SEP

SECRETARÍA DE EDUCACIÓN PÚBLICA

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

DESARROLLO DE HABILIDADES (LECTURA, ESCUCHA, ESCRITURA Y HABLA)

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

Efraín Luis Hernández

ASESOR: Gernot Rudolf Potengowski

México, DF. a 01 julio 2022.

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

SKILL DEVELOPMENT (READING, LISTENING, WRITING AND/OR SPEAKING) TEXT TYPES.

Student´s name: Efraín Luis Hernández

Tutor´s name: Gernot Rudolf Potengowski

México, DF. a 01 de julio 2022.

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

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:

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

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda — que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni trascripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	**Skill development (reading, listening, writing and/or speaking) Text Types**			
Tipo:	☑ Trabajo recepcional	☐ Tesis		
Presentado para obtener el grado de:	☑ Especialidad	☐ Maestría	☐ Doctorado	
Programa de posgrado:	EEAILE	Tutor(a), Asesor(a) o Director(a):	**Gernot Rudolf Potengowski**	
Nombre completo del(la) autor(a):	**Efraín Luis Hernández**			
Matrícula:	**210926021**			
Domicilio:	**Ferrocarril No 7**			
Teléfono:	**951 145 31 74**			
Correo electrónico:	**210926021@g.upn.mx**			

Atentamente,
Ciudad de México a 17 de junio de 2022.

Efraín Luis Hernández
_____
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional:
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

TABLE OF CONTENT

Introduction	1
Teaching Philosophy	3
Professional perspective and development	6
Lesson Plan	14
Activity 1: Engage Study	15
Activity 2: Asks students to answer the KLM	16
Activity 3: Vocabulary, Dictation and Writing	17
Activity 4: Reading Activity	17
Activity 5: Speaking Activity	17
Activity 6: Find the words	19
Activity 7: Assessing interculturality with Text Types	19
2.02 Designing of necessary tools to assess/test the progress of students.	20
Aspect of Evaluation	20
2.03 Attached evidences of (graphics, photos, images)	23
2.04 Show evidences of your designed tool to assess your students.	26
Rubrics	29
2.05 Concentrate on performing and Recording the activities.	31
https://youtu.be/ZGVl3VCudTM	
Authentic Materials for Listening Comprehension	32
Lesson Plan	37
Teaching sequence format	39
Chapter 3: Experience Report	46
Chapter 4: Conclusion	47
Chapter 5: Appendixes	48
References	52

INTRODUCTION

Interculturality is a process of parking spaces for communication and interaction between people and groups where one cultural group is not allowed to be above another, favoring integration and coexistence between cultures at all times. In intercultural relations, a relationship based on respect for diversity and mutual enrichment is established. However, it is not a process free of conflicts, these can be resolved through respect, the generation of horizontal contexts of communication, dialogue and mutual listening, equitable and timely access to relevant information, the search for agreement and synergy.

It is important to clarify that interculturality does not only refer to the interaction that occurs at a geographical level, but beyond borders, in each of the situations in which differences arise.

To engage students in interculturality and target language acquisition, specifically for those students whose mother tongue is a language other than Spanish, I am referring to students who speak a different language such as Zapotec and Mixe. Similarly, for those whose mother tongue is Spanish, it is essential to share the culture of the country where they live but also the culture of the target language, respecting each of the ideologies.

The follow-up of this document will be done at the end of each activity or topic that is addressed with the students, in this way the analysis of the objectives that have been established will be pointed out, likewise at the end of each unit a feedback will be made to know, know the goals that have been achieved and strengthen those objectives precisely in Unit II and III that make up the semester.

Another strategy that is planned to continue following up is to engage and encourage more students to continue with the certification process according to the standards set by the Common European Framework of Reference, in this way we will realize the scope that is being obtained in language acquisition.

For this intercultural work, the study program of unit I and II of the types of texts has been taken into account.

