

**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“A FLEXIBLE & INTERCULTURAL LESSON  
PLAN FOR DISTANCE LEARNING IN PUBLIC  
EDUCATION”**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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## SUMMARY

This document is a brief excerpt of my Final Project for obtaining the Postgraduate “*Especialidad en Enseñanza de Inglés como Lengua Extranjera*” diploma. Starting from my English formation for explaining my teaching philosophy, and defining the different theories, I take all what I have learnt through this course and my experience in order to design and perform an intercultural-four skilled flexible lesson plan.

My professional experience started when I was sixteen as substitute English teacher for adults, and therefore I've taught Elementary and middle school but I mainly perform as a Teacher trainee since 2015 as well as Academic Responsible in the National English Program State Coordination since 2017. Last year, in 2020, I had an English Second Language group of future Spanish Teachers which sounds kind of hilarious, but I have no English group now but private assessments to individuals.

Teaching adults is completely different from teaching kids, more when you are younger than your students. Nowadays my teaching role is more easily identified by them but after my experience, I have got a very clear Teaching Philosophy. On the other hand, my teaching contexts have been plenty and my students' needs always vary. Through this project explain how adaptation is a key through the different contexts a teacher (as me) could encounter.

At the time, the educational system has made adaptations for coping with the pandemic SARS-CoV-2. The physical infrastructure of the educational process was moved to the internet and digital media and “distance education” is mixed up with “on-line” modality using internet and mobile media as mediums for a synchronic education from home. At the Institute I work at, this must be carried out through video-calls and google classroom in a synchronous pace on regular terms; and last semester, I particularly had to teach English in that way. What I can say about that is that even though we finished the course successfully, I cannot assure the socio-communicative goal the program set was achieved.

For basic education it is all different. The educational process is being carried out through TV educative programs and teachers assessment through video calls or text messages. The strategy consists of TV content followed by didactic worksheets which are graded by local teachers. These strategies vary from school to school. Some schools have online sessions but

others don't. Some students connect to all synchronic sessions but others simply don't have the resources to connect on live.

The syllabus in basic education is divided into cycles and grades and it considers English through environments where instead of topics there is an expected learning expressed in terms of social practices of language for a specific environment and does not specify target grammar or vocabulary per unit to be learnt. Here, grammar content and vocabulary are a choice left to the teacher to make and in this case, "Aprende en Casa" TV program presents this content in general and teachers are meant to follow it.

In my role as Academic Responsible for basic education, I have to design worksheets for the "Aprende en Casa" strategy in Campeche. Nonetheless English teachers can also make their own according to the TV program. I present a detailed lesson plan for teaching English with a cultural approach for second cycle (3<sup>rd</sup> and 4<sup>th</sup> grade of elementary school) and its adaptations for teaching the three types of groups I have had: ESL large groups, ESL private assessments, and ESL teacher trainees. The lesson plan is meant to work either in on-line classes or face-to-face ones.

Every student has its own particular learning style and teachers must be aware of those in order to adapt his/her own teaching style to plan a better class. The intercultural content consists in a mayan legend "Sac-nicté". The selected material is classified as a static and authentic one meant to promote local culture to foreigners. This is an impossible love story such as Aztec Iztaccíhuatl and Popocatepetl or Shakespeare's Romeo and Juliet.

Reading and listening skills are taught through the material at a parallel pace. Through the Warm-up, students watch TV program and then in class vocabulary is heard, read and pronounced by the student who recognizes the target language and isolated words; Then, through the task, students listen while they read in a top-down process by recognizing phrase boundaries, listening for the gist and understanding the general idea of the text. Finally, through the post task, students re-listen the recording for a "True" listening in a bottom-up process, as well as they perform a reading comprehension task.

As the lesson goal is that the students' identify the differences between types of texts, writing is meant to be performed in the post task. Speaking is also practiced at the end of the lesson through a read monologue or peer-dialogue of what they wrote, with a pronunciation and fluency focus. I chose to focus on past tense as a grammar goal; then, the evaluation is carried

out through Performance Assessment focused on task completion with a weak sense of language performance by focusing on a specific language tense based on a single learning unit and an A1-A2 English level.

Through this project I also describe how a teacher implemented this lesson plan in a public school. With a particular context of 30 minutes of online sessions per week. As this plan was meant to work for the regular schedule (60 minutes class twice a week) she had to adapt the activities selecting only the main ones of each stage and simplifying others giving students more autonomous work to do. She started out remarking differences between types of texts for later on working on the reading task. She only worked with a couple of paragraphs and asked students to solve the rest later, then she performed the top-down process and reading for the gist but could not apply the post-tasks.

From all, through this document I conclude that when teaching, there is no rule to follow, but to keep flexible. Even though we are born, raised and educated as part of a society, we are all individuals with different contexts. Theorists have dedicated a whole life to the “teaching-learning” science and still don’t find the only and maximum law to do it. Then, the key word for teaching is “adaptation”. We must evolve to subsist and we must adapt our teaching-learning processes according to the different situations and innovations we are living and for this, we must be aware of historical and emergent learning theories. No matter what the plan is, there must be an option B in case conditions suddenly change, and nowadays this capability of adaptation is the ability we must cultivate in new generations.

## INTRODUCTION

Through this Project I would describe my teaching philosophy and my teaching practice through the different theoretical perspectives and experiences I have had. I will also present a lesson plan with an intercultural approach and all its elements involved in order to show how theory is performed through practice.

First, I will start with a short autobiography followed by my professional identity according to my language teaching experience. I will also describe my particular teaching context, as I am not currently teaching English in a school but privately assessment as well as I am a teacher trainer.

Then I will explain all the language teaching-learning theories, methodologies, approaches and techniques; starting from the general perspective and conceptualization of the key terms that we must clearly differentiate when speaking about methods and techniques.

When teaching language skills it is important to consider the main purpose of language itself, and the official curriculum sets learning goals in terms of functional English. Then, I acknowledge the importance of taking into account the four basic communicative skills. In the following pages, I generally describe the four skills teaching methodologies and how I integrate them in an intercultural lesson plan through an interactive approach with the help of technology in order to improve my students' English level by teaching cultural awareness through English.

In this tenor I have to set clear that my students are English Teacher Trainees and I must prepare them to teach English to large groups, on the other hand I also support in-service English External Assessors for the National English Program, therefore the lesson plan here described is meant to be a teaching material and my role is to guide teachers or trainees in the design and use of it. Nevertheless, this lesson plan is designed to be used with an elementary school large group with the possibility to be also adapted for private lessons with small groups.

## CHAPTER 1: IDENTITY AND TEACHING PHILOSOPHY

### 1.01. TEACHING IDENTITY AND PHILOSOPHY.

#### 1.01.01. AUTOBIOGRAPHY

I was born in the Federal District, now Mexico City, when I was four years old, my family moved to Campeche, where I currently live. I have had English classes since a very young age, I had fully English student's book, workbook and reading book, and needless to say, my English-English dictionary with teachers correcting us pronunciation and exercises, eliciting us for speaking only English during the lessons in a grammar-translation method with a sort of communicative approach.

My mom, an Economist who worked as a High school English teacher, used to teach English private tutoring to small kids like me, and as an obvious remark I was a student in her class. She used to introduce us vocabulary through flashcards which later on we would use in a game or song and by the end of the lesson we would use them as memorized expressions to communicate with each other in class.

Now that I have reviewed about the different methods and techniques, I can say that she used a quite interesting combo of *realia*, *audiolingual*, *TPR* and (in some cases) *Grammar-Translation methods* with a specific communicative purpose based in social practices of language. She used to make her own teaching didactic materials from every object she would find useful for her purpose, and she knew exactly how she needed to design them according to the students' age, language content and teaching context. I still remember her words "this size is too little for the classroom so I will take it to the printer to make it bigger" or "these drawings are perfect for the high school but these others are for the kids' class" later on she cut them all and plasticize them if needed it for later use in her lessons. I believe there is where my teaching inspiration came from.

According to Muñoz, P. (n.d.) when designing didactic materials, it is important to take into consideration the target public and the main function the material will perform (providing information, reaching a target, guiding the Teaching-Learning process, contextualizing students, facilitating teacher-student communication, involving sensory skills with concepts, or motivating students). It is also necessary to evaluate the effectiveness of the didactic material through the "accomplishment or not of the main learning goals the teacher set" (Olgade et al.,



n.d.). Based on this I understand all those hours my mom spent designing and modifying materials, which is something now I also do by myself.

Through my elementary, middle, and high school, I always had an English class apart from my mom's private lessons at home. When I was in third grade of middle school, a new Language Institute opened in Campeche, the "Instituto Alemán de Turismo y Hotelería" it offered a Language Instructor's program where you would learn English, French and German and receive a Diploma as Languages Instructor.

By then, I already knew English but I wanted to learn French and they did not let me take only one language; so, I enrolled into the complete program and by the age of 18 I was a Languages Instructor and I continued my high school and started analyzing my language teachers, I also began my career as private instructor and substitute teacher in an independent way with my mothers' support.

By the time I had to enroll to the university for my major studies, I was not aware there existed a special program for English Teachers, not even a Linguistics career, and as I already had the Languages Instructor Diploma, I enrolled into the Enterprises Management career from which later on I specialized in finances for having the Associates degree, and after graduating I got a Masters' Degree in Finances too. By that time, I taught in an elementary school for six months but left it because I found a better job opportunity in Mexico City in 2013.

For those who know me better, I have an Associate's Degree, two Careers, two Masters' Degrees and I have just finished a PhD. I was studying the Finances Master Degree in the Instituto Tecnológico de Monterrey, when I found out the Universidad Interamericana para el Desarrollo opened a Masters' Degree in Education with application in new technologies, and of course, I could not reject to enroll in to that program too.

I finished both programs by 2015 and took a year off studying. Then, I was working in the Secretaría de Educación of Campeche as and Administrative Auxiliar and met the principal of the Escuela Normal Superior Federal de Cursos Intensivos (ENSFCI), who after a few minutes of talking in a line, waiting for a paperwork to come out, offered me a second job as a Teacher in that school and I started my career as a Professor by training future English Teachers in formation.

I worked at ENSFCI for two years and in 2017 I got a position as Academic Responsible in the National English Program (PRONI) State Coordination. I have been working there since then and it was during 2019 that I got a second job in another Normal School of the state: the Escuela Normal Superior “Prof. Salomón Barrancos Aguilar” (ENSSBA) by training future English Teachers once again.

Last year, in 2020, I had an English Second Language group of future Spanish Teachers which sounds kind of hilarious, but I have no English group now. I finished my PhD in Education last February 2020 and I am still working in my thesis which I will base in English Language Teaching Textbooks for Public Education.

Today, I am the Academic Responsible in the National English Program Local Coordination as well as Teacher Trainee / professor at the ENSSBA in the Instituto Campechano and French as Second Language Professor for the Gastronomy School of the same Institute. According to this, my job demands me to be aware of language teaching theories, techniques, innovations and general news, as well as I must guide future and in service English teachers through their teaching practice. That is the reason why in principle I enrolled in this program, as I am willing to become better in my job as it has a huge impact in other people’s lives.

#### *1.01.02. MY TEACHING PHILOSOPHY AND PROFESSIONAL IDENTITY*

When I first learnt English as Second Language, I did not analyze the reasons or elements of language itself. As by the moment my mother was an English teacher, she introduced me to English language since I was little and did it as if it was my first language too. She first taught me vocabulary and phrases by repetition, and as I grew up, she trained me in grammar and sentence structure.

Now that I can think a bit of it, and based on the lectures of this course, I can recall that even though I did learn it since a very early age, I did pass through the “silent period” until I was in high school when I started teaching English as a substitute teacher and private assessor. From this, I can say that through this course it has been interesting to go back in my memories to analyze and understand from the theoretical perspective my own language learning and teaching experiences which I further explain through this document.

Due to my formation, I tend to focus more in grammar teaching. In fact, it is what most of my private students need to be taught. I also use to pay attention in pronunciation instruction, in order to give them the confidence they need for a better fluency. The more familiar they are with grammar the easier is for them to include new vocabulary in their utterances, and then, I start with audio-lingual and other communicative techniques.

I have always taught that way, but it is all different when I have to teach a whole class with more than 20 students in it, lesson planning must be generalized and activities must be divided into a sequence of 60-120 minutes. Here everything changes and, then my class goes in a general standardized sequence starting from drilling and task-based activities to communicative activities as closure of the class. Here, I must balance language skills and for that, I have to pay attention to the class-time I can count with.

Now, after this specialty, I can tell that teaching English in a communicative way is an appropriate approach to teach language, as communication is in fact its goal. But still, we must not forget about grammar teaching, so we must find equilibrium in the lesson plan for teaching language skills, grammar, and use of language in the same amount. I had never reflected about that during my practice, as my ESL teaching experience with groups has been little, and my knowledge about it was theoretical, I did not really take it to practice as in those moments I had no time to plan activities in the proper way, and I relied in my comfort zone by using a grammatical focus in my classes.

In general terms I can say that I used to be a grammar-translation teacher but now I consider more activities within the communicative approach with grammar focus by mixing techniques according to the teaching goal I have. Still, as I teach privately, I assess individually and focus on students' needs.

