**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

## PROPUESTA DE INTERVENCIÓN EDUCATIVA

## "BEST PRACTICES FOR TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE IN BASIC EDUCATION. A COMMUNICATIVE AND INTERCULTURAL APPROACH".

**TRABAJO RECEPCIONAL**

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

MARTHA MORALES FLORES.

ASESOR: NORMA SUSANA RIVERA HERRERA.

GENERACIÓN: 2020-2021

México, DF. a 13 de junio de 2021.

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# EDUCATIONAL INTERVENTION PROPOSAL.

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## RECEPTIONAL ASSIGNMENT

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**PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

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Atentamente,
Ciudad de México a 13 de Junio de 2021.

**Martha Morales Flores**
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# INTRODUCTION.

On the current Project, several integrated activities will be carried out, that show how the four skills were linked and developed in the light of the Linguistics´ Theories, Approaches, Methods, Techniques, Principles, etc., provided from the unit 1, in other words this lesson plan was made up applying the own Teaching Philosophy gotten from the Module 1 and matched it with the information from Module 2 about the development of each skill in the classroom and showing how important is to consider the interculturality in order to develop a lesson plan that build up on students meaningful knowledges across to develop and analyze Intercultural activities that should be carried out in the English Language Classroom.

Actually, some important concepts will be explained how are linked on the Project´s Lesson Plan of Theoretical Foundations through the work such as: Linguistic and Communicative Competence, Intercultural Competence, Culture Definitions and Features, Ethnocentrism, Stereotypes, etc. Besides, the necessary Methodologies and Approaches will be exposed and applied in order to create the tools for the assessment or testing along the lesson plan´s activities being the rationale support of the Project for the students´ evaluation.

As before was said, the lesson plan will show how it was prepared with Intercultural activities that will help students to develop Cultural awareness and at the same time will be covered a topic from the Syllabus PRONI curriculum expected to teach in the current scholar course, so it is necessary that students understand what Culture means, involving them in the Language Classroom, so this lesson must reflect the understanding of how Interculturality plays an important Role in the Teaching of English and Teaching Principles.

Therefore, across the sessions the Linguistic, Grammatical and Intercultural Competence will be exposed for writing, reading and listening skills applied on Sixth grade, understanding and analyzing definitions and features regarding Culture on the Speaking Skill applied, also the Intercultural meaning will be incorporated in the Role as a Teacher for the development of Intercultural Communication in the Language Classroom.

On the other hand, the necessary materials and resources are integrated for it, incorporating digital skills when the activity requires, then using    some suggestion for managing the web sites where useful materials were created. Also, the link of the recorded video will be added, and the evidence of the activities worked on the lesson plan.

Finally, the Experience Report is included about the results of carrying out the activities and the outcomes analysis to provide possible solutions and ending with the conclusion and the references of the present Project.

# CHAPTER 1: PHILOSOPHY AND THEORY.

## 1.1 TEACHING IDENTITY AND PHILOSOPHY.

I am going to explain that in my Teaching Philosophy I can always distinguish the Collaborative process of learning, concept that I visualize on my teaching practice, the concept from Vygotsky´s (1) ZPD, that is the idea where the level of potential development is determined through problem solving under the guidance of a more capable, in other words giving the tools ( input) to  students, guiding them across the lessons  to acquire the necessary knowledge, until they become to be independent at the end of the unit when they are capable for producing the main outcomes by themselves. Therefore, the collaborative process can occur between learners, with in whole groups activities, and between teacher and learners´ collaboration for checking all together the activities.

My routines for working in class are established since the first lesson, for having a better control of the students´ behaviour applying the Theory Focused Attention and Noticing,

which mentions that if we are not capable to engage the students´ attention in the topic, we might not make them notice the target structure, so that, first we have to keep the students´ attention and expose immediately the input, having like this the opportunity for internalizing the knowledge on the students ´mind (intake) and creating the eventuality that they might notice the target structure. I usually work on a behaviour notebook, which is controlled in order by student´s list number, writing there if someone had a no favourable behaviour into the class. Also, I am on constantly communication with my colleague and students´ parents setting rules into the classroom and outside of it, in order to get a classroom management and organization.

(1)   Vygotsky, L(1978). Mind in society: The development of higher psychological processes. Cambridge: Harvard University Press, p.86

I consider myself as needs analyst, so I assess my students needs as a group or individually since the beginning of the year, developing material according to the needs of the students, also I create most of the time the material as supplementing the course book as is needed for all group according to the students´ interests. Then, I can say too, that I sometimes must modify the curriculum for some courses, due to needs of students, being like this as a curriculum developer, but the most difficult role in class is to be a manager of classroom because some learners have attitudes and behaviours unpredictable into the classroom.

I like to follow my lesson plan and sometimes I pressure myself with the plan, but I prefer to have a quality and meaningful job than quantity researched themes without significance for my students. Therefore, I structure my classes considering the curriculum´s achievements, making my planners by month and having one achievement developed on each week. I can say that, when I teach grammar, I feel it is not complicated, because they only follow the frame and that is all, but when I teach a communicative lesson, it could be nice for them, but it might be so tiring for me, due to the mediation and monitoring that I must do among their participation makes me feel exhausted. Moreover, I think that in the communicative activities is when we can really observe the reached advance that students have gotten in their learning of L2.

On the other hand, I believe that is important the motivation on teaching, so that I try to engage my learners with different aids where they can use the most of their senses possible during the input of the L2, I mean, I attempt to give them the opportunity of learning L2 through a variety exposure of materials in the classroom, even the learning style that they have, reason why I usually make students sing songs, play games or create a funny material for them, it depends on the group´s interest. I put on practice each one, doing it at the beginning of the class for encouraging to work on the lesson. Most of the time learners love the competitive games, but it is necessary to clarify them that it is a game for learning that must make us to feel well no for making others feel bad. And when it is noticed that something is not funny anymore for them, I attempt to another different technique.

I have experimented with my students that even all are exposed at the same time, with the same kind of the input, not all of them can internalize it because of their background and their life span could let or could not let to match the input on favour to be internalized, as a meaningful knowledge on them.

In my students´ case, they are exposed to listen input during all English class so, I try to speak English all the time, besides to be exposure written texts, because I think students have to receive the input in the target language as often as possible, so that it can maximize their exposure to the English Language.

In contrast individual factors need to be accounted that affect learners´ degree of success acquiring an L2 as they impact how learners process language as Affective Filter Hypothesis says.

I totally agree with Krashen´s (2) Affective Filter Hypothesis because on my experience as teacher I have seen how excellent students have modified their motivation or performance in positive or negative ways, due to the anxiety and nervous that they feel caused by their family´s problems. Therefore, I try to create a nice environment for the English class, where they can feel comfortable and calm for paying attention and interacting in a confident way in the learning process of L2, making like this they can acquired the L2.

Besides, I can say that I usually must adapt my lexis according to the current level of my students, speaking slowly too and do few contractions for beginners, according as the foreigner talk says.

(2) Krashen, S. (1982). Principles and Practice in Second Language Acquisition. New York: Pergamon Institute of English.

I have had the opportunity to appreciate the importance of the culture and the interculturality when I attempt to teach because of, as teachers, we should make learners value their own culture on purpose later they figure out on a critical way about other countries´ culture, so that one of the salient things on the teaching process is that learners get the Communicative Competence and Sociolinguistic Competence for being applied in their life the interculturality so it is present nowadays in everywhere

Regarding the way for the assessment, it could vary, so it depends on what I am going to evaluate, I like they evaluate themselves in peers routinely tasks, If I need to assess grammar and content, I prefer to apply a written exam, in fact assessment should be real, continuing and encouraging. In my practice is very useful what Ghaith (3) says about the Alternative Assessment Approach, that talks about the cooperative learning because it also facilitates me the assessment of outcomes and reduced the stress in the environment.

And finally, I am a teacher who likes expanding the knowledge constantly in any opportunity that is present on benefit to my students´ learning.

