



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA  
INTERCULTURAL COMPETENCE AND COMMUNICATIVE  
COMPETENCE IN THE PROCESS OF TEACHING AND  
LEARNING ENGLISH AS A SECOND LANGUAGE.**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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ESPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND  
LEARNING AS FOREIGN LANGUAGE

FINAL PROJECT

INTERCULTURAL COMPETENCE AND COMMUNICATIVE  
COMPETENCE IN THE PROCESS OF TEACHING AND LEARNING  
ENGLISH AS A SECOND LANGUAGE.

STUDENT: LIC. NURIS BALTAZAR ESPONDA

TUTOR:  
ROSA ISELA ÁVILA SÁNCHEZ

JUNE 19<sup>TH</sup>, 2022.

**INTERCULTURAL COMPETENCE AND COMMUNICATIVE  
COMPETENCE IN THE PROCESS OF TEACHING AND LEARNING  
ENGLISH AS A SECOND LANGUAGE.**

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## INTRODUCTION

We live in a world that is constantly changing due to new ideas, contributions, technology, etc. that arise due to social needs, where globalization is the guideline for multiculturalism and where the use of a single language (English), called lingua franca, is used for a communication purpose.

This final project was done with the intention of reflecting and understanding how cultural competence and communicative competence plays an important role in English language teaching, as well as in our teaching principles, for this reason, a compilation of the information obtained during the specialization in English Language Teaching and Learning as foreign Language was made.

The teacher's philosophy is an important part of this project since it is formed through experience and beliefs which include knowledge and emotions and helps us to shape us as teachers and be aware that we and the students are responsible in the teaching learning processes, since each one plays a very important role in the classroom, that is, as teacher we must assume our responsibilities such as being a guide, planning classes, providing material of interest to learners, being updated; as well as the learners must actively participate, fulfill their task, ask question to clarify doubts, and so on.

To fulfill the purpose of this project, different approaches will be taken up again with the intention of helping the teacher to see the teaching of English as a second language from a different perspective, but, above all, to guide the teacher in the application of these approaches in the classroom.

On previous modules it was mentioned that Second Language acquisition (SLA) have three main theories, the first school of thought is Behaviorism and structuralism. Behaviorism from psychological field defines learning as a relatively permanent change in behavior, which manifests an acquisition of Knowledge and skills through experience and repetition of certain actions.

The second school is Generative Linguistics that express that “human beings have an internal language structure which allows them to learn a Language”. (Aguilar, 2004) The last one is Sociocultural theory: It has been inspired by the work of the Russian psychologist Lev Vygotsky (1979). Vygotsky argues that learning occurs through the interaction of learner with other people in different contexts.

On the other hand, Krashen's hypothesis was also analyzed, which stresses the importance of the input provided to the students, as well as the affective factors that influence their learning process. And on which the design and application of the lesson plan of this final project is based.

In order to apply what was learned during the specialty, a fourth semester group from COBATAB campus 03 was chosen, considering their context for the activities implemented in the lesson plan and allowing them to develop the four skills (reading, writing, listening and speaking) of the language. Afterwards, the process and the results obtained are described, as well as the evidence that supports the development of the activities are provided.

Finally, it can be said that the world of technology gives us different opportunities for teachers and students to have access to a second language. It is a tool that helps us to improve our skills in a practical way. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats. Allows integration of text, graphics, audio, and motion video in a range of combinations.

So, it is worth mentioning that the planned activities also make use of ICTs as teaching-learning tools in the classroom, which facilitate teaching and can make students' learning more dynamic and meaningful by providing them with material in a real context.

## CHAPTER 1: PHILOSOPHY AND THEORY

### 1.1 My teaching philosophy.

My name is Nuris Baltazar, I am from Villahermosa, Tabasco. I graduated from the Universidad Juarez Autónoma de Tabasco (UJAT) with a BA in Language degree. I have worked as an English teacher for 5 years at the high school Colegio de Bachilleres de Tabasco (COBATAB) campus 03 and here I have worked with groups of fifty students from first to fourth semester, they are between 16 or 17 years old with a medium-low socioeconomic level.

During this specialty I have had the opportunity to analyze and reflect on my strategies and methods in my teaching work, and this has helped me to form my philosophy in which I consider that teachers have a great responsibility with education, in this case with the teaching and learning of a second language where teachers and learners participate and it is important that we know the different approaches, methods and techniques that help us in our educational work in order to develop the best strategies that allow us to provide the necessary tools to our students to make the knowledge their own and allow them to make use of the language in their context.

Knowing but above all applying these methodologies of teaching and learning a second language allows us to prepare our students to achieve their goals by giving them the opportunity to join the labor field because as we know society needs innovative people, who are competent, but above all who can provide solutions to the problems they face.

Some of the challenges I faced during this specialization were being able to organize myself to do my activities and to complete them in a timely manner. As well as recording the class since the students were a bit intimidated at first and I had never had the opportunity to see myself teaching and I think it was something very interesting and allows me to analyze and reflect on my teaching work.

Some of the things that I have also faced during the specialty is to modify in my teaching work the old teaching habits that are still ingrained and which I am currently working on, to have more knowledge of how to use different digital tools as strategies for my classes.

as well as, in my teaching-learning, what represents a challenge for me is to be able to correctly apply the approaches, methods and techniques that we have learned which I consider of great importance to improve my teaching and that I have no doubt that with practice I will achieve it.

I believe that as teachers we must know each of our roles in the teaching-learning process, as well as know the roles of our students, their context and be aware of the cultural diversity that exists in the classroom, considering all these aspects we can design strategies according to the needs of students.

This last module made me reflect on the importance of interculturality when designing our lesson plans since it is a very essential part for students to learn a second language in context and learn real language which allows them to develop not only their communicative competences but also intercultural competences, that is to say communicate in an assertive and empathetic way with people from different backgrounds respecting their beliefs as well as valuing theirs to avoid misunderstandings.

