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PRESENTA:

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Final Project

« My Teaching Practice With College Students at the Technological University of Leon»

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Introduction

In the era of globalization where there is a marked ethnocentrism with respect to the "first world countries", the importance of Intercultural Competence lies in breaking down the preconceptions that people around the world may have about another culture that is not the dominant. Usually, these prejudices are propagated by the same hegemonic societies through the media (cinema, television, social networks) that in our current society are consulted more and more frequently. With the Intercultural Competence there can be a more effective exchange between nations on customs and knowledge. In the same way, understanding the culture of other societies can help maintain effective communication among all and foster the values of tolerance, respect, and empathy. That is the why I intended to activate the intercultural competences in my students, which will be seen in this project.

In the first chapter, Philosophy and theory, I will explain my teaching philosophy and how it changed throughout my professional experience as an English teacher. I will also explain the followed methodology in the lesson plan of comprehension activities that covers the four skills in English: reading, writing, speaking, and listening, as well as the Intercultural Competence and the rationale behind it.

In the second chapter, Methodology and practice, I present the lesson planning divided in four lessons with a durability of 50 minutes each. First, I disclose the identification cell with all the information concerning the listening comprehension activity, such as name, objective of the plan, number of sessions and the grammar involved. Finally, I present de lesson plan in detail, and the reading, writing, speaking, and listening skills involve in the activity. It

also includes the steps of the lesson, the teacher activities, the students' activities, and session number.

Arter that, I continue with the development, and outcome of the activities, I briefly review on how learning processes took place among my students; what aspects worked and what did not and the outcome of the activities.

In the same chapter, I talk about the assessing and evaluating tools used through the four lesson planners and the rationale behind it and I show evidence of my teaching practice.

In the chapter 3, I reflect of my teaching practice from planning to assessing and what has improved since I am studding the specialization.

Chapter 1: Philosophy and theory

1.01 My teaching philosophy

I used to think that teaching English as a second language was just not for me. Little did I know that my teacher beliefs at the beginning of my professional career was affecting my teaching itself. I always thought that children should not be taught the subject so early in their lives, neither in public schools, where class groups are commonly large and where the lack of materials and tools are conspicuous.

I made a lot of mistakes, one of them was to underestimate my students and thinking that they would not be able to learn a second language just because their age. “English language is all about the grammar”, that was my moto. And of course, because of this I assumed kids would find difficult to learn a second language if they barely were learning how to use their own.

When I started the Specialization in English Language and Teaching as a Foreign Language by the UPN (Universidad Pedagógica Nacional), I got rid of many prejudices and myths in teaching English and started to make myself some important questions that I have never asked before during class: “Why do I do what I do? What motivate me to act in that way?”.

Classes for me has become a laboratory to put in practice what I learn. In a manner of speech, I am a student of my students too. Now I consider teachers bare a great responsibility in order to transmit knowledge to our students and to find the correct way to do it taking into consideration multiple facts that affects our teaching practice.

I believe as well that the learners of a second language must find enjoyable the way of learning and also feel motivated. A teacher who shows

concern for not only the topics they teach, but also empathy for their students, achieve the biggest results. Learning a second language is not simple and since they are students is acceptable for them to make mistakes.

It's important to pay attention the student's context. I know sometimes the conditions in which we work are not the ideal, and some other times students do not show any interest, but we can always try to adapt.

As learners of a second language, I strongly believe that they not only learning how to communicate in a foreign language, but they also developing their intercultural competences when contrast their own culture with the C2.

As a teacher I do not consider myself superior to my students. I always tell them that I already done part of the way first and I am here to help them get to where I am.

1.02 Theoretical foundations.

In this section it will be explained the theoretical foundations, methodologies, approaches, and techniques that are part of the new teaching style learned throughout the specialization divided in the four basic language skills.

1.02.01 Speaking activity

In the speaking activity, it was planned to the students to have a conversation with a partner using a conversation model and to practice the grammar of the day. But, according with Richards, J. C. (2008) the speaking is unplanned, too. So, in this regard, it is involved in the rest of the activities, listening, writing, and reading as well. The same author also mentioned that is normal for the learner to make slips and errors in their speaking. In the teaching practice that is being analyzed, this type of error in students is usually

condoned, but it is also about correcting them once they made the same mistake a many times.

1.02.02 Listening activity

In order to ensure our students to develop the necessary skills to communicate, educators have a titanic task ahead of them. There are several processes for learners to obtain enough information from a conversation to be able to understand the message and construct a response. In the new style of teaching, it was used the McErlain (1999), three levels of processing: “Perception”, linked to the phonetic part of the conversation and the ability to identify intonation and how to decode it. The second process is called “Decoding”, which refers to the moment in which the listener obtains a general sense of the message by taking chunks of language. Finally, “Prediction and Selection” requires an integrative process of understatement from the listeners, who need to be in certain level to interpretate the speech and be able to make predictions out of it. It is not necessary to get the meaning of every word.

Fang (2008) also stated two components of the listening comprehension process: Processing Sound and Processing Meaning. Basically, both help the learner by breaking down the phonetic behavior and meaning of the message sent. The first focuses on language features, such as intonation of words, as well as word boundaries. The latter in “the incoming speech into meaningful sections” which is the interpretation of the words used when speaking.

As we can see, both McErlain and Fang agree that there are, at least, two types of processes, phonetic meaning and speaking meaning, when exchanging messages with an NSE. With that understanding, it was done a

plan accompanied by strategies and approaches for students to develop their listening comprehension.

As a teacher, one must consider what is best to help students understand language. It was also considered Kolker's Stages of Student Listening (2008), which is a great strategy to guide them into de listening activity. Since the learners in question are B1 level in English, they were expected to make it to the last three Kolken's stages: stage 2, recognition of Insolated Words, like cognates. Stage 3, the recognition of Phrase Boundaries, refers when the listener can recognize some words and phrases. Finally, the 4th stage of Listening for the Gist (core idea), in other words, the listeners can identify the "global meaning" of the listening.

Another strategy chosen was the top-down from Richards (2008, pp. 7) that refers: "to the use of background knowledge in understanding the meaning of a message. […] top-down processing goes from meaning to language". For this reason, form a previous class, the input vocabulary is introduced.

The purpose behind it is to create the background and context in the students. It is considered that this strategy is very useful for starters learners who are not very familiarized with spoken language. In the experience of this teacher, if the students are provided with vocabulary related to the main activity before the listening activity, it facilitates the process of comprehension and, therefore avoid the frustration in them.