## 1.2 THEORY UNDERLYING THE TEACHING PRACTICE AND IDENTITY.

The important Linguist M.A.K. Halliday (4) is mentioned here because he studied the interaction of children and identified some functions of language when kids are learning, some of them are interactional, personal, and imaginative functions, which across the Project´s lessons are seen into de performance of the learners.

(3) Ghaith, G.(2002).Using cooperative learning to facilitate alternative assessment English Teaching Forum, 40(3). Pp.26-31

4) Halliday, M.A.K.(1975),Learning how to mean. London: Edward Arnold.

Another salient Linguistic that is present in this job is the Linguist Noam Chomsky (5) who worked on Generative Linguistic Theory, his idea talks about the finite set of rules that can applied on purpose to generate any sentence using structured grammar in a language, so this way is one of the forms of the students carry out the production of writing here. On the teaching process of L2 for writing and listening skills the feature from Generative Linguistic School said by Noam Chomsky, according to the idea that there is a finite set of rules; students had listened and imitated forms extensively until they became accurate and automatic (Direct Method), and after they must have attempted to produce any kind of sentences, and creating written texts applying Chomsky´s idea. Also, it was observed the need to apply the Natural Order Hypothesis Krashen on teaching lessons, so it says how to children follow an order to acquire grammar in L2.

On the other hand, emotional problems could be appreciated on the practice that belong to Affective Filter Hypothesis and affect the learning process in positive and negative ways, proposed it by Krashen the Krashen´s explanation says that when students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed, it cannot be acquired by students if the Affective Filter is high.

Regarding Brown (6), emotions affect on students´ performance so he said on the Testing Principle of Reliability, in specific on the inter-rater reliability that include experience with rating and the fatigue among other factors, they must be considered when is applied the test on students for helping them to foster their performance.

Moreover, Kolb´s Model (7), where the Constructivist and Sociocultural principles support his Experiential Learning Model, shows us that this model contains four stages in a cycle

(5) http:// walkinthewords.blogspot.com/2008/11/diagramming-sentences-syntactic-tree.htmlb

(6) Brown, H. D. (2004). Language Assessment. Principles and Classroom Practices. Longman. NY, pp.142-143

(7) Kolb, David A.1984.Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs: Prentice-Hall.p.38

sequence that are seen in all kinds of teaching skill so it can be identified in the students learning process of L2.

Meanwhile, for the practice of listening skill was applied the Audio -Lingual and Direct Method, where L1 is not allowed and with the use of Authentic material (not only for listening skill also was presented on the other skills) native language is forbidden and both Methods were linked with the part of Habits´ Formation from Behaviourism, so something important was learned throughout the specialization that the use L1 might be on certain stage as instructions or when the topic changes. In addition, the Behaviourist Theory was considered also on the reading skill because it talks about the order and creation of habits across it, but this theory could be observed along of all the four skills.

Moreover, the Communicative Language Method was applied on the speaking skill, this method talks in relation of problem solving, task using authentic material, etc., which involves the appropriate usage of the language within a specific social context. And the Language Function (the purpose of it) from the Linguist Jakobson (8), that is the thing done with the language. In the SEP´s English program, some of these functions are worked with are, describing people or animals, making predictions about the future, expressing preferences, and giving personal details, etc, being some of these functions carried out on the current Project´s lesson plan such as: expressing preferences and giving personal details.

## 1.3 THEORETICAL BASIS ABOUT LANGUAGE, LANGUAGE LEARNING AND LANGUAGE TEACHING.

It is important to take into account in teaching some concepts of the Model of Intercultural Competence of Michael Byram (9), such as Cultural Attitudes for the curiosity and openness on the students, Skills of Interpreting and Relating so it is necessary that learners get the ability to interpret a document from another culture and explain it and relate it to documents or events from one´s own, and Critical Cultural Awareness, developing the ability to evaluate

(8) Jakobson R," Closing Statement: Linguistics and Poetics," in Style in Language (ed. Thomas Sebeok),1960

(9) Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters Ltd.

critically on basis of explicit criteria about perspectives, practices or products from their own culture or other countries, building up on students not only learn linguistic at school through grammar rules, so they must know the way on how and when to use L2, no matter in which country they were, carrying out the interculturality knowledge that they have learned.

The Interculturality gives the opportunity to observe how many ways the culture has for presenting in daily life, and for instance in the shared language, culture- civilization, culture refinement, etc., these kinds of cultures must be taught to the learners for having critical awareness about their own culture and other cultures.

In addition, each process of culture has some characteristics that according to each sort of culture has being presented into its development. Besides, the culture can be acquired by an unconscious process because of the person is living in this specific context, meanwhile on another process the learner is consciously learning the culture across the Linguistic Competence taught in the L2.

It is necessary to teach students the interculturality so across its process could be taken out the ethnocentrism from the society and at the same time to avoid on them to categorize people with a negative stereotype.

It is salient to know that a valid test should be measuring what it set out to measure. The test validity has different components such as: construct validity, content validity, criterion-related validity and face validity. To measure the validity on students´ tests throughout the Content validity with the items test the target skill for each test and applying Direct testing on, for instance testing the fluency and pronunciation on the speaking dialogue between learners, so that was also considered Face Validity because Face Validity must have sections on a test where a section of grammar can clearly see or another skill.

Regarding to the inter- ratter reliability that include experience with rating, fatigue, distraction, ability to decode the learners´ handwriting because of it is important to lead students with clear instructions, do not make so extensive tests, set time for each question and if it were necessary to make a brief physical activation across on.

Common Approaches of Traditional Assessment on the practice.

Traditional Assessment (TA); it was applied in the daily practice of the different skills for evaluating the planned activities, in order to know the performance of the students during their learning process, these formats are the next: multiple choice, completion, and cloze formats, also they were used for evaluating vocabulary.

Testing is another method that could have several techniques to measure the students´ ability, it could be very specific for example: a test only created for evaluating grammar, or a very general: test created for evaluating general aspects of the L2. Another way to evaluate the students´ performance with L2 is using the assessment, so it is a process that can be build up with some kinds of tests, besides assessing might be formal or informal in addition, it could be adapted to the teacher´s needs for evaluating. Therefore, the assessment can become a formal when are followed systematic planned techniques constructed on purpose to evaluate students, in contrast testing is only a formal way to evaluate students.

It is important to clarify that into the development of several lesson´s activities, there was also the Informal Assessment, such as: pronunciation feedback during drills or the reading task, and day to day students- teacher interaction into the development of each activity such as: memory game or search words; telling learners what they were doing well and what they needed to work on.

Formative Assessment was to add the students´ learning experience by evaluating them in the process or acquiring the language, being here important that assessment become a

process because it was built into a sequence of several stages developed across the lessons of L2.

Other function is to measure the students´ ability is termed summative, it was carried out at the end of the curse when the authorities asked teacher by a numeric grade.

Performance Based on Assessment (PBA). It is any form of Assessment in which student constructs a respond orally or in writing. O´Malley and Valadez Pierce´s(10). It kind of assessment is useful for assessing whatever activity because of, into a class often students respond in any way: orally or writing so any way teacher could get something for evaluating to the student.

Alternative Assessment is identified with informal, but the importance of the Alternative Assessment consists in that, it lets teachers and students to gather evidence regarding how learners process and complete authentic tasks in the target language. Some formats from Alternative Assessment that mainly were used across this job were: checklist, teacher observation and anecdotal records. For instance, the checklists were used for registering all the activities worked online by students, meanwhile the teacher observation tool was used for having the students´ attitude and their participation during the class, etc.

Analytic Rubrics. These tools could help teacher to assess specific aspects, for example in writing skill could assess the effective capitalization, punctuation, spelling, etc., it being suggested that teachers might do the proper adaptations according to their context, so that analytic rubrics are practical tools for also assessing the other skills of the lesson such as: reading, listening, and speaking.

