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A GROUNDBREAKING DAWN IN ELT

CONVENTION PROCEEDINGS

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MEXTESOL, the Mexican Association of Teachers of English, A. C. is stronger than ever, and as stated in this year convention title, is facing a groundbreaking dawn. This convention is a clear proof of how enthusiastically and professionally chapter members and local committees form around the Mexican territory have been actively participating in the consolidation of our profession with great impetus.

As it is done each year, MEXTESOL provides summaries of selected academic presentations given at this 45th Convention held at beautiful Puerto Vallarta. This non-profit compilation represents an alternative to access information shared at the sessions, so that those colleagues unable to attend, may have a sampling of what broadly experienced ELT specialists propose.

The summaries included in this edition cover, as usual, a wide range of topics: from class enhancement tasks and student motivation strategies to teacher development ideas, technology literacy, and inclusion. Very interesting research reports that attempt to explain and facilitate the complexity of teaching and learning English in our community are also incorporated.

Authors and presenters participating in this year's convention came from very different backgrounds and contexts, and from the four corners of Mexico, and abroad. Their particular circumstances help us have a clear picture of the situation of the English language teaching profession in our country, and the challenges we all face in our endeavors to make of Mexico a more prepared country for the global networked current world.

It is our most genuine hope that the ideas and proposals in this year's edition are practical and inspirational to all attendees and those who for any reason were unable to make it to Vallarta. A sincere word of appreciation goes to everyone involved in the compilation of these proceedings, from authors to administrative staff.

Finally, a sincere thank you for your trust, interest, and participation in MEXTESOL.

Luis Prezas
Vera Editor

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Generating fluency through a simple graphic grill organizer

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Why many of our students talk like if they were robots from the past century? Not just by the lack of rhythm and proper intonation but for the limited amount of lexicon. Learning a language seems to be a long journey to go along with in order to use it in a natural way. Most of people who are exposed to classic questions like: How are you today? will answer: Fine, thanks. Not matter how they really feel: a bit sick, hungry, tired, very optimistic or full of energy, the trigged answer will be the same… Fine, thanks. Do you speak English? Some learners might answer: No!, others will try to say *"poquito"* (a little) with a type of American accent and intonation thinking that it is correct. This is a current situation of some English learners where the time to respond and the way they do it seems not to be adequate enough.

Having a wide range of vocabulary is essential because this allows them to transmit their message one way or another. On the other hand, if you want to suggest a remedy as a cure to a sickness, require people to bring certain documents in a polite way, demand a solution for a bad service received or persuade someone to change his/her mind about getting a different position in a conflict, a special structure of a sentence and certain type of vocabulary must be chosen to cover those different needs of expression.

Fluency

But what does fluency have to do with this? Well let´s first make sure what Schmidt mentioned about Fillmore (1979, p.1) who identified four typical examples of fluent speakers: first, like the ones who have always something to say as a boxer announcer. Second, those whose talk is less simple and full of coherence then, those who always say appropriate things in different sceneries and finally, those able to play with the language creating jokes, using double sense and provide great examples to refer to unknown concepts.

The first classification, the ones who have enough vocabulary to cover their needs of communication no matter what. It is hard to find a space of silence or appreciate a gap in between their oral production. To be silence is not considered an option for this type of speakers. Personally when I am talking, I see myself looking for the appropriate vocabulary to be used in a specific situation, then when I have finalized, choosing the right words in my mother tongue (Spanish) I conclude that the words I wanted to use are not available in my armory of vocabulary. Then while I am searching for another word with similar meaning, an antonym or a sentence with the opposite meaning, I need to use conversation fillers that help me gain time to think and not to look really bad in front of the speaker either face to face or by other technological way, synchronic or asynchrony. There are moments where I have everything ready to be said and all of a sudden I change my mind and I need to find a better and more satisfactory way the express what I want.

The second classification, those who seem to have a lot of experience using the language or that have been exposed to a great amount of written texts, which allows them to manage bigger and more appropriate lexis. They can express in a better way due to the interaction with books, magazines or documentaries.

The third classification, has lots of similarities with the previous one, they possess the proper words for specific topics. The type of lexis they use is outstanding.

And the fourth classification, I do believe these speakers are very capable to manipulate the language the way they wanted. One way is using the words to tell jokes which is not an easy thing because a special routine needs to be followed. Set the conditions, use the right expressions, intonation and adding a touch of exaggerating on whatever the characters say. Another important element is dramatization, making people imagine how this character looks like in real life by the way and gestures they use is amazing. Commonly In these cases we associate a relative, a close friend or a neighbor with those traits which makes it funny.

Vocabulary

If we observe the four classifications in detailed, we are going to find some elements in common like different ways to express something, fluency and possession of rich vocabulary. According to Cambridge Dictionary:

"Vocabulary: the words that are known or used by a particular person, or that are used in a language or subject"

In a Language, to increase the amount of new words in our minds by applying different techniques, will provide better options to express a need and desire. Not just that but as listeners in conversations, we will be prepared to have more chances to understand messages used for different purposes.

Now it is relevant to mention that fluency is one of the five components of the speaking skill according to Syakur: comprehension, grammar, vocabulary, pronunciation and fluency (Syakur, 1987:3). For this reason I do believe that creating instruments to generate vocabulary, will be an assertive condition to help building fluency as a consequence of it. All speaking skills elements are fundamental however, not having enough vocabulary makes it impossible to express an idea or communicate. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (Willid, 1990, p. 5) This is where it all begun!

Pulverness, Spratt & Williams (2012) mention that lexis regard to individual words or sets or words, so called units of vocabulary that have a specific meaning in a given situation or context where they appear. Words have different meaning depending on the context in use, so If we created an environment using a specific and well-designed instrument to expose our students to get a bigger variety of sceneries where these new words are being used…? Can you imagine this? How could this be possible? New vocabulary should not be taught in an isolated way but in sentences. For example, the word flat has different meanings depending on the context: I had a flat tire (not inflated), I am living in a nice flat in down town (apartment), Flat lemonade (no longer fizzy) and He was singing a little flat (slightly lower than a musical note should be).

Using a simple graphic grill organizer (GGO), like the one I propose, contains the following

elements localized on each column with a specific purpose: The word in doubt, part of speech, meaning / definition, in use, synonym and antonym. As you can see a simple word can generate lots of new information. Some prestigious dictionaries available on the web have some of the components mentioned previously but they are limited. Some of these sites do not provide the synonym or the antonym. Others provide extra examples and pronunciation as well but my proposal has no limitations at all because can be extended as necessary, as complete as the maximum tool to fulfill our goal in the learning process of a language or languages. The same grill can include a line or lines for other idioms being learned at the same time as the grammar translation method.

Now, in order to be successful using the grill, it is necessary to follow what I consider the seven principles. "Never avoid unfamiliar words", "anytime is always a good time to keep up learning", "Tic´s as an ally not an enemy", "One thing leads to another or chain reaction", Flipped classroom is a must not an option", "It is never too late!" and "Alone or with someone else…"

Never avoid unfamiliar words: every single unknown word for our students is an opportunity to learn something new but if they just simply let it go, that chance is wasted. Low level students will be busier filling out the GGO due to the lack of vocabulary but we can assure bigger exposure to reading more possibilities to gain new words. Imagine a student who is interested on a specific topic. He can use the GGO from the begging for reading a pleasurable text which can be considered an extensive reading "large quantities of material within their linguistic competence" (Grave and Stoller, 2002:259). Besides being exposed to a rich language offers lots of benefits especially if it is something of your preferences.

Anytime is always a good time to keep up learning: Curiosity is an ally for learning. How many of us, walking down the street or driving back home after a hard day from work, try to use a word in a self-conversation?, then you realize you do not know the word in English, so you try to find out a synonym. Well the same case happens with our students when learning a language, when they are playing a video game or watching a series. There is always something unclear or new in those situations that need to be faced.

Tic´s are an ally not an enemy, the GGO can be filled out by hand to transcribe the searched information but technology is a great tool to be used. It is faster to transfer data from a site to the different columns of the GGO by using a technological device and still be complete.

One thing leads to another or chain reaction: Once a word is selected to be investigated more unknown ones will appear prompting to start another line of the GGO and here you go again starting the process and face new challenges.

"Proper words in proper places make the true definition of a style" cited by Bareggi, C. (2006:2)

While looking for specific information required by the GGO, our students will be able to visit sites like: Cambridge, Oxford, Macmillan, Merriam-Webster dictionaries among others and most of them provide a great variety of examples which enrich this process. In addition to this, since all those recognized sources are dedicated to develop this valuable work, we can guaranty a great experience while interacting with them.

Flipped classroom is a must not an option: nowadays 24 hours seems no to be long enough to cover all duties at work or school but they need to be done after the previous places mentioned not matter what. Class time can be used for more relevant and general aspects than providing single doubts. "Bergmann and Sams realized they had the opportunity to radically rethink how they used class time." Tucker (2012, p.1)

It is never too late to give yourself and your students the opportunity to try something that complements the teaching and learning process of a language.

"Alone or with something else…?"   Nothing better than gaining brand new vocabulary in context . The GGO has this particular feature and according to Xu and Pan.

There are three advantages: Firstly, assessing the meaning of a word in context obliges the students to develop strategies, such as anticipating and inferring, which become increasingly profitable as learning progresses because they instill an attitude of self-reliance that is the hallmark of proficiency. Secondly, systematically meeting new words in context underlines the fact that words are indeed used in discourse for purposes of communication. Finally, context provides an indication of the way the words are used. (2011:1587)

As we can see a learner will be interacting with different sites in order to fill out the different columns to broaden his lexis. Selecting and discriminating information will be an ongoing process which activates some other reading strategies.

"Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing." (Roit : 2)

Reading is a constant interaction between the reader and the text where all those strategies are being turned on to decode every segment or unit of a sentence. In addition to this, the reader takes decisions about to reread a line, to go slower and verify some previous knowledge. Now, when there is no connection with meaning, drawing inferences is an ally. By doing this, the reader´s imagination is being activated to look for a coherent definition that covers the gap. These are some of the advantages to learn to your own pace.

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Examination of My Lived Experiences with Classroom Computer Technology

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Since 2007, in my previous position as an ESL instructor at our local university and my current position as an ESOL instructor at our local junior college, I have been expected to incorporate computer technology into the curriculum in my classrooms. Since my own lived experiences with curriculum are what I know best, I have used William Pinar's autobiographical currere method of inquiry (Pinar, 1994, 2011) to examine my experiences. I have examined my experiences through each step of the currere method, namely, the regressive, progressive, analytical and synthetical steps, respectively. In the regressive step, I have examined my past experiences, feelings toward and reactions to having to use computer technology in my classrooms, first at the university level and then at the junior college level. In the progressive step, I have imagined my future and explored what I believe my lived experiences with classroom computer technology will be. In the analytical step, I have examined both my past and future experiences and how those experiences have influenced my present experiences. In the synthetical step, I have looked upon all my experiences and examined how these experiences have shaped me as an ESL/ESOL teacher. I have chosen currere as my mode of inquiry because, as stated by Pinar et al (2008) in their effort to distinguish currere from the empirical view toward research found in the mainstream social sciences, what distinguishes currere from the social sciences is that currere focuses on the educational experience of the individual, as reported by the individual. Rather than working to quantify behaviors to describe their surface interaction or to establish causality, currere seeks to describe what the individual subject him or herself makes of these behaviors (p. 414)

Furthermore, they state that "Currere shares phenomenology's interest in describing immediate, preconceptual experience and then makes use of the phenomenological processes of "distancing" and "bracketing" required to do so." (p. 414)

It is through this focusing on my educational experiences with classroom computer technology, pulling them out and taking a close look at them that I have striven to better understand myself as a teacher who uses computer technology in his classrooms.

Other researchers have used currere as a mode of inquiry or a theoretical framework. Hanson, Buitenhuis, Beierling, and Grant (2014) used currere to examine themselves and each other as people and novice curriculum scholars, discovering the usefulness of currere as a mode of inquiry. Chien, Davis, Slattery, Keeney-Kennicutt, and Hammer (2013) used currere as their theoretical framework in their study. Their study included having graduate students majoring in education explore their experiences using 3-Dimensional Virtual World software as the curriculum. The authors also gathered technical data produced from the use of the software. In their study, they used Second Life. As defined by them, "SL, a 3D VW launched in 2003 and developed by Linden Lab, is an online, visual-based platform where multi-users interact and collaborate through mobile avatars." (p. 206).

They had their participants explore their experiences using Second Life and their feelings about using Second Life through each of the steps of currere. In regard to their use of currere, they stated that they were able to "identify the effects that the virtual currere process has on the participants' self-understanding, and take further actions for educational reconstruction." (p. 215) They also pointed out the problems the participants made them aware of in using Second Life software.

In my experiences with using classroom computer technology, I have wondered what my place is in my classrooms now that I am using classroom computer technology in them and various studies have explored teachers' struggles to adapt to incorporating computer technology or new teaching techniques into their classrooms. Crawley, Fewell and Sugar (2009) explored the experiences of two university science education instructors in their transition from being face-to-face to online course instructors. One of the instructor participants was also one of the authors of their article. Through videotaping taping the instructors' face-to-face classroom sessions and interviewing them on these classroom sessions and online teaching experiences, the authors discovered that the participants' struggles to transition from a face-to-face to an online teaching environment showed the advantages and disadvantages of face-to-face and online teaching, but these struggles also presented the participants with new challenges that gave them strength and confidence in adapting to new ways of teaching and interacting with their students and colleagues. Through a series of interview excerpts and discussion, Lim, Lee and Hung (2008) presented the experiences of a veteran teacher in her journey from being a teacher struggling to learn to use and then incorporate computer technology in her classroom to becoming her campus' most knowledgeable and skilled used of computer technology in the classroom. They also present her difficulties in convincing her fellow teachers to adopt her techniques in using computer technology to teach and how she overcame their skepticism. Yuen, & Ma (2008) explored the effects of various factors on teachers' willingness to use computer technology in their classrooms. Kensington-Miller, Sneddon, and Stewart (2014) discuss the experiences of two university mathematics lecturers. Their study shows how working with a group of fellow mathematics instructors, reflecting on their own teaching practices and discussing those reflections helped them to incorporate a new teaching technique into their lectures and changed how they saw themselves as mathematics lectures and their roles in their mathematics classrooms. My examination will delve into my struggles with adapting to using classroom computer technology and my evolving identity as an ESL/ESOL teacher.

As a way of examining my approach to learning how to incorporate computer technology into my classroom I have taken a selective social constructivist view of my learning process because my learning has involved my interactions with computer technology and my interactions with in my interactions with others in my learning environment. The social constructivist theory proposed by Lev Vygotsky (1934, 1978)holds that a child's learning occurs in a social context. Further, Vygotsky refers to a cognitive distance between what a child can learn on his or her own and what he or she can learn with help from others. This learning with help from others, which Vygotsky calls the Zone of Proximal Development, Vygotsky defines as
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. (p. 86)

Although Vygotsky refers to a child's learning language and using language in constructing

further knowledge through his or her interaction and association with other people in his or her environment, this concept can be applied to learning other forms of knowledge and skills as well since all learning occurs in some kind of social environment whether that environment is filled with people or things or both. For instance, without indicating this, it seems other cognitive theorists such as Brown, Collins and Duguid (1989) have drawn upon Vgotsky's concept of a Zone of Proximal Development and expanded upon it in devising their theory of cognitive apprenticeships. Brown et al.'s theory seems to draw upon Vygotsky's concept in that in cognitive apprenticeships, the learner/apprentice receives assistance from the teacher/master in learning the skill at the level just beyond what the learner/apprentice could accomplish by him or herself. Brown et al. expand upon Vygotsky's concept because this learning involves not only the teacher/master but everything the teacher/master uses to teach his or her learner/apprentice and also the social and cultural environment in which the learner/apprentice learns. As stated by Brown, Collins and Duguid,learning how to use a tool involves far more than can be accounted for inany set of explicit rules. The occasions and conditions for use arise directly out of the context of activities of each community that uses the tool, framed by the way members of that community see the world. The community and its viewpoint, quite as much as the tool itself, determine how a tool is used. Thus, carpenters and cabinet makers use chisels differently. Because tools and the way they are used reflect the particular accumulated insights of communities, it is not possible to use a tool appropriately without understanding the community or culture in which it is used.(p.33)

As part of examining my learning experiences, I have looked closely at my personal lived experiences with learning about and learning to use classroom computer technology. In my lived experiences with classroom computer technology, I have had to be a learner learning to use classroom computer technology, and simultaneously, be a teacher using this technology as part of my teaching practice. My learning has occurred in a social context which has included interactions and associations with classroom computer technology, my classrooms, my mentor/colleague, my students and me. All of these have played a part in lived experiences with classroom computer technology. As such, I have examined my lived experiences with classroom computer technology using this expanded view of Vygotsky's social constructivist theory.

