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Developing language skills through linguistic variation in English according to cultures.

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

SAYDA EDITH RAMIREZ PEREZ

ASESOR: ROSA MARIA CASTILLO DEL CARMEN

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INTRODUCTION

In this document you will be able to find the lesson plan assigned to students from 6th grade. It will provide to you with enough information in order to support the reasons why the topic was chosen, the strategies that were taken into consideration to have a meaningful class and help students to reach the learning outcomes.

According to the information provided during the specialty it will be taken into consideration personal experiences and analysis related with how the different approaches, theories and materials have been put into practice with students. It was taken into consideration the students background, context and needs.

The name of the project is ``Developing language skills through linguistic variations in English according to cultures´´. In this project students were able to talk and think about new words enter English and other languages. It is conformed by five lessons in total and in the last one they created a poem by using the new words variations that they learnt.

Teaching English as a foreign language is a challenge that nowadays teachers want to achieve and renew. Throughout the years we have seen that methods and theories have been adapted in order that the language can be learnt in a better way. Since languages are dynamic teachers need to be update with the new words that suddenly appear, such as the neologisms.

Consequently, teachers can even use more than one method in English classes. The advantages that currently English teachers have are extensive, as long as they have in their reach many theories, models and strategies that specialists have shared and proved during the years.

This paper looks to demonstrate how relevant variation teaching is in English class, for awareness of linguistic variations may result in better communicative competence and develop positive attitudes toward other countries and their cultures.

In the past teachers were students and this help them to analyze their own teaching practice by using or changing the strategies that they found useful for the aim objective of their lessons. They also have to keep on mind that the way that teachers taught English in the past have changed through the years.

It is important to remind that the main objective to master the language, English in particular, has become to be able to communicate using the language in different contexts. Richards (2008:19) says that the learners" mastery of speaking skill has become the main goal in learning English as a second language or foreign language. Moreover, he states that the learners will assess their success in language learning, especially how effective they use the language, by looking at how they have improved their speaking skill.

This project contains five lesson plans that are related with each other, the purpose of these lesson is to develop in students the four abilities of the language while they learn about language and culture variations. To create the most appropriate lesson plan for these students, they were taken into consideration several theories and approaches.

The students that were applied the instruments and the classes were students from a private elementary school in Mexico City, the have the A2 level according to the European Framework of References for languages. My classroom is conformed by 25 students that have a good English level because they have taken English classes since they were in kindergarten.

Students emerge to variation of languages in different countries and regions around the world. In this paper you will be able to know the process of the lesson planning, the reasons why they were planning that way, they way they were applied to the students and the final results of the lesson.

CHAPTER 1: Philosophy and theory

1.01 Teaching identity and philosophy

During this year, teachers have had a big impact in teaching, we have faced several challenges due to the pandemic situation that we lived in this year. My teaching practice is not the same as it was some months ago. I have learnt too much during the courses of this specialty, I know about approaches, models, theories, and some important aspects about learning.

This specialty was focused on teaching English by using technology. Due to the situation we had to use technology during all this scholar year, we learnt to teach English online. We discovered new skills that we did not know that we had, and students as well. Classes are not going to be the same after having experienced this new modality.

I teach in a public and in a private school. It is different, the environment, the students, and the classes in both sectors. I remember that at the beginning of this specialty, I used to think that I had to teach English the same way to all my students. I made some mistakes when teaching to my students from the secondary school, I used to talk English in the whole class, and I thought that was the correct method.

I used the direct method with my students from public secondary school and with my students at the private elementary school. The direct method is a natural method in which teaches language the same way the mother tongue is acquired. Its emphasis on speech made it more attractive for those who wants to communicate.

I learnt that the direct method doesn't take well in public education where the constraints of budget, classroom size, time and teacher background make such a method difficult to use. Some of my students had never had English classes. Even some of them were learning English, for some others it was difficult, because I was not taking into consideration the Zone of proximal development by Vygotsky.

The zone of proximal development in which they can still understand and do task in a level up with assistance of someone else or interaction. These kinds of activities are put into

practice when they work collaboratively with learners that have an upper level of the language. They help these lower students to go out from their comfort zone and to practice the new vocabulary in order they can reach the ZPD. (Vygotsky. L, 1987)

Most of the time teachers must modify and to take into consideration more than one method and approach when planning the lessons, the most strategies that we learn, the better we can help our students. Another approach that I always include in my lesson plan is the communicative approach.

Communicative language teaching makes use of real-life situations that necessitate communication, which means the use of real-life situations to engage students onto the topic. This help students to face real life situations with native speakers. I always try yto provide my students with enough tools to communicate themselves. In this way they develop their communicative skill.

Margie S. Berns, an expert in the field, writes that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984)

Along the years I have being working with different students, personalities, and ages I can say that that is what it made me the teacher I am today, the fact of working with students of different grades have helped me too much to know how to react in different situations, which activities use and what attitude show with them.