Chapter 1. Begins with the teacher's teaching philosophy, giving a brief overview of the responsibility that exists in this commitment to language teaching.
Continuing with the professional development of the teacher, the role played by the teacher and the student in this work of teaching and learning. Closing this first part with intercultural awareness in teaching in the teaching of English.

Chapter 2. Methodology and practice, the lesson plan is mentioned and described, as well as each of the activities that are planned to be developed in order to achieve each of the objectives and goals planned in the acquisition of the English language. Incorporating evidence of what is to be achieved with the students.

Chapter 3: Experience Report, the learning outcome refers to the expectations that are held by the student during and at the end of the topic.

Chapter 4: Conclusion, this work is helping me to have a better growth and pedagogical approach with each of the cultures that we have in my institution and with my students.
But also, to be able to develop this part of interculturality in my teaching practice for the acquisition of English and any other language, always respecting the culture of the students.
Mention is made of the resources or bibliographical references used during this process of investigating the acquisition of the English language.

Chapter 5: Appendixes, resource used during the work developed with the students of CETis 124, with students of the V semester. And finally, the references that were the important means to reinforce and justify this research.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 **TEACHING PHILOSOPHY**

"I never teach my pupils; I only provide the conditions in which they can learn"

Albert Einstein

My learning experience started when I was in high school, I really liked English and had become very attached to it and my interest in acquiring second language learning for me became relevant, also because it was easier for me and the truth is that I had always liked being able to communicate in another language, more so as it was a lingua franca. It used to happen with some of my classmates who didn't like English class, with me it was the opposite; perhaps because it was a subject that caught my attention and it was not so much because of the professors who taught; but it was itself because of the language.

When I finished high school; I wanted to study languages, but I decided to study tourism business administration because it is also related to languages and that is why I decided to study this career but without ruling out that I would continue learning English. Upon finishing the aforementioned career, I was given the opportunity to work in the same school where I had studied high school.

> An informed teacher has an extensive knowledge base about teaching. Teaching is a complex, multidimensional activity. The teacher who has a more extensive knowledge and deeper awareness about the different components and dimensions of teaching is better prepared to make appropriate judgments and decisions in teaching. (Richards, 1994).

My teaching philosophy as an English teacher is totally student-centered. I believe that the learning process occurs in the brain of each student in a different way, but it is our job to evaluate how students learn best to provide them with the right activities that make them reach their potentialities and embrace that potential to face the real world in the future. I don't just teach English, I show students a whole new world by using a target language, but also how to engage them with interculturality. It is for this reason that I do not believe in the standardization of the educational system. We should be able to assess student progress in different ways and not just tests.

In my practice and my teaching philosophy, it is about the students not losing their cultural essence, my students have a very marked part of their culture, the students with whom I live day by day their mother tongue is Zapotec and in others Mixe. But I also have migrant students who have returned to their parents' country or place of origin.

Having considered all this, in my practice, it is more convenient to encourage active and project-based learning through a communicative and social approach with a direct didactic and dynamic method. Students learn by doing and putting into practice what they learn, It is

believed that the combination of these ideas gives language teachers the best tools and environment to help students realize their potential and abilities, while at the same time learning a foreign language.

Having said this, before considering what teaching is and the role of teachers, it is important to understand that for me learning is the ability to absorb everything that we have in our context to use it for our benefit and that of the students. In other words, learning is a process where we take input to transform it into useful output. A simple example of this is when children first learn to speak, they start by listening and repeating in order to speak. At first, they listen to every word their parents say after a while they start to repeat and use these words to get something. The same thing happens when people are learning a new language; they listen, repeat and then produce.

Consequently, this specialization has taught me and given me many learning and teaching tools that will only be reflected in the classroom with my students.

This learning has been a deeply experience of great growth in knowledge that helps me to reflect and also to develop better teaching practices. Teaching is a great commitment that one has with the students and this whole learning process has guided me to be able to get on the right track, this process of teaching the English language.

Teaching a language and the way I had been doing it reflected a good teaching and learning methodology, but now with this professionalization I know how to give better pedagogical knowledge in this teaching, the ability to help others learn.