I firmly believe that teachers who love to teach are aware that we must be agents of change to guide and prepare our students during the learning process. But I believe too that as Pintrich y De Groot, (1990) says it is necessary to have skill and will to learn, so learners must be aware about that.

Providing authentic material, as well as the use of realia such as videos, magazines among others; developing activities making use of ICTs, teaching students different learning strategies and above all providing feedback allows them to develop the four skills to be able to communicate in a second language.

Finally, I can also mention that my philosophy is also to continue making use of the communicative model, which I consider to be the guideline for students to develop their communication skills, as well as to apply the affective filter hypothesis developed by Krashen since it allows young people to achieve significant learning.



## 1.2 Theory behind my teaching practice

Learning a Language is a process even in our own language in this case perhaps this process is easier because since we are born, we are exposed to our mother tongue (L1) and in our context which allows us to acquire it implicitly. Unlike learning a second Language (L2), which is as Krashen says (1982) a more complex process, since it is often learned outside our context and there are different factors that can have a positive or negative impact on the teaching-learning process.

During the Specialty different approaches and theories that have emerged in the field of teaching were analyzed, which have been the guideline for reflection on how students learn a foreign Language and how teachers should guide them so that this process occurs successfully in our learners.

The design and application of the lesson plan that was carried out in this project is based on Krashen's hypothesis since, as he mentions, it is important to take into account the affective filter of the students when developing the activities for meaningful learning.

Having as a background the Covid-19 pandemic, the return to face-to-face classes was something that students had to face after living two years in quarantine and losing family and friends. That is why I considered applying the affective filter proposed by Krashen to develop learning environments where students felt more comfortable since at the beginning it was difficult for them to adapt and interrelate with their classmates.

### 1.3 Theoretical basis

Stephen Krashen's Hypothesis (1982) from a cognitive level which argues that language is information processing.

*Table 1. Acquisition VS Learning.*

| ACQUISITION  | LEARNING   |
|--|--|
| Subconscious and incidental process.   | Conscious and intentional process.   |
| Language is implicit.  | Language is explicit. (Krashen, 1982)  |
| At all times learners can develop Language.  | At all times learners can develop Language.  |
| Natural order (grammatical morpheme).  | Take place through exposure (quantity and quality) and practice.                                     |
| Comprehensible input (written or spoken).  | Comprehensible input (written or spoken).  |
| If the learners have not acquired a simpler structure, they won't be able to acquire a more complex one. | Learners test the grammaticality of their language one they have produced it (i.e. rules of the L2). |
| Meaning is important   | Form is most important than meaning.   |
| It is not a complex process  | It is a complex process.   |
| If their affective filter is high the input that learners are exposed to cannot be acquired.             | If student affective filter is down the language input received can be readily learned.              |
| Learners are deeply exposed to the target language (L1) (Schmidt, 2001)                                  | Learners must be exposed to the target language (L2) in their classroom.                             |
| Interaction facilitates acquisition. (Long, 1996)  | Interaction facilitates learning.  |

Designed by Baltazar Nuris (2021)

Source lessons 5 - 8 UPN (2021)

## Monitor Hypothesis

Krashen (1982) says that Learners can use what they learn to monitor their language production, which allows them to be able to modify their output, so they must focus on the form (Pronunciation and spelling, grammar and word formation will fall under that aspect of language) which is more important than meaning. On the other hand, they must also have knowledge of the rules for example: with the third person singular verbs ending in –s, as well as having the time to think and analyze the rules to be able to use them.

## The Natural Order Hypothesis

When students present problems or difficulties in learning certain Language structures, it is important to take into consideration that, as in our mother tongue, the natural order of morphemes must be taken into account when they are learning a second Language (*progressive –ing, plural, copula (be) - progressive auxiliary, article (a, the) - irregular past - regular past, 3<sup>rd</sup> personal singular –S, possessive – S*). “If the learners have not yet acquired a simpler structure, they will not be able to acquire a more complex one or one that naturally comes later in child and adult L2 development”. (Krahsen, 1970).

## The Input Hypothesis

As we mentioned above, input are the physical and cultural tools that teachers use to engage learners in the teaching-learning process, and which help us to perform or complete our activities. In order for learners to acquire a L2 they must be exposed to comprehensible input either in written or spoken form which must be at the same level of the student or just beyond the current level and the most importantly keep the learners motivated. This hypothesis is represented by Krashen, (1970) as a following: (learner’s current level of development)  $i + 1$  (the level just beyond that).

