

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Learning English through, the costumes, and traditions  
around the World**

### **TRABAJO RECEPCIONAL**

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

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México, DF. Junio 19, 2022.



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### **UNIDAD AJUSCO**

## **Specialization in English Language Learning and Teaching (EEAILE)**

### **FINAL PROJECT**

## **Learning English through, the costumes, and traditions around the World**

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México, DF. June 19, 2022.

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## Introduction

I had always asked if there will have strategies to teach and acquire English, nowadays I have identified that there are many strategies to teach English and technology is a great tool to imply good teaching. Teachers must know about their own philosophy and about theories, methodologies, strategies, and about what it is the best to teach English. This is an excellent specialization where we can get all of these and more. This project is talking about three modules seen in the specialization, it includes strategies that we can apply in the classroom.

This project took place in 6th grade of primary in the Private School Gregorio Mendez Magaña, where students are kids between 10 and 11 years old. They take English classes 4 hours per week, there are from 15 to 20 students and the group can learn English in a better way, the school is located in Villahermosa, Tab.

The teaching philosophy of this project is to be patient, loving, and human it is truly believed that teachers need to teach with passion, and we have to keep preparing ourselves and always go beyond. In order to consider the viability according to the learner profile, needs, cognitive, and objective, all of them are important to have in consideration to recognize our philosophy as a teacher. As English teachers love teaching, enjoy every day and spend time with them. We should always try to motivate and show them that all the things that they consider difficult could be easier to learn when we love what we do, this course can help me to understand the easy way to teach English at the beginning was frustrated but now I can be able to identify the good method and approaches to share with them

The first chapter is included theories, hypotheses, techniques, and methods. As long the specialization was related to knowing about several schools of thought as behaviorism and structuralism, generative linguistic, and sociocultural linguistics it was also learned about theories such as Dr. Krashen and hypothesis. Theory about Dr Krashen is the main objective of this project because I strongly believe that when students face a situation in which they have to understand more complex topics, they feel challenged and try to go beyond in order to achieve their objective.

The second chapter of this project is included the lesson plan, in which the lesson plan was developed according to the level of students and the activities included listening, speaking, reading, and writing where students work individually and in team groups. The listening was chosen by the internet <https://www.youtube.com/watch?v=h-TTCypCyvc> the selection of this topic is according to the topic, costumes and tradition.

The sequence and the activities for each skill were stated in the lesson plan providing a session and social interaction to practice agreeing on the meaning between students in pair and collaborative.

For speaking session was connected with the listening video where students can interact with some questions according to the video, the activity of this lesson is to match sentences with a country according to the new year celebration in each country. For reading comprehension book is used as a reading session and students practiced the vocabulary and some countries. Book is necessary for students to read costumes and matched with the countries using feedback and ZPD moment. The monitoring skill one of the strategies provided in this section is monitoring reading comprehension Students participate in some activities such as matching the expression with language, writing right, wrong, or doesn't say, and reading the text and writing the country names.

The project of the lesson was thought about writing comprehension, this activity is elaborated on by the team, students have to write about how they celebrate New Year's Eve, using a mind map as a guide and going to grammar. In the end, a volunteer team will read their composition. Writing activities of the lesson plan are based on language structure” The activities are integrated involving the three first stages development. The video of this lesson plan is included in this chapter.

The last chapter is talking about the outcomes of the lesson plan and how the activities satisfied my curiosity to introduce personal criteria, in the learning content in order to get the achievement. My students have told me they enjoy this class because cultures are included in this lesson plan I hope students really enjoyed it. I think the activities are the keys to obtaining good results when theoretical foundation has good support, teachers can address students' learning with support and previous experiences that have been efficient.

# Chapter 1 Philosophy and theory

## 1.01 Teaching identity and philosophy

My name is Adriana Velázquez Rodríguez; I have been working as an English teacher since 2017 but I have been working in a private school for a couple of year. The school is located in Villahermosa; Tab. English has 4 hours per week. Each classroom has 25 students and it is enough students learn in good environment

I am a shy person, however when I am in front of the classroom I become funny and I forget that I am shy, I like having new knowledge and reinforce them, that's the reason I decided to take this speciality, I am no the best teacher but I try to do it.

When I was adolescence I did not like English because of the teachers were very demanding not until the last semester of high school I decided to learn English although it did not like. I remember a teacher who though clearer I began to understand English and since then I love.

As a teacher I have taken some courses like certification programs, English certifications, courses required in my job, however they are very useful to get new knowledge. It is important as a teacher must be in constantly capacitation to acquire methods, new knowledge, regardless the methods and techniques we use as a teacher.

Talking about my teaching philosophy has changed several times because it depends on my group of students. When I started this course, I had been authoritarian because the group demands a lot and many cases the groups are aggressive and as a teacher must be authoritarian. However, I have changed my philosophy, because come to my head my teachers in the past and I did not want to be like those kind of teachers. and I also believe it is important to be patient, and be creative. The most important here is that teachers should know the good way to teach English or we must develop good methodologist that can impact to our students and according to their necessities. It is important to recognize and create own philosophy according to the ground back knowledge that is depend on the student's behavior.

The rewarding as a teacher is when the students realize they are learning, now I believe when teacher now his or her philosophy understand everything because from this depend on her best way to teach.

I truly believe that we need to teach with passion, we have to love what we are doing, and we have to keep preparing ourselves and always go beyond. In order to consider the viability according to the learner profile, needs, cognitive and objective, all of them is important to have in consideration to recognize our philosophy as a teacher. As an English teacher, I love teaching and I enjoy every day I spend time with them. I always try to motivate and show them that all the things that they consider difficult could be easier to learn when we love what we do, this course can help me to understand the easy way to teach English at the beginning was frustrated but now I can be able to identify good method and approaches to share with them.

Each method or approach has been helpful depending on the class and decide what is the best for the students. I can say that as a teacher must love what to do enjoying and giving all what we are. Nowadays, my philosophy teaching is based in humanism because I must care students felling, emotions and as a teacher encourage to the learner to be the best each day.

I have also been easygoing, because students are sensible, and they interact easily and I want that they are positive environment. I think students have the opportunity to communicate everything and I want they feel comfortable with me and they feel they can learn English without problem, I try to transmit emotions and they show attention in class.

I also believe that we need to give confidence to students, because based on my own experience as a student but also as a teacher, I have noticed that when students feel that confidence from teachers, they give their best, because they do not want to disappoint us. They participate, they do their homework, and they keep motivated during classes. Students feeling in confidence don't care about the mistakes they can do, they only focus on their goal, because they don't feel scared or shy face to the learning process. I've adopted an affective teaching method, because when you show them care and attention, they're thankful and they try their best so that we can have something back from them.

According to Harmer (2001) "Approach describe how people acquire their knowledge of the language and make statements about the conditions, which will promote successful language acquisition" "A method is the practical realization of an approach". Language

methods, approaches and techniques are an important part in teaching language, for teachers are important to be considered in a lesson plan because I think they are the keys to have a success class, teacher should consider all those aspects when we are in the classroom

The review theories are originated from different context and they reflect the necessities of researchers, in previous experiences it was necessary to adapt to enrich the techniques, with this activity it was not the exception because I have to apply the new experiences and the repertoire of techniques.

According to UPN (2022) This philosophy, or set of beliefs about teaching and learning, has three main dimensions: cognitive (intellectual), affective (emotional), and behavioral (action-based). I like to motivate to my class and try to investigate the best method and techniques to involve in their process of knowledge, videos, songs, games, they should not be missing in class every class is different to don't get boring.

On the other hand, include intercultural in the lesson plan, it allows to students be more interactive, know about other cultures and respect the different tradition, this process could be linked with the technology, nowadays, there are enough resources on internet that it should be applied along of the teaching.

## 1.02 Theory underlying your teaching practice and identity

With a language we can communicate in different ways with different purpose, the language we can also perform different function such as make question, answer to the question, giving a reason Searle (1969).

Before looking into the way language can be taught, as a teacher must understand the different concepts and theories related to learning and acquiring language involving intercultural competence.

As long of the specialization was related to know about several school of thought as behaviorism and structuralism, generative linguistic, and sociocultural linguistic it was also learned about theories as Dr. Krashen and hypothesis.

Input hypothesis was implemented in the lesson plan proposed by Krashen, because I strongly believe that when students face a situation in which they have to understand more complex topics, they feel challenged and try to go beyond in order to achieve their objective.