(10) O´Malley, J. M.  Valadez Pierce, L. (1996) Authentic assessment for English language learners: Practical approaches for teachers. In Kuhlman, N. (Ed.) An Introduction to Language Assessment in the K-12 Classroom. ETL Advantages modules.

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# CHAPTER 2: METHODOLOGY AND PRACTICE.

| LESSON PLAN. | |
|---|---|
| Author | Martha Morales Flores. |
| Educational stage | Level: 6TH |
| Title of your Lesson plan | Sandy´s last journey to Michoacan, knowing her own culture. |
| Learning Objective of the plan/Competency | - Learning objective of session 1.<br>- To familiarize with the new topic for applying the intercultural competence in order to know first his / her own culture: target language.<br>- Linguistic Competence<br>- Cultural Competence.<br>- Intercultural Competence. |
| Communicative skill considered | - Speaking (Productive skill)<br>- Reading (Receptive skill)     - Writing (Productive skill)<br>- Listening (Receptive skill) |
| State of the following options | -Recycling topic: from reading skill to writing, listening, and speaking skill. |
| Functions | -Sharing past experiences.<br>-Narrating past events.<br>-Talking about past events. |
| Main Grammar structure | Auxiliary "Did" for making questions in past, when we want to ask about facts that happened in past, we use the auxiliary "Did" + subject+ verb simple form+ complement+ question mark? |

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|---|---|
| Other Grammar structures | Verbs in simple past for expressing experiences in past. |
| Brief description of the plan |  Because of the pandemic is current since March,2020 in our country, teachers have been given classes online using the platform of Google. As teachers, we must motivate students to figure out on the global facts that affect our lives and work on how we can help to foster our life´s community and take care ourselves. |
| Hours of the plan implementation | -Online evidence: 40 minutes weekly |
| Number of sessions | 4 online sessions. |
| Contents required for the lesson | - Google calendar<br>- Link for making material.<br>- Websites for getting materials.     -Audio recording<br>-Reading slides.<br>-Printed material. |
| Link of the content | https://www.google.com/search?q=cartoon+images+of+verbs.&source=<br><br>https://puzzlemaker.discoveryeducation.com/word-search<br><br>https://www.google.com/search?q=IMAGES+OF+JANITZIO+<br><br>https://www.google.com/search?q=images+of+mariposa+Monarca++IN+MICHOACAN&tbm<br><br>https://www.google.com/travel/things-to-do/see-all?g2lb= |
| EEAILE tutor online. | Norma Susana Herrera Rivera |

## 2.1 APPLICATIONS.

| Step of the lesson | Teacher activities | Students' activities | Session number |
|---|---|---|---|
| Activation<br><br>-Before the lesson<br><br><br><br><br><br><br><br>-During the lesson | Teacher and students sing the song of greetings.<br><br>Teacher activates previous knowledges showing slides of Michoacan places and the necessary vocabulary.<br><br>Teacher elicits the students: who has travelled to Michoacan?<br><br>Teacher gives Students a printed material for searching the vocabulary. | Ss Sing the song of greetings.<br><br>Ss comment the slides and pronounce the vocabulary.<br><br>Ss participate saying some of their experiences traveling.<br><br>Ss solve the activity about the printed vocabulary. | 01 |
| Set the objective or competencies of the lesson. | Teacher shares students the outcomes of the session. | Ss comment about other places that they know. | |

## 2.2 PROCEDURES.

Speaking Skill. Aims -  To identify the use of the auxiliary "Did" for questions in past throughout the specific context of the dialogue, to reproduce a dialogue and to connect their own information into the context of the conversation.

| Step of the lesson | Teacher activities | Students' activities | Materials | Session number | Evaluation |
|---|---|---|---|---|---|
| **Information processing activity** (Activating previous knowledges). | T shares the screen with Ss and shows a memory game with the verbs in past modelling the pronunciation | Ss participate per list, listen the verbs modelled by the teacher and play memory, making a pair of verbs from slides in an interactive way. | -Printed material. -Slides made with images from: https://www.google.com/search?q=cartoon+images+of+verbs.&source=cd | 02 | Assessment with feedback (no formal assessment). Activity with content validity and face validity. |
| | T invites students to listen a dialogue. | Ss listen the dialogue with questions in past about a specific travel to Michoacán. | | | |

| | | Culture is learned, because it might be learned through schools as in this way students do or by churches, workplaces and from other institutions. | | | |
|---|---|---|---|---|---|
| Speakers should have on mind their strategy, the manner of delivery, as well as the amount of talk that is appropriate | T encourages students to read aloud the dialogue after her/him does. Avoiding students categorize the teacher with the stereotype of that teacher is always serious in the classroom. | Ss read the dialogue from the slide. | | | |
| The formal features of the message (vocabulary, grammar, pronunciation). | T. Explains the use of the auxiliary "Did" for questions in past as a linguistic point in the dialogue. | Ss observe how the auxiliary "Did" is before the subject when is used for questions in past. | . | | |
| Into the Role of Practice, Pragmatic features (choice of style, choice | Teacher asks students to act out the dialogue in pairs, per list number. | Ss in pairs act out the dialogue noticing the place of the auxiliary "Did" on the questions in past | | | |

| of language, paralinguistic aspects for instance: tone voice, posture, etc.) | | about a relate of specific travel. Culture is contextual because culture emerges out of a specific context, environment (artificial scenario) in classroom. | | | |
|---|---|---|---|---|---|
| Structural activities focus on grammar and they include mechanical drills, such as, substitution drills. | Teacher asks students in pairs complete their own printed dialogue with multiple choice. | Ss complete their own dialogue using the clues of places and auxiliary "Did" on the questions from printed material. Culture refinement, when students do their own dialogue, they are showing their culture background throughout it. | | | Traditional Formal Assessment, using the tests of Multiple-Choice (MC). fill- in -the- blanks with short several answers from a word bank. |
| Conversation is Interactive and occurs between at least two people, is reciprocity and involved, is collaborative | Teacher invites students to act out their own dialogue for checking the completing dialogue activity. | Ss in pairs act out their own dialogue. Culture is shared here, because of this kind of culture consists of a group of people that share social knowledge as | | | Feedback providing informal process, oriented assessment. |

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|---|---|---|---|---|---|
| taking turns for speaking and listening. | | students do throughout their own dialogue. | | | |
| Speaking evaluation. | Teacher gives students feedback when is necessary about the pronunciation according to their performance. | . | | | |
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Reading Skill. Aims - To apply the reading of a text, to infer the meaning of each sentence about experiences in past and to recognize the meaning of the sentences throughout images, developing Cultural Competence with the real life´s experiences.

| Step of the lesson | Teacher activities | Students´ activities | Materials | Session number | Evaluation |
|---|---|---|---|---|---|
| **Information processing activity** Carlos Sánchez Lozano argues that in Reading strategy, Vocabulary is an important element of reading comprehension. (Bottom-up processing). | T shares Students the flash cards about necessary vocabulary for understanding the meaning of specific experiences in past, modelling the pronunciation. | Ss listen, read, and pronounce the vocabulary modelled by the teacher. The input also of the culture aspect to study across the class. | Flash cards printed from internet and slides. https://www.google.com/search?q=IMAGES+OF+JANITZIO+ Printed material made with the link https://puzzlemaker.discoveryeducation.com/word-search | 03 | Assessment with feedback (no formal assessment). Activity with content validity and face validity. |

| | | | | | |
|---|---|---|---|---|---|
| Clarification of vocabulary is seen the Linguistic schema that refers to the linguistic information stored in our mind in order to decode words and | T gives students the instruction for searching the vocabulary on the printed material. | Ss will search the words about the vocabulary on a searching activity. | - | | |

