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THE ENGLISH CLASSROOM”

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

PRESENTA:

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Chapter 1. Philosophy and theory

1.01 Teaching identity and Philosophy

For some people, teaching English could be understood as a simple job: Preparing classes, teaching with students, evaluating the knowledge, and the same activities all days, all years, all generations... But being an English Teacher implies not only to arrive at the classroom and to give grammar explanations, but it is also very important to know the theories that explain the different teacher's activities and apply them creatively. In consequence, the teaching philosophy is a complex construction that implies perspectives, experiences and knowledge.

My teacher's philosophy includes my star points on language, language learning and language teaching, but has been also formed by my student and teacher experience.

I remember my education and I know the things that I can replicate and the things that I do not want to do. Some of my teachers were very meaningful to me, they helped me to understand and use the English language, but some others gave me a wrong perspective about an English class.

I started my teacher's career in 2014, I began to teach in two public high schools: TBC 59 and EPOAN Atizapán. My first subjects were in the social sciences area, but in the same year in TBC 59 we needed an English teacher and my chief asked me to teach English, it was a challenge, but I accepted. The TBC groups are around 15 and 30 students, and we only have one group per semester.

At the beginning, I recognize that my classes were only based in **Grammar Translation**, because I did not have the skills to make something different. I used to explain all the topics and activities in Spanish, and my focus was on grammar. A typical class structure was greetings, telling the topic of the session, grammar explanation in Spanish, examples, instructions for exercises and goodbye.

At that moment, I think that I had clear the **Natural Order Hypothesis**, although I did not know what it was called. As Krashen explains, there is a "natural order" for grammatical morphemes, it starts with the progressive (-ing), plural, copula (be); then progressive auxiliary (e.g., he is going) article (a, the); next to the irregular past, and finally regular past; 3rd person singular - s, possessive – s. But I believed that second languages

were learned like any other subject, and I tried to use the didactics of the social sciences in my English classes. I had bad results: my students did not understand my classes, they failed their tests, and I was very frustrated.

For those results, I started to look for new activities online and I changed some actions during class, but they were not enough. Later, in 2017 I got a scholarship to go to Arkansas to a workshop for English teachers. That was a very eye-opening experience, because I knew some techniques and activities that were new for me. Maybe, some people could think that my university studies on Pedagogy had to give me the skills for teaching a second language, but that is a mistake. In the University I got general knowledge about learning, didactics, education, psychology, sociology, and many other subjects, but I did not study for being a teacher, at the beginning I wanted to dedicate my life to the instructional design. In Arkansas I understood that teaching English as a second language was a completely different activity, and I learned too much, but the most important learning was that I needed to study more.

When I returned to the TBC 59, I tried to apply the **Direct Method** (or something like that, in Arkansas we had a fast explanation about methods and, according to me, I wanted to use the Communicative Approach, but now, I think that I applied the DM), because in the workshop the professors told us that there was very significant to use English during class, because the students must be exposed to the language to improve their skills. I expected better results, but my students felt frustrated because they could not understand the class and they thought that they were bad students. At that moment, my class was like: Greetings; an **input** related to the topic of the session (a video, a text, an audio...); an activity about the input (I did not get the **intake** in the students); the review of the activity; homework about the topic (Here, I used to focus on grammar again) and goodbye.

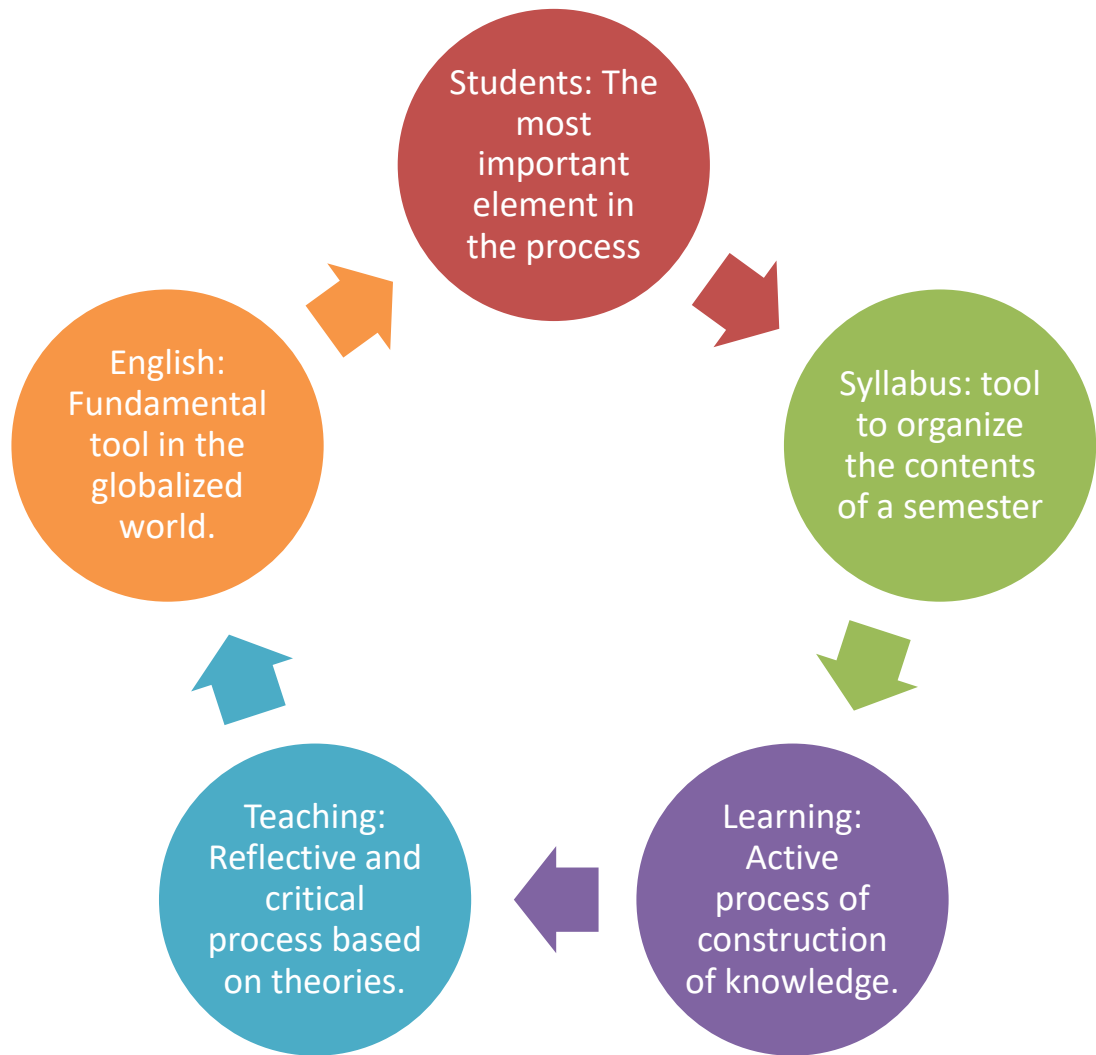
I spoke English during all the class, but my students only listened to me, took notes, and did homework. Their tests and grades were still bad. I think that I did not correctly apply the **Input hypothesis**. I believed that the material for the input was appropriate, but maybe it was “i+100” and not “i+1”. I did not consider what Krashen explains concerns acquisition: that a person needs a comprehensible input to improve her/his linguistic competence. It means that the written or spoken material should be of a superior level, but not so much as to become incomprehensible.

