



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

DESARROLLAR LA CONCIENCIA INTERCULTURAL APRENDIENDO EN QUÉ CONTINENTES VIVEN ALGUNOS ANIMALES Y DE QUÉ COLOR SON

TRABAJO RECEPCIONAL

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

PRESENTA:

CLAUDIA INÉS POMPA CÁRDENAS

GENERACIÓN 9 2020-2021

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Ciudad de México, 13 de junio de 2021.



UNIVERSIDAD PEDAGÓGICA NACIONAL

INTERVENTION PROJECT

DEVELOPING INTERCULTURAL AWARENESS BY LEARNING IN WHICH
CONTINENT SOME ANIMALS LIVE AND WHAT COLOR THEY ARE

FOR OBTAINING THE DIPLOMA AS A
SPECIALIST IN TEACHING AND LEARNING ENGLISH AS A FOREIGN
LANGUAGE

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GENERATION 9 2020-2021

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| Programa de posgrado: | Tutor(a), Asesor(a) o Director(a): Norma Susana Rivera Herrera | | |
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INTRODUCTION

We as human beings are sociable and since the beginning of years the humanity has been looking for ways of communication, at the beginning they did it by using signs, sounds or even gestures, but little by little they were developing a common code to do it until they discovered their own language.

As the years went by, many languages have emerged all over the world as well as the necessity to master more than one of them.

Brown's study (2020) emphasizes "that learning a second language is a long complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual and emotional response are necessary to successfully send and receive messages in a second language."

Throughout the three modules that make up this specialization, knowledge related to language, language acquisition, and teaching, language skills and technology, and intercultural communication, assessment and integration were taught and provided.

The purpose of this work is to reflect on the newly acquired knowledge within the teaching practice by designing and implementing a pedagogical intervention project.

It is divided into 5 chapters, the first chapter includes the teacher's teaching philosophy and identity as well as the theoretical foundations, principles, hypotheses, approaches, methods, techniques that are part of the teacher's new teaching style.

In chapter 2 a lesson plan is included, there is also an analysis of the procedure of the learning activities, expected outcomes on process and attitudes, the rationale behind the assessment, evidence of the recorded activities, the assessing or evaluating tools as well as the analysis of the designed tools to assess students.

At the end of this chapter is found a summary of the recorded activities; the step of the lesson, the activity and the time mark of each activity, and also the link of the recorded activities.

The chapter 3 include a reflection and analysis of the results of carrying out the activities. The results and the expected outcomes are compared.

Conclusions can be found in chapter 4, and finally the chapter 5 includes the references.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

I used to be a traditional teacher, I was totally married to the grammar translation method, most of my classes were planned with activities where my students learned the grammar rules, and then they had to elaborate sentences in their three forms, affirmative, negative, and interrogative, or they had to read a text and then translate it into Spanish.

Now that I am working with preschoolers and I wonder what I teach when I teach English I can answer that I teach ways to communicate in the language and ways to become a user of the language, the most important for me now is what we do with the language in real life through social practices of the language as the English language curriculum in Mexico has centered since 2006. Remembering that formal aspects of language are still important, but they must not be seen in an isolated way, but in their context of use.

Since I started working for SEP I have changed my way of teaching, mainly because now I have to work with social practices of the language (this term refers, in general, to different ways in which language is used in different settings. The focus is on what people do with language and how they manipulate the language system for their own interests and need) and also because I'm teaching preschoolers.

Teaching and learning English through social practices of the language I expect to have as Noam Chomsky's approach assumed an "ideal native speaker-hearer" someone able to identify grammatically correct or incorrect utterances.

Thanks to this specialty I can notice how teaching language has changed from the language as "object" to be taught, to the idea of language in use, I can realize that children are not carrying out activities that are not connected to each other, they are not only learning vocabulary and forgetting it, they are using it in context, to greet people and responding to greetings, to exchange personal information, to ask and answer questions using courtesy expressions and asking and answering personal questions.

I also truly believe that students are able to learn when they are motivated, as a preschool teacher now I know the role that motivation plays in the success or failure with the process of L2 learning in any

contexts, I want to highlight resultative motivation, because for most of my students it is the first time they have contact with a foreign language, so if their first experiences are not good and successful they are going to feel discouraged and not willing to learn the new language.

Herman based on a study he conducted in the 1980's proposed the resultative hypothesis which claims that "learners who do well are more likely to develop motivational intensity and to be active in the classroom".

I think that my role as a teacher is to create learning environments where they interact most of the time through social practices, feel confident, and willing to learn and participate. It is essential to create a nice environment where learners feel comfortable, free, and interested in learning. Hammer (1998, p.4) pointed "the way the teachers talk to students - the manner in which they interact with them – is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, teach to empathize with the people they are talking to".

These learning environments must take into account my students' contexts, their interests, their likes, dislikes as well as their learning styles. I also think that playing is something that we should always do in our classes, it doesn't matter how old our students are, because playing is like a natural instinct that all human beings have, especially small kids.

Feedback is crucial during the teaching-learning process, students and teachers need to know how their performance was, in order to continue working in the same way or reflect on it.

Along with this specialty I have understood the difference between Acquisition and Learning according to the linguistic Stephen Krashen (1991,1992) better, he states that acquisition is a subconscious and incidental process (learners pick up language implicitly by being exposed to it) and that learning is a conscious and intentional process (language development is an explicit process).

Learners can develop language by acquiring or learning it, especially when they are at the stage of production, because they are more concerned with conveying meaning than they are with focusing on grammar form.

I can really realize the importance that is for all teachers to know how a second language is acquired or learned, even though master and apply all the concepts seen along this specialty is a hard work, we as

teachers need to commit to doing it, if we understand how input, intake, interaction, output, etc., take place in our students' learning process, we can plan better activities.

Working with preschoolers is not as easy as people might think, especially when we are talking about interaction activities. Reflecting on the concepts mentioned above and even though I work with social practices of the language, sometimes it is a little difficult and challenging for me to create situations where students interact and work collaboratively, I think that is because once in a while I underestimate learners' capacities and also I have to accept that I am afraid of losing control of the group with these kinds of activities.

This specialty has made me reflect on my teaching practice in a deeper way, I have realized the importance of including the intercultural competence as much as possible in the different social practices of the language, otherwise, my students are going to reach the linguistic or grammatical competence as well as the communicative one, but they are not going to get their meaning across in real-life situations.

My students need to be prepared to face this changing world, English has become a lingua franca, and more and more people from different cultures use English to communicate, that is the reason teachers must help students develop skills in intercultural competence.

Preschoolers do not know a lot about the outside world, they might think that most countries have the same culture as theirs and that we share language, beliefs, and values. Children are awakening to the world and discovering new things, this is the right moment to make them aware of what is beyond their own culture, their values are under construction, and as their teacher, I have to consider this responsibility.

Children need to know how to deal with ethnocentrism, and being conscious that stereotypes, it does not matter if they are positive or negative, they can be damaging, and once that we create one, it is going to be difficult to be discarded as well as the prejudices which are always negative attitudes toward a cultural group.

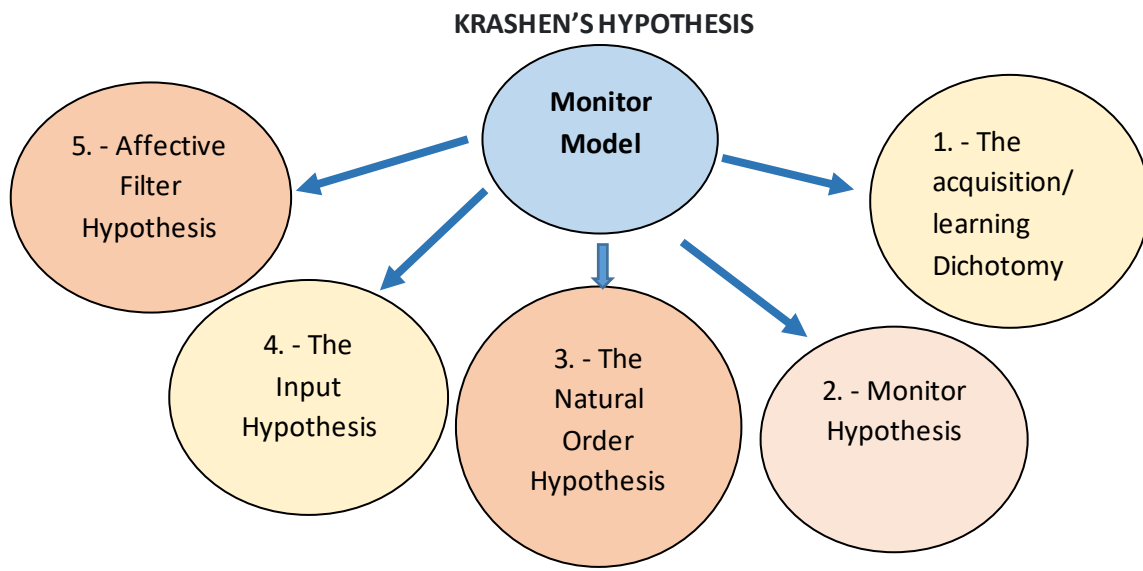
As teachers, we can do a lot in our classrooms to enable students to develop intercultural competence. I would like to finish with this:

Byram Nichols, & Stevens affirm that is not the role of the teacher to change learners' values, but "to make them explicit and conscious in any evaluative response to others."

1.02 THEORETICAL FOUNDATIONS

Along with this specialty lots of principles, hypotheses, approaches, methods and techniques were learned as well as where they come from and now they are part of the teacher's new teaching style. As English teachers it is essential to know the difference between acquisition and learning, the linguist Stephen Krashen (1981,1982) , University of Southern California, USA has developed the most famous second language acquisition theory (SLA) which is also known as the Krashen's Monitor Model, a first hypothesis of his model is the acquisition/learning dichotomy. He believes that there are two ways of developing knowledge of a second language: acquisition and learning.

| Acquisition | Learning |
|--|--|
| It is a SUBCONSCIOUS an INCIDENTAL process. Learners PICK UP language IMPLICITY by being EXPOSED to. | It is a CONSIIOUS and INTENTIONAL process. Language development is an EXPLICIT process. |
| <ul style="list-style-type: none"> • Subconscious pick up the language | <ul style="list-style-type: none"> • Conscious study of language |
| <ul style="list-style-type: none"> • Incidental | <ul style="list-style-type: none"> • Intentional |
| <ul style="list-style-type: none"> • Focus on meaning | <ul style="list-style-type: none"> • Focus on form |
| <ul style="list-style-type: none"> • Implicit | <ul style="list-style-type: none"> • Explicit |
| <ul style="list-style-type: none"> • Spontaneous meaningful output | <ul style="list-style-type: none"> • Forced output above the level of acquisition |
| <ul style="list-style-type: none"> • Social | <ul style="list-style-type: none"> • Cognitive |



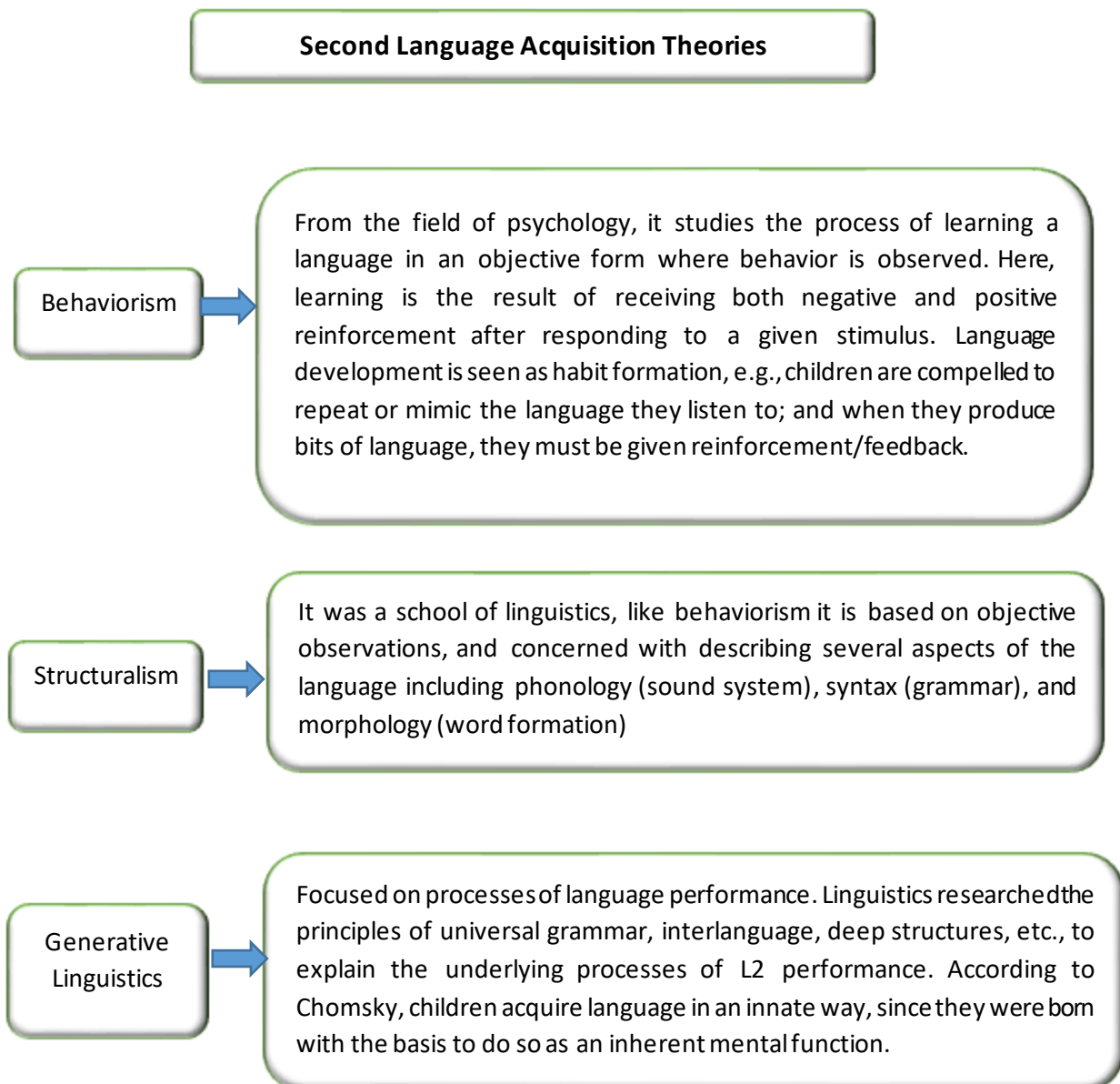
Stephen Krashen introduced the Monitor Model in the 1970s. This model language is viewed as information processing; the processing of information takes place at the cognitive level, information processing models investigate humans' processing of language (either L1 or L2). There are five hypotheses in Krashen's theory. Each hypothesis relates to a different aspect of the language learning process. The five hypotheses are as follows:

