know more theories, methodology and strategies that these ones could help me in my classes, for example in the first module I could know my Teaching Philosophy, I had the chance to re-organized all my experiences and knowledges in my classes with my students.

It is important to mention that in the second module I learnt the importance of the use the technology, how this tool helps the teacher to develop more interactive and interested class, however sometimes it is very hard to use it, for example in my case, I used all possible the technology and I had good results but I cannot use it in all my classes.

Final in the third module I am really satisfied because I could learn how to plan much better my classes, because the Template guide is very useful and organized, and also it is very easy to follow because the teacher has the opportunity to understand the structure of the class. Then, I learnt the importance to teach some cultural aspects in the English class because the students need to know some important aspects about the countries speak this language. It is very important that they do not only know grammar, vocabulary or phrases also they have to know how and when can use colloquial phrases and some traditions or traditional food.

Also I have to say that sometimes this specialization was hard, because for the time, as I mentioned in my before assignments I have 11 groups, in a public school and it is a little hard to motivate the students about the learning of this language, however during the course I learnt different ways and aspects that helped me to motivate them and taught this language like a life style.

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