In 2019, I became an English teacher in the EPOAN Atizapán too (previously, I also taught social sciences there), this school is very different, because we have three groups per semester, each one has between 45 to 60 students. On the other hand, EPOAN Atizapán is the most requested official school of the state of Mexico in the area, their students get between 89 to 128 points in the COMIPEMS contest (the TBC 59 students usually get less than 30 points) and most of them have a very good English level. This completely different context also forced me to use other strategies that allowed me to give the students the opportunity to improve. I think that my best attempt to use the **Communicative Approach** has been with my EPOAN Atizapán students, because they do not need many grammar explanations, and it has been easier for me to involve them in engagement activities like conversations, conferences, spelling bee, forums, role plays... A typical class with them is: Greetings, explanation (in English) of the instructions of the activity, use of some **inputs** (here, most of them become in **intakes**), **interaction** between students (in teams, pairs or all the group), review of the **outputs and** goodbye.

An important thing that I have identified in these classes is the **ZPD** that Vygotsky explained, because in the interactive activities, students improve their performance working with their pairs, and the **negotiation of meaning** is also an element that is visible during the interaction activities.

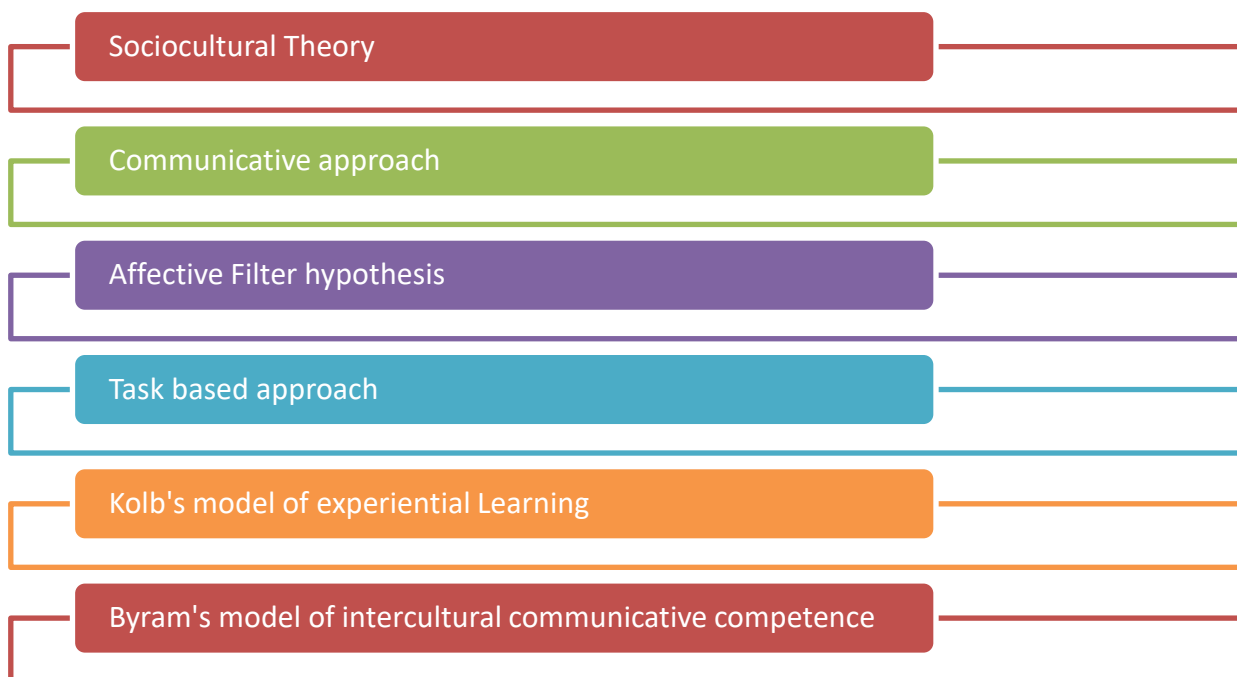
Then, in 2020 I found this specialization, but the deadline for applications had passed, so I prepared my application for last year. During the modules, I have been making changes in my classes. For example, when I read about the **Task Based Approach**, I tried to practice their principles with my fifth semester students in EPOAN Atizapán. During the last semester, they were working to write a professional email. We reviewed some vocabulary about professions and occupations and each student chose one. Then, we studied the different objectives of an email; the structure of an email: punctuation, layout, elements. In grammar, we reviewed the simple present tense, object and subject questions, complex sentences in future tense, etc. We also studied the difference between a formal and an informal email and the greetings and vocabulary that is appropriate for each one. During the sessions they were writing their emails, and, finally, we shared the emails in the group. These kinds of communication activities were very useful and I understood the importance of the theories in the teaching of English activities.