In this respect, students can experience a mental block and the feeling of frustation (Beare, 2010). In the classes are included management prompts along with mimics for their understanding. Students also are encouraged to

have everyday exchanges in the L2 with other students, even if they do not pronounce them correctly.

1.02.03 Writing activity

As we learned in the specialization, one advantage that teachers have in this century are the tools commonly known as Computer Assisted Language Learning (CALLA). As Chapelle and Jamieson (2008) suggested, some of the tips used in the lesson were the selection of appropriate texts models, different kinds of writings and to write to a real audience.

Hyland (2002) suggested six approaches when teaching writing. The first was the chosen to the lesson plan, subsection *b* and *c*: controlled writing and guided writing. Students follow patterns to practice their writing and substitute some information from the main text, in this case, a conversation model. After, they imitate the model.

1.02.04 Reading activity.

As we mention, it is considered that the top-down strategy is very useful since it is important to create a background in students for them to be able to familiarize with the target language. For this reason, the Schema Theory was applied, the first, second and third stages. According with Anderson (et al. 1997) “every act of comprehension involves one’s knowledge of the world”. This is similar to the top-down approach, where the students do not have to understand every word of the text but relies in the context and cues, they can identify. Thus, the purpose was to activate what they knew about the reading

and familiarize students with their context by help them to realize the differences and similarities that exist in other places than their own.

Also, in the reading activity, was followed Littlewood's (1987) quasi-communicative activities, which are focus on practice an "acceptable language" where students form semi-fixed exchanges in the sentences they formulate, following previously examples.

1.02.05 Intercultural competence

About the intercultural competence, it was focused on the Byram, Gribkova, and Starvey's Model of Intercultural Competence (2002) and the Cultural Criticality approach. In the first, Byram, ***et al*.** comments that the first obstacle the learner must bring down is that of prejudice. Being overly judicious in the attitudes of a person who is not native to our own culture seems to be a difficult thing. In order to be interculturally competent, we must move from our usual way of seeing things and open our minds to other cultures by encouraging our own curiosity. In the latter, some authors like Brislin (1981); Samovar, Porter, and Jain (1981) comments that a critical approach focused on the similarities between the learner's own culture and the one they are targeting. In this way, "students understand, respect and face […] obstacles in order to avoid communication breakdowns" (EEAILE, 2022).

As we can see, there are similarities between these two approaches and models, the main one being to bring down the barriers that prevent achieving a critical, empathic, and respectful conscience with the other culture.

The syllabus forms my school is centered in the importance of the intercultural competences, and through the student's book and lesson planner

we can see these spots that focus in making them to comprehend how things are in other countries.

Through the lessons, we sought to cover this aspect, being the reading activity the main one of all of them. In the critical analysis it will be explained in more detail what it consisted of.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan.

1. Lesson plan identification cell	
Author	Ana Rosalía Rodríguez Alaniz
Education stage	College. English level B1 according with the Common European Framework of Reference (CEFR).
Title of your Lesson plan	Getting Acquainted
Learning Objective of the plan/Competency	**Objective of the plan** The student develops the ability of listening comprehension for the vocabulary about describing symptoms while they are abroad. **Formative-intercultural purpose** -Conduct the student to focus on the language in describing symptoms and showing concern about an ailment or injury.
Communicative skills considered	**Listening**
Functions	Describing symptoms. Showing concern and offer help. Using average expressions and responses. Understand intercultural exchanges of information.
Main Grammar structure	Vocabulary about describing symptoms.
Duration of the plan implementation	50 min.
Number of sessions	1 session.
Contents required for the lesson	“Listen to activate the vocabulary”
Source of the content	Top Notch: English For Today’s World. Top Notch 3, Third Edition.
EEAILE tutor online	Alma Delia García Salazar

1. Lesson plan			
Step of the lesson	Teacher activities	Student activities	Sesión number
Pre-listening	- The teacher writes some words related to the topic of the lesson: “Describing Symptoms”	The student infers the meaning of the words and say their opinions.	00

While-listening	- The teacher activates the background knowledge asking the meaning about the vocabulary: "Describing Symptoms" -The teacher asks students to listen some conversations and try to recognize the ideas and the target vocabulary from the audio. -The teacher plays the audio -The teacher plays the conversation two more times. In the second time, students try to catch phrases boundaries and recognize the core idea of the audio. The last time, students try to respond the exercise given from their book while listening the audio.	Students review the words studied in the past. The student infers the meaning of the words and say their opinions. -They listen the audio about patients telling their symptoms to a doctor. They try to recognize: 1.Insolated Words 2.Phrase Boundaries 3.The Gist -The students respond the comprehension exercise	01
Post-listening	-The teacher encourages the students to self-asses the exercise together with the class. She gives feedback at the same time.	-The students self-asses their knowledge and receive feedback from the teacher.	01

2. Lesson plan identification cell	
Author	Ana Rosalía Rodríguez Alaniz
Education stage	College. English level B1 according with the Common European Framework of Reference (CEFR).
Title of your Lesson plan	Showing concern and offer help.
Learning Objective of the plan/Competency	**Objective of the plan** -The student develops the ability of speaking and showing concern and offer help by using drawing conclusion with must. **Formative-intercultural purpose** -Conduct the student to focus on showing concern about an ailment or injury while abroad.
Communicative skills considered	**Speaking**

Functions	Comprehension of drawing conclusions with must. Show concern and offer help. Understand intercultural exchanges of information.
Main Grammar structure	Drawing conclusions with must.
Duration of the plan implementation	50 min.
Number of sessions	1 session.
Contents required for the lesson	“Now you can: Show concern and offer help”
Source of the content	Top Notch: English For Today’s World. Top Notch 1, Third Edition.
EEAILE tutor online	Alma Delia García Salazar

2. Lesson plan			
Step of the lesson	Teacher activities	Student activities	Sesión number
Pre-speaking.	-The teacher asks students to investigate about the modal verb “must”	The student investigate the meaning of the modal verb must.	00
While-speaking.	- The teacher welcomes students and writes title of the session. After that, activates the background knowledge asking the meaning of the modal verb “must”. -The teacher explains the students the grammar part of the lesson. “Drawing conclusions with must”. Then, they have to work with the material sent it to them last class. They have to do the activity. The teacher encourages the students to self-assess their exercises together with the class. -The teacher asks students to read the conversation model.Then, they have to practice the conversation with another classmate. -The teacher makes the students to practice their speaking with a practical exercise:	Students review the words and reflect the title of the lesson. Express their opinion in target language. -The students do the activity. -The students assess the activity. -The students practice the conversation model with a classmate.	02