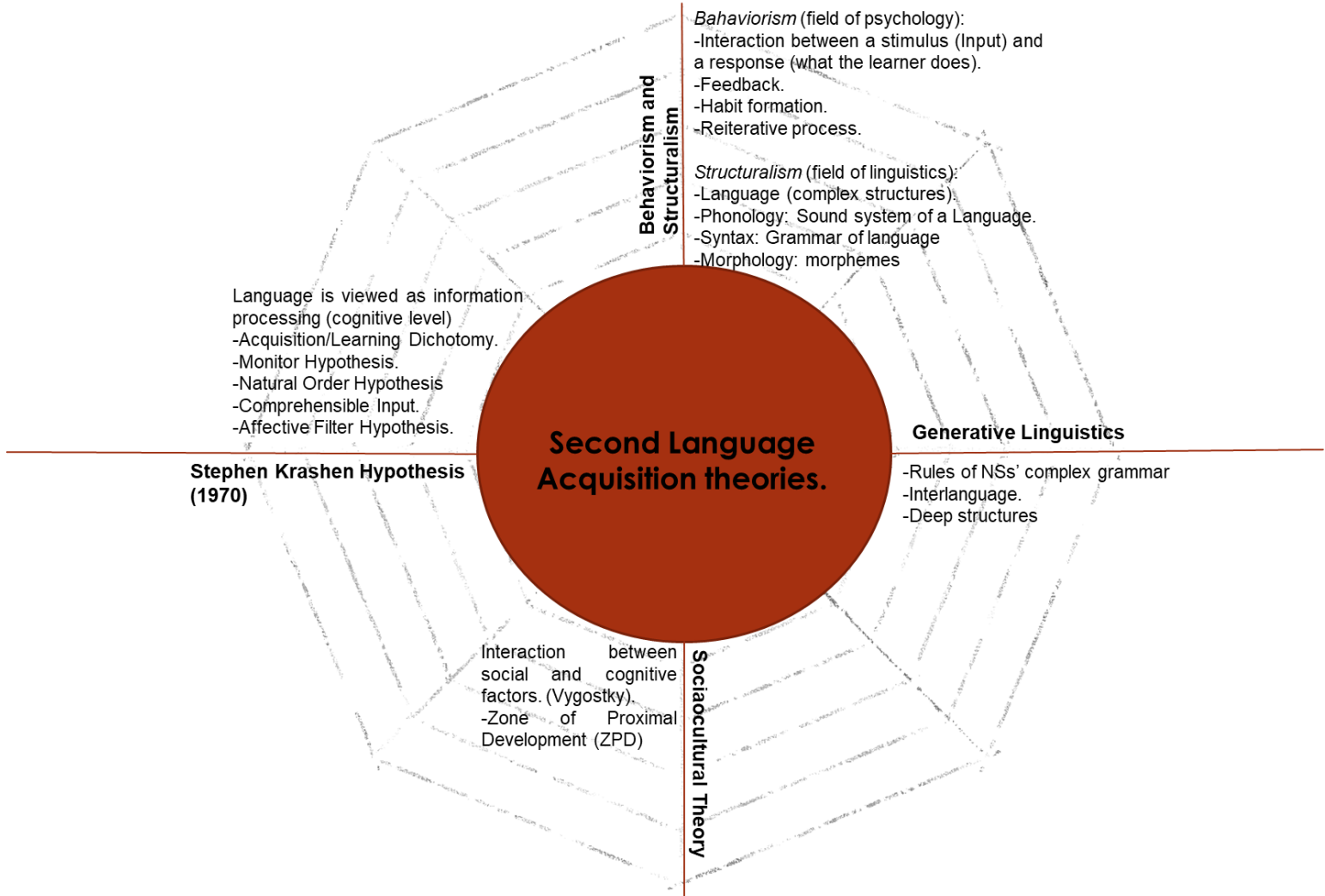
## **Affective Filter hypothesis**

This hypothesis tells us that there are different factors that can positively or negatively influence the learning of a second language in this case refers to individual factors of each learner, which should be taken into account when the teacher develops the activities in the teaching-learning process. The affective factor referred by Krashen are motivation, attitude, confidence, and anxiety.

When students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired. On the other hand, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that your students receive can be readily learned (Krashen 1970)

It is important teachers create healthy learning environments where students feel comfortable and confident in order to achieve meaningful learning.

Figure 3. SLA theories.



Designed by Baltazar Nuris (2021)

Source: Lesson 5 UPN (2021)

All of these approaches, methodologies, techniques help us to carry out our work in a better way, that is to say, they are a guide when we want to know of what activities, strategies, materials, etc. we could implement when we are planning our classes as well as what elements or factors we have to take into account for teaching-learning process.

Something that I think we should take into account is that although these approaches and methodologies have been applied by teachers in different contexts, they may not always achieve the expected results with all learners, i.e., we know that each student has different ways of learning, and this may change our perspective of the results. On the other hand, perhaps there is no one method or strategy that is the right one, since each of them may have certain limitations, but that does not mean we cannot use them. They are also applied according to institutional interests, educational needs, and the times we are living, to mention a few.

## CHAPTER 2: METHODOLOGY AND PRACTICE

This project was conducted in the municipality of Comalcalco, Tabasco in COBATAB campus 03, in a fourth semester group with fifty students between 16 and 17 years old, which have a medium socioeconomic level.

It is a very participative group, but when they knew that the class would be recorded, they felt a little insecure which at first did not allow active participation for fear of making mistakes, for this, the application of Krashen's affective filter was of great help since they were motivated to participate regardless of the mistakes, and this helped them to relax a little more.

The group concentrated more on the activities and managed to perform them, one of the activities that they really liked to perform was the Word Search because as they themselves expressed it helps them to relax, for some students, one of the activities that is difficult for them is listening while others had some difficulties when writing the text for which they required support from their classmates and teacher.

The methodologies learned during the specialty were applied in my teaching practice since in the class sessions prepared for the learners, the activities are developed taking into account the group context as well as the learning needs of each student. With the intention of always exposing them to the target Language, written and spoken input is provided according to the level of the students or a little more advanced than their current level (i+1) but not difficult for them, but above all, the material or activities provided are intended to maintain the interest of the students for an active participation during the teaching-learning process.

In the activities, learners are provided with information which they are already familiar with the intention of knowing their previous knowledge and that this will help them to develop strategies to acquire and connect the new ones. On the other hand, the activities or teaching strategies are designed so that students can work individually, in pairs or in teams, it is to say, collaborative work where each of them can exploit their skills and knowledge but also allow them to help their classmates who may have problems with the Language structures.

For the lesson plan five activities were proposed, starting with a Warm up to find out previous knowledge through a Word search. After this, as an introduction, they watched and listened to a video related to “Thanksgiving Day” in order to answer some questions in the quizziz app. The second activity was Reading where after reading a text they underlined sentences in the present perfect tense and completed some exercises to practice the structure of the sentence. The third activity was Writing where they made use of present perfect and adverbs of time like yet, since, already to express past actions that continue in the present and for the last Speaking activity they shared with their classmates the best experiences they have had.