My philosophy has changed over the years of my teacher's experience. Now I continue my learning process, but I can share some statements that include my actual teaching philosophy. My teacher's philosophy includes my star points on language, language learning and language teaching, but has been also formed by my student and teacher experience. This graphic includes some of those elements.



1.02 Theory underlying my teaching practice and identity

As I have explained, during this specialization I have changed my teaching practice based on the new theories, principles, hypothesis, approaches, methods, and techniques. My new teaching style considers:



In the first place, I think that my students are the most important element in the learning process, and I try to invite them to participate and to work in teams, but I realized something very important related to the **Affective Filter hypothesis**; as Krashen explains, there are some factors that have an influence on the learning process such as anxiety, confidence, attitude, and motivation. A student can have a high affective filter or a low affective filter. A high affective filter means that the student is nervous or anxious, and a low affective filter means that the student is calm and comfortable, in this case he/she can learn easier. I have identified that the motivation of my students is a problem, especially in the TBC. They did not want to learn English, they found no interesting reason to do it. So, I try to change the focus of my efforts and I have started to engage them in some more meaningful experiences like the spelling bee, a singing contest, and a Christmas card exchange. Now, I know that I can improve those activities and I can get better results.

According to the SLA theories, I think that **Sociocultural theory** is more useful in my context and with my students because it is very important to understand the interactions between social and cognitive factors. For me, **learning** is a complex process that implies some cognitive factors (previous schematas, attitudes, abilities), but also includes the interaction with other persons to build knowledge.

On the other hand, my role as a teacher also has changed. I have understood that English as a second language has a very different learning process than the other high school subjects. During this specialization I have learned some techniques, activities, and tips for working in my classroom. **Intercultural competence** is a relevant aspect to consider in an English classroom because it means effective communication. This is a topic that I am working on at this moment.

Now I can say that I am a more thoughtful English teacher, I design my activities and materials thinking about the methods and approaches behind them. I know that I must be better, but I think that I am on the way.

I want my students to learn English and they can use it for communication. I would like them to remember me as a good teacher, and the class as an engagement moment and I am working on it.

Chapter 2. Methodology and practice

2.01 Lesson plan

Week one

Level: Multilevel group
Skills: Reading and writing
Topic: Driving Etiquette
Vocabulary: places, means of transport, prepositions.
Objectives: <ul style="list-style-type: none">- Ss identify the driving etiquette in other countries.- Ss explain the differences between the driving etiquette in other countries and in Mexico
Material: <ul style="list-style-type: none">- Mentimeter presentation about vocabulary. Driving around the world: https://www.menti.com/ifzsk6dukn- Wordwall activity: Driving etiquette around the world. https://wordwall.net/resource/31282167- Text “Driving etiquette around the world”- Worksheet “Driving etiquette around the world”

Procedures		TIME
<p><i>Introduction (pre-reading activities)</i></p>	<p><i>Motivation</i></p> <p>Teacher asks the students if they would like to travel to another country and what it would be. She listens to the answers and encourages participation. After that, she asks them about the differences between being in Mexico and in other countries, then, the teacher explains that it is important to understand the rules and regulations in other places and tells the students that in the class they are going to know about the driving etiquette in different countries.</p>	10 minutes
	<p><i>Learning vocabulary</i></p> <p>Teacher explains the activity. She asks students to organize them into teams of 5 or 6 members, one of whom must have a cell phone. The teacher will present the mentimeter activity (Appendix 1) on the TV of the classroom, and each team must go to the website www.menti.com and enter the activity code. If there is a team that does not have an internet connection, the teacher will share the password of her computer. The teacher will control the activity, she will show a word and three pictures, each team must choose the correct picture for the word, the teacher will show the meaning (in English) and students must write the word and the picture in their notebooks.</p>	20 minutes
	<p><i>Schema building</i></p> <p>After that, the teacher describes the activity and gives instructions. The teacher presents a Wordwall (Appendix 2) activity on the TV with 10 facts and the group must decide if they are TRUE or FALSE. Only one student can</p>	20 minutes

	<p>speak and give the answer, the rest of the group use their TRUE and FALSE cards to help the volunteer that must choose the correct option. The group decides who will be the representative, the teacher begins to develop the activity.</p>	
During-reading	<p><i>Read the text individually and complete the chart</i></p> <p>Teacher gives the text (Appendix 3) and the worksheet (Appendix 4) to each student. Students read the text and identify the unknown words; they underline them and look for their meaning in the dictionary.</p> <p>After that, students read individually and complete the chart.</p>	40 minutes
After-reading (Writing activity)	<p><i>Compare cultures</i></p> <p>Students compare the information of the infographic with their knowledge about the driving etiquette in Mexico.</p> <p>The teacher asks them for the customs about parking, honking, doing flash and some other manners of Mexican people, as well as the fines and general practices while driving. Students share some comments.</p> <p><i>Making an infographic (Writing activity)</i></p> <p>The teacher assigns some homework: students must create an infographic (smaller than the infographic they read) about the driving etiquette in Mexico. They have to use the same structure of the text they read but with information about Mexico. The teacher recommends them to use Canva or Publisher to do the homework. Students send their product by Classroom.</p>	<p>10 minutes</p> <p>Students work at home.</p>
Extra activities	<p>Students must look for information about the regulations and etiquette in Mexico for their homework.</p>	

Week two

Level: Multilevel group

Skills: Reading
Topic: Driving Regulations (linguistic point: imperative)
Vocabulary: places, means of transport, driving actions.
Objectives: <ul style="list-style-type: none"> - Ss identify the form of the imperative in English.
Material: <ul style="list-style-type: none"> - Text “Guide to American Culture and Etiquette”. - Kahoot! Test https://create.kahoot.it/share/driving-laws-and-etiquette-usa/6847b9aa-c990-4cf5-99a4-73d77d8f65fe

Procedures		TIME
Introduction (pre-reading activities)	<i>Motivation</i> The teacher asks students if they have ever thought about studying in another country. She listens to the responses and explains that most of the universities in the United States of America have foreign students and they write guides to help them to interact effectively with the American teachers and students, and the American people in general.	10 minutes
	<i>Schema building</i> The teacher makes some questions to the students like: How do you know about the American driving regulations? Do you know some driving laws in the USA? Do you think that there is a difference between their driving regulation and ours?	15 minutes
During-reading	<i>Read the text</i> Teacher gives the text “Guide to American Culture and Etiquette” (Appendix 5) to the students. Teacher explains them the production context of the text and students read it.	20 minutes
After-reading	<i>Comments about the regulations</i>	20 minutes