### *1.01.03. MY TEACHING CONTEXT*

Talking about my teaching context, I have to say that since I started teaching in schools I have always taught to older students, except from the period I taught in an elementary school. Teaching adults is completely different from teaching kids, and more on, it is a very special situation when you are from five to more than 10 years younger than your students.

According to Tannenbaum, quoted by Moles (1983) behavior psychology understands the individual as a system connected to the world, and his/her evolution is determined by the environment and the messages he/she receives from the world and other individuals. Taking into account that my students had been older than me since I was in high school, I had to be careful with my roll performance at every second in order to allow pedagogic communication flow into the classroom.

As the teaching process is carried into a communicative sequence where we can find actors, media, representations and expressions; there, actors (teacher-student) must assume a determined roll in the institution. Then, Levi-Strauss (2006) considers that subjectivity consciousness acquires identity only when the subject understands the other one and to other things. So, the roll gives every actor its status and adscription in a specific environment in order to build a teaching identity from students' perception of the teaching performance.

On the other hand, Kan Kakix, quoted by Sainz (1998) defines pedagogic communication as a special professional communication between teacher and students inside and outside the classroom with specific pedagogic functions. The teacher must then motivate students through communication allowing their autonomy, flexibility and participation. Considering my age, I had to be careful of the method, instruments and content I chose in order to have them interested in the class while forgetting my age as they felt they were learning from me every second. This also applies in my role as academic responsible, as most English teachers are older and much more experienced and I must keep updated to the new teaching tendencies, as well as be careful in how I express with them in order to be able to give them some advice now and then.

Nowadays, I still teach adults but they are a bit younger than me, my teaching roll is more easily identified by them and I do not have to put more effort in it as I have clearly acquired a teaching identity and philosophy after my previous experiences.

Talking specifically about teaching English I can say my experiences are not the common ones. First, at age of 15 I taught as substitute teacher for a couple of weeks, later on when I was 23,

I taught shortly in a private elementary and middle school with mixed and inclusive groups, and last year I had a college ESL group, so my experience teaching large groups is not that much and it has not been carried out in “normal conditions”. Still, I have been teaching privately to individuals since I was 16, so I have plenty expertise in personalizing my teaching according to what my students need.

At the time, the educative system has made adequations for coping with the pandemic SARS-CoV-2. The physical infrastructure of the educative process was moved to the internet and digital media where teachers have to create learning environments for a scholar education where “distance education” is mixed up with “on-line” modality using internet and mobile media as mediums for a synchronic education from home.

Considering that for Duarte (2003) an educative environment is not limited to the physical conditions but consists in the different dynamics of the educative process involving dynamics, actions, experiences and processes that each participant live according to their context and infrastructure, my last ESL group experience was carried out on-line. Then, I will briefly describe its context for continuing talking about my actual situation with ESL teaching.

First of all, I have to clarify that English subject was included into the new curriculum for Normal Schools (SEP, 2018), this new syllabus 2018 for Teachers’ Training programs have now English as Second Language in all their semesters, without regarding the teaching specialty they based it on (Spanish, Math, Science, History, etc.). This new SEP English curriculum for Normal Schools is based in social practices of language, having its third module (which I taught last semester): English III. Sharing Information and Ideas, based in language in use. The course students’ book for this program as stated in its syllabus is “Interchange Level 1”.

The interesting thing when speaking about all this is that even though there is a course book, it was not designed for the specific course, then, its contents and structure differ from the syllabus itself. Students are used to study English through course books carrying out the books’ sequence of units and contents, but as the English III syllabus has a different content sequence from the book, adaptations must be made during the teaching practices. And then, students usually complained about jumping units and missing contents.

The 2018 English syllabus starts with “Exchange information about Families and family life” which can be found in Books’ unit 5, the second syllabus content is “Describe how to play sports or games” which is Books’ Unit 2. Then, from unit 5 from two there is plenty of grammar and

vocabulary missing from the student to understand some activities, and I have to adapt both: explanations and activities performance in order to reduce content span and students' anxiety for noticing they have missed something from the book.

Based on a communicative approach, the four key principles English III SEP 2018 curriculum sets are:

- Focus on meaningful communication,
- Teach authentic English,
- Students learn most effectively through doing,
- Students learn best when motivated and engaged,
- Differentiate the teaching according to different interests and needs among each group of students.

All of this must be carried through video-calls and a special platform for tasks delivery, and was expected from me to follow a learner-centered teaching with activity-based principles. Then I believe that last semester my teaching practice probably faces the most challenging context I have ever experienced: teaching social practices through a communicative and social approach but through digital resources without face-to-face interaction with my students.

I had to figure out how to make book contents fill into the syllabus contents even if the unit sequence seemed not to coincide, and at the same time I had to cope with a pandemic context and a new learning environment design for my classes. In the end, I decided to cut out the book units and activities in order to make them fit in to the syllabus while complementing materials according to the new reality we were living in.

This is something that also happens with elementary and middle school, since the curriculum is set by social practices and books are all following their own sequence and contents around them. Basic education syllabus is divided into cycles and grades and it considers English through environments were instead of topics there is an expected learning expressed in terms of social practices of language for a specific environment and does not specify target grammar or vocabulary per unit to be learnt. Here, grammar content and vocabulary are a choice left to the teacher to make.

As my actual English teaching role has more to be with basic education curriculum, through this document I present a teaching intervention for the pandemic situation we are living,

according to the “Aprende en casa” government strategy. This consist in a lesson plan for elementary school's distance teaching program, as it is one of my functions as academic responsible of the local English program to design them and assess teachers though their practice, I continuously perform this kind of interventions by analyzing the “Aprende en casa TV” contents and adjusting them to our regional context but more on, assessing teachers how they could adapt it to their specific teaching situations.

#### *1.01.04. MY ROLE AS A TEACHER AND MY STUDENTS' ROLES FROM MY REAL CONTEXT SITUATION*

If I stick to the “role” definition, this stablishes “set of actions that are expected or anticipated for a certain setting or task”. In my actual context situation I would say that my teacher role has been modified. Here, I'll be speaking in relation of three different roles:

- ESL Teacher Trainer
- ESL Teacher (from large groups to private lessons)
- English Program Academic Responsible

But specifically, I will present this project through the perspective of my role as an English Teacher Trainer and Academic Responsible.

As Teacher Trainer, taking into consideration that we are not in a classroom environment but in a video call atmosphere, I have to constantly perform as a needs analyst as students contexts vary during the class, a material developer, by creating online materials, a counselor by providing them advise of how to cope with the actual pandemic situation and their studies, as well as a team member of the different academies the school has.

By the other side, my students' role has also been adjusted to the situation; now they are only note-takers and performers in a reward-based and referent system. As in virtual sessions' participants are difficult to track, I have noticed some of the following students' relationships: task-orientated, phantoms, and isolated and dependent as students are either autonomous or instruction dependent.

These situations also apply to the basic education teachers I must guide in my role as Academic Responsible, with the slight difference that basic education is being carried out through TV educative programs and teachers assessment through video calls or text messages.

*1.01.05. NEW VERSION OF MY TEACHING IDENTITY AND PHILOSOPHY TO COPE WITH CURRENT TEACHING NEEDS.*

From all the above I can say that I find my teaching identity as a guide and a counselor. According to the subject I have to design the curricular content but every time I perform well as a material developer. I do not only teach language, but also language teaching training, and this is why I usually analyze my own language teaching practice in order to improve it.

I identify myself more with constructive perspective of language teaching and learning, and focus it in the multidisciplinary approach, as I believe every theory has its pros and cons. When speaking about methods and techniques I used to base in grammar explanations but nowadays I never stick to only one of them as I have found better results by mixing them up and by doing so, creating my own and unique teaching sequences.

Adult teaching is in somewhat an interesting matter, as motivation and feedback must be always matter of concern. Here, coercive interactions fail when applied as adults know for sure what they want and are no kids for obeying if they do not want. Then, designing proper materials for their age, but at the same time giving them a reason to learn is imperative in the process.

Currently, the Teacher Trainees group I teach, even though it is small, they are multilevel in language. Some of them did not enroll the career by choice but by parental coercion, but little by little and with positive reinforcement I have figured out to get them into the subject, which I must let clear is not ESL itself but about English Teaching and the school asks, if possible, to teach through English.

From my perspective, feedback has also played an important role in my teaching practice, as it is important to know when it must be done. When motivating students, it is sometimes better to delay error correction, in order to promote fluency. And that, gives students confidence when performing their practice of language by themselves.

From this I would say that my teaching Philosophy is: "Observe, Prepare, Perform and Adapt." First I always observe my students' reflection so I can read their behavior and notice their emotional and learning needs, then, I can prepare them with the contents they need to practice and learn, giving them the opportunity to perform language practice as they construct their Zone of Proximal Development, for finally adapting every situation and content according to their needs, which would let me to the beginning of the cycle once again. And this applies to both private students and teacher trainees.



## 1.02. THEORETICAL FOUNDATIONS

English learning has always been a matter of discussion; since long time ago, theorists have studied how languages are learnt in order to help teachers find new ways of teaching efficiently. In this matter we first have the L1 teaching learning process, which occurs since the child is born and raised according to its context; but then, we have an L2 process that must be studied apart as a specialty for those who are willing to teach a second language.

When people enroll in an English language program, they are not concerned about how they learn it but in the result they will get. They usually think of translation and vocabulary as a magic formula that will lead them to a fluent and accurate speaking. They really do not care about structure, verb conjugation and auxiliaries as they are not aware of their existence in grammar.

Countless times people have told me “I want to learn English, but I do not like grammar rules, so I want you to teach me English without grammar”. In the first ESL class, most of them say they find difficult to learn English as it has too many verb tenses to memorize. They do not really get that language itself is a complete science of study, that even their native language has many rules and vocabulary they already use and are not aware of.

This is the English Second Language Teaching dilemma, in one hand student’s expectation of learning a language relies in a communicative perspective where grammar does not exist because they find it too difficult to learn, so they do not accept that they need it even if it is important to learn it. On the other hand, teachers must accomplish students’ perspectives of results and processes (accurate speaking without perceiving they are learning grammar as well, so they do not get stressed) but as English teachers, we cannot ignore accurate grammar teaching.

That is why ESL teachers must be aware of language teaching-learning theories in order to teach language as a hole in a communicative and structural balance when teaching English. But beyond, we must be aware about how we use them in our specific practice.

### *1.02.01. THE THEORY UNDERLYING MY TEACHING PRACTICE*

It might be strange but, even before this specialty I was aware of ESL theories and the learning process, I had never gone through a deep analysis of them and how they relate between each other and with my teaching practice.

Taking in mind what I previously stated, as ESL teachers we must make a conscious differentiation of: Theory, model, approach, method, and technique in order to practice an effective language instruction. If we take Carvajal (2020) definition of Theory as “Abstraction of the reality... a rational conception with the intention of visualizing or explaining every aspect of reality itself”, we can understand it as a group of definitions interrelated that present a systematic point of view about a different phenomenon (in this case: language teaching and learning), with the purpose of explaining and predicting them.

Carvajal also defines Model as “a pattern... a new version derived or represented from an original sample where the new entity is its imitation which can be something abstract”. Then, a series of similar action-responses in teaching would be a pattern that could be called a teaching model.

When we take theory to practice, we can talk about a teaching “approach” which according to Diaz (n.d) is a theoretically well-informed position and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical settings. And this is the point when we are able to state a well-informed position about our teaching.

Diaz also defines Method, as a generalized set of classroom specifications for accomplishing linguistic objectives, differing from methodology which is a Pedagogical practice in general including theoretical underpinnings and related research; then whatever considerations are involved in “how to teach” are called “methodological”.

For Diaz (n.d) Methods tend to be concerned primarily with teacher and student roles and behavior and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials; they are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. This, different from technique, which he defines as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

Having understood the main areas of the theoretical foundations, for a closer analysis of ESL theories, I can refer to the main schools of thought in language learning mentioned by Ertmer, P. & Newby, T. (2013): Behaviorism (operant-conditioning process), Cognitivism (generative perspective of learning), and Constructivism (construction of knowledge). As there is always a misunderstanding between the first and second language acquisition perspectives, Ordoñez & Turner (2015) listed learning theories according to them:

#### First Language Acquisition Theories:

1. Behaviorist: Children learn language through operant conditioning.
2. Innatism: Children are born with an innate capacity for language.
3. Interactionist: Language is learned through social interaction between a child learning a language and adults who are linguistically accomplished in that language.

#### Second language Acquisition Theories:

1. Behaviorist perspective in SLA: Immediate error correction, memorization and repetition.
2. Innatism in SLA: Creative construction of the second language rules by a contrastive analysis between both languages.
3. Interactionist perspective in SLA: This involves negotiation of meaning, as native and non-native speakers interact in order to understand themselves.
4. Sociocultural Theory: Also called constructivism, a variety of cognitive constructivism. Language is transmitted by a social phenomenon.

It is clear that even if the theory is the “same” it has not the same focus if we are learning a first language than a second one as most people generalize it. And we must then adapt our teaching practice in order to it.