In each of the activities, learners can practice and learn specific structures of the English language, giving them and the teacher set the guideline to evaluate their progress and enrich their language learning. During the teaching and learning process we can also observe how the motivation of the learners play an important role.



## 2.1 LESSON PLAN.

### Identification card of the lesson plan

|                                       |   |                       |                           |                                     |   |
|---------------------------------------|---|-----------------------|---------------------------|-------------------------------------|---|
| <b>Teacher's name</b>                 | Nuris Baltazar Esponda  |                       |                           |                                     |   |
| <b>Didactic Situation Title:</b>      | "Life experiences"  |                       | <b>Didactic Strategy:</b> | Life Experience Story               |   |
| <b>Class profile:</b>                 | High School 4 <sup>th</sup> Semester  | <b>Allotted Time:</b> | 2 hrs                     | <b>Number of sessions assigned:</b> | 2 |
| <b>Didactic situation's purpose:</b>  | Produce a 100-150 words story digitally or on blank sheets of paper in English about life experiences in collaborative teams of 4 or 5 people, based on a real life experience of a partner, making use of the Present Perfect Tense and adverbs of time: for, since already, ever, never, yet, just and still. |                       |                           |                                     |   |
| <b>Expected Learning:</b>             | Present past experiences with effect in the present in oral and written form, using the present perfect tense that allows them to reflect on the consequences of their actions as a social being in their context.  |                       |                           |                                     |   |
| <b>Language focus:</b>                | (Grammar) Present Perfect simple and signal words (for, since, yet, already, ever)  |                       |                           |                                     |   |
| <b>Language skills:</b>               | Reading, Listening, Writing and Speaking).  |                       |                           |                                     |   |
| <b>Intercultural topic:</b>           | Thanksgiving Day  |                       |                           |                                     |   |
| <b>Brief description of the plan:</b> | This lesson plan was designed with the intention of developing communicative and intercultural competencies that allow students to express themselves in an assertive and empathetic manner in a second language, making use of the four skills, as well as the structures of the present perfect simple.       |                       |                           |                                     |   |
| <b>Link of the content:</b>           | <a href="https://www.youtube.com/watch?v=XC1hVm1y01o">https://www.youtube.com/watch?v=XC1hVm1y01o</a><br><a href="https://learnenglishteens.britishcouncil.org/blogs/life-around-world/thanksgiving">https://learnenglishteens.britishcouncil.org/blogs/life-around-world/thanksgiving</a>                      |                       |                           |                                     |   |
| <b>Objective:</b>                     | Apply language skills to know about traditions in USA.  |                       |                           |                                     |   |

## DIDACTIC SITUATION MOMENT (OPENING)

| STAGE /<br>HABILITY                                     | TEACHING AND LEARNING ACTIVITIES  |  | TIME   | EXPECTED<br>OUTPUT                    | EVALUATION<br>TYPE   | EVALUATION<br>INSTRUMENT | TRAINING<br>RESOURCES            |
|---|---|--|--------|---------------------------------------|--|--------------------------|----------------------------------|
|   | Teacher   | Learners   |        |                                       |  |                          |                                  |
| <b>Warm up</b>  | T activates previous knowledge about "Thanksgiving" by means of a word search.  | Ss find and circle in the Word Search the word related to the topic.   | 20 min | Word Search                           | <b>By moment:</b><br>Diagnostic test<br><br><b>By agent/actor:</b><br>Self and peer's assessment | N/A                      | Pencil and/or Pen<br>Word Search |
| <b>Introduction</b><br><b>(listening comprehension)</b> | T introduces the content of the block asking some questions like Have you ever been in USA?, Have you ever hear about "Thanksgiving or Turkey day".<br><br>T shows a video related to The History of The First Thanksgiving Day.<br><br>T asks to answer some question related to the video in the Quizizz app. | Ss participate actively by answering the trigger questions based on their experiences.<br><br><br><br><br><br>Ss take notes on their notebooks and answer the question in Quizizz. | 20 min | Questions and answers in Quizizz app. | <b>By moment:</b><br>Formative<br><br><b>By agent/actor:</b><br>Self and peer's assessment       | N/A                      | Computer,<br>cellphone,<br>video |

**DIDACTIC SITUATION MOMENT (DEVELOPMENT)**

| STAGE /<br>HABILITY              | TEACHING AND LEARNING ACTIVITIES   |   | TIME      | EXPECTED<br>OUTPUT                 | EVALUATION<br>TYPE  | EVALUATION<br>INSTRUMENT | TRAINING<br>RESOURCES   |
|----------------------------------|--|---|-----------|------------------------------------|---|--------------------------|---|
|                                  | Teacher  | Learners  |           |                                    |   |                          |   |
| <b>Reading<br/>comprehension</b> | <p>T Integrates the students in pairs and lead the reading "Thanksgiving" (text retrieved from the web side of British council). And asks to underline present perfect on the text.</p> <p>T asks complete the Present Perfect's exercises.</p> <p>T explains how to form present perfect.</p> | <p>Ss in pairs, they read the text "Thanksgiving" and underline the sentences.</p> <p>Ss complete work sheet exercises.</p> | 20<br>min | Exercises of<br>Present<br>Perfect | <p><b>By moment:</b><br/>Formative</p> <p><b>By agent/actor:</b><br/>Peer's<br/>assessment</p>  | N/A                      | Pencil and/or Pen   |
| <b>Writing</b>                   | <p>T guides students to work collaboratively in the elaboration of a text about an experience life using present perfect.</p>  | <p>Ss write a text about an experience life using present perfect.</p>  | 20<br>min | Life<br>Experience<br>Story        | <p><b>By moment:</b><br/>Formative<br/>and<br/>Summative</p> <p><b>By agent/actor:</b><br/>Peer's<br/>assessment and<br/>Heteroevaluation</p> | Rubric                   | Computer<br>Colors<br>White or colored<br>sheets<br>Crayons<br>Cell phone |