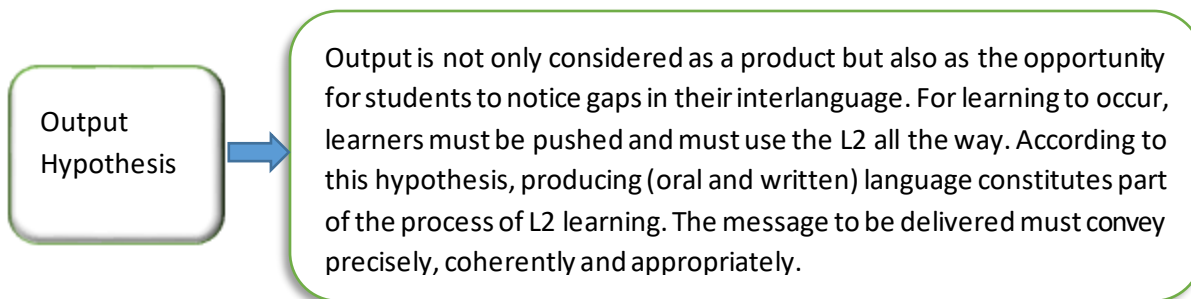
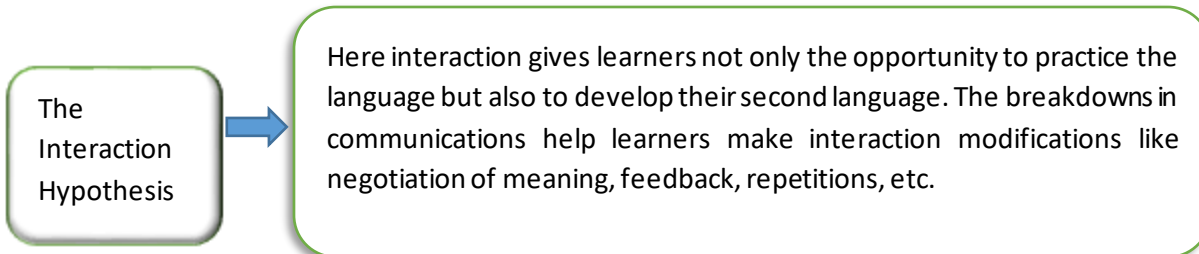
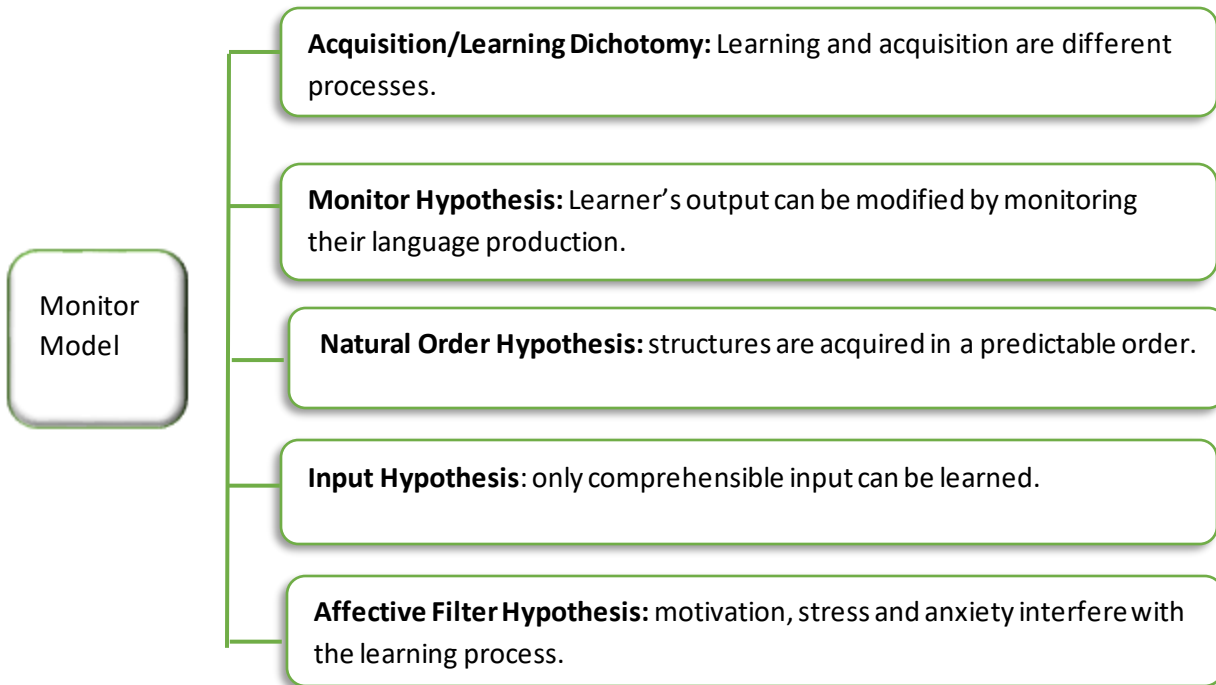
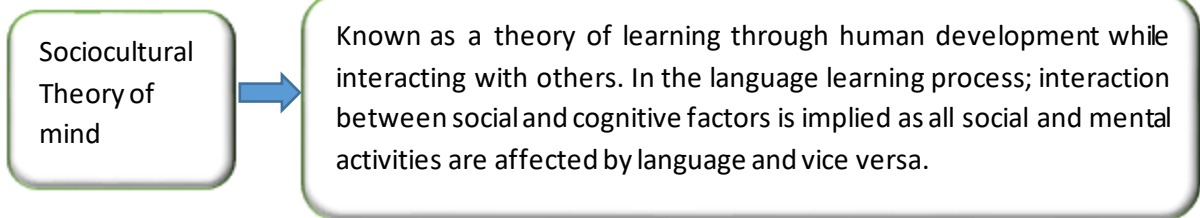
1.-The acquisition/ learning Dichotomy: According to Krashen there are two systems of language acquisition that are independent but related: the acquired system and the learned system

- The acquired system relates to the unconscious aspect of language acquisition. This is how people learn their first language, by speaking the language naturally in daily interaction with others. Learners pick up the language implicitly by being exposed to, in this system, speakers are less concerned with the structure of their utterances than with the act of communicating meaning.
- The learned system relates to formal instruction where students engage in formal study to acquire knowledge about the target language, it is a conscious and intentional process. For instance, studying the rules of syntax is part of the learned system.

their filter is lower or their effective filter is down, so the language input that students receive can be readily learned. A high affective filter will hinder both acquisition and learning, whereas a low one will boost them.

The knowledge of the second Language Acquisition Theories gives the teacher the opportunity not only to learn more about how a second language is learned or acquired but also to be aware of how they take place in the different activities carried out in the classroom.





ZONE OF PROXIMAL DEVELOPMENT

VYGOTSKY

“It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”

| | | |
|--|---|---|
| What the learner Knows ACTUAL DEVELOPMENTAL LEVEL | PROBLEM SOLVING TOO DIFFICULT FOR A CHILD TO MASTER ON HIS/HER OWN BUT THAT CAN BE DONE WITH GUIDANCE OF A MORE CAPABLE OTHER. | What is NOT known POTENTIAL DEVELOPMENT |
|--|---|---|



It is crucial to know about these concepts to know how they take place in the students learning processes:

INPUT. - It can be defined in teaching as spoken or written forms of language to which students are exposed. It is no longer believe that learners simply repeat or imitate, they are more active in the process. Learners are exposed to input and use this information to formulate different hypotheses about the language's structure and use in society. It is said that the teacher is the primary source of oral input, because he gives instructions in English, explains grammatical structures or patterns and also facilitates activities and tasks. Another important source of input comes from the students themselves, when they work in pairs, ask questions, and do short presentations, students are providing their classmates with input. In addition to oral input, students are exposed to different sources of written input including the textbook, workbook, materials and handouts prepared by the teacher, short stories, etc. So although Students are learning language in a Spanish-speaking context, they are still exposed to various resources of input and have access to these inside and outside the classroom.

INTERACTION: Logan argued that through interaction learners develop their second language, interaction connects input, internal learner capacities, particularly selective attention and in productive ways. Interactions can create language learning opportunities because they are a great source of input and give learners many sources of feedback on their developing language

INTAKE. - It is just what students are able to internalize (a behavior that is made automatic) it is what students learn. It is important to mention that not all input becomes intake. For example, the instructions are a form of input, but if students don't understand them, the input was not useful to the learners: the input was not internalized, and so, it will never become intake.

OUTPUT. – It is not only a way of practicing already existing knowledge but also an opportunity to learn the language. Susan Gass argues that the “ process of producing language via comprehensible output within interaction is a form of learning as well as practice”.

Along the students' learning process these concepts might take place in this way: firstly students are exposed to **input** in very variable ways, **interaction** can be also used as input. Interactions can create language learning opportunities because they are a great source of input and give learners many sources of feedback on their developing language. To test students' knowledge of the language, students are asked to demonstrate that they understand and can use the linguist structure, this is the role of **output**.

Finally, if students are able to internalize the input to which they have been exposed, we can say that **intake** takes place. Remember that not all input will become intake.

All these concepts play an essential role in the teacher's teaching practice within her classroom because students are exposed to **oral input** most of the time, the teacher usually gives instructions in English, when she has to explain a grammatical structure she does it in English too, even when another teacher arrives on her classroom they speak in English. If students ask her something in Spanish she answers them in English, and if they don't understand she mimics what she wants to say, translation is the last resource she uses to clarify meaning.

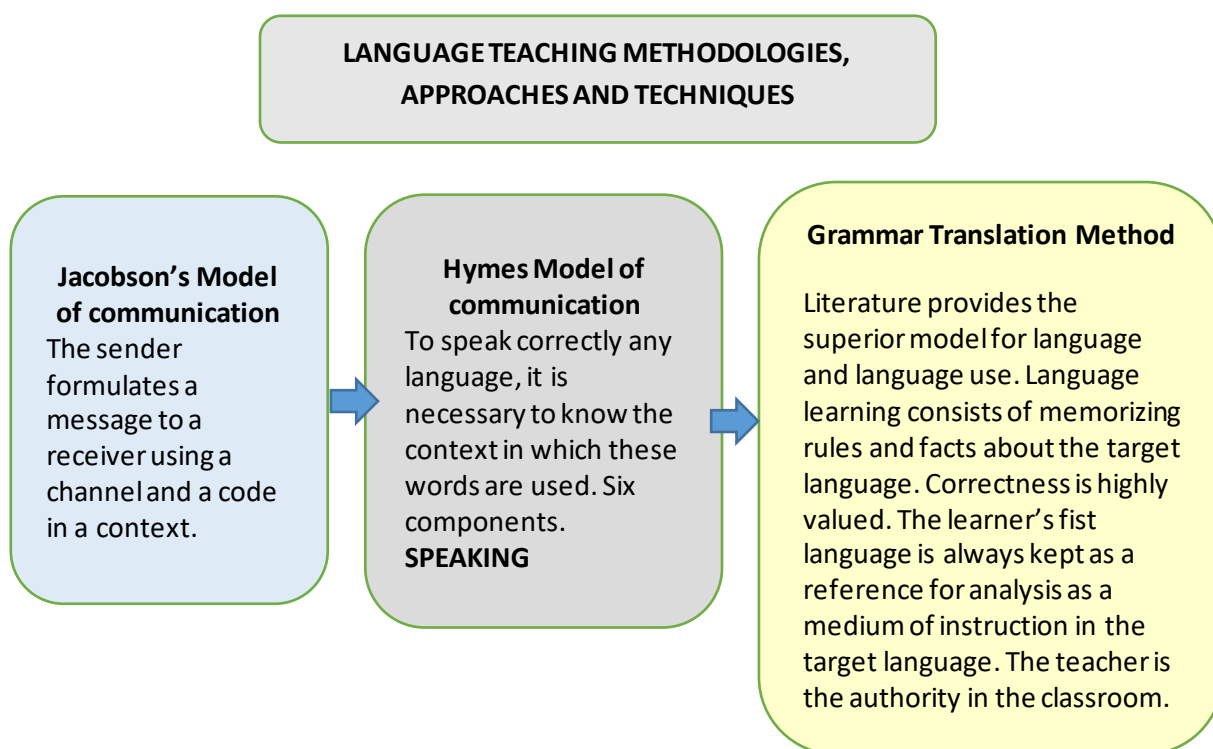
The teacher usually modifies her language when she talks to her preschool students, she gives short instructions and uses vocabulary that is familiar to them. On the other hand when she is working with teenagers she tries to use more elaborated speech, she likes to challenge them.