It is also important to properly understand the difference between acquisition and learning. When we talk about acquisition, we refer to a subconscious incidental process where linguistic knowledge comes from informal situations unconsciously and by intuition. By the other hand, when talking about learning, we refer to the conscious intentional process where we understand the main aspects of language grammar (rules and forms).

According to Al Ghazali (2006) the difference between First Language Acquisition and Second Language Learning, relies in four components:

- Age: children have more mental flexibility due to the “muscular plasticity used in the articulation of human speech”.
- Input: exposure to the target language.
- Approaches to First Language Acquisition: There are three main approaches. Behaviorism, innatism, and interactionist position.
- Classroom Methodology: It is the one that teachers apply and it is based on the different approaches to language teaching.

Through this specialty we analyzed these approaches and here below I make a quick comparison between what the main theorists say about to learning and acquisition of a second language.

<b>THEORIST</b>	<b>LANGUAGE LEARNING</b>	<b>LANGUAGE ACQUISITION</b>
<b>SKINNER</b>	Reinforcement of utterances (operant conditioning”	Association of words and meaning (environmental influence)
<b>CHOMSKY</b>	There is not such difference between learning and acquisition. Language learning is innate and by instinct.	
<b>KRASHEN</b>	Conscious and intentional	Subconscious and incidental
<b>PIAGET</b>	Assimilation by association	Accommodation
<b>VYGOTSKY</b>	Assimilation - Social learning	Accommodation - Zone of proximal development.

Analyzing my practice and philosophy, I can say that I conceive learning as the acquisition of knowledge through a conscious and intentional input from an environmental conditioning reinforcement according to the ZPD. Then I can say I agree with these authors but not in separate terms taking a bit from all the authors mentioned above.

Then, my teaching practice also serves to the communicative purpose, and this, is based in Halliday’s “Functional Grammar model”, looking for students to “recognize the linguistic features of language” (Feng, 2013) carried out by the social practices of language. Recalling the communicative process and the concept of pedagogic communication, mentioned before, according to Herbert (2019) Jakobson’s model of functions of language points out six elements or factors of communication: Context, Addresser, Addressee, Contact, Common code and

Message; Each one important for the function of language which could be: referential, emotive, conative, phatic, metalingual, and poetic.

We have not only pedagogic communication, when we talk about language teaching, we are properly analyzing communication itself. And then, from Jakobson's (1960), I can say that I usually teach my English students' conventions of language, as I make them understand the social practices as contexts of communication where a common code must be used for exchanging messages between the addresser and the addressee by a specific contact.

### *1.02.03. HYPOTHESIS*

According to the Acquisition-learning dichotomy mentioned above and posed by Stephen Krashen in its Monitor Model described five hypotheses (Arevana et al., 2015) which I describe below:

#### 1. The Acquisition-Learning hypothesis.

This hypothesis is based on the conscious awareness of the subject towards the input. If there is an unconscious process and linguistic knowledge is obtained through an intuitive form in informal situations, then the subject is acquiring knowledge (the input); on the contrary, if the subject is conscious about the assimilation process, then, he/she will be learning a specific content, in this case, language grammar.

#### 2. The Monitor Hypothesis

It relies in learner's capability of self-correct the use of grammar according to the previously learned knowledge. Learners become monitor of their own language production and improve their utterances in spontaneous conversations by correcting their speech as they perform in a dialog.

For this to happen, first, learners have to focus on the target language grammar (**form**) which secondly involves the **knowledge** of the grammatical rule (It does not make a difference to pay attention on form if you do not know the correct grammar), and finally, it is needed **time** to analyze, and use grammar rules. In this tenor, to be able to self-monitor learners have to previously know the proper use of grammar itself.

### 3. The Natural Hypothesis

In order to learners to acquire linguistic knowledge, Krashen establishes a natural (predictable) sequence in which this process is carried out. Children acquire grammar aspects as they grow up and are exposed to language usually rules are the last aspect to be acquired.

### 4. The Input Hypothesis

In order to acquire language in the natural order, the input hypothesis argues that this happens by learners' exposition to a "comprehensible input" which must be just a little bit beyond the learners' current language level. This means that if learner's current level of development is "i", then a comprehensible input will be  $i+1$ , yet there is no specific information about what "1" means.

### 5. The Affective Filter Hypothesis

From this it is possible to observe that Krashen poses his model towards grammar learning, but still doesn't specify any hypothesis for vocabulary acquisition and focus on natural development of a second language as something implicit and unconscious as a first language should do.

As I further analyze my teaching practice, I can say I have instinctively applied those principles since I started teaching. Not because I was aware of them but because my logic and instinct told me to do so.

I have always discussed about the importance of making students conscious of their learning for them to be able to monitor their performance; I also concluded by logic that students would not be able to learn more than  $i+1$  although I naturally did not use that formula to express it. Now I have read about Krashen's principles I can see I was not far from theory in my teaching practice.

### *1.02.02. PRINCIPLES*

From the theories and methods described above, we can identify the Communicative approach which according to Diaz (n.d.) came with the development of the functional-notional syllabus and he points out its key principles: (1) learning is promoted by real communication activities, (2) learning is promoted by meaningful task activities, (3) learning is promoted by the use of meaningful language in activities.

I used to focus grammar – translation class sequences before this specialization as I considered grammar as the basis of language itself. After analyzing these communicative principles of language, I have changed my mind about my teaching perspective by considering communicative activities as a new characteristic of my teaching sequence. And even though I still consider grammar as a main point, I focus more on communicative tasks for eliciting students' language acquisition.

### *1.02.04. APPROACHES*

When teaching in a classroom we can find different approaches, the communicative approach can clearly be identified with role-plays and other different communication activities as information gap. In these, students are required to perform a “real” communication activity in the target language leaving a meaningful learning experience.

On the other hand, when talking about Task Based Approach in the classroom, Diaz (n.d.) mentions the tasks' process which involves the assignment of a specific task (initial task) and the later performance of the task by a native speaker which the learner will see and compare with his/her own in order to improve his/her performance more effectively.

As an example of Task-based approach, we could use a specific “tutorial” of a specific task as a model to follow and ask the learners to perform it in a role play. This approach can be carried on with a communicative perspective too, as an example, I usually ask my students to perform a project where they will use language to tell the others what they have done.

Carleton University (2020) quotes Kolb (1984) about that the model of Experimental Learning “is grounded in the humanistic and constructivist perspective, proposing that we are naturally capable to learn, and that experience plays a critical role in knowledge construction and

acquisition. In other words, learning occurs when someone creates knowledge through experiential transformations”.

This learning is demonstrated in a cycle where the concrete experience is followed by a reflective observation that leads to an abstract conceptualization and concludes in an active experimentation. In a classroom practice this could be found as a cultural activity such as Halloween, where teachers create an immersive controlled environment where students can experience a real-life practice in order to observe how culture and traditions differ from their country and then conceptualize not only the specific vocabulary but the foreign traditions for finally being able to actively experiment the activity in the foreign language.

Some other theorists also mention the natural acquisition of language and relates Second Language Acquisition to it, but still it is a topic of debate as for adults’ learning processes had proved to find obstacles in the middle of a natural acquisition and then have to rely on conscious learning processes, and this can be reflected on the different SLA theories as follows:

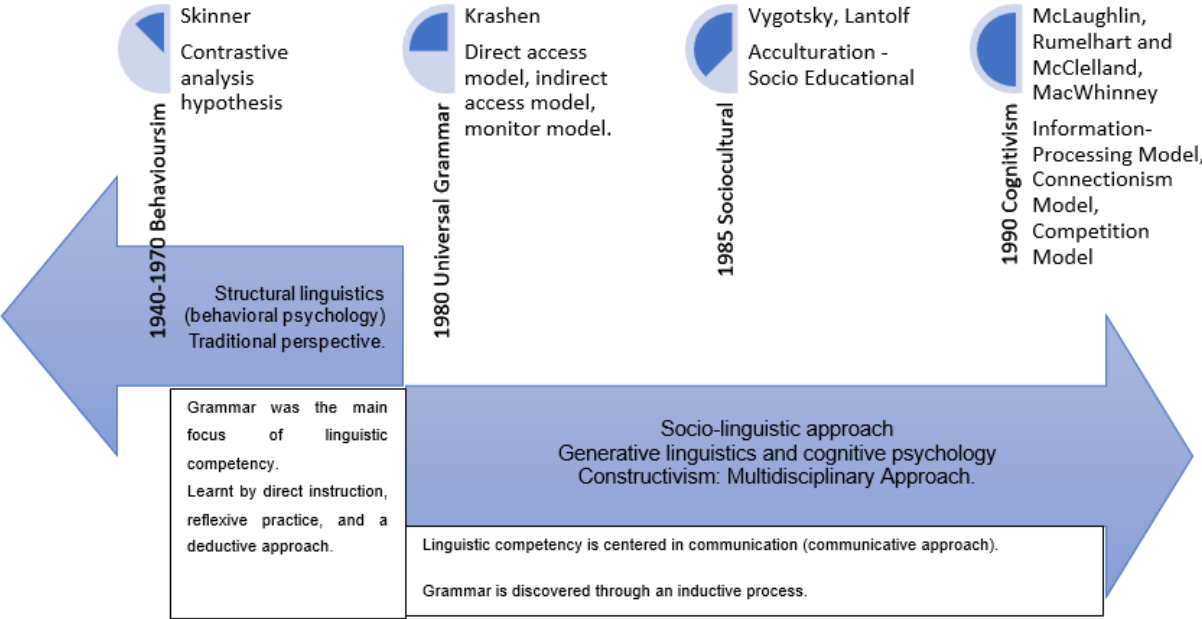


Figure 1. Diagram "Timeline of SLA Theories".



From Al Ghazali (2006) matrix of SLA, I develop the diagram above in order to illustrate the different SLA theories and approaches, and its time line across the different schools of thought. Now I will focus in Vygotsky's concept of the Zone of Proximal Development.

According to Bodroba & Leong (2004) the Zone of Proximal Development is a way to conceive the relationship between learning and development. For Vygotsky "zone" was intended to describe conducts and matureness degrees as habits to develop in a close future and "proximal" as those conducts to develop as a next step. The ZPD is then related to inter- and intra-mental plane, where the kids' development performs. Here, the potential development is determined according to what the kid is already capable to do, in other words, the  $i+1$  stated above.

Let's illustrate this concept through kids' second language acquisition. When preschool children have "English as a Second Language" class, the English as Second Language Teacher must consider that these children are still not capable of writing properly, and more, some of them do not even can handle a pencil. But, doing so, is for those kids ZPD, as their brain and muscles are developing those connections and strength needed to control the fine motor skill of writing.

Then, as preschool teachers do, the ESL Teacher must then tryout activities that promote this ability and the same happens when teaching them the second language, when kids have already associated a noun to an object in its native language, then, the ESL Teacher is able to relate that content in the kids' mind.

That is why it is recommended that both teachers (preschool and English) work together in both languages teaching in order to involve every possible learning opportunity in that ZPD of children. Then, as difficulty increases there is always an assisting span where teachers support kids and, once they develop the expected learning, kids can perform independently in that level of language they are ready to continue in the next ZPD.

### *1.02.05. METHODS AND TECHNIQUES*

Beyond the theory and approach, teachers are always looking for an appropriate method or technique to improve their teaching results. As mentioned by Diaz (n.d.) “Methods serve as fodder for reflection that help teachers become conscious about their thinking behind their own actions”. Since the nineteenth century we identify different teaching methodologies and their techniques such as:

1. Grammar translation method: Vocabulary lists, fill in the gap exercises, memorization, oral interaction, memorizing, translating, and drilling.
2. Natural method: Activity, game and demonstrations advocated to enhance motivation and understanding.
3. Direct method: Use of pictures, realia, actions or gestures, self-correction.
4. Audio-lingual method: Organization of language into grammatical categories and sequences, dialogues, and drills.
5. The silent way: Charts with color-coded spelling, situational pictures, and books.
6. Suggestopedia: Long dialogues, active participation, atypical classroom (soft lights, easy chairs, wall to wall carpeting, art work, etc.), grammar charts, memory aids, post error correction.
7. Total Physical Response: Command responding activities, active learning-roles by activities, games and skits.
8. Community language learning: Authentic materials, communicative activities, cooperation, meaning negotiation, progressive use of target language.
9. Communicative Language Teaching: Information gap, and jigsaw.
10. Natural Approach: Comprehensible input.
11. Task Based Learning: Comparison of task performance.
12. Text Based Learning: Social interaction with language, interpretation of language, explanation of language in the same target language.
13. Content-based instruction: Use of language system for learning content.

From the grammar-translation perspective I have integrated natural and direct methods, TPR and a more communicative teaching by a Task Based Language when I teach English, but also, as a teacher trainer, I let my students be aware of these techniques so they can use them as well in their practice.

## CHAPTER 2: LESSON PLAN

The “Aprende en Casa” T.V. program is the contingency educative strategy due to the pandemic situation we are living. As I mentioned in the first chapter, this strategy is being carried out in basic education public schools. This is meant to provide educative equity to students but lacks of contextual considerations, as well as educative materials alienation, meaning that the students’ books do not have necessarily the same organization or content for each learning unit.