	<p>Students share comments about the content of the document, teacher guide the discussion to identify the comprehension of the text.</p> <p><i>Discovering the grammar structure</i></p> <p>The teacher explains to the students that most of the document is written the imperative form in English and gives them some information about this mode. She asks them to identify the elements that are present in the affirmative and negative sentences in the text, to discover the grammar structure.</p> <p>The teacher makes some precisions and gives an explanation about the imperative mode, students take notes in their notebooks.</p>	30 minutes
	<p><i>Participate in a Kahoot! Activity</i></p> <p>Teacher organizes a Kahoot! activity to verify the comprehension of the main ideas of the text. Students work in pairs and answer in a cell phone.</p>	15 minutes

Week three

Level: Multilevel group
Skills: Listening and speaking
Topic: Driving Regulations (linguistic point: imperative)
Vocabulary: places, means of transport, prepositions, directions.
Objectives: <ul style="list-style-type: none"> - Ss express their ideas by using imperatives - Ss participate in a communicative situation
Material: <ul style="list-style-type: none"> - Worksheet “Giving Directions” https://www.teach-this.com/images/resources/giving-directions.pdf - Scale models of places - Cards with places

Procedures	SESION 1 – 100 MINUTES	TIME
<p>Introduction (pre-listening activities)</p>	<p><i>Motivation</i></p> <p>The teacher explains to the students that if they want to go to another country, it is necessary to know the driving regulations, but also, they can be able to communicate effectively with other people. Teacher asks them: what would you do if you are lost in a USA city? What do you need to know to arrive to a place? Students answer the questions in an oral way.</p>	10 minutes
	<p><i>Schema building</i></p> <p>Teacher uses a PowerPoint presentation to show the students some vocabulary about “Giving directions”. She shows them a picture and asks for the name, after that, reveals the correct name in English. Students take notes in their notebooks.</p>	30 minutes
	<p><i>Practicing pronunciation</i></p> <p>Teacher uses the same PowerPoint presentation to practice the pronunciation of the words and phrases with students. She pronounces and they repeat it.</p>	10 minutes
<p>During listening</p>	<p><i>Listening and follow instructions</i></p> <p>Teacher presents a map in the television, explains to the students the instructions: they must listen the directions of the teacher and give the name of the place they arrive. Teacher selects three students to perform the activity in the computer.</p>	20 minutes
<p>After listening (Speaking practice)</p>	<p><i>Practicing with directions</i></p> <p>Teacher divides the group into pairs. Teacher gives each student a part (A or B) of the Worksheet “Giving Directions”. Teacher explains that they are going to give directions, starting at the pin located at the bottom of the</p>	30 minutes

	map. First, student A asks student B for directions to the places shown on their worksheet, student B gives directions from place to place and student A mark the location on their map. Then, they swap roles.	
Extra activities	For homework, students will prepare a scale model of a place with a box.	
Procedures	SESION 2 – 100 MINUTES	TIME
Introduction	<i>Motivation</i> The teacher explains the instructions, all the group is going to use the scale models to make a city in the school yard. They are going to use chalks to draw the streets and details of the city.	20 minutes
Development	<i>Organization of the teams</i> Teacher organizes the group in teams with an activity in the yard. <i>Speaking and listening activity</i> One member of a team will follow directions, the rest of the team will give him/her the directions. Teachers indicates the starting point and the student that will follow the directions stands there. The rest of the team takes a card and gives directions to the students to arrive to the places that the card indicates.	10 minutes 60 minutes
Closing activities	<i>Self-evaluation</i> Students make a self-evaluation of their performance during the activity.	10 minutes

Some English teachers consider that the grammatical competence is the most important skill in the language learning, some other teachers are convinced that developing the linguistic competence in their students they have a successful class, and a large part have learned that the communicative competence let their students both, verbal and non-verbal communication and it means that they are able to interact in the real world. But it is important to prepare the students to communicate effectively in a range of cross-cultural situations and contexts and this could only be possible through **intercultural competence**.

On the other hand, **culture** is a huge concept. culture is understood as the shared language, beliefs, and values. This definition breaks with the popular idea of culture, because some people think that this word refers only to the buildings, paintings, music, dance, or some other artistic expressions of a society. But culture is more than that, it includes the good manners to act in a restaurant, the ways of conversing with adults or older people, the common activities in the daily routine, etc. As Barletta Manjarrés (2009) explains, one of the challenges in foreign language and culture teaching practices is to consider a superficial view of culture, separating it from language, in addition most of the time, in the textbooks and other materials available to teachers, culture is seen as fixed and homogeneous, but actually culture is dynamic, if somebody thinks that culture is static, they are not considering the changes in the world, they run the risk to teach for the past and not for the present and future.

According to **Byram**, Gribkova and Starkey, **intercultural competence** is a **model** that includes intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness, that idea is the base of this lesson plan.

It is hard to consider the whole model of intercultural competence, but this lesson plan tries to do it. First, the intention is to create an **environment of curiosity**, which these authors explain is very important for preparing students to face intercultural communication. There is an activity where teacher shares with them some weird laws around the world. The objective is that they realized that to perform a very common activity like driving, it is necessary to know the culture of the place; because good manners, laws or fines are not the same in all the world. In this first part the objective is to **develop intercultural attitudes**.

On the other hand, these pre-reading activities could help to motivate students and catch their attention. In addition, another objective is to make connections to one's background knowledge. It is very important that students share information about the topic for **activating schemata**. The schemata are the information, knowledge, experience, emotion that students bring to the class, and they are important to develop the new knowledge and skills. In this case, students activated the **content and formal schemata** participating in the mentimeter activity.

The mentimeter also have the aim to **introduce target vocabulary**. The lesson was applied in a multilevel group, and some students had a lot of vocabulary, but many of them lack even elementary words. Considering this situation, advanced students could remember a lot of words whereas beginners could know new vocabulary.