**DIDACTIC SITUATION MOMENT (CLOSURE)**

| STAGE /<br>HABILITY   | TEACHING AND LEARNING ACTIVITIES  |  | TIME      | EXPECTED<br>OUTPUT | EVALUATION<br>TYPE   | EVALUATION<br>INSTRUMENT | TRAINING<br>RESOURCES |
|---|---|--|-----------|--------------------|--|--------------------------|-----------------------|
|   | Teacher   | Learners   |           |                    |  |                          |                       |
| <b><i>Practice /<br/>expression<br/><br/>(Speaking)</i></b> | T asks students to talk about the best experiences they have had.<br><br>T conducts socialization of learning experiences with students with emphasis on achievement and improvement aspects during feedback. | Ss talk about their life experiences with their peers.<br><br>Ss socialize learning experiences with teacher and classmates. | 20<br>min | N/A                | <b>By moment:</b><br>Summative<br><br><b>By agent/actor:</b><br>Peer's<br>assessment and<br>Heteroevaluation | N/A                      | N/A                   |

The activities carried out in the classroom can be seen in the following link.

<https://drive.google.com/file/d/1yZgU1CeTL3yhQaxGeAGDKs8Ac5MUDSrN/view?usp=sharing>

## 2.2 EVALUATION AND ASSESSMENT

As a complement to the previous Lesson plan and after having implemented the activities of our lesson plan it will now show how they were evaluated, as well as the evaluation tools that were used during the teaching and learning process.

Hughes (2003), mentions that it is important to evaluate our students and some of the reasons are the following:

- ✓ To measure language proficiency.
- ✓ To discover how successful students have been in achieving the objectives of a course of study.
- ✓ To diagnose students' strengths and weaknesses, to identify what they know and what they don't know.

When evaluate our students it also motivates them because they feel that they are really learning, that is why it is also important to take into account how and when to do it. As we know there are different forms of evaluations such as the formal which is planned and includes specific exercises according to what the teacher wants to evaluate and informal which refers to a continuous evaluation during the teaching and learning process.

On the other hand, there are also different assessment tools (checklists, rubrics, reports, evidence portfolios, observation guide, etc.) and some apps that can help us in the evaluation process and which we can use to measure the learning of our students and help us to obtain information to adapt our teaching and learning strategies according to the needs of the student.

On this occasion, to evaluate the text "My life experience" we used a rubric provided and designed by the institution where the criteria to be evaluated were grammar, coherence and style, vocabulary, creativity. This rubric provides the students with the criteria to be taken into account when carrying out the activity. It also provides in detail what the student should do and the levels ranging from excellent, good, sufficient and requires support.

On the other hand, diagnostic evaluations, formative evaluations, and summative evaluations were also used during the teaching-learning process.

The activities on the lesson plan were planned with the intention of helping to develop the four skills of my learners as well as their communicative and intercultural competences.

By starting with prior knowledge activities, the students' schemata we are activating and at the same time making them familiar with the new vocabulary and structure that we will be using during the activities.

On the other hand, a video was used to capture the students' attention and interest in the topic "The first Thanksgiving Day", as well as listen, practice writing by taking notes and joined with the new information.

After that we implemented a fun way for students to practice what they learnt answering some questions in quiz related to the first Thanksgiving Day and where they had the opportunity to self-assessment, which made the learning process more fun and competitive among students.

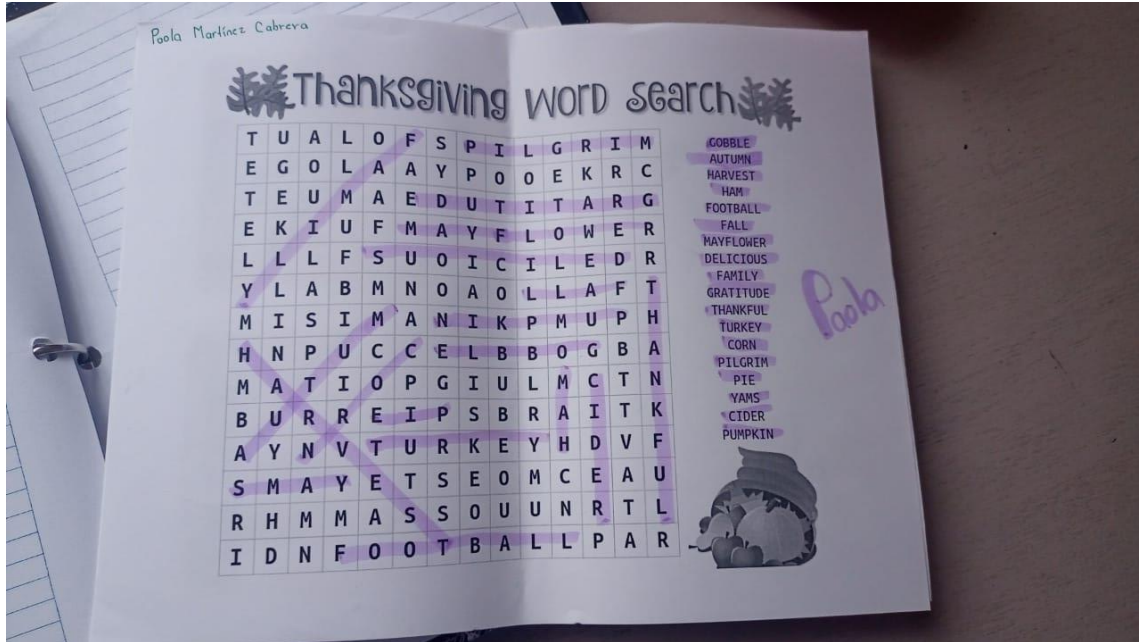
Searching for information about Present perfect tense allows learners to develop reading strategies, organization of information and selection of specific information (scanning). By doing the reading "Thanksgiving Day" they have the opportunity to learn new vocabulary and know how to use it in context (context and guessing) at the same time they become aware of the interculturality in different countries.