Being an English teacher requires more than theories and teaching. You must get involve with your students, you must know them, to listen to them and to be able to identify the different learning styles that each student has, there are too many factors that make great teachers that way. We must keep being motivated no matter what, to motivate our students as well.

If we make a comparison of the teacher I was a year ago with the teacher that I am today, I can mention that now I am a more prepare teacher, full of strategies and with a variety of knowledge of different approaches and theories that I can take into account to have significant classes.

I learnt to analyze deeply about my English practice, since I have mentioned before that I am currently working with public and private sector so I can know the difficulties and advantages that have both sectors. I know to work with students from secondary school and elementary school. There is a big difference between teaching students from elementary and secondary school.

I learnt to use TICs, when I decided to study this specialty, I saw that it was related to the use of TICs. I consider that for this specialty the pandemic situation was an advantage for the study of this specialty, we could use the resources that the specialty provided us for the use of online resources in the class.

1.02 Theory underlying your teaching practice and identity

Direct method

For planning the lessons, it was decided to use the direct method, and this is something that I do since I started teaching my sixth-grade students because it is mandatory in the institute where I am working. Since my students have a good English level, to use the direct method is an advantage for their learning process.

When teachers use this method in the classroom most of the time the way to accomplish the aim of the method is by reading texts aloud, using question-answer exercises, letting students self-correct, having conversation practices and written exercises like filling in the blacks or writing paragraphs; some of the advantages that this method provide is that students have a constant practice of the target language because uses a natural order to acquire the language as if it were their mother tongue

This method has resulted with my students from private schools in high elementary, but sometimes it does not work with students for low elementary because they do not have a good English language level and it can affect their learning progress.

Communicative approach

Another approach that was chosen to create the different sessions in the lesson plan is the communicative approach because it helps to students to develop communicative skills. It is focused on the interaction between the students and the teacher and students with each other in the target language. In every of the lessons in this project, it was included the communicative approach.

The communicative approach is one of the ones that highlight the importance of real communication for learning to take place, this approach instead on focusing in the acquisition of grammar and vocabulary (like the audiolingual method) is focused in developing students competences to communicate in the target language but center in real-life situations.

Since this approach was created it changed the way the text books and materials used in the classroom were created and of course the way teachers changes the way they planned a class, in this approach the teacher acts as a facilitator in the learning process which gives some responsibilities to it like having fluency and accuracy practice to make sure students are having the correct input, maintaining the motivation in the class using and talking about topics that are interesting for the learners, establishing a safe environment in which students do not feel afraid to participate actively, giving clear instructions and monitoring the way activities are made, some major activities use in this approach to make sure learners are acquiring and practicing the target language are role-plays, information-gap activities, discussions and debates, all of the focused in developing their oral ability and their critical thinking. (Richard. J, 1996)

Zone of proximal development

I took into consideration the zone of personal development in the final product, which consists of creating a poem using the new words that students learnt during the lessons. For students with academic lag, I gave them the option to use the same poem that they had already created some months ago for the poetry contest and just improve them and add them some of the new words we saw during the lessons.

The zone of proximal development in which they can still understand and do task in a level up with assistance of someone else or interaction. These kinds of activities are put into practice when they work collaboratively with learners that have an upper level of the language. They help these lower students to go out from their comfort zone and to practice the new vocabulary in order they can reach the ZPD. (Petrick. E, 1995)

The other zone is the one that is too difficult for learners so they cannot understand neither do the activities even when they have assistance. We as teacher must maintain our students in the ZPD so they can develop the language.

Task- Based approach

Students worked with the task- based approach, in the final product they had to create a poem that resulted meaningful for them because they made use of language and as a result,

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they had an original literacy expression. Students showed their poems to their classmates and felt really motivated with writing the poems.

The task-based approach is focuses in the completing of meaningful tasks, using authentic and useful language to communicate, this a lesson structure that help us to have a sequence in the activities we implement. This approach is a good way in which students feel engage with the class and use the language in a more natural way. (Santoro. C, 2005)

The task-based approach has three stages; the first, the pre-task, this is where teachers introduce the topic to students and this helps them to get ready and excited about the topic, this a great way of introducing vocabulary in a different way, in this stage teacher should tell students which are the expectation for the task they are going to do, the second stage is the task, this is the main part of the class in which students will create their product, when doing the task in teams it is recommended that they are pairs or not more than 4 because in this way they will be "forced" to participate with their classmates, and the last stage is the review in which students have already completed the task and have something to show to their classmates.

In order to have a meaningful listening class I selected the listening strategy called: Top-down processing. It refers to the use of prior knowledge or prior information on a specific topic to understand the meaning of a message; that is, while bottom-up processing goes from sound to language and meaning, top-down processing moves from meaning to language.