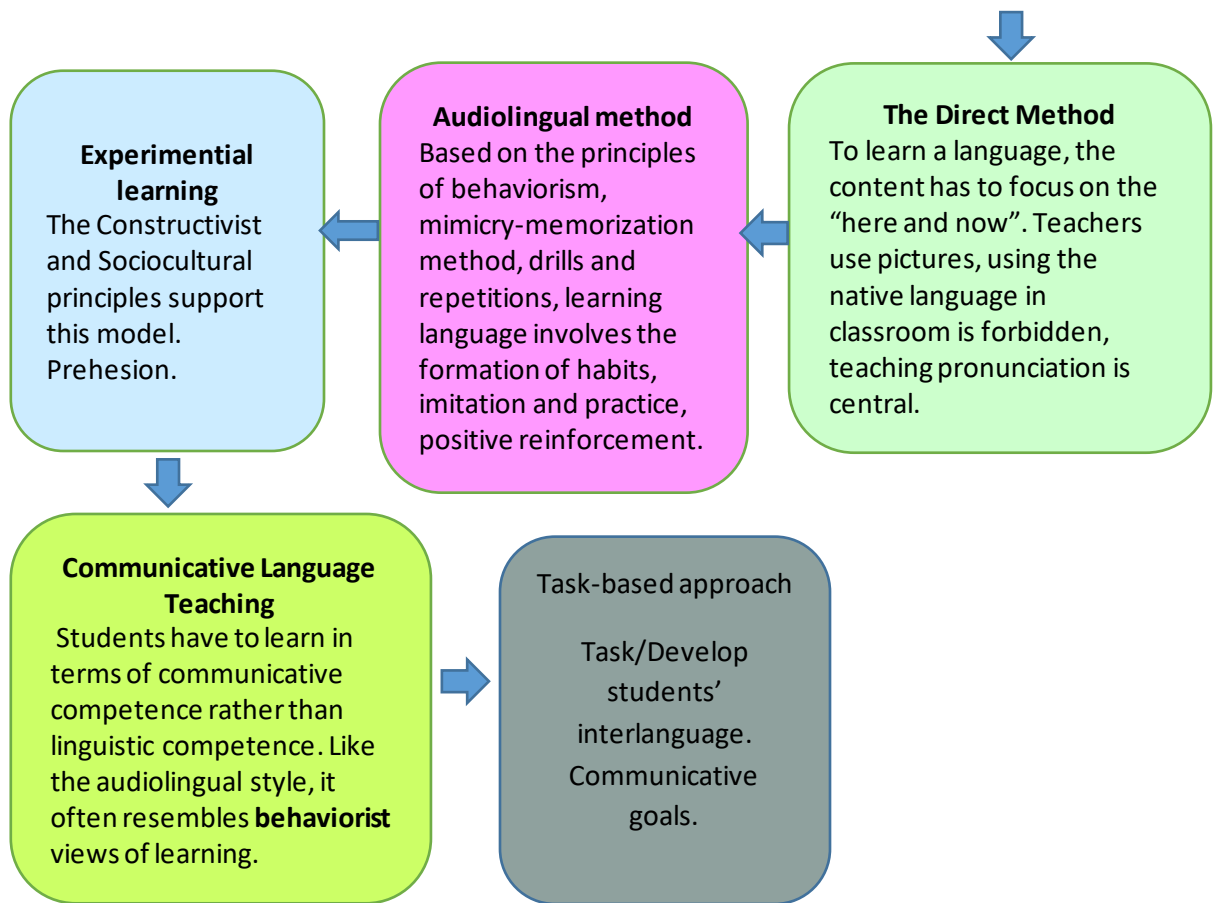
When students are provided with a textbook they are also exposed to **written input**, and when it is not enough or textbooks are not delivered the teacher looks for extra material to fulfill students' needs.

Interaction is crucial in the teacher's classes, as she is working with social practices of the language it is compulsory that students interact almost in each activity and depending on the activity, they can work in pairs, small groups, teams or as a whole class.

Output. If the teacher wants to be sure that her students are learning, she tests her students' knowledge, so that she can use some common activities as, fill in the gaps, match definitions, paragraph writing, reading comprehension, listening activities, etc.

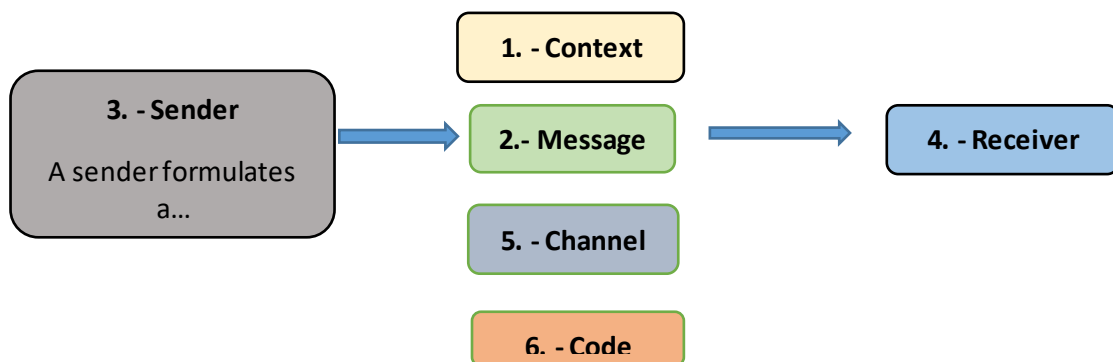
The teacher has noticed in her classes that sometimes students say that they understood the grammatical structure, but when they are asked to carry out a task related to that structure not all of them are able to carry out it successfully, so it's there that she realized that the input provided to the students didn't become **Intake**, because they couldn't internalize it.





Jakobson developed a model of communication, it shows the different aspects that come into play when we are communicating.

Jakobson’s model of communication



The sender formulates a message to a receiver using a channel and a code in a context.

For Jakobson the 6 elements of his model are important: the context, the message, the sender, the receiver, the channel and the code, because if any of the elements is changed the sense and meaning of the message will change too.

Hymes developed the acronym **SPEAKING** to name his model of communication. Hymes (1982), he said that to speak correctly any language, it is necessary to know the context in which these words are used. These are the components.

| | |
|---------------------------|--|
| Situation. | The physical and temporal setting and its cultural definition. |
| Participants. | Speaker and audience. |
| Ends. | Purpose, goal and outcomes. |
| Acts. | Forum, content and sequential arrangements. |
| Keys. | The tone underlying the event. |
| Instrumentalities. | Forms and styles of speech |
| Norms. | Social rules governing the even and the participants' actions and reactions. |
| Genre. | The kind of speech act or event. |

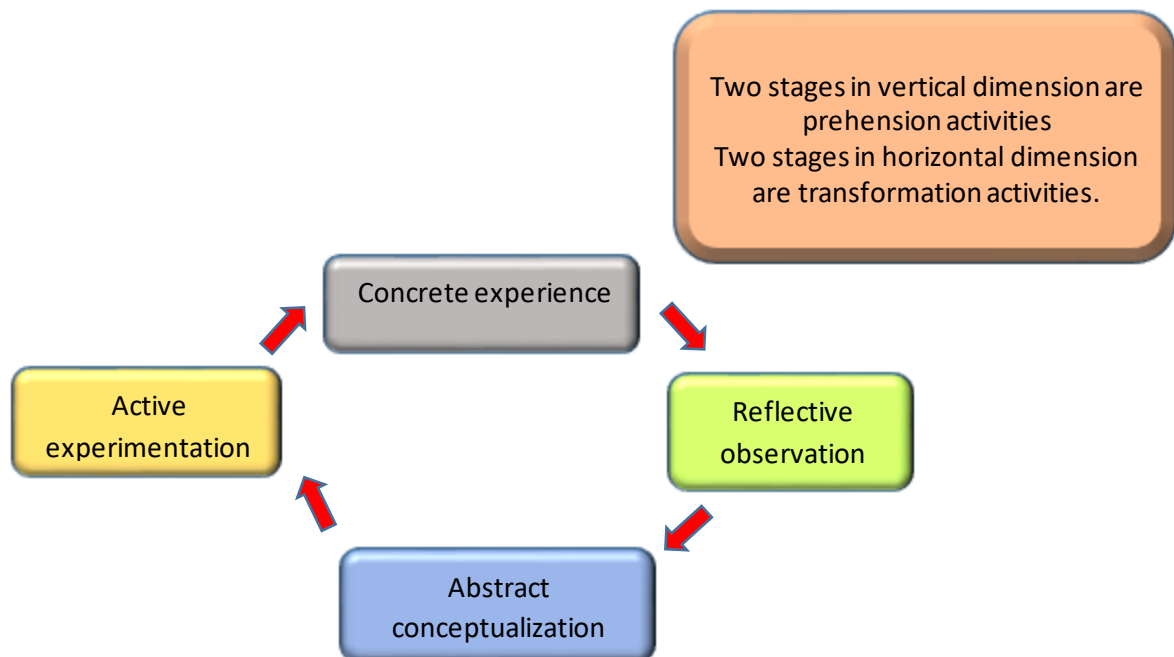
Some principles of the **Grammar translation method** are: literature provides the superior model for language and language use, and the main goal of language learning is to be able to read works of literature in the target language, language learning consists of memorizing rules and facts about the target language and being able to manipulate the syntax and morphology, correctness is highly valued, emphasized, and enforced, the learners' first language is always kept as a reference for analysis and as a medium of instruction in the target language. Grammar rules are presented, and then followed by very mechanical practice, the teacher is the authority in the classroom, whereas the students are passive recipients of instruction.

Regarding to the **Direct Method**, it began during the late 19th century. Aural (hear) and oral (spoken) aspects of learning a language are more important than reading and writing for this method. **It is important to mention that the pioneers of the Direct Method were phoneticians.** Some of its

principles are: to learn a language, the content has to focus on the “here and now”, To help learners use the target language from the beginning, teachers use pictures that represent the life and society of the countries here the language is spoken, using the native language in classroom is forbidden, teachers must explain the vocabulary by using simple language or by miming the action, students are exposed to complete and meaningful sentences at all times, because phoneticians came up with this method, teaching pronunciation is central to this method, grammar is important under this method but grammar rules are not taught directly, the grammar rules are learned through practice.

The Audiolingual Method is based on the principles of the behaviorism. It was used first to quickly train soldiers in the mastery of a foreign language, they developed training programs that relied on mimicry-memorization method. Through drills and repetitions, soldiers learned structures that helped them use the foreign language. This method is based on the idea that learning a language involves the formation of habits and principles of structural linguistics. Linguistics behaviors were to be taught through imitation and practice. Positive verbal behavior were solidified via positive reinforcement, such as praise and encouragement.

The Experiential Learning Model proposed by Kolb provides the framework for the current English curriculum in Mexican Junior high. Concrete experience has to do with taking hold of an idea, which led kolb to think about and use the term prehension. (From the root of words like apprehend and comprehend). **The Constructivist and Sociocultural principles support this model.**



Concrete experience is the first of four stages in a cycle that makes up the **Experiential Learning Model** it may be characterized as doing. Where the learner gets involved in a participatory activity. The second stage of Reflective Observation can be understood as observing. When observation and reflection are the learner's principle activities, abstract concepts are formed in the third portion of the sequence. Abstract conceptualization which may be summarized as thinking. The culmination of the learning progression is in the planning which occurs during the Active Experimentation stage – which is designed to lead directly into a new concrete experience.

The Communicative Language Teaching (CLT) as a style intended to redefine what **students have to learn in terms of communicative competence rather linguistic competence**; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge. Like the audiolingual style, **CTL often resembles behaviorist views of learning**. Some basic characteristics of CTL are: fluency and accuracy are not always required to be together, focus on real-world contexts, the role of the teacher inside a classroom could vary depending on the activity. The role of the student is mainly a communicator. The most obvious characteristic of the communicative approach is that almost everything is done with a communicative intent, students use the language through communicative activities such as game, role-plays, and problem solving tasks, and most of all, always take into account that activities need to be truly communicative, including information gap, choice, and feedback as core features.

When we talk about the communicative approach we must remember that the semantic and communicative elements are emphasized more than the grammatical characteristics, although these are also included.

The interactional view of language sees language primarily as the means for establishing and maintaining interpersonal relationships and for performing social transactions between individual. The target of language learning in the interactional view is learning to initiate and maintain conversations with other people.

Nunan, D. (1991) described 5 points which are very important to the communicative approach:

1. An emphasis on learning to communicate through interaction in the target language.
2. The use of authentic texts in the learning situation.

3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important elements that contribute to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

The Task-Based Language Teaching, places tasks into the central part of the teaching process. It is an approach which offers students the possibility to actively engage in the processing of language in order to achieve a goal or complete a task. It seeks to develop students interlanguage, the kind of language produced by nonnative speakers in their development of learning a L2, providing a task and then using language to solve it. TBLT's main characteristics position learners away from the forms of language alone to move toward real-world contexts. They specifically contribute to communicative goals. Their objectives are specific so that you can at some subsequent point determine the success of one task over another. Tasks are meant to engage learners in genuine problem-solving activity, at some level.

Task-based learning concentrates on what can work in the classroom. Within TBLT, teacher roles become more of a helper, while students work at their own pace and within their own level and area of interest to process and continually restructure their interlanguage. It moves away from a prescribed development sequence and provides students with freedom and autonomy in their own learning process. It follows the usual line of minimizing the use of the first language in the classroom.