Students put into practice the structure of the present tense by completing some exercises and teacher explained how to form present perfect tense to clarify doubts. Finally, in order to produce the expected product (genre and contexts of writing) making use of present perfect they wrote a text about the life experiences that they have had "When we write, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose". (Cook, 1989).

## 2.3 Materials evidence

### Warm up

### Handout A



# Listening

The screenshot shows a YouTube browser window. The main video player displays an illustration of three children in a autumn setting. A thought bubble from one of the children asks, "What is Thanksgiving Day?". Below the illustration, a subtitle reads: "celebrated. So, Thanksgiving Day is celebrated in America on the fourth". The video title is "The History of The First Thanksgiving Day" with 599,443 views and a date of 21 nov 2017. To the right of the video player is a list of recommended videos, including "Thanksgiving for Kids", "Why Do We Celebrate Thanksgiving?", "The American Thanksgiving Story", and "THANKSGIVING IN THE UNITED STATES".


<https://www.youtube.com/watch?v=XC1hVm1y01o>






## Handout B





**Adriana Rodriguez**

Assignment



Precisión

62%

Clasificación

2/2

Puntuación

3000

Haga clic aquí para actualizar el rango

Estadísticas

5
Correcto

3
Incorrecto

26.2 s
Tiempo/preg.

Revisar preguntas

Haz clic en las preguntas para ver las respuestas


| Nombre del alumno           | Precisión | Puntuación | Acción          |
|-----------------------------|-----------|------------|-----------------|
| Ingrid Saetre (Ingrid Sa... | 100%      | 4800       | Email to Parent |
| DANNA PAOLA ROME...         | 100%      | 4800       | Email to Parent |
| ASHLEY GITZEL BAMB...       | 100%      | 4800       | Email to Parent |
| GERALDINE SANTO DE...       | 100%      | 4800       | Email to Parent |
| ANDREA PAOLA VARG...        | 75%       | 3600       | Email to Parent |
| MARIA GUADALUPE R...        | 75%       | 3600       | Email to Parent |
| KAROL JOANA RODRIG...       | 75%       | 3600       | Email to Parent |
| MONSERRAT MENDEZ ...        | 75%       | 3600       | Email to Parent |

## Reading



## Handout C

Thanksgiving



Even though I'm not American, I'll be celebrating Thanksgiving this year! As I am from England, I've never celebrated it before, but tomorrow I'm going to have a big Thanksgiving meal with friends, which I'm really looking forward to. Thanksgiving is an American tradition which, this year, was on the 27th of November.

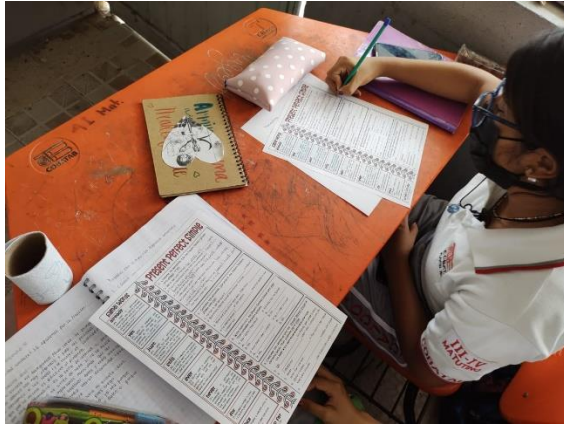
Thanksgiving has been an American tradition since 1603, and was begun by President Abraham Lincoln. It is always celebrated on the last Thursday of November, and it is said that the Pilgrims were the first people to eat Thanksgiving dinner after their first harvest. Turkey is traditionally eaten on Thanksgiving, which is why it is also known as 'Turkey Day'. On the day, Americans also eat seasonal vegetables such as squash, potatoes and sweetcorn, and eat pies for dessert.

Although writing this is making me very hungry, the food isn't the most important part of Thanksgiving! If it was, it would have a very different title. As its name would suggest, on this day Americans think about what they are thankful for in their lives – new opportunities, friends, family or something else completely different!

This year, I am thankful for the chance I have been given to do this year abroad. Before coming to Dortmund, which is in the north-west of Germany, I did not have much knowledge of the world. But now I have the chance to see a whole new aspect of life and I'm having a great time! I have a great job teaching English to children, lovely friends, a great roommate and of course everybody back home – my friends, family and boyfriend. They have been here for me even though they are so many miles away. I've already had so many incredible experiences here in Germany and am looking forward to the future! I think, above all, I am thankful for being able to adapt to life here. And thankful that, on the days where adapting is hard, my family and friends are always supportive!

Happy Thanksgiving, everyone! Gobble gobble!

## Writing



## Handout D

**signal words**

**already**  
It's used in affirmative sentences. It's placed between the auxiliary verb and the past participle. → I have already finished it.

**yet**  
It's used in negative and interrogative sentences. It's placed at the end of the sentence. → I haven't finished it yet.

**just**  
It's used in affirmative sentences. It's placed between the auxiliary verb and the past participle. → I have just finished it.

**still**  
It's used in negative sentences. It's placed before the auxiliary verb and the Past Perfect. → I haven't finished it yet.

**ever**  
It's mostly used in questions. It's placed between the auxiliary verb and the past participle. → Have you ever visited there?

**never**  
It's used in affirmative sentences. It's placed between the auxiliary verb and the past participle. → I have never visited there before.