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|---|---|---|---|---|---|
| their meanings. Schema Theory. | | | | | |
| Phonics instruction. This approach focuses on bottom-up decoding, phonics is defined as instruction in the sound-letter relationship used in reading and writing. | T invites students to listen a narration about specific experiences in past. | Ss listen the narration about specific experiences in past from a cd. Competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately (sociolinguistic competence). | | | |
| Teacher´s reader Strategies. | T models the reading for Ss employing a slide shared online, emphasizing the verbs in past and the vocabulary seen before. | Ss carry out the reading after the teacher using a slide with the narration shared online. Communicative competence involves two | - | | |

| | | cultures: our own and the one is learning, in this case students are learning the food culture from several states of their own country using the L2 (C1 with L2). | | | |
|---|---|---|---|---|---|
| | T gives feedback to students about the pronunciation and clarifies questions about the meaning of the reading. | | | | |
| Emphasizing comprehension over pronunciation, Teacher strategies. | T gives students the instruction to read again the relate on the printed material and match each sentence with its corresponding image according to its meaning. | Ss read again each sentence of the relate from printed material and link each one with the corresponding image about specific experiences in past. English as global language or lingua franca, so that is used primarily for communication purposes, here the purpose is to identify if students | | | |

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| | | understood the information as sociocultural competence says. | | | |
| | T checks the activity from the printed material, inviting students per list, to read one sentence and say its corresponding image according to its meaning. | S reads the sentence from the printed material and shares the answer, and other students must agree if it answer is right or not. | | | Feedback providing informal process, oriented assessment. |
| | | | - | | |

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Writing Skill. Aims -    To recognize and follow the spelling, the punctuation, and the capitalization, of a guided writing of some expressions in past. To create their own information completing some sentences (for Writing of interesting and cultural activities happened in his /her own country (Linguistic Competence).

| Step of the lesson | Teacher activities | Students´ activities | Materials | Session number | Evaluation |
|---|---|---|---|---|---|
| **Information processing activity**<br><br> The cultural input.<br><br>Hyland mentioned six approaches for teaching writing and on this stage the approach applied is the first: Languages structures which talks about Familiarization (Students are taught certain | T shares the flash cards with students about vocabulary for understanding the meaning of specific experiences in past, modelling the pronunciation. | Ss will search the words about the vocabulary on a searching activity. | Printed material made with the link.<br><br>https://puzzlemaker.discoveryeducation.com/word-search<br><br>Flash cards printed from internet and slides.<br><br>https://www.google.com/search?q=IMAGES+OF+JANITZIO<br><br>Notebook. | 03 | Assessment with feedback (no formal assessment).<br><br>Activity with content validity and face validity. |

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|---|---|---|---|---|
| grammar and vocabulary items as input.<br><br>British Michael Byram (Intercultural attitudes includes curiosity and openness about other cultures). | | | Printed material. | |
| Teaching reading and writing together: Create activities that require writing through different media and for different purposes. Hyland´s | T invites students to read aloud the previous printed relate seen in the Reading Lesson of specific experiences in past and write them on their notebook producing the previous imitative writing. | Ss read aloud the relate seen in the previous Reading Lesson of specific experiences in past modelled by the teacher and write them on their notebook. | | |

| | | | | | |
|---|---|---|---|---|---|
| approaches Guided writing where Students imitate model texts.<br><br>Students produce graphemes (handwriting) and orthographic patterns (spelling) of English.<br><br>Byram's conceptualiz ation of intercultural communicati ve competence throughout the Linguistic Competence that says: The ability to apply knowledge of the rules of a standard | T gives instructions for respecting the correct spelling, the punctuation, and the capitalization on. | | | | |

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| version of the language to produce and interpret spoken and written language. | | | | | |
|---|---|---|---|---|---|
| | Teacher focus students on the next activity of completing their own sentences with clues (verbs in past and places) producing their own writing. | Students write their own sentences using printed material and clues of verbs in past and places for completing them. | | | Traditional Formal Assessment, fill- in -the- blanks with short several answers from a word bank. |
| | T gives oral feedback about distinguishing the verbs in simple past from the place on the sentence. | Students observe the importance to know the verbs in infinitive and in past form for giving the meaning to the sentence. | | | Feedback providing informal process, oriented assessment. |
| | T checks the completing activity from the printed material, inviting students per list, to read one solved sentence about | S reads the solved sentence from the printed material and shares the answer, while other students must agree if it | | | |

| | | | | | |
|---|---|---|---|---|---|
| | specific experiences in past using clues. | answer is right or not. | | | |
| Regarding Hyland´s approaches when teaching writing, enclose Content that says: Writing activities are often organized around social issues. | T asks students to write the sentences from the completing activity on their notebooks already checked them. | Students write the solved sentences about specific experiences in past on their notebooks. | | | |
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Listening Skill. Aims - To identify the key sound of some verbs in past throughout an audio narration and to solve a fill gap activity with the verbs in past using reading material and the audio narration about his/ her own country´s culture for carrying out the critical cultural awareness having the technology as tool.

| Step of the lesson | Teacher activities | Students' activities | Materials | Session number | Evaluation |
|---|---|---|---|---|---|
| **Information processing activity**<br><br>It is the Previewing with activities or exercises that help students anticipate the content that they will hear in the listening text.<br><br>Pre-Listening with | T. Shares the screen with Ss and show them the flash cards about the verbs in simple present and simple past modeling the pronunciation. | Ss listen and say the vocabulary about verbs in past. | Flash cards printed from internet and slides.<br><br>https://www.google.com/search?q=cartoon+images+of+verbs.&source=<br><br>Printed material made with the link<br><br>https://puzzlemaker.discov | 04 | Assessment with feedback (no formal assessment).<br><br>Activity with content validity and face validity. |

| | | | | | |
|---|---|---|---|---|---|
| the skill of Bottom-up processing, which refers to the usage of incoming aural input as the basis for understanding the message.<br><br>Students listen to the teacher pronouncing each verb, while ss. Search them, where each verb is working in students´ as input for the skill of bottom up and making students have the basis for understanding the | T. Asks students to solve a searching word activity using printed material about verbs in simple form and simple past, while teacher pronounces each verb.<br><br><br><br>T. Elicit students to complete a table of verbs in simple form and simple past in a | Ss search the verbs in simple form and simple past in a printed material.<br><br><br><br>Ss complete the table about verbs in simple form and simple past listening the teacher pronunciation. | eryeducation. com/word-search<br><br><br>Cd. | | |

| message of the lesson. | printed material pronounced by teacher. | | | | |
|---|---|---|---|---|---|
| Advance Organizer: a tool to help students make a connection between new information (from the listening text) and their pre-existing knowledge. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| The teacher becomes as mentor because we need to be real leaders, serve as role models, acclimate new teachers and students and advise them on instruction. | T asks students to read aloud from a slide the text about the narration of specific journey´s facts to Michoacán, modelled by teacher. | Ss carry out the aloud reading of the narration. | | | . |
| Meaning Support. Providing students with pictures, sound effects, etc. | Teacher invites students to listen a narration about specific journey´s facts, explaining that this relate is about past facts then the verbs should be in simple past | Ss listen two times the narration. Knowing the culture of different knowledge acquired by the students it will be enriched. | | . | |
| Recall Questions because requires getting information from a listening text, | T gives the instruction to listen one more time the narration about specific journey´s facts and across to it | Ss fill the gaps after three times to listen the narration of a | | | Traditional Formal Assessment, using the tests of Multiple-Choice (MC). fill- in -the- |

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| | | | | | |
|---|---|---|---|---|---|
| it can usually be answered by simply repeating words or phrases from the listening text. Linguistic Competence for using the verbs in past. | to fill the gaps of a printed material distinguishing the verbs in past given as clues. | specific journey´s facts. | | | blanks with short several answers from a word bank. |
| Post – Listening. Top – down processing skill which refers to the use of background knowledge or the use or micro and macro skills. | T ask students to check the fill gaps activity on a printed material saying that per list each one must give the answer for each blank of the printed material. | Each student listens a sentence and says the corresponding answer (verb in past) for blank on the printed activity. | | | |

| | T. Elicits to the other students to say if the verb is right or must try again. And go on like this until finish to check all activity. T clarify the answer when it is necessary so that students need to identify the right sounds of the verbs for completing the activity, because bottom-up processing goes from sound to language to meaning | Other students say if his/ her answer is right or not. | | | Feedback providing informal process, oriented assessment. |
|---|---|---|---|---|---|
| | | | | | |

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## 2.3 EVIDENCE. DEVELOPED MATERIAL ON THE LESSON PLAN FOR THE FOUR SKILLS.