Sometimes I have worked with groups in which intrinsic motivations is more common among students, they have felt motivated because they have fun the class, they have a volunteer interest to learn a L2. On the other hand, I have groups in which motivation comes after offering an incentive, students always need to get something back from the effort that they are giving. Fortunately, with my new philosophy students have found motivation and fun classes that is not necessary give them lots of rewards.

From now, I believe teaching philosophy will be in each lesson and it will help me to be better each day, applying the hypothesis and theories of SLA that they were learned

Talking about the theories, hypothesis, techniques, methods, here are some of them:

### **Behaviorism**

Behaviorism's definition is a theory of psychology which state that human and animal behavior can be studied only in terms of physical process, without reference to mind. It leds to the theories of learning which explained how external event cause a changed in the behavior of an individual based on a history reinforcement The pioneers of behaviorism are Pavlov, J. B Watson, E.L Thorndike. E, R Guthrie and B.F Skinner.

### **Generative linguistic**

Generative Linguistic introduced in the late 1960 claims that language cannot be explained as simple response simultaneous. It focuses on the process of language performance principles not precisely in how SLA is produced. It is most closely associated with the work of Noam Chomsky.

### **Sociocultural theory**

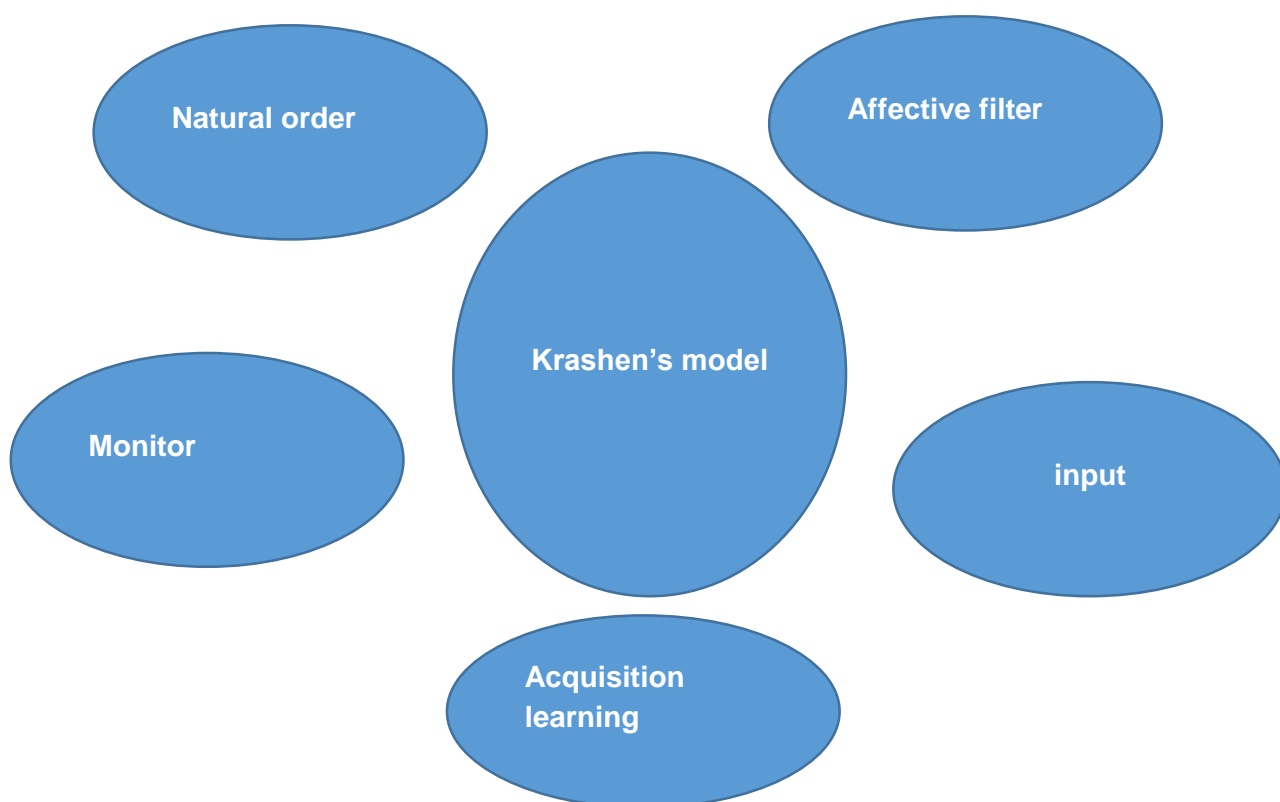
Vygotsky's sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky's theory is comprised of concepts such as culture-specific tools, private speech, and the Zone of Proximal Development.

### **Krashen's theory**

Theory Krashen's mentions that require meaningful interaction in the target language-natural communication in which speakers are concerned not with the form of their utterance but with the messages they are conveying and understanding.

The lesson plan is written to open the perspective of learning a foreign language culture as a second language. The learning activities included in the lesson plan "costumes and traditions" cover the four language skills, students love when teacher talks about other culture and costumes and they are getting involve with the language, the design of these activities has a theoretical foundation. **Krashen (2007)** claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition.

Krashen's theory has 5 main hypotheses



### **Monitor**

Krashen proposed that what learners have learned can serve as a monitor of their production. In other words, by monitoring their language production they are able to modify

their output. But the monitor cannot be used at all times. Krashen's suggested 3 conditions that have to be met.

Focus on form is more important than meaning in the learning process.

Know of the rule

Focus on form or correctness.

He also suggested 3 main monitors' users, he thinks the students use those monitors all time

1. Over monitor: learners don't use the conscious knowledge, they don't have confidence in their knowledge,
2. Under monitor: use the monitor appropriate. They are always talkative.
3. Optimal monitor: Students use this monitor when it is necessary.

### **Input**

Krashen defined the learner's current level of development as  $i$  and the level just beyond that as  $i+1$ . Comprehensible input, which is the kind that learners should be exposed to, is given  $i+1$ .

According to Krashen students learn when the exposure their knowledge, comprehensible input because it refers to written or speaking. The input hypothesis is concerned with acquisition.

### **Affective filter**

Learning an L2 is a complex process. L2 learning may take place through exposure and practice. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low motivation, introversion, inhibition the affective filter low and it means the learning affect and it is necessary like a teacher has a good environment in the classroom and provide good tools.

### **Natural order**

This third hypothesis the acquisition of grammar structures follows a natural order which is predictable. However, if the learners don't recognize the simple structure, they don't be able to understand complex grammar.

### **Acquisition learning**

Acquisition learning or learning dichotomy Krashen mentioned there are 2 ways of development knowledge acquisition and learn system. Acquisition is an accidental process; it is product of a subconscious process; we learn by natural communication. On the contrary to learning is conscious and intentional process.

### **Input, intake, output, interaction**

A long the course we have learned the importance about input, intake, output and interaction and what is the role of them. So input and interaction in a second language has the same importance role in the acquisition process. Input refers language learner are expose while listening or reading, how manner students receive those skills, teacher English like the first contact of produce skill, but the main input is produced by themselves since working in pair even in a short conversation.

Output is considered how the language is produced in speaking or written way, there is an interaction between input and output they are connected. Output is considered when learners are pushed to produce language. When they are producing language, students are being changed to low level into higher level. However, teacher plays an important role of this process.

Intake is what students learn in the processing of input which the learner comprehends and acts on to develop student internal grammar of the target language and its rules of use. Input refers all the target language that learners read or hear.

When learners are able to interact with other people all attributions can identify their own mistakes, the hypothesis interactions can create language opportunity because Interaction provides learners opportunity to receive comprehensible input, they get feedback with their developing language acquiring.

This specialization is also based intercultural competence it is different from communicative competence, communicative competence involve two cultures own and other cultures.

Byram (1997) designed one of the most important model of intercultural competence, Linguistic competence, sociolinguistic competence and discourse competence. The dimensions of intercultural competence are the next: attitude, knowledge, critical cultural awareness, skill of discovery and interaction, skill of interpreting and relating, knowledge.

Intercultural approach encourages students to share our culture transform their understanding variation. Through the intercultural activities and dialogue, students develop a rich knowledge and understand that each country has their own cultures and different traditions.