Given this situation, there was also established the design “Fichas Didácticas de Aprende en Casa” (further on referred as “Worksheets”) according to the T.V. contents. Each two weeks all the subjects’ worksheets are published and schools make a didactic booklet with them. This booklet is sent or given to students so they can solve it and deliver for being graded and get a note at the end of the school term.

The process is simple: students receive the booklet, solve them according to the t.v. contents and deliver it back teachers who must review tasks, in the best situation they give some feedback or send back for correction, and finally grade them for getting a note to each subject in order to promote students to the next level.

In this case, my intervention relies in my role as Academic Responsible; as part of my functions, I have to design these didactic worksheets. Even though teachers are free to do their own, the Secretaría de Educación of each state must publish these worksheets and provide them for schools to work with them.

As months passed away I noticed that the T.V. contents are not always accurate to the region cultural awareness, and in this specific unit I chose to work with for this project, they were based the legends form different countries and from central Mexico tale, which of course, kids from the south west Mexico would find quite difficult to understand.

According to my teaching context and the purpose of this specialty, in the following pages I present a detailed lesson plan for teaching English with a cultural approach which I particularly designed as academic responsible for my states’ distance teaching program for second cycle (3<sup>rd</sup> and 4<sup>th</sup> grade of elementary school) English subject, and I also explain its adaptations for teaching the three types of groups I have had: ESL large groups, ESL private assessments,

and ESL teacher trainees. It might seem complicated, but it can be possible thanks to all the theoretical foundations I described above.

For this, it is essential to have a “four skills” integrated lesson plan that could be used in both: online and physical environment, taking into account that teaching is being carried out through web devices but this could change at any time. As every student has its own particular learning style and teachers must be aware of those in order to adapt his/her own teaching style to plan a better class, in Chapter three will I briefly describe some of the processes I took into consideration when teaching each skill. For now on, I only present the lesson plan I designed for this purpose.

## 2.01. LESSON PLAN

### 2.01.01. LESSON PLAN IDENTIFICATION CELL

Author	Abril Saknycte Orozco Salcedo
Date & Place:	Mexico, Campeche. May, 2021.
Educational Stage	Elementary school, Cycle 2: 3 <sup>rd</sup> & 4 <sup>th</sup> grades. A1-A2
Title of your Lesson plan	Literary Expression: Understanding oneself and the others.
Learning Objective of the plan/Competency*  *SEP (2017) “Aprendizajes Clave para la educación integral: Lengua Extranjera. Inglés. Educación básica.”	<p>Comprensión del yo y del otro:</p> <p>Lee relatos históricos para comparar aspectos culturales de México y otros países.</p> <p>Explora relatos históricos breves.</p> <p>Expresa semejanzas y diferencias de aspectos históricos y culturales entre México y otros países.</p> <p>Compara aspectos históricos y culturales entre México y otros países.</p>

Note: These learning objectives stated by SEP are also the functions of language to work with.	<p>Expresión Literaria:</p> <p>Narra historias a partir de imágenes.</p> <p>Explora y escucha relatos imaginados a partir de una fotografía.</p> <p>Propone historias con base en fotografías.</p> <p>Relata historias a partir de imágenes.</p>
Communicative skill considered	Reading, Writing, Listening and Speaking
Main Grammar structure	Simple Tense: PAST
Other grammar structures	Simple Tense: PRESENT
Brief description of the plan	Students will listen, read and speak about the legend of Sacnicté, retrieved from: Rodriguez, w. (2015) "The great Book of Mayan Legends". Dante: Mexico. Translation by: David Phillips. The text is written in past tense in order to enhance student's recognition of verb tense and sentence structure; they are also asked to retell the story in present by making a comic about it.
Hours of the plan implementation	Four guided hours Two autonomous hours.
Number of sessions	4 sessions of one hour each (in optimal conditions)
Contents required for the lesson	Worksheet with text and recorded story in order to have a sort of audio book.
Link of the content	<p>Digital worksheet shared by direct media such as google meet, WhatsApp, classroom, or even printed.</p> <p>Previous knowledge involve lessons:</p> <p>Aprende en casa SEP (March 11th, 2021) "#AprendeEnCasa III-4ºPrimaria-Inglés-¿Cuál es tu leyenda favorita?": <a href="https://www.youtube.com/watch?v=8ccFmWf-mQ">https://www.youtube.com/watch?v=8ccFmWf-mQ</a></p>

	<p>Aprende en casa SEP (March 25th, 2021) “#AprendeEnCasa III-4ºPrimaria-Inglés-¡Escuchemos una leyenda!”:  <a href="https://www.youtube.com/watch?v=a8uZN_qVqmM">https://www.youtube.com/watch?v=a8uZN_qVqmM</a></p> <p>Aprende en casa SEP (April 15th, 2021) “#AprendeEnCasa III-4ºPrimaria-Inglés- Me encantan las leyendas”:  <a href="https://www.youtube.com/watch?v=g1C1IVAEUaQ&amp;t=1600s">https://www.youtube.com/watch?v=g1C1IVAEUaQ&amp;t=1600s</a></p>
EEAILE tutor online	Rosa María Castillo del Carmen

This lesson plan is tend to be implemented by basic education English teachers, according to my role, I will guide them through the implementation. Then, for teaching teacher trainees, the sequence only implies to explain them the didactic behind the sequence and the analysis of the lesson plan elements. Specifically speaking about ESL teaching, adaptations for adults might imply substituting childish activities such as drawing a comic for performing a dialog and a role-play. In the case of private lessons, as students will to learn and have all the resources, it is possible to have full time classes and perform both: comic and role-play.

### 2.01.02. LESSON PLAN

Note: For this lesson plan I will use the following abbreviations: Students (Ss), Adults (As), Kids (Ks), Large Groups (LG), Private Instruction (PI), Teacher Trainees (Tts).

Step of the lesson	Teacher activities	Students' activities	Class number	Application Adjustments
Warm-up	The previous class gives students new vocabulary to look up in the dictionary and make some draws.	Look for vocabulary meaning. And draw them.	00	If there's no previous Class, start with drilling (step 2).
During the lesson: - Introduction	1. Teacher call the roll, gives students learning goals and explains simple past tense giving students some graphic examples and verbs in past. 2. Teacher presents vocabulary through Repetition drilling.	1. Ss pay attention a practice writing and saying aloud past tense sentences. They memorize verbs in past. (20 min) 2. Ss watch pictures and repeat vocabulary correctly. (15 min)	01  01	LG (As): Grammar Structure and repetition drill. PI: Individual Practice of sentences. Tts: Recognize Grammar- Translation and Audiolingual methods.
-Top-down reading and listening	3. Teacher gives/presents Ss a copy of the story of Sac-nicté. And reads it aloud or plays a recording of it asking students to follow the lecture.	3. Ss follow the text while they listen to the reading aloud recording. (10 min)	01	PI: Ss Read aloud taking turns and practice pronunciation. Tts: Analyse Top-down strategy, and Review Phonemes for pronunciation-correction.
-Reading for gist.	4. Ask Ss to read the text again, it could be aloud or in silence. Teacher monitors performance. They must look for the words they still do not understand. (homework).	4. Ss read and identify new vocabulary; they look for its meaning. (15 min)	1- autono mous task	Tts: Analyze "reading for gist" strategy and its procedure.

	5. Session 2. Teacher calls the roll. Ask Ss about the new vocabulary they researched. (brainstorming answers)	5. Ss brainstorm answers of the vocabulary they looked for. (10 min)	02	
-bottom-up reading	6. Gives Ss the worksheet with reading comprehension exercises.	6. Ss answer worksheet with comprehension task. (15 min)	02	Tts: Analyze bottom-up reading process. Research about error-correction techniques. In this case: direct, indirect, immediate and post-feedback.
	7. Teacher gives feedback. (5 mins)	7. Students pay attention to corrections. (15 min)	02	
-Writing	8. Teacher asks Ss to design a comic of the story in present tense. Teacher monitors Ss's writing and gives constant feedback. Ask Ss to write a short presentation of the story in past tense.	8. Use your imagination and design a Comic of this story, draw the pictures and write dialogues in present tense for each character. Write a short presentation of the story in past tense. (30 mins)	2- Autonomous task	LG(As): Teacher provides images and they must write the dialogue. Tts: The comic is in present tense because it is a simulation of a current dialogue. Research strategies of Writing feedback.
-Speaking	9. Session 3. Ask Ss to practice in order to present their story in a Role-play.	9. Practice reading dialogues aloud. Correct pronunciation. (30min)	03	LG (As&Ks): autonomous task with translator speaker or phonemes support. PI: Individual support with direct and immediate feedback. Ts: Analyze pronunciation assessment.
	10. Ask students to Present comics (role-plays) to the class. Gives corrections at the end.	10. Students present comics (role-plays) to the class. (30 min)		



Closure	<p>Teacher gives Ss more verbs in past tense and ask them if they know about any other similar story, it could be from another state or country.</p> <p>Teacher ask students if they can tell the differences between a comic and a tale.</p>	<p>Ss research verbs in past and try to make sentences on their own to tell stories. (30 min)</p> <p>Students differentiate the story from the tale. (30 min)</p>	04	
Set the objective or competencies of the lesson	Teacher projects learning goals to the class and explain them.	Students pay attention to what they are expected to learn.	01	LG: It is set in the Worksheet given to students.

### *2.01.03. INTERCULTURAL COMPONENT*

They legend of Sac-nicté is a Mayan (south Mexico) legend of a love story. It implies an explanation of a city's mysterious disappearance. Aztecs (central Mexico) also have some love legends, such as Iztlacíhuatl and Popocatepetl but also do other countries.

In real life, there are some similar situations where people runaway for love, then, this intercultural component implies a specific regional legend that is usually liked by tourists for intercultural exchange. A national example is Aztec legend of Iztlaciuhatl and Popocateptl. On the other hand, Campeche (part of Mayapan lands) has its roots in Mayan traditions and this legend is part of its history.

## **2.02. APLICACIONES**

Through this section I describe the application of theoretical concepts through the design of the four-skill lesson plan mentioned above. Taking into consideration each language skill by separate.

### *2.02.01. TEACHING READING*

Teaching reading is an interactive task where students build meaning and significance with an active thinking process that involves the individual's interpretation skills. When teaching reading, we have to consider that there are two opposing models: reading readiness, and emergent literacy (Ordoñez & Turner, 2015).

According to the US National Capital Language Resource Center NCLRC (2003), the reading main purpose is to have access to the literature in a specific language; then, reading instruction should be based in literary texts representing "higher" forms of culture assuming that students learn to read by vocabulary, grammar and sentence structure study instead of "reading" itself. This is why my lesson plan is based in a legend of the region.

If we recall the three models for reading: Bottom-up, Top-bottom, and Interactive. I rely in an interactive model considering four main aspects: readers' schema and the text information, elaboration of what and how they read, monitoring their understanding, and defining their reading purpose and attitude towards the interaction with the text using as reference the situational context.

Schema, as the background knowledge readers have, could be found in three specific categories, such as Content, Formal, and Linguistic Schema. Xiaoguang Zhao & Lei Zhu (2012) refer to schemata as "abstract knowledge models or structures which may be of use in solving problems", assuming that knowledge is stored in the individual's memory and will help in forming the comprehension of the message.

For this purpose, I consider specific schema considering the students' cultural awareness of their region a local legend with touristic interest that will enhance their cultural awareness for Cross-cultural communication, which defined by Chen, Y. H., & Gao, X. (2015) as the one that "refers to the Communication between people of different languages and culture backgrounds".

According to Chen & Gao, the reading ability consists in “the comprehensive expression of vocabulary, language structure, cultural background knowledge and reading speed” implying that readers will have to “their cultural background knowledge to fill the blank and to join the context” in order to be able to understand the text.

Then, the reader will face three obstacles: vocabulary level/barrier, idiom level, and sentence and discourse structure and style that promotes the reading speed. That is why, in order to plan a proper lesson, I selected an adequate text for my students including: Pre-reading tasks, while-reading tasks and post reading tasks.

### *2.02.02. TEACHING WRITING*

Writing is generally understood as the skill or activity of producing words in a surface and putting them together to make sentences, paragraphs, etc. in order to produce texts it involves three general stages: preparing to write, drafting, and revising. When writing we also have to take into consideration some of the general characteristics of the written language such as: Permanence, production time, distance, orthography, complexity, vocabulary use and formality. And we must teach our students all of that in an L2.

When teaching writing, we can distinguish six main approaches: (1) Language structures, (2) Discursive structures, (3) Creative expressions, (4) Writing processes, (5) Content, and (6) Genre and contexts of writing.

I usually focus on language structures through controlled and free writing. But in this case, I will use some discursive structures for styling their own report of the legend they had just read according to the didactic sequence. Here it is also important to consider the writing processes, making planning, writing, and reviewing stages a conscious task. For my lesson plan I considered writing a general-specific text using questions to write it as a narrative.

### 2.02.03. TEACHING LISTENING

Probably one of the most difficult activities to carry out in the classroom since not every time we have available technology for displaying recordings or authentic materials is the listening comprehension skill. Here, as teachers, we must provide our students with authentic listening experiences according with our available resources. As it involves linguistic and non-linguistic knowledge such as “phonology, lexis, syntax, semantics and discourse structure; Insight about the topic, about the context and general scoop about the works and how it works” (Buck, 2001), it is usually referred to “speech recognition”.