TBLT offers the opportunity for natural-like learning inside the classroom, emphasizes meaning over form without ignoring form, it is intrinsically motivating, compatible with the learner-centered educational philosophy, and can be complimentary to a more traditional approach. **Communicative approaches are based on the Task-Based Language Teaching.**

Here are the principles of the Task-Based Language Teaching: Scaffolding, Active Learning, Recycling, Task dependency, Integration of form and function, reproductive and creative language use and place of reflective learning.

Within TBLT, the point of departure is the real-world or target task such as writing a postcard or exchanging information with new friends, which is the main purpose used for these kinds of activities outside the classroom.

APPROACHES FOR READING

1. BOTTOM-UP APPROACH

The piecing together of smaller elements of language.

- Sentence meaning
- Words and meaning
- Morphemes (prefixes, roots, suffixes)
- Syllable
- Phonemes (8)
- The grapheme-phonetic (letter-to-sound) relationships
- Graphemes (the letters)

It sees texts as a hierarchical organization where the reader first processes the smallest linguist unit, gradually compiling the smaller units to decipher and comprehend the higher units.

PHONICS APPROACH

2. TOP-DOWN APPROACH

Moving from overall general meaning down to examining the written code.

- Sentence meaning
- Words and meaning
- Morphemes (prefixes, roots, suffixes)
- Syllable
- Phonemes (8)
- The grapheme-phonetic (letter-to-sound) relationships
- Graphemes (the letters)

Processing of the text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text.

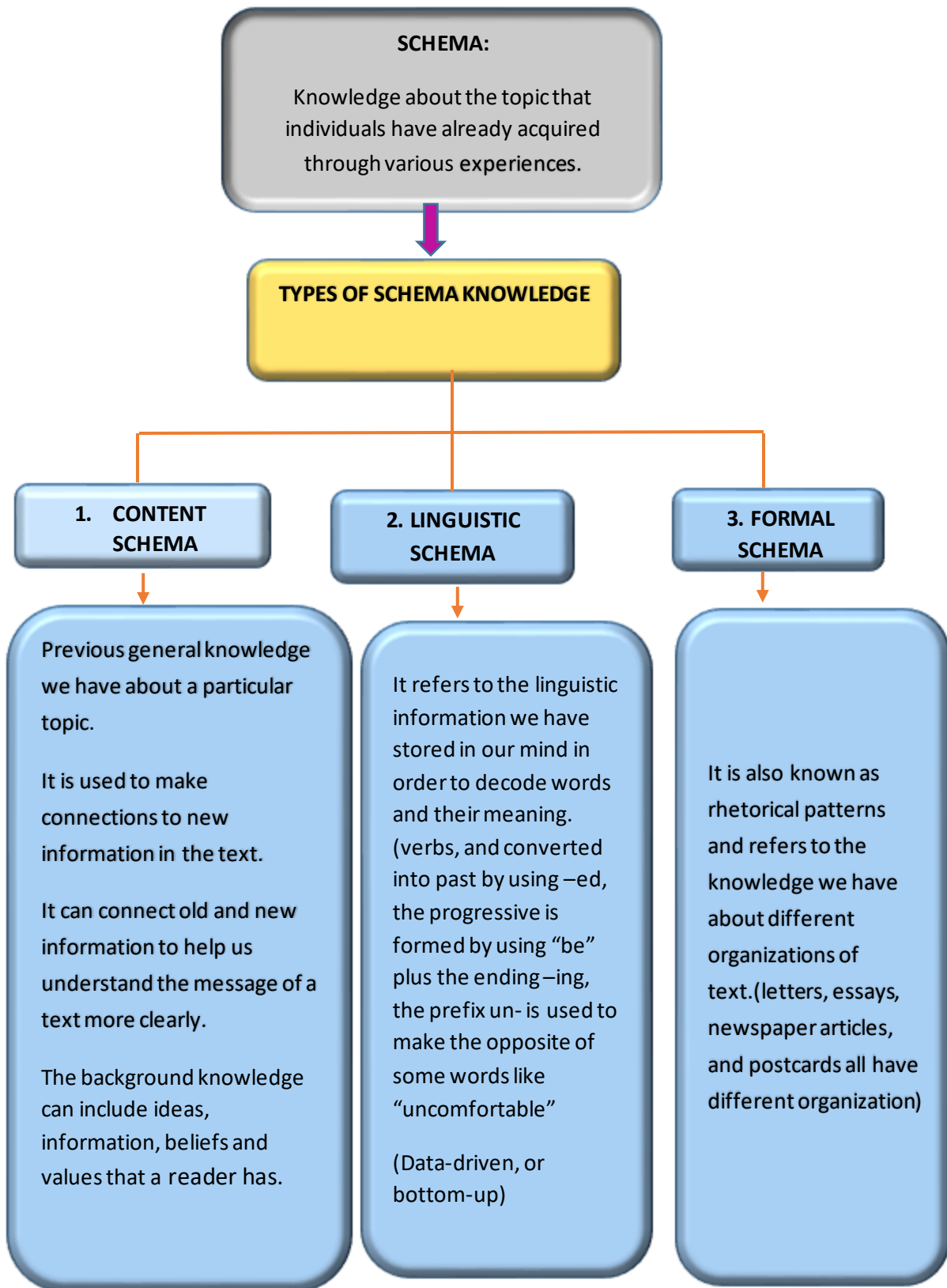
WHOLE LANGUAGE APPROACH

Emphasizes or highlights what the reader brings to the text.

3. Interactive Reading Models

It combines the characteristics from both bottom-up and top-down decoding.

An interactive model is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary.

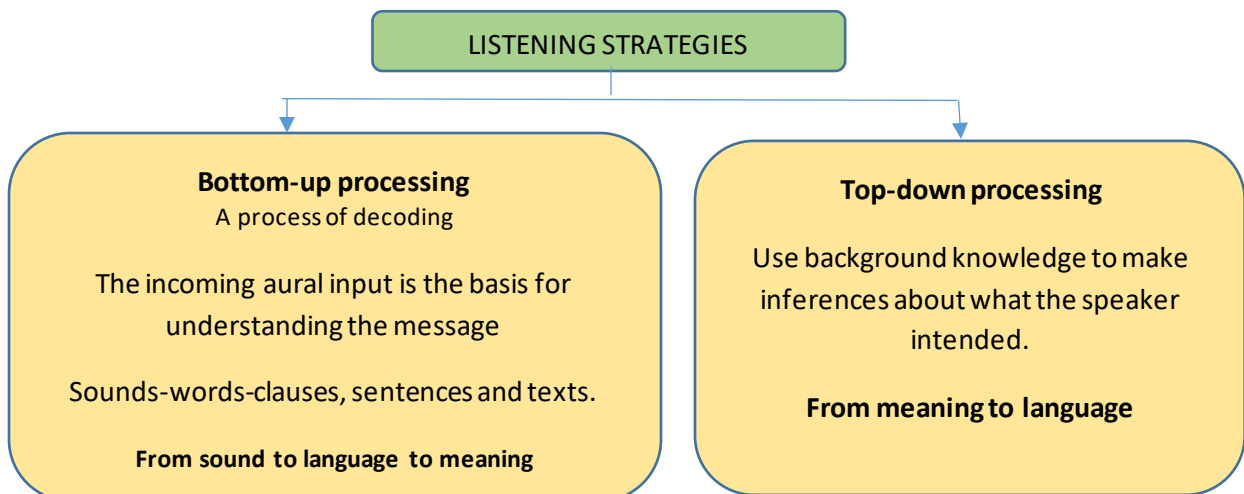


SIX APPROACHES WHEN TEACHING WRITING

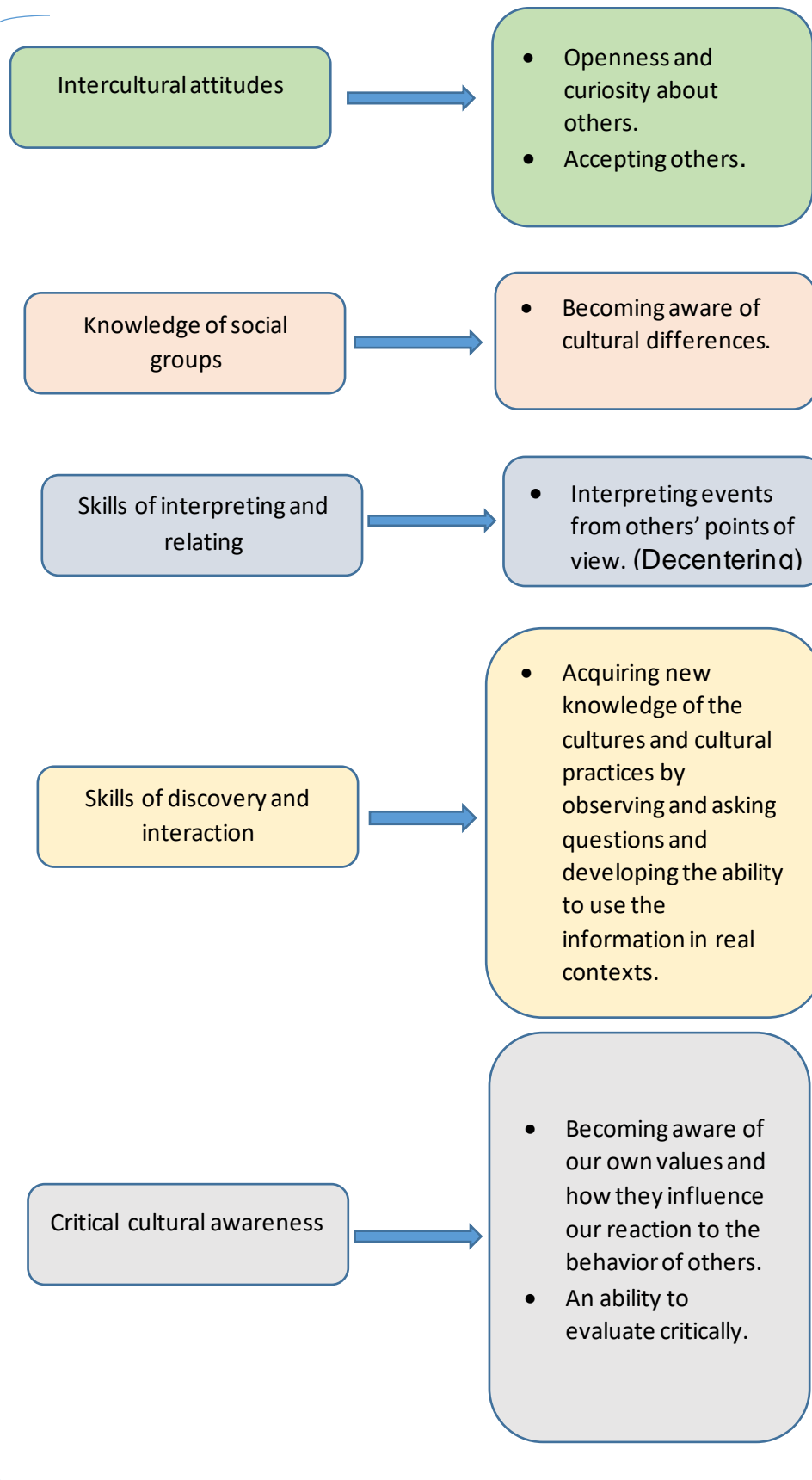
| | |
|---|--|
| <p>1. LANGUAGE STRUCTURES</p> <p>Coherent arrangement of words, clues, and sentences, which are structures according to a system of rules</p> | <p>a) Familiarization</p> <p>b) Controlled writing</p> <p>c) Guided writing</p> <p>d) Free writing.</p> |
| <p>2. DISCURSIVE STRUCTURES</p> <p>Every culture has its collection of styles for its discourses.</p> | <p>Examples are the way to organize :</p> <p>An encyclopedia, a prayer, a piece of fashion news, a business letter, a song, a twitter message, or a fable.</p> |
| <p>3. CREATIVE EXPRESSION</p> <p>Writing is learned, not taught.</p> | <p>A process of self-discovery.</p> <p>A way of sharing personal meaning.</p> <p>Every act of writing takes creative effort-not only the traditional artistic forms of poetry and novel, but even reports and statements.</p> |
| <p>4. WRITING PROCESSES</p> <p>The priority of teachers is to develop their students' metacognitive awareness of their processes (The ability to reflect on the strategies they use to write).</p> | <p>A process model of writing instruction.</p> <ol style="list-style-type: none"> 1. Selection of a topic. 2. Prewriting 3. Composing 4. Response to draft 5. Revising 6. Response to revisions 7. Proofreading and editing. 8. Evaluation 9. Publishing 10. Follow up tasks. |
| <p>5. CONTENT</p> <p>Writing activities are often organized around social issues which students know something about</p> | <ul style="list-style-type: none"> • Students can select their own topics to write about. • Materials and activities can be adapted to students of different proficiency levels by varying the amount of information provided or required. |
| <p>6. GENRE AND CONTEXTS OF WRITING</p> <p>When we write, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose.</p> | <p>Jokes, anecdotes, advertisements, biographies, menus, tickets, prescriptions, poems, songs, etc.</p> |

| THEORIES RELATED TO LISTENING | |
|---|---|
| <ul style="list-style-type: none"> • The Input Hypothesis • Natural Approach • Total Physical Response | <ul style="list-style-type: none"> ❖ Listening comprehension is seen as a key to acquiring a second language. ❖ Perspective: the teacher is responsible for providing appropriate listening input and ensuring that this input is comprehensible. |
| <ul style="list-style-type: none"> • Attention Theory | <ul style="list-style-type: none"> ❖ Consciousness-raising activities are used to rise learners' awareness of grammatical structures when they listen. |
| <ul style="list-style-type: none"> • Conversation Theory | <ul style="list-style-type: none"> ❖ Emphasizes the important of second language listening. |

| THE TEACHING OF LISTENING CAN BE BASED IN DIFFERENT MODELS | |
|--|--|
| <p>As comprehension (How we help the learning process)</p> | <p>As acquisition (The tools of communication to help this listening process)</p> |
| <ul style="list-style-type: none"> ✓ To facilitate understanding spoken discourse. ✓ Our language program. - To help learners' abilities to understand what they listen. | <ul style="list-style-type: none"> ✓ Students will not learn from the input (what they hear), but from the intake (what they notice) ✓ The intake. - The basis for language development. |



INTERCULTURAL
COMPETENCE



CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 LESSON PLAN

This lesson plan was designed for preschool students aged from 5 to 6 years old from a public school, The topic of the lesson plan the teacher decided to work with is: “Animals around the world”, and because of the world wide pandemic situation, this school term had to be started online and will be finished in the same way. The teacher decided to choose the topic of the lesson plan “Animals around the world”, mainly because the purpose of English Language Teaching at preschool is to raise students’ awareness about the existence of a language different from their own and to get them acquainted with developing specific competencies particular to routine and familiar social practices of the language, through the interaction to routine and familiar social written texts belonging to various social environments, secondly, in order to continue the topics previously seen, thirdly, because children love to talk about animals and finally because through this topic they could learn the simple present tense using the verb live in and continue learning verb to be: they are... and colors.