Another type of strategy that I took into consideration is called "Auditory Fluency", which is the ability to recognize and understand words and phrases in English as they are spoken. This ability develops listening skill as you practice (Kolker, E. 2008).

I adopted each of the methodologies and approaches explained in the previous lines, these are the ones that I learnt that I use the most in every other lesson according to the main goal of the content.

CHAPTER 2: Methodology and practice

2.01 A practical and useful lesson plan

According to the theories mentioned before it was decided to create the following lessons. The main objective of the lesson is just as the name of the project states Developing languages skills through linguistic variations according to cultures.

In all the lessons planned further, it is included a vocabulary activity and an engage activity before starting each of them. Students became aware of the importance to know variation of the English language to communicate with other people that speak English around the world.

Students develop positive attitudes toward different cultures and avoid the ethnocentrism with other cultures and even with other classmates. They also feel curiosity to know English variations from other countries to expand their vocabulary and communicate efficiently.

Students learn a great variety of vocabulary and some equivalent English words and with their imagination they create a literary expression task by guiding with the rubric given by the teacher.

1. Lesson plan.	
Author	Sayda Edith Ramirez Perez
Educational stage	Elementary school
TItle of the lesson plan	How is English changing?
Learning objective of the lesson plan	Students will think and talk about how new words enter English and other languages.
Communicative skills considered	Listening / speaking / writing / reading
State of the following options	Recycling topic
Functions	Students will learn and practice phrasal verbs.
Main grammar structure	Separable phrasal verbs
Other grammar structure	Inseparable phrasal verbs
Breaf description of the plan	The lessons will be centered in how English changing.

Hours of the plan implementation	5 hours
Number of sessions	5 sessions
Contents required for the lesson	Student's book, audio, interactive presentation, games
Link of the content	https://wordwall.net/resource/10666759 https://wordwall.net/resource/17705621 https://wordwall.net/resource/4420276
EEAILE tutor online	Rosa María Castillo Del Carmen

2. Introduction to the lesson.

Step of the lesson	Teacher activities	Students' activities	Session number
Activation	Tell students to brainstorm words for the following categories in pairs. When they finish, discuss their ideas as a class: Unusual activities Imaginary creatures Computer verbs Product names that are nouns	Ss mention some of the words in the different categories in turns. They write down the words in the chat of the class.	1
Set the objective or competences of the lesson.	The teacher explains students that during these sessions they will learn about separable and inseparable phrasal verbs and how English language has changed.	Students give some of examples about how they think English has changed.	1

3. Communicative skills development.

SPEAKING					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	• Read the entry and the phrases aloud, modeling the pronunciation and intonation for students to repeat. Then dictate the following examples for students to guess and discuss: 1 It's something you use to write. (pen/pencil) 2 It's an object for drinking water. (cup/glass/bottle/fountain) 3 It is what you use to clean your teeth. (toothbrush/	Students repeat the pronunciation of the words. Students guess the words that correspond to the definitions.	e-Board	1 / 5 min	Not necessary

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
	toothpaste) 4 It's something you do when you're tired. (sleep) •Elicit other examples from volunteers. The person who guesses each definition makes the next one. •Point out that being able to describe words in this way is a especially useful skill that will help them communicate even when they are not sure of the correct vocabulary.				
Vocabulary introduction	• Explain that because of the impact technology has had in the language, exist new words, asks students to give some examples. Have students practice the neologism with the next https://wordwall.net/resource/17705621	Students answer with some examples of neologism.	Link of the game	1 / 5 min	Not necessary
1st practice	• Tell students to read all ten sentences in the language log before they start the task. Then tell them to write tentative answers in their notebooks. Point out that all the words are from the vocabulary entries in Lessons 1 and 7. •When students are finished, ask them to compare with a partner and write their final guesses. Correct the activity, asking volunteers to share their ideas.	• Students read the definitions and guess the words that correspond, they must use the words from the vocabulary section.	Student´s book Notebook	1 / 7 min	Speaking rubric
2nd practice	• Do the first item with the class to model the activity. Write the following descriptions on the board: It's something people have for breakfast. It's a brown liquid that has caffeine. It's something that people drink to wake up when they're sleepy. •Encourage students to be creative with their definitions and descriptions. •Elicit a definition from several volunteers for each word and have the class decide if they are clear or not.	• Students write down the definitions of the words that are in activity 2. Students mention the definitions for each word.	Student´s book	1 / 10 min	Check list
Summary	• Play a game. Write definitions for ten words. Read your definitions aloud. Other students guess the words. How many can they guess in two minutes?	• Students guess the words from the definitions that the teacher mentions. Students create their own definitions.	Student´s book	1 / 10 min	Check list