There are three kinds of listeners: active, passive and impatient. All of them follow the same process but some of them tend to do more than one step at the time or even skip some of them. According to Tyagi (2013) quoted by Gökhan (2015), the steps of the listening process as: (1) receiving – hearing, (2) understanding – learning, (3) remembering – recalling, (4) evaluating – judging, and (5) responding – answering (speaking). McErlain (1999) on its behalf identifies them into three major ones: Perception (step 1), Decoding (steps 2&3), and Prediction and selection (steps 4&5).

Taking that into account I considered a listening integration of those five stages with a warm-up where vocabulary is heard, read and pronounced by the student (recognition of the target language and isolated words), then with a listening while reading students will make a top-down reading (recognizing phrase boundaries, and listening for the gist), and with a post-reading activity, students can re-listen the recording for a True listening in a bottom-up process.

Taking into account Kadagidze (2006) classification of materials: *Static texts, dynamic texts, abstract texts, and live listening*; I chose a static text “a legend” with visual support in order to include the reading skill as well. As the purpose also has a cultural-awareness it is also an authentic material used for promoting culture to foreigners.

#### *2.01.04. TEACHING SPEAKING*

As teaching speaking goes beyond simple memorizing phrases and adjacency pairs, I must teach my students what all the discourse and conversation processes involve. Such things as pre-fixed phrases, fillers and hesitation markers idioms, vague vocabulary, stylistic variation (formal or informal), routines, interactions, turn taking, regional accents, and even intentional mistakes taken as natural speech are part of the communication strategies such as non-verbal language to compensate the lack of native language speech variations and styles.

When planning a lesson plan, it is important to balance fluency, accuracy and pronunciation instruction. As oral speech is usually unplanned and it flows through the conversation interactive process depending on each speaker intervention, the different types of speech mentioned by McCarthy, M. (1991): telephone calls, service encounters, interviews, classroom, rituals, monologues, language-in-action, casual conversation, and organizing and directing people; implies us teachers to rely on our intuition to decide the forms of talk more useful for our students.

I pretend to give students speaking opportunities with oral performance activities through expositions and drills. In this case, they will practice vocabulary and adjacency pairs through drills and later on, they will expose their product. Still there is no specific assessment procedure for this ability as students' level is A1-A2 and tasks consist more on reading aloud and repetition and not on authentic and spontaneous speech production.

## 2.03. PROCEDURES

Here I present a lesson plan with cultural focus. In this case, as I consider the three different kinds of groups I have taught, I also explain each one's characteristics and the specific adequations to each case.

When teaching, I usually have these environments:

1. ESL class for adults. Students are over 18 years old; some are older than me. Not everyone likes physical activity, then games and contest implying running or exercising are less probably to succeed. They are not comfortable with grammar structure but do want to understand what and why they say things as they do it. They do not like childish vocabulary activities either but find lists memorization quite boring. In my experience, the best type of activities for them are little grammar explanation with drills and some coordination games with little movement while using language. They what to see quick results, then they need some authentic materials or activities to prove they are learning.
2. ESL Teacher trainees. Students are over 18 years old; some are older than me. Not everyone likes physical activity, but they need to know it and be able to do it as they will use it in their professional practice. They must be aware of their strengths, weaknesses and opportunity areas, they are educated in English language or at least, they are learning it from its grammatical basis to its communicative elements and cross-cultural facts. They need to understand lesson plans, how to perform them and evaluate their results in order to make adequations. Specifically, from the class I teach right now "Teaching intervention" they need to identify intervention needs, plan them and perform them to improve their teaching practice.
3. ESL private students (up to 4 or five students at the time). Multilevel students, mixed ability class, and from different age. Teenager-adult or kids-teenager class but by experience, kids with teenagers only mingle if the age difference is not too much, or if they are family or close friends; otherwise, it is better to teach them separately even if this implies to teach them individually. On its behalf, a teenager-adult class is more likely to function as activities are more compatible. Before the pandemic I had a three students' class with 3 adults and one teenager. With the pandemic only the teenager stayed in online modality and an adult has just enrolled for private instruction two months ago.

All class procedures differ in amount of activities and giving instructions. But as I previously stated in the last chapter, this lesson can be adapted with slight changes. The process is still in distance instruction as the pandemic situation has not changed. And in an on-line classroom most students are being also monitored by parents (at least that is what we expect).

Still, for large groups, activities must keep as standardized as possible in order to cover all the contents in the time lapse; in a physical environment this is due to the short space for movement, but on-line sessions imply only one speaker able at the time to listen each participation clearly.

In the following pages I describe the teaching process carried out for working each language ability: Reading, Listening, Writing, and Speaking, through the lesson plan mentioned above.

#### 2.03.01. COMMUNICATIVE SKILLS DEVELOPMENT

Reading					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Step 3 Top-down reading	3. Teacher gives/presents students a copy of the story of Sac-nicté. And reads it aloud asking students to follow the lecture.	3. Students follow the text while they listen to the reading aloud recording. (10 min)	Worksheet with printed text. Recording of the lecture.	01	Not applicable
Step 4 Reading for gist.	4. Ask students to read the text again, it could be aloud or in silence. Teacher monitors performance.	4. Students read and identify new vocabulary; they look for its meaning. (15 min) (homework).	Worksheet with printed text.	01	Not applicable: teacher monitors activity.

Step 5 -bottom-up reading	5. Session 2. Teacher calls the roll. Asks students about the new vocabulary they researched. (brainstorming answers)	5. Students brainstorm answers of the vocabulary they looked for. (10 min)	Board Projector Or Jamboard	02	Checklist of students' participation. Students' research ability.
Step 6 & 7 -bottom-up reading	6. Gives them a worksheet with reading comprehension exercises.  7. Teacher gives feedback. (5 mins)	6. Students answer worksheet with comprehension task. (15 min)  7. Students pay attention to corrections. (15 min)	Printed or Digital worksheet Projector Board or Jam board	02	Correct answers. Correct use of grammar.
<b>Listening</b>					
Step 2 Bottom-up listening	2. Teacher presents vocabulary through drilling.	2. Students watch pictures and repeat vocabulary correctly. (15 min)	Flash-cards/ slides With pictures and words.	01	Students repeat correctly
Step 3. Top-down listening	3. Teacher gives/presents students a copy of the story of Sac-nicté. And reads it aloud.	3. Students follow the text while they listen to the reading aloud. (10 min)	Worksheet /slide with text, shared screen. Media player.	01	Not applicable. Students perform the activity.
<b>Writing</b>					
Step 1 Grammar- Translation	1. Teacher call the roll, gives students learning goals and explains simple past tense giving students some examples and verbs in past.	1. Students pay attention a practice writing and saying aloud past tense sentences. They memorize verbs in past. (30 min)	Board / projector and slides or Jamboard	01	Correctness of Students' sample sentences.



<p>Step 8 Writing a comic in present tense.</p> <p>Closure</p>	<p>8. Teacher asks students to design a comic of the story in present &amp; presentation in past tense. Teacher monitors students writing and gives constant feedback.</p> <p>Teacher gives students more verbs in past tense and ask them if they know about any other similar story, it could be from another state or country. Teacher asks students if they can tell the differences between a comic and a tale.</p>	<p>8. Use their imagination and design a Comic of this story, draw the pictures and write dialogues in present &amp; presentation in past tense. (30 mins)</p> <p>Students research verbs in past and tries to make sentences on their own to tell other stories. (30 min)</p> <p>Students differentiate the story from the tale. (30 min)</p>	<p>Notebook or printed worksheet with text and blank spaces for drawings. They can also use digital tools.</p> <p>Notebooks or forum</p>	<p>02</p> <p>04</p>	<p>Students' use of language and grammar in dialogues. Drawings must be coherent. Text structure.</p> <p>Students' use of language and grammar. Text structure according to its type.</p>
<p>Speaking</p>					
<p>Steps 9 &amp; 10</p>	<p>9. Session 3. Asks students to practice in order to present their story (adults: practice a role-play).</p> <p>10. Asks students to Present comics (role-plays) to the class. Gives corrections at the end.</p>	<p>9. Practice reading dialogues aloud. Correct pronunciation. (15min)</p> <p>10. Students present comics (role-plays) to the class. (30 min)</p>	<p>Students' own material.</p>	<p>03</p>	<p>Pronunciation Use of language Fluency</p>

### *2.03.02. LESSON CLOSURE*

The closure of the lesson seeks to confirm that students learnt what it was stated in the curriculum as -learning goals- which in fact are officially stated as function of language. Then they must be able to read and explore a historical text; in this case, a legend, to be able to compare it with other regions or countries. They must also be capable of telling stories through images (comic), listen and explore imaginary tales through pictures and present stories based in images.

On the other hand, as I stated simple past as target grammar, it is expected that students also get accurate in verb conjugation and use of the tense structure for making utterances in past tense. Nonetheless, it is not stated explicitly in the curriculum.

### *2.03.03. FOLLOW-UP ACTIVITIES*

Through this lesson plan, follow-up activities are constantly carried out through direct and immediate feedback, for reading comprehension and writing. Only in speaking task, feedback will be carried out after the performance has finished in order to let fluency take place. Finally, as a post-task, it is expected that students write by their own a legend in past tense.

## 2.3. EVIDENCES

Here I present some of the evidences of my project implementation. The didactic worksheets I designed were uploaded in the SEDUC's official web site for the distance teaching strategy "Aprende en Casa" in local terms called "Aprendamos en Familia desde la Casa". The website can be visited through <https://educacioncampeche.gob.mx>, and in the end of the page you will find the "Aprendamos en Familia" logo for clicking in order to visit the booklets created for each week.

If we remember, English subject is divided into cycles, and this project is based in cycle 2 which consists in 3<sup>rd</sup> and 4<sup>th</sup> grade of elementary school. The following screenshots were taken from: <https://educacioncampeche.gob.mx/aprendamosencasa/pagina/504/ii-3-de-primaria>, which English contents must be equal for 4<sup>th</sup> grade section.



Figure 2. SEDUC (2021). "Aprendamos en Familia desde Casa". 3rd Grade Official Distance Educative Strategy site.

In this web site can be noticed that English worksheets are being uploaded each two weeks. In this particular case, the first worksheet was uploaded two weeks delayed, as it was supposed to be implemented in week 26, but was uploaded until week 28; nonetheless, the following worksheet was uploaded during the next week even though they are designed to be implemented in a two-week period.

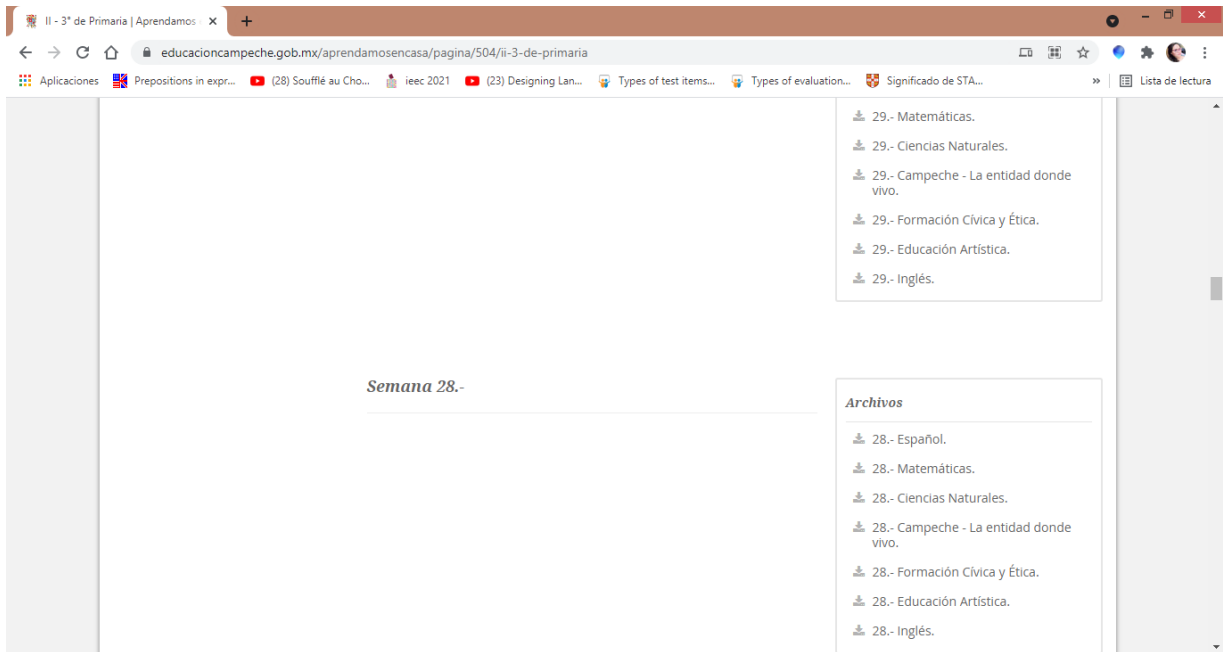


Figure 3. Publication of worksheets during weeks 28 and 29 in the official site.