	• The teacher put them to play a speaking game called "Spiderman". The teacher quick assesses and feedback them as they practice their speaking.	-The students participate in the practical activities and receive the feedback.	
Post-reading, writing, and speaking.	-The teacher instructs the students that they have a homework available in the online platform *MyEnglishLab.* The activity consists in them to record their voice about a given topic and the teacher evaluates them and gives the feedback.	-The students do the activity available in *MyEnglishLab*	02

3. Lesson plan identification cell	
Author	Ana Rosalía Rodríguez Alaniz
Education stage	College. English level B1 according with the Common European Framework of Reference (CEFR).
Title of your Lesson plan	Make a medical or dental appointment.
Learning Objective of the plan/Competency	**Objective of the plan** The student develops the ability of writing a medical appointment using vocabulary and grammar given. **Formative-intercultural purpose** -Conduct the student to focus on the language in making an appointment for an injury or an ailment while abroad.
Communicative skills considered	**Writing**
Functions	Identify the necessary grammar to make a medical appointment. Comprehension of will be able to. Comprehension of Modals may and might. Using average expressions and responses. Understand intercultural exchanges of information.
Main Grammar structure	Will be able to; Modals might and might.
Duration of the plan implementation	50 min.
Number of sessions	1 session.
Contents required for the lesson	"Make a medical appointment"

Source of the content	Top Notch: English For Today's World. Top Notch 3, Third Edition.
EEAILE tutor online	Alma Delia García Salazar

3. Lesson plan

Step of the lesson	Teacher activities	Student activities	Sesión number
Pre-reading, writing	-The teacher reviews the last classes vocabulary: Describing symptoms, medical procedures.	The student review the previous class vocabulary.	00
While-reading, writing	- The teacher writes the date on the board along with the title of the session. After that, activates the background knowledge asking the meaning of the title of the lesson: "Make a medical or dental appointment". The teacher makes some introductory questions: • In what situations we make an appointment? • What are some of the common expressions to make an appointment? • Why it is important to know this while abroad? -The teacher introduces the grammar for the day: will/might/may be able to. She answers any doubts from students. -The teacher tells students to watch the material send the day before and then asks them to do the exercises. -Teacher instructs students to do exercise "A" of the writing part. -The teacher reviews along with the students the answers of those exercises. -The teacher plays a conversation model about a person making a medical appointment. The students read and listen the conversation.	Students reflect the title of the lesson. Express their opinion in target language. -The students reflect the questions and tell their opinions in the target language. -The students write down the grammar. -The students do the activity. -The students do the exercise. -The students auto-assess their answers along with the teacher. -The student listen the conversation model.	003

	-The teacher asks them to do the "Now you can" exercise. A roleplay.	-The students do the activity.	
Post-reading, writing	-The teacher instructs the students to present the activity it in front of the class with a partner. **Self-assessment and Feedback**	-The students present the activity.	

4. Lesson plan identification cell	
Author	Ana Rosalía Rodríguez Alaniz
Education stage	College. English level B1 according with the Common European Framework of Reference (CEFR).
Title of your Lesson plan	Getting Acquainted
Learning Objective of the plan/Competency	**Objective of the plan** The student develops the ability of reading comprehension of discussing types of treatments around the world. **Formative-intercultural purpose** -Conduct the student to focus on the language in discussing types of treatments around the world and what to do when one is sick/ in pain abroad.
Communicative skills considered	**Reading**
Functions	Identify key words. Relate to personal experience. Drawing conclusions. Discussing treatments and practitioners for ailments.
Main Grammar structure	Drawing conclusions with must; will be able to; Modals might and may.
Duration of the plan implementation	50 min.
Number of sessions	1 session.
Contents required for the lesson	Reading: "Consider the choices…!
Source of the content	Top Notch: English For Today's World. Top Notch 3, Third Edition.
EEAILE tutor online	Alma Delia García Salazar

4. Lesson plan			
Step of the lesson	Teacher activities	Student activities	Sesión number
Pre-reading.	-The teacher introduces the title of the text and activates the background knowledge by making questions about it.	-The students say their opinions and infers the main topic of the reading.	04
While-reading.	-The teacher tells students to open their workbooks and reflect the pictures in there. -The teacher makes some introductory to activate the background knowledge. • What do you think is conventional medicine? • Homeopathy? • Which treatments in the reading have you tried? • Which treatments do you think are the most effective? • Why? • Which countries do you think the treatments are from? -The teacher instructs the students to scan the text from the reading activity. -The teacher asks the students to read one by one the medicinal treatments around the word. They practice their pronunciation. -The teacher instructs the students to do the exercise 8. Those are comprehension questions about the reading.	Students reviewed the words and reflect the title of the lesson. Express their opinion in target language. -The students reflect the questions and tell their opinions. -The students do a scanning reading. -The students read the text out loud and one by one. -The students do the activity.	
Post-reading.	-The teacher asks the students the questions and they self-assess their performance. For homework they have a summative assessment. **Self-assessment and Feedback**	- The students answer the questions and convey their opinions about it.	

2.02 Video of the teaching practice

Here the link of the video:

https://drive.google.com/file/d/1qPI56zI1EexiN3byYMCAc1CFoNvgxxUu/view?usp=sharing

2.03 Development and outcome of the activities

My learners are college students, from the Technological University of Leon. They are English level B1, according with the Common European Framework of Reference (CEFR). The classes are now taught via face-to-face and the book they use is an online platform called MyEnglish Lab. This platform is for homework only since students cannot use it in the classroom since the internet is not the optimal. As a teacher, I work with the Top Notch 3 active teach, flash cards and audios from it.

The students take English classes because the school curriculum requires it. It is necessary for them to have the TOEFL certification to graduate from college. They take English classes from Monday to Thursday at 1:30 in the afternoon. The duration of the classes is one hundred minutes, and this sometimes contributes to the students getting tired and losing concentration in class.

2.03.01 Listening activity

In the while-listening activity, I activated the background knowledge (Richards, 2008) of the students by asking them what they can remember about the meaning of the vocabulary “Describing Symptoms”, see image 1 (2.04 evidences).

The students reviewed the vocabulary and say their opinions. The next step was to give them the instructions of the listening comprehension activity. I send them the activity the day before and via WhatsApp, so they have to be prepared with the material, which is a chart, see image 10 (appendixes), where students must complete with the information they are about to listen.