This specialization has shaped my teaching philosophy and my own profession as a language teacher.

On the other hand, being able to explore each of the tools that were provided to us during this professionalization has opened this panorama for me to use and continue to do so through technology.

With the situation that the world has experienced, make sure that part of our teaching will be done through technology, since it is a strategy that generates a lot of learning and guides, with the resources used, the motivation in this practice for the use and application of all four skills.

A task is a work plan that requires students to process language in a pragmatic way and this is one of the objectives that is sought when learning a target language, to achieve a result that can be evaluated in terms of whether it has been transmitted correct or appropriate grammatical content. To do this, it requires them to pay primary attention to meaning and make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. It is intended that a task results in a use of language that has a similarity, direct or indirect, with the way in which language is used in a context where this learning is benefited from its production. The task can involve productive or receptive, oral or written skills and also several processes that will help the student to have a better cognitive development.

My own philosophy is that a pedagogical task is a key piece of work in the classroom and outside of it, involving students in understanding, oral interactivity, production or interaction in the target language while the focus is on strengthening their grammatical knowledge to express meaning. The task must also have a sense of integrity, be able to be a communicative act, relevant in its own right with a beginning, a middle, and an end.

Finally, I thank the professionalism of the tutor who was very punctual and precise in all the classes that he shared with us and in a particular way he was always with that character of assertiveness in each of our doubts that we had and that we will take many of the ideas, activities that we granted in each stage of the modules that were taken.

Specifically, the target language has to have learning and a result where the tasks also had to be designed to strengthen this acquisition.

A task curriculum should offer the following

A. In planning

1. Principles for the selection of content – what is to be learned and taught.
2. Principles for the development of a teaching strategy – how it is to be learned and taught.
3. Principles for the making of decisions about sequence.
4. Principles on which to diagnose the strengths and weaknesses of individual students and differentiate the general principles 1, 2 and 3 above to meet individual cases.

B. In empirical study

1. Principles on which to study and evaluate the progress of students.
2. Principles on which to study and evaluate the progress of teachers.
3. Guidance as to the feasibility of implementing the curriculum in varying school contexts, pupil contexts, environments and peer group situations.
4. Information about the variability of effects in differing contexts and on different pupils and an understanding of the causes of the variations.

C. In relation to justification

> A formulation of the intention or aim of the curriculum which is accessible to critical scrutiny. (Stenhouse, 1975,p.5).
>
> On the other hand, Willis (1996), refers to 8 important points which must contain a task.
>
> Skehan, proposes five principles that underpin task-based instruction.
>
> - Select a series of key structures.
> - Select tasks that fit the utility criteria (authentic, real-world tasks).
> - Select and sequence tasks to achieve balanced development of the objective.
> - Maximize opportunities to focus on shapes through attentional manipulation.
> - Use response loops.

Each of the activities mentioned are very important guides that can be adapted to carry out the contextualization of learning and language acquisition. The structures and tasks that are selected will be oriented according to a dual method and experiences. On the other hand, it

is important to incorporate the use of technology, considering that good development can be achieved to motivate, empower and stimulate learning through concrete experiences. At present, incorporating technology into student learning is fundamental and interesting because it arouses interest in its use, current students are digital natives, so digital tools must be present in their learning.

In short, my philosophy is focused on learning and respect for my students, giving the best of my knowledge so that students achieve the acquisition of the English language. Caring during the acquisition of the language incorporates and respects interculturality, having a clear philosophy, I consider that teaching and the role of the teacher learn by supporting us from the context that surrounds us.

Now in this apprenticeship the teaching philosophy has changed an important paradigm in my way of being able to teach students, this learning process in the specialization gives another guide and favorable change to continue growing professionally.

Neither can one go back with this pedagogical baggage to continue using digital tools that bring great benefits for the achievement and strengthening of student learning.

The task-based learning framework

“Just as important as tasks, task-based methodology is the way in which teachers implement tasks, set learners up to perform the tasks successfully, and manage learners’ attention to form–meaning connections”. (Willis, 2012).