This did not affect the implementation of my proposal, as the teacher who kindly shared her evidences asked me for the worksheets during week 26, because she noticed they had not been uploaded to the site.

These worksheets are presented as Annex 1 and 2 in this document, and in the following link, as I do not have a current ESL group to teach, here I present the link to a simulation of its implementation through a recorded explanation to an English External Assessor who helped me pretending that was my student.

Class simulation Link:

<https://drive.google.com/file/d/1I9LojjaxMksQ2FYrzp2j3xDPqa44vJHk/view?usp=sharing>

## CHAPTER 3: DESIGN OF THE ASSESSMENT

### 3.01. THE ASSESSMENT

As I stated previously, there are five learning activities to be assessed in my ESL lesson plan: (1) Sample sentences, (2) Reading Comprehension task, (3) Comic Strips writing task, (4) Comic strips Presentation, (5) Free writing of a short story. There is no listening comprehension evaluation test as this skill is being carried out as a companion for reading comprehension and pronunciation practice.

- (1) Sample sentences. From step 1, evaluation consists in accurate tense structure and Sample sentences.

Evaluation criteria: correctness in past tense of verbs and sentence structure with immediate error correction. This can be carried out directly over students' notes or class participation.

- (2) Reading comprehension task. From steps 6 & 7

Reading comprehension assessment consists in: a vocabulary-in-context items by identifying words in bold meaning and association of characters' roles in the story.

- (3) Comic strip. From step 8, the Comic strip is intended to assess writing phrases in order to perform a dialogue.

Evaluation focus: Use of verb tense, sentence structure and accurate use of language in a coherent way.

- (4) Comic strips presentation. From steps 9&10. It consists either in a Role-play or read aloud activity.

Evaluation: Accurate pronunciation and reading fluency.

- (5) Free writing of a short story as a final test consists in a task-based evaluation where students are meant to use the specific tense structure.

Evaluation rubric: tense structure, use of vocabulary and text coherence.

In every case, we are working with a formative assessment with focus in students' performance on tasks and permanent teacher's feedback for correcting tasks and deliver them again.

### **3.02. RATIONALE BEHIND OF THE ASSESSING TOOL**

Through this project, the evaluation consists in student's performance such as correct answers in reading comprehension, text structure and grammar in writing a comic or a dialog and pronunciation and fluency for speaking. According to Carr, N (2011) and the elements I have just mentioned in the previous section, I am basing this evaluation in a Performance Assessment focused in task completion with a weak sense of language performance by focusing in a specific language tense based on a single learning unit considering an integrated skills approach as the target students' English level is A1-A2.

From the activities before mentioned, I considered the following assessing tools:

(1) Sample sentences.

According to Baxter (1997) one of the testing techniques is "Building sentences – recognition into production" and he states the importance of defining how much we want to help our students in sentence building in order select how much context will we give them.

This could be through a building sentences through ordering words (to check structure order) but also a simple free sentence writing. In this case, I will base in the last option, giving students the structure, and vocabulary including verbs in past tense. As it is meant to be carried out with large groups, it is possible to ask for few participations for general immediate feedback and ask the rest of the students to deliver the task after the class.

(2) Reading comprehension task.

Through this task I meant to assess reading and listening as well, here, students are meant to listen while they read, and in the end, they must solve a Matching exercise which also Baxter describes as a "while reading or listening to the text, or after they have read or listened to it, they match one right answer from two or more possibilities". In this case, a "two columns" matching tasks.

(3) Comic strip.

In this case, I use once more a "building sentences" technique checking verb tense and sentence structure correctness. By letting students write their own dialogues and short description of the legend. Here, there are no more clues than the ones they get from the text and must use their imagination to solve the task. Here, the content of the comic

relies on Baxter's "personalization" procedure classified as a "no correct answer" assessing technique.

(4) Comic strips presentation.

Huey (1908) cited by Allington, R (2009) pp-70, defines fluency as "reading aloud with accuracy, appropriate speed, and expression", in this case, Allington refers to Running Records as an appropriate technique to assess reading fluency. Here teachers consider students' correct response, misread words, omissions, insertions, and teachers' prompts when students read aloud. He also takes into consideration the National Assessment of Educational Progress four-point fluency scale which classifies fluency in four levels to be measured:

- *Level 4: Reads primarily in larger, meaningful phrase groups.*
- *Level 3: Reads primarily in three- or four-word phrase groups.*
- *Level 2: Reads primarily in two-word phrases with some three- and four-word groupings.*
- *Level 1: Reads primarily word-by-word.*

*Source: Pinnel et al., 1995, cited by Allington, R (2009) pp-70*

As this task is meant to be a "dialogue simulation performance" students are allowed to read their dialogues and then the assessment will consist in reading fluency. Accuracy, will be first evaluated through writing correctness and later on through reading expression.

(5) Free writing of a short story.

This is meant to be a final product. According to Carr, N. (2011) writing construct often includes "Grammar, vocabulary, content, rhetorical organization, cohesion, task performance, use of appropriate rhetorical mode and register". Considering that this particular lesson is meant to be implemented with elementary school students with A1-A2 English level, writing assessment will be kept simple by only considering "grammar structure and verbs tense". Assessment is based on Baxter's' analytic marking schemes, assigning marks/points for each chosen construct.

As I will explain in the next chapter, I cannot present a real evidence of this assessment due to I designed this lesson plan to be implemented by others. The teacher who shared her experience, gave guided instruction through task completion with immediate feedback, implying that students who took the class had the correct answers in their worksheets.

## CHAPTER 4. REPORT AND ANALYSIS

### 4.01 FROM THE PLAN TO THE EXPERIENCE

As I am not currently teaching English and the lesson plan I designed was meant to be applied by other teachers, here I briefly describe an elementary teacher experience through the implementation of this lesson, including an evidence of a child's work which she kindly shared with me so I could be able to write this document.

Each school has different strategies for coping with the pandemic, according to the students' context as the on-line education implies extra costs and technological requirements. Some teachers have an hour or half an hour synchronous session per week, some others do not even have a class and few of those record short explanation videos to students. But all of them give assessment through e-mail or whatsapp.

According to this context, this particular teacher has only 30 min on-line sessions for guiding students through the homework, in this case "worksheets". As she has to economize time, she started eliciting the T.V. lesson the government set for the course (reading stories), and asked kids about the difference between a legend and a story. She let them discuss a bit about it and started following the didactic Worksheet 1 through the instructions.

In this case, the sequence she described goes as follows: she first guided students through a top-down reading, indicating them they are expected to reach the general idea of the text. Later on, she asked them about the comprehension task orally, so they could solve it in their worksheet (they did not draw the representative pictures in the boxes).

During the next worksheet, she asked them to read again the text, she guided them line by line, but now they read for the gist in order to identify the key words and unknown words; then they try to get meaning of the unknown ones through context avoiding translation. Finally they conclude the general idea of each paragraph and draw as required.

They didn't tell the story, neither write dialogues for the comic, but they did discussed about the difference between the types of texts. She only shared with me evidence of the second worksheet (Annex 3).



From this I can identify some adjustments the teacher had to make according to her teaching situation which specifically was: less time (30 minutes sessions for two weeks) that required with few students' assistance to the on-line session.

Session / Step of the lesson	Activities performed by the teacher	Activities performed by Students	Session number
00 / Warm-up	TV program.	Watch class 15/04/2021	00
During the lesson: 01 /Introduction -Top-down reading and listening, and Reading for gist.  -bottom-up reading	Skipped steps 1 and 2. (grammar and vocabulary input) And elicits tv program content. Step 3: Teacher gives/presents students a copy of the story of Sac-nicté. And reads a fragment aloud asking students to follow the lecture. Skip steps 4 and 5.  Step 6. Teacher presents and solves reading comprehension exercises orally.  Step 4. Teacher guides students through reading and ask them to underline words they know. And guess words they don't know by context.  8. Asks students to draw scenes according to paragraphs' general ideas (as homework)  7. Teacher gives feedback. (after delivery)	3. Students follow the text while they listen to the reading aloud.  6. Students answer matching exercises through oral participation.  4. Students underline words they know. They guess other words meaning by context. They ask teacher in case of doubts.  8. Students draw representative scenes.  7. Student receives feedback, corrects if necessary.	01 (30 min) Week 1  02 (30 min) Autonomous-guided task autonomous task Week 2.  03 (30 min) Week 3  04 (30 min) Week 4  Asynchronous
Closure	Teacher ask students if they can tell the differences between a legend and a story. Asks the difference between a comic from a story and a legend.	Students differentiate the legend from the story.  Students differentiate a comic from a story and a legend.	02  04

## CONCLUSIONS

From the premise I am the Academic Responsible in the local English Program, a Professor in an English teacher trainee bachelors' program, and that I am not currently teaching English as Second Language but ESL teaching strategies to my students or guiding English Assessors, most of my teaching practice develops in a teaching through language context where teaching strategies must be explained to be consciously learned by my students or colleagues.

In this case the lesson plan I have done for this task was implemented by an English External Assessor in Elementary school (teacher) in a particular context with the corresponding adequations. None the less I designed it and planed it according to the supposition of a "typical" class carried on on-line. On the other hand, if I focus on my private students of ESL or an imaginary large group in a scholar context, I could also adapt this lesson plan for teaching them ESL in an integrated way.

I usually teach reading and writing in the same task, as I give my students some model texts as content resources to base for a writing assignment such as an essay. I reflected about my teaching practice and I can say that even that I use plenty of authentic materials in my classes, as I teach content through English, but I haven't focused on listening comprehension that much lately.

Speaking on its behalf, it has been a little more difficult for me to work on, as on-line sessions depend on microphones, sometimes students have troubles having them work properly or they are surrounded of a noisy environment preventing them from opening their microphones to participate in class.

I believe I have been always more focused in reading strategies such as plot, predicting, skimming and scanning. Now, I am aware of how important is to work both skills, reading and writing, at the same time, and how useful this could be to my students' language skills development in class.

Teaching the four silks in equal terms is important when teaching a foreign language. Specifically, when we talk about listening skill, we refer to the listening comprehension of the second language. Listening is not only the ability of hearing sounds but listening comprehension goes beyond by not only hearing and identifying words, but interpreting groups of sentences and understanding their meaning to go even fonder and produce a response. It

has been a while since I taught listening, and I usually worked with British council's worksheets as they include a pre-designed process including pre, while and post-listening activities.

As grammar is also important for understanding English, it is important to take care of the bottom-up listening process by building lessons with pre-listening task where vocabulary and grammar structure is instructed, for later on perform a while-listening task for training students' listening comprehension and finally, through a post-listening task enhance students' conception of language. And we must remember that an accurate speaking will also depend on bottom-up building process.

After the pandemic, my students (teacher trainees) are usually tired of the synchronous classes, because the institution has overlapped full time online sessions as if we were in face-to-face modality, this causes them not to pay attention or even ask me to speak in Spanish because they are exhausted of thinking in English for understanding school concepts which they are actually not getting at all. It is a bit sad, but that is the reality.

Still, I try to ask them to participate in English every time or present homework to the class in English. This is easier with private lessons, as students are fewer and they usually locate in a proper space to take the lesson, in that case I do use role-plays and some other speaking activities like substitution or transformation drills by taking turns as with less students the class flows smoothly.

This is not different for other teachers, both, students and teachers are exhausted of the distance and on-line education modality, as work hours have increased and physical health has been damaged due to the large hours of using digital devices.

By the other hand, technology-based activities are our today's real context. As teaching is been carried out online, meet conferencing room is the new classroom environment and Google classroom platform is the way we can share academic content and products leaving the teaching-learning evidence in one single place. This also increases available resources and learning management as students are able to manage their time while we can provide them off line and prerecorded materials to work with.

Sharing screens in videocalls it is not as effective as presential experience, it is helpful for making class a bit more dynamic, and Jam-board also helps as a whiteboard where I can write some notes and students can participate as well.

We always have to keep in mind that even if there is a general lesson plan to follow there will always be adequations according to each students' learning needs, this always takes some time from the lesson nonetheless if students have a quick understanding of the subject, it is possible that some extra activities will be required. The quicker the students understand the less time the activity will last. It does not matter the subject you teach, but the proper planning and intervention you make according to the group.

For public schools this is a bit worse, since not every student has the resources for being in on-line sessions or delivering tasks via internet. Schools had to adapt and all of them took different strategies. Teaching conditions are not the same for every one and planning a general lesson is not an easy task considering there are too many differences, then more than planning the lessons, I have to be prepared to guide teachers in their adequation process if needed. But I am also aware that some of them ignore the preestablished lesson and make their own as they need so according to their specific situation.

From all above, I can say that teaching ESL implies an accurate lesson plan that covers our students' needs, but that also can be adapted to different contexts or students. Taking the lesson plan, I designed as an example, it is supposed to work for a large group in physical class, but it also applies to an on-line environment and can be adapted to work with adults or a mixed class. So I can say that, as teachers, we must be prepared to adapt our practice according to every possible situation, for this to be possible, we must be conscious of learning theories and teaching innovations, but most of all, we have to learn to diagnose our context and situations and to be flexible through our teaching task.