Vocabulary is key in the comprehension, “several studies in both first language (L1) and second language (L2) have indicated that vocabulary knowledge is one of the best predictors of reading ability and the capability to obtain new details from texts.” (Soodeh Hamzehlou, M. et. al., 2012:555), in consequence, vocabulary activities are crucial to improve the reading comprehension.

The text “Driving etiquette around the world” is an infographic published by the website Infographic Journal, it represents an **authentic text** and is the way to bring the students closer to the **knowledge of the practices of social groups**. This material gives them information about some activities that are common in countries like Germany, France, Netherlands, Spain, and the United Kingdom. It is an opportunity to keep in contact with different ways of being a driver.

The **skills of interpreting and relating** could be developed by the students with the compare cultures activity. The intention is to let them compare the information of the infographic with their knowledge about the Mexican driver’s etiquette. They will be able to link the new data with their experiences in order to create new knowledge.

Maybe the **skills of discovery and interaction** and the **critical cultural awareness** are not deeply considered in the lesson plan, only in a superficial way. For to cover the discovery and interaction skills it is the second text “Guide to American Culture and Etiquette”, it is also an authentic material, but adapted by the teacher, it has changes in all the sentences to imperative mode, because is the linguistic point, but the cultural content is the same that in the webpage of Penn State Harrisburg. With this material, the expectation is that students know some advice that this school gives to its foreign students. That it is not a face-to-face interaction, but they are interacting with a material produced for students (like them) but who are going to study in that school in the USA.

All the reading lesson is based on the **interactive model**; but this part is an example of a **top-down process**: students start with the comprehension of the text, it means that they

have to use the background knowledge and some other strategies like make inferences considering the context when they find unknown words, guess the meaning according with other parts of the text, and fill blanks of information when they cannot understand some sentences. Later, the next week with the text “Guide to American culture and etiquette”, they focus their attention on a **grammar point**, the previous vocabulary activity helps them to develop this task.

Reading and writing are connected in the lesson plan, the writing strategies used are the **imitative or writing down** and **the intensive or** controlled; the first one when students work to complete the chart, they only have to copy information. Maybe, it sounds very simple, but, as Brown explains, this strategy is useful for beginners because allows them to recognize the patterns, spelling, and conventions of the orthographic code. On the other hand, students take the infographic as a model to create a new one with different content but the same structure, in this case, the strategy is the intensive writing, it means that students use the language to create, but with a base.

According to the British Council “an **inductive approach** to teaching language starts with examples and asks learners to find rules”, that was the process used for the class. This kind of activities allow students to arrive to the **critical reading** because it means that they not only decoding the elements and extract information of the text, but they must also make inferences and use their experience and abilities to create new knowledge.

The approach applied in the lesson plan is the **etic approach** because students will analyze the culture outside the system, and they will compare one aspect (driving laws and etiquette) of some different cultures. The teacher, as a **mediator** and a **mentor**, must try to motivate students to learn about other cultures. The **cultural inputs** are the two real texts and the traffic signs that they will use in the second week activities; cultural inputs are understood as the materials that students use to keep in contact with a cultural content, usually in L2. While the **cultural outputs** are the infographic of the Mexican driver’s etiquette and their comments about the traffic regulation in European countries and the USA, the cultural outputs are referred to the materials that student produce, in L2, about a cultural topic. In this case, students use English (L2) to talk about their own culture.

The **linguistic point**: the imperative mode, is the way used for the students to keep in contact with the cultural inputs. They will work with the grammar structure, but it is not the

focus of the lesson. They will work in a deductive way that lets the students make inferences about the use of the imperative mode in English.

The writing activity will be assessed with an **analytic rubric**, an instrument that it is a good way to give feedback to the students, and both, students and teacher, can identify the opportunity areas of their performance.

About the classes focused on listening and speaking. First, it is an **interactive listening situation**, this kind of activity creates an environment where students have the possibility to participate in a face-to-face conversation that allows them to ask for clarification or repetition. It is the opposite to non-interactive situations, when students only listen an audio, for example, and they can't ask questions or give feedback. On the other hand, there is not a pre-recording material, the teacher is the speaker, because the students are beginners, and they have difficulties to understand pre-recording audios. Teacher's speaking could be considered an **authentic material** because authentic materials also help to students to improve their communicative competences and prepare them not only for the English in the classroom, besides for the English in the real world.

In the first part of the class, **students listen to identify and follow the directions**, this is a stage on the listening learning process. It is important they feel that they are improving their listening skills and this activity help them to realize their opportunity areas too. If they follow directions and identify a place in a map, it is easy for the teacher to recognize the **students' comprehension**.

Then, they work in pairs, adding the **speaking practice**. The lesson plan considers an unplanned activity, that is like most everyday talk. Both students have the opportunity to speak and listen. They can **negotiate the meaning**, ask for clarification, and interact to understand. They must be able to communicate their ideas to the other person, and in the second moment, they must be able to understand and follow directions. It implies that the **communicative approach** is used, it is true that the students need to use the grammatical competence, but the most important aim is the **appropriately communication**. The communicative approach implies that the focus is on the communicative competence rather than linguistic competence; one of its characteristics is that it is necessary that the activities are focused on real contexts.

Finally, the last session is the assessment session, there is an **analytic rubric** to evaluate the performance of the students. It considers elements like accuracy, pronunciation, fluency, ability to follow directions, capability to ask for clarification, etc.

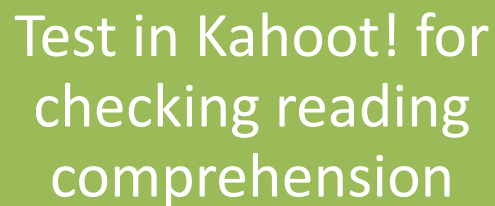
All the lesson plan has as underlying knowledge the **Sociocultural Theory**, its focus is on the interactions between social and cognitive factors. In the Sociocultural Theory there is a very important concept: The Zone of Proximal Development that Vigotsky explains, and it is the difference between the performance of one student working alone and with other classroom or the help of the teacher. The activities in this lesson plan, consider the different forms to work in the classroom: individually, in pairs, in teams and as a complete group. This represents an opportunity for the students to interact in many ways with their classmates and create an environment to social practices.