I asked the students to listen some conversations and try to recognize the ideas and the target vocabulary from the audio. I mentioned that the audio is going to be played three times, following the last three Kolken's stages of listening, at:

- Insolated Words
- Phrase Boundaries
- The Gist

In the first shot, I instructed them to try to recognize the vocabulary given previously only. In the second one they tried to catch phrases boundaries and recognize the core idea of the audio and infer the meaning of the expressions and conversations they are listening. Finally, I played the audio one last time. After that, students had to respond the comprehension exercise in their platform while listening the audio.

As the after-listening activity, I encouraged the students to self-asses the exercise by ask them the responses they give in the exercises. I gave feedback at the same time.

The outcomes were that the vocabulary was learned, and the intercultural competences were activated. I believe that I the activity was simpler that I imagined, and the students reached the objective of the lesson,

which was to develop in them the ability of listening comprehension for the vocabulary about describing symptoms while they are abroad.

2.03.02 Speaking activity

As a pre-speaking activity I asked students to investigate about the modal verb “must” and bring their homework next class.

In the while-speaking activity, I activated the background knowledge asking the meaning of the modal verb “must”. After the students commented their opinions, I wrote on the board the title: “Drawing conclusions with must”. I encouraged students to infer the title and we reflect in the use of the grammar in their daily life. I explained the grammar using the board to write the meaning, the structure of drawing conclusions with must and I answered doubts regarding the grammar see image 2 (2.04 evidences).

Then, they had to work with the material sent it to them last class via WhatsApp. They did the activity with a partner if they want.

Once they finished with the exercises, I asked them to respond them out loud for the rest of the students to self-assess they performance, see image 3 (2.04 evidences). I gave feedback at the same time. Then, they had to submit it to the classroom session.

After that, I asked students to read the conversation model, see image 11 (appendixes). I played the audio two times for them to check the pronunciation of the expressions. Then, they practiced the conversation with another classmate. I was monitoring their conversation and encouraging them to speak by not making explicit their slips and errors. I paid attention in their fluency and

accuracy, as well as their pronunciation. I listened in silence once, and in the second time I answered doubts from them, and I lightly made corrections.

To make the students to practice their speaking skills in a playful environment, I made a practical exercise: I put them to play a speaking game called “Spiderman”, see image 4 (2.04 evidences).

This game is about to draw a building on the board. Inside the drawing there are two columns of bricks, with the same amount of them. In the bottom of each column, there is a picture of spiderman and in the other one a picture of some villain. On the top of the building, a picture of the damsel in distress. The students are divided in teams, and they have to practice the input of the day: I have pain in___/ I’ve been__/ I feel___/ and then, wait to receive concern expression from a team partner. This last partner has to describe a symptom too, and the next to show concern to him/her. The first team that finishes in speak, advance two bricks, the looser, just one.

I quick assessed and feedbacked them as they practice their speaking in the game.

As an after-speaking activity, I instructed the students to do a homework activity available in the online platform *MyEnglishLab*, see image 9 (2.05 evidences of designed tools). It was a formative assessment consisted in them to record their voice about a given topic and the teacher evaluates them and gives the feedback in the same exercise.

The outcomes were that the students comprehended the grammar and informal and formal assessments were applied. About the intercultural competences, I believe were successfully activated with the help of the puppet. They showed concern and drew conclusions with must.

2.03.03 Writing activity

As pre-writing activity, we reviewed the previous vocabulary studied.

In the while-writing activity, I presented the lesson title: “Make a medical appointment” and wrote it on the board. Following the lesson topic, I ask them the next introductory questions:

- In what situations we make an appointment?
- What are some of the common expressions to make an appointment?
- Why it is important to know this while abroad?

The students answered the questions in the target language. Some had difficulties with the structures of the sentences, and I help them to formulate them.

After that, I introduced the grammar for the day: Will be able to and the modal verbs may and might, see image 5 (2.04 evidences). I wrote on the board the explanation and I answered questions form students. To practice the grammar, I asked them to do the exercises given in the book, which I send them the day before via WhatsApp. We answered the exercises all together, for the students to self-assess their performance.

Once the grammar was understood for the students, it was time to put it in practice Hyland’s fourth stage of Language structure: free writing. The students had to make a conversation or roleplay about making an appointment following the model from the book. They had to use the vocabulary and the grammar learned. Some students consulted their notes from previous classes. I gave a maximum of five minutes to finish the conversation, but some of them did not finish on time. Because of this, I started with the ones that finish first.

After the writing phase, students read their conversations out loud as an explicit evaluation. I did center the attention in the correct pronunciation, fluency, and accuracy, since they are in a B1 level. I also analyzed the short texts searching for the micro and macro skills that the students developed. I assessed their performance with a rubric given by the institution, see image __ (appendixes) and a holistic rubric of my own invention, see image __ (appendixes). I praised them with encouraging words and applauses.

The outcomes were that the grammar was comprehended but some students had difficulties with the structures of the sentences, and they developed ability to make an appointment, which was the objective of the lesson.

2.03.04 Reading activity

As the previous activities, I planned this for a total of 50 minutes. The objective of the reading activity was the students to know and discuss different medical approaches while they put in practice the vocabulary learned before drawing conclusions with must, will be able to and the modals might and may. In this activity I activated the intercultural competences by asking their opinions questions about medical approaches around the world.

For the before-reading, I mentioned the title of the lesson. I did not write it on the board though, so I consider this was a necessary step since students could keep in mind the title. In any case, they had the picture of the text at hand, and I started to make some questions to activate the background knowledge which was also the first and second steps in the Schema Theory: Content Schema and the Formal Schema. They were the next:

- What do you think is conventional medicine?
- Homeopathy?
- Which treatments in the reading have you tried?
- Which treatments do you think are the most effective?
- Why?
- Which countries do you think the treatments are from?
- Why it is important to know about the medical treatments around the word?

The questions were intended to develop the sociolinguistic competences in students following Brislin's critically approach. Also, students were able to notice the differences between their culture and other people's.

I repeated one same question to various students, and, in this way, they learned how to respond by only made little changes to the previous.

After that, I asked the students to scan the text and we discuss and reflected about the subheadings. They inferred about their meaning.

I instructed them to read the text, one by one; by doing this they practiced their pronunciation. At the end of the reading, I applied the third approach: Linguistic schema. This part was kind of difficult for them since the text was kind of big, and even when they are supposed to be level B1, they had a lot of doubts and questions about the vocabulary in the text.

I asked them to identify the sentences with the grammar learned and they easily do it.

After the reading phase, students had to complete the exercise that I send them the previous day. In consisted in some comprehension questions about the reading. I asked them to answer the questions calling them by their

name, and I wrote the correct answers on the board see image 6 (2.04 evidences). Some were correct and others were not, so, in the latter situation I asked help from the rest of the classmates. I took advantage of this situation to give feedback to students.