Professional perspective and development

Teacher-Centered Professional Development is the complement and vision that is centered on the student, and is basically founded on research and effective professional development and learning that must take place every day in order to be a good day in the student teaching.

The professional development of the teacher recognizes both teachers and students, they are unique in their way of being, thinking and acquiring new knowledge that is learned with experience in the classroom.

While student-centered professional development offers the teacher a variety of professional development options, academic training through various activities such as workshops, academic events such as academic festivals, study groups and guided visits to certain government or educational sectors.
At present, the professional development of the teacher in the field of information and communication technologies has been very interesting because in the last two years his teaching philosophy changed unexpectedly because he had to face another dynamic of work and the challenge of learning better the use of technological tools.

Teacher learning, like student learning, has been very relevant in this learning development when it focuses on the needs of teachers as learners and when it is connected to the teacher's work, when it is consistent with what he learns and what it teaches.

The most powerful opportunity for learning occurs when teachers form subject groups and academies in which they collaborate, share knowledge, and support each other in implementing their new learning. A Teacher Centered Professional Development perspective combines the time needed, a collaborative structure, and the desire to help teachers move through stages in collegiate development. But above all, having the desire and spirit to be better every day in this professional development that never ends, because there will always be new things to learn.

We as teachers need to put the same will and commitment to apply the same practices, structures and strategies to support the learning of other teachers. The concept of Teacher-Centered Professional Development is a first step in the development of a conceptual framework where there must be a social and community commitment where the work as providers of education is focused.

Identify your role as a teacher as well as your students´ roles from your real teaching context situation.

The role of a teacher is an ongoing process of guiding student learning and evaluating student progress. Teachers learn and must apply the most effective methods to apply various activities, methods, as well as use a variety of strategies to motivate student learning and increase students' skills, understanding, and knowledge. We can say that the teacher is multifaceted in the activities that he performs in his teaching context.

Teachers are responsible for providing instruction by identifying teaching practices that are effective but also meaningful to all students, since not all students learn or retain information in the same way. This is according to the learning style they have; this is where teachers get creative in the way they engage students in learning.

Teachers who teach a language must have a great commitment in each of the tasks they perform so that students can achieve that learning in communication, listening, reading and writing.

What are the activities that the teacher performs in his role?

Planning one of the activities in his work and in his role, from the moment he decides to transmit his knowledge of teaching in languages, he has to organize his work plan (topics, subtopics, activities, strategies, methods, etc.)., that have to be applied and that arouse the interest of the students.

- Assume yourself as a responsible and committed person.
- It must offer activities that involve and impact student learning.
- It must be a person who motivates students every day in their learning.

- Involve students in social-emotional skills in order to achieve comprehensive development and trigger student learning.
- It is a model that has to make the student take it as an example.
- Engage students in learning and acquiring the target language.
- It must be a person always with the interest of attracting the attention of the students to teach different things and that draw attention to the students' learning.
- Learning must recognize the achievement of each of the students by the goals they are reaching.
- Give feedback to students and always motivate them to continue in their learning of language acquisition.
- Generate a commitment for the student to get involved with native English speakers to strengthen their communication process.
- You must be a patient person and know that not all students learn easily and at the same time
- Constantly evaluate the progress that the students are making and, in this way, know what techniques or strategies are working with the students.

  "Stereotyped teaching in the classroom makes the tribal children bored. Asking them to memories theories, facts and illustrations, kills the interest in the tribal children. (Puccio, 2005)

In this learning process the student has the possibility of planning and monitoring their learning, if it is taken into account that this learning process lies largely in the classroom, because it is here where the theoretical bases are acquired. And it is here in the classroom that is the space that becomes for their first communication practices between the student-teacher and also among the students themselves.

What is the role of the student?

In this learning process the student has the possibility of planning and monitoring their learning, if it is taken into account that this learning process lies largely in the classroom, because it is here where the theoretical bases are acquired. And it is here in the classroom that is the space that becomes for their first communication practices between the student-teacher and also among the students themselves.