SESSION 1.



Paricutin vulcan          Monarca Butterfly          Janitzio Island          Patzcuaro Lake

Slides of important Michoacan´s places.
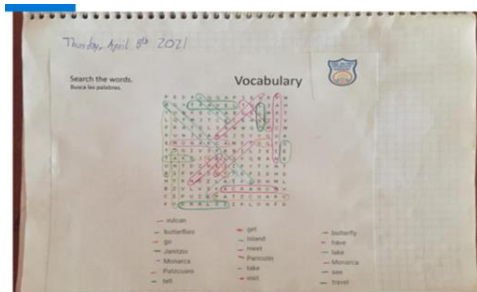


Search words about previous vocabulary.

SPEAKING SKILL.
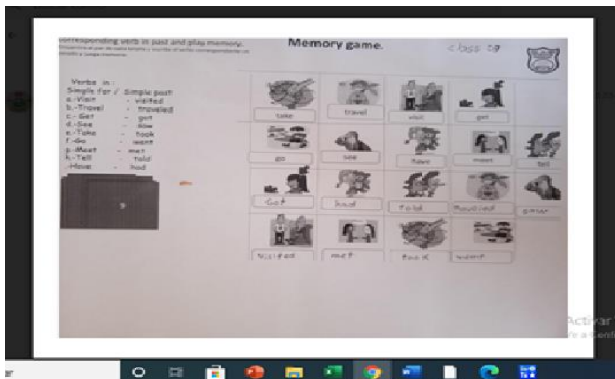


Memory game.
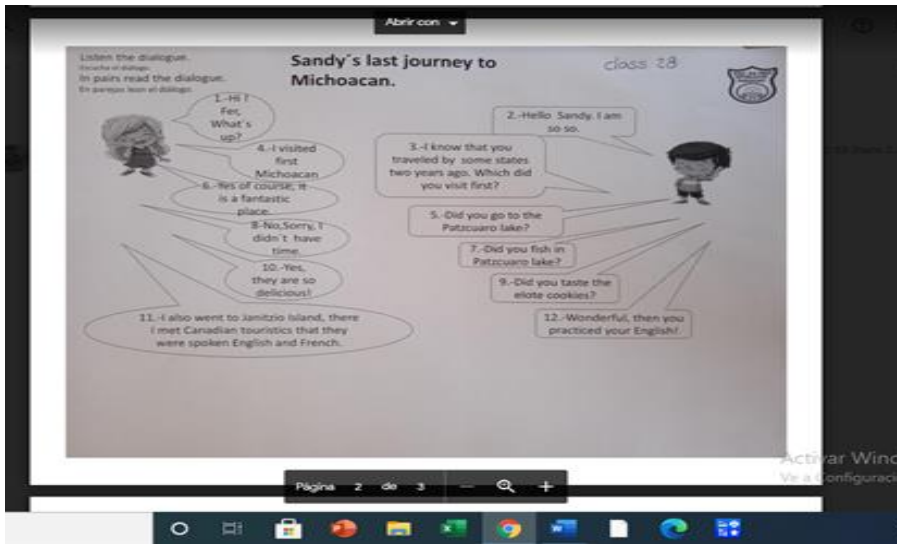
Dialogue 1.



Dialogue 2 for completing activity.

# READING SKILL.



Search words activity.



Reading text.

Reading activity, matching the sentence with the right image.

## WRITING SKILL.



Writing of reading´s matching activity.



Fill the gaps activity for writing. Students produce their own writing.

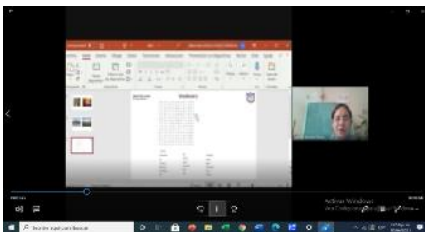LISTENING SKILL.



Search words.



Fill blanks activity for listening.

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## 2.4 LINK OF THE VIDEO CLASS RECORDED.

https://youtu.be/XGhV5jry1IE

## 2.5 EVIDENCE FROM THE VIDEO CLASS.

1ST SESSION.

Activity for familiarizing with the new topic using flash cards and search words activity for vocabulary.

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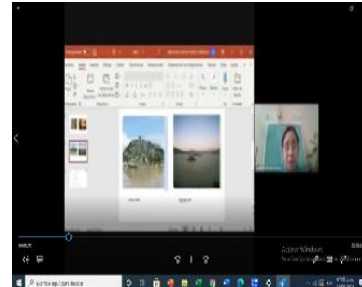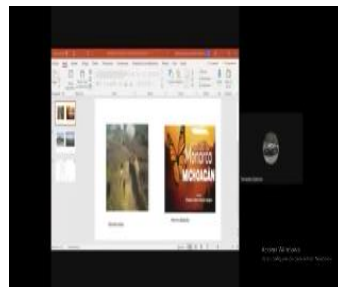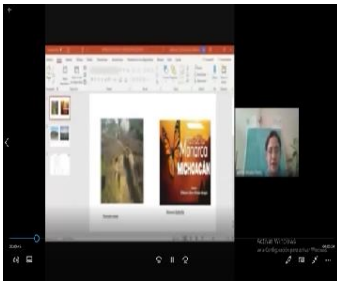
2<sup>ND</sup> SESSION

Activities: previous memory game about verbs in simple form and verbs in simple past and the next activity is a dialogue where the aims were to identify the use of the auxiliary "Did" for questions in past throughout the specific context of the dialogue, to reproduce a dialogue and to connect their own information into the context of the conversation with cues, and mechanical and substitution drills.
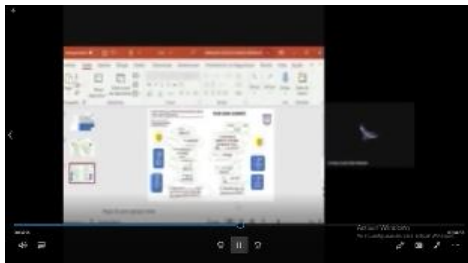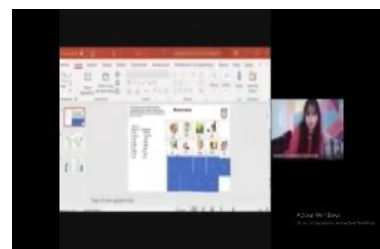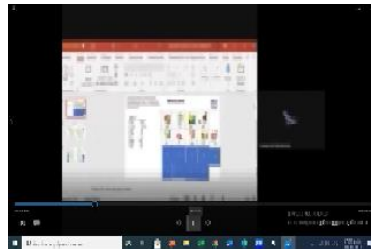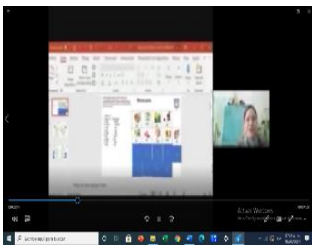