2.02 Tools for the assessment process

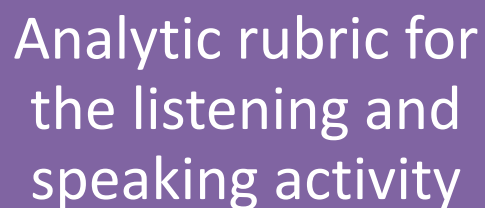
Evaluation is a big and complex process that implies observation, analysis, feedback, and changes on the teaching practice. This lesson plan includes the next tools.



Analytic rubric for
the infographic



Test in Kahoot! for
checking reading
comprehension



Analytic rubric for
the listening and
speaking activity

2.03 Evidences of the process

Mentimeter activity for learning vocabulary

DRIVING AROUND THE WORLD

Go to www.ment.com and use the code 4341 5506

SOME VOCABULARY

Read each word and choose the correct image.

Go to www.ment.com and use the code 4341 5506

PARKING

100%
0%
0%

Option 1 Option 2 Option 3

Go to www.ment.com and use the code 4341 5506

PARKING

A space or area where vehicles can be left:

We offer free parking to all members.

Vocabulary written by students

Vocabulary

arking - Estacionar

E A space or area where vehicles can be left

lank To make a short loud noise, or to sound a horn to make such a noise

traffic light A set of red, yellow and green lights that control the movement of vehicles, usually at a point where two or more roads join

pedestrian A person who is walking, especially in an area where vehicles go

Flash To shine suddenly and usually brightly but only for a short time

Highway A road

Parking A space or area where vehicles can be left.

Horn To make a short loud noise, or to sound a horn to make such a noise.

Traffic light A set of red, yellow and green lights that control the movement of vehicles, usually at a point where two or more roads join.

Pedestrian A person who is walking, especially in an area where vehicles go.

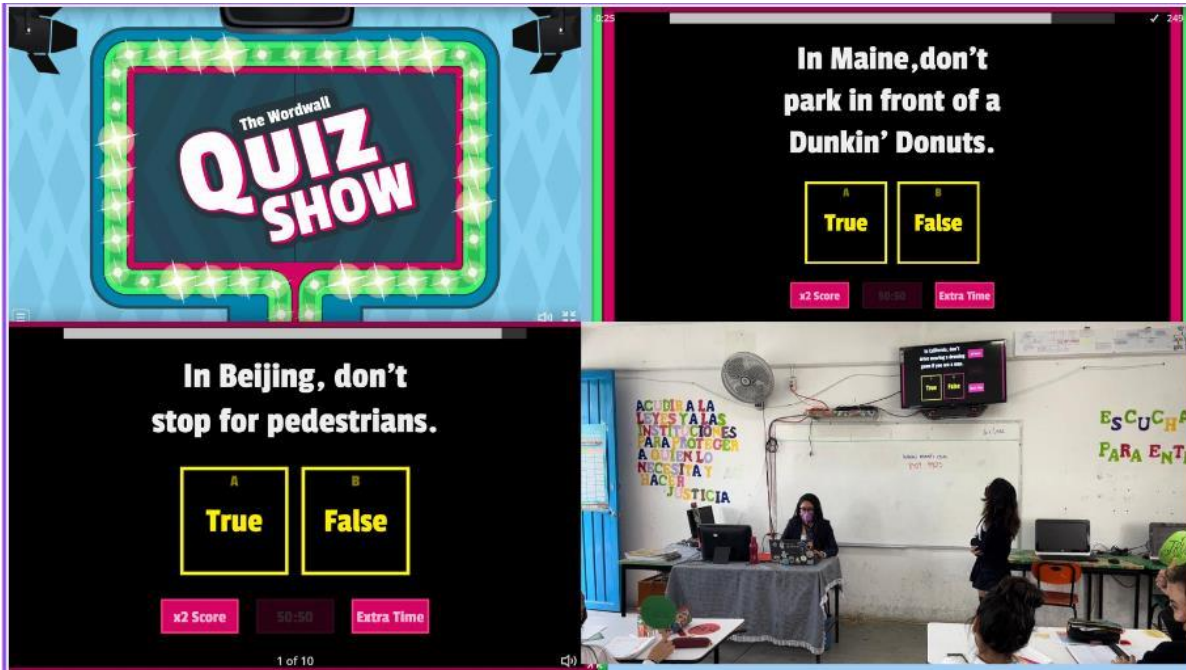
Flash To shine suddenly and usually brightly, but only for a short time.

Highway A public road, especially an important road that joins cities or towns together.

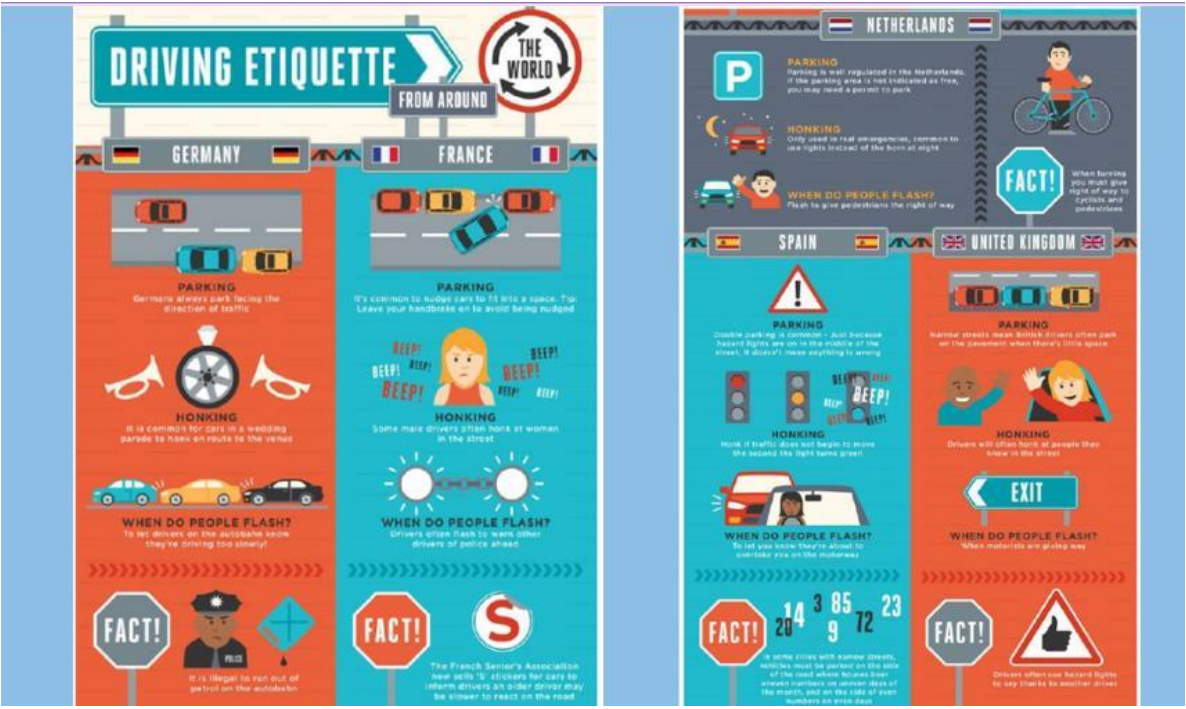
Seat Belt A strap in a vehicle or aircraft that fastens around you holding you in your seat to reduce the risk of injury in an accident.