- Engage in each of their activities provided by the teacher in the classroom.
- Engage students that their classroom space is the place where they can practice their language acquisition and each day, they will learn to strengthen their communication.
- That students become familiar with the most common oral terms or expressions for the development of their oral practice inside and outside the classroom.
- The student must adopt an entrepreneurial spirit and be in frequent contact with native speakers to improve their oral skills.
- Generate learning experiences from their other classmates, students must know that we all learn from everyone.

Cultural awareness and intercultural competence in my English Teaching

So, what is meant by the term intercultural competence, and what terms are used in different professional and cultural contexts, and indeed in different countries around the world, to refer to this concept? Much scholarly effort has been invested, particularly in western cultures, in defining intercultural competence; what follows is a brief discussion of some of that work. (For a more comprehensive discussion, see Spitzberg & Changnon, 2009, and Spencer-Oatey & Franklin, 2009). (Deardorff & Elspeth, 2012).

How important it is to incorporate intercultural awareness in the acquisition of a second language in the teaching and learning of this for our students. Unfortunately, and from my point of view, it had not been established in a more enriching way and that the students who are learning a target language could learn it as part of the culture of the language that is being learned.

> Intercultural communication competence from cultural communication competence since the content of cultural communication competence is culture-specific and varies from culture to culture, whereas the content of intercultural communication competence "should remain constant across all intercultural situations regardless of specific cultures involved" (Deardorff & Elspeth, 2012 p.285)

Intercultural communication is vital for every human being because all the people around him need to communicate with each other, regardless of their culture; since the content of cultural communicative competence is specific to the culture and varies from one culture to another, while the content of intercultural communicative competence communication competence is unique and for this reason it remains to involve people worldwide.

Importance of intercultural awareness

Cultural awareness is a term that is used a lot today, not only in education, but also in politics and the media. In my experience teaching for twenty-six years, I have discovered that the definition of cultural awareness, at its core, simply means acknowledging that there are other cultures and respecting those around me with each of their experiences out there. It may sound simple, but we'd be surprised how often this awareness is taken for granted.

One may be thinking, of course I am well aware that people all over the world have different traditions and holidays. And it's very good; Maybe it's off to a solid start, but there's a lot more involved in cultural awareness than you might think. Language, norms, traditions and symbols, both tangible and intangible, are an integral part of what we call culture, and it is crucial that you develop a basic understanding of cultural elements outside of your own.

Intercultural awareness is considered an important tool that reduces the consequences of intercultural conflicts. It helps to learn to behave appropriately as long as the way of being and living is respected across different cultures with regard to the environment where I usually work and the context of our school, it is important to mention the union of several

cultural ideas that It is hard, the students with whom I work belong to several communities and therefore two languages other than Spanish are spoken with their respective variants and creating a feeling for these cultural differences is not an obstacle to generating and enriching the learning of an L2. This results in the improvement of intercultural communication skills such as listening, speaking and observing, which play a vital role in building trust between people of different cultures. Improving partnership skills too, which requires greater international collaboration. In addition, it decreases cross-cultural misunderstanding and creates a winning work environment in the workplace. It is a commercial exchange and a profitable solution for many companies in the environment, since it maximizes its potential at the local, state but also global level and develops the intercultural sensitivity of students by providing better results in the acquisition of reading and writing skills.
Underestimating the impact of culture is the point where things can start to go wrong.

If you think of culture as an iceberg, what we see from a culture is tiny compared to what we cannot see.

These are the invisible elements of culture, such as values and beliefs, which are often the hard ones for people to recognize, understand and to manage.

These five overall elements of attitudes, knowledge, skills, and internal and external outcomes comprise this research-based intercultural competence model, thereby providing a framework to further guide efforts in developing and assessing-individuals' intercultural competence. These elements are placed within the context of intercultural interactions, with an emphasis on the process involved in the development of one's intercultural competence.