READING					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing	•Write the following tongue-twisters on the board. Read them aloud to model	Students practice some tongue twisters in pairs.	e-Board Notebooks	2 / 5 min	Speaking rubric

activity	the pronunciation. Have students practice saying them as a class and then challenge each other in pairs, saying them as fast as possible without mistakes: A big black bug bit a big black bear. Chad saw a chicken chewing cheese in the kitchen. I scream, you scream, we all scream for ice cream. Round and round the rugged rock the ragged rascal ran.				
Vocabulary introduction	•Ask students to read the poems they have in the previous pages and discuss about the meaning of the unknown words in pairs. Preview the words in the list. Ask students if they can recall how the words were spelled in the poems. Then have them find the words in the poems. After you check the answers, ask if students can see any patterns (such as t or d instead of th).	• Students read at the poem that they have in the previous pages. They can make a comparison between the words they know with the Jamaican variations. Students answer the activity 1 in their books.	e-board Notebook Student's book	2 / 5 min	Check list
1st practice	• Give students an example (man— hooligan) and then let them continue their own or in pairs. Point out that rhymes often occur at the end of consecutive lines. Play the tracks again, line by line or stanza by stanza, for students to repeat.	• Students may identify words that rhyme in the poems and share the ones that they find in pairs.	Student's book	2 / 3 min	Check list
2nd practice	• Tell students that they will discuss the meaning of the figurative language in the poems. Explain to students what the meaning of figurative language is. Do the first one with the class: This suggests that financial deals trap people as a spider traps its prey in a web. Tell students to think on their own at first and then share their ideas in small groups.	•Students work in groups in order to identify the figurative language in the poems.	Student's book	2 / (10 min.)	Check list
Grammar Focus	• Play Track 26 that is the audio of the poems and have students listen and follow. Project the chart on the meeting and have volunteers come up and complete it.	•Students make notes in the charts about the philosophy of Benjamin Zephaniah that used in his poems.	Notebook Student's book	2 / 7 min	Check list
Summary	. •Tell students that they will discuss the meaning for the statements of the poem ´´money´´. Create teams of 4 and have them discussing. Preview the sentences and give students time to think and prepare their answers. Then ask volunteers to give their explanations. Ask if students agree both with the interpretations and the poet's points of view.	• Students discuss the meaning of the statements in teams and answer the activity 5 in their books. Students share their answers with the class.	Student´s book	2 / 5 min	Check list

LISTENING					
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	• Read the following sentences to students and ask if they are true or false: The USA's population is about five times greater than the UK's population. (True.) Th e USA is about 10 times bigger than the UK in land area. (False, about 40 times.) The UK consists of three different countries. (False: England, Scotland, Wales, Northern Ireland.) Th e USA consists of 50 different states. (True.) English is the official language of the USA. (False: there is no official language.) Th e second-most spoken language in the UK is Scots. (True.) •Explain that students will see two varieties of English in this lesson, US and UK English, but point out that these are not the only varieties, nor are they the most important ones.	•Students pay attention to the statements and according to their previous knowledge they decide if it is true or false.	e-Board Notebooks	3 / 7 min	Check list
Vocabulary introduction	• Asks students: which other differences do you know between USA and UK. Read the entry aloud to the students. To further illustrate the spelling differences, write the following pairs of words on thee- board (American/British): favorite/favourite, neighbor/ neigbour, organize/organise, recognize/recognise, center/ centre, liter/litre. https://wordwall.net/resource/16210650	•Students mention the differences between USA and UK. •Student answer the activity with the link the teacher shares.	e-board Notebook Student's book	3 / 5 min	Not necessary
1st practice	• Read the seven words in the word bank aloud. Say: Th ese words are American terms. Do you know the British equivalents? •Tell students to do the task on their own. Ask them to rewrite the sentences in their notebooks using the British terms. Point out that in sentence 6, they will also have to change the quantifi er too many and the subject and verb Th ey're, and in sentence 7, they will have to change the article.	•Student´s replace the underlined British words with the American equivalents.	Student's book	3 / (15 min.)	Check list
2nd practice	• Model the pronunciation of the American terms for students to repeat. Then ask students to work in pairs to	•Students match the words with their British English equivalents.	Audio 32	3 / 5 min	Listening rubric

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Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
	orally defi ne the words or explain their meanings. •Tell pairs to make a three-column chart in their notebooks with the American terms, the British terms and their meanings.				
Grammar Focus	• Play Track 33 once without stopping. Then play it a second time, pausing so that students can repeat the words. Point out that in British English, the word pants mean underwear.	•Students repeat the words in order to get used to the vocabulary.	Notebook Student's book	3 / 7 min	Check list
Summary	• Hand out or project the transcript for Track 34. Tell students to act out the dialogues in pairs. Then ask volunteers to perform the dialogues for the class. Encourage them to try to imitate the pronunciation for fun.	• Students act the dialogues they have in the activity in pairs.	Notebook Book	3 / 5 min	Check list