Also, since I have examined my personal lived experiences with classroom computer technology, the philosophy of phenomenology, which calls for an examination of lived experiences, is also part of my self-examination. This phenomenological study is situated among various studies that have used phenomenology in other fields such as medical records (Rose, Richter, & Kapustin (2014), nursing (Stayt, Seers, & Tutton, (2015), and education (Macedo,(2013). There are also a few others on people's lived experiences with technology in addition to those cited above. (Bambara, Harbour, Davies, & Athey, 2009; Kyu, 2011). However, except for the research done by Crawley, Fewell, and Sugar, all of the studies exploring people's lived experiences with technology present reports on the lived experiences of others, not the researchers themselves. And none of these delve into the researcher's personal lived experiences with technology in the manner called for in the method of currere.

To begin, let's start with the regressive step of currere by looking back at a moment in one of my university ESL courses:

"Look at them," I thought as my students in my Beginning Writing class wrote down notes from the PowerPoint slide I projected on the film screen in the semi-darkened room. "How can they prefer this to a well-lit room where they can see well? And why are my classes not as interesting as my colleague's just because I don't use computer technology in the snazzy ways he does? I'm a great teacher! All my students before said so. They loved my classes, and that was without any computer stuff. I don't know how to use it, and I don't need to. Why am I now a 'boring' teacher? Why did that student say on my evaluation 'I'll never take a class with him again'?"

Let's take another moment in the past during one of my junior college ESOL courses:
"Mr. Charles, can you please put it on the screen?" asked one of my students during one of my Advanced Reading classes. "Why?" I asked back. "What's wrong with writing it on the whiteboard?" I'm saving their eyesight, after all. Typing things on the computer screen means having to turn off the lights so that they can see the screen clearly, and they have to write notes in semi-darkness, strain to see the page in their notebooks to do this. Surely writing notes in bright light is better since there is no struggle to see, no eye strain. "It's boring," one of my other students said from the back of the room sitting second from the left in the back row. Boring. The word I had come to dread hearing from any student in one of my classes. No doubt hearing and reading in my evaluations that some of my students thought I taught boring classes was part of the reason why I was laid off from my previous position as an ESL instructor, a position which I had held for eighteen years. Boring. We can't have that. Must keep them engaged. Don't want to lose them. Don't want them telling people, especially my dean, about my "boring" classes.

"Okay," I said, putting down my black Expo marker on the whiteboard ledge for markers and erasers, walking to the light switch on the right side of the room on the front wall, turning off the lights, going to the film screen switch on the left side of the room on the front wall, lowering the screen to the appropriate level, stopping it, activating Microsoft Word on the monitor of the computer installed in the teacher's podium, typing the notes on the computer screen, which simultaneously projects them on the film screen, for all my students to see and copy down in their notebooks in the now semi-darkened room. "No problem," I said. No more boring. No more problems for anyone.

The moment in my university ESL course shows my anger and resentment at being expected to use computer technology in my classroom, something I had never had to do before. I did not want to change my teaching methods, and I was angry and resentful at having to. This was a teachable moment. I could have learned from my students and my colleagues, but I didn't. All the signs were showing that I needed to change. I wasn't reaching my students the way I needed to, and my job was in danger because having students tell others that the classes aren't good can be the end of an ESL program. My attitude did not leave me open to learning about how to use computer technology creatively in my classrooms.

The moment in my junior college ESOL course represents one of the many times I have felt that I was using classroom computer technology just to keep my students interested and engaged in my lesson and not because of a genuine need to use it to enhance my lesson.

This interaction with my students showed me that my traditional ways of presenting information to my students, while not obsolete, would not be enough to keep them engaged and focused on my lessons. Furthermore, my examination of this moment in the past reveals my unease with using classroom technology, my fears, doubts and insecurities and my desperation to keep my students' attention and approval and my new teaching job.

As we move on to the progressive step of currere we see that my future experiences with classroom computer technology and my attitude toward it are much more positive:

"Charles, you need some help with that?" my colleague asks. "No, I've got it. Thanks."

Wow. How things have changed. I never thought I would say that. The learning management system we have to use still gives me some problems, but now I can solve them on my own without running to my colleague or one of my students in a panic to get them to help me figure out how what I did wrong again and help me fix the problem. I also use other forms of computer technology in my classrooms with ease and better judgement. I know what to use, how to use it, when to use it and when not to. I'm no longer trying to tame a wild animal and bend it to my will rather than having it control me. I'm not its slave nor its master nor it mine. We are now partners in my teaching. Now getting my doctorate in educational technology feels like I did the right thing because now I am the expert that the "Dr."says I am. I know what I'm doing and it shows.

In this future that I see and hope for, I will have learned what I needed to learn from the computer technology I am required to use in my classrooms and all those who assisted me in mastering its use, and I will be at peace with classroom computer technology. No longer is it my adversary, the thing I have to use, like it or not. It is my partner in my teaching.

In the analytical step of currere, let's see how my past and envisioned future lived experiences have shape my present lived experiences:

It was really rough and frustrating at first. It actually still is, but I've got a better handle on it now. God bless my colleague and my more-tech savvy students. They have helped me a lot. The better I get at using, the more fun it seems. Using computer technology in my classes seems a bit more natural now. This semester, I've found myself automatically going to the computer podium to present things to my students. Writing it on the whiteboard is not my first impulse anymore. I don't feel forced to use it as much as I did before. I guess I just needed to get comfortable with it. The fact that my students aren't bothered writing in semi-darkness doesn't surprise me anymore. I accept it. My uses of computer technology in my classrooms are still pretty basic, but now, they are becoming second nature to me. Also, I've discovered something wonderful: I'm not a technoidiot. Changing my doctoral major to educational technology doesn't seem like a mistake anymore. I still have a lot to learn, but I know I can learn it.

At this stage, I recognize the struggles I had and continue to have with classroom computer technology, but my relationship to it is no longer as strained as it was. Also, my view of myself in relation to classroom computer technology has changed as well. I now have confidence in my ability to use computer technology.

Now, we bring it all together in the synthetical step of currere. Past, present and future are one:

Who am I and what am I at this moment? I am a man, a teacher who had a strong dislike of computer technology, a dislike born out of a dislike of change, a dislike of having to get out of a comfortable position, a dislike of having to learn new things because my comfortable ways are no longer good enough. I am an ESOL teacher working with classroom computer technology and others in my environment to transform myself into a teacher who is at ease with using classroom computer technology. I continue to struggle with it, but I am learning to like it. My future looks bright. Computer technology will become something I use in my classrooms just as easily as I use a whiteboard, a marker and an eraser.

Through the process of currere, I have striven to understand myself as a person and a teacher by examining my lived experiences with classroom computer technology. What I have come to understand is that, although computer technology is not perfect and can create problems as well as solve them, my true problems with computer technology stem from my negative attitude toward computer technology, an attitude stemming from my negative attitude toward myself in relation to it. I did not believe I could learn to use computer technology, so I told myself and others that I did not like it, and therefore, I did not want to use it. As my knowledge of computer technology and how to use it grows, my attitude toward it becomes more positive because my attitude toward myself in relation to it becomes more positive as well.

Why is your hearing about my lived curriculum experiences of any importance? Why have I used the currere method to tell of them? In the words of William Pinar, (2011) currere "provides a strategy for students of curriculum to study the relations between academic knowledge and life history in the interest of self-understanding and social reconstruction." (p. 35) I have looked at myself and my professional teaching practices in this manner because it can lead to a deeper understanding of myself as a person and as a teacher and how both internal and external lived curriculum experiences have shaped and continue to shape me personally and professionally. Also, by using a social constructivist framework, it is possible for me to examine everything in my environment, both people and things, and how my interaction and association with them have contributed to shaping me as a person and a professional and my evolving sense of identity as a person and a professional. I am one example of this. Through telling my story, I hope to encourage other teaching professionals to engage in deeper self-examination and self-discovery as people and professionals and share their lived curriculum experiences with others. By doing this, they and I can continue to learn and adapt to changing circumstances in our lives and our professional practices and thrive in these changing circumstances, making meaningful contributions to our personal and professional worlds and being aware of how, when and where we need to be agents of change in ourselves, our professional teaching practices and our professional environments.

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Using Digital Narratives to Become Storytellers in the Classroom

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Through the power of storytelling, preservice teachers created stories of culture and family identities in order to become reflective teachers in the urban classrooms. They used reflective practice and the writing process within sociocultural theory to identify what was important to them in order to identify their own cultural identities. They looked at what they wanted to keep and what they needed to let go of from their past to move forward into their futures. The preservice teachers created these stories in digital narratives by using iMovie and Movie Maker to help create their stories. They presented their stories through YouTube and Google Drive in order to share their stories with others. In this paper, the reader will learn about digital narratives with the writing process, storyboards, and digital process. They will also learn how to write their cultural identity story through the reflective writing process.

The shared spaces that families have with each other give families a place to grow into common identities. They organize as groups who share common bonds such as language, traditions, or values. The groups continue to grow as they share shared ethos, mores, and truths that emerge as religion. Soon the groups grow and dissension happens. Families argue and fight over what they believe to be true and merge into cultural groups. These cultural groups may become decisive about what they believe to the point that they will fight for whatever they believe. There are family members within the cultural groups that maintain the traditions of the families. The oral tradition of storytelling is one form of literacy that has lasted through many generations. Preservice teachers described their experiences in becoming storytellers. They portrayed their stories that mattered to them about their cultural identity and family background. They told stories about family, traditions, and history by telling their stories within the context of sociocultural theory (Giroux, 2011) and within the social context of their lives. The storytellers integrated into the lives of those around them in order to create a culture that was valued among all of their families.

Connecting Theory to Practice

By focusing on the issues of teaching and learning in culturally diverse settings, theorists (e.g., Ladson-Billings, 2003; Freire, 2000; Gay, 2018) identified the theoretical framework of sociocultural theory. Sociocultural theorists placed people in their lived situations of their world and they view people from within their cultural, social, and political settings. Rather than living in isolation, people are a part of a larger social context that involves their social, political, and cultural worlds. Ladson-Billings (1994) emphasized that students' cultures do matter in teaching and learning environments. Learning cannot take place in the classroom when students experience a discontinuity, or a mismatch, between their home and school culture (Ladson-Billings, 1994).

Ladson-Billings (1994) believed that teachers needed three components to make their classrooms culturally responsive. One of them was to be able to ask questions. She believed that

students needed to be able to questions that challenged the status quo of their lives in order to make real change in their worlds. Culturally responsive teachers make their worlds safe in the classroom by teaching the students how to ask the hard questions in safe environments. Simple questions as kindergartens about learning to recycle and take care of their world leads to asking questions in 5th grade about why they have to wear school uniforms or what is on the menu in the cafeteria. As the students get older, they learn to ask harder questions such as gun safety in school, privacy issues, sexual orientation, bathroom issues, etc., in ways that will lead to effective conversations and maybe to social change. These questions will lead to culturally responsive teachers using questioning strategies to effect change in their classrooms by asking the question: How will teachers meet the social, emotional, and academic needs of their students? By asking this question, culturally responsive teachers begin the process of meeting the needs of their students and families and can lead them into a strong literacy process through the year.

The powerful lenses of sociocultural theory tell the story of how the preservice teachers reflected about their lives. Cummins (2000) used cultural elements and Nieto and Bode (2018) used cultural dimensions to describe the intersections of culture and identity in their lives. The preservice teachers in this study identified their cultural identity through "knowledge, values, identities, and desires" (Giroux, 2011, p. 50). This reflection gave the preservice teachers the opportunity to reflect on their lives and the lives of their family as storytellers of their lives. They saw that the storytellers in their lives told stories about traditions, values, and desires, their family were the stories, also, the stories identified who they were in their families. The preservice teachers realized that it was now their time to become the storytellers for their families. They found that as they used the tools of the writing process and the digital media, they could capture the essence of their culture and identity. The preservice teachers delved deeper into their life stories in order to discover the essence of what was important to them and their families. They used the digital narratives to tell their stories and to make sense of the education world that they had navigated through in order to become the teachers that they wanted to be.

Literacy specialists such as Calkins (2015), Cappellini (2012) and Freeman and Freeman (2015) determined that students from diverse cultural learning environments learn more effectively through balanced literacy frameworks comprised of interactive approaches for learning to read and write. Freeman and Freeman described literacy frameworks such as these enabled students to make integrated connections to their home and culture. Therefore, recognizing students' sociocultural backgrounds allow teachers to bridge the gap between teaching and learning. Combined with the social learning theory defined by Vygotsky (1986), literacy, language, and learning become integrated events, which define the model of balanced literacy development implemented in this study's teacher education program.

Creating Balanced Literacy as a Framework

Using Balanced Literacy in the English Language Learner (ELL) Classroom is what Freire (2000) described as resisting using a prescribed reading program. All learners, particularly English Language Learners, learn at their own development and pace.

When students can participate in reading and writing programs that allow them to learn alongside their peers who are learning at different levels while also learning with peers that learn and developing on or about their own levels, then true learning can occur.

The goals for the classroom teachers are for their students to become independent readers and writers. Often in a traditional classroom, more time is devoted to talking about how to read and write rather the practice of reading and writing. Students actually have less time to read and write in the one place where they should be practicing literacy every day; the classroom. Cappellini (2005) described Balanced Literacy Approach as a literacy framework that provides a balanced between reading and writing within a language arts classroom. In that framework, students may receive more reading than writing in one day, but within one week, an equal amount of time and instruction will be spent on reading and writing. Balanced Literacy is a literacy framework that is good for all students and is best for those students that are in the margins of the dominant culture. They often find themselves outside of the deep understanding of the literature that is read to them, or they may be lost in how to make sense of the author's world that others may easily understand who live within the dominant society. What culturally responsive teachers have learned is that many students are lost in what should be normal for so many students. This chasm creates a lost literacy world for students who live within the margins. Students who live within the margins are afraid to ask questions or do not know how to ask the questions and creates so many struggling readers and writers in the classrooms.

The balanced literacy framework (Fountas and Pinnell, 2016) offers time and space for students to interact with literature at various levels. Cappellini (2005) described it as reading and writing to children, with children, and by children. When the teacher reads and writes to children, they complete balanced literacy components, Read Alouds and the Model Writing. Students experience and enjoy literacy at high levels. The teachers can introduce all types of literature through Read Alouds that the students may not have experienced before and in different forms of literacy. With the components of Shared Reading and Writing, the teachers read and write with children. They are sharing literacy with the children in ways that children interact with the text and they can share the text with each other. They can see and read a text or they help add to a story or a message in writing by sharing a pen or pencil. In reading and writing by children, the children work independently in the reading and writing literacy experience. Through Guided Reading or Independent Reading, the students gain practice in reading independently with levels of support from their teacher. While writing independently, the students can use peer and teacher conferences to help with their writing support. They may independently read a book and then later share with a partner or they may write in a journal or write a story and then share with a writing partner. Reading and writing to, with, and by children invites them into the literacy process at an eagerly stage and gives them ways to interact with literacy and each other in various ways.

Often, reading and writing is viewed as an isolated or silent event. If we view literacy in a more global, societal perspective, we see literacy as social events where we share what we read and write with those that we care about who are around us. How often do you read a book and want to share a part of that book with your partner or a friend? We form book groups in order to meet together to eat, drink, and share about the book. We go to movies to compare and contrast a book that has been made into a movie. Literacy is a global and social event for all of us. We should not expect our students in the classrooms to sit at their desks and read in silence, and then, answer boring questions at the end of the chapter about what they just read.

Reading and writing in the classroom should be just as interactive as reading a book and then going to the movie with a group of friends to see if the movie is as good or better than the book. The group should enjoy going out after the movie and appreciate a good meal together to discuss the book and the movie. Why should students wait until they are adults to have these experiences or why should they have these experiences outside of the classroom?

In the balanced literacy or interactive approach to reading, teachers become a part of the students' literacy process by reading and writing to the students, reading and writing with the students, and reading and writing by the students (Cappellini, 2005). This balanced approach to literacy invites students to use both the phonemic awareness approach to learn to read while building reading and writing strategies for literacy. Students immediately begin reading familiar stories with repetitive and predictable language. Reading to children provides excellent opportunities to teach many aspects of literacy and language to children. Children learn to love literature through storytelling, folklore, traditional literature, choral reading, and role playing. They have the opportunity to learn concepts of print by identifying alphabet letters, sounds/symbols, and vocabulary. Reading to children also helps to build students background knowledge. Teachers can discover children's prior knowledge (familiarity that they bring to the learning environment about letters and sounds/symbols) and increase their background knowledge. Parents also tell their family stories to their children as they tell folktales, family traditions, and historical knowledge. By reading and telling stories, the children increase their awareness about their world and begin to learn how to read their world.