> It is important to note that the development of inter cultural competence is a lifelong process and that there is no point at which one becomes fully inter culturally competent. Furthermore, the process of development becomes crucial through self-reflection and mindfulness. Knowledge alone, such as learning a language, is not sufficient for intercultural competence but must be combined with other elements such as the requisite attitudes of openness, curiosity, and respect. (Deardorff & Elspeth, 2012 p.228)

It is important to keep in mind that the development of intercultural competence is a process that is formed and developed during the childhood stage and therefore in adolescence and lasts a lifetime and that there is no point at which one becomes fully interculturally competent. If we as teachers had a clearer understanding of this interculturality and at the same time developed it in the same way in the study plans, the teachers, students and, on the contrary, had a clearer picture and the focus towards the incorporation or acquisition of a second language was clearer and in such a way that it could have an interconnectivity with the target language which is being learned.

This lesson will make the students learn to identify the type of text, through the key vocabulary that is provided during the class and according to the themes of celebrations and reflect on the information that is given to them to be able to identify it, at the same time

as It will be a strength in each of the skills that are developed in the intercultural part that the students acquire. This activity is part of the program of the subject of English V of the 2nd and 3rd unit.

> However, there is a danger, which Melde does not entirely avoid, in ignoring theories of language learning, particularly vocabulary learning. It can lead to a reduction in the uniqueness of cultural learning through learning a foreign language. From our point of view, it is axiomatic that cultural learning must take place as an integral part of language learning, and vice versa. The mere acquisition of information about a foreign country, without the psychological demands of integrated language and culture learning, is inadequate as a basis for education through foreign language teaching. (Byram, 1989).

Teaching the culture of the place where the native L1 students have come to live is very important, but doing it through the type of texts is even more so, through the type of texts the culture and traditions that the students have in their environment can be incorporated , but it is also important that students who are acquiring a target language learn in the same way and this is where it is essential that the student or students who join and have returned to the place of origin of their parents can share their cultural experiences with their peers who are acquiring the L2.

> The second reason why complete and perfect competition is not required is less obvious but just as important: Everyone's own identities and social values develop; everyone acquires new ones throughout life as they become members of society. new social groups; and those identities, and the values, beliefs, and behaviors they symbolize are deeply ingrained in oneself. This means that learning new experiences, seeing unexpected beliefs, values, and behaviors can often shock and disrupt those deeply held identities and values, no matter how open, tolerant, and flexible one wishes to be. (Byram M., 2002).

1.02 Theory underlying your teaching practice and identity

The identity of the teacher plays a very important role for the students and also for their other colleagues, it is a conceptual tool used both in the study and in the practice of teaching and academic training. Teacher identity as a concept or tool examines how individuals, within social contexts, continuously build and rebuild through teaching, which is the most powerful weapon for the teacher as well as for the student and for themselves as teachers, the various ways in which that teacher-educators could support teacher learning by emphasizing meaningful learning, practicing personal-professional interrelationships, inclusion of diversity, and iterative views of teacher growth.

Teacher identity is an extension of ways in which the theoretical view described above intersects with current treatments of teachers, teaching, and teacher development. Recent educational research has revealed that teaching is not merely a cognitive or technical procedure but a complex, personal, social, often elusive, set of embedded processes and practices that concern the whole person. (Olsen, 2012)

Identity considers that people are products of their social histories and I consider that it is a way that identifies a person since identity forms a process as part of the formation of the human being, through things such as hope, despair, imagination and mindfulness, move from one subjectivity to the next and from one facet of their identity to another. In this way, identity offers an ontological bridge between the opposite shores of structural determinism and free will, between the recognition of the many social, historical, and contextual limitations of any one person on the one hand, and unrestricted individual agency on the other.