WRITING					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	• Have students play Find Someone Who with the following sentences about texting and chats: Find someone who… 1 sends texts before they have breakfast. 2 takes their phone into the bathroom. 3 never uses their phone in class. Explain that exist the formal and informal language. There are some words that they can use when talking with a friend and some others when writing an essay.	• Students play find someone who in breakout rooms.	Student´s book	4 / 5 min	Check list
Vocabulary introduction	• Ask students to close their books so they cannot see the list of abbreviations in activity 1. Read the entry aloud. Then ask students to brainstorm abbreviations that they typically use in their first language when they write text messages and chats. Explain that similar abbreviations are used by English speakers. https://wordwall.net/resource/4420276	• Students brainstorm abbreviations that they typically use in their first language when chatting. •Students do the activity that the teacher shares in the chat.	e-board Notebook Student's book	4 / (15 min.)	Writing rubric

1st practice	• Write the abbreviations on the board and give students time to imagine what each one might mean before they look at the phrases in the book. •Ask students to work on the matching task on their own. Then check the answers and take a show of hands for each abbreviation to see how many meanings students guessed correctly. Point out that nm works as an abbreviation for two phrases: nothing/not much, and never mind.	•Students match the abbreviations with the long form in activity 69.	Student's book English notebook E-book	4 / (10 min.)	Writing rubric
2nd practice	• Focus attention on the illustration of the cell phone screen. In pairs, have students write out the conversation in full. Check the answers and then have them act out the conversation in full sentences: What are you doing? / Not much at the moment. You? / Nothing much. What are you doing tomorrow? Do you want to meet in real life? / OK, call me tonight, please. / OK, talk to you later, hugs and kisses.	• Students act out the conversation.	English notebook	4 / 7 min	Writing rubric
Summary	• Tell students to write down a summary about the importance to use informal and informal vocabulary in different situations.	•Students write down a summary about the topics they learnt during the lessons.	Notebook Book	4 / 7 min	Check list

PROJECT					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	• Play Stand Up! with the class using language from the topic, such as: Stand up… 1 if you like cookies. 2 if you're into soccer. 3 if you live in an apartment. 4 if you don't like chess. 5 if you've visited the USA. 6 if you're left-handed. 7 if you're easy-going. 8 if you can write poetry.	• Students stand up if the sentence corresponds to them.	Notebook	5/ 5 min	Check list
Vocabulary introduction	• Tell students to look for nouns, verbs, adjectives, phrasal verbs, and expressions. Decide how you want to order the words: by parts of speech, in topics, American and British English, and so on. Put each category in alphabetical order. Write definitions and/or example sentences for the words and phrases.	• Students look for the verbs, nouns, adjectives, and expressions and create a glossary in their notebooks.	Notebook Student´s book	5 / 10 min	Check list

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1st practice	• The teacher explains students that they will create a poem and she explain the structure of it.	• Student´s take notes in their notebook about how to write down an essay.	Students book Notebook book	5 / 10 min	Check list
2nd practice	• The teacher explains students that they will have to create a poem by using some of the words that they selected.	• Students start creating a poem in their notebook.	Students book Notebook Audio	5 / 10 min	Check list
Grammar Focus	• The teacher creates breakout rooms for students to share the poems and give each other feedback.	• Students give feedback to their pairs and have a co-evaluation.	Students book English notebook	5 / 5 min	Check list
Summary	• The teacher from groups of 5 and each want recite their poems.	• Students read their poems trying to recite them in groups of 5.	Notebook	5 / 5 min	speaking rubric

2.02 Designing of necessary tools to assess/ test the progress of students

In order to evaluate the lessons, one of the tools I used was a rubric with all the aspects I wanted my students to include in their poems.

It is important in all the classes to have a rubric; this is a tool for providing feedback to students to assess their writing progress. Rubrics facilitate the student's task, and they know what they must achieve at the end of the lesson, we can use the rubric as a self- evaluation, it can also facilitate our job. In this case I used it for students to have a co-evaluation. It also helps the teacher to have a numeric grade when students create qualitative assignments.

I created a special rubric for the poem product with this product students evaluate their partners in a co-evaluation process. With this kind of evaluation students enrich the knowledge that they just acquired. Rubrics are important because they clarify for students the qualities their work should have. This point is often expressed in terms of students understanding the learning target and criteria for success.

poem rubric				
main aspects	**details**	**excellent 3 marks**	**good 2 marks**	**average 1 mark**
grammar and spelling	• correctly use of the grammar structures in his/her poem and the words are spelled correctly.			
content of the poem	• 2 to 3 stanzas.			
vocabulary	• includes at least 4 of the new words he/she learnt during the lesson.			
structure	• the poem has a good structure, and the reader can understand easily when a stanza finish.			
comprehension	• the student comprehends the content of the poem and the poem make sense.			

I created another rubric for speaking activities. Although it takes time to build a rubric, time will be saved in the long run as grading and providing feedback on student work will become more streamlined. They make assessing the students' work efficient, consistent, objective, and quick. Teachers evaluating an assignment know implicitly what makes that assignment excellent, mediocre, or in need of improvement.