What is important to mention is that preschoolers do not know a lot about the outside world, they might think that most countries have the same culture as theirs, the same language, beliefs and values, children are awakening to the world and discovering new things, and this is the right moment to make them aware of what is beyond their own culture. Their values are under construction, and the teacher considers that this is her responsibility, so that in previous sessions students were exposed to topics about our planet, what there is on it, such as continents, countries, oceans, people, plants and animals.

| 1. Lesson plan identification cell. | |
|-------------------------------------|--|
| Author | Claudia Inés Pompa Cárdenas |
| Educational stage | Level: Beginners Date & Place: <u>May 2, 2021, Mexico City.</u> |
| Title of the Lesson plan | “Animals around the world” Teaching sequence template |

| | | |
|---|--|--|
| <p>Learning Objective of the plan/Competency</p> | <ul style="list-style-type: none"> • Learning objectives <ul style="list-style-type: none"> ✓ To develop intercultural competence in order to get involved in different cultures. ✓ To reflect on the use of “live in”, to express where animals and people live. ✓ To understand known and familiar oral and written texts by using their knowledge of the language and culture. ✓ To identify conventional writing directionality. ✓ To imitate writing actions when others write. ✓ To interact and react positively to attempts at writing. ✓ To use verbal and nonverbal strategies in communicative interaction. ✓ To interact and respond positively to attempts at speaking. • Formative-intercultural purpose To help students develop critical thinking, personal and social identity construction, attitudes, behaviors and values involved in oral and written interaction, and the impact of our interactions in the transformation of our natural and social context. | |
| <p>Communicative skills considered</p> | <ul style="list-style-type: none"> • Listening • Speaking | <ul style="list-style-type: none"> • Writing • Reading |
| <p>State of the following options</p> | <p>- Recycling topic: our planet.</p> | |
| <p>Functions</p> | <p>Talking about in which continent some animals live and what color those animals are.</p> | |
| <p>Main Grammar structure</p> | <p>Simple present tense: to describe an action which is a habit or a custom, or something that is always true. Depending on the person the simple present tense is form by using the root form or by adding –s or –es to the form. The root form is the only one used in this lesson plan.</p> <p>Kangaroos live in Australia</p> | |
| <p>Other Grammar structures</p> | <p>Verb to be present tense: to describe the color of the animals. Only the plural form is used in this lesson plan.</p> <p>Kangaroos are brown and red.</p> | |
| <p>Brief description of the plan</p> | <p>Now, students know that there are continents, oceans, people, animals and plants on the earth. In this lesson plan students will learn how to say in which continent animals around the world live and what color they are. One of the purposes is make students reflect on the importance of taking care of what</p> | |

| | |
|---|--|
| | there are in our planet such as people, animal, etc., and respect differences. The four skills are developed through the different activities. |
| Hours of the plan implementation | - Implementation: 3 hours 20 min. approx. - Online evidences: 40 minutes |
| Number of sessions | 4 online sessions approx. 40 minutes each one (1 online session) |
| Contents required for the lesson | <ul style="list-style-type: none"> ➤ Zoom application (sessions) ➤ Google classroom (evidences) ➤ Power point App ➤ The Árbol ABC website ➤ YouTube App |
| Links of the content | <ul style="list-style-type: none"> • The hello song https://www.youtube.com/watch?v=tVlckp3bWH8 Listening: <ul style="list-style-type: none"> • The seven continents song https://www.youtube.com/watch?v=ZLFY4S--mbE • Power point presentation https://drive.google.com/file/d/1eIRDqPvw-RRQ1LJu55SAkAo1V5gvdaT/view?usp=sharing • Explore the world https://www.youtube.com/watch?v=vvN7dywVxmw • Power Point presentation https://drive.google.com/file/d/1x-H9I70wJBMNmLf3OqxGk4qfrwEr1e7q/view?usp=sharing Reading: <ul style="list-style-type: none"> • Memory game https://arbolabc.com/abecedario-en-ingles/memoria • The animal alphabet https://arbolabc.com/abecedario-en-ingles/alphabet-animals • Power Point presentation https://drive.google.com/file/d/1vEbsQad3TFGjwxklSPARtAQch5NZ71zZ/view?usp=sharing • Worksheet 1 https://drive.google.com/file/d/1_97MeLK3Rj8S4Cz2pqaWc-vHsz955Am7/view?usp=sharing Writing: <ul style="list-style-type: none"> • Power Point presentation https://drive.google.com/file/d/1435209tCvm8bN9ynljCA4OP-xb3gd3Bt/view?usp=sharing |

| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> • Power Point presentation https://drive.google.com/file/d/1yaz5WYsa1LZ0pSHpSJEWBhS5LYgvTwVm/view?usp=sharing <p>Worksheet 2 https://drive.google.com/file/d/1ERxe0mslftCXO8TPsGF6xBf6o4WPzY3b/view?usp=sharing</p> <p>Speaking:</p> <ul style="list-style-type: none"> • Song: hello around the world https://www.youtube.com/watch?v=472AnCrHYVs • Roulette https://docs.google.com/presentation/d/1ezlbYChSo-yvMyl7pEZi8bwy6JNmfvp/edit#slide=id.p1 • Memory Game https://drive.google.com/file/d/1U3HT0aGKLOmz9CxR5w2a6vX-u0ztOJSG/view?usp=sharing |
| EEAILE tutor online | Norma Susana Herrera Rivera |

2. Introduction to the Lesson.

| Step of the lesson | Teacher activities | Students activities | Session number |
|--|---|---|----------------|
| <p>Activation</p> <p>- Before the lesson</p> | <p>The teacher looks for videos to activate previous knowledge.</p> <p>-Teacher sends students 2 worksheets to be printed, drawn or written. (Due to the emergency situation we are living in, we cannot demand them to print them, they do, what they can.</p> <p>-T asks Ss to prepare material for the complete lesson:</p> <ul style="list-style-type: none"> • Sheets of paper • Scissors • Glue stick • Pencils • Crayons or colors <p>Song: "Hello, how are you?"</p> | <p>-Ss along with parents' help prepare the material asked for.</p> | 00 |

| | | | |
|---|--|---|-----------|
| <p>-During the lesson</p> <p>Total physical Response (TPR) (Asher 1996,2011)</p> | <p>-T greets students and plays the video of the song.</p> <p>https://www.youtube.com/watch?v=tVlckp3bWH8</p> <p>- T asks Ss to introduce themselves to the class.</p> <p>Brainstorming:</p> <p>-T asks students if they remember how many continents there are, and how they are called.</p> <p>-T presents the topic to the class through a video, which is a song, but first she introduces the main vocabulary through a power point presentation “The seven continents song”</p> <p>https://www.youtube.com/watch?v=vvN7dywVxmw</p> <p>-T asks students?</p> <ul style="list-style-type: none"> • How many continents are there? • What are the names of the seven continents? • Do you know the name of the animals presented in the video? • In which continent do those animals live? • Do you think that snow monkeys can live in Mexico? Why? Why not? • Do you think that people from a different country say “hola” to greet people? | <p>-Ss listen, sing and act out the song.</p> <p>-Ss introduce themselves to the class giving personal information:</p> <p>My name is ..., I’m a boy/girl, I’m five/six, I like to eat (name of their favorite fruit)</p> <p>I feel (happy, sad, angry, etc.) today.</p> <p>-Ss mention the number and names of the continents, even Spanish is allowed.</p> <p>-Ss listen to the song with names of the continents and animals.</p> <p>Ss answer to the questions taking turns and listening respectfully to others’ opinions.</p> | <p>01</p> |
|---|--|---|-----------|

| | | | |
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| Set the objective or competencies of the lesson | -T presents the learning purpose of the session and explain in. (L1 can be used) | -Ss listen and pay attention to what the T explains. | 01 |
|--|--|--|----|

3. Communicative skills development

| Listening | | | | | |
|---|---|--|---|----------------|--|
| <ul style="list-style-type: none"> • Learning objectives <ul style="list-style-type: none"> ✓ Students will be able to name some of the continents. ✓ Students will be able to name some animals. ✓ Students will be able to identify in which continent some animals live. | | | | | |
| Step of the lesson | Teacher Activities | Students activities | Materials | Session number | Evaluation |
| Information processing activity | -T asks Ss if they remember how many continents there are, and how they are called. | -Ss brainstorm the name of the continents, even in Spanish. | | 01 | -Activate previous knowledge. -Students' participation. |
| Pre-listening -Activity 1 Top-down processing strategy Use background knowledge to make inferences about what the speaker intended. | -T plays the video "The 7 continents song" -T asks students what the name of the seven continents are. | -Ss listen and try to sing the lyrics. -Ss recall the name of the seven continents. | https://www.youtube.com/watch?v=ZLFY4S-mbE | 01 | -Activate previous knowledge -Students' participation |
| - Activity 2 | -T shows Ss a Power Point | -Ss look at the presentation and | | | |

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|---|---|---|--|-----------|---|
| <p>Vocabulary Introduction</p> <p>Bottom up-processing</p> <p>(constructing a message from sounds, words, and phases)</p> | <p>presentation about animals.</p> <p>-T asks individual Ss if they know the name of the animal shown.</p> <p>-T says the names of the animals in English when Ss say them in Spanish.</p> <p>-T asks Ss to repeat the name of the animal emphasizing the sound of the letter of each name. First individually and then chorally.</p> | <p>pay attention to the animals.</p> <p>-Ss mention if they know the name of each animal.</p> <p>-Ss listen and repeat the name of the animals.</p> | <p>https://drive.google.com/file/d/1eIRDqPvw-RReQ1LJu55SAkAo1V5gvdaT/view?usp=sharing</p> | <p>01</p> | <p>Activate previous knowledge</p> <p>Students' participation</p> |
| <p>Listening</p> <p>Bottom-up processing strategy.</p> <p>From sound-to language meaning.</p> | <p>-T plays the video "Explore the world" and asks Ss to be attentive about the name of the continent where the animals mentioned live in.</p> | <p>-Ss listen carefully and watch the video attentively.</p> | <p>https://www.youtube.com/watch?v=vvN7dywVxmw</p> | <p>01</p> | <p>Students' participation</p> |
| | <p>- T shows Ss a presentation of the animals mentioned in the listening stage, but now the images are real, and T asks individual Ss if</p> | <p>- Ss try to remember the name of the continent where the animals live and give the answer to the teacher.</p> | | <p>01</p> | <p>Students' comprehension and participation</p> |

| | | | | | |
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| <p>Post-listening</p> <p>Grammar Focus</p> | <p>they remember in which continent those animals live.</p> <p>- Each time students mention the continent where a kind of animal lives, T elicits a sentence and asks Ss to repeat it.</p> <ol style="list-style-type: none"> 1. Seals live in North America. 2. Anteaters live in South America. 3. Rhinos live in Africa. 4. Snow monkeys live in Asia, etc. | <p>-Ss can help their classmates if they don't remember the correct answer.</p> <p>-Ss listen and repeat.</p> | <p>https://drive.google.com/file/d/1xH9I70wJBMNmLf3OqxGk4qfrwEr1e7q/view?usp=sharing</p> | | |
|--|--|---|--|--|--|

Reading

- **Learning objectives**
 - ✓ Students will be able to identify the first letter of the name of some animals.
 - ✓ Students will be able to follow the reading of a text.
 - ✓ Students will be able to answer some questions about the reading.
 - ✓ Students will be able to put animals in the correct continent.

| Step of the lesson | Teacher activities | Students activities | Materials | Session number | Evaluation |
|--|--|--|--|----------------|--|
| <p>Information processing activity</p> <p>Activate schema</p> | <p>-T asks students if they know the complete alphabet in English.</p> <p>-T tells Ss that they are going to play a memory</p> | <p>-Ss reflect on the different sounds letters have in English.</p> <p>- Ss mention the letters of the</p> | <p>https://arbolabc.com/abecedario-en-</p> | <p>02</p> | <p>Students' participation</p> <p>Students' span attention</p> |

| | | | | | |
|--|---|---|---|----|---|
| | game about the alphabet. | alphabet they know. | ingles/memoria | | |
| Pre-reading Phonics approach (helps the learners through the various stages of bottom-up decoding) | -T shares the story: alphabet animals. - T asks individual Ss to repeat the letter of the alphabet and the name of the animal which name starts with that letter. | -Ss follow the reading as it is presented. -Ss listen and repeat what the audio is saying. | https://arbolabc.com/abecedario-en-ingles/alphabet-animals | 02 | Students' participation Students' attitude toward the language |
| Reading Top-down approach It allows readers to decode a text even without understanding the meaning of each word. | -T shares the power point presentation where the reading is printed and reads it. -T asks students to follow the reading with their index finger. -T asks Ss to repeat the sentences after her. -T asks students some questions about the reading. | -Ss follow the reading and repeat when the T asks them to do it. -Ss try to answer the questions asked by the teacher. | https://drive.google.com/file/d/1vEbsQad3TFGjwxkISPArTAQch5NZ71zZ/view?usp=sharing | 02 | Reading comprehension Students' participation |