Through the writing process (Fletcher and Portalupi, 2001), the students learn to write their stories. They follow the writing process of prewriting, writing, conferencing, editing, and rewriting in order to prepare their manuscript for publication. Often, students see a publication from authors such as J. K. Rowling, who wrote the Harry Potter series, or a children's author, and believe they just wrote the story. They need to understand the writing process that goes into the work. Before they can begin the digital part of the publication, they need to have a story to tell. In this process, the students begin in the prewriting process by completing a Mind Map by Buzan (1996) or a Cluster Write by Gabriele Rico (2000). Both processes allow the students to open their minds and give them the opportunities to see what is important to them. Often, the students will read literature throughout the semester that they make reading responses to in order to help them make connections about their family background and culture. Once the students decide on their topic that they will write about, they begin gathering materials about their topic. This may involve collecting family pictures, conducting interviews, and or gathering artifacts. When the students feel they are ready, they write their story. The students will write their stories, read their stories with their peer editors and then rewrite them. Then they will submit their stories to their professor for review. When everyone is satisfied with the story, the students put their stories into a storyboard.

Utilizing the Digital Narrative Process

A storyboard is a graphic organizer that is used to keep images and text in a sequence for an interactive media sequence. The students choose the pictures or videos that they want to use in the digital narrative and place them in order in the storyboard. Then they add the text into the storyboard in the correct sequence. The students complete this work on paper in order to manipulate and change the order of their pictures/video and text. They will use the text in the storyboard as their script when it is time to record their digital narrative.

Next, the students decide if they want to add music to their digital narrative. They have to determine if the music will add or take away from their story. Then, they have to decide what music will they add to help tell their story. Sometimes the music will help tell the story, while other times the music will distract from the story.

It is important for the students to understand that creating the story is the most important part of the digital narrative process. Once they write their story through the writing process, the digital process will follow. There are many programs to use in creating different types of movies. Several programs such as iMovie for Mac and Apple products and Movie Maker for PC can walk a user through how to create the digital part of the creation. The other thing that students need to remember is that they need to spend time creating their story.

Finding a Sense of Belonging

Preservice teachers claimed their power as bilingual immigrant students by reflecting about their cultural identity and creating a digital narrative about a story in their lives. By telling their stories, they took control of their identity of who they were and who they wanted to become in a world that had told them who they had to be. The preservice teachers in this study have been part of families who have been directly affected by immigration and DACA rules for most of their lives. Many of these students have lived their lives in the shadows in order to not bring attention to their families. These students are now finding ways to be successful in their worlds. They are graduated from high school and are graduating from universities in the US. Soon, they will be teachers in schools and will be the most successful in their families. At the same time, they seem powerless against a system that has held their families' hostage for over 20 years. Many members in their families are not legal and they all live in fear of separation or worse, deportation.

One of the most important themes that emerged from this study was the sense of belonging. The participants learned that through the power of reflection, they could maintain the cultural identity of their parents and grandparents while taking on new traditions and values in their current cultural identity. They were able to name what was important to them, let go of what they did not need, and claim their own cultural identity lives. This created a sense of belonging with their families and with their school families. As they told their stories, they became the storytellers of their lives. Brown (2017) described belonging as, "Belonging is the human desire to be something larger than us" (p. 31). She described it as true belonging. The preservice teachers described that the storytellers in their lives gave them a sense of true belonging because family was the only place that they had where they really felt that they belonged.

The process that the participants followed to create digital narratives gave them opportunities to reflect about who they were through the lenses of sociocultural theory. They used the writing processes taught by Fletcher and Portalupi (2001) to better understand their own bilingual/bicultural identity and become the storytellers of their own lives.

This process also allowed the student to explore their creativity and imagination of storytelling as they explored the stories that were told to them as young children through storytellers in their families. The prewriting process and the Cluster Write by Rico (2000) gave the students the opportunity to explore their culture and stories in different perspectives. In this way they looked at what was important to them to tell as a digital narrative and to keep alive in

their family history. They found that they were becoming the family storytellers.

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Task Based Teaching - Bringing the Real World Language into our Classrooms

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Some years ago, at the occasion of the beginning of a new school period, one student of mine that happened to be my student again this new cycle, came to me and said something that shocked me. He said: "Teacher, this summer vacation I went to the States, I tried to speak to people, but I had a really hard time doing it, I was not able to understand much, either". This event made me question the way I was doing things, clearly my student had received information in my class that he could not transfer to real pragmatic usage. This is how I got interested in implementing teaching strategies that would prepare my students for the real world, and one manner to do so was to get informed and incorporate real life task based activities into my teaching.

The term Task based instruction, or Task Based Teaching, refers to the instructional approach that aims to provide students in a language classroom with real-life, meaningful, practical, and differentiated activities, games, discussions, puzzles, or problems; it is a development of Communicative Language Teaching. This approach is mainly focused on meaning and effectively conveying and receiving information, promoting the use of spontaneous discourse in a free, autonomous environment.

One important thing is to differentiate a task from a regular exercise. Task in this connotation means "An activity that involves individuals in using language for the purpose of achieving a particular goal or outcome in a particular situation" (Bachman and Palmer 1989), another definition is the one given by Nunan (1989) "A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning, rather than form".

Based on the definitions given above, when implementing a task based activity it is important to answer the following questions to be certain it complies with the premises of this approach.

1. Is the activity of interest for the learners?
2. Is meaning the primary focus?
3. Is there a purpose/outcome for the activity?
4. Is the effectiveness of the activity determined by the outcome?
5. Is completion a priority?
6. Does the activity emulate a real-life action?

1. Interest

Clearly, as it happens to any other approach, to engage student in this type of instruction the topic must be motivating and promote learners' interest. Students will invest themselves greatly if the topic is relevant and can see the practicality in it. Therefore the topics and situations need to be selected after having been informed of interests, preferences, and needs students have.

2. Meaning as main focus

Task based instruction is meaning oriented. This means that accuracy is secondary; we do not expect students to use a specific language item, or the absence of mistakes, but effective communication taking place. However language feedback will be given at the end of the task; during this feedback session the instructor may focus on the most important mistakes or slips students have made and any language clarification needed. Once the feedback has concluded, a new cycle may be proposed to verify communication effectiveness improves.

3. An outcome

We use language in our every day life for a purpose, otherwise we would remain silent. This is also the case of Task Based Instruction. Students need to be given an attractive goal to reach. Some examples are: shopping clothes for a particular event, asking for directions to get to a given office or store, making hotel reservations, getting information about flights, writing a cover letter, or a magazine article. A product must be materialized at the end of the Task.

4. Effectiveness

This refers to the degree of accomplishment or completion of the task. At the end of the task students must have reached the goal set, and provide not only the product of the task, but also a report on the process. This process must account includes the language used to accomplish the goal, which would be analyzed and/or explained as needed by the teacher and reflected upon by students.

5. Completion

Closely related to the point above, the task must be achievable, objective and feasible, in time and space; it has to be challenging enough but not overwhelming or discouraging. Therefore, careful planning is expected from the tutor or teacher.

6. Real-life situation

This is the core of this approach. Learners need to get involved in tasks that reflect the real world through communicative activities that are characterized by their successful applicability.

The role of grammar in task based instruction

Communicating effectively needs grammar at a certain extent. Not only to perform the task, but also to ´provide its results and any report. Grammar is needed to coherently structure speech. Tasks may also be implemented after grammar has been presented, as a consolidation strategy. In this manner, learners may be able to identify the practicability of the knowledge gained in class, through any different approach.

Planning a Task

The following steps are to be followed when planning a task based lesson:

1. Identifying an interesting topic.
2. Decide on a real-life like task.
3. Carry out a Pre task activity. This will be helpful to present some language that may be useful for learners when carrying out the task (i.e. relevant vocabulary, chunks, and other language items considered necessary)

4. Present the task to the learners, and clearly specify what is expected to accomplish.

After the task

At a special session, students present their findings/product. With the help of the teacher, they reflect on the language used, and the instructor clarifies any doubt or confusion they need. It is during this reflection session that language form is consolidated as needed, and required by students

Teacher roles

The language instructor, in this approach, takes the following roles:

a) Leader and organizer. Most task activities start with a teacher led discussion to engage students on the activity to be performed.

b) Manager of group work. The teacher needs to be able to organize groups effectively for the task to be successful, taking into account students' personal traits.

c) Facilitator. According to the level of difficulty given to the challenge, the teacher has to be ready to provide support and advice to groups, and guidance towards the completion of the task.

d) Motivator. This is essential. The instructor needs to focus on the positive aspects of the students' efforts to achieve the tasks, in order to help them build up their self esteem, and to prepare them to willingly continue participating in the tasks to come.

SAMPLES OF TASKS
Some task that may be implemented in the English as a foreign language classroom, that reflect real life language use are various and applicable to different levels.
Here are some examples that may be used, and or adapted to suit each teacher's group and level.

- Organizing a surprise party.
- Getting information regarding service of an English speaking company through the use of email.
- Interviewing English speaking people regarding a specific topic.
- Organizing a garage sale.
- Having dinner/lunch at a foreign Restaurant.
- Submitting n article to a web site or magazine.
- Preparing and presenting an emergency kit.
- Debates, round tables and blogs.
- Guessing games.
- Giving directions.
- Telephoning with English speaking people.
- Designing a start-up.
- Radio shows.
- Magazine and newspaper creation.
- Jigsaw reading and listening activities.
- Silent video viewing.

The teacher's creativity when designing real life task can also be complemented with the students' ideas, especially those with a high level of motivation. Those students may also be a source of inspiration to produce effective, engaging and successful task for a particular class.

Whether a teacher considers Task Based Instruction a complement to the approach currently s/he uses, or has this approach as the core of his/her instructional practice, students will be benefited by carrying on these real life activities. They will be able to communicate in a freely manner, somehow still guided and supported by members of their teams and the teacher him/herself.

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Four Free Online Applications to Vary Reading Assessment (eWS104)

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Assessing reading, an invisible skill, can be challenging (Coombe, Folse, & Hubley, 2007). A traditional way to assess reading is through textbook comprehension questions. However, if used too frequently, this method may become too predictable and not suit today's generation of "digital pros" (Vai & Sosulski, 2016). Internet tools can enhance the reading classroom by adding variety to reading assessment. Four free, user-friendly applications for assessing reading and vocabulary are the following: Google Q&A, a chat platform; Socrative, a tool for asking questions over a reading; MindMup, a tool for summarizing readings in map form; and Quizlet, an application focused on learning and assessing target vocabulary.

Application 1: Chat Platform, Google Q&A [Goodbye, TodaysMeet!]

A chat room can be a good tool for assessing students' reading. Instructors can use chat rooms to determine what students already know about a topic before reading about it; likewise, chat applications create a space for post-reading activities, allowing instructors to determine what students learned from a reading or questions students may still have about it. One advantage of chat platforms is that students can ask questions and participate in real-time and anonymously, encouraging students who may be too embarrassed to speak in front of their classmates to open up and ask questions. Additionally, using chat rooms can increase student engagement. While an instructor in a face-to-face class may not be able to spend the time to have each student say an answer, a chat room enables everyone to participate since all students write their answers at the same time.

Before shutting down after ten years on June 16, 2018, TodaysMeet was a very convenient, free online chat platform; it was the platform the presenters were going to discuss. However, in place of TodaysMeet's are several other chat platforms, including Backchannel Chat and the Google Q&A (Questions and Answers), part of Google Slides. Google Q&A is particularly convenient for instructors who already have a Google account. For example, students in an intermediate reading course used Google Q&A several times to demonstrate what they already knew about topics before reading a passage about Cardiovascular Disease (CVD). First, the instructor defined CVD for students and then asked them to respond to the following question in the Google Q&A chat platform: "What can people do to prevent cardiovascular disease (CVD)?" Using the URL generated by Google Q&A, students used their cell phones to type the following responses; some of the students chose to be anonymous:

- visiting hospital often but not in USA
- Run a everyday , eta [eat] food that has lass [less] calories.

- Sports Eat vegetables Do not drink or eat too much sugar Maybe listen to your mom that will be helpful
- Try to take transportations avoiding private one
- Exercise,reduce salt in their food,reduce stress
- Don't eat junk food too much
- Eat healthy food Not stay up late Don't eat junk food
- Smoke less and drink less

As students wrote, their responses were projected from the instructor computer to the large classroom screen. Then, there was a brief discussion of students' responses and time for clarification. For example, for the first response, in which the student wrote to visit the hospital often but not in the U.S., the instructor asked if the writer would explain his/her opinion. The student said he thought that hospitals in the U.S. cost too much money to visit, so he recommended avoiding them in one's pursuit of preventing CVD. In addition, by having all students contribute their answers simultaneously to Google Q&A, the instructor can assess what students already know about the topic and identify similar patterns of thought; in the CVD example, many students realized that people's diet can affect CVD, but only one student considered smoking, which was also a key idea from the reading passage. When students later did the reading about CVD, they looked for the ideas they generated as a class beforehand, which facilitated their interaction with and comprehension of the passage.

To use Google Q&A, instructors must use their Google account to create a Google Slides presentation. The presentation can be a very simple, with just one question, for example. For more details about how to use this tool for instructors and students, please read this document (links to a Google document): [Using Google Q&A](#).

Application 2: Socrative

Like Google Q&A, Socrative is a free online application that instructors can register to use. Among its several functions, Socrative allows instructors to create online quizzes, which are especially useful for assessing reading skills. Instructors can write questions using three item types: multiple choice, true-false, and short answer. Images can easily be embedded with each question. After creating a quiz, instructors can launch it for students to take. Using their cell phones, computer, or another device, students can take the quiz by opening a browser to https://www.socrative.com/, going to the "Student Login," and entering the "Room Name," which the instructor can share with students; the room name is automatically generated but can also be customized by the instructor.

Socrative provides many advantages over paper-based quizzes and other applications. First, there is no need for students to create an account, which saves time. Second, the instructor can choose the pace at which students answer questions, allowing students to answer each question at their own speed or controlling when each question is distributed to students; such control can help instructors maintain students' attention on a particular item, preventing them from jumping ahead. Additionally, if instructors choose, students can receive feedback after each question and, if programmed by the instructor, an explanation; immediate

feedback can be beneficial to student learning. As students complete the quiz, the instructor can see a table of their progress and instantly know the items that students miss the most; the instructor can focus valuable class time on these more difficult items instead of losing time on easier ones.

Furthermore, since Socrative marks selected response items automatically, the instructor can save a great deal of time on scoring, an even more important advantage with a long quiz or a large number of students. Finally, instructors can choose to share quizzes with other instructors to use in their own Socrative accounts by using the "SOC" number, which is automatically created when a quiz is written and can be found in the top right corner of the screen when creating or editing a quiz.

While Socrative has some other features such as Space Race and Exit Ticket, which can also be useful in the reading classroom and are worth exploring, the quiz feature is a good place to start. Read more about creating quizzes in Socrative (links to a Google document): [Using Socrative for Quizzes.](#)

Application 3: MindMup

In addition to Google Q&A and Socrative, another useful, free tool to assess reading comprehension is MindMup 2.0 for Google. MindMup allows instructors and students to create a "mind map," which Buzan (2013) described as a "flower of intelligence." A mind map is also defined as a "visual diagram that consists of a centralized subject and related topics or ideas branching off from it in all directions. From each topic, subtopics can again branch off, resulting in a radial structure" (Mindmeister, 2018).

Unlike Google Q&A and Socrative, creating a map in MindMup is best done on a computer rather than a phone. Another difference is that students must have a Google account to log in and use the free version of MindMup (MindMup for Google 2.0).

There are several advantages of mind mapping, some of which include mimicking the nonlinear thinking of the brain and allowing students to "record, memorize, and connect output and information in a visually expressive way" (Buzan, 2013). While several applications exist for creating mind maps, MindMup is especially attractive because it is free to Google users, who can make an unlimited number of mind maps. Users can also collaborate on maps simultaneously and share them with others.