I asked the students to do a summative assessment for homework. That test, see image 9 (2.05 evidences of designed tools), consisted in four questions about specific situations that activated the intercultural competences they acquired throughout the unit.

The outcomes of the lesson were that students identified in the reading sentences with the grammar learned through the unit, and they activated the intercultural competences when comparing different medical approaches around the word.

2.04 Assessing and evaluating tools

Testing and assessment are different tools that we can use to measure specific or general knowledge from a student. Through my teaching practice I implemented Brown's informal assessments (2004) by praising my students' work, and also gave them feedback about a specific activity. It is important to avoid in students the feeling of frustration, that's why I usually encourage them to find their motivation in learning a second language and the feedback that give centers both positive and negative aspects of their performance.

I also applied formative assessments, a rubric given by the institution, in which I was able to evaluate the students' development of their specific skills without forgetting to provide them with feedback, see image 7 (2.05 evidences of designed tools).

For the writing skills, I implemented a holistic rubric that, according with Jenkins (2009), must stablish minimum value and give better importance to ideas or the content, see image 8 (appendixes).

The students did a formative assessment consisted in them to record their voice. I give the feedback in the same exercise, see image 9 (2.05 evidences of designed tools).

Since the school where I work told us, the teachers, to evaluate the performance and the abilities obtain from the students per unit I applied a summative assessment available in the online platform that the learners answered, see image 10 (2.05 evidences of designed tools). This test had the advantage of give the teacher the grades the students got.

I also developed a summative assessment that evaluated the intercultural competences in students related to the topic learned, see image 11 (2.05 evidences of designed tools).