Speaking			
	Poor	**Good**	**Excellent**
Structure / Flow	The student has poor structure and flow. Needs constant help or has many hesitations.	The student is approaching a good flow of the speaking. Needs some help or has few hesitations.	The student shows good flow in the speaking. Needs little to no help and has no hesitations.
Pronunciation / Intonation	Student makes little or no effort to enunciate and articulate in target language.	The student has errors in pronunciation, some effort in articulation in target language.	The student makes minor or no errors in pronunciation, great articulation in target language with expression.
Interaction	The student doesn't look at his/ her partner. She / he does not ask questions to get information about his/ her partner. They don't have a fluent conversation and pause the conversation in several occasions.	The student look at his / her partner in few occasions. She / he asks some questions to get information about his/ her partner. The conversation is kind of fluent, but sometimes they hesitate.	The student has visual contact with his/ her partner. They ask questions in order to have more information about them. The conversation is fluent and they give their opinions freely.

Writing (summary)			
	Poor	**Good**	**Excellent**
ONTENT/IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/ WORD CHOICE	Careless or inaccurate word choice, which obscures meaning	Purposeful use of word choice.	Effective and engaging use of word choice.

In order to evaluate the formative activities in which students discussed their thoughts about questions related to the topic in teams. I decided to use a checklist for all the speaking activities. Checklists with important items to check or to purchase, activities, and tasks to accomplish.

It helps teachers because they can have an order about who are the ones that participate the most and make something to motivate or to engage students that do not participate too often in the classes. The challenge of teachers is making all students participate and not always the same participants, for that reason the checklist is the best tool to have a general view of participation in the groups.

PARTICIPATION CHECKLIST			
	YES	NO	SOMETIMES
CORRECTLY PRONOUNCE THE WORDS			
EXPRESS HIS/HER IDEAS DURING THE CLASS			
HAS AN ACTIVE PARTICIPATION			
WORK IN TEAMS WITHOUT PROBLEM			
FOLLOW THE CLASS AND ANSWER WHEN IS ASKED			
EXPLAIN HIS/HER IDEAS CLEARLY			

There were created different tools to evaluate students progress during the lessons, for some exercises or activities it was not necessary to use an evaluation tool because they were just to engage students with the topics or some other times to mention some point of the lessons.

It is important to periodically for teachers to assess and adapt the activities to ensure they are as effective as they can be. Evaluation can help teachers to identify areas for improvement and ultimately help them realize the goals more efficiently. Additionally, when teachers share their results about what was more and less effective, they help advance environmental education.

2.03 Evidence

In this part are some of the evidences that the students created during the lesson of the present project, some of these correspond to the different skills of the language: Listening, writing, reading and speaking.

The Beauty of Nature

My little girl, this world is a melody,

Composed by the most beautiful notes.

From the song of the sea,

To the sunset that demotes.

My little girl, see the tears?

Some people call them rain.

And the flowers around there,

Seems like colorful stains.

My little girl, deserts with their blinding light,

Store treasures in remote places.

And the moody ocean is not far behind,

Full of mysterious spaces.
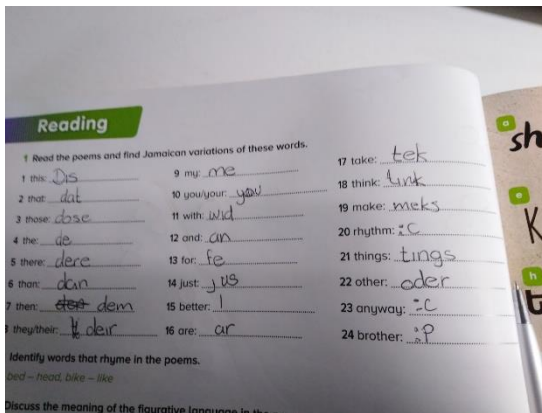
The cherry blossom

Author: Cristina Sofia Olvera Rascon.
delivery date: May 6, 2021.

The cherry blossom is dancing in the wind,
I can see it from my window;
So beautiful that I think I will never see,
Such a wonderful tree.

The cherry blossom in the spring will wear
A scent that will fly in the air,
A nest of hummingbirds in her hair
Will grow with so much care.

The cherry blossom in the winter snow
No more blossoms it will show,
But do not be a fool like me
Be sure that God protects this tree.

Grammar

- 1.you just get your exam results
  - hi pablo how are you.-
  - im very happy-
  - guess what ?-
  - what-
  - I´ve already have my final results-
  - and how was it-
  - I've got a 100-
  - unbelievable!-

2.04 Show evidence of your designed tool to assess your students

Following is the evidence of the designed tools used to assess the students' performance and products during the lessons.