Lane A special strip of a road, sports track, or swimming pool, that is...

Schema building activity



Text (infographic)



Worksheet for writing

Driving etiquette around the world

Worksheet

INSTRUCTIONS: Carefully read the infographic. If there are words that you do not understand, underline them, and look for the meaning in your dictionary. While you are reading, complete the chart with the information from the text. Finally, paste the worksheet in your notebook or keep it in your folder.

Country	Parking	Honking	Flash	Fact

Examples of infographics made by students

30 MAYO 2022
 Hojal Ferria
DRIVING ETIQUETTE IN MÉXICO.

PARKING
 In Mexico there are always people called *franeleros* who help you park and take care of your car.



HONKING
 Mexicans often honk the horn as an insult.



FLASH
 It is common used to warn that there is an accident. You can use it to request the stop.




FACT
 In Mexico it is common to hit a friend on the shoulder when a Volkswagen sedan passes and yell *voche*.





DRIVING ETIQUETTE

MEXICO

PARKING
 Parking lot
 In Mexico it is common in some neighborhoods to put a pot of cement or cones to set aside your parking space.



HONKING
 It is common to honk the horn when a car crosses them without warning.



Text 2

Guide to American Culture and Etiquette

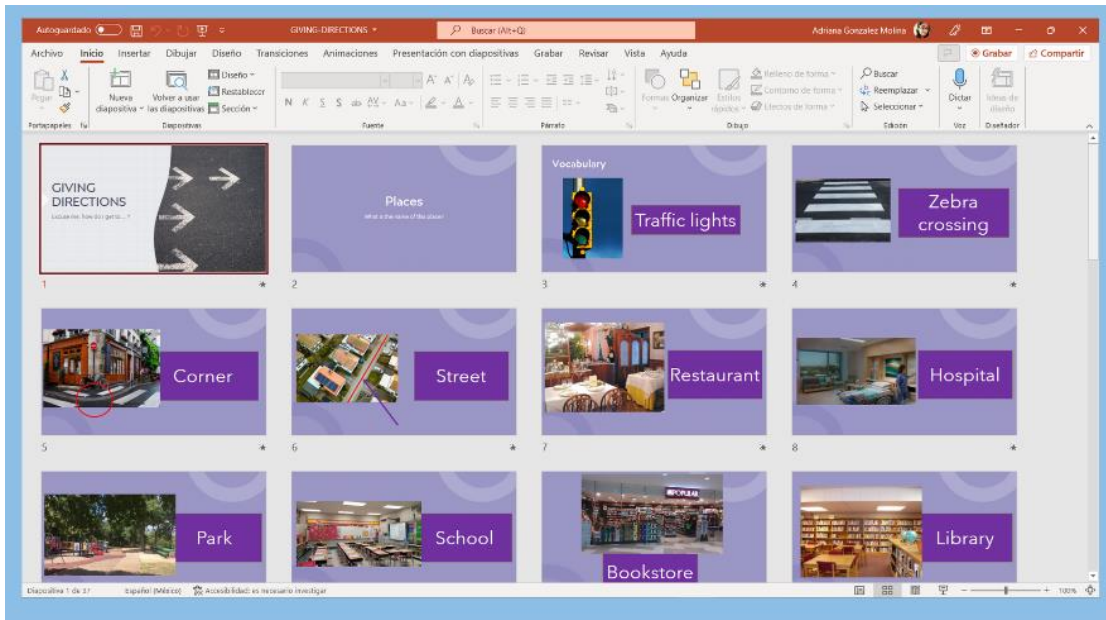
Penn State Harrisburg

Driving Laws and Etiquette

- Always wear your seat belt when driving and require your passengers to wear seatbelts, too.
- Limit how often you honk your horn.
- Do not texting while driving, it is illegal.
- Always have cash with you when driving to pay for tolls that are required. Credit cards are not acceptable.
- STOP at least 10 feet away from a school bus when you see it stopped with its lights on or its sign extended. Stay at a stop until the lights are off, the sign is retracted, and the bus begins to move.
- Make sure your car has all the inspections, registration, and insurance. DO NOT drive without insurance and have all documents with you.
- Use turn signals for changing lanes.
- Open the lane for emergency vehicles.
- When the police want you to stop, pull over in a safe zone, leave your seat belt on, open your window, put your hands on the steering wheel, and don't make any suspicious movement (such as opening the glove box, etc.).
- Don't make extra activities (e.g. texting, eating, putting on makeup, shaving, etc.) while driving.
- Pay attention to all signs especially in construction zones.
- Don't drive less than 15 mph below the posted speed limit, so try to drive with the flow, if not, use your flashers.
- People on bikes are required to follow the same laws as other drivers.