2.05 Evidences

Image 1

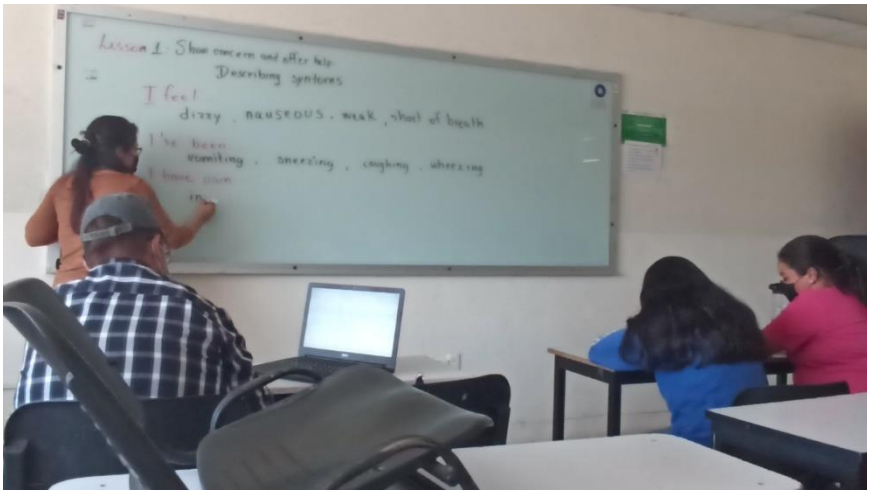


Image 2

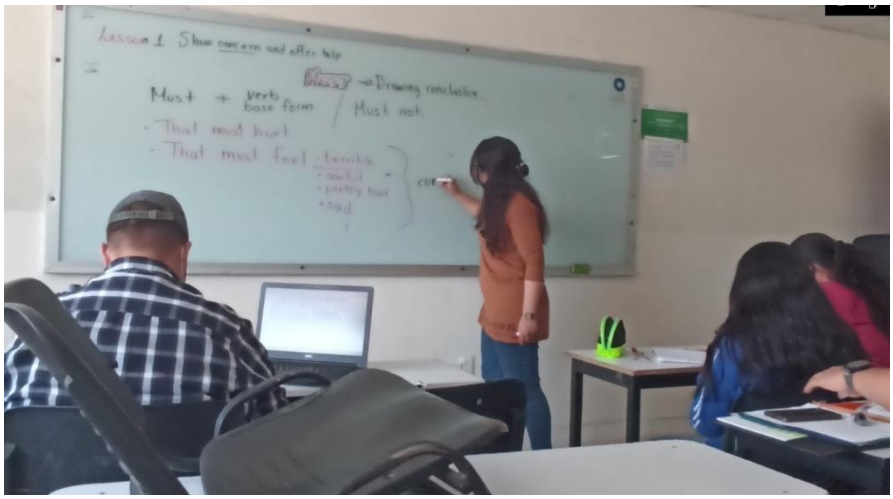


Image 3

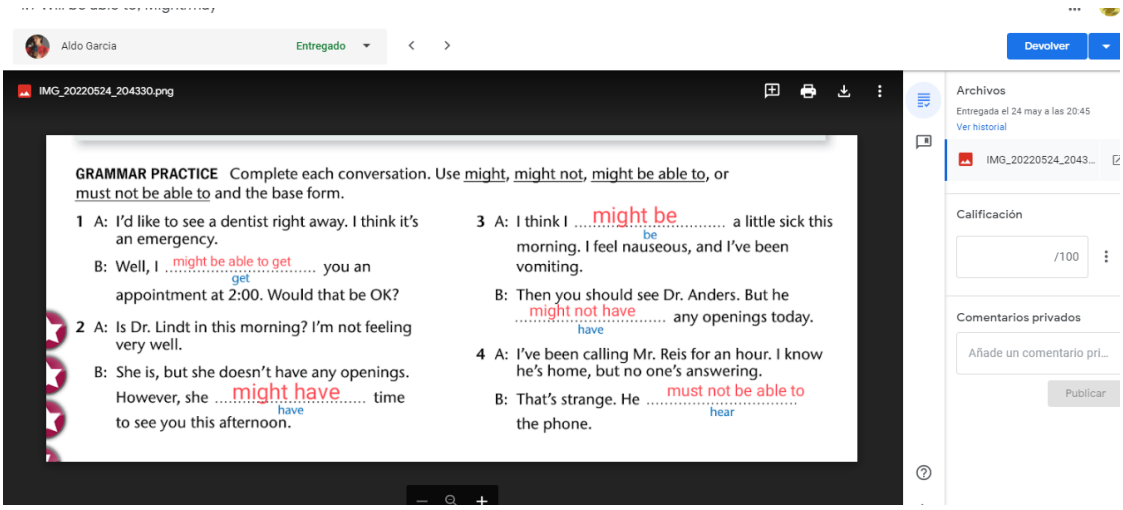


Image 4

Image 5

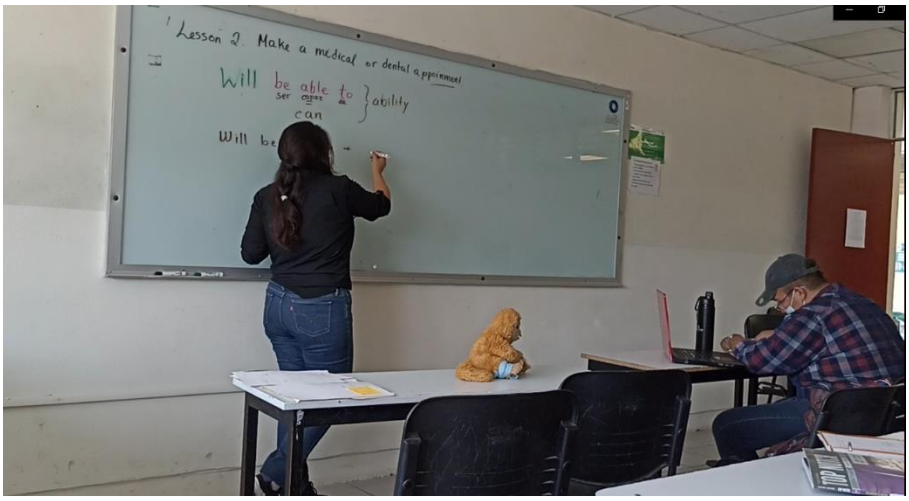
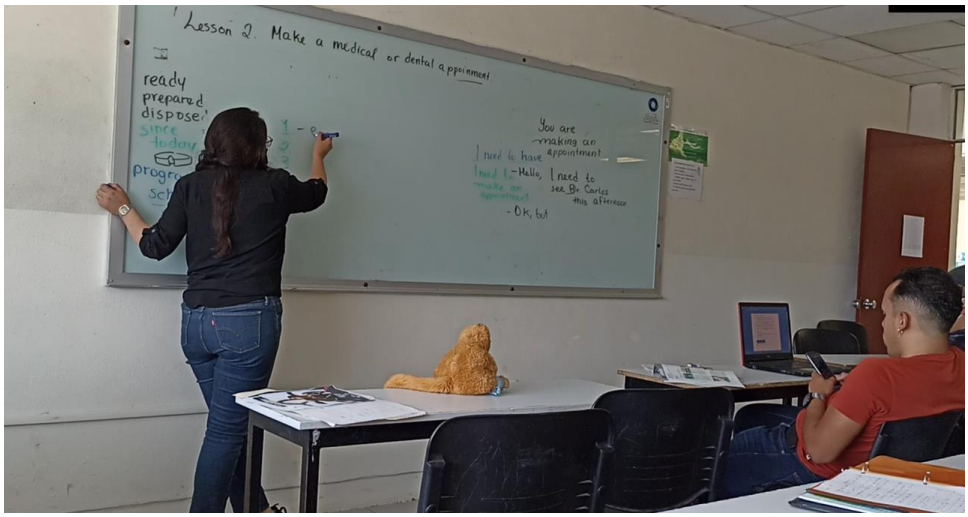


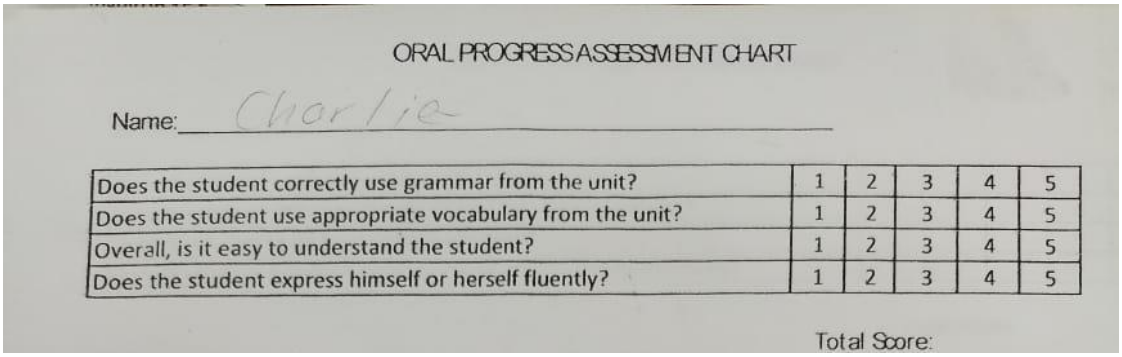
Image 6



2.06 Evidences of designed tools.

Image 7

Formative rubric



ORAL PROGRESS ASSESSMENT CHART

Name: Charlie

Does the student correctly use grammar from the unit?	1	2	3	4	5
Does the student use appropriate vocabulary from the unit?	1	2	3	4	5
Overall, is it easy to understand the student?	1	2	3	4	5
Does the student express himself or herself fluently?	1	2	3	4	5

Total Score:

Image 8

Holistic rubric

Excellent/very good (16-20)	Good/ average (11-15)	Fair/ poor (6- 10)	Very poor (0-5)
The student shows great ability in writing the development of a main idea based on the prepositions suggested.	The student shows good ability in write development of a main idea base on the prepositions suggested.	The student shows fair ability in write development of a main idea base on the prepositions suggested.	The student shows poor ability in write development of a main idea base on the prepositions suggested.