3<sup>RD</sup> SESSION

There was a previous search words activity about vocabulary, and on the next activity the aims were to apply the reading of a text, to infer the meaning of each sentence about experiences in past from the text and to recognize the meaning of the sentences (decoding words and meanings) matching sentences with images for meaning comprehension.
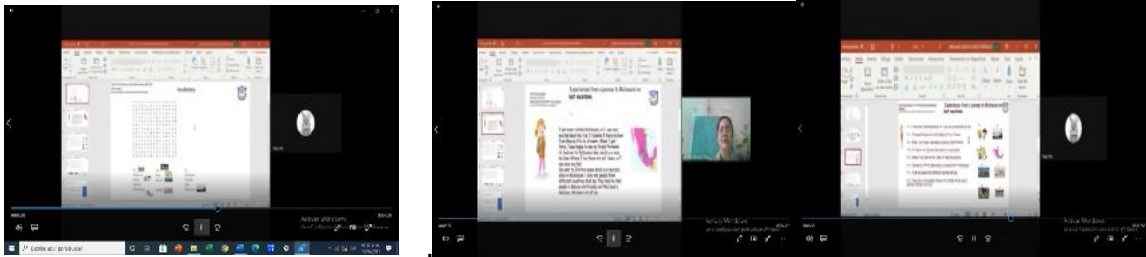
The following activities were about writing where the aims were to recognize and follow the spelling, the punctuation, and the capitalization, of a guided writing of some expressions in past (imitative writing for beginning students was the first task). To create their own information completing some sentences for writing production ( the second activity).
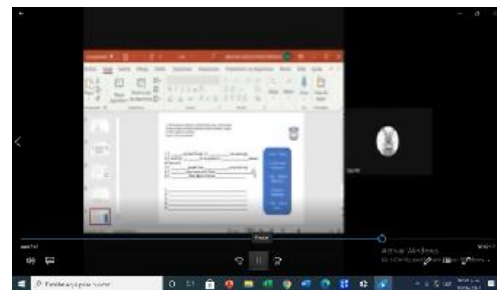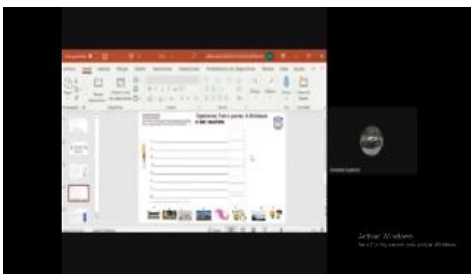



### 4TH SESSION

The first activity was a search word and to complete the column with the right verb. The second activity the aims were to identify the key sound of some verbs in past throughout an audio narration and to solve a fill gap activity with the verbs in past using reading material and the audio narration about his/ her own country´s culture. (Bottom-up processing so goes from sound of language´s words to meaning).
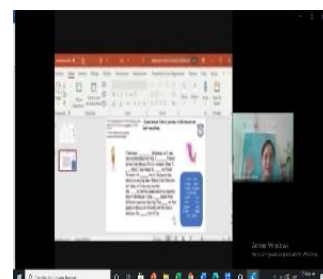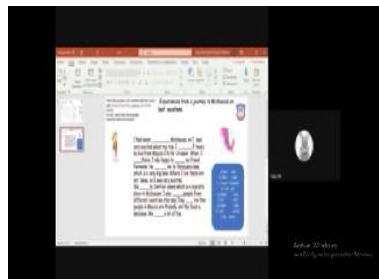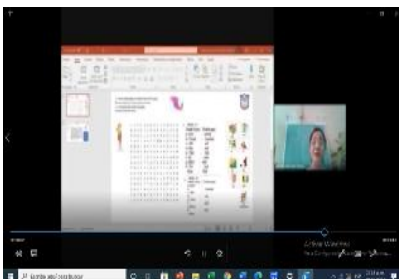
## 2.6 DESIGN OF ASSESSMENT AND/ OR TESTING TOOLS FOR ACTIVITIES.

When a second language is taught, it is necessary to assess or test the four skills in order to know the progress of it or for assigning to students a grade across of the course or at the end of it. According to the last idea, teachers must keep in mind the concepts of Testing and Assessment. Testing is a specific procedure or instrument for gathering particular kinds of information about students´ language abilities, and on the other hand, Assessment is an ongoing pedagogical process that refers to the systematic use of different types of tests to gather information from students´ abilities and performance over the time and of the inferences we derive interpretation of that information.

In addition, our evaluation tools have to be designed considering if the assessment will be formal or informal; a test is considered as formal, but assessment can be formal or informal according to the procedure done across it.

Other no less important concept that a teacher has to keep in mind in order to create the evaluation tools, it is to establish if the instrument will be used on a Formative or Summative Assessment. Because of, Formative Assessment is to add to the students´ learning experience by evaluating them in the process of acquiring the language, considering the current level of performance to inform future learning, giving feedback students on their performance, in contrast Summative Assessment occurs at the end of the course for measuring what the learner has acquired over the course.

## 2.7 RATIONALE BEHIND OF THE ASSESSING AND / OR TESTING TOOL.

However, for the Formative Assessment are some useful tools from the Alternative Assessment so it is necessary to balance the practice of summative assessment and formative evaluation in order to provide the students with the opportunity of take into account their personal learning style and their personal strengths talking about of the language skills.

Regarding Brown, the main goal of Alternative Formative Assessment is to let teachers deliver to students the appropriate feedback about their performance, having the sight on the future continuation of their formative learning, it has the value that allows teachers and students to gather evidence how learners approach, process and complete authentic tasks in the target language. For Alternative Assessment, some testing formats are proposed such as: journals, reading logs, portfolios, videos of role plays, check lists, self-evaluation, questionnaires, teacher observation, anecdotal records, etc., and from these tools, but in particular for this assignment, the checklist was applied for registering the delivered tasks adding the teacher´s observation for the student´s attitudes in class, and the anecdotal records for their oral participations.

Another salient and useful tool is the analytic rubric which help us and is used to assess specific aspects of productive and receptive skills, because it could get a quality and quantity evaluation from there, so the quality information gathered on, can become a quantity grade assigning a numeric measure on the rubric, therefore the teacher only decides which aspects of each skill will evaluate on.

Now, it is important to mention how the four skills are considered into an evaluation. Listening and Reading are considering as receptive skills, both of them engage of hearers and readers in meaning production meanwhile the productive skills are Writing and Speaking. Writing is a more systematic and accurate process on purpose to find the meaning

for particular audiences, and Speaking is spontaneous in which there is no time to correct mistakes.

Besides, when a particular language skill is tested, it usually involves another, for instance a receptive skill (Listening) involves another productive skill (Write), so teacher has to be careful on setting the specific outcomes on the evaluation instrument for testing or assessing.

Regarding Tests, Brown (11) said that there are five Principles for a test: Practicality, Reliability, Validity, Authenticity and Washback. On this process, some of these Test´s Principles would be appreciated clearer, even all are present on, for example the Practicality: no to be expensive, easy administer, appropriate and accurate; Reliability, here teachers must ask themselves if the test tool is consistent and dependable, and also to figure out about the experience with rating, fatigue distractions, ability to decode the learners´ handwriting (inter-reliability) and the Validity, on this case, the tests are designed according to the given content along the classes or course.

The next formats are considered as Traditional Assessment (TA).

Here was considered the author Kuhlman (12) when says that these formats focus on finite knowledge, because for example multiple choice format tests only focus on language recognition and no on language production and this is a one reason why teacher had applied them on students, so they do not still produce on L2, besides, the time was saved.

(11) Brown, H. D. (2004). Language Assessment. Principles and Classroom Practices. Longman. NY, pp.142-143

(12) Kuhlman, N. (2008). N Introduction to the Language Assessment in the K-12Classroom, ETL Advantage modules.

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## 2.8 REAL EVIDENCE OF HAVING WORKED THE ASSESSMENT AND /OR TESTING TOOLS.

Actually, when it is necessary to assess, it is important to consider which skill will be evaluated, so regarding it, the traditional assessment format was selected, so which format was used for each skill´s evaluation according to the level of the students, that will be explained here.

 Regarding the rubrics as evaluation tools, analytic rubrics were designed for assessing the activities of the lesson plan according to the outcomes set to evaluate on each skill and adapted as O´Malley and Valadez (12) suggested. These rubrics help students develop awareness of what their strengths and weakness are, and at the same time give meaningful feedback and will help them improve a specific area reason.

The Speaking (Productive Skill), on the lesson the Aims were, to identify the use of the auxiliary "Did" for questions in past throughout the specific context of the dialogue, to reproduce a dialogue and to connect their own information into the context of the conversation.