MindMup has many uses in the reading classroom. MindMup can be used to pre-teach vocabulary, assess prior knowledge of a reading topic, and it is especially useful for summarizing readings. The figure below shows a summary of the passage "Being Polite from Culture to Culture" from the textbook *Q Skills for Success: Reading and Writing 2* in map form; it was made using MindMup.
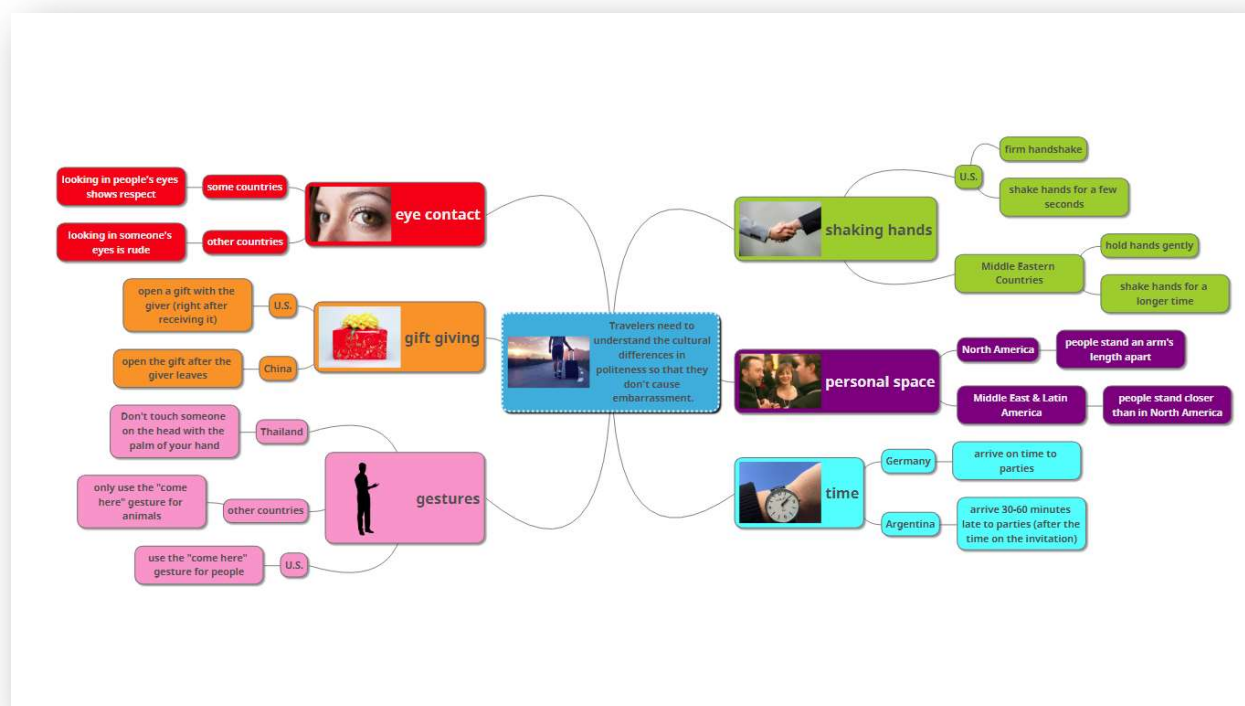
MindMup also creates opportunities for students to collaborate, discuss, and interact more deeply with readings. For example, if they summarize a text with a partner in mind map form, they will first discuss the main ideas of the reading. Then they will negotiate how to represent these ideas in map form, which language and keywords to use, which images to include, and so forth within the map. Students can choose to insert root, child, and sibling nodes; change colors; insert images; and modify the map theme.

To read more about how to share a mind map with students, read this document (links to a Google document): How Instructors Can Create and Share Mind Maps with Students

For more details about designing a mind map, including child nodes and images, watch this video (links to a Google video): Designing a Mind Map with MindMup

Application 4: Quizlet

Quizlet is a final free application that is useful to assess students' knowledge of target vocabulary in a reading. Quizlet is convenient to use on a cell phone, computer, or other device. It allows instructors and students to record target vocabulary, word meanings, and, if desired, other information such as images of target words. Instructors who want to create a study set of words in Quizlet must create an account. Then, they can enter target words, definitions, parts of speech, sample sentences, images, and so forth. To learn more about how to create a study set of target vocabulary words in Quizlet, read this document (links to a Google document): Creating a Quizlet Vocabulary Set for Students

Quizlet offers eight functions that students can use to learn and assess their own knowledge of target vocabulary. You can read more about these functions below and can try them on your own device by visiting this Quizlet page: https://quizlet.com/_54yg56.

1. Learn – In the first round of the "Learn" mode, students can see the definition (and photo if available) of the target word and must choose the target word from four choices. Once they have made their choice, they receive immediate feedback and can listen to both the definition and the target word by clicking on the sound icon. In the second round, students are prompted to write each target word after seeing the definition.

2. Cards – Students can study flashcards. Students see the definition (and photo), can guess the target word silently or aloud, and then flip the card over to reveal the target word. If students have trouble remembering target words in the set, they can filter those out by "starring" them, thus allowing them to focus their studying on the more difficult words. Students can study the flashcards alone, but instructors may also gauge how well students know target vocabulary by projecting the flashcards on a large screen in the classroom and going over them aloud.

3. Write – Students can read (and if desired, listen to) the definition, and then the must type the target word. They receive immediate feedback about their accuracy.

4. Spell – Students hear the target word and must type it, focusing on correct spelling.

5. Test – Students respond to a variety of item types: written, matching, multiple choice, and true/false. They can choose which item types to be tested over (e.g., all matching items) and receive a score right after completing the test.

6. Match – This activity is like a game. There is a timer, and students must hover each definition card over the correct target word card, thus matching them, as quickly as possible. If students sign in to Quizlet, they can compete against their classmates to see who can match the words the fastest.

7. Gravity – Gravity is also like a game. Students can choose to be prompted with the definition (and photo) and must type the definition before an asteroid hits a planet. If they do not type fast enough or correctly, an asteroid will hit the planet, and they will be shown the correct target word and spelling. Students can earn a score and move up in levels and can compete against themselves or their classmates with this game.

8. Quizlet Live – This function is just for use in the classroom since the application will group the students. The students must enter a code in to their phones, and then they join their team of classmates. As a team, they must select answers with their phones. The teams compete with each other. Read more about Quizlet Live: https://quizlet.com/features/live

One of the advantages of Quizlet is that students can quickly and conveniently study on their phones, which can maximize study time during short periods of time, like a bus ride or waiting for a doctor's appointment. Students can also choose to hear the words, which helps them with pronunciation. When images are added to the set, students can also see the words. Both of these features help students to learn the words more deeply. Finally, students can also assess their own knowledge of target vocabulary by competing against themselves and their classmates with some of the game-like functions such as "Match" and "Gravity," often increasing their motivation to study target vocabulary.

Conclusion

Online applications are constantly being invented, revised, and even shut down. Such change can be frustrating for instructors. However, applications can also be an important way to reach upcoming generations of learners. While there are numerous free and relatively easy-to-learn applications for instructors to incorporate in their courses, Google Q&A, Socrative, MindMup, and Quizlet are a few essentials that have proven particularly effective to assess reading. These applications can increase student engagement and motivation and in some cases save instructors time. They are worth instructors' investment to learn and use with their students.

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ACCESS, an English Program for Teenagers in Social Risk
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ACCESS is a program that looks for the best of the students. It is a one life opportunity which wants to help young people who need it. We as ACCESS program teachers look forward to helping the students develop their talents and needs, and the most important: to trust themselves and let them realice they can be leaders and help not only their Friends or family, but also their community.

This program is more than just English clases: it is a student´s self discovery. We try to encourage students who think they don´t have the skills or abilities for learning a new language or maybe helping others. ACCESS´ main goal is to identify students who need to be discovered and to show them they can be more than just people sitting in a classroom.

We have had students like this. Students who are shy, or struggling with financial problems. Besides teaching them a new language, we try to make them think about others, or people who need them as part of society, to become leaders who can have an impact in others.

Young people now is, as a part of society, fcusing on problems that are not their age. They are surrounded by negative aspects, but they must understand they can be the light for a community. They must never stop and must know that their dreams and objectives should be side by side with education.

Breaking though ICT: KAHOOT in the XXI Century

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Normal No. 4 de Nezahualcoyotl

The problem of English language learning in this work is focused on the use of technologies to promote the listening comprehension skill of students in secondary school. Due to the demands of the 21st century, in México it is increasingly necessary that Mexican citizens become competent in a second language. In most of the labor sectors of the country, this requirement is increasingly requested for people. Jobs have become even more demanding in terms of study degree and people in addition to this, claim to have certain English level in which they can generate social language practices (PRONI, 2011).

It is expected that students at the end of Basic Education can express themselves and communicate through the use of the language, in such way they would reach a threshold or intermediate B1 level of the Common European Framework of Reference for Languages. (CEFR) obtaining the desired level the government is requesting when finishing Higher Education. However, recent results are not compatible with what the curricula demands. A clear example is seen with Mexicanos Primero presenting Sorry the learning of English in Mexico (2015)

> Donde se aplicaron 4,727 exámenes a estudiantes recién graduados de educación básica en 16 ciudades de México. La prueba mostró un nivel A0 (no garantiza que se entienda todo lo que leyeron, escucharon o preguntaron en inglés). Sorprendentemente, después de su aplicación, este nivel concentró al 79% de los estudiantes cuyo conocimiento del idioma inglés es nulo. 13% de ellos fueron colocados en A1 (nivel básico de usuarios), esperado para estudiantes de 4 ° grado de acuerdo con el Currículo de Educación Básica; El 5% obtuvo un A2 (nivel básico de usuarios básicos) correspondiente a un alumno de 1 ° de secundaria y solo el 3% obtuvo un B1 (usuarios independientes umbral), lo que se considera conveniente para acceder a la escuela secundaria. (pág.26)

> Where 4,727 tests were applied to freshly graduated students of basic education in 16 cities in México. The test showed an A0 level (it does not guarantee that everything they read, listened or asked in English is understood). Surprisingly, after its application, this level concentrated to 79% of the students whose knowledge of the English language is nil. 13% of them were placed in an A1 (Breakthrough basic users' level), expected for students of 4° grade according to the Curriculum for Basic Education; 5% obtained an A2 (Intermediate basic users level) corresponding to a student of 1 ° of secondary school and only 3% obtained a B1 (Threshold independent users), which is considered convenient to achieve secondary school. "Free translation of the writer"

It is important that teachers in service become aware of the current English level in public

basic education. So, they could design learning strategies that foster students' needs and likes of their real-life context. This work aims teachers and students create learning environments to develop a receptive skill such as listening to understand oral and written text.

The diagnostic test is a fundamental element to know, distinguish and differentiate in depth the educational topics on which we wish to influence (Mercado, 2010). For this reason, a diagnostic test was applied. Luchetti theory was considered. Its elements are three: Conceptual, attitudinal and procedural, in addition, the listening and speaking skills were included. When comparing the results, it was evident that the listening comprehension obtained the lowest average. Understanding that the main problem is that students require of competences to develop the language acquisition by reinforcing listening skills.

The global results are evident reaching the goals set by the plans and programs will not be an easy task. Learning English requires a lot of practice, consistency and above all motivating students so they can be interested in the English subject. Due to this need, the proposal was generated to motivate the learning process in an effective way and help students achieve their expected objectives. This essay intends to foster the listening skill in English language learning by the use of technological resources, in this case, gamification through Kahoot.

As different resources have been researched there are numerous attempts which define Gamification. The most meaningful are given below. Gamification is the use of game mechanics to non-game activities in order to influence people's behavior (Bunchball, 2010). When particularly applied to the consumer-oriented web it is the process of integrating game elements in order to encourage people to adopt the applications.
It means that Gamification helps generate a good environment, where people can interact and fell well in any activity done. The world's foremost expert and public speaker on the subject of gamification Zichermann (2010) defines gamification as the process of using game thinking and game mechanics to engage audiences and solve problems. In a concrete concept gamification is the elements of game-playing designed to be employed in a non-game context and that is what sets it apart from serious games and design of playful interactions.

General gamification aspects were retrieved in the previous headline. It has given the advantages and origin of the marketing area to the educational area of the term. Its first application did not have any relation with educational terms. However, by the time it began to implement the use of it. Consequently, a variety of authors have written about the impact of its use in this field considering different subject manners and context.

English language learning has been a meaningful and useful communicative media nowadays all around the world. The acquisition of this target language has become a requirement in the national demands in Mexican basic education. Hence, teachers have to achieve the competencies that respond to the graduation profile. As these necessary elements were taken into account and social need in the real-life situations were connected with this proposal to achieve integral competences in the students. The problem was focused on the use of technologies which promoted the listening comprehension skill in students. In México it is increasingly necessary that Mexican citizens become competent in a second language.

For this reason, it was fundamental to know the specific place where the didactic proposal was arranged. Identifying the inner and outer conditions of the school which determined benefit

but at the same time limits, teachers had to consider for the implementation of the didactic sequence in the teaching and learning process of a target language. The observation process was successfully described this information was an element that joyed with the diagnostic exam gave lack of the English subject of third-grade students from group E., In this case, students had a low average in the listening skill. Thus, they were immersed in an environment where understanding information from oral and written text was implemented with the use of Kahoot as a technological tool.

Trying to get students interested in what they learn every day is not an effortless task, yet it will not be impossible either. It is conceived as a distant horizon the conception of being able to make it a reality, but in the age in which we live, technology has become a fundamental part of education; digital boards, computers, internet, etc. are samples of all the resources that we have reachable, to focus on an attractive and dynamic teaching and learning method that marks a trend through educational gamification.

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Different Learners, Different Strategies Using ICT during L2 Learning

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> **"The limits of my language are the limits of my world"**
>
> **Ludwig Wittgenstein**

Several institutions in charge of certifying and evaluating the level of domain of English language including the university of Cambridge, agree that, in a matter of learning/acquiring a second language, the success of it totally relies on the time of exposure to this target language, even it has been published a list of the amount of time needed for the specific examination they offer.

This time of exposure to the language is not completely held into the classroom, students make their own hypothesis and ideas towards the language in the outside too. This is necessary for learning successfully the target language (Krashen, 1982) mentions that is in this process where students create their own hypothesis related to the language, proving if they are right or wrong. This internal process of putting into practice these hypothesis is what eventually will lead students to the mastering of the second language.

One of the most important characteristics in an English language learning classroom is the big variety of learners we can find, specifically the background of these students. The range of variety is really big, along these lines 3 types of students will be analyzed, explaining their characteristics and the type of strategies they implemented for learning English as a second language.

The strategies are based on the results of the research held on students from the Escuela Normal No. 4 de Nezahualcóyotl. As mentioned before 3 kind of learners exposed the way they learnt an L2. Students' kinds are autonomous (who learnt by themselves), scholarized (who learnt in a school or language center) and immigrants (who learnt in an English language country).

The importance of learning strategies for learning/acquiring a language has been barely analyzed, Richards and Platt (1992, p. 209) quoted by Hismanoglu state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information" (Hismanoglu, 2000, p. 3) Carton (1971) is the one who starts considering that strategies from successful students might be useful for those ones who are not.

The investigation process was based on the neurolinguistics and pedagogical debate of how the bilingualism generate different effects along the second language learning process, positive and negative according the social, cultural and geographical context. Vygotsky (2000) mentioned that the learning of a L2 also develops difficulties of expression, insecurities, even identity. Taking a deep observation into our test participants, it was noticed how the individual characteristics of each student and depending of this the bilingualism process it's different.

Nevertheless, Duverger (1995) explains that it exists different levels of bilingualism that are determined by the context of the learner. Starting from this point, and taking as reference some bilingualism theories from the linguists Weinreich and Lambert, the contributions of the Normal 4 participants brought the teachers three lines of study about the different kind of learners.

These bilingual students after being analyzed seemed to be applying specific kinds of strategies "They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner: Cognitive Learning Strategies Metacognitive Learning Strategies" (Husmanoglu, 2000)

Cognitive: These type of students refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. There are 6 main cognitive learning strategies contributing directly to language learning:

Clarification / Verification
Guessing / Inductive Inferencing
Deductive Reasoning
Practice
Memorization
Monitoring

This type of strategies are specifically seen on students that learnt the language in a school (the scholarized) and the students that learnt the language in an autonomous way (the autonomous)

Metacognitive: These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-management.

These type of strategies are seen to be applied by students that learnt the language in a native context.

These strategies are meant to help the reader identify the type of students they are working with and help them choose what to work and apply with students in order to take advantage of the knowledge of the learners´ characteristics.

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Lesson Study: A proven teacher-led professional development tool

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Continuing Professional Development (CPD) can be defined as "a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils" (Padwad & Dixit, 2011: 5). At a rhetorical level, that may all sound very good but, on a more practical side, the truth is that "the dominant approach to CPD remains one which places teachers in the role of knowledge consumers" (Borg, 2015: 5). In many instances, teacher development is usually understood as attending workshops and conferences, delivered by an "expert", in which teachers will learn new tools and techniques they are expected to automatically transfer to their classroom practice. The main problem with this type of "'training transmission' model of language teacher education (is) that it fails to produce sustained positive changes in teaching and learning" (Borg, 2015: 5).