Image 9

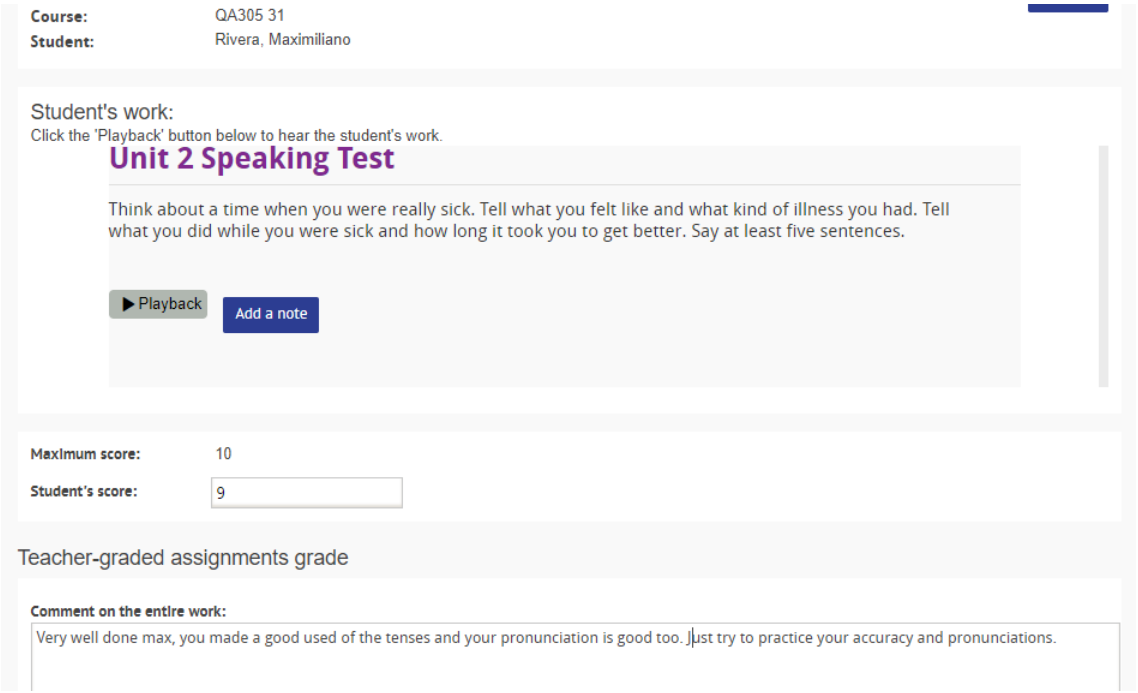
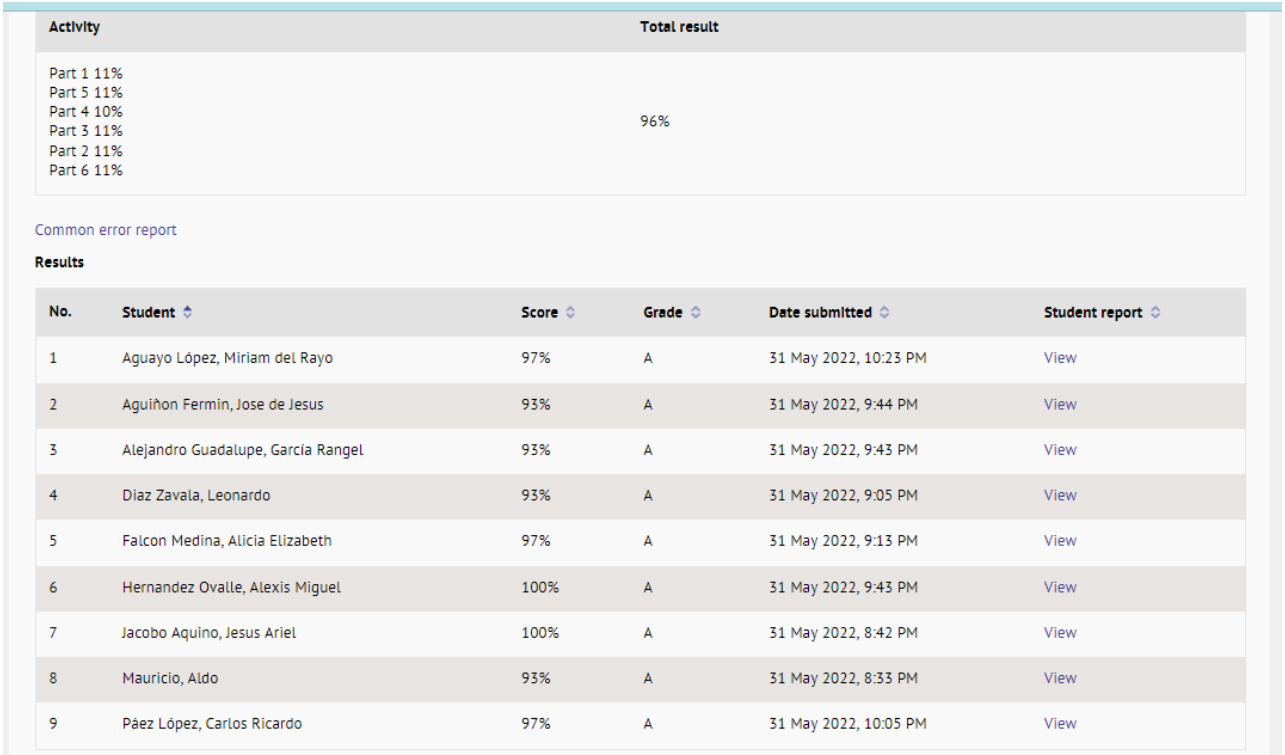


Image 10



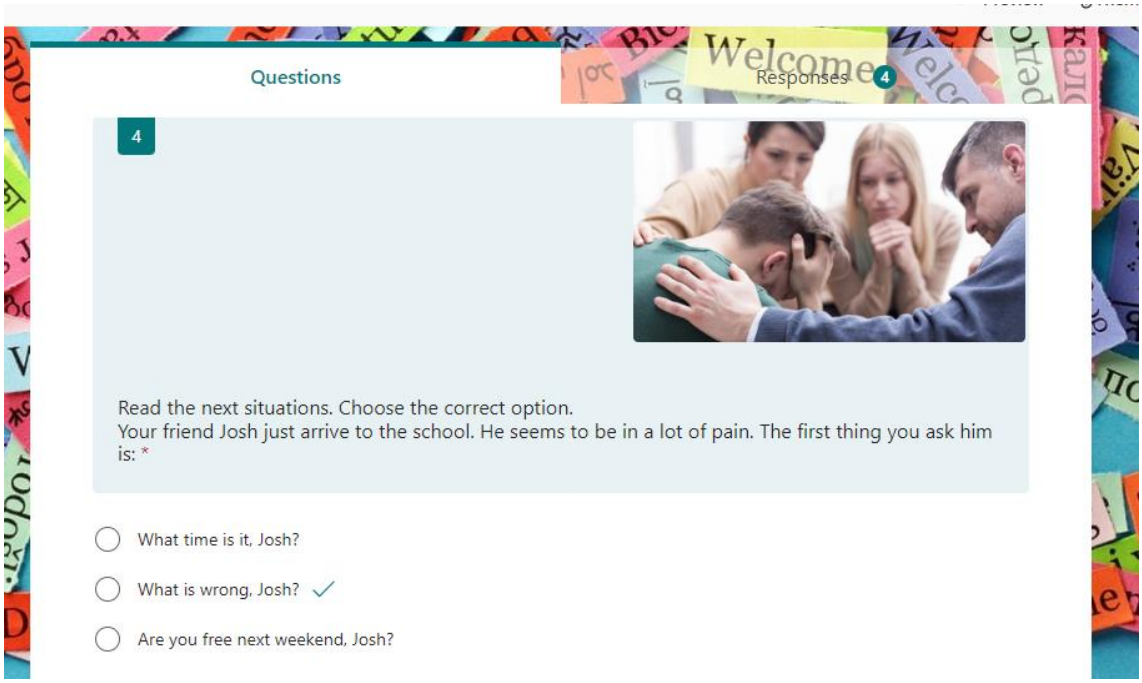
Activity	Total result
Part 1 11% Part 5 11% Part 4 10% Part 3 11% Part 2 11% Part 6 11%	96%