Teacher identity is the basis from which to start for a process of the ways in which the theoretical vision described above is exchanged with the current tools of teachers, but also teaching and teacher development has taught us and we continue to learn that teaching the previous one is changing to the one that the new generations are living. Teachers do not realize it in our day-to-day experience when working with students. Where teaching is not simply a cognitive or technical procedure, but is a concept that goes beyond a connection between teacher and student; This identity is where the teacher is committed to a scenario of strategies and possibilities of processes that involve the teaching and learning of the student in a total environment that surrounds them. Many contemporary teachers and teacher educators relate teacher education within the learning models of learning to teach. In this way, the whole person is known in the teaching development and it is a question of highlighting the power of emotions. I consider this last point to be the basis of all learning, but the required attention has not been given to the students and neither have I taken monitoring as it should be for the learning of each student. Other points to consider is the context in teaching and teacher learning.

Educators are emphasized in the area of evaluation and it is essential to evaluate the learning and performance of students, but it should not only retake the exams but also the way in which students are being evaluated over a period of time, the identity of the teacher is not only a specific area, for an identity to be considered of the teacher it is important that they get involved in emotional aspects, context of the learning spaces, where the student lives, what experiences can be transferred for their learning process and What goals do you have as a student and above all what you learn can be very useful for your future life. My professional identity lies in leaving a mark on each student's learning.

> The concept of zone of proximal development (ZPD) was developed by Lev Semenovich Vygotsky during the late 1920s and elaborated progressively until his death in 1934. In Mind in Society: The Development of Higher Psychological Processes, Vygotsky defined the ZPD as **"**the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer". (Vygotsky, 2020)

The activity that I like to do with my students, taking this ZPD theory into account, is to use the following during my classes and it consists of students answering KWL to provoke three reflections when a reading is approached and is part of a learning impact.

It is good to identify at the beginning of the class that the students respond that they know or know about the subject, that they would like to know about the subject, these first two questions are important that the students can answer them in writing and as the class progresses and the subject ends return to them to ask the students what they have learned from the class. All these questions bring the student and the teacher closer to what the students are developing during their learning process.

> Schemas are a way of organizing knowledge, a way of learning, each relating to one of the world's aspects, like an object, action or abstract concept. According to Piaget, schemas are what we use to understand and respond to situations, 'building blocks' of knowledge that we store and apply when needed. For example, a schema for a friend of yours is likely to include information regarding her appearance, behaviors, and personality. As children get older, their schemas become more numerous and elaborate. (Piaget, 2013)

The schemes are categories of information that the students keep according to the different types of materials that are used for learning, it is a very important factor because it helps them to be able to remember at any moment or stage of their future life. The scheme are the memories that the student is stored in his mind in the development of his learning. But in the acquisition of a target language, there can be different schemes according to the resources that are used and that can trigger as a basis for significant learning when ideas and resources are interconnected that serve as a means for this acquisition, learning will be more solid and, in the future, it will be difficult to forget, the most important thing is that students can store a bank of schemes that facilitate their learning.

> The most salient characteristic of interactive approach is to make the classroom interactive and communicative through activities such as information gathering, discussions, role plays, simulation, and problem-solving tasks. Interactive approach method emphasizes social relationship between the teacher and learner. These activities help students communicate in different contexts and in different roles offering the learners with opportunities to be exposed to authentic language use. (Richard, 2005)

Applying an interactive approach from my point of view helps to generate more attention, interest, dynamism, committing the student to be attentive. There are various methods to generate and apply interactivity in a classroom in this way you can capture the attention of students and consequently trigger participation in the same way in learning.
In the same way, learning becomes more dynamic and interactive, students can get more involved trying not to be a traditional teacher and breaking old learning schemes, if we can innovate with strategies that attract more student attention, it will be the most appropriate.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.**01 A practical and useful lesson plan.**

LESSON PLAN

Group: English V

Duration: 5 hours

Aims:

- Increase students' awareness/develop analytical skills regarding their own cultural values/language, as well as the cultural values/language use of others.
- Prepare students to conduct cultural interviews/observations in the classroom.
- Develop knowledge/skills/attitudes and critical awareness.

Recent Topic Work: Skill Development (Reading, Listening, Writing and/or Speaking) Text Types. English V; Unit 3.

Language work: Vocabulary relating to Day of