 The outcomes: Students completed their own dialogue in utterance way and in a printed material, making some hesitations they could identify the auxiliary too. This activity was assessed using Completion- test, fill in the blanks and short answers. Students completed the statement chosen the response from a word bank; Teacher should be aware of ambiguity and minimizes it as possible on. Also is added the rubric worked on this skill.

(12) Ibid., p.14.

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| RUBRIC FOR SPEAKING SKILL. | 100% 2.5 | 50% 1.25 | 25% .62 | 0% |
|---|---|---|---|---|
| Pronunciation. | | | | |
| Identify the topic and purpose of the dialogue. | | | | |
| Complete their own conversation using cues. | | | | |
| Express his/her ideas an utterance way. | | | | |

The Reading (Receptive Skill), its Aims were to apply the reading of a text, to infer the meaning of each sentence about experiences in past from the text and to recognize the meaning of the sentences throughout images, developing Cultural Competence with the real life´s experience.

The outcomes: Here the aloud reading was made by everybody from their home but they must not turn on the microphone, most of students could match rightly the meaning, and as part of the class´s interaction, when a student could not identify the right answer, someone else helped him/ her to do. Here, Multiple choice Format was used for assessing the task of comprehension meaning, matching the sentence with the right image, (bottom-up vocabulary or top-down comprehension processing were considering in the process of the activity), besides a rubric was also created for the evaluation.

| RUBRIC FOR READING SKILL. | 100% 2.5 | 50% 1.25 | 25% .62 | 0% |
|---|---|---|---|---|
| Utterance fluency | | | | |
| Comprehension meaning of the sentences matching with pictures. | | | | |
| Positive attitude on reading. | | | | |
| Finished the comprehension meaning activity (matching sentences with pictures). | | | | |

On the Writing (Productive Skill) the Aims were to recognize and follow the spelling, the punctuation, and the capitalization, of a guided writing of some expressions in past. To create their own information completing some sentences (for Writing of interesting and cultural activities happened in his /her own country (Linguistic Competence).

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The outcomes: Students respected the rules for writing while others did not care the punctuation and capitalization, but most of them did the task. a Cloze Test was applied, so it is usually for assessing predictability of language such as in grammar or vocabulary, based on students´ vocabulary level, it included a word bank. In addition, a rubric was created for the evaluation of this skill.

| RUBRIC FOR MECHANICS WRITING. | 100 % 2.5 | 50% 1.25 | 25 .62 | 0% |
|---|---|---|---|---|
| Misspell even simple words. | | | | |
| Some errors with punctuation that detract from meaning. | | | | |
| Effective use of mechanics; errors do not detract from meaning. | | | | |
| Effective use of capitalization and formatting. | | | | |

And for Listening (Receptive Skill) the Aims were to identify the key sound of some verbs in past throughout an audio narration and to solve a fill gap activity with the verbs in past using reading material and the audio narration about his/ her own country´s culture for carrying out the critical cultural awareness having the technology as tool.

The outcomes: The task was checked in class and was necessary to give a little feedback about pronunciation on purpose students recognized the verb on the blank because most of the verbs were irregular. Standardized Testing Format was managed for the evaluation with selective listening tasks (cloze passages, chart completion) with a word bank and recording specific information; also, a rubric was applied on the evaluation.

| RUBRIC FOR LISTENING SKILL. | 100% 2.5 | 50% 1.25 | 25 % .62 | 0% |
|---|---|---|---|---|
| Identified the key sound verb on each sentence for filling the gaps. | | | | |
| Focused the attention on the listening. | | | | |
| Finished the filling gaps activity. | | | | |
| Positive attitude on the listening task. | | | | |

The Alternative Assessment was present across the practice of the lesson´s evaluation as a check list, so the students´ activities were registered, and on the same way their participations worked on during the classes.

# CHAPTER 3: REPORT AND ANALYSIS.

# 3.1 DESCRIPTION, RESULTS AND ANALYSIS OF HANDS-ON PRACTICE AND CRITICAL ANALYSIS.

At the beginning, the new topic was presented to the students as something cultural with the touristic places slides from Michoacan state and not all their faces showed me much pleasure but as soon as the session was developed, students were motivated to share a traveling experience to any state of Mexico, then their participation increased so all of them wanted to share their journeys, so the purpose of this first session could be gotten, when their experiences were exposed and solved a word search material with the vocabulary (verbs in simple form also seen there).

On the second session, the Speaking skill was seen, where the aims were, to identify the use of the auxiliary "Did" for questions in past throughout the specific context of the dialogue, to reproduce a dialogue and to connect their own information into the context of the conversation. The Technique applied on Speaking Skill session was the Manipulate Technique; having as previous activity a memory game which was worked on with a Controlled Technique. The memory game included the verbs of the first session but now also in simple past, students liked this task.

For the next step students were elicited to act out the dialogue after to listen the dialogue from the teacher, where the focus was on aspects of conversational competence and referred to as pre-communicative and included drills. Then on Pre-communicative activities are the Structural activities focus on grammar, and they include substitution drills, where the sentences are modeled by the teacher and after the class repeated them. Anticipating who likes and who does not like to participate, the first pair of students was named for developing the activity so after it, the other students even they are shy, were motivated to participate for completing their own dialogue. In this step, the pre-communicative activities and the Quasi-communicative activities (13) were combined because in this task are given cues to students

(13) Adapted from Bygate, M. (1987). Speaking. Oxford: OXFORD University Press, p.62.

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to substitute on the dialogue´s sentences taking the form of semi-fixed exchanges; therefore, this second dialogue had the Semi-controlled Technique.

 There were certain mistakes on the pronunciation and making long hesitation for completing it, but when they were elicited to identify the auxiliary on the questions most of them answered correctly. Later they had to complete the writing activity so even this activity was checked by everybody on the class not everybody wrote right.

The Reading skill session had as aims to apply the reading of a text, to infer the meaning of each sentence about experiences in past from the text and to recognize the meaning of the sentences throughout images, developing Cultural Competence with the real life´s experience.

 This session was developed applying a text for reading, linked with the last class´s topic named "Experiences from a journey to Michoacan on last vacations", having previous vocabulary´s activity with a word search, on this step was applied the Schema Theory so was activated the previous knowledge about the topic that each student has acquired through experiences. These experiences and knowledge were activated when students read, and they could connect previous experiences to the content of the text. Besides, the Strategy for the teacher of Analyze vocabulary was presented in this stage so it was important for the reading comprehension, and for learning new vocabulary to be repeated exposures to the word. Students liked the search word but was not finished by everybody because of the time, leaving it as homework.

 Then teacher used another Teacher Strategy: (Modeling and teaching learning strategies explicitly) because the reading was modeled while students only listened, after that, students read aloud the text following the teacher´s reading on the slide, here the Strategy for the Teacher: Emphasizing comprehension over pronunciation was seen; so here it was not sure that everybody had done it, because they must not turn on the microphone, so  that the teacher had only to trust on they done the reading.

After, the verbs in past and the vocabulary were emphasized, also the feedback was given of difficult pronunciation words and the meaning of some words of the reading, but there were not doubts so the topic was similar the last session. On the next step was assigned students a matching activity about sentences with verbs in past that was linked with the correct image for checking the meaning comprehension, Therefore, the process of Bottom -up was present, decoding means looking at the language at the lowest linguistic level working with letters, sounds, and the combination of letters and sounds as words or sentences on purpose to find the right image of the sentence´s meaning.

At the end, all group checked the activity in class, some students could not match right the meaning, but another student helped him/her to clarify the right answer. Here was another Strategy for the Teacher: Assessing students´ progress in reading and involving students in self- evaluation. The majority of students solved the activity and corrected their mistakes.


Regarding the Writing skill session, the aims were to recognize and follow the spelling, the punctuation, and the capitalization, of a guided writing of some expressions in past. To create their own information completing some sentences for Writing some interesting and cultural activities from his /her own country (Linguistic Competence). The writing skill was developed together to reading skill session, being present the Principle in Teaching Writing: Connect reading and writing, so students gain important insights by reading because students could observe what was already written; this includes patterns of language and vocabulary.