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|----------------------------|---|--|--|-----------|---|
| <p>Post reading</p> | <p>-T asks students to take out their maps of the continents, the cutouts of some animals previously cut and their pencil cases. (worksheet 1)</p> <p>-T asks students to identify each continent and decide which animals live there.</p> <p>-T asks students to paste the cutouts of the animals near the corresponding continent.</p> <p>-T guides and monitors the activity.</p> <p>-T asks students to color each continent and keep their map for the next session.</p> | <p>-Ss take out their maps, cutouts and pencil cases.</p> <p>-Ss classify each animal according to the continent they live.</p> <p>-Ss paste the animals where they corresponds.</p> <p>-Ss ask for clarification if needed.</p> <p>-Ss starts coloring their maps and finished them for homework.</p> | <p>https://drive.google.com/file/d/1_97MeLK3Rj8S4Cz2pqaWc-vHsz955Am7/view?usp=sharing</p> | <p>02</p> | <p>Students' map</p> <p>Students attitude toward the language</p> |
|----------------------------|---|--|--|-----------|---|

Writing

- **Learning objectives**
 - ✓ Students will be able to say how many letters the names of some animals have.
 - ✓ Students will be able to copy the name of some animals on a map.
 - ✓ Students will be able to copy some information about animals.

| Step of the lesson | Teacher activities | Students activities | Materials | Session number | Evaluation |
|--------------------|--------------------|---------------------|-----------|----------------|------------|
| | | | | | |

| | | | | | |
|--|---|--|--|-----------|--|
| <p>Pre-writing</p> <p>Imitative or writing down strategy (Brown, 2017)</p> <p>The purpose of this strategy is to make students familiar with “The conventions of the orthographic code”</p> | <p>-T shows Ss a power point presentation and asks them the name of the animals, and how many letters each name of the animals has.</p> <p>-T asks students to take out the map of the continents and animals used in the last session, as well as their pencil case.</p> <p>-T asks students to copy the names of the animals on their maps from the power point presentation.</p> | <p>-Ss look at the animals, say their names and count the number of letters of the words.</p> <p>-Ss take out their maps and pencil cases.</p> <p>-Ss copy the names of the animals on their maps.</p> | <p>https://drive.google.com/file/d/1435209tCvm8bN9ynljCA4OP-xb3gd3Bt/view?usp=sharing</p> | <p>03</p> | <p>Student’s conventional writing directionality.</p> <p>How many words of animals Ss can copy correctly</p> |
| <p>Writing</p> <p>Imitative or writing down strategy (Brown, 2017)</p> | <p>-T shows students the power point presentation with the reading about where some animals live.</p> <p>- T asks Ss to repeat the sentences after her and asks them</p> | <p>-Ss look at the pictures, repeat the sentences after the teacher</p> | <p>https://drive.google.com/file/d/1yaz5WYsa1LZ0pSHpSJEWBhS5LYgv</p> | <p>03</p> | |

| | | | | | |
|--|--|---|--|-----------|---|
| <p>The purpose of this strategy is to make students familiar with “The conventions of the orthographic code”</p> | <p>to choose one of the animals.</p> <p>-T asks Ss to draw the animal chosen and copy the two sentences about it on a sheet of paper.</p> <p>-T asks Ss to show their work to their classmates.</p> <p>-T asks Ss to keep their work and prepare their individual presentation for the next class.</p> | <p>and choose of the animals.</p> <p>-Ss draw their animal and copy the information about it.</p> <p>-Ss show their work to their classmates.</p> | <p>TwVm/view?usp=sharing</p> | | <p>-Students’ sentences</p> <p>-Students’ attitude toward Writing skill</p> |
| <p>Post-writing</p> <p>Imitative or writing down strategy</p> <p>(Brown, 2017)</p> <p>The purpose of this strategy is to make students familiar with “The conventions of the orthographic code”</p> | <p>Worksheet 2</p> <p>- T shows Ss a list of words with the name of the animals, and worksheet No. 2.</p> <p>-T asks them to complete the words writing the missing letters, they can use the first list to observe which letters are missing.</p> | <p>-Ss observe the complete words and identify which letters are missing in each word.</p> <p>-Ss complete the words writing the missing letters.</p> | <p>https://drive.google.com/file/d/1ERxe0mslftCXO8TPsGF6xBf6o4WPzY3b/view?usp=sharing</p> | <p>03</p> | <p>Students’ ability to identify differences and similarities in words</p> |
| Speaking | | | | | |
| <ul style="list-style-type: none"> • Speaking: <ul style="list-style-type: none"> ✓ Students will be able to answer questions about animals. | | | | | |

- ✓ Students will be able to make an individual presentation talking about the animal chosen.
- ✓ Students will be able to work collaboratively to play a memory game.

| Step of the lesson | Teacher activities | Students activities | Materials | Session number | Evaluation |
|---|---|---|---|----------------|--|
| Information processing activity The intercultural approach (Byram, 2002) | -T asks students if they remember how to say hello in another language. -T plays a video about different languages around the world | -Ss brainstorm greeting around the world. | https://www.youtube.com/watch?v=472AnCrHYVs | 04 | Activate previous knowledge |
| Pre-speaking The input hypothesis Krashen (1982) | Roulette -T tells Ss that they are going to play with a roulette about animals, students have to say “stop” after the teacher spins it. -T asks Ss questions about their picture. | -Ss stop the roulette and answer the questions done by the teacher. | https://docs.google.com/presentation/d/1ezlbYChSo-yvMyl7pEzi8bwy6JNmfv-/p/edit#slide=id.p1 | 04 | Students’ attitude towards the speaking skill Students’ understanding |
| Speaking Exposition (semi-controlled technique) | -T asks Ss who wants to start their presentation. | -Ss talk about the animal chosen, they show their picture to the class. | | 04 | -Students’ attitude toward the language. -Students’ good memory. |

| | | | | | |
|---|---|---|--|-------------------|--|
| | | | | | -How students make them understand. |
| <p>Post speaking</p> <p>The input hypothesis</p> <p>Krashen (1982)</p> | <p>Memory Game</p> <p>-T asks students to play memory game in pairs, each student chooses a card and if they are the same, both students continue playing.</p> | <p>-Ss work in pair memory game, each one chooses a card.</p> | <p>https://drive.google.com/file/d/1U3HT0aGKL0mz9CxR5w2a6vX-u0ztOJSG/view?usp=sharing</p> | 04 | <p>Students' collaborative work.</p> <p>To use verbal and nonverbal strategies in communicative interaction</p> <p>-Students' attitude when they are working with others.</p> <p>-respect</p> <p>-tolerance</p> <p>-empathy.</p> |
| Feedback | Along the four sessions teacher gives feedback to the students and at the end of the lesson she highlights what was taught. | Students express how they feel working along these 4 sessions, and what they have learned so far. | | 01, 02, 03 and 04 | Students' participation. |
| Summary | Along with the four sessions T monitors skills through incorporating listening, reading, writing and speaking, even though the main skill developed in each lesson is specified, it does not mean that it | -Ss talked about the different activities carried out and which one they liked the most. | | 04 | Students' participation. |

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|--|---|--|--|--|--|
| | <p>can be developed isolated.</p> <p>(Chamot, A.U., & O'Malley, J.M., 1994)</p> | | | | |
|--|---|--|--|--|--|

ANALYSIS OF THE PROCEDURE OF THE LEARNING ACTIVITIES

For the listening activities, it is important to remember that the main speakers in traditional classrooms are the teachers and that students tend to reproduce their own teachers' accent, students at the preschool level especially, try to imitate every sound teachers produce, including intonation.

In order to provide students with a different range of voices heard, the teacher used videos and songs from the web, this kind of listening is a non-interactive listening situation and more one-sided, and for students is more challenging than an interactive listening situation because they cannot request for clarification, slower speech or repetition. Students' level was taking into account when the teacher chose the videos and songs. Carrying out this kind of activities according to McDonough, J., requires the activation of contextual and previous knowledge.

The intention of playing the videos and the songs was that students went through certain processes in constructing the message such as perception, decoding, prediction, and selection.

The teacher started each session with a song, students had to listen, sing and act it out, The Total Physical Response theory works perfectly for children because they really love movement. This methodology views listening comprehension as key to acquiring a second language, the listening input must be appropriate and understandable for the listeners.

During the listening stage it is very important the Attention Theory to increase learners' awareness of grammatical structures when they listen.

Along with the listening activities, students went through the stages of students' listening: firstly they listen to a song (Recognition of the Target Language), secondly, they are introduced to some vocabulary words (Recognition of isolated words), next, students listen to a video (Recognition of Phrase

Boundaries) finally, once they have watched a PowerPoint presentation the teacher asks students if they remember in which continent those animals live, when students mention the continent where those animals live, the teacher elicits a sentence and asks students to repeat it. (Listening for the Gist – core idea).

The teacher also took into account The bottom-up processing strategy, as well as the Top-down processing when she planned the listening activities, when she introduces vocabulary the bottom-up processing works perfectly because it involves “decoding”, It means constructing a message from sounds, words, and phrases. When presenting the video “Explore the world”, the Top-down processing works great because it goes from meaning to language.

The reading activities were based on the bottom-up approach: Phonics approach.

The phonics approach helps the learners through the various stages of bottom-up decoding: 1) Identifying letter features, 2) linking these features in order to recognize letters, 3) combining letters to recognize spelling patterns, 4) linking spelling patterns to recognize words, 5) and then proceeding to sentence, paragraph and text-level processing.

The teacher also used the Top-down decoding, according to this approach, readers can comprehend a given reading passage even if they do not recognize every single word, this happens also when we read in Spanish.

Reading for comprehension should be the main objective of reading, and it can be noticed in the activities carried out.

The teacher started this step with a story and in some cases, she translated some phrases or words when she realized that students got confused, she always provided students with a power point presentation, where she introduced the new vocabulary for the lesson, and we can say that some principles of the Grammar translation were used in these activities.

Some Direct Method principles are seen in the sessions, phoneticians also came up with the Direct Method, so teaching pronunciation is central to this method. The use of pictures to teach vocabulary can help both the teachers and the students use the target language and enable them to avoid using translation in the classroom, this is something that the teacher cannot always do with her students,

they are very young and once in a while, they need to know the meaning of some words in Spanish to avoid confusion.

One of the similarities between reading in an L1 and in an L2 is that all reading requires knowledge about the topic that individuals already acquired through various experiences.

For the writing activities the teacher used the Imitative or writing down strategy, this category is targeted for beginning students who are only able to write simple words, sentences, or dictations.

According to Brown (2017), the purpose of this strategy is to make students familiar with “the conventions of the orthographic code” (i.e., spelling conventions and patterns). At the preschool level practice is crucial, the more practice there is, the more benefits will be obtained.

The Natural Hypothesis says that there is a natural order to the way second language learners acquire their target language. Krashen proposed that children acquire morpheme in a fixed and predictable order.

According to Hyland, an expert on L2 writing, writing is “The process whereas a person selects, develops, arranges, and expresses ideas in units of discourse”

One of the approaches suggested by Hyland when teaching writing used in this lesson plan was the Language Structures: coherent arrangement of words, clauses, and sentences, which are structures according to a system of rules. Hyland identifies four stages in the development of writing: a) familiarization b) controlled writing c) guided writing and d) free writing. It is important to mention that most preschoolers at public schools can only cope with familiarization and controlled writing.

Speaking is a skill students really loved to perform, the activities carried out in this lesson plan were designed according to students' level and interests. We know that one of the main characteristics of speaking is that involves reciprocity, and that they are highly social, interactive and collaborative, (turn-taking). Especially with basic levels we can make use of body language like gestures or mimic.

The teacher feels very committed to help her students develop speaking skills, due to the fact that at this level most students do not know how to read or write, so most of their attention is focused on imitating and reproducing what they listen to, that's why the importance of as much as possible teachers must foster the use of the target language in the classroom or in the virtual classes as we are

working now, if students are used to using classroom language, they will use it in a natural way, they will see their classroom as a social reality. Simulation and role-playing prepare students for possible real situations they may be coping with in the future.

There are two kinds of speeches, planned or unplanned, it will depend on our purpose to speak, for instance everyday talk is unplanned, but if we have to present something in front of our colleagues or to make a business presentation, it requires some kind of planning (preparation though).

As it can be observed in these sessions, the teacher always greeted students calling them by their names, it is really comforting to realize how students enjoy using the language. Conversation is made up (partly) of routines, which speakers use to accomplish certain specific moves in conversation and interaction, as a routine the teacher also asked students to introduce themselves to the class. Since the beginning of the school year, students have been adding personal information to their presentation, for example so far, they understand the questions: what's your name?, are you a boy or a girl?, how old are you?, how are you? What kind of fruit do you like to eat? How do you feel today?, and with this information they are able to perform a small presentation, for instance: Hello, my name is Sofia, I'm a girl, I am 5, I like to eat apples and grapes, I feel happy today.

Currently, students can also respond to some phrases and commands; hello, hi, bye, good bye, thank you, you're welcome, repeat, listen, sing, be quiet, pay attention, stand up, sit down, copy, turn your microphone on/off, etc., and using gestures and body language they are able to understand short instructions or vocabulary words.