Reference: Penn State Harrisburg (2022). Guide to American Culture and Etiquette. <https://harrisburg.psu.edu/international-student-support-services/guide-american-culture-etiquette> (Teacher adaptation)

PPT to learn vocabulary



Listening practice



Worksheet to practice listening

TEACH THIS GIVING DIRECTIONS Giving Directions

Student A

Ask your partner for directions to:

1. the pet shop	6. the town hall
2. the pub	7. the gym
3. the school	8. the post office
4. the zoo	9. the library
5. the hotel	10. the bakery

Mark the location of each place on your map.

Useful language
 Excuse me, where is...?
 How do I get to...?
 Go straight...
 Turn left/right at the junction.
 Go past/around...
 Go over the junction...
 Walk/Go along the road until...
 The... is on your left/right.
 It's opposite/next to...
 It's in between... and...

TEACH THIS GIVING DIRECTIONS Giving Directions

Student B

Ask your partner for directions to:

1. the bus station	6. the cinema
2. the book shop	7. the café
3. the bank	8. the market
4. the coffee shop	9. the shoe shop
5. the hospital	10. the park

Mark the location of each place on your map.

Useful language
 Excuse me, where is...?
 How do I get to...?
 Go straight...
 Turn left/right at the junction.
 Go past/around...
 Go over the junction...
 Walk/Go along the road until...
 The... is on your left/right.
 It's opposite/next to...
 It's in between... and...

Speaking and listening activity



2.04 Evidences of the assessment tools

Analytic rubric for the infographic

Category	Advanced (5 points)	Proficient (4 points)	Developing (3 points)	Needs Specific Improvement (1 point)
Content	Covers topic in-depth. Explains the driving etiquette in Mexico.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there might be a factual error.	Content is minimal OR there are factual errors.
Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic and/or aid the viewer.
Attractiveness	Makes excellent use of font, color, effects, etc. to enhance the presentation.	Font, color, and effects are acceptable.	Makes use of font, color, and effects, but these might detract from the presentation content.	Use of font, color, effects etc. but these often distract from the presentation content.
Grammar	No grammatical errors. .	One grammatical error exists.	Two grammatical errors.	More than two grammar errors.
Vocabulary	Use the correct words and no misspellings.	One incorrect words or misspelling.	Two incorrect words or misspelling.	More than two incorrect words or misspelling.

Analytic rubric for the listening and speaking activity

Category	Advanced (5 points)	Proficient (4 points)	Developing (3 points)	Needs Specific Improvement (1 point)
Fluency	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is slow, hesitant & strained except for short, memorized phrases; difficult to perceive continuity in speech; inaudible.

Pronunciation	Pronunciation is excellent; good effort at accent	Pronunciation is good; good effort at accent	Pronunciation is lacking but not too hard to understand.	Pronunciation is lacking and hard to understand.
Vocabulary	Excellent control of language features; a wide range of well-chosen vocabulary	Good language control; good range of relatively well-chosen vocabulary	Weak language control: basic vocabulary choice with some words clearly lacking	Weak language control: vocabulary that is used does not match the task
Grammar	Accuracy & variety of imperative structures	Some errors in imperative structures possibly caused by attempt to include a variety.	Frequent grammatical errors even in simple structures that at times obscure meaning.	Frequent grammatical errors even in simple structures; meaning is obscured.
Negotiation of meaning	Ask for clarifications (if it is necessary) and answer questions, in English.	Ask for clarifications but no answer questions, in English.	Ask for clarifications, and answer questions but in Spanish.	Do not ask for clarifications.
Follow directions	Follow all the directions given for his/her partner correctly.	Follow some directions correctly, make mistakes, his/her partner repeat the instructions.	Follow some directions, make mistakes, and her/his partner repeat more than 3 times de instructions.	Do not follow directions.
Listening comprehension	Arrive to the right place without mistakes.	Make mistakes but arrive to the right place.	Arrive to the right place but repeat the activity.	Do not arrive to the right place.

2.05 Video

LINK TO THE VIDEO:

<https://drive.google.com/drive/folders/11DUioBrvz2md97Zsa5TnBPJp3rRTZrLB?usp=sharing>

Chapter 3. Experience Report

All the activities were performed in the second semester group of the Telebachillerato Comunitario Núm. 59, Lomas Lindas, Atizapán de Zaragoza. This is a public high school where only work three teachers, one per area: Communication, Mathematics and Natural Sciences, and Social Sciences. It is a very small school; the group is for 27 students with different English level between beginners to A2.

The lesson plan had good results, the Mentimeter and Wordwall activities were very interactive and help students to feel more confidence and interest on the class. Using technology in the classroom is a good way to involve students and catch their attention.

The reading activities were well performed, students understand most of the meaning with the help of the vocabulary that they reviewed, but it is necessary to work on the correct use of the dictionary, because they have problems to find conjugated verbs, for example.

On the other hand, their performance with the writing activity was good, but some students have a lot of grammatical errors, a big mistake was not to consider all the stages of the writing process, because students got feedback, but they did not make corrections to their infographics.

The listening activity also had good quality results. But the teacher had to speak very slowly for better understanding to the students. The most difficult activity for students was the speaking one. The initial idea was that they participated in an unplanned activity, but it was impossible. The teacher had to change and students prepared their speaking in a planned activity.

The results are divided into two groups, achievements and opportunity areas.

The achievements with the students were:

- Ss worked individually, in pairs and as a group.
- Ss actively participated in the class.

- Ss used the language for communicative purposes.
- Ss improve their self-confidence.

The achievements for the teacher were:

She was able:

- To use technology during the sessions.
- To design materials for the class.
- To incorporate a cultural topic.
- To consider the different learning styles.

And the opportunity areas are:

- To speak more English during the class.
- to improve the materials.
- to practice pronunciation.
- to work by projects.
- to improve the assessment tools.
- to review the sequence of the activities.
- to consider all the stages of the writing process.

Chapter 4. Conclusions

- Theories and principles are fundamental for English. teachers
- Students are able to develop the four skills, if we consider their contexts, interests, English levels and learning characteristics.
- Teachers are involved in an educational context that has an impact in our classes.

- Language and culture walk hand in hand.
- Technology is an important tool for education.

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