The same activity of word search was for previous vocabulary, which students liked, but students had to finish this activity at home because of the time, leaving it as homework. And because of this skill was applied on the same session as reading then the first activities were the same, but the writing skill was observed after the reading matching activity. Then students wrote all the sentences from that task on their notebooks for mechanic writing. On this step was applied the Teaching Strategy Imitative or writing down for beginning students who are only able to write simple words or sentences. The purpose here, according to

Brown (14) it is to make students familiar with the orthographic code as spelling, then it means that here is applied the Micro-Skill for Writing, so it produces the orthographic patterns an acceptable core of words and the appropriate word order patterns. Though, this activity was easy, and the recommendations were given for respecting the spelling, punctuation and the capitalization there were some mistakes.

As a second writing activity, students completed their own sentences of their experiences on a printed material, using cues that were given on a word bank. The next task was worked on with the Approach used for teaching Writing: Language structures that refers to the cohesive devices that comprise the basic building blocks of a text. And in specific with two stages in the development of writing: Familiarization (15) because students are taught certain grammar and vocabulary through a text; and Controlled Writing because students substituted some ideas or cues on the sentences, producing their own sentences.

The activity was checked on the class with all the group together, some students could observe the importance to distinguish the verbs in past from the infinitive form for giving the right meaning to the sentence. Besides, here the Macro-Skill was present, so it refers appropriately accomplish the communicative functions of written texts according to form and purpose.

And finally, students wrote their own sentences on the notebook, some of them respected the rules before mentioned for writing while other students had to correct the punctuation and capitalization, but all of them did the task.

The last skill applied was the Listening and its aims were to identify the key sound of some

(14) Brown, H.D. (2007). Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains: Pearson-Longman.

(15) Hyland, k..(2002). Second Language Writing Chapter1, Writing and Teaching Writing. (pp.1-30) City University of Hong Kong. Cambridge University Press.

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verbs in past throughout an audio narration and to solve a fill gap activity with the verbs in past using reading material and the audio narration about his/ her own country´s culture for carrying out the critical cultural awareness having the technology as tool.

Even students had already seen the verbs on the previous sessions with the same topic, here the verbs were shown with slides as a review being modeled by the teacher, listened and pronounced by the students, the   Attention Theory was seen in this task so consciousness- raising activity was developed to increase learners´ awareness of grammatical structure when they listened; and the Input Hypothesis Natural Approach because was provided to the students with the Listening Input that was appropriate and ensuring, and comprehensible, which was a responsibility of the teacher to be planned.

   Later students solved a word search about the verbs in simple past and simple form, they liked so much this task, but it took a lot of time so was stopped, and they finished it later at home, this activity was carried on purpose the Listening Process as Acquisition, students will not learn anything from input, unless they notice something about the input (intake).

On the next activity students completed a table of verbs that were being pronounced by the teacher, on purpose that   students recognize the sounds of the verbs when they were pronounced by the teacher for completing the table, this stage refers to the Bottom- up Process with the Pre-listening, so this phase prepares students through the activity to be involved on a prior knowledge and reviewing key vocabulary being the basis for understanding the message; so the comprehension stars with the analysis of sounds, words, sentences and texts; this is the process of decoding and it goes from sound to language meaning. Actually, some students could notice the irregular past form of some verbs.

 For the following task, the text was read aloud by students after the teacher had done it from a slide; again, here the teacher is not sure that everybody has done it because of the microphones had to be turned off, so teacher had to trust that everybody did it.

Students continued to fill the gaps from printed material using a word bank with verbs in simple form and simple past during the listening of three times the narration; the process While - listening was applied on this activity so this stage focuses on comprehension through exercises that involves selective listening.

As Post- listening, the activity was checked in class, this step leads students to a response to comprehension and may require students´ opinion about the topic (16). As a matter of fact, it was necessary to give feedback about pronunciation on purpose students recognized the verb on the blank, because most of the verbs were irregular, so the majority of students finished the activity and some of them could correct their mistakes and recognized the importance of identify the right sound and pronunciation of the words,  on this  step, the Recognition of Phrases Boundaries was applied because it refers about how the students recognize individual words and phrases,  even students do not yet know what they are saying.

Finally, it is salient to clarify that the order of the sessions was changed due to SEP´s curriculum asked to apply the speaking skill by the time that were recorded the sessions for the Project, so the sessions´ order had to be modified, but for the future sessions the order of the skills will be respected, in order to foster the students´ performance.

(16), J.C. (2008). Teaching listening and speaking: From theory to practice. New York, Cambridge University Press: pp.3-18.

# CHAPTER 4: CONCLUSION.

After this Project, the own Teaching Philosophy was recognized with the Direct Method, Filter Hypothesis of Krashen, O´Malley and Valadez analytic rubrics, etc., and the importance to consider them in the support of the lesson plan, there is something else salient that was learnt across the Specialty, it is that the trend is toward skills integration meanwhile curriculum designers are talking more of as a whole language approach, where a reading lesson is conceived which models for the students the real integration of language skills, and noticing the relation among several skills, giving a result that it provides the teacher with a great deal of flexibility in creating interesting, motivating lessons taking on account the Interculturality.

Also, in ordinary communication was observed that rarely the skills are separated the manner as sometimes is done in the classroom. Therefore, what is done in the classroom is to keep a skill in focus for a certain length of time, in order to move the focus to another skill, so that it was attempted for keeping some balance in the lessons.

In addition, any skill is not separated from others, so they are linked and depends on which needs the teacher wants to emphasize in the lesson for taking care on which method, techniques, theories, drills, would manage on for improving his/ her teaching practice.

The objectives that were set at the beginning of the lesson unfortunately were not always fully achieved due to various factors such as the time required for each session, the number of students per group, the previous knowledge of each student, their attitude and disposition that they presented in each session ,these last two being the ones that may be most altered by the family context and thus affecting the student's ability to obtain the knowledge established in the objectives mentioned at the beginning, but despite this, part of these objectives remains in the minds of the students as experiences in which later they can continue to add more knowledge about the language.

As a reflection of the practice carried out, something that in the future could be modified regarding the applied lesson, would be the order in which the sessions of each skill were carried out, since it was observed that it would have been of greater use in achieving the objectives if the skills were in the following order: first reading, second writing, third speaking and finally listening. Since following this sequence helps students to unite the skills acquired from one session to another in a block way, thus consolidating their knowledge of the language.

After that, another important part of the learning that was observed, was the assessment, which might vary, so it depends on what it is going to be evaluated, the purpose of, and on which skill will be done, having a wide number of tools.

In this lesson plan, rubrics were applied, evaluate themselves in peers routinely tasks, check lists, and tests, etc. Because before the pandemic, the four skills were evaluated organizing a group work and registering the challenge on a rubric, in fact assessment should be real, continuing and encouraging, but now, the way of assessing students has been modified, applying knowledge acquired in the specialization, for instance from the Traditional Formal Assessment, fill gaps tasks have been worked on, and the check list activities from Alternative Assessment for assessing on students how successful they have achieved the course´s aims and their progress on.

In sum up, the real practice is according to the needs and level of students, besides SEP´s requirements following a Constructivist Philosophy in conjunction with the Linguistic Communicative and Functional Method, mainly and applying the culture and interculturality.

Besides, other important aspects that have been learnt across were: to recognize that behind all teaching and learning lesson plan there are rationale theories that support them, and the other is the necessity to focus on what is the aim of the lesson before to plan, and to count with the adequate material on time to apply the lesson, to have always in mind the

needs of the students on purpose to get the better results in the teaching practice on favor them.

And for conclusion: along the Specialty there were three challenges that were overcome they were to catch up the platform, to manage the extensive readings from the Module 1, and the less time for each assignment among the other activities to develop on the platform with their new vocabulary.

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