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# ANNEXES

## ANNEX 1. WORKSHEET 1.


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4<sup>o</sup>


Inglés

Primaria

### 1. Lúdico y Literario

 **Qué vamos a aprender: Comprensión del y del otro.**

 **Materiales: Pluma, Lápiz, colores.**

 **240 min.  
(dos semanas)**

 **Te explico**

Identificar, relacionar y repasar el vocabulario y la gramática. Seguir la lectura en voz alta y utilizar la memoria para recordar el vocabulario de las semanas anteriores.

 **Para aprender más**

Repasa las actividades de las semanas anteriores para reforzar el vocabulario en inglés y el uso de los verbos en pasado. Practica haciendo tu propio cuento.

 **Manos a la obra**

- **Vocabulary:**
  - Dwarf** – Unlike other Central American peoples, the Maya respected dwarves, perhaps because of their resemblance to the gods Bolon Dzacab and Pawahtun. The dwarf of Uxmal was believed to be a powerful wizard who built the pyramid, which is named after him, in a single night.
  - Jade** – Symbolic name of rain and water; it was used to indicate the ninth dat. Jade was also an indicator of high social status, and was therefore more valued than gold.
  - King** – The principal figure on Manayan society. He was considered a divine incarnation, since communication between the gods and the people depended on him.
  - Petén** – Mayan region in what is now northern Guatemala.
  - Prophecies** - They contained messages from the gods, and were transmitted by the *chilames*, priests whose special skill was divination.
  - Pyramids** – The Maya believed that mountains were home to the souls of their ancestors which is why they built pyramids as ceremonial temples and funeral monuments.
  - Stele** – A tall, stone monument often carved to record historic events.



- Read the story aloud and look up on your dictionary the words you don't know.

### Sac Nicté

#### The Flower that captivated the King of Chichén Itzá

Many centuries have passed, and people still wonder why a city as important as Chichén Itzá was abandoned. There are several theories, but the inhabitants of the Mayan Lands have passed on to their children, generation after generation, the true story. It tells of the forbidden love between princess Sac Nicté and Prince Canek.

In the days when Mayan civilization was at its height, there were three great cities: Mayapán, Uxmal and Chichén Itzá, each ruled by a powerful king. These rulers were good friends, and they had made alliances so that their cities could live in peace. But in the prophecies of the Mayan sages, it was written that this situation would not last forever.

Mayapán was ruled by the powerful king Hunacel. His daughter was Princess Sac Nicté, whose name means White Flower. She had been born on the night of an eclipse, and her beauty and goodness were famous throughout the region, and beyond.

Princes traveled from faraway places to bring her gifts and offers of marriage, but she couldn't accept because her father had betrothed her as a young child to Ulil the warrior prince of Uxmal.

Despite being surrounded by luxury and the love of her people, Sac Nicté was not happy. She awaited in sorrow the day of her wedding to Ulil, because her heart held a secret: she was in love with Canek, the brave and handsome young king of Chichén Itzá.

They had met in the sacred city of Izamal, and since that moment their thoughts were filled with love, although neither really knew how the other felt.

When the date of the wedding was near, Canek received a visit from Hunacel's messengers. They brought an invitation to the wedding of Sac Nicté and Prince Ulil, which was to take place in Uxmal in thirty-seven days.

Canek felt his heart break, but still he told the king of Mayapán's messengers that he would attend. Almost at the same time, messengers arrived from Prince Ulil, also inviting him to the ceremony, and he told them too that he would be there.

While Canek suffered in silence, a mysterious old dwarf appeared at his side and whispered to him: "White Flower loves you, and is waiting for you. Are you going to let another man take her?" The young king thought for a moment, but when he turned to ask the dwarf why he had spoken thus, the little man had disappeared. Over the next few days, Canek felt very sad and thought only in how happy he would be at the side of his beloved Sac Nicté.

In Uxmal, the festivities began three days before the ceremony. Artists had decorated the whole city with white flowers. They had carved and painted a stone stele with the portraits of their



future sovereigns Ulil and Sac Nicté. People said that the union would bring a time of plenty and peace in the Lands of the Maya.

Hundreds of guests arrived from kingdoms near and far bearing valuable gifts: tapirs covered in jewels, white deer with golden antlers, singing birds, books containing information about the stars, thousands of quetzal feathers, perfumed oils earrings and necklaces of jade...

But there was no sign of Canek, king of Chichén Itzá. Everyone thought his absence was strange, except Sac Nicté, who kept a spark of hope in her **melancholy** heart. On the third day of festivities the ceremony proper began on the top of the Magician's Pyramid. Suddenly, without anyone having seen him arrive, Canek appeared together with sixty armed warriors bearing the symbol of the Itzás on their chests.

He climbed up the altar and, with the speed and strength of a hurricane, lifted Sac Nicté in his arms and took her away before anyone could stop him. The Itzás let loose their **war-cry**: "Itzálán! Itzálán!"

By the time Prince Ulil's soldiers had been **rallied**, Canek, the Princess of Mayapán and the Itzá warriors had disappeared. They escaped through an underground route that hardly anyone knew about, where the Mayan cities were connected by cenotes and stone paths.

Hours later, Canek and Sac Nicté arrived at Chichén Itzá. The young man was at last smiling again, and Sac Nicté was happy and more beautiful than ever at the side of her true love. The people were waiting of their beloved king and his new queen. The ceremony took place on the Pyramid of Kukulkán, on one of the most beautiful evenings ever.

But something terrible was destined to happen. The next day, Canek received word that the armies of Uxmal and Mayapán were **heading** to Chichén Itzá to rescue the princes and destroy him and all the Itzás. Thousands of men were making their way through the woods for this purpose.

From the top of the Pyramid of Kukulkán, Canek called his people together and explained what was happening: the times of peace had come to an end, and they would have to build a new home. So it was that the inhabitants of Chichén Itzá took their belongings and their stone idols and fled south along the underground roads. This time the journey was much longer.

When Hunacel, Ulil and their warriors arrived at Chichén Itzá, they found the city deserted, and they were so angry that they set fire to every house and temple. That was the end of the great city of Chichén Itzá. The king of Mayapán and the prince of Uxmal were never able to find the fugitive lovers or the Itzás.

Canek and Sac Nicté reached the Petén, a sacred place for away. There, they were able to be happy and with their people found a new kingdom which lived in peace for many years.

*The story was retrieved from: Rodriguez, w. (2015) "The great Book of Mayan Legends".*

*Dante: Mexico.*

*Translation by: David Phillips.*



- Check on your understanding:

What do the words bold in mean?

- Alliances
- Luxury
- Melancholy
- War-cry
- Rallied
- Heading

Associate:

- King Canek
  - Princess Sac Nicté
  - Prince Ulil
  - King Hunacel
  - Itzá warriors
  - People of Chichen Itzá
  - Chichen Itzá
  - Lived in Uxmal and wanted to marry Sac Nicté.
  - Loved Sac Nicté, and got married with her.
  - Betrothed Sac Nicté as a young child to Ulil.
  - Took all their belongings and left Chichen Itzá.
  - One of the three main Mayan cities which was abandoned.
  - Were loyal to their king and claimed their war-cry "Itzálán!"
  - Had a melancholy heart because she wanted to marry Canek.
- Did you already know this story?
  - Do you know any other story like this one?
  - Use your imagination and design a Comic of this story, draw the pictures and write dialogues for each character. You can use this box or draw it in your notebook.

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**Repaso y practico**

- Investiga más verbos, su significado y su conjugación en pasado, memorízalos. Utilízalos para contar otras historias.
- Investiga otros relatos históricos de otros países, ¿Hay alguna semejanza con los relatos de México? ¿Hay alguna semejanza con los relatos de Campeche?

**Lo que aprendí**

- Lee relatos históricos para comparar aspectos culturales de México y otros países.
- Explora relatos históricos breves.
- Expresa semejanzas y diferencias de aspectos históricos y culturales entre México y otros países.
- Compara aspectos históricos y culturales entre México y otros países.

## ANNEX 2. WORKSHEET 2.

3<sup>o</sup> y  
4<sup>o</sup>

Inglés

Primaria

### 1. Lúdico y Literario



Qué vamos a aprender: **Comprensión del y del otro. Expresión literaria.**



Materiales: **Pluma, Lápiz, colores.**



**240 min.**  
**(dos semanas)**



Te explico

Identificar, relacionar y repasar el vocabulario y la gramática. Seguir la lectura en voz alta y utilizar la memoria para recordar el vocabulario de las semanas anteriores.



Para aprender más

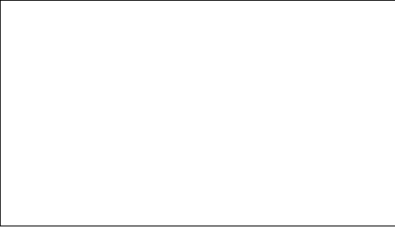
Repasa las actividades de las semanas anteriores para reforzar el vocabulario en inglés y el uso de los verbos en pasado. Practica haciendo tu propio cuento.



Manos a la obra

- En la ficha anterior, dibujaste una historieta sobre la leyenda de Sac Nicté, puedes utilizar esos dibujos o bien realizar otros para la siguiente actividad.
- Realiza un dibujo relacionado a cada párrafo de la historia.
- Luego, practica relatar en voz alta la historia en inglés mostrando las imágenes a algún familiar. Practícalo hasta que no necesites leer para relatarla.
- Finalmente utiliza las imágenes y graba un video corto donde relates la historia mostrando las imágenes. Envíalo a tu maestro.

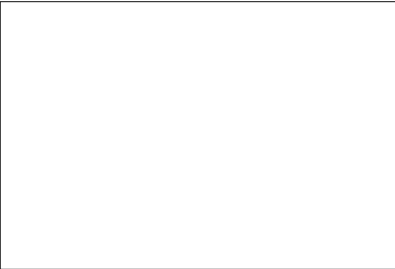
Sac Nicté  
The Flower that captivated the King of Chichén Itzá



Many centuries have passed, and people still wonder why a city as important as Chichén Itzá was abandoned. There are several theories, but the inhabitants of the Mayan Lands have passed on to their children, generation after generation, the true story. It tells of the forbidden love between princess Sac Nicté and Prince Canek.



In the days when Mayan civilization was at its height, there were three great cities: Mayapán, Uxmal and Chichén Itzá, each ruled by a powerful king. These rulers were good friends, and they had made alliances so that their cities could live in peace. But in the prophecies of the Mayan sages, it was written that this situation would not last forever.



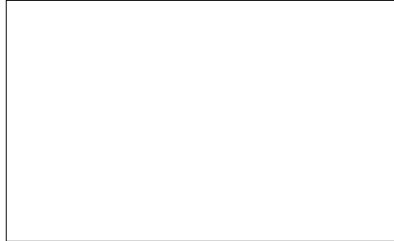
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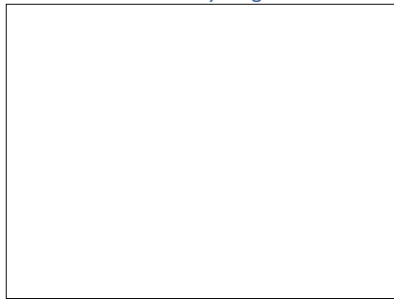
3<sup>o</sup> y  
4<sup>o</sup>

Inglés

Primaria



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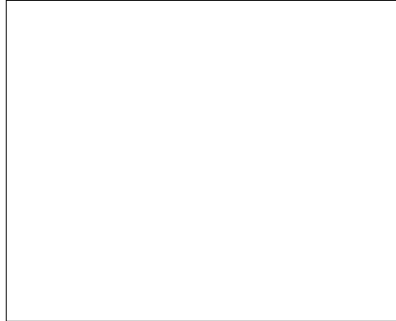
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Inglés

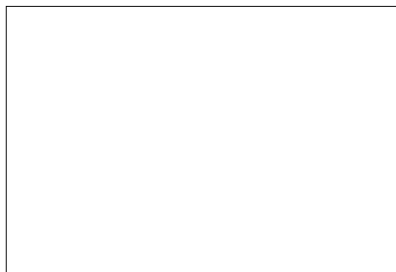
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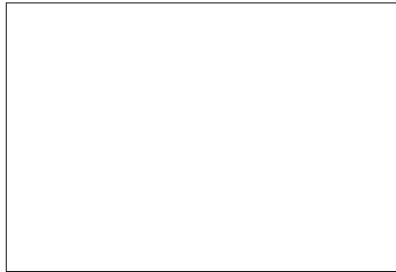
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Inglés

Primaria



In Uxmal, the festivities began three days before the ceremony. Artists had decorated the whole city with white flowers. They had carved and painted a stone stele with the portraits of their future sovereigns Ulil and Sac Nicté. People said that the union would bring a time of plenty and peace in the Lands of the Maya.