Stress and intonation are two important features when we speak because they are essential to understanding the message, for that reason in some of the activities students were asked to repeat and pronounce the vocabulary words. Stress refers to which word or words in a sentence are given stronger emphasis or prominence, intonation is about the patterns drawn by changes in voice pitch (rising falling) during an utterance, thanks to intonation we can recognize whether it is a statement (it rises to a plateau and end with falling intonation), question or suggestion (most of them end with rising intonation), wh-questions end with falling intonation.

Along with the speaking activities we can realize that students made use of the compensatory strategies, especially guessing.

The teacher planned social interaction activities to help students develop skills for communicating and behaving in socially acceptable ways. The teacher is aware that most of the speaking activities in these lesson plans are considered manipulative because they were controlled by the teacher and required a specific response from the students. Choral repetition, asking and answering display questions, drills (repetition, substitution), and translation are considered manipulative strategies, but due to students' level, it is necessary to use them. Also, the semi-controlled technique took place in the activities.

We can observe in this part of the lesson that students are asked to play with a roulette in interaction with the teacher and a memory game in interaction with the teacher and with another classmate, the input hypothesis takes place in these activities, this hypothesis argues that learners progress along the natural order only when they encounter second language input that is one step beyond where they are in the natural order. Krashen (1982), says that language is acquired through exposure to comprehensible input (written or spoken) language which is either at or just beyond the speaker/hearer current linguistic development. He defined learner's current level of development as I and the level just beyond that as $+1$. This hypothesis states that only comprehensible input can be learned.

Preschoolers cannot produce the language by themselves yet, they need to be guided and feel comfortable, and motivated to respond using known expressions or to formulate questions on known topics, but it is not an easy task, it requires previous preparation and a lot of time is needed, it involves as much practice as possible in order to provide students with the necessary strategies to start developing their speaking skills.

According to O'Malley and Valdez Pierce, an easy way for eliciting speech are picture-cued-descriptions, that is why students were asked to prepare a small presentation about an animal they chose, they draw the animals and talked about where they live and what color they are.

Learning vocabulary for speaking practice activities is crucial, because it helps students become more autonomous in expressing their own meanings that is why in all the sessions students are provided with the vocabulary that is going to be used.

Regarding to materials, students do not have a textbook, it could be because of the pandemic situation that they haven't arrived at schools yet. All the materials used in this lesson plan were either

downloaded from the web, for instance, YouTube App, The Árbol ABC website, or created by the teacher herself such as the PowerPoint presentations, worksheets, and the interactive games used in the stage for speaking, the roulette and the memory game, of course that the images were taken from the web.

The teacher decided to create her own materials because even when there are lots of material on the web she needed specific ones according to her students' likes and interests and taking into account what they have already learned since the beginning of the school year, she also wanted that the interactive games created were completely related to the topic they were working on.

EXPECTED OUTCOMES ON PROCESSES AND ATTITUDES

Preschool students are in the process of learning how to read and write, and when the teacher planned the activities for the four skills she took into account how to continue this process and what was the students' attitude when they faced the activities.

From the listening activities, the general outcome was that students understand and respond to expressions of basic social interaction, common instructions, and basic information of oneself and one's own environment in order to meet communication needs. Students could comprehend most of the oral interactions carried out in the sessions, currently, they know that English is a language different from their own and they were attentive in order to understand what was being said.

From the reading activities it was expected that students participated in reading aloud actions and identified general characteristics of writing, which activates skills, knowledge and attitudes. Now, students are able to identify conventional writing directionality, identify some letters by name and sound and their attitude toward this skill couldn't be better.

From the writing activities, it was expected that students got involved in the guided production of words that communicate a message as well as understand the purpose of such productions. All the students participated in the activities, but it is important to emphasize that students worked at different paces because their learning process is different, and it is important to consider it in order to

know what to wait for the activities and planned what is next according to their individual process. Most of the students showed a good attitude toward the activities, but one of the students looked a little worried when she had to copy the complete two sentences, even though she didn't say anything about it.

From the speaking activities, it was expected that students responded with known expressions to oral and written models related to immediate communication needs in familiar and known contexts and with specific purposes and also used some verbal and nonverbal strategies in communicative interaction and interacted and responded positively to attempts at speaking. Students really enjoyed speaking activities, they were always eager to be the first ones to participate and willing to explore the sounds of the new words.

2.02 RATIONAL BEHIND THE ASSESSMENT

It is said that students bring their own personalities to learning language as well as their likes, dislikes, interests, strengths and weaknesses, and one of the most important features, their individual cognitive styles.

The age and maturity development are two factors that essentially define the ability in the learning of a new language of learners, but it is crucial when we talk about assessing public school preschoolers.

For most public school preschoolers, it is the first time they have contact with the target language, so they do not have previous knowledge of English, they belong to cycle 1 of the National English Program in Basic Education (NEPBE) (3rd grade Preschool and 1st and 2nd grades Elementary School) These levels correspond to the early stage of literacy in the students' mother tongue.

The purpose of English language teaching for Cycle 1 is to raise students' awareness about the existence of a language different from their own and to get them acquainted with English by developing specific competencies particular to routine and familiar social practices of the language, through the interaction among students and spoken and written texts belonging to various social environments.

There are Curriculum Standards for each skill.

LISTENING: at this level, listening comprehension involves understanding and responding to expressions of basic social interaction, common instructions, and basic information of oneself and one's own environment in order to meet communication needs.

The curriculum Standards are the following:

1. Understand questions that are frequently asked in habitual and familiar contexts.
2. Respond to oral tests produced in familiar environments.
3. Identify knowledge shared between participants in an oral interaction.
4. Explore the meaning of some regular expressions through the tone of voice and body language.
5. Understand known and familiar oral texts by using their knowledge of the language and culture.
6. Pay attention to oral texts of personal interests.
7. Use personal experience as a motivation to listen.
8. Identify body language in oral exchanges.

READING comprehension in this level includes participating in the exploration and identification of a list of known words in illustrated informative texts and children's literature. The relation between graphic and textual components allows students to participate in reading aloud actions and to identify general characteristics of writing, which activates skills, knowledge and attitudes.

The curricular stands are the following:

- Acknowledge that written texts are used to communicate.
- Choose texts according to personal likes and preferences.
- Replicate behaviors of regular readers who are close to their environment.
- Use personal experience to interact directly with written texts or through others.
- Identify the writing of one's name or part of it.
- Interpret the name of specific writings.
- Identify some letters by name and sound.
- Identify rhyming words.

WRITING at this level involves reacting to familiar and known texts through the spontaneous production of graphics, as well as the guided production of words that communicate a message. It also involves understanding the purpose of such productions.

The Curricular Stands are the following:

- Imitate writing actions when others write.
- Use seen, hear or read texts as a motivation to produce one's own writing.
- Use letters of one's own names to produce writing.
- Write one's own writing.
- Interact and react positively to attempts at writing.

SPEAKING implies the ability to respond with known expressions to real and written models related to immediate communication needs in familiar and known contexts and with specific purposes.

The curricular Stands are the following:

1. React to habitual, known and familiar oral texts, based on personal experience and contextual clues.
2. Participate in the formulation of some questions on known topics in everyday and familiar contexts.
3. Use some verbal and nonverbal strategies in communicative interaction.
4. Interact and respond positively to attempts at speaking.

When the teacher prepares a lesson plan she also prepares how she is going to evaluate the learning objectives, so the outcomes that she expects to reach have to be according to the lesson plan she is working with and to reach the required learning goals.

Preschoolers are beginning to manipulate their ideas and thoughts, they are in a constant growth in their social, emotional, physical and cognitive features, even more they have a limited world experience. It is necessary to take into account preschoolers' cognitive stage of development to provide a proper evaluation, taking also into account their attention span, which is very limited. Students learn another language depending on their personality, attitude towards the language, motivation, interests,

and the interaction they may have with the quantity and quality of language inputs and opportunities for use.

The teacher uses the formative assessment to evaluate her kids, because through it she can monitor students' learning in short periods of time and provide ongoing feedback, formative assessment helps her identify her students' strengths and weaknesses and target areas she needs to work or continue improving. It also helps her evaluate her teaching practice based on the results, so that she can realize which activities are working and which ones need to be changed or adapted. The assessment process is ongoing, and it can be both informal and formal. According to Brown (2004) "Informal assessment refers to a continuous evaluation which is reflected in classwork throughout the school year"

Brown (2004) talks about formative and summative assessment. The teacher uses the formative assessment which is ongoing and informal. This kind of assessment gives us information related to our students, so we can analyze their strengths and weaknesses. It can even provide feedback both for the teacher and the students, in this way we can improve instruction and learning process, and the most important about the summative assessment is that it seeks knowledge and understanding rather than scores.

Brown (2004) says that the summative assessment takes place at the end of a period of time that helps teachers determine the students' progress in their process of foreign language acquisition.

As Brown puts it, "Virtually all kinds of informal assessment are (or should be) formative. So when you give a student a comment or suggestion, or call attention to an error, that feedback is offered in order to improve learner's language ability"

Alternative assessment does not "adhere to the traditional testing criteria of objectivity, machine scorability, standardization, or cost-effectiveness." It proposes different testing formats, "such as checklists, journals, portfolios, teacher observations, etc."

To evaluate students, an observation guide was elaborated in order to have a general overview of how the session was carried out. For assessing each ability checklists were created according to the learning objectives to assess or provide feedback on students' progress for a specific task. Students need feedback to realize how well they are advancing in their language learning.

During the online sessions feedback is also important, students love listening that they are doing a good performance, but according to one of the seven suggestions for feedback, “The teacher is not the only respondent” sometimes I ask other students about a specific student’s performance. Ferris states that “well done feedback can be a motivator as well as a critical instructional opportunity”.

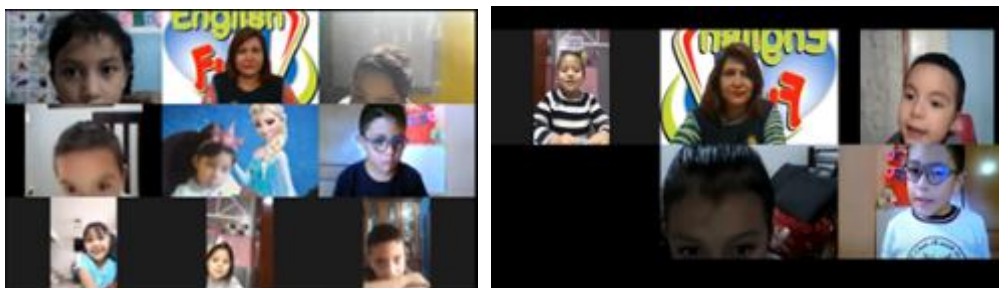
Due to the fact that the teacher works with preschoolers, the assessment is exclusively qualitative, so she does not transform it to the numeric one.

2.03 EVIDENCE OF APPLICATION

ROUTINE: “Hello, how are you song?”



STUDENTS INTRODUCE THEMSELVES



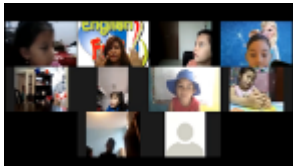
SESSION 1 LISTENING

INFORMATION PROCESSING ACTIVITY

PRE-LISTENING

Brainstorming: "Names of the continents"

Video: "The seven continents song"



VOCABULARY INTRODUCTION: Power Point Presentation



LISTENING Video: "Explore the world"



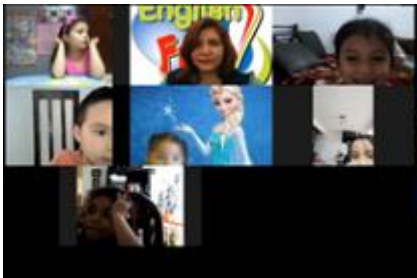
POST LISTENING: Power Point Presentation Seals live in ...



SESSION 2 READING

INFORMATION PROCESSING ACTIVITY

Brainstorming: "The Alphabet



Memory game about the alphabet



PRE-READING: story about animals



POST-READING: PPP reading and maps of the continents and worksheet No. 1



SESSION 3 WRITING

PREWRITING:

PPP How many letters the names of the animals have



Ss copy the names of the animals on their maps



WRITING

PPP students choose an animal and draw it, then they copy the 2 sentences about it



POST WRITING

Worksheet No. 2 Students compare words and complete the missing letters.

Animals around the world

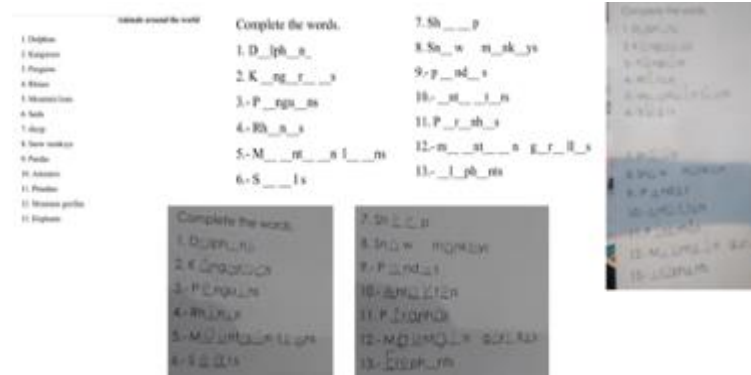
1. Dolphin
2. Kangaroo
3. Penguin
4. Bear
5. Mountain lion
6. Seal
7. Sheep
8. Snow monkey
9. Panda
10. Albatross
11. Platypus
12. Koala
13. Elephant

Complete the words.

1. D__ph__e
2. K__ng__r__
3. P__ng__n__
4. B__r__
5. M__nt__n l__n
6. S__
7. Sh__p
8. Sn__w m__nk__y
9. P__nd__
10. Al__t__ss
11. P__t__sh__
12. M__nt__n k__r__l__
13. P__t__sh__

Complete the words.