Common error report

Results

No.	Student	Score	Grade	Date submitted	Student report
1	Aguayo López, Miriam del Rayo	97%	A	31 May 2022, 10:23 PM	View
2	Aguiñon Fermin, Jose de Jesus	93%	A	31 May 2022, 9:44 PM	View
3	Alejandro Guadalupe, García Rangel	93%	A	31 May 2022, 9:43 PM	View
4	Diaz Zavala, Leonardo	93%	A	31 May 2022, 9:05 PM	View
5	Falcon Medina, Alicia Elizabeth	97%	A	31 May 2022, 9:13 PM	View
6	Hernandez Ovalle, Alexis Miguel	100%	A	31 May 2022, 9:43 PM	View
7	Jacobo Aquino, Jesus Ariel	100%	A	31 May 2022, 8:42 PM	View
8	Mauricio, Aldo	93%	A	31 May 2022, 8:33 PM	View
9	Páez López, Carlos Ricardo	97%	A	31 May 2022, 10:05 PM	View

Image 11


Questions
Responses 4
4
Read the next situations. Choose the correct option.
Your friend Josh just arrive to the school. He seems to be in a lot of pain. The first thing you ask him is: *
What time is it, Josh?
What is wrong, Josh?
Are you free next weekend, Josh?

Chapter 3: Conclusions

Through the specialization we reflected and important question involving our teaching practices: Why we do what we do?

I feel that this question has completely changed how I teach a second language.

All I have learned in the specialization gave me the tools to improve my teaching practice. I have mentioned before that I used to have a hard time teaching English language, above all, to younger students. I tried to copy my English teachers' strategies that they used with me and that was a disastrous choice. Now, I put in practice new strategies and the knowledge learned into my teaching. The first thing I noticed was that have more patience with my students. I tried to focus on the same point of view that they have as learners of L2, and, along with the fist question on the top, I always make myself the next: Why am I doing this or that? How is that activity going to result in the class?

Not so long ago, I would only be interested in achieving the competences of the syllabus from the institution where I work, but now, everything is different. I pay attention to endless details both before classes start and during and after.

Thanks to the specialization, I found that some other things I believed about teaching English were true: that learners do not need to excel to maximum the abilities they are putting in practice, they are learning, and the real world is the one that is going to secure that knowledge. Most schools in Mexico and around the world focuses in teaching the four abilities individually and not as integrated skills, and some teachers expect students to understand everything they listen, but if we teach the four abilities that way, we are

depriving the student of the truly language. Spoken English is ungrammatical, messy and contains a lot of errors. I kept that in mind in my classes since I comprehend it. In this way, I present to my students' different types of input such as fragments of movies, interviews, and songs. But since we have returned to face-to-face classes, this might be a little difficult since my university does not have the appropriate equipment to do so yet.

I am also more aware now of the students' necessities and something that has worked for me is to understand the context of the student and the importance of the emotional side. Now, I tried to create a safe and trusting environment so that students feel motivated to participated and to realize that it I okay to make mistakes, because they are learning and that is the way they learn. I like to quote to them the great Oscar Wilde with the following phrase: "We call our mistakes experience"

I have learned too that the student's background and personal experience can have a significant impact on the cognitive process. That is the reason why the top-down approach was an excellent tool in planning my classes and is practically present in all of them.

It is also necessary to emphasize the importance of evaluation and feedback to the student so that they can improve in their abilities. As teachers, we must change the way we evaluate and focus better on recognizing their successes, rather than their failures, as they work better than a negative comment.

Speaking about the intercultural competences, one of the primary tasks in teaching the English language should not be only the linguistic aspect, which Chomsky was only interested in. However, to achieve a more assertive

communication, Dell Hymes (1971) developed his communicative competence theory. This theory basically expresses that learning a L2 must take into consideration the sociocultural context of the target language. Which is very logical, since languages have many more interconnected elements that depend on their social and geographical as well as the time.

Students must be able to analyze their own environment and culture to be aware of what influences their behavior with another cultures.

Before I started the Specialization, I was very prejudice against the way in teaching a second language, but soon I learned that the variety of strategies, theories and approaches are indeed helpful both teacher and students. Thus, I fell my teaching practice have improved a lot, and I have even come to enjoy teaching English as a second language.

Chapter 4: Appendixes and APA style references

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4.02 Appendixes

Image 10

C ▶1:20 **LISTEN TO ACTIVATE VOCABULARY** Listen and check the symptoms each patient describes. Then listen again. If the patient has pain, write where it is.

	dizziness	nausea	weakness	vomiting	coughing	sneezing	wheezing	pain	If pain, where?
1	☐	☐	☐	☐	☐	☐	☐	☐	
2	☐	☐	☐	☐	☐	☐	☐	☐	
3	☐	☐	☐	☐	☐	☐	☐	☐	
4	☐	☐	☐	☐	☐	☐	☐	☐	
5	☐	☐	☐	☐	☐	☐	☐	☐	
6	☐	☐	☐	☐	☐	☐	☐	☐	

Image 11

CONVERSATION MODEL

A ▶1:22 Read and listen to someone showing concern and offering help.

A: I'm sorry, but I don't think I can come to the meeting this morning.
B: Really? Is there anything wrong?
A: Well, actually, I don't feel very well. I've been coughing since last night, and I feel a little short of breath.
B: Oh, no. That must be awful. Would you like me to call a doctor?
A: That's really nice of you, but I'm sure I'll be fine.
B: Then call me later and let me know how you feel, OK?
A: I will. Thanks.

B ▶1:23 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

Image 12

Letter of originality

DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

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DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

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Presentado para obtener el grado de:	✔ Especialidad	☐ Maestría	☐ Doctorado	
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Ciudad de México a 29 de junio de 2022.

Atentamente,

Ana Rosalía Rodríguez Alaniz

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