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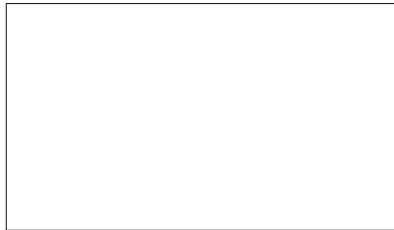
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Primaria

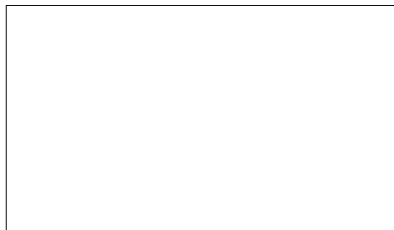
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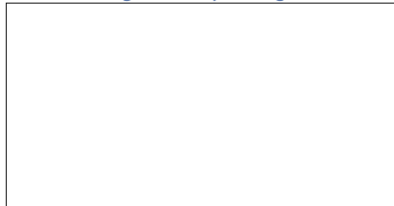


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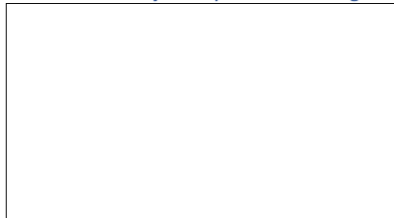




But something terrible was destined to happen. The next day, Canek received word that the armies of Uxmal and Mayapán were heading to Chichén Itzá to rescue the princes and destroy him and all the Itzás. Thousands of men were making their way through the woods for this purpose.



From the top of the Pyramid of Kukulcán, Canek called his people together and explained what was happening: the times of peace had come to an end, and they would have to build a new home. So it was that the inhabitants of Chichén Itzá took their belongings and their stone idols and fled south along the underground roads. This time the journey was much longer.



When Hunacel, Ulil and their warriors arrived at Chichén Itzá, they found the city deserted, and they were so angry that they set fire to every house and temple. That was the end of the great city of Chichén Itzá. The king of Mayapán and the prince of Uxmal were never able to find the fugitive lovers or the Itzás.



Canek and Sac Nicté reached the Petén, a sacred place far away. There, they were able to be happy and with their people found a new kingdom which lived in peace for many years.

*The story was retrieved from: Rodriguez, w. (2015) "The great Book of Mayan Legends".  
Dante: Mexico. Translation by: David Phillips.*

**Repaso y practico**

- Prueba contar la historia en tiempo presente.
- Reflexiona, ¿Cuáles son las diferencias entre un cuento ilustrado y una historieta (comic)?

**Lo que aprendí**

Comprensión del yo y del otro:

- Lee relatos históricos para comparar aspectos culturales de México y otros países.
- Explora relatos históricos breves.
- Expresa semejanzas y diferencias de aspectos históricos y culturales entre México y otros países.
- Compara aspectos históricos y culturales entre México y otros países.

Expresión Literaria:

- Narra historias a partir de imágenes.
- Explora y escucha relatos imaginados a partir de una fotografía.
- Propone historias con base en fotografías.
- Relata historias a partir de imágenes.


## ANNEX 3. EVIDENCE OF ANSWERED WORKSHEET.

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4°

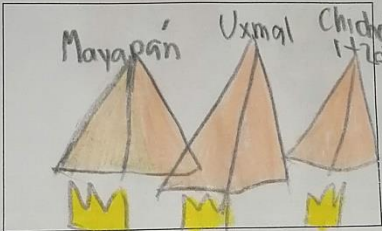
Primaria

Inglés

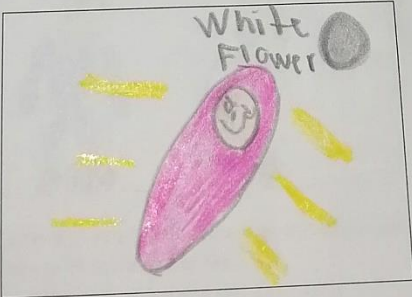
Sac Nicté  
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APRENDAMOS EN FAMILIA

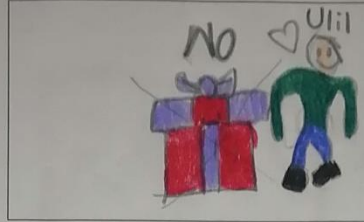
SEDUC SECRETARÍA DE EDUCACIÓN

PODER EJECUTIVO DEL ESTADO DE CAMPECHE

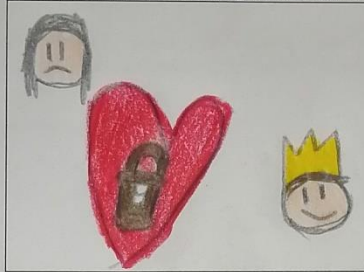
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Inglés

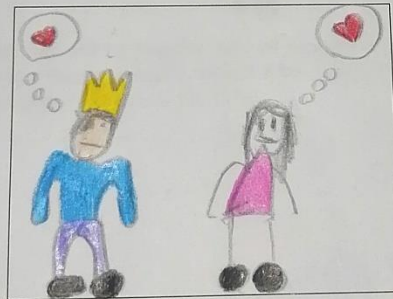
Primaria



Princes traveled from faraway places to bring her gifts and offers of marriage, but she couldn't accept because her father had betrothed her as a young child to Ulil the warrior prince of Uxmal.



Despite being surrounded by luxury and the love of her people, Sac Nicté was not happy. She awaited in sorrow the day of her wedding to Ulil, because her heart held a secret: she was in love with Canek, the brave and handsome young king of Chichén Itzá.



They had met in the sacred city of Izamal, and since that moment their thoughts were filled with love, although neither really knew how the other felt.

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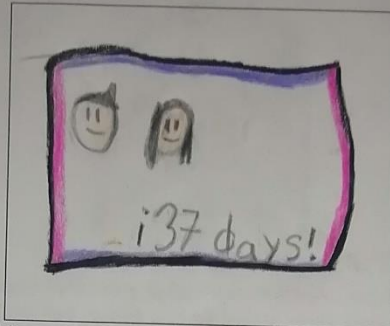
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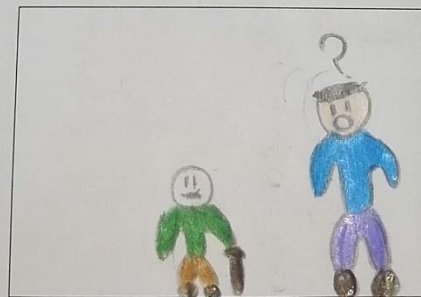




When the date of the wedding was near, Canek received a visit from Hunacel's messengers. They brought an invitation to the wedding of Sac Nicté and Prince Ulil, which was to take place in Uxmal in thirty-seven days.



Canek felt his heart break, but still he told the king of Mayapán's messengers that he would attend. Almost at the same time, messengers arrived from Prince Ulil, also inviting him to the ceremony, and he told them too that he would be there.

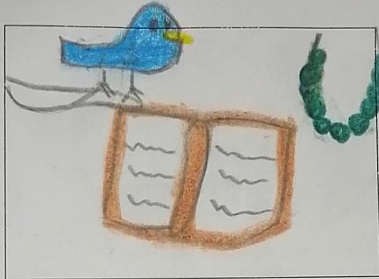


While Canek suffered in silence, a mysterious old dwarf appeared at his side and whispered to him: "White Flower loves you, and is waiting for you. Are you going to let another man take her?" The young king thought for a moment, but when he turned to ask the dwarf why he had spoken thus, the little man had disappeared. Over the next few days, Canek felt very sad and thought only in how happy he would be at the side of his beloved Sac Nicté.

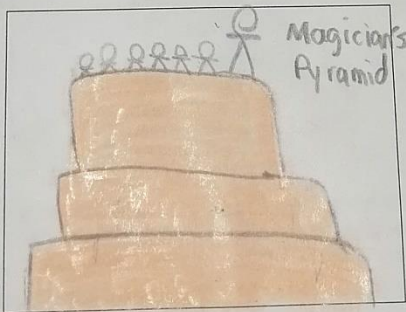




In Uxmal, the festivities began three days before the ceremony. Artists had decorated the whole city with white flowers. They had carved and painted a stone stele with the portraits of their future sovereigns Ulil and Sac Nicté. People said that the union would bring a time of plenty and peace in the Lands of the Maya.



Hundreds of guests arrived from kingdoms near and far bearing valuable gifts: tapirs covered in jewels, white deer with golden antlers, singing birds, books containing information about the stars, thousands of quetzal feathers, perfumed oils earrings and necklaces of jade...



But there was no sign of Canek, king of Chichén Itzá. Everyone thought his absence was strange, except Sac Nicté, who kept a spark of hope in her melancholy heart. On the third day of festivities the ceremony proper began on the top of the Magician's Pyramid. Suddenly, without anyone having seen him arrive, Canek appeared together with sixty armed warriors bearing the symbol of the Itzás on their chests.

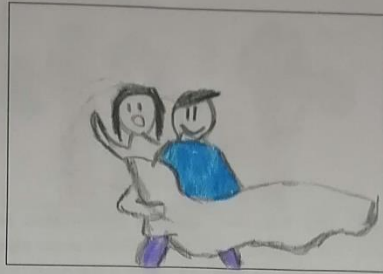


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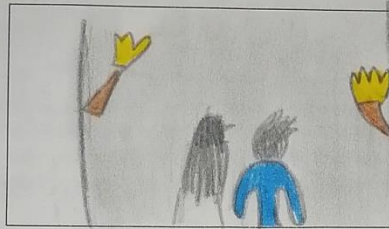
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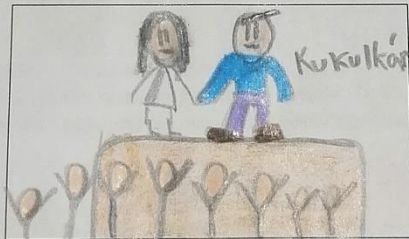




He climbed up the altar and, with the speed and strength of a hurricane, lifted Sac Nicté in his arms and took her away before anyone could stop him. The Itzás let loose their war-cry: "Itzálán! Itzálán!"



By the time Prince Ulil's soldiers had been rallied, Canek, the Princess of Mayapán and the Itzá warriors had disappeared. They escaped through an underground route that hardly anyone knew about, where the Mayan cities were connected by cenotes and stone paths.



Hours later, Canek and Sac Nicté arrived at Chichén Itzá. The young man was at last smiling again, and Sac Nicté was happy and more beautiful than ever at the side of her true love. The people were waiting of their beloved king and his new queen. The ceremony took place on the Pyramid of Kukulcán, on one of the most beautiful evenings ever.

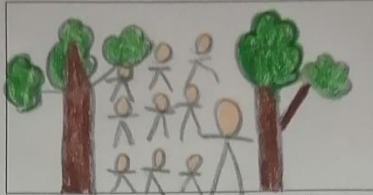


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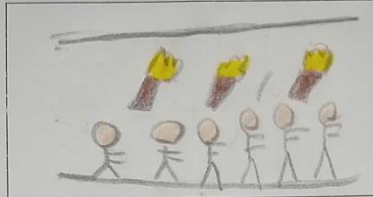
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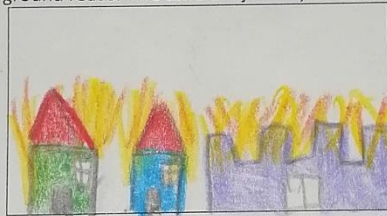




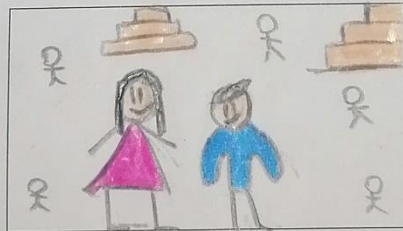
But something terrible was destined to happen. The next day, Canek received word that the armies of Uxmal and Mayapán were heading to Chichén Itzá to rescue the princes and destroy him and all the Itzás. Thousands of men were making their way through the woods for this purpose.



From the top of the Pyramid of Kukulcán, Canek called his people together and explained what was happening: the times of peace had come to an end, and they would have to build a new home. So it was that the inhabitants of Chichén Itzá took their belongings and their stone idols and fled south along the underground roads. This time the journey was much longer.



When Hunacel, Ulil and their warriors arrived at Chichén Itzá, they found the city deserted, and they were so angry that they set fire to every house and temple. That was the end of the great city of Chichén Itzá. The king of Mayapán and the prince of Uxmal were never able to find the fugitive lovers or the Itzás.



Canek and Sac Nicté reached the Petén, a sacred place for away. There, they were able to be happy and with their people found a new kingdom which lived in peace for many years.

*The story was retrieved from: Rodriguez, w. (2015) "The great Book of Mayan Legends".  
Dante: Mexico. Translation by: David Phillips.*



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## Repaso y practico

- Prueba contar la historia en tiempo presente.
- Reflexiona, ¿Cuáles son las diferencias entre un cuento ilustrado y una historieta (comic)?



## Lo que aprendí

## Comprensión del yo y del otro:

- Lee relatos históricos para comparar aspectos culturales de México y otros países.
- Explora relatos históricos breves.
- Expresa semejanzas y diferencias de aspectos históricos y culturales entre México y otros países.
- Compara aspectos históricos y culturales entre México y otros países.

## Expresión Literaria:

- Narra historias a partir de imágenes.
- Explora y escucha relatos imaginados a partir de una fotografía.
- Propone historias con base en fotografías.
- Relata historias a partir de imágenes.

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