Teaching contexts will always vary, but ELT authors agree on a number of features which are necessary for CPD to yield better results (Borg, 2015: 6):

•   Relevance to the needs of teachers and their students
•   Teacher involvement in decisions about content and process
•   Teacher collaboration
•   Support from the school leadership
•   Exploration and reflection with attention to both practices and beliefs
•   Internal and/or external support for teachers (e.g. through mentoring)
•   Job-embeddedness (i.e. CDP is situated in schools and classrooms)
•   Contextual alignment (with reference to the institutional, educational, social and cultural milieu)
•   Critical engagement with received knowledge
•   A valuing of teachers' experience and knowledge

CPD strategies which include, at least some of, these features help teachers develop as knowledge generators rather than knowledge recipients while promoting a situated and contextualized approach. Here is a non-comprehensive list of some known and newer teacher development strategies (See Borg, 2015; Hayes, 2014):

- Action research
- Teacher research
- Reflective practice
- Teacher support groups
- Online communities of practice
- Lesson study

In this article, I will describe Lesson Study, "a highly specified form of action research focusing on the development of teacher practice" (Dudley, 2014: 1).

Lesson Study

After spending three years doing a research on Japanese education, Catherine Lewis, a scholar at Mills University, found that Japanese teachers devote long periods of time to studying their lessons in an attempt to improve their teaching since "they believe the context of a classroom lesson is the most effective place to learn to be a better teacher" (Rock and Wilson, 2005: 80). When studying their lessons, teachers concentrate on their students rather than on their teaching. As Dudley (2014: 5) puts it, Lesson study allows teachers to

• See pupil learning occurring in much sharper detail than is usually possible.

• See the gaps between what they had assumed was happening when pupils learned and what it is actually happening.

• Find out how to plan learning which is better matched to the pupils' needs.

• Do all this in the context of a supportive teaching and learning community which is strongly committed to helping pupils to learn and to the professional learning of the members of the group.

• Change their teaching to better support learning as a result.

The original Japanese Lesson Study methodology comprises 8 steps which include: (1) defining and researching a problem, (2) planning the lesson, (3) teaching and observing the lesson, (4) evaluating the lesson and reflecting on its effect, (5) revising the lesson, (6) teaching and observing the revised lesson, (7) evaluating and reflecting a second time, and (8) sharing the results (Rock and Wilson, 2005: 79). Throughout the eight steps, a group of teachers collaborate and share their ideas, opinions, and conclusions. Although this process requires a lot of time and commitment, it "encourages teachers to become reflective practitioners who use what they have learned from research-based lessons to collegially revise and implement future lessons" (Rock & Wilson, 2005: 79). Additionally, "their new found (sic) knowledge of instructional practice is shared and discussed with their peers at the school level, and possibly even at a broader regional or national level" (Rock and Wilson, 2005: 80).

Lesson Study has aroused enormous interest in the western world where it has made inroads into mainstream education, particularly in math and science, and language pedagogy (See Tasker, 2011). In England, where LS started being implemented in 2001 as part of a national strategy, the process has been adapted so that it "consists of a cycle of at least three 'research lessons' that are jointly planned, taught/observed and analyzed by a Lesson Study group" (Dudley, 2014: 5):

- **Initial meeting of Lesson Study group to determine what you want to improve**

- **First cycle:**

o   Joint planning of first research lesson

o   Teach/Observe first research lesson

o   Interview students

o   Post first research lesson discussion and initial planning for second research lesson

- **Second cycle:**

o   Joint planning of second research lesson

o   Teach/Observe second research lesson

o   Interview students

o   Post second research lesson discussion and initial planning for third research lesson

- **Third cycle:**

o   Joint planning of third research lesson

o   Teach/Observe third research lesson

o   Interview students

o   Post third research lesson discussion and agreement on overall findings

- Write up, present what you have discovered

- Conduct a public research lesson

Research lessons are the core of LS. They consist of "actual classroom lessons with students which are: observed by others; planned for a long time, usually collaboratively; designed to bring to life particular goals of education; recorded; and discussed" (Lewis, 2000). During these research lessons, all of the members of the LS group decide who will teach so that the rest of them can observe students. In this type of lesson observation, the focus shifts from the teacher to the students and the learning that is/is not taking place.

Theoretical Foundation of Lesson Study

Unlike some teacher development conferences or workshops, Lesson Study can be beneficial for experienced and novice teachers alike since it fosters the creation of teacher learning communities and empowers teachers to improve instruction (Lewis, 2002).

If we agree with the first principle of social constructivism, "knowledge is constructed through social interaction and is a shared rather than an individual experience" (Vygotsky, 1978), we can easily envision the gain teachers can get from engaging in social interactions and negotiation with their peers, regardless of their level of expertise. Social constructivism also states that the acquisition of knowledge is "an adaptive function designed to organize one's experiences" (Vygotsky, 1978). Therefore, when teachers are faced with the need to overcome some problems or obstacles that hinder learning, they feel motivated to seek, test, and assess answers within socially collaborative environments. Finally, for social constructivism, knowledge is the result of active mental processing by the individual in a social environment (Vygotsky, 1978). Active mental processes teachers undergo through Lesson Study include reflecting, analyzing, creating action steps, evaluating and sharing understandings with other teachers.

As Rock and Wilson (2005: 80) comment, "these principles of social constructivism underlie Lesson Study and validate why each step of the Lesson Study process is important to bringing about increased professional knowledge and skills".

Some empirical evidence

The effectiveness of LS in improving students' learning has been measured in some studies carried out in both Great Britain and the U.S. For example, according to Dudley (2014) "evidence from the use of Lesson Study by hundreds of leading teachers working with 'coasting schools' who used Lesson Study as a coaching approach to improve pupil progress in writing and mathematics at age 11 showed considerable impact year on year". In the United States, LS was used nation-wide to improve writing skills, and results suggest that "LS has a significant impact on pupil learning as a result of teacher learning" (Dudley, 2014).

At the 2015 IATEFL Conference, a group of teachers involved in a Lesson Study initiative at an English preparatory school in Izmir, Turkey, reported their findings on the benefits of LS for their professional development (Gok, 2016):

1.   A shift in focus from teaching to learning, which helped them gain insight into the nature of learning

2.   A significant contribution to their professional learning

3.   Learning from each other and sharing ideas while collaborating

4.   Confidence-building, motivation and encouragement for trying out new things

5.   Addressing students' needs more effectively

Gok (2016) concludes that Lesson Study can be used as a tool for ELT teachers' professional development, but he states that the application of LS "requires that certain conditions and support are provided for teachers, for example, time and management support".

Conclusion

Nowadays, we are in need of innovative approaches to ELT teacher professional development if we want to stay away from a 'training transmission model'. Lesson Study may be one of the new strategies to implement as it is beginning to prove it can improve both student and teacher learning. What we have to bear in mind, though, is that in order for such an approach to work, teachers need support from their managers and institutions, as this methodology requires time and the involvement of at least three teachers who may have to be substituted during research lessons. Regardless of the constraints, Lesson Study is worth exploring as it continues to excite and motivate teachers who have already tried it (See the video: The Lesson Study Process at https://youtu.be/rr15SLGaSZI)

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Technology? I Teach in a Rural Context

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The purpose of this workshop is that students of secondary education in rural contexts reach the principal aim of the National English Program in Basic Education (NEPBE) that is: "students get the necessary knowledge to engage in social practice with written and oral language to interact with native and non- native English speakers" (SEP, 2011, p. 102). The central question of this workshop is: what kind of didactic and ludic activities promote the English learning in students of secondary education in rural zones? The SEP (2011) indicates that "different processes such as migration, contact between different cultures in the same country or across the borders has brought about the need to communicate in a language different from one´s own" (p. 97). In this way, is necessary that students from rural context find a real use of English.

Keywords: technology, rural context, secondary education.

According to the constructivist sociocultural approach, the student learns in a particular moment and cultural context, Rogoff (1993, quoted by Diaz Barriga, 2006). Nowadays, technology is really important to carry out ELT; But, what about the rural context? Most of the times there is a lack of technological resources in those contexts in Mexico.
This workshop provides ludic activities to involve rural context's students in English language learning.

Rural Context

In order to understand the needs of schools in rural contexts, it is important to observe the events that take place in it and the actions taken by the different school actors.
Through observation practices and interviews conducted in the rural context of the community of Cuetzálan del Progreso, Puebla, the following information was collected:

The students are mostly Nahuatl speakers, the school population is 336 students and there are 12 groups (each grade has 4 groups), we work with the curriculum established for secondary school and the same curricula (2011) that in other telesecundarias, in addition to adding some school projects such as the cultivation of vegetables, flowers, coffee, medicinal plants, making sweets, collecting honey and projects with cantoya balloons, as for the cultivation of vegetables and medicinal plants students can take them for consumption in their homes, sweets are sold to the community and the income obtained is used for the acquisition of materials required by students within the school.

María del Coral (Tetsijtsilin Telesecundaria School Director): "The ideal is for students to continue studying and reach a university level, Tetsijtsilin is positive evidence that a school can have an alternative model as a public school, it shows that there may be a proposal of pedagogical intervention assembled with the formal curriculum as it is this secondary school, within the school we work with the communalism, which is a strategy that attracts the community within the school, the collaborative work, the horizontal relationships, that recognizes certain hierarchies and a democratic environment. "

Within the school there is cultural diversity, approximately 70% of the students are indigenous while the other 30% are mestizos, a large number of students come from marginalized areas within the same community. Apart from the fact that students speak both Nahuatl and Spanish, they also have English classes, however, the lack of material and financial resources to implement ICT in the classroom are considerably scarce. School managers try to match the opportunities for that students can complete basic education and promoting the development of competencies with equality and equity among students.

Teens take workshops that can help in the future those who do not have the possibility of entering the upper secondary level and who have to integrate into the labor market, these workshops are: music, dance, theater, visual arts, bakery, administrative and manufacturing of preserves, the student has the ability to choose which of these workshops to integrate. Díaz Barriga (2006, pp.20), mentions that the theorists of situated cognition "consider that to a large extent the failure of educational institutions lies in the attempt to teach an inert, abstract and decontextualized knowledge of situations in which one learns and is used in society ", that is why the preparation of this workshop allows us to contextualize the English language with the environment where adolescents develop through their experiences, previous knowledge and in a social situation where they have to become aware of the importance of learning the foreign language in its own context both to remain in it and interact commercially in the tourism sector or to leave it and continue with their studies at the upper and higher secondary level.

NEPBE Cycle 4

Today, due to various social, cultural, economic factors, etc., it is necessary to have the necessary linguistic skills that will allow us to insert ourselves into the globalized world and into a knowledge society that advances at an accelerated pace.

It is essential to mention as legal foundations the National Development Plan 2007-2012, the Sectorial Education Program 2007-2012 and the Educational Model 2011.

The first document mentioned, the National Development Plan 2007-2012, states in its axis 3, in objective number 12 that "for education to be complete, it must address, together with the skills to learn, apply and develop knowledge, the appreciation for ethical values, civics, history, art and culture, and languages ", coupled with this," the possibility of taking extracurricular subjects related to sports, art, culture and languages ".

As for the Education Sector Program 2007-2012, the offer of quality education, equality and equality was found so that students can contribute to national development, as well as promoting competitiveness for the development and skills acquired during their academic career. No, through records of observation and practice tests of the Normal School Number 4 of Nezahualcoyotl it is shown that Mexico has a high level of social inequality that is reflected, educationally speaking, in public schools in rural contexts that already Most people present themselves in a relationship of technical, economic resources and equipped classrooms for the acquisition of a foreign language.
The 2011 Curriculum, which is embodied in the Educational Model 2011, "aims to contribute to the democratic, critical and creative citizen training required by Mexican society in the 21st century, from the national and global dimensions" to be human and to be universal. ", taking into account the cognitive abilities of the students in each of the stages of their academic trajectory and the competences required to be able to access the next level of their academic training (competences that are also for life).
Given the above, it should be mentioned that the PRONI has a communicative approach that is closely linked to two of the desirable features of the basic education graduate profile embodied in the 2011

Curriculum in terms of acquiring the foreign language:

a) Use the oral and written maternal language to communicate clearly, fluently, and interact in different social and cultural contexts; In addition, it has basic tools to communicate in English.

b) It assumes and practices interculturality as a wealth and form of coexistence in social, cultural and linguistic diversity.

At the end of high school, adolescents are expected to be able to communicate and interact with native and non-native speakers of the English language using the four skills: speaking, listening, reading and writing through interaction modes called "social practices". of language "(being, knowing and doing with the language), which are established in the Curriculum Foundations and which in turn aim that students at the end of basic education obtain a minimum level of English equivalent to B1 according to the CEER, however, the different social and school contexts in which adolescents develop make it difficult to acquire the second, which is why this workshop aims to promote these social practices through playful and dynamic activities that place adolescents in activities of their context demonstrating that ICT's are tools to support and strengthen However, not all the communities throughout the Mexican territory have access to them.

Meaningful learning

Meaningful learning is that which leads to the creation of knowledge structures through the substantive relationship between new information and people's previous ideas. We make mention because it is a workshop based on contexts and the previous knowledge is constantly used and for this there must be favorable conditions for the learning of a foreign language, in this case English.

In this there is an active processing of information in which a pertinent judgment is made to decide which ideas already exist in the cognitive structure (they are already learned) and what their relationship is with the new ideas or contents; the discrepancies, contradictions and similarities between the new ideas and the previous ones are determined, only what is necessary to be able to communicate is obtained.

In order to achieve meaningful learning, several conditions must be generated: the information that the student will receive must be closely related to what they already know, depending on the student's disposition, that is, the motivation and attitude they have to learn, as well as the nature of the materials or learning contents.

That is why we carry out a case study to create a workshop that has all the necessary characteristics and to boast that the students will take each idea as a significant learning, since it is in accordance with its context, customs, work, habits, and so on.

It is necessary to know the student with whom certain topics will be worked on in order to adapt the content to their needs as mentioned by Díaz Barriga (2002) "... always bear in mind that the cognitive structure of the student has a series of antecedents and prior knowledge, a vocabulary and a personal frame of reference ... "that is, we should not take the student away from their reality, the teacher should insert and wrap themselves around their environment and habits in order to structure activities that strengthen their daily lives and create needs to learn the language.

Sequence of activities:
1. Presentation: to involve the assistants into the topic with a talk about the rural context with which we can find ourselves when teaching a second language, in which we include a contextualization of the situation that people live in that type of zone (10 min).

2. Warm- up "The Centipede": to activate the assistant's motor system by singing a song and following instructions (5 min).

3. "Ten Little Pets": this song will strengthen the vocabulary of farm animals in a dynamic and creative way with the help of puppets to listen and visualize the vocabulary they are learning. (10 min).

4. "Funny Bingo": with this activity, the assistants will learn a different way to play bingo with vocabulary referred to the farm (15 min).

5. "The runes": promote the use of future tenses in a creative and innovative manner (15 min).

6. "Who is my uncle": the assistants will write a note, read it loud and find "the uncle" who is among the assistants (15 min.).

7. Closure "Spider web": the leaders and the assistants will review briefly the previous activities (10 min.).

Materials: Photocopies of "the centipede" and "ten little pets" lyrics; bingo charts and cards; Markers and cards for drawing runes; sheet of paper to write the note; ball of yarn for "spider web". The participants can get a pack of material.

By carry on this workshop, the teachers in training and the professors can adapt the activities according to the social context where they work.

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Kahoot to Increase Students' Participation and Language Learning

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Current student generations are known as "Digital Natives" because of the familiarity they have with information and communication technologies (ICT) and the heavy use they make of them. This situation requires for EFL teachers to look for different ways to catch students' attention and motivation for learning a foreign language. As a result, teachers need to develop additional skills in order to increase students' motivation and attention as well as learning. According to Premarathne (2017) "Digital natives can no longer be motivated through traditional language games."

Technology poses a challenge that teachers cannot get away from, they have to embrace it and learn how to exploit it in order to offer students new learning experiences. This is the reason why teachers get thrilled and interested in the use of new technological tools to teach. "ESL teachers should accept the challenge to find new avenues to fulfill the expectations of 21ˢᵗ Century Learners." (Premarathne, 2017). This is one the reasons e-workshops are having more and more demand at the different events where they are offered. "In order to engage their learners, educators are looking for opportunities to integrate gamified methods in classrooms." (Iaremenko, 2017). "The success or failure of games and gamification will ultimately depend on the proper training of the teachers" (Becker cit. Saba, 2013). Thus gamification could be the answer to this new challenge for EFL teachers.

Gamification

What exactly is Gamification? According to Taylor (N/D), "Gamification is the application of game elements (such as rewards, rapid feedback cycles, and competition elements) to a non-game context in order to motivate users and engage them in activities that they would otherwise find boring."