**for**  
It indicates a period of time. → I have been here for a year.

**since**  
It indicates a specific point in time. → I have been here since Christmas.

**lately / so far**  
→ I have bought the car.

**Present Perfect Simple**

1. Complete the sentences. Use the Present Perfect Simple with **already** or **yet**.

- We're too late! The bus has already left. (leave)
- I won't have much free time this weekend. I haven't done my homework. (do)
- Can you see the noise board? Has the plane landed yet? (the plane / land)
- Could you call him and tell him the band. The concert has already started. (start)
- Steve must be in Paris now, but we haven't heard from him yet. (hear)

2. Complete the sentences. Use verbs in the Present Perfect Simple with **just**.

- My hair is wet because I have just washed a shower.
- Everyone's coming out of the cinema. The film has just finished.
- Mike and Lisa will be here soon. Their train has just arrived at the station.
- The reading sheet I have just seen the first prize in the competition.

3. Write questions in the Present Perfect Simple with **ever**. Then complete the short answers.

- you / visit / Thailand  
A: Have you ever been to Thailand?  
B: No, I haven't. A: Has he ever been to Thailand?  
B: No, he hasn't.
- your sister / see / a shark  
A: Has your sister ever seen a shark?  
B: Yes, she has. A: Has Jack ever ridden a horse?  
B: No, he hasn't.

4. Complete the sentences with the Present Perfect Simple of the verbs below. Then underline **for** or **since**.

- We have not met our friends for / since 5 years.
- They have not spent their holidays here for / since 2003.
- Peter has been working in that factory for / since more than one year.
- Some students have played handball for / since they were children.
- She has not studied (other English) for / since a long time.

**MY LIFE INTERESTING**

I think that until now I have had a life interesting. I have studied since I was 3 years. I was born in a town called Coplica and I have live for 17 years in the town of Coplica. At the age of six, he entered primary school. I have lived in my room since I was 6 years. When I went to the fourth grade of primary school I participated in a dance class. That I have never participated in a dance activity. I haven't played soccer for 5 years. I remember that time I fell and hurt myself badly. I have very little time left to do my things, because I am an only child, I have had to clean my house since I was very young.

My mom says that she has worked since she was 12 years. Until now, I eventually entered high school, where I entered a speech contest. The teachers were already leaving because that day there was a lot of traffic and I arrived late.

As I said at the beginning, I am alone in the house and I have to clean it, but I haven't cleaned the windows for a month.

### Speaking



## 2.4 Rubric for writing assignment

To evaluate the final products (My life experiences), we used the rubric of the teacher's guide, provided by Colegio de Bachilleres de Tabasco, in this way the students have a clear idea of what is expected from the task and at the same time it serves as feedback.

The screenshot displays a digital rubric for a writing task titled "Rúbrica texto My life experience" with a total of 20 possible points. The rubric is organized into two main categories, each worth 20% of the total score.

| Categoría                            | Excelente 3 puntos  | Buena 2 puntos   | Suficiente 1 punto  | Requiere apoyo 0 puntos                       |
|--------------------------------------|---|--|---|---|
| <b>Gramática</b> (Peso 20%)          | Hace uso de las estructuras en presente perfecto. Emplea correctamente los adverbios de tiempo: Yet, still, since, already etc. | Frecuentemente hace uso de las estructuras en presente perfecto. Los errores gramaticales no impiden la comprensión escrita. | Hace uso del presente perfecto ocasionalmente. Los errores gramaticales impiden la comprensión escrita. | No es congruente con la función comunicativa. |
| <b>Coherencia, estilo</b> (Peso 20%) | Redacta con fluidez y escribe con claridad sus  | Redacta con cierta fluidez, aunque en ocasiones no   | Requiere fluidez al redactar, y le cuesta redactar sus  | No es congruente con la función comunicativa  |

At the bottom of the rubric interface, there are buttons for "Descargar como.csv" and "Cerrar". A footer note states: "La tarea permitía entregas atrasadas hasta el 17 de mayo. Editar".

During the evaluation process of the activities, in addition to using rubrics, students have the opportunity to evaluate themselves, among peers and as a group.

## CHAPTER 3: EXPERIENCE REPORT

### 3.1 Outcomes

Brown (2004) mentions that it is important to consider some aspects that can affect the students' performance or learning such as place, feelings, time, etc. and in this case during the teaching and learning process we could observe that at the beginning the students felt a little intimidated knowing that the class was being recorded but later they felt more relaxed and this allowed the group to participate and carry out all the activities.

The results in each of the stages during the implementation of the lesson plan were as follows:

- ✓ Students responded positively to each of the activities and participated actively.
- ✓ They were able to work collaboratively exploiting each one of their skills to carry out the activities.
- ✓ They developed and applied different strategies to carry out their activities and deliver them in a timely manner.

#### *Warm up*

Teacher activated previous knowledge about "Thanksgiving" by means of a word search. Students found and circle in the Word Search the word related to the topic.

#### *Introduction (listening comprehension)*

Teacher introduced the content of the block asking some questions like Have you ever been in USA?, Have you ever hear about "Thanksgiving or Turkey day". Students participated actively by answering the trigger questions based on their experiences. Teacher showed a video related to The History of The First Thanksgiving Day. T asked to answer some question related to the video in the Quizizz app. Students took notes on their notebooks and answered the question in Quizizz.

#### *Reading comprehension*

Teacher Integrated the students in pairs and lead the reading "Thanksgiving" (text retrieved from the web side of British council). And asked to underline present perfect on the text. Students in pairs, they read the text "Thanksgiving" and underlined the sentences.

Teacher explained how to form present perfect.  
 Teacher asked complete the Present Perfect's exercises.  
 Students completed work sheet exercises.

*Writing*

T guided students to work collaboratively in the elaboration of a text about an experience life using present perfect.  
 Students wrote a text about an experience life using present perfect.