1. D__ph__e
2. K__ng__r__
3. P__ng__n__
4. B__r__
5. M__nt__n l__n
6. S__
7. Sh__p
8. Sn__w m__nk__y
9. P__nd__
10. Al__t__ss
11. P__t__sh__
12. M__nt__n k__r__l__
13. P__t__sh__



SESSION 4 SPEAKING

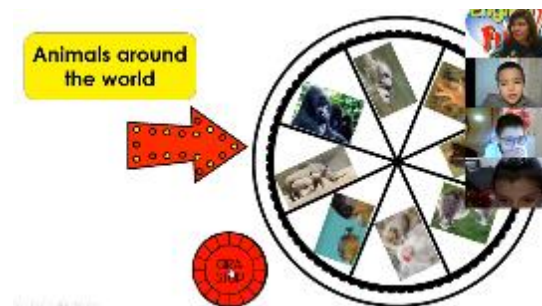
INFORMATION PROCESSING ACTIVITY:

Brainstorming: how to say "Hello" in different languages. Video "Hello around the world"



PRE-SPEAKING

Roulette about animals



SPEAKING

Individual exposition



POST SPEAKING

Memory game about animals



2.04 THE ASSESSING OR EVALUATING TOOLS

Observation guide

School: _____

Month: _____

Group: _____

Aspects to be observed

- Students listen attentively.
- Students respect the different stages of the class.
- Students address their classmates and teacher with respect.
- Students show interest and a positive attitude towards learning a language other than their own.
- Students show interest in activities that involve singing movement and play.
- Students know the existence of other cultures and languages.

Checklists

Listening skill

| Name | Students sing and act out the hello song. | Students name at least 4 of the 7 continents | Students identify the names of the continents where some animals live |
|------|---|--|---|
| 1. | | | |
| 2. | | | |

Accomplished



In Process



Reading Skill

| Name | Students identify the first letter of the name of some animals. | Students follow the reading of the text. | Students answer the questions about the names of the animals and what color they are. | Students identify the names of the continents and where each animal lives. |
|------|---|--|---|--|
| 1. | | | | |
| 2. | | | | |

Accomplished



In Process



Writing Skill

| Name | Students count the number of letters in the names of each animal. | Students copy the names of some animals on a map. | Students copy some information about animals. (at least 1 sentence) |
|------|---|---|---|
| 1. | | | |
| 2. | | | |

Accomplished



In Process



Speaking Skill

| Name | Students are easy to understand and make few errors. | Students answer 2 questions about some animals. | Students make an individual presentation talking about a specific animal | Students work collaboratively to play a memory game. |
|------|--|---|--|--|
| 1.- | | | | |
| 2.- | | | | |

Accomplished



In Process



ANALISIS OF THE DESIGNED TOOLS TO ASSESS STUDENTS

The two assessment tools designed to assess this lesson plan were the observation guide and the checklist.

The decision to use an observation guide was made to monitor the whole group in a general way and continue learning about the characteristics of the group. In the preschool stage, children grow and mature rapidly, and what they liked or were interested in a couple of months ago may have changed since they are in a moment of change too, discovering the world.

The teacher works in different public schools and the groups are very large, the checklist works perfectly to evaluate the children individually and quickly, in addition, at this stage what is sought to evaluate is more the learning process of the child, since they are of preschool age and should not be assessed by assigning a numerical grade. It is not advisable to change the evaluation tools due to the fact that they really fulfilled the expectations.

2.05 RECORDED ACTIVITIES

| STEP OF THE LESSON | ACTIVITY | TIME MARK |
|---------------------------------|--|-------------------------|
| Routine | <ul style="list-style-type: none"> Greeting Song: Hello, how are you? Students introduce themselves | 00:03 00:35 01:00 |
| Session 1 Listening | | |
| Information processing activity | <ul style="list-style-type: none"> Brainstorming: names of the continents. | 01:26 |
| Pre-listening | <ul style="list-style-type: none"> Video: "The seven continents song" | 02:08 |
| Vocabulary Introduction | <ul style="list-style-type: none"> Power Point Presentation about animals. | 02:24 |
| Listening | <ul style="list-style-type: none"> Video: "Explore the World" | 02:44 |
| Post-listening | <ul style="list-style-type: none"> Power Point Presentation: Seals live in... | 03:07 |
| Session 2 Listening | | |

| | | |
|---------------------------------|--|----------------|
| Information processing activity | <ul style="list-style-type: none"> Brainstorming: the alphabet Memory game about the alphabet | 03:31 03:54 |
| Pre-reading | <ul style="list-style-type: none"> Story: alphabet animals. | 04:32 |
| Reading | <ul style="list-style-type: none"> Power Point Presentation: "Animals around the World" | 04:44 |
| Post Reading | <ul style="list-style-type: none"> Map of the seven continents. Worksheet 1 | 05:25 |
| Session 3 Writing | | |
| Pre-writing | <ul style="list-style-type: none"> Power Point Presentation: how many letters the names of the animals have Students copy the names of the animals on their maps | 05:54 06:08 |
| Writing | <ul style="list-style-type: none"> Students choose an animal and draw it, then they copy the 2 sentences about it. | 06:31 |
| Post Writing | <ul style="list-style-type: none"> Worksheet No. 2, students compare words and complete the missing letters. | 07:27 |
| Session 4 Speaking | | |
| Information processing activity | <ul style="list-style-type: none"> Brainstorming: how to say "Hello" in different languages" Video: Hello around the word | 08:05 08:27 |
| Pre-speaking | <ul style="list-style-type: none"> Roulette about animals | 08:58 |
| Speaking | <ul style="list-style-type: none"> Individual expositions | 09:22 |
| Post-speaking | <ul style="list-style-type: none"> Collaborative work: memory game about animals. | 09:54 |

LINK OF THE RECORDED ACTIVITIES.

https://drive.google.com/file/d/1t-fiTzBcLZeAW1x5_A5edV44IA9vGCU/view?usp=sharing

CHAPTER 3: EXPERIENCE REPORT

All the activities planned were carried out. During the information processing activity, students were really attentive, they could remember how many continents there are, and name some of them.

In the pre-listening stage they listened and watched the video “The 7 continents song”, it seemed that they liked the song, it was a rap one and they could remind the names of the seven continents, at this step of the lesson the main vocabulary was introduced through a PowerPoint presentation and students repeated the names of the animals individually and then chorally.

Listening: students were exposed to the video “Explore the world” they were asked to pay attention to the name of the continent where each kind of animal lives. Post-listening: The teacher showed students a power point presentation with the animals from the previous video, but now the animals were real and she asked students if they remembered where the animals live. Once students gave their answer the teacher elicited the complete sentence and asked students to repeat it.

Most of the students were able to name at least 4 or 5 continents, some animals and could identify in which continent those animals live.

Information processing activity (Reading) some students were able to name some letters of the alphabet, they already know it in Spanish, but they are still learning it in English, so that they played a memory game about the alphabet in order to activate schema. Pre-reading: The teacher shared the story: “Alphabet animals”, students practiced the sound of each letter and the name of the animal which name started with that letter. Reading: The students were exposed to a power point presentation where they had to follow the reading with the index finger and individual students were asked to repeat each sentences read by the teacher. After the reading students were asked some questions about the reading. Post-reading: Using a map of the seven continents and the worksheet 1, students were asked to identify the name of each continent and to paste the cutouts of the animals near the continent they live.

Students worked attentively, most of them identify the first letter of the name of some animals (some in Spanish), they really followed the reading and most of them could answer the questions about it,

when they were asked to identify the continents and paste the animals, they were really enthusiastic and they did it very well.

Pre-writing: The teacher shared a power point presentation with the names of the animals and asked students to count the number of letters each name had, then the teacher asked them to copy the names of the animals on their map worked in the previous session. Writing: Students were exposed to a power point presentation with the reading about where some animals live, they were asked to choose an animal, to draw it and to copy the two sentences about the animal chosen. Post-writing: Using a power point presentation and the worksheet No. 2, the teacher showed a list with the names of the animals seen, and a second list where some letters of the names of the animals were missing. Students were asked to observe the first list and to compare it with the second one, identifying which letters were missing and to complete the words in the second list.

Students were able to carry out the activities successfully, what it is important to mention is that they didn't work at the same pace, so we could realize that some of them were more familiar with the production of graphics.

Information processing activity (Speaking): the teacher asked if they remembered how to say hello in another language, she played the video "Languages around the world", after the video, they talked about how people had different color skin and spoke different languages. Pre-speaking: Interactive game: the roulette. Students were asked to stop the roulette and they had to answer two questions about the animal they got. Speaking: Students' individual presentation. Students were asked in advance to choose an animal, to draw it and to learn the information about it. Students had to show their drawing and give the information about the animal chosen. Post-speaking Interactive game: memory game. Students were asked to play memory game in pairs. One of the students chose a card and his/her classmate chose another, they had to say the name of the animal, and if the two cards were the same, both students continued playing.

The speaking activities were the activities that students enjoy the most, they liked to play the two interactive games, because of their age they cannot decide quickly which card to choose, that is the reason that when we plan this kind of activities we have to consider that they are time-consuming.

Along with the lessons the teacher always gave responses and comments to her students in an incidental way and without prior planning, preschoolers do not know exactly what an assessment is, so, they are not afraid of them, but they are really conscious about the kind of feedback you give them after a correct answer or a well carried out activity, what an informal assessment seeks are results in students' competence in a task without a formal record of it, they really love to listen: Excellent! Great! Well done! Awesome! Fantastic! Or to get a happy face sticker when they work face to face. On the other hand, formal assessment is planned and prepared by the teacher.

If the results of the activities are compared and contrasted with the expected outcomes, it can be said that they were fully met. However, it is very important to mention that few students were connected to the group to which this lesson plan was applied due to the pandemic and the fact that the class would be recorded and many parents didn't agree with this, and therefore the result obtained. It would be very interesting to apply it with the entire group in face-to-face classes as well as online in order to be able to make a more accurate comparison to the context that the teacher experiences every single day.

CHAPTER 4: CONCLUSIONS

Planning this lesson was not an easy task, especially because I did not know which topic to use in order to continue working Intercultural Competency with my preschoolers, they don't really know a lot about the world, and I consider that I must have started from the basic topics so that we could have a sequence in their learning process and we could reach the expected outcomes instead of getting frustrated.

I also consider that carried out this assignment was a challenge, firstly because students do not have a textbook, so all the materials had to be created or downloaded from the web, it was really time-consuming.

Secondly, because we are working online and the time is limited, I only have 30 minutes a week to work with my students, so I had to ask for permission to work with them more time in the afternoon and have more sessions a week. I have to accept that at this time parents and children are tired and that many parents did not accept that the classes were recorded, even though I told them that if they didn't want to turn on their camera there was no problem, consequently, I had a few children in my classes.

Planning each session was not so difficult, because I followed the sequence of the previous one, but what I have to say is that when I planned the speaking activities I had to create the roulette and the memory game and I spent more time than I thought.

When I planned each session I also created the observation guide and the checklist to assess my students, because if I am not clear what I expect from them I cannot plan the activities which go according to my expected outcomes.

In spite of all the disadvantages mentioned above, I feel really satisfied with the results, parents are willing to cooperate, and children are motivated enough to participate in class and carry out the activities assigned.

Public school students at the preschool level are not expected to learn how to read or write in a conventional manner, however, I can say that I was greatly surprised by the way the students worked when they were exposed to the reading and writing activities, most of them identify most of the letters, the bottom-up approach to reading was very useful for my activities.

The relevant principles in teaching writing were also valuable for my teaching context, especially the number four about Connect reading and writing, because it says that “Students gain important insights by reading often, and reading a variety of texts. One way that students learn to write is by observing what is already written; this includes patterns of language, vocabulary choices, and register, among others”.

Principle number seven strive to offer techniques that are as interactive as possible, according to the Sociocultural Theory inspired by the Russian psychologist Lev Vygotsky “Languages are learned as a result of interactions between social and cognitive factors”, even when we are working online, students are having the opportunity to interact to each other, they really get excited when they see their classmates on a computer screen, or when they check their classmates’ work.

I am so glad to notice that my students are developing different competences:

Sociolinguistic competence: they know when to use expressions to greet people and that they already know that when the class is finished they need a different expression to be used, like bye, good bye,

see you tomorrow, or even when they need to go to the bathroom, they know how to ask for permission, they are able to negotiate meaning when they don't understand something.

Pragmatic competence: I think that in this competence students have been working more, so they understand the language and feel confident to use it when the situation is well contextualized.

Linguistic competence: Students are in the process to understand that words written in English are not pronounced as they are written, they understand what vocabulary is, but not talking about (morphology and lexicon), they don't even understand grammar, but they are in the process to understand the verb to be used in different functions.

Discourse competence: Students are able to participate only in conversations which they have been exposed, they are in the process to create written texts according to their writing system developed.

Intercultural competence: Students now know that our planet is called "Earth", that there are continents, oceans, countries, people, animals, plants, etc., in our world and that people speak different languages and that they say "hello" or "hola", in a different way, that they have different skin color, they also know that animals live in different countries.

Doing this task has made me change my mind about developing the different skills using technology, I have to admit that I underestimate the abilities of my students to develop the reading and writing skills. It has been so hard for me and time-consuming to adapt all that I have learned along with this specialization to my students' level, especially when I have to plan, I have taken advantage of my experience working with kids to deal with it.

This has been difficult, but at the same time a very satisfactory experience, I have learned a lot, and even the difficulties I am eager to continue applying what I have learned in this specialization which is helping to improve my daily teaching practice. From now on I believe it is necessary to continue reflecting on my teaching practice as much as possible, especially because now I have more elements to be analyzed.

CHAPTER 5: REFERENCES

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