"Gamification is a newer phenomenon that seeks to integrate some elements from games into other settings. For example, in education, aspects of games are used in order to facilitate learning and motivate learners." (Garland, 2015)

Gamification has become a very important part of EFL teaching because it provides elements to use ICT in the teaching-learning process. In Mexico, online gaming applications are becoming more common everyday, but little research has been done in Mexico on the results. "There are just a few studies on the use of gamification in Mexico." (Mijangos, 2016). Contreras-Castillo et al (2015) reinforce this statement when they say that "due to the fact that this is a new and powerful strategy to influence and motivate groups of people, it is a not very explored topic nowadays in education thus there is a lot to find out on it". For this reason, it is necessary for teachers to learn how to use online applications such as Kahoot! for them to start doing some research on Gamification.

Effects of Gamification

Gamification has proven to be a very valuable tool in EFL/ESL teaching for it increases learners' intrinsic motivation and learning. "Online games can foster intrinsic motivation and help engage students in learning activities." (Iaremenko, 2017)

In a different study carried out in Sri Lanka Premarathne (2017) found that "the results highlighted attendance, intrinsic motivation and concentration can be amplified through gamification with the use of Kahoot! in EFL/ESL classrooms."

In his study, Garland (2015) states that "one of the primary purposes of this study was to determine if gamification is an effective and beneficial practice in the field of education. Overall, it seems that gamification is beneficial in educational settings."

Finally, Saba (2013) stated that "there is no doubt educators will continue to develop educational method using games and gamification for the benefit of the students, regardless of its nomenclature due to their ability to inspire students to work harder and enjoy what they are learning."

Kahoot!

Kahoot! is an online application which offers four different tools (Quiz, Jumble, Survey and Discussion). The most used one is Quiz because it allows to do different things: introduce a topic, practice, review, and evaluate it. If you want to practice syntax patterns, Jumble is the option. But if what you want is to have a quick overview on previous knowledge, then the use of the Survey tool is the answer. Finally, if developing critical thinking skills and writing is the goal, the Discussion tool is the one to use.

In Kahoot!, students do not need to create an account, they just go to the Kahoot! website at www.Kahoot.it and provide the PIN for the game they are to play. After the PIN, the system asks for a name. In this case, students can use their own or a different one for anonymity. This last aspect is important because it motivates shy students to participate. One advantage from this application is that it is multi-platform and students can play from either their smartphones, tablets, laptops, or even computers at a computer room. The program keeps track of players' progress and offers a leader board of the top five gamers. This last aspect creates a competition environment in which students feel challenged; keeping them motivated and having fun.

Furthermore, at the end of each game, gamers can evaluate their experience using the application. There is a short built-in survey in Kahoot! where participants indicate if the activity was fun, if they learned and if they would recommend it. Besides, they have three options to express how they feel: happy, neutral or unhappy, after the game.

The workshop

During the workshop, the first three tools will be experienced. A Survey will be used to get an idea on what participants do and think about the ICT. After, a Jumble will show how sentences can be divided to practice syntax patterns, and finally, A Quiz will let participants experience the different possibilities this tool has.

Once tools are known, the sign up and log in processes will be shown. When the participants are in the platform, they will be taught how to create a Jumble and afterwards, a Quiz. Finally, in teams, participants will be given sometime to create either a Quiz or Jumble Kahoot! for a specific topic. They are going to specify the level of competence students have, age, and objective of the Kahoot! Some teams will have the opportunity to present their Kahoot!s and to get some feedback.

Additionally, participants will be explained how to create a challenge to assign it as homework or as an exam. Finally, how to share a Kahoot! with colleagues among Kahoot! will be shown.

Through this workshop, attendees will not only have the opportunity to know how to create Virtual Learning Objects through Kahoot!, but will feel the gaming thrill, fun and motivation this kind of activities awakens in students.

Conclusion

It is a fact that this kind of workshops motivate teachers to integrate gamification in the EFL/ESL classrooms. When educators leave, they will activate their imagination to create Kahoot!s according to their specific needs and will create academic nets to share their Virtual Learning Objects.

Additionally, participants might get interested in doing some research on gamification based on the implementation they do at the institutions. This done, knowledge will be generated to better apply gamification in Mexico.

The conclusions on the effects of gamification in EFL/ESL teaching that have been mentioned previously in this paper can be observed on the following chart:
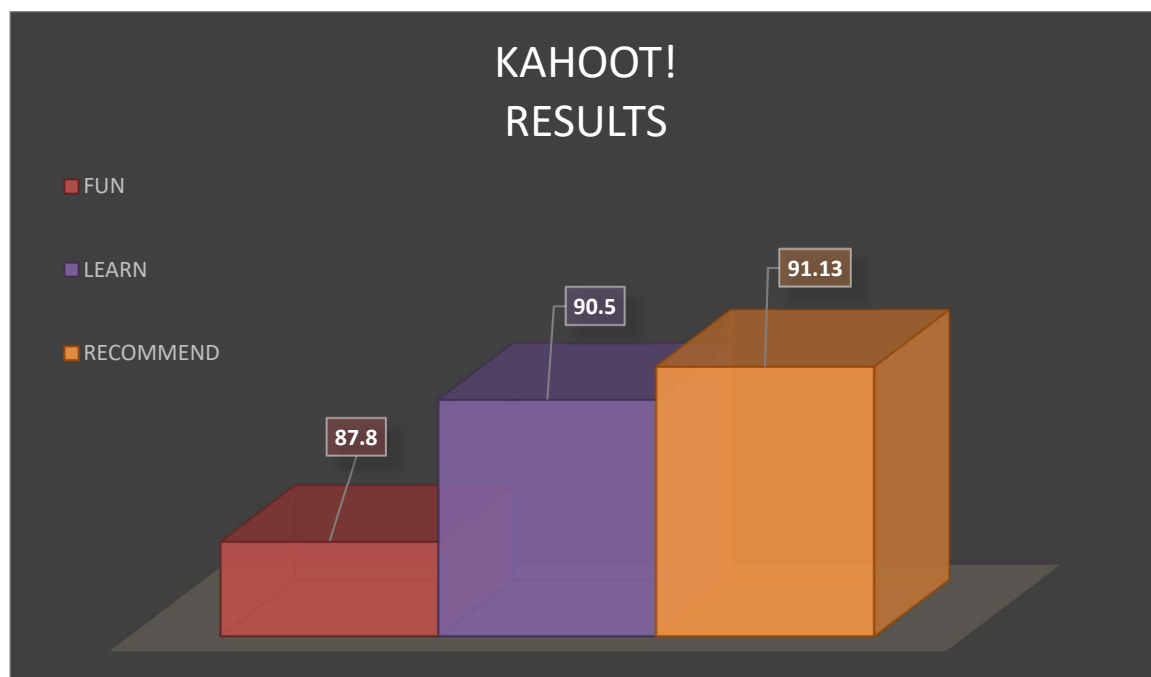
Annex 1

These results correspond to Kahoot!'s built-in assessment which students have answered at the end of every game for two years Kahoot! has been used in EFL lessons. As can be observed, the results are positive on the three aspects reported: "fun", "learn", and "recommend". "Recommend" has the highest score, which can be interpreted as having motivated learners who consider they "learn", which is on second place, with the use of this tool in class. It is important to notice that "fun" has the lowest score, which gives us the idea that learning is more important than "entertaining" for gamers. Being this the case, it can be concluded that workshop attendees will be pleased will all the benefits Kahoot! offers them in their teaching practice.

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Tablero de Comunicación para Enseñar Inglés a Estudiantes Autistas

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En pleno desarrollo del siglo XXI, y en el marco de un país (México) que toma referente de organismos internacionales (UNESCO, OCDE, etc.) para el diseño, implementación y evaluación de su sistema educativo, nos encontramos ante una globalización en pro del progreso de las naciones y que apunta a un futuro sustentable para todos.

Las organizaciones internacionales emiten documentos que apuntan al logro de lo antes mencionado, entre los que destaca la Agenda 2030, la cual indica, a los países miembros, "Dotar a los jóvenes de las competencias necesarias para vivir en una sociedad pluricultural y diversa". Y en materia educativa manda a "garantizar una educación inclusiva y equitativa de calidad para promover oportunidades de aprendizaje permanente para todos".

En lo anterior destacan aspectos como la "diversidad" cultural, social, lingüística, etc. y la "educación inclusiva", que en México se ha llevado a cabo en sus distintas modalidades, como los Centros de Atención Múltiple (CAM) y las Unidades de Servicio de Apoyo a la Educación Regular (USAER). Dichas modalidades trabajan en la educación básica del país, siendo el nivel Secundaria uno de ellos. Sin embargo, y considerando los logros obtenidos en los últimos años, aún queda mucho trabajo por realizar en pro de atender las necesidades educativas especiales (N.E.E.) y el proceso de inclusión de alumnos con alguna discapacidad y/o condición en los salones de clase.

Es en esta contextualización que se puede encontrar a un sector de la población que, al menos en México, no cuenta con información suficiente que permita su plena inclusión y, por tanto, que se encuentra en una situación de exclusión, desde el ámbito social hasta el educativo. Se habla, entonces, de los alumnos con Trastorno del Espectro Autista (TEA). Según el INEGI, en México se cataloga al Autismo dentro de la "Discapacidad mental o intelectual" y según los datos del censo de 2010, existen alrededor de 448,873 personas en ésta condición. Aunque las estadísticas no indican cuántos de ellos son niños con TEA y cuántos se encuentran inmersos en alguna de las dos modalidades antes mencionadas, la realidad es que la educación es un derecho innegable y, por tanto, es durante la práctica docente y la obligatoriedad de la educación básica que se denota la necesidad de estar preparados y capacitados para atender a la diversidad dentro (y fuera) del ámbito educativo.

Los alumnos con TEA, presentan características propias de su condición, entre estas, se le reconoce como una discapacidad del desarrollo que puede provocar problemas significativos en las áreas sociales y de comunicación, así como también problemas conductuales. A menudo, no hay indicios corporales y/o visuales que indiquen ésta condición, en el aspecto de que, en apariencia, no hay nada que diferencie a una persona con TEA de otras personas, pero es posible que quienes estén dentro del Espectro se comuniquen, interactúen, comporten y aprendan de maneras distintas a otras personas.

Las habilidades de aprendizaje, pensamiento y resolución de problemas en las personas con TEA pueden variar; hay desde personas con muy altos niveles de capacidad (dotadas, o gifted en inglés) hasta personas que tienen muchas dificultades al momento de adquirir un nuevo conocimiento. Algunas, incluso, necesitan de mucha ayuda en la vida diaria, mientras que otras necesitan menos o incluso llegan a generar una autonomía funcional.

Debido a estas características, que subyacen de dicha discapacidad, y al encontrarse incluidos

dentro de las escuelas regulares es imperante el generar las condiciones que les permitan adquirir los conocimientos propios de cada disciplina (materia) que cursen, en este caso, en lo que compete a una lengua extranjera: inglés.

Una de las estrategias que se utiliza para desarrollar la comunicación en niños con TEA son los Sistemas Alternativos y Aumentativos de Comunicación (SAAC), que son formas de expresión distintas al lenguaje hablado y tienen como objetivo aumentar y/o compensar las dificultades de comunicación y lenguaje de personas con discapacidad.

Para fines del taller, trabajaremos con el Tablero de comunicación, el cual, es un apoyo visual que consiste en una superficie (de materiales diversos) donde, a través de símbolos gráficos (fotografías, pictogramas, letras, palabras y/o frases), se establecen códigos de comunicación, también se suele aplicar a personas que no están alfabetizadas a causa de una discapacidad. Por lo cual, dicha herramienta tiene la virtud de permitir el desarrollo de la comunicación desde un nivel básico (adaptándose, incluso, a niveles cognitivos bajos), hasta un nivel muy complejo y avanzado. Siendo éste uno de los sistemas más efectivos en niños con TEA, por lo que será la herramienta que utilizaremos para el desarrollo del taller.

Estos tableros son un medio para que la persona con TEA pueda desarrollar diversas habilidades (comunicativa, social, etc.), así como participar, de una manera inclusiva, en lo que respecta a las relaciones sociales, las cuales tienen una importancia decisiva en los aprendizajes y dependen del equilibrio entre el respeto a la autoridad y los vínculos de confianza, cordialidad, respeto y gusto por el aprendizaje. Cabe mencionar que es de suma importancia iniciar por una evaluación de las capacidades, habilidades, N.E.E. y deseos de la persona, así como de las características, apoyos, demandas y restricciones de su entorno. Dicha evaluación permitirá realizar la selección de los símbolos gráficos que se usarán a lo largo del periodo, ciclo y/o nivel educativo.

Es importante señalar que el éxito de este tipo de intervención dependerá de distintos factores, como pueden ser los contenidos del currículum que se utilicen; el dominio y/o práctica del docente al utilizar un SAAC, como lo es el Tablero de comunicación; o incluso, el generar un ambiente de aprendizaje que permita incluir al alumno con TEA en el desarrollo de la clase de una lengua extranjera: inglés.

Es por ello que éste taller propone la capacitación de los docentes de inglés en el uso de los SAAC, específicamente en el conocimiento y uso del Tablero de Comunicación para la enseñanza de una lengua extranjera (inglés) a estudiantes Autistas.

Dicho taller consistirá en poner en práctica las habilidades de los participantes al diseñar un Tablero de Comunicación, así como la capacitación en el uso del mismo, el cual deberá reconocerse como un ajuste razonable dentro de su planificación. Permitiendo, con esto, el desarrollo de competencias en los docentes de inglés que permitan incluir al alumno autista en el aprendizaje de una lengua extranjera.

De manera general, el taller se dividirá en tres momentos. El primero será la parte introductoria-teórica, donde se abordarán desde las características específicas del alumno con TEA, así como las características de un Tablero de Comunicación, pasando por la valoración e importancia que tiene la inclusión de alumnos con TEA en la educación básica.

El segundo momento consistirá en la parte práctica del taller, donde los participantes construirán su Tablero de Comunicación, tomando en consideración las características de estructura dadas con

anterioridad. Al concluir la construcción de dicho Tablero, se abordarán aspectos importantes que ayudarán a complementar el aprendizaje del uso adecuado de los SAAC para obtener un óptimo resultado, como lo son: el desarrollar un Ambiente de Aprendizaje que también atienda las características propias del alumno con TEA en el proceso de inclusión con el resto del grupo y; el uso del Tablero de Comunicación como Ajuste Razonable dentro de la Planeación o Proyecto de Enseñanza centralizado.

En el tercer y último momento del taller, se realizará una lluvia de ideas donde se comentarán los aportes y los beneficios que tendrá para los docentes la aplicación del Tablero, así como dudas que aún tengan. Lo cual permitirá reconocer el desarrollo de la sensibilización de los participantes en este taller y, por tanto, saber el impacto que tuvo el taller en pro de la inclusión, brindando una educación para todos.

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ANNEX

Speaking? Fun? Absolutely!!

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Currently, speaking is the most important skill that English syllabus pretends students to develop in as much as, oral communication is essential for any language, and English is not the exception. Normally, this skill defines what is the English proficiency of the speakers, since who knows how to speak, express and pronounce, is prepared to interact in formal and informal media with native or non-native speakers. However, for teachers it is difficult to develop this skill in students because they are reluctant of speaking activities in this way, they feel inhibited with activities that involved oral interaction, mainly because they are afraid of criticism and jokes about what they classmates say. For those reasons, the objective of this workshop is to invites teachers to use resources to improve their practicum promoting learning environments in which students feel confident. As the core basis for this workshop, and considering the problem statement, a ludic approach is proposed to work with students designing ludic-based activities.

Celce, Brinton and Snow mention that nowadays, L2 speaking skills classes at all levels are often structured around functional uses of language. In non-academic context, these might involve basic greetings, interacting with school personnel, looking for employment, and the like. So, the activities for this workshop are based on functional uses of language, because with this the students have the opportunity to be involved in their contexts and they can see the impact of this language in their daily lives, such as play videogames or board game.

First of all, speaking is defined by Harmer as the ability to speak fluently but also the ability to process information in language on the spot in the same way, we consider that it is a challenge for the students since it requires knowledge, will, perseverance and, also, to put aside the shame or the fear of being wrong. To speak correctly in English, it is best to interact with people, listen carefully and practice over and over again. According to Harmer (2006) interaction with others is very important because, this means that effective speaking also involves a good deal of listening, an understanding of how the other participant are feeling, and a knowledge of how linguistically to take turns or allow other to do so. Also we cannot forget that all the skills work together so we cannot separate one of the other.

As the core basis for this workshop and according to Jiménez (2002) ludic activities are based on student development and freedom. It is necessary that student obtains attention but also it is necessary to know that are capable of realizing, potentializing and manipulating the development in a complete way.