NOMBRE DEL ALUMNO	GRUPO: C							CICLO ESCOLAR: 2020-2020
NOMBRE DEL DOCENTE:	SAYDA EDITH RAMIREZ PEREZ							
	% Pronunciation		% Ideas		% A. Participation		% Work in teams	
	Yes	No	Yes	No	Yes	No	Yes	No
BANDERAS TERAN JORGE IVAN	x			x	x			x
BUENROSTRO VEGA DANIEL ALEJANDRO	x			x	x		x	
CARRILLO RODRIGUEZ DIANA MARIA	x		x		x			x
CASTILLO AVILA JORGE ADRIAN	x		x		x		x	
COLLINS VOJTECH RAYMUNDO MARIO	x		x			x	x	
CORTES CAMPOS SEBASTIAN		x		x	x		x	
CRISPIN GRERRERO ANDREA SARAHI	x		x		x		x	
GARCIA ORTIZ MAXIMILIANO	x		x		x		x	
GAZARIAN CONTRERAS VERA	x			x	x		x	
GAZARIAN CONTRERAS NADEZHDA	x		x		x		x	
HERNANDEZ AGUIRRE MIGUEL ANGEL	x		x			x	x	
HERNANDEZ CABRERA ANDREA REBECA	x		x		x		x	
HERNANDEZ CEDILLO GERARDO MAURICIO		x	x		x		x	
HERNANDEZ FLORES HOMERO		x	x		x		x	
HERNANDEZ ZARATE KAREN PAOLA	x			x	x			x
LLADO MOYERS ANA PAOLA	x		x			x	x	
MEJORADA HERNANDEZ ILEANA	x		x		x		x	
MONTAÑO CASTRO KAREN SOFIA	x		x			x	x	
ORTIZ ORTEGA ANDREA KARINA	x		x		x			x
REYES GIL ANA SOFIA	x		x		x			x
ROBLES ROMANO VANESSA	x		x		x			x
RODRIGUEZ QUINTANA VALENTINA	x		x		x			x

Student´s name: Ana Sofia Reyes Gil

poem rubric					
main aspects	details	excellent 3 marks	good 2 marks	average 1 mark	
grammar and spelling	• correctly use of the grammar structures in his/her poem and the words are spelled correctly.	x			
content of the poem	• 2 to 3 stanzas.	x			
vocabulary	• includes at least 4 of the new words he/she learnt during the lesson.	x			
structure	• the poem has a good structure, and the reader can understand easily when a stanza finish.	x			
comprehension	• the student comprehends the content of the poem and the poem make sense.	x			

04/05/21

Student´s name: Diana Carrillo

Writing (summary)			
	Poor	Good	Excellent
ONTENT/IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/ WORD CHOICE	Careless or inaccurate word choice, which obscures meaning	Purposeful use of word choice.	Effective and engaging use of word choice.

Student´s name: Sebastian Cortes

Writing (summary)			
	Poor	Good	Excellent
ONTENT/IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/ WORD CHOICE	Careless or inaccurate word choice, which obscures meaning	Purposeful use of word choice.	Effective and engaging use of word choice.

2.05 Video

https://youtu.be/CPNZ46rcq8c

CHAPTER 3: EXPERIENCE AND REPORT

By applying these lessons, the students had a positive attitude also when participating in the class. For the first class that was speaking students were amazed about the fact that the words that they had known since they had memory were new words that appeared because of the impact that technology has had in language.

Students shown curiosity about knowing the definitions of some of them, they were trying to think in their mother tongue to guess the meaning but the teacher found it easier to act out some of the words so the students could comprehend the meaning of each one, the teacher also used some images and some examples. Once that student comprehended the topic, they started mentioning some examples as well.

They practiced the neologism through some online activities, and they also discussed about the meaning of neologisms, it was a really enriching class. It was not difficult for them to make use of most of the worlds because they already had an idea about what the words stand for because of the contact that they have with technology.

The next class was the reading class, this group have a problem with reading comprehension, but since they already have had contact with poems because of the poetry contest that they have every scholar year, they did not find difficult to read the poems, Students were kind of surprised because of the spelling of some words that they could recognize in the lessons, they thought the worst were incorrect writing.

At this point the teacher explained them that English has its variation, and that English is not spoken the same in all countries or in all regions, they reflected about the way people speak in the north of Mexico and the way that people speak in Mexico City and they could understand the topic. Students gave also some examples of people who speak Spanish but from `Peru or Argentina, they mentioned that sometimes it is even difficult to understand how their mother tongue is spoken in other countries.

After this talk students were even more interesting in learning some of the variations of the English, but they had to make an effort to identify the words that they had to look for in the poems. Their conclusion about that lesson was that the Jamaican variation of English is written the same way that is pronounced.

In the listening class students show their knowledge of about two countries, the teacher asked some questions about UK an USA, most of the correct answers were related to the USA because some of them have gone to this country and others have lived there. This activity was really interesting for them because they took it as a competition of knowledge.