*Practice / expression (Speaking)*

Teacher asked students to talk about the best experiences they have had.  
 Students talked about their life experiences with their peers.  
 Teacher conducted socialization of learning experiences with students with emphasis on achievement and improvement aspects during feedback.  
 Students socialized learning experiences with teacher and classmates.

Regarding the activities, it is worth mentioning that some of them had some difficulties to complete the exercises and write their text using present perfect and adverbs (yet, since etc.) so they needed more attention and feedback than others who were able to complete the activities without any problem.

In the other hand, the opportunity to record the class allowed me to evaluate myself since I had never seen myself teaching and although at first I felt a little intimidated like the students, it made me think and reflect on the activities that as teachers we ask our students to do and the challenges that each one of them face to be able to do them, with this I can say that I was in my students' shoes for a moment which made me connect more with them during this process.

Finally, it is considered that these activities helped the students to develop the four English language skills, as well as to become aware of the interculturality that exists in different countries while promoting empathy towards different cultures.

## 3.2 Results and evidence

**MY life**

When I was in kindergarten I had a best friend and I still miss her and I want to see her again but I **haven't seen** her **yet**.

Since I got out of kindergarten I **have never had** a best friend.

The fair has just arrived near my house and I have to go, I **haven't been** here for 4 years.

I like to cook but since I'm busy I **haven't cooked since** last Saturday.

Almost everyone in my family has broken something in their body, but I **have never broken** anything, one of my sisters her left foot the other a finger on her right hand and another her forearm. I **have just read** a novel that I really liked, but I suffered a lot because it was very sad and I wouldn't want to feel like that again. **We already been** to the beach but I wouldn't like to go again since I don't like salt water.

My sister **hasn't finished** college **yet**, but she's already saving up to leave home, but I don't want her to leave, because I don't want to be alone with my brother, who I don't like.

**We already seen** all the zombie movies and it's boring not finding another one.

My older sister who lives far away, **has traveled** a lot **lately** and sends us photos.

Fatima Del Carmen Leon Xicolencatl INGLES

# MI LIFE EXPERIENCE

Many interesting things **have happened** throughout my life. I am currently 16 years old and I am studying high school in the fourth semester. I **have studied since** I was 3 years old. I **have** visited many **beautiful** places throughout my life. And I **have met** many people that I remember fondly.

I was born in Villahermosa and lived **there** until I was two years old. I **have lived** with my grandmother since I was 3 years old.

I **have taken** computer and English courses. **But** I couldn't finish the English one **since** they didn't give any more classes. Also, I **have taken** some online classes to learn how to apply makeup and acrylic nails. **Lately** they **have caught** my attention a lot and I am thinking of taking a beauty course.

I **have been** in speed competitions at the municipal level and I remember that I got second place. I used to do a lot of sports but when the quarantine started I stopped doing it. And



## CHAPTER 4: CONCLUSION.

By way of conclusion, it is good to stop for a while to analyze and reflect on our teaching practice to know what works and what changes need to be made to improve. Having decided to study this specialty has allowed me to know and learn new information that I am sure will help me to improve the process of teaching and learning English in the classroom. "It has been more or less assumed that teachers who know more will teach better". (Harris et al., 2002)

During the major I analyzed different approaches, methods and techniques focused on learning English as a second language, which made me see from another perspective what teaching a second language involves, that is, cognitive, emotional, social, etc., as well as giving me a guideline for teaching English as a second language.

It also gives the guideline for reflection on what we teach when we teach English and how we do it, that form (pronunciation and spelling, grammar, etc.) is more important than meaning (vocabulary, phrases) in the learning process, the resources and materials (input) must be provided in the target language as it is of great importance for students to have contact with the L2 and can make use of it either orally or in writing (output).

On the other hand, besides the fact that the material must be provided in English, it must be in accordance with the level of the student (i+1) and above all it must be of interest to them, which allows them to learn better, that is why it is important to know the learning needs of the students at the moment of planning the classes.

The specialty also addressed the role of teachers inside and outside the classroom, as well as the different roles that students play in the learning process, since they are the center of attention, developing strategies that allow them to make their knowledge their own.

Something that I also take with me as knowledge is the importance of the affective filter that teachers must take into account since it is influenced by many factors in a positive or negative way for student learning. As well as the importance of knowing the learning needs regardless of origin, religion, etc. that is to involve and promote interculturalism in the classroom making awareness of it in order to communicate effectively and avoid misunderstandings.

If an individual knows about the ways in which their identities have been acquired, how they are ... perceived, and how they in turn perceive their interlocutors from another group, that awareness provides a basis for successful [intercultural] interaction (Byram, 1997)

After having put into practice the activities set out in the lesson plan (and where I consider that the approaches, techniques, and teaching and learning strategies seen during the specialty were used), these were carried out according to plan with the intention of developing the four skills (listening, writing, reading and speaking) as well as raising awareness of the importance of intercultural and communicative competencies.

It can be said that the results obtained in this project were that all the planned activities were achieved, allowing students to acquire significant knowledge by making use of technology in the teaching-learning process, reaching the expected goals.

As well as applying and reinforcing what I learned, which allows me to advance in my growth as a professional and work efficiently in the classroom. On the other hand, this project allowed me to see in a different way the process of teaching to acquire a second language as well as to learn it and all the materials and support resources with which a meaningful learning can be achieved.

Finally, this project allowed me to put into practice everything I learned and reflect on my scope in my teaching practice, it was a challenge to study this specialty, but I take the best, new knowledge, which has helped me to gradually leave behind the old practices and have allowed new ones to flourish, which from now on motivates me much more to develop and apply learning strategies that provide the necessary tools to students to develop the skills and communicative skills of the language as well as cultural competencies for application in their context.

## CHAPTER 5: APPENDIXES AND REFERENCES

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