The ludic is a condition; it is a way to learn from life and to relate to different subjects through fun and enjoyment, promoting the integral development of each person, so that it helps the learning through the fun, the communication and the interaction that is carried out with the others. So that, we can use technological resources to promote innovative strategies or to design our own likewise, we must know how to deal with students that are not motivated or interested on the activities.

Commensurate with Penny Ur (2015) suggests that in order to get our students speaking in English, the situation in the classroom needs to meet several conditions: students need to feel comfortable with the people they are speaking to, the demands of the speaking task should be well within your students' ability, students need to know they can succeed, students need to know their speech will be well received and the activities should be interesting and fun to do. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully- and if the teacher has set up the activity properly and can then give sympathetic and useful feedback-they will get tremendous satisfaction from it.

All of this points help us to recognize the importance of ludic-based activities so, we consider that the limit of play is not age, because is important to adapt it to the needs, interests and purposes of the educational level. It is using both recreational and pedagogical results in a strategy able to respond satisfactorily to the integral formation of the student, Torres (2004).

Also as we know in plans and programs study 2011 said that the global dimension refers to the development of competencies that form the universal being to make it competitive as a citizen of the world, responsible and active, able to take advantage of technological advances and learn throughout his life, so it is important for us as teachers to planning different activities that student have to be involve on it and develop this kind of competences for the real world. That is the reason that we will use technological resources to take into consideration the necessities of our recently globalized world.

On the other hand, in our point of view, it is important to mention that a supportive and familiar climate encourages reluctant learners to speak in English instead of using their mother tongue also, use familiar vocabulary help speakers be more comfortable with speaking in English, encouraging humorous and original answers might also help students to feel more at ease. Likewise, to create confidence teachers should teach useful expressions that students can fall back on when looking for words, encourage dialogues learnt by heart can also be helpful to students will still learn something through repetition, and if the dialogues have a mini drama or story in them, they will be more memorable to them. For shy students, choral chanting of phrases can be helpful that way, they can say them under the shelter of other students and do not need to fear embarrassment.

Moreover, the activities that we are using in class should offer to our students enough opportunities to express their own ideas, opinions, experiences and discussions or even simple questions about interesting visual materials can spark the students' imagination, according to Penny Ur while game-like activities will help them set aside their shyness. Furthermore, teaching materials plays a highly significant role, the quality and type of materials that the students will use printed or multimedia influence greatly on their learning of English.

Nonetheless, it is of paramount importance that those particularly the spoken and written texts designed for teaching reflect the characteristics of those used in real life, that is, they have a clear social and communicative purpose, a context, and respond to authentic language models.

According to NEPBI information and communication technologies (ICT) offer countless opportunities to interact with oral and written texts in the English language. It is important to foster and take advantage of their effective use, allowing new ways to acquire knowledge. It is necessary to mention that ICT are not limited to computer related tools, but they also include media such as radio, TV, and video that we can adapt recreating common activities with something different to innovate these.

ICT are very useful tools to stimulate the specific competencies with the English language, and in some cases, they are bound to enhance the social practices of the language like writing and recording texts, looking for information in electronic sources, listening to native speakers of English in a conversation or a song, among others. Therefore, a good recommendation is to use these tools as often as possible because as teacher it helps us to promote speaking activities in a funny way in which students feel in confident and interact each other. That is why we will develop this workshop, using this type of tools, with the intention of demonstrating that although technology seems an unhelpful tool, when used correctly or doing it in a fun way.

One advantage of speaking activities is that they can be very varied and interactive, there are several kinds of activities, for instance activities such as filling information gaps, describing & drawing, story-telling activities, surveys and discussions among others so, it allows that students play and learn English at the same time. In general, speaking activities share some common features. For instance, they can be used to ask and give information, using games as a study pool is possible and finally, one thing that all speaking activities should share is that they should have a real purpose for communication.

In this way the vocabulary plays an important role in the development of speaking, because vocabulary brings important elements in the learning of a second language and it has a vital role in all language skills such as speaking, listening, reading and writing. The acquisition of the appropriate vocabulary is very important for the successful use of the second language, because if we don´t have a varied range of vocabulary we will not be able to use the structures and functions that we have learned for effective communication. So, the vocabulary is defined as words we must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Neuman & Dwyer, 2009).

Bygate tells us that the main problem in teaching a foreign language is to prepare students to use the language.

Furthermore, in this workshop we develop three phases to show other teachers that is possible to involve students in speaking skill, and to prepare students to use the language, because on the first phase we will develop activities that refers to contextualize our students that NEPBI mention as an important part of teaching and learning process and later we start to develop the main activities that show the importance and the challenge that all of us have to face in speaking skill, because also as teachers suffer from nervous or shyness like our students, so that is the reason that we develop this kind of activities, finally at the end of workshop we will show that ICT inside our classrooms it is an important but not essential part to use for develop activities, because in our globalized world it is vital that students learn more about technology advances and how to use them in daily lives.

We think that education involve some challenges in working with current generations are getting their attention, discovering their skills, recognizing their skills, gaining their trust and maintaining the motivation that they generate. Teaching a foreign language has always been seen as teaching grammar rules or text translation, which is a misconception, as there are different methodologies, techniques, strategies, etc., which support a classroom work that comes out of this false bias. Development speaking is one of these topics that at first sight may seem complicated to practice, for this reason seeks to make a student aware of his own learning, not reduce to teach content but feel, play and live with these contents.

Finally, we as teachers recognize every day that our profession in some situations is hard but an important part of this is develop the abilities that our students have and take into consideration all our necessities, wishes and why not the points of view, because through these activities our classes could be better and improve day per day. That is why, we decided to create different activities and strategies to develop in a workshop, for us are a useful way to acquire a second language or improve skills that are weak in some cases. But also because as Ander mention in his text "The workshop as an alternative to renewal pedagogical "(1999), the workshop from a pedagogical point of view" is the word to indicate a place where you work, work and transform something to be used "and taking this concept for pedagogy Ander Egg affirms that the workshop is a way of Learning and teaching through group work "is learning by learning as a group".

To conclude, through the development of this workshop all of the audience have the opportunity to learn more strategies to help students to be more confident and feel comfortable in the learning process, so speak in front of the class will be easier for them, because they can play and learn at the same time and teachers could teach second language in a fun way.

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Rescuing a Teaching Strategy on a Budget: Flannel Board

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The following proposal, which was carried out in an institution regarding on the elementary school level situated in the city of México, aims to demonstrate that the incorporation of certain visual aids have positive effects in English Language Learning, the visual aid employed was the Flannel Board since it accomplished the requirements to stimulate such learning process.

The first concept we have to understand is the definition of what visual aids are. According to the Dictionary of Cambridge a visual aid "is something that you are shown, such as a picture, film, or map, in order to help you understand or remember information." Canning-Wilson (2000) claims that "the use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else help one see an immediate meaning in the language that benefit the learner by helping to clarify the message."

With this in mind, we understand that visual aids have been implemented in ELT for many years because they contribute to a more rewarding learning and a better performance from the learners according to Ramirez (2000). For instance, in a research made by Cuban (2001) indicated the amount people learn by using their five senses and the percentages of what they are capable to remember:

"1 % of what is learned is from the sense of TASTE, 1.5% of what is learned is from the sense of TOUCH, 3.5% of what is learned is from the logic of SMELL, 11% of what is educated is from the logic of HEARING and 83% of what is learned is from the sense of SIGHT. Also people generally remember, 10% of what they READ, 20% of what they HEAR, 30% of what they SEE, 50% of what they HEAR and SEE, 70% of what they SAY and 90% of what they SAY as they DO a thing."

Moreover, the results of the research showed that students learn more by using their sight. Also, if we implement a visual aid and combine it with a good explanation the results to remember will increase. Therefore, this is the reason we chose the use of visual aids, more specifically the flannel board.

Castaño (1994) states that the implementation of visual aids has not always been used correctly and we can affirm it. After observing a sixth grade English class in three different schools during one semester, we came across two common problems. The first problem we encountered is that teachers do not use an additional aid besides the whiteboard or when the school has the resources, the projector, which in the long term becomes monotonous.

The second issue is that teachers do not use them correctly, i.e. the images are not appealing, the quality may not be the best, and sometimes they are not related to the topic or to the context in which learners live so it creates confusion.

A solution we found and consider the best to solve the problems mentioned before is using the implementation of the visual aid: Flannel Board, regrettably as well as other visual aids it has been replaced by the projector or the whiteboard. So, why should we bring it back? From personal experiences both implementing it as a teacher and seeing it in class as students, we can affirm that this visual support helps the understanding of learning more active, motivating, significant and encouraging with direct experience.

Oldie but goodie: Flannel Board

First, we need to understand the definition of the flannel board. According to Merriam Webster it is "a display board covered with flannel or felt to which suitably back matter (as for the illustration of a lesson or lecture) adheres when pressed firmly in contact."

With this in mind, let's look at the process of how to create one . Firstly, the teacher has to consider what his or her budget is, even though the Flannel Board is very cheap to make, it can be made with different materials. For the flat surface we used a rectangular piece of cardboard, but we could have used wood. The whole idea is to be creative with the things you already have. Then, we covered it with flannel fabric; the color or pattern of the fabric depends on the purpose you will give it, we personally prefer it to be a dark color like black or navy blue, so that it can adjust to many topics, and if it gets dirty with the use it would not be noticeable. The third thing the teacher has to do is either glue the fabric to the cart board with regular white glue, with hot glue or you can also staple it. After that, the sky is the limit.

The teacher has to have in mind the topic and brainstorm about different materials he or she can make to paste them to the Flannel Board. The only thing is that these materials have to have a piece of velcro or sandpaper, so that it sticks to the surface. Having said that, a recommendation is to always protect your material for instance with contact paper, so that it last for a long time. Furthermore, the creation of the flannel board is not a difficult process and the best part is that it can be cheaply made but not cheap looking.

Some of the advantages of having and using a Flannel Board are the interaction it creates between the students, and at the same time it is encouraging participation in a stress free environment. This is because when objects are manipulated the information can be more easily retained. Another aspect is that nowadays children are not used to this resource, so always getting out of the routine is exiting.

Going back to the process of making a Flannel Board, another benefit is that it can adapt to many different topics, it is simple but practical and it can be used in a simultaneous way with other resources for instance an audio or the whiteboard.

Once the visual support is made, it is noticeable what a handy tool actually is. Some of the reasons for this statement is that it does not requires internet connection or any type of electricity, as you may need when using the projector, therefore you will not struggle with aspects like this ones. If the teacher is presenting a topic with the Flannel Board he or she just need to take out the board and the images, words or other material used to present the topic. In addition, the Flannel Board can be used simultaneously with another resource, meaning that the teacher can be giving the explanation of one topic with the whiteboard or projector and complement the idea or give examples with the Flannel Board.

Some of the aspects to be consider while doing the Flannel Board are in first place, the number of students you have in the class as well as the characteristics of the group because if the teacher has a big group of students the dimension of the Flannel Board will be bigger in order to allow the class to see whichever topic the teacher will present. If this is the case the teacher should consider using another resource.

Not to mention that the subject or topic to be presented must be considered because for some topics it is better to present with another resource an example can be if the teacher wants to teach verbs it is better to show a video rather than using the Flannel Board. Then the teacher needs to be aware if the topic chosen can be adapted to present it with the Flannel Board or not.

How to use it
The implementations that were carried out are the following.

1. Spelling bee:
The sample number 1 is a Flannel Board made with the objective to be used as a Jeopardy and for students to practice the Spelling Bee word list as well as know how to use them in a sentence. When the team implemented the Flannel Board, elementary schools' program was about to start with the preparations for the National Spelling Bee contest, therefore the team decided to focus on that.

The amount of time that took the whole process of making this model of Flannel Board took 2 days. The first day was for planning and gathering materials, and the second day for making it. In the planning stage, the team created a simple blueprint draft, then the team divided the board in half and added twenty pockets situated in the left half. This pockets were used to contain the words of the list and the images that represented this words. The other side was left for students to create sentences.
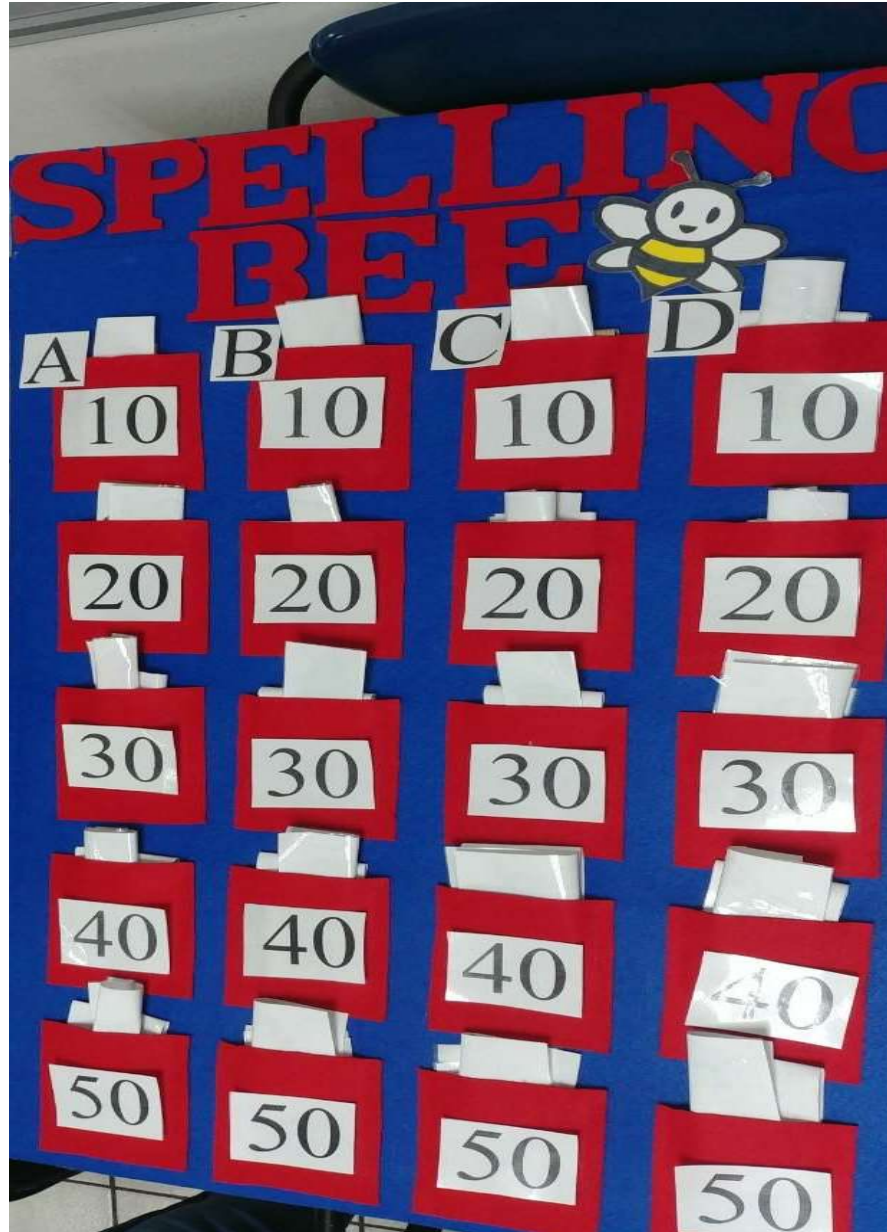
The Flannel Board was adapted as Jeopardy, which is a game that consists on choosing a letter and a number between different columns. The team adapted the Jeopardy to the topic and purpose, and instead of answering a question the students passed to the front chose a pocket, take out the image and try to guess the word of the list, if not the word was showed to the student and after that the student spell the word and then create a sentence. The purpose of using images and words was to make easier the learning process since students can associate the image with the meaning of the word and they could remember the visual representation.

2. Prefixes and suffixes:

      The objective of this Flannel Board was for the students to practice and review the topic of "Word Grouping" which is what they had been learning for two weeks in their English class.