Students were engaged with the topics about the differences between those two countries and then the teacher explained that there are some words that are called equivalents in English language. Some objects are called different in UK than the vocabulary that they know. Students practice with an online activity in which they got good results.

The final activity for the listening class was an exercise in which they had to identify the differences between the American and the British accents. They listened to different people talking and then they decided if they were American or British. This was not a difficult activity for my students because they have had contact with both. They had been practicing for their A2 Certification of Cambridge and they are already used to the pronunciation of British language.

In the writing class, students learn about abbreviations. Actually, they already knew how to use some of them, but they did not know that they were called abbreviation. There was a time in which I asked them what the meaning of some of the abbreviations and they were just mentioned that they use them, but they did not know how to explain the meaning. They saw every of the abbreviation in their long forms.

Finally they created a summary about the importance to know when to use formal and informal language, it was not difficult for them to identify the situation in which they have to use each of the language forms. They were given a rubric, so they mention that if they are given the rubric since the beginning the task results less difficult.

In order to conclude with the topic of develop English skills through linguistic variations according to cultures, students created a poem by using the new words that they learnt during the lessons. Students read their poems in teams of four. Students have developed this skill before so writing a poem was not a challenge for them but they really enjoyed it.

CHAPTER 4: CONCLUSION

In conclusion, knowing the different theories, hypothesis, approaches, and concepts related to teaching a second language is helpful for teachers to have successful lessons. Just as Krashen mentioned, sometimes we cannot understand why some students do not learn and we stop to reflect what we are doing wrong. Reading and putting into practice the different theories help us to understand the learning language process.

By teaching a topic you can help students to develop the four skills of the language, using online resources can facilitate our teachers' duties but also help students to have a better learning by practicing in a more dynamic way. It is also important to know about student's previous knowledge in order to know since where to start explaining.

There are sometimes in which we have multiple level students of language, one of the most practical ways to make them continue with their learning progress is to give them differentiated instructions, these ones are those that are different according to student's needs. In these cases, we need to take into consideration the Zone of Proximal Development.

Another important point when planning lessons is that we need to work with a student book that most of the time is provided by the institute. The challenge for teachers is to adapt and modify the content of the lessons to make students understand the topics in a more significant way.

All the theories, examples, and strategies that these specialists give us help us to have a better performance when teaching and provide students the tools they need in order to have a meaningful learning. Now I can understand why some of my students cannot answer me when I ask a question. Due to all the studies that these theorists have made in order to facilitate the knowledge about how language is acquired and learned.

I believe that a teacher is morally obligated to enter the classroom with only the highest of expectations for each and every one of her students. Thus, the teacher maximizes the positive benefits that naturally come along with any self-fulfilling prophecy. With dedication, perseverance, and hard work, students will rise to the occasion as I have seen during this

school year that as we know has been different from the rest, my students have had the courage of following with the best attitude they can.

I think that a classroom should be a safe, caring community where children are free to speak their mind and blossom and grow, that is why I always look for the best approaches, theories, methods and techniques that suits what my students need, I use strategies to ensure that in my classroom the community will flourish, like the morning meeting, positive vs. negative discipline, classroom jobs, and problem-solving skills.

For me it is important to mention also that the current situation in which we are right now makes all this process a lot more interesting, because at least in my case I was able to use my previous experience with presential classes and mix them with my current experience at teaching online, I can see that regardless all the negative things we have because of this, in the educational field we are learning so many different ways of teaching that some of us were not familiarize with and from now on I can say that will be part of our classes more often.

It was interesting to reflect about my teaching practice through this course I have learnt different approaches and methodologies and I reflected about my students needs and how to mix them to provide them with better opportunities. Having the opportunity to listen to other English teachers in similar situations was really he While teaching. It is satisfactory when students feel good and happy because they learnt the key points of the lessons.

There is not more option that continue learning the most as possible, continue preparing ourselves as English teachers in order to provide a better education to Mexican students.

CHAPTER 5:

APPENDIX

LESSON WORKSHEETS:

https://drive.google.com/drive/folders/1J607Rh_D8rBcIUr4phuoBi7Q0GtjMdjW?usp=sharing

AUDIOS:

https://drive.google.com/drive/folders/1iCujcCDdDTHI3dUZbhe0NkI0287wzh3m?usp=sharing

LINKS:

https://wordwall.net/resource/4420276

https://wordwall.net/resource/16210650

https://wordwall.net/resource/17705621

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Nombre completo del(la) autor(a):	SAYDA EDITH RAMIREZ PEREZ				
Matrícula:	200926006				
Domicilio:	MANZ, 59. LOT 8, AND. MINA LA SOLEDAD. ACAPULCO GUERRERO, COL. RENACIMIENTO.				
Teléfono:	7443472952				
Correo electrónico:	SAYRAMIREZP@GMAIL.COM				

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