Students know how Mexican people celebrate new year, Family spend time together, another tradition is to eat grapes and say the 12 wishes. However, they do not know how people in other country celebrate this special day, I think the best form to know other celebration is watching a real video where it explains about their traditions and costumes. Students watch a video in which some places around world are mentioned and explain what the tradition is. Once students watch the video, they will match the traditions with each country in team. Get listening class and have a funny class.

According to UPN communicative was developed by Dell Hylmes to describe and account for the knowledge that speakers and listeners have in order to communicative appropriately in different social context. According to Hymes (1972) communicative competence is “the capacity of person, the organization of verbal means for socially defined proposes, and the sensitivity of rules to situation. The use of language interactions depends not only on speakers but also with the interlocutor.

## Chapter 2 Methodology and practice

A long of this specialization different strategies, method, theories and ideas have been provided by which they must be included in the lesson plan to innovate it, which they were necessary include in the lesson plan to have a success interaction with the students and they allowed me to motivate my students to acquire new knowledge and improve in each skill.

Intercultural awareness is important in the process students learning that it could apply in any four skills. In order to students were able to know the importance learning about another culture to obtain good results was necessary include intercultural in the lesson plan.

This lesson is related with theories as Krashen, intercultural as Hylmes, affective emotion as one Krashen’s hypothesis and don’t forget methodology and some strategies including in the lesson plan.

Some author mentions the intercultural competence helps students to be empathetic, learn new cultures and guarantee affective learning, accept and promote cultural diversity. The topic of the lesson “let’s celebrate” mentions about of celebration new year in different countries and own.

In order to enhance instruction for foreign language, it is important to consider a variety options in designing technology. Technology has been one of the essential part in the specialization to have interactive and dynamic classes therefore technology was included to introduce the vocabulary, specify with prezi, another interactive tool is wheel, it is a good game for students.

During these activities we work all the abilities needed to learn a language; listening, speaking, reading and writing, grammar and vocabulary. To finish my lesson, I propose an evaluating activity in team.

## 2.01 A practical and useful lesson plan.

Date&Place Villahermosa, Tabasco, May 29, 2022.

1. Lesson plan identification cell.	
Author	Adriana Velázquez Rodríguez
Educational stage	5th grade
Title of your Lesson plan	Let’s celebrate
Learning Objective of the plan/Competency	Students will be able to talk about new year celebration
Communicative skill considered	Listening, Reading, Speaking, Writing
State of the following options	Introduction the lesson
Functions	Talk about future plans

Main Grammar structure	Future Going to
Other Grammar structures	
Brief description of the plan	The lesson plan is elaborated to talk about costumes and cultural in order to students will be able to know about celebrations around the world students will use going to talk about future plans.
Hours of the plan implementation	4 hours
Number of sessions	4
Contents required for the lesson	Reading, audio, Video, Interactive,
Link of the content	<a href="https://www.youtube.com/watch?v=h-TTCypCyvc">https://www.youtube.com/watch?v=h-TTCypCyvc</a>
EEAILE tutor on line	Mtra. Rocio Salgado Perea

## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Teacher provides the students reading about costumes. Teacher gives copies to the students of reading about costumes. The first day teacher writes on the blackboard the date and the theme of the week.	The student is contributing to the class opinion about answers to the questions and provide feedback with their classmates.	00
Set the objective or competencies of the lesson.	Teacher gives some examples of costumes to the class offering feedback.	Students will be able to describe the fact using present continuous.	1

## 2. Communicativeskillsdevelopment.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation Instrument
Information processing activity	Teacher will introduce the topic about celebration to the students then they are going to watch a video. <a href="https://www.youtube.com/watch?v=0a15UOja3JM&amp;t=74s">https://www.youtube.com/watch?v=0a15UOja3JM&amp;t=74s</a>	Students will try to explain what the costumes are celebrating around world: accept all the answers.	Video Projector	1	Diagnostic
Vocabulary introduction	Elicit the names of different holidays and show them using Prezi <a href="https://prezi.com/p/e2fihfjh">https://prezi.com/p/e2fihfjh</a>	Students will listen and repeat the words they say alone and chorally.	Flashcards Blackboard	1	N/A Feedback



	<p><a href="#">9emt/?present=1</a></p> <p>Christmas, Easter, Valentine`s day, Independence Day, wedding etc. Then show different pictures (picture 2) associated with one of the holidays, for example, parades, fireworks, flags, cake. And students have to identify what the holiday is. Accept all the answer,</p>		Vocabulary of holydays		
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	<p>Invite the students work in team to listen to about new year celebration around the world and teacher plays the recording and ask to mentions the countries that they hear. Check answers with the class.</p>	<p>The students will say they countries that they hear in the recording. (link 2, page 35)</p>	<p>Blackboard Visuals</p>	<p>1</p>	
<p>1st practice</p>	<p>Teacher invites the students watch the video again on the website  <a href="https://www.youtube.com/watch?v=h-TTCypCyvc">https://www.youtube.com/watch?v=h-TTCypCyvc</a>  and ask for some information:  What is it talking about?  What kind of celebration it is mentioned on the video?  What countries do you hear in the video?  Which city would you like to celebrate Christmas?  Teacher will give 5 minutes to check the answer in pair.</p>	<p>Students will talk about the question.</p>	<p>book</p>	<p>1</p>	<p>Interaction Students are able talk about the video.</p>

2nd practice or Social interaction	Teacher asks students watch again the video and interact with students about the previous questions.	Students answer the questions with the group. Check feedback.	Video questions	1	General rubric
GrammarFocus	Teacher elicits the grammar about going to tense showing positive and negative form. Ask students where they are going to celebrate new year? Example: I am going to celebrate with my parents.	Students practice the tense using the question given. Where they are going to celebrate to new year?	Questions.	1	General Rubric
Summary	Teacher asks the students to listen to one more time the video and explain costumes about new year around world.	Students will mention about their new year.	Summarize video	1	N/A
<b>Speaking</b>					
<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation Instrument</b>
Information processing activity	Teacher displays some pictures on the blackboard about food and tell them a sentence using going to. For example: On Christmas I am going to eat Spaghetti.	Students work in pair and asking question by turns and answer. Finally check the answer in whole group.	Flashcards Question blackboard	2	N/A

	Ask students What are they going to eat on Christmas? Ask students work in pair.				
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Vocabulary introduction	Teacher elicits vocabulary of food, free activities, and ask students to listen and repeat. Lenti, chilaquiles, mole, china food, swim, walk, visit family, travel.	Students repeat the vocabulary chorally and individually. Check the pronunciation.	vocabulary	2	N/A
1st practice	Teacher divides the class in pair and write a question on the blackboard starting a little dialogue What are you going to do on Christmas? Teacher elicits students to choose one vocabulary and answer the question. For example: I am going to visit my family.	Students work in pair and act out a little dialogue: A) What are you going to do on Christmas? b) I am going to eat mole.	Little dialogue.	2	Rubric

2nd practice or social interaction	<p>Teacher writes on a piece of paper the new vocabulary and place them on the desk, ask students take one and make a question.</p> <p>Teach asks students to interact the question with his or her classmates in front of the class.</p>	<p>Students take a piece of paper and read aloud; students have to answer with the vocabulary chosen by themselves.</p> <p>Students have to act the little conversation with the vocabulary chosen.</p> <p>A) What are you going to do on Christmas?  B) I am going to <u>travel</u>.</p>	Dialogue Vocabulary	2	N/A
GrammarFocus	<p>Teacher writes on the blackboard the grammar about going to pointing out questions and yes, no answers.</p> <p>Using the previous material, teacher choose a vocabulary and elaborate a question.</p> <p>Are you going to <u>travel</u> on Christmas?  Yes, I am  No, I am not.</p>	<p>Students take notes on their notebook and they have to repeat the answers, yes, I am and no I am not, chorally and individually.</p>	Notebook.	2	General rubric
Summary	<p>Teacher guides students to elaborate questions with going to, until students are able to make different questions with different vocabulary. (verb)  Encourage the students</p>	<p>Students read aloud his/her questions and choose a volunteer to be answered.</p> <p>A) Are you going to travel o Christmas?  B) Yes, I am. / No, I am not.</p>	questions	2	Genreal rubric

	make questions on their books, to be answered.				
<b>Reading</b>					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation Instrument
Information processing activity	Ask students to open their book on page 58, Direct to the students on the first activity, ask to match the expression “happy new year” with their language. Teacher checks with the group	Students read the instructions and match the expressions and their languages. Compare their answers with their classmates.	book	3	N/A

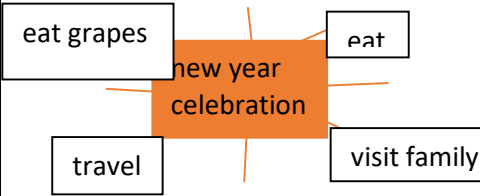
Vocabulary introduction	Teacher shows the new vocabulary about food, free leisure using images. Teacher shows to the students a picture of the new vocabulary and students have to say the vocabulary of the picture.	Students look at the pictures and have to say the name of the pictures.	pictures	3	N/A
1st practice	Invite the students open their book on page 58 and ask them to work in pair to read the ask to students read the title and ask what it is talking about “new year celebration around the world” and ask to underline the countries mention in the lecture. Then ask the students look at the pictures and write the name under them according to the text. Check answers with the class.  Ask students which traditions are the most familiar and which are the	Students work in pair; read the text and they have to look at the picture and write the name under them.  At the end students mention which traditions are the most familiar and which are the most unusual or them.	Reading	3	N/A

	most unusual for them. Accept all the answer.				
2nd practice or social interaction	<p>After the students finish the lecture, the teacher draws students' attention to read the sentences below aloud</p> <p>Ask students write right or wrong to the sentences according to the text, to verify if they understand the previous vocabulary and the topic.</p> <p>Check the answer with students.</p>	<p>Students read the text again about New Year Celebration and read the sentences below the reading.</p> <p>Students work in pair and write right or wrong to the sentences to verify the comprehension of the text.</p>	Book activity	3	General rubric
GrammarFocus	Teacher displays some sentences using the structure of going to and invite the students repeat the sentences in the following for statements. Negatives, questions and short answers. emphasis the	<p>Students have to repeat chorally and individually the structure of the grammar.</p> <p>Students will fill the blanks with the correct form of the grammar to share the answer with the class.</p>	Sentences	3	N/A



	grammar of going to. Selects a volunteer and ask him/her to write sentences using the vocabulary already learnt.				
Summary	Teacher writes in the blackboard: How is your family going to celebrate the new year celebration?	Students learn to work independently from the teacher learning to use going to and vocabulary working with a classmate answering the question: How is your family going to celebrate the new year celebration? They have to answer the question in pair and then they will say the answer in front of the class.	Question	3	rubric
<b>Writing</b>					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation instrument
Information processing activity	Follow the previous knowledge, teacher elicit the word Celebration using nest link <a href="https://wheeldecide.com/index.php?c1=use+firework&amp;c2=wear+new+clothes&amp;c3=clean+your+house&amp;c4=sing+belts+&amp;c5=drink+soda&amp;c6=talk+with+my+family&amp;c7=eat+mole&amp;c8=eat+spaguetti&amp;c9=take+a+shower&amp;c10=take+pictures&amp;c11=hug+mom+and+dad.&amp;t=new+year&amp;time=5">https://wheeldecide.com/index.php?c1=use+firework&amp;c2=wear+new+clothes&amp;c3=clean+your+house&amp;c4=sing+belts+&amp;c5=drink+soda&amp;c6=talk+with+my+family&amp;c7=eat+mole&amp;c8=eat+spaguetti&amp;c9=take+a+shower&amp;c10=take+pictures&amp;c11=hug+mom+and+dad.&amp;t=new+year&amp;time=5</a> Ask students to remember how do different country	Students are been able to answer the question to the group.	Question Notebook	4	N/A

	celebrate new year.				
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Vocabulary introduction	Teacher makes little groups and ask the students for a brainstorming about celebrations. Teacher asks the students draw a mind map and they should write activities which they can do in the new year celebration.	Students make groups and they have to draw a mind map using vocabulary of activities. 	Mind map	4	Rubric
1st practice	Teacher asks students use their mind map to elaborate sentences using going to grammar about new year celebration Elicit an example: I am going to eat grapes in the new year celebration.	Students write sentences using the mind map elaborated above.	Notebook  Sentences about celebrations	4	Rubric
2nd practice or Social interaction	Teacher asks to students a composition in team of three students using sentences elaborated above. How is your family going to celebrate new year?	Students work in group of three students and write a composition  A volunteer team read aloud their composition.	notebook	4	N/A
GrammarFocus	Teacher asks students write a composition using affirmative, negative sentences.	Students work in team and write sentences using the correct grammar.	notebook	4	Rubric

Summary	Teacher helps students elaborate a composition using the correct grammar about the difference celebration in Mexico and another country.	Students write in a cardboard composition using the correct grammar.  Students read aloud the composition to compare between them.	Notebook dictionary cardboard	4	Rubric
---------	--	--	-------------------------------------	---	--------

3. **Intercultural component:** The communication in this section will be listening, reading, speaking, writing and in this lesson the intercultural component was inserted from celebration new year, as a one of the most important celebrations around world.
4. **Evaluation:** Each evaluation is according to the activities in the ability. The activities are working on team to stimulate the collaborative work team and they provide ideas that can enrich the activity.
5. **Conclusion:** students will write a composition using the information given in different part of the country. Students will write a composition using the correct grammar.
6. **Followup activities:** Students make a final production; students share the information on Facebook school and invite their parents read the information.

As it was mentioned in the first chapter development and intercultural competence, it is provided with a real video like an authentic material.

The lesson plan is written to open the perspective of learning a foreign language culture as a second language. The learning activities included in the lesson plan “costumes and traditions” cover the four language skills, students love when teacher talks about other culture and costumes and they are getting involved with the language, the design of these activities has a theoretical foundation. Below I detail the most relevant aspects that influence the decision-making process on how I organized the work.

At the opening moment of the session, students are engaged with a video, students love watching video, they can see the most important vocabulary of special events around the world, in this way, they have simply to listen to new vocabulary, the sound of the word and interact with vocabulary, I use enough visual material, video, flashcards, Prezi. The use of pictures in the video is important because it won't be necessary to look for the vocabulary in a dictionary using intrinsic motivation. Continuing with vocabulary Prezi is a good tool to connect the next activity and don't lose the sequence of the class, students observe some pictures identifying the pictures name. At the end, students will be able to match pictures with vocabulary where teacher uses magic words like excellent, you are a great student, even though they do not know, we start with an assessment.

Kolker (2008) mentions that stages of listening can be linear. Following the order of this objective.

According to UPN (2021) In the classroom there are all kinds of listeners as Active listener, passive listener, impatient listener.

- Active listener participate fully in the communication process, listening attentively, providing feedback and doing the best to understand and remember messages.
- Passive listener: the listener is not quite as enthusiastic and active as the active listener.
- Impatient listener: Students may have short periods when they are active listeners but are easily distracted.

A video in this section is part of listening activity, the majority of listeners in my classroom, are active listeners, they do the best to understand and remember the information. A few students are passive listeners because they place the responsibility for successful

communication. Think about those kind of listeners my activities were simple to understand and the practice was successful as I thought.

Students know how Mexican people celebrate new year, Family spend time together, another tradition is to eat grapes and say the 12 wishes. However, they do not know how people in other country celebrate this special day, I think the best form to know other celebration is watching a real video where it explains about their traditions and costumes. Students watch a video in which some places around world are mentioned and explain what the tradition is. Once students watch the video, they will match the traditions with each country in team. Get listening class and have a funny class.

According to UPN communicative was developed by Dell Hylmes to describe and account for the knowledge that speakers and listeners have in order to communicative appropriately in different social context. According to Hymes (1972) communicative competence is “the capacity of person, the organization of verbal means for socially defined proposes, and the sensitivity of rules to situation. The use of language interactions depends not only on speakers but also with the interlocutor.

### **Listening activities**

The listening comprehension is the result of the interaction between listening skill Richard (2008)

- Bottom-up processing this is a decoding process, through the sounds, word, sentences and phrases aurally. Students can understand the message.
- Top-down processing in this process, the main factor involved is the previous knowledge that the listener has about the topic.

At the beginning of the lesson started with a group of vocabulary to understand the topic and to have a good communication.

In this lesson plan pre-listening, while-listening and post-listening were included according what the learned a long to the specialization.

- Pre-listening: students need to decode the vocabulary learned and they have to say a loud all of them and identify the cities too and write on the blackboard.

- While-listening in this stage was provided the students sentences where they have to listen to again and they have to identify the costumes in each cities. In the second time students work in team and they have to listen again and place the correct sentences in the correct city.
- Post-listening: This stage while teacher and students are watching the video together identify if they place the correct city with its costumes. The stage here is to monitor comprehension.

### **Speaking activities**

The design of the activities in the lesson correspond to the Direct Method, this method was developed at the end of the nineteenth century. The language teaching expert Richard and Rodger (2007), tried to create method based on the insight drawn from the observation of child language learning.

One of the achievement of this lesson is comprehend the grammar structure in a real context, for this reason the activities were oriented to promote the grammar structure, new vocabulary provided and good pronunciation.

There are various frameworks offered by different expert one of them is littlewood (1981) In the lesson 11 of this specialization, it was learned about pre-communicative and communicative activities.

These activities can be classified as the pre-communicative activities provide the students opportunities to learn the grammatical competence that is needed in the communicative activities. The activity included in this section are focused in grammar and mechanical drills and substitution drills are included. The function of the practice is try to many time as necessary until they get the good conversation with correct structure. Students were provided with some opportunities where they were able to practice pronunciation by giving me the correct conversation and good pronunciation.

### **Reading activities**

According to UPN reading is a complex cognitive process and readers use different approaches to understand a reading.

Third stage it was used a reading session, students practiced vocabulary and some countries. Book was necessary because students read costumes and match with the countries using feedback and ZPD moment.

Strategies for Cognitive Academic Language Approach adapted from Chamot and O'malley (1994).

The monitoring skill one of the strategies provided in this section is monitoring reading comprehension student's participate in some activities such a match the expression with language, write right, wrong or doesn't say and read the text and write the country names.

According to Harmer (2007) scanning and skimming are part of reading skill. These strategies help the students to get and detail information.

- scanning: students read the title and mentioned what it is talking about and it also asked that looked at the pictures.
- Skimming: students read quickly the lecture and asked specific information such as which cities are mention in the reading.

### **Writing activities**

Last part of the lesson students wrote in a paper bond a little paragraph about How is your family going to celebrate Christmas at the end a volunteer team will read its composition. Writing activities of the lesson plan is based on language structure” The activities are integrated involving the three first stages development

According to Hedge (1998) argue that approaches to the teaching of writing can be grouped into two groups: the product approach vs. the process approach.

Hyland (2002) propose six approaches to teaching writing the first approach explains as a follow:

- Familiarization: Specific grammar and vocabulary.
- Controlled writing: Writing is practiced and are able to make substitution using a mind map. Guide writing: students imitate a model text.
- Free writing: Students write their composition using the patters they have learned.



My role as a teacher is to help my students each skill and acquire communicative competences using sociocultural, students' learners not only must learn about grammar or the meaning of the word they need to interact to have a real competence. Students need to know how interact effectively with the second language outside of them could be at the school, job or in the community. When the students are able to interact around the world, these goals will have been achieved.

## 2.02 Designing of necessary tools to asses / test the progress of students.

In the lesson plan there were enough activities and different moment for testing and assessing, as it was provided a long of the specialization assessment and testing are not the same.

Brown (2004) testing is considered as a method of a measuring a person's ability, knowledge or performance in a giving domain it is also mention that a test is an instrument where students must do something.

Brown (2004) identifies this process as Formative assessment. It provides feedback both for the teachers and the students.

Summative assessment happens when at the end of the course because it indicates what the learner has acquire during a course and formative evaluates the students in their process of acquiring the language Brown (2004).

When it comes to evaluation and assessment production task is always required speaking and writing, they are allowed to get a project to grade a rubric was used for the final project, rubric is also an evidence instrument for teachers.

Checking those concepts, the lesson was elaborated on different ways to evaluate the activities, and the last session, students elaborated a final product.

The purpose of the lesson plan is to measure to the students' level of practice, and the place taken in this lesson is based on a rubric. In addition to monitoring the performance of my students is to identify areas for improvement teaching-learning process. It provides information giving me the opportunity to get feedback my students

Developing critical thinking in elementary school is crucial, this primary practice critical thinking skill help students, among other thing, to analyze information to solve problem, to make correct decision and to develop logical thinking skill. Critical thinking helps students to become independent learners.

Informal assessment, as Brown (2004) explains, throughout the lesson plan that It was offered oral feedback to teach of my students' participation in the activities using phrases such as excellent, good job, you are a great student even including clapping and also gave formative feedback on the mistakes there were making and provide options on how to correct them.

To evaluate was used a general rubric in which It was included listening, speaking, writing, and reading, as we said before I tried to integrate the four skill and the grammar part. I evaluated the receptive and productive skill.

There are two rubrics in the lesson activity, the first rubric is to evaluate the four individual skills.

23/5/22, 19:45

Your Rubric: Presentación Vocal Individua

**RubiStar** Rúbrica hecha usando:  
RubiStar ( <http://rubistar.4teachers.org> )

**Presentación Vocal Individual : Rubrics**

Nombre del maestro/a: **Adriana Velazquez Rodriguez**

Nombre del estudiante: \_\_\_\_\_

CATEGORY	4 excellent	3 sufficient	2 Insuficient
<b>Listening</b>	Understand main idea from the listening match the country and its costum.	Understand some ideas from the lisutening match the country and its costum.	Do not understand the idea and don not match the country and its costum.
<b>Reading</b>	Understand the idea from the text correctly.	Interpreted ideas from the text making some mistakes.	Do not understand the idea from the text
<b>Speaking</b>	Express ideas correctly	Express some ideas making some mistakes.	Do not express the idea fromm the text.
<b>writing</b>	Use the structure corectly and use the vocabulary learned	Use the structure making some mistakes and vocabulary learned	There are mistake in the written structure and do not use the vocabulary learned

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Students are evaluated by the second rubric in addition to work in team and have to deliver a product and specific observation in writing skill. Mcay (2006) mentions the rubric is related to the skills, tasks, and the expected learning of the lesson.

Nombre del maestro/a: **Adriana Velazquez Rodriguez**

Nombre del estudiante: \_\_\_\_\_

CATEGORY	Excellent	Very good	Good	Fair
<b>Grammar and spelling</b>	writers makes no error in grammar or spelling that distract the reader from the conten	Writers make 1-2 errors in grammar or spelling that distract the reader from the content	Writers make 3-4 errors in grammar and spelling that distract the reader from the content	Writes make more than 5 mistakes in grammar or spelling that descract the reader from the content.
<b>Sentences structure</b>	All sentences are well-constructed with the correct structure.	Most sentences are well-constructed with the correct structure.	some sentences are well constructed but some mistakes structure.	Sentences are not well structure and appear incomplete.
<b>Focus on topic</b>	Writers concentrated in the main topic about new year celebration and supported by the detail information.	Main the idea about new year celebration is well understood by the readers and listeners.	Main idea bout new year celebration is somewhat clear but there is a needfor more details.	The main idea is not clear by the listeners.
<b>work in group</b>	Work quietly and cooperatively with all other members of the group.	Work quietly and cooperatively with some members of the group	Just 2 members of the group are working together.	Students have difficulty working quietly and cooperatively with group members.
<b>Main map</b>	Studesnts succesfully completed the writing using a maind map with vocabulary learned.	Students partially completed the writing using a mind map.	Students did yhe mind map but is noy well organized.	Students did not use a mind map to organized the ideas in the writing.

Fecha de creación: **May 28, 2022 12:21 pm (CDT)**

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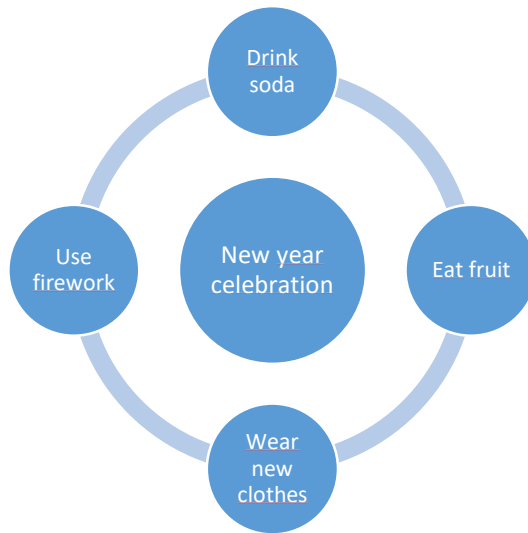
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<http://rubistar.4teachers.org/index.php?screen=TermsOfUse>

A final project like an evaluation model is the next:

How are you going to celebrate New year eve?

Elaborate a mind map and then write a short paragraph about the question given using correct grammar.

Example:



### **New year celebration**

On new year celebration, I am going to celebrate with my family, I am going to eat a lot, I am going to eat grapes, I am going to drink soda, my father and me are going to use firework and I am happy because I am going to wear new clothes.

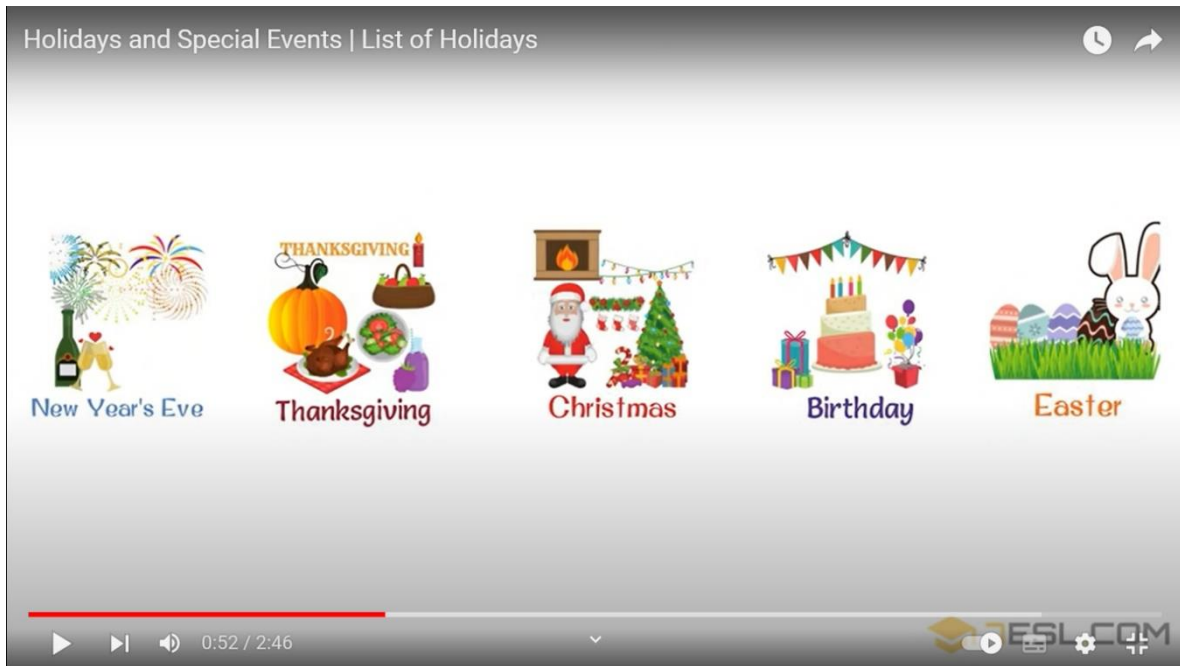
## 2.03 Attached evidences

### **Material**

### **Listening vocabulary Schema**

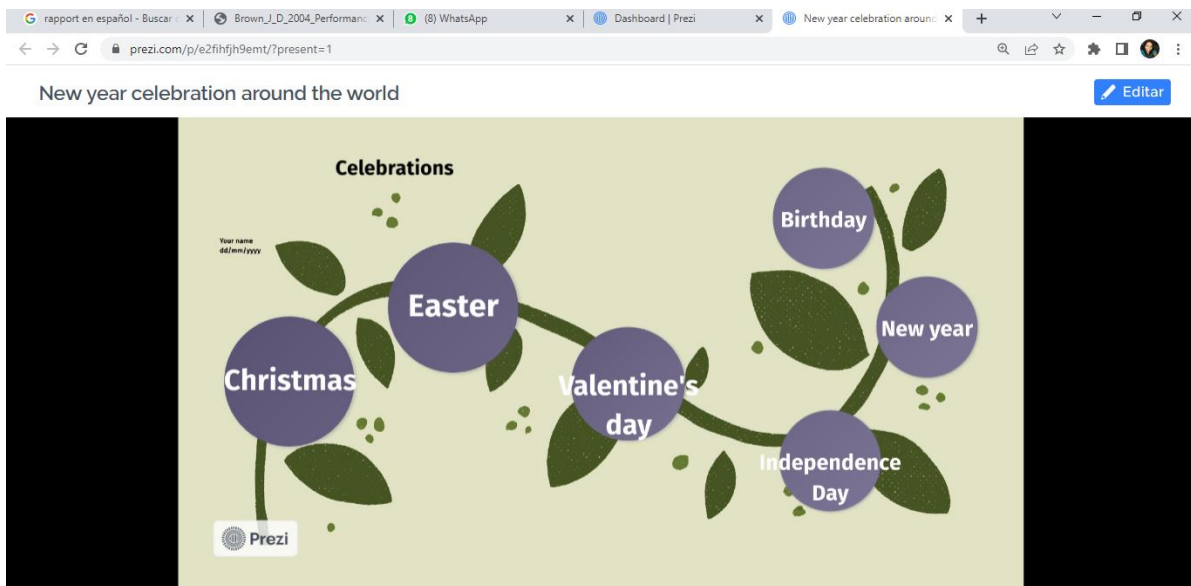
As it has been mentioned along of this product, lesson plan was provided for enough authentic material, as digital activities, video, games, exposition, book.

## Warm up



Picture 1

Those pictures were placed on the blackboard and they were examples to show in a Prezi presentation.



picture 2

### New year celebration around the world

✎ Editor



Picture 3

These pictures were shown by teacher as reinforcement activity.



Pictures 4



## Introduction

## Listening skill



Students will answer the questions asked by the teacher

1. What is it talking about?
2. Which are countries mention in the video? (write on the board)
3. What kind of celebration it is mentioned on the video?
4. Which city would you like to celebrate Christmas?

Evaluate the lesson, students have to watch the video again These little papers were provided to the students by the teacher and match them with the country provided before.

\_\_\_\_\_ Can hear 108 belts strokes for different devices.

\_\_\_\_\_ Used to throw old junk through the window on the new Year's Eve.

\_\_\_\_\_ have to jump 10 times at the new year time.

\_\_\_\_\_ new year has to be met wearing yellow under wear as it is believed to bring good luck.

\_\_\_\_\_ noise chases bad spirit away so this city is extremely noisy.

**Speaking skill**

Using these vocabulary to ask students Are you going to..? to include grammar going to

Eat spaghetti

Take picture

Huge mom and dad

Hear belts

Use firework

Sing belts

Eat mole

**Pictures 6**

This slider is shown by teacher and this is a drill to students make a conversation using the little conversation.



Conversation

- a) What are you going to eat on new year?
- b) I am going to eat **12 grapes** to ask 12 wishes.

**Pictures 7**





## Reading skill

Reading activity was provided in Richmond book

**New Year Celebrations Around the World**

All over the world, people celebrate the New Year. The holiday represents saying good-bye to the old year and welcoming a new one. People do not always celebrate the New Year on the same day. In Mexico, the USA, and Europe, people celebrate it on the first day of January.

In China and other parts of Asia, the day depends on the lunar calendar, and people normally celebrate the New Year in late January or February. New Year traditions are also different around the world. In Brazil, people eat lentils on New Year's Day. They believe lentils bring prosperity.

In China, people organize dragon parades and they visit family and friends. In Canada, people of all ages wear their swimsuits and jump into ice-cold water. They call it the Polar Bear Swim. Every country and every family has different celebrations. When and how do you celebrate the New Year?

**1** 

**2** 

**3** 

Pictures 9

## Writing skill

To obtain a grade students elaborated a guide map and write a short paragraph using this example



Picture 10

### New year celebration

On new year celebration, I am going to celebrate with my family, I am going to eat a lot, I am going to eat grapes, I am going to drink soda, my father and me are going to use firework and I am happy because I am going to wear new clothes.

## Videos projected

1. This link was included in the lesson plan to know the vocabulary about celebrations

[Holidays and Special Events | List of Holidays - YouTube](#) (link 1)

2. This link is provided because to slide the vocabulary

<https://prezi.com/p/e2fihfjh9emt/?present=1> (link 2)

3. Next link was provided to the learners to get information how some countries celebrate new year.

[New Year Celebration In Different Countries - YouTube](#) (Link 3)

4. Game projected to review about countries and celebration (link 4)

<https://wheeldecide.com/index.php?c1=use+firework&c2=wear+new+clothes&c3=clean+you+house&c4=sing+belts+&c5=drink+soda&c6=talk+with+my+family&c7=eat+mole&c8=eat+spaguetti&c9=take+a+shower&c10=take+pictures&c11=hug+mom+and+dad.&t=new+year&time=5>

The dynamic in the link above: spin the wheel when it stops the teacher reads the statement and the students mention the city where it is celebrated according to the video already seen.

This rubric was provided to students to get a grade about the final project, the most important here students were able to include all the aspect not only the map but also the writing skill the outcome of this activity the complex activity is not difficult if it is planned and has a good strategy.

12:26 Your School Certificate of College What are you going to do on New Year celebration?

**RubiStar** Rubric for writing reports  
 Rubric for writing reports (Rubric for writing reports)

Creating an College : What are you going to do on New Year celebration?

Nombre del estudiante: Adilene Velazquez Rodriguez

Nombre del estudiante: Torani 2

CATEGORY	Excellent	Very good	Good	Fair
Grammar and spelling	Writing contains no errors in grammar or spelling that distract the reader from the content.	Writing makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writing makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writing makes more than 5 mistakes in grammar or spelling that distract the reader from the content.
Sentences structure	All sentences are well-constructed with the correct structure.	Most sentences are well-constructed with the correct structure.	Some sentences are well-constructed but some require structure.	Sentences are not well-structured and require reorganization.
Focus on topic	Writers concentrate in the main topic and provide relevant information and supported by the main information.	Most the ideas about new year celebration is well understood by the readers and listeners.	Main ideas could need more details.	The main idea is not clear by the listeners.
work in group	Work quietly and cooperatively with all other members of the group.	Work quietly and cooperatively with some members of the group.	Just 2 members of the group are working together.	Students have difficulty working quietly and cooperatively with group members.
Main map	Students successfully completed the writing using a mind map with vocabulary learned.	Students partially completed the writing using a mind map.	Students did the mind map but it was not organized.	Students did not use a mind map to organize the ideas in the writing.

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*Excellent!*  
*Good job!!*

This rubric was a good helpful to give a feedback to the students and it is a good opportunity as a teacher identify if the students are learning

Presentación Social Individual - Estatística

Nombre del estudiante: *Ricardo Escobar Medina*

CATEGORY	4 excellent	3 sufficient	2 insufficient	1
Listening	Understand main information from the country and its location.	Understand some main from the country and its location.	Do not understand the main and do not mention the country and its location.	
Reading	Understand the idea from the text correctly.	Understand ideas from the text making some mistakes.	Do not understand the idea from the text.	
Speaking	Express ideas correctly.	Express some ideas making some mistakes.	Do not express the idea from the text.	
writing	Use the structure correctly and use the vocabulary learned.	Use the structure making some mistakes and use the vocabulary learned.	There are mistakes in the written structure and do not use the vocabulary learned.	

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*Excellently!*

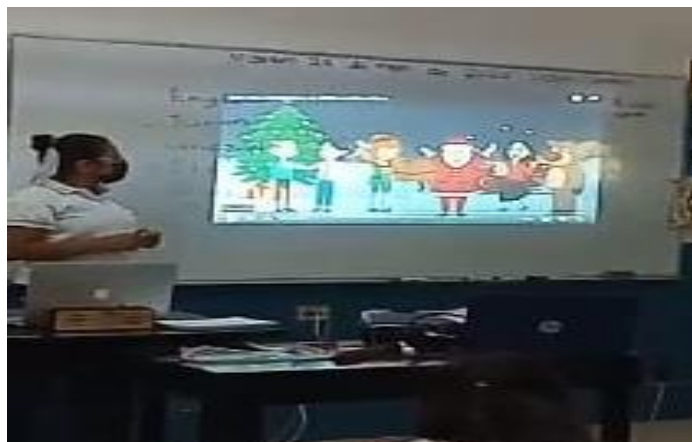
## 2.04 Evidences of the designed tool to assess the students

### Listening activity

Students listen the vocabulary before listen the activity



Students listen the activity where they are learning traditions about new year around world



Students listen to the activity three times the first one was to introduce the topic and analyze the topic about.

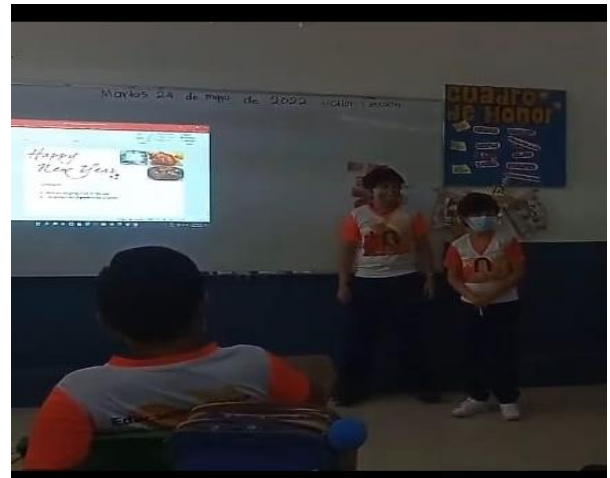
Second time learners were provided for some questions as: What is it talking about? what country do you hear in the video? while the teacher is writing on the board. Teacher asks to work in teams and students were provided with some pieces of paper and they have to match them with the correct countries written on the board.

Third time, students identified if their answers are correct.

### **Introduce grammar**



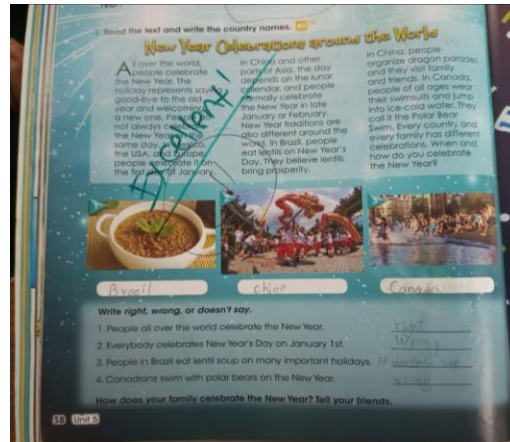
### **speaking activity**



The first step in speaking skill, grammar about going to was introduced using vocabulary learned in previous step, after that a conversation was provided to the students to practice all learned, students were able to make a conversation in pairs using grammar, vocabulary provided.

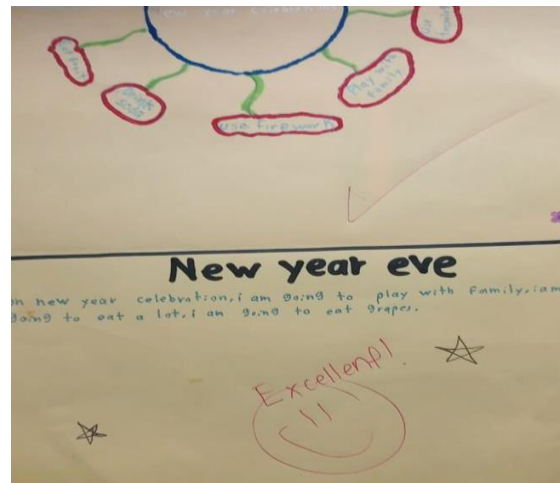


## Reading skill



Third stage, book is used as reading session and students practiced the vocabulary and some countries. Book is necessary students read costumes and matched with the countries using feedback and ZPD moment. The monitoring skill one of the strategies provided in this section is monitoring reading comprehension student's participate in some activities such a match the expression with language, write right, wrong or doesn't say and read the text and write the country names.

## Writing skill



To evaluate the lesson, students have to write about how they celebrate New Year Eve, using a mind map as a guide and going to grammar. At the end a volunteer team will read their composition. Writing activities of the lesson plan is based on language structure” The activities are integrated involving the three first stages development.

I can say that at the beginning of the lesson plan students stayed quiet at every moment because they did not know what the topic was about, the first video about vocabulary was a little boring even with a video and the repetitions of the words were a little boring. However, the students changed their attitude when the video about the new celebration was projected they started involved, and even they were asking about the countries mentioned in the video, it could help to the students and teacher communicate better.

When the lesson goals were introduced to the kids, they really enjoyed the classes which were demonstrated. when the teacher showed the video and they identified the costumes in other countries, they started to mention the countries they like and would like to visit.

Students participated and began creating good relationships. When the teacher asked about the video, they immediately answer the questions by saying their favorite celebration and why. The teacher asked some questions and they were able to answer about the video.

During the individual and collaborative group was performed in disorder but when they started to work in a team they were very collaborative. It was very enriching how they understood the directions and helped each other.

Four sessions were necessary for us because they included listening, speaking, reading, writing even vocabulary and grammar all of them with the construction of costumes and traditions, students and teachers really enjoyed the classes and the integration of each activity was appropriate.

Not only specific vocabulary about the celebration was learned but also vocabulary provided by the video that students unknown as firewall, greed, gather, etc. It was fascinating.

The final activity was the main point to identify if the students understood the lesson because it was a little complicated because of their ages. However, they were able to accomplish the activity without any problem as well as the rubric used to get a grade was really the clue for students to do the project.

One of the changes it should be considered is to help students can integrate into the team by the teacher and not waste time joining in a group.

## 2.5 Video

The next link provided you can watch the video about the class:

[https://drive.google.com/file/d/1f2Roei62Hz1ixFt\\_5gCDheJoMalTuGgZ/view?usp=drivesdk](https://drive.google.com/file/d/1f2Roei62Hz1ixFt_5gCDheJoMalTuGgZ/view?usp=drivesdk)

## Chapter 3 Experience report

The application was taken in a group of 15 students of elementary school. Andrés Garcia Mayo, students from 9 to 10 years old. Some of the students have English knowledge but some of them have a few knowledge. However, others have basic English. Some of the students who do not have English knowledge are new in the school, they do not have any experience with English. At the beginning of the lesson those students do not want to involve in the class, however they have some extra classes to get at least basic vocabulary. The sequence of the lesson plan is the next order Listening, speaking, reading and writing, but it started with vocabulary and grammar was introduced.

The sequence of the activities for each skill were stated in the lesson plan providing a session for each skill and asking interaction to practice between pair and collaborative.

The lesson began greetings the class, the first session I engaged to the students with a video, it was chosen from internet source [Holidays and Special Events | List of Holidays - YouTube](#) to learn the new vocabulary and the students showed the interest, the outcome in this activity was some of them were disturbed because of the record class it did not have enough volume because the speaker did not turn on but then they involve in the class. Began created a nice environment learning and I can say they enjoyed the class, because they though the video was funny and understood.

For them was easy to understand the new vocabulary in fact they repeated the words about the celebrations around world. In the second module of the specialization, I learned that technology is important and It was decided to use it. So, some pictures were slider in

prezi, provided in the next link <https://prezi.com/p/e2fihfjh9emt/?present=1>, students recognized the vocabulary easily.

### **Listening**

When they watch the second video [New Year Celebration In Different Countries - YouTube](#) they identified the cities mentioned and they involved because they make me some questions as Have you ever visited those places?, it was interesting. They were provided for some headings about some traditions from other countries, they read aloud. They make groups where they matched the costumes and the city. As for outcome at the beginning I thought it will not be easy to understand however, as It was mentioned some boys are active listeners and it was not necessary listen twice the video. But, it was necessary to check their answers. So, the video was activated to check their answer identifying the group make an excellent activity, their answers were correct.

### **Speaking**

The second session of activity grammar about going to was introduced in the class and the connection with going to and the vocabulary to make a conversation, some questions were asked by teacher to make the conversation to identify if they understood how they must do it, so they followed the instructions and the activity was really easy, they practiced in pair the question and then they participated with enthusiastic. The outcome expectation in this activity students were able to speak using grammar, vocabulary and the correct structure.

### **Reading session**

In this lesson was realized students' knowledge of input in which the topic was exposure. Trough interactive model reading students identified the topic when they looked the picture, words were introduced to better comprehension.

After practicing vocabulary, grammar and other cultures, the objective was recognizing the costumes to another country,

Reading class, warm up was a brainstorming with vocabulary of activities that were previous learned, then they provided me with vocabulary and then they were written on the blackboard. I encouraged to open their book, in this class the students were in contact with and identify the cities and the costumes about celebration new year, and read the title aloud



where they identified the main topic, they not only look the picture but also did skimming and scanning. They were familiar with vocabulary this helped them to write the correct answers in the activities to close the activity the identify some sentences with right, wrong or don't mention.

In The last activity the level of input to which I was exposing it was a complex class that I included two activities where I showed them a mind map where they have to include the vocabulary already learned. In the beginning, it was a game because I designed a wheel <https://wheeldecide.com/index.php?c1=use+firework&c2=wear+new+clothes&c3=clean+our+house&c4=sing+belts+&c5=drink+soda&c6=talk+with+my+family&c7=eat+mole&c8=eat+spaguetti&c9=take+a+shower&c10=take+pictures&c11=hug+mom+and+dad.&t=new+year&time=5>

in which vocabulary was written and the students have to mention the city of that tradition.

### **Writing session**

As a warm up, a game was introduced with some vocabulary to remember the previous activity. A wheel was the main activity, spin the wheel when it stopped the teacher read the statement and they need to construct a sentences with going to.

For the finalization of the product the students work in groups of 4 to write the composition of how they are going to celebrate the new year, they have to include a mind map to organize their ideas. In the end, they exposed the activity.

To be honest, I thought the activity will not be able to understand because I think it was a little complicated for this level. However, the students achieve the main goal to write a mind map and write the composition without lose the objective.

After reflecting of my students' performance, students accomplished the goal of the lesson. The materials were designed according to the students' level; they were authentic material and useful to expose my student to comprehend input Krashen (2009).

It is remarkable that when I watched the video of myself teaching it was interesting seeing that although, I try to make my students participate and they did. It is essential to mention the interaction occurred to teacher-students the classroom was full of empty.

I really like the outcome of this activity, I did not expect to have excellent result I had. This collaborative work was well accepted for students and I think they enjoyed the class futures lesson, Spanish will not be allowed because this lesson help me to understand the way of a good lesson plan. The result was satisfactory, to prevent the mistakes, students will be provided with examples and good materials.

## Chapter 4 Conclusion

To summaries the lesson is based in communicative approach, because it was focused on interaction students where the cultural elements were involved.

As the reflection of my teaching philosophy has changed in several time looking of the best way for my students, I realized what I must be more aware of my students needs and play the role necessary to make my students learn better and make them more responsibility for their own learning and as a teacher must be responsible with my teaching philosophy.

To be honest, I was so nervous in this activity, but I could identify my students are curious and they are really awakened, so it was my motivation to introduce new activities in the lesson plan and the last part of the lesson include a complex activity.

However, thanks to this specialization I could learn more about strategies, methodologies, theories, and the future class be more efficient like this one, I also learned how to implement the use of the technology and how to take advantages of the digital resources.

The activities satisfied my curiosity to introduce personal criteria, in the learning content order to get the achievement. My students have told me they enjoy this class because cultures were included in this lesson plan so they really enjoyed. I think the activities were the keys to obtain good results, when theoretical foundation has good support, teachers can address students' learning with a support and previous experiences that have been efficient.

Thanks to the procedures of modern approaches to the second language teaching, students gained new knowledge about other cultures and my satisfaction of this activity and the appreciation of my students.

Technology, cultural awareness and the new methodologies learned were the difference in the lesson plan, the creation of the new presentation was in my favor. There are enough material waiting for teacher to impress our students. The impact of the lesson is to know my students were very participants, they could interact with each other and they also could organize to do the final product.

I had to modify the lesson plan to the original and include more attractive activities to engage the students to be participative in the class. The rubrics included help the students to organized how they will be graded and help me to how obtain a grade.

Vigotzky (1986) define Zone of Aproximal Development as: “the place as kids empirically rich but disorganized spontaneous concepts meet the systematicity and logic as an adult reason”, so the ability that children provided they can learn through the guide that obtained of an adult the last activity was successful because I could guide in every moment and I provided them with examples.

From now on, I am sure that my teaching process will be more performant. Now I have got the necessary knowledge to provide students of a meaningful teaching. I will focus on what I am teaching, how I am teaching and the last but not the less, why I am teaching, what is the objective to reach. Applying the hypothesis and theories of SLA that I learned will make my teaching practice efficient day after day.

This Specialty allowed me to reflect on my teaching philosophy and to change some of my usual practices in the classroom, that maybe they were unusual. My challenge in this process has been meet myself, to be patient, improve my teaching practice, and identify the students' necessities.

## Chapter 5 appendix

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