      The amount of time that took the whole process of making it considering the planning and the assembling of the Flannel Board plus the removable material was approximately five hours.
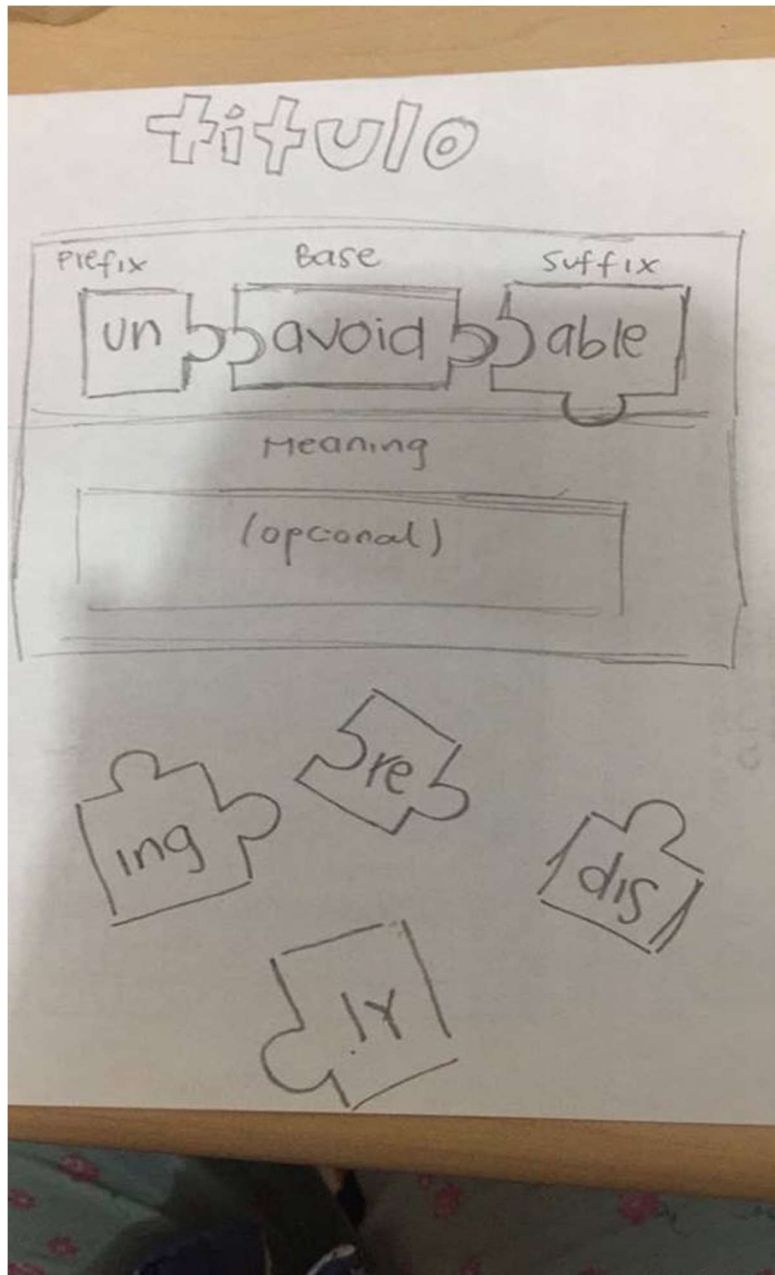

      The title of the topic was made with foami and it stayed on the top of the Flannel Board

the whole time. For the implementation we brought the explanation in keywords to review the topic before the activity [Prefix] [Base Word/Root] [Suffix] and an example [Un] [happy] [est] (made with cardboard). The example was supported by a happy face (made with foami). The mouth of the face was removable, so first we placed the base word which was *Happy* and put a simple smile on the face.

Then, we added the prefix *Un* and we flipped the mouth so that it became a sad face. After that, we took out the prefix and added the suffix *est* and changed the mouth to a very big smile. At that moment we simultaneously used the whiteboard to explain that they had to change the "y" of an "i". These brought a visual interpretation of the different definitions prefixes and suffixes can create with the same base word (root).

When there were no more doubts about the topic we began the activity which consisted of words inside puzzle pieces. We had in one color all the prefixes, in another color the base words and in another color the suffixes which at the same time ensemble perfectly to create different words (made with cardboard and folded with contact paper).

We would place a base word on the center of the Flannel Board and a student would pass to the front and chose either a prefix of a suffix that would assemble with the base word. Then in the whiteboard we would write the different definitions that the new words would have.
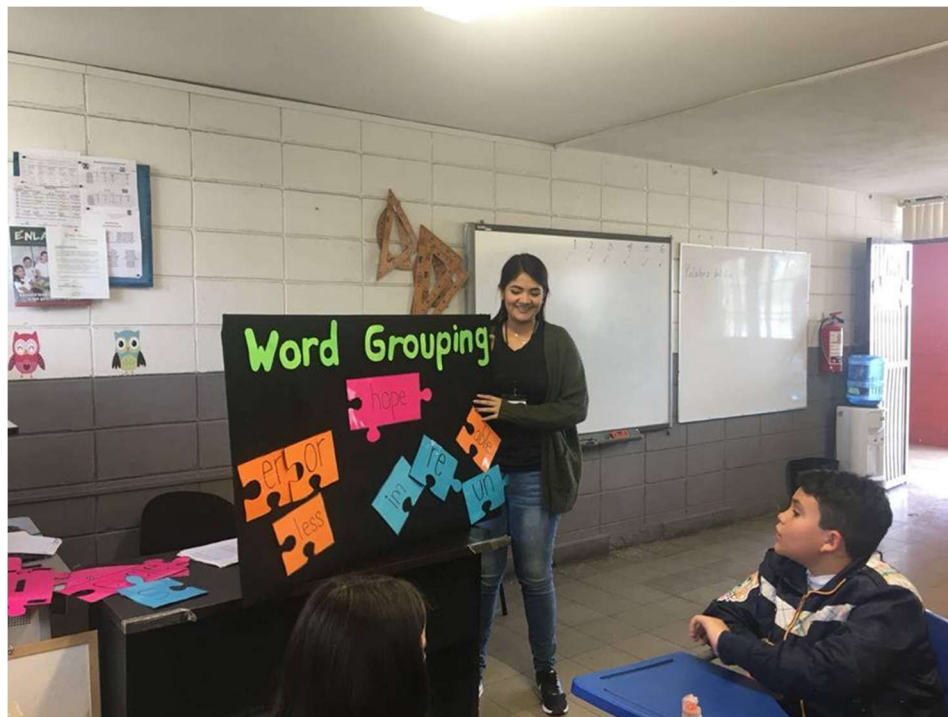
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Teaching Languages in a Global Perspective

Rosa Garcia, Amparo Beristain and Karen Narvaez

Teaching languages in a global perspective is an approach that considers the following elements as key to enhance language learning and teaching. Technology, multimodality and culture are fundamental to strengthen our teaching practices and develop a superb environment in order to provide the students with a meaningful learning. The objective of this approach is to transmit the importance of these concepts to language teaching and to contribute with tips and ideas that teachers could apply in daily practice. This article will be developed into three main parts. First, some theoretical foundations of the concepts above will be explained to highlight their relevance. Then, there is an overview of how a language lesson would look like if the three concepts were put into action. Finally, the authors of this paper will present some thoughts and ideas regarding the global perspective approach as well as some suggestions for further research.

Firstly, technology is a booster to promote a communicative environment. This is seen in recent years as long as humans face new challenges in the digital era, one example of this is how the focus on language education has changed over the past years. According to Eaton (2010) cited by Parvin, R. H., & Salam, S. F. (2015) language education is no longer grammar, memorization and rote learning, but rather using language as a means to communicate and connect to others around the world. The American Council on the Teaching of Foreign language (2013) realized that technology has been used to assist and enhance language learning. Also, the effect of technology use should support teachers' practice and students' achievements regarding language learning through different modes of communication.

As Ringstaff & Kelley (2002) suggest, language learning combined with technology avoids a solely taking of information and passive learning. On the contrary, technological tools are used as a means to develop higher order thinking, creativity and research skills, transforming learning into an active process. For that reason, the use of technology in the classroom will be emphasized not as a goal in itself, but as one tool that can support language learners as they use the target language to accomplish authentic goals.

Another important element of this approach is culture which will be explained as follows. Culture is part of language because it is the context in which communication takes place; especially in a global world where people from different backgrounds have intercultural encounters. Therefore, culture in language learning and teaching is very useful and necessary, because if it is not considered, language will be reduced to only the use of correct grammatical structures (Lopez,2008). Considering this, it is important to define culture as a part of the verbal language, non- verbal language and as the cultural expressions that a group of people share. Thus, these elements need to be considered in language classroom in order to not affect the learners' performance in real situations (Rodriguez, 2006).

Furthermore, the inclusion of cultural content in the classroom provides the students with a

major reason to keep learning (Genc, 2005), transforming the process of learning into a meaningful experience. However, it is important to mention that culture in language learning and teaching needs to be seen as three pieces in the same puzzle, that is to say, culture is divided into three elements; culture related to verbal language, culture in non-verbal language and cultural expressions.

Considering this, multimodality is the way to complement technology and implement cultural content in order to bolster language outcomes and linguistic content in the classroom. Multimodal criteria which is related to the core modes of image, language, sound, and music depicting cultural content (Stec, 2017) in the classroom, it is used to enhance the learning using all senses and putting the student into real contexts of communication, Therefore, interaction is promoted among the participants. Thus, multimodality becomes a supplier element that provides the learning with language and cultural content. Certainly, teaching languages goes beyond discourses on paper or screens. Now, using multimodality, students can have access through different semiotic resources to a wide world of learning and enhance their knowledge for real-life purposes. In this way, "Changes in the contemporary communications environment simply add urgency to the call to consciously deploy multimodality in learning" (Cope and Kalantzis, 2009, p. 181). In addition, multimodality in the classroom helps teachers and students to develop creativity through the use of all the available materials not just considering one set of them. This means, a multimodal approach allows freedom and a suitable environment in order to fit into the students' and teachers' needs.

Secondly, a language lesson must be the perfect exemplification and convention of these elements setting an appropriate environment in which learning languages become a valuable experience. Considering the CA as a key element to develop communicative competence (Brown, 2015), the elements need to be integrated as a whole in the language lesson; this by means of using technology and the multimodal elements as tools to integrate culture and language as a whole. In other words, culture needs to be taught along with language; for instance, teaching linguistic elements using cultural content by means of images, videos and music. In addition to this, it is important to mention that this global perspective does not affect any linguistic elements, otherwise it strengthen them by integrating everything. The importance of considering these three components in a language lesson is the key to construct a global approach in teaching and learning languages. In this sense, teachers and students collaborate along to create an adequate environment to achieve authentic goals and meaningful experiences through language.

An instance of how this lesson would look like is the one that includes the following elements: technology as a means of promoting communication and interaction, designing activities that accomplish the linguistic objectives of the lesson; for example, teachers can encourage students to participate in cultural classroom online in order to practice the main skills in language learning such as listening, reading, writing and speaking.

The types of activities can vary from recording interviews or creating a virtual journal to exchange information through digital media. The multimodal element can be included through the previous suggested resources such as images, sounds, texts, videos and the materials that teachers consider suitable for the students.

The different multimodal activities are useful for developing critical thinking and also to enhance the understanding of the concepts as well as reinforcing linguistic and cultural elements; and culture as the content to teach linguistic elements and promote communication. Furthermore, designing a lesson on the basis of the global perspective approach promotes students' responsibility in the teaching-learning process because they have to assume a role as active learners rather than passive, making decisions and construct their own learning. This is precisely the main objective of combining these three elements as part of one global perspective, teachers and students working along in order to create a good environment for learning.

Therefore, it is important to be aware of the importance of these elements as well as the relevance that they have for the intercultural communication that the students will have. Thus, considering these elements in our lesson plan and integrate them into our daily practices as a part of the linguistic objectives, the teaching practices will improve by giving the students the necessary tools to communicate and express their identities.

Finally, in this paper, it is argued that a renewed version of the CA to teach languages can result from combining pertinent aspects of technology, culture and multimodality. This means that different components of this approach help to promote a meaningful learning as well as to enhance some teaching abilities and skills. As it was portrayed in this paper, a global perspective in teaching languages promotes an innovative way of including new materials and techniques in a language classroom along with communication and interaction in order to give the language students real life experiences. It is important to say that further research in the implementation of this perspective is needed to cover more aspects and creating even new models of language learning and teaching that consider the elements mentioned above. For instance, books that include cultural elements as part of the main purposes and not as an extra, worksheets and materials that combine multimodal criteria with cultural content.

Also, these concepts need to be analyzed especially in the area of language learning and teaching in order to create material and spread this knowledge to language teachers. It is worth mentioning that even though some teachers include some of these elements, the research on this field in which culture, multimodality and technology are integrated into the classroom is minimal.

In addition, this approach considers the enforcement of those elements that nowadays are part of the outside world as well as part of the globalized culture in which we live. Therefore, learning languages in a global perspective not only enhance the communicative approach, but also fosters the process of learning and teaching languages, providing the students with the necessary tools to carry out an intercultural exchange and being able to promote solutions in different contexts.

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Rotating Centers: An Approach to Engaged Meaning Making - *Talking Story*

Students learn best when doing - that's a given! What isn't always easy is coming up with ideas that are engaging, collaborative, and hands-on. The following activity, *Talking Story*, is one that engages students in a relevant way while practicing the 4 language skills of speaking, listening, Writing, and reading. Working in small groups, students create a collaborative story through pictures, speaking, listening, reading and writing all in the target language.

Students' language ability improves over time when students are given opportunities to use the target language in student centered, hands-on activities. Research and practice also indicate that hands on activities help with language acquisition by lowering the anxiety for exact language use and fostering creativity, collaboration and communication. According to Copperstein and Kocevar-Weidinger, there are many benefits to hands-on activities such as making "abstract concepts become meaningful, transferable, and retained because they are attached to performance of an activity." Additionally, activities that are authentic as well as supportive further enhance the language development of students.

The following activity, " *Talking Story* ," addresses the needs of the teachers to provide student centered activities in authentic and supportive contexts. *Talking Story* incorporates all 4 language skills: speaking, listening, writing and reading. It allows students to interpret, express, co-construct, and adapt their language in relevant and authentic ways that help deepen their language knowledge.

Students are split into groups and use pictures to create a story, with a minimum of three rotations. Teachers can choose the groups or let students choose. It is recommended that there be no more than 4 students to a group, and that each group member be given a specific task to do; for example: scribe, time keeper, reader/presenter, leader.

 In the first rotation, students express and clarify their ideas - in the target language - to create a story using the pictures as a visual aid. The students have 8 - 10 pictures to choose from; they must agree and choose 4-6 of the pictures to begin their story. The students work collaboratively to write their story, with a focus on a specific grammar point or rule that the class is currently studying. The teacher could also require the use of specific vocabulary that the class may be studying or reviewing. After a specified amount of time, students shuffle all their pictures back together, mixing the chosen pictures with the unused ones into a pile. They then rotate to the next center (another group's story).

In rotation 2, students read another group's story, discussing which pictures were actually used of the 8 - 10 as well as the order the pictures should be put into to correspond with the written story. Students place the pictures in what they believe is the correct order.

Then, students use the remaining pictures to continue writing the story where the original group left off, sharing and discussing ideas, all in the target language.

If there is time, students rotate again to another group's story to be editors. One student reads the story out loud to his/her group, and the group decides if the pictures are all in the correct order or not according to what is written. Then, the students edit the story, with a focus on a specific grammar point or rule the class is currently studying/reviewing, for example capitalization of proper nouns. Then, all student groups return to their original story spot.

If there is not enough time for the grammar rotation, then students return to their original story spot.

This final rotation, (Rotation 3 or 4 depending on time), is a read-aloud of the story. First, students read their story and determine if the pictures have been placed in the correct order or not by the other groups. The students also discuss the editing done by the other group, if there was time for this rotation. Next, one student from each group reads the entire story out loud, as the other group members hold up the corresponding pictures. The entire class discusses if the pictures were placed in the appropriate order or not, why/how mistakes could have been made in the picture placement, and give feedback as to the content of the story. Each group takes turns reading and reflecting on their stories.

Finally, if the technology is available, students type their collaborative story and share the final document with the teacher to create a Talking Story Book. The students also choose one part of the story to illustrate and include in the Talking Story Book.

Each rotation requires using the language in an authentic context to achieve a goal, which makes the activity relevant and engaging. Additionally, students are practicing both receptive and productive language through their collaborative interactions and by connecting pictorial representations with speaking and listening. Moreover, as students move through the rotations, they are critiquing ideas as well as clarifying their understanding. Through applying speaking and listening skills, students deepen their understanding of grammatical structures. The collaborative and interactive nature of this activity helps develop and enhance social and non-verbal language skills which in turn assists with language acquisition development.

<u>Resources</u>

Susan E. Cooperstein , Elizabeth Kocevar-Weidinger , (2004) "Beyond active learning: a constructivist approach to learning", Reference Services Review , Vol. 32 Issue: 2, pp.141-148, https://doi.org/10.1108/00907320410537658

Potential Group Roles and Responsibilities
http://www.readwritethink.org/files/resources/lesson_images/lesson277/cooperative.pdf

Potential picture cards: Tell Tale by blue orange games
http://www.blueorangegames.com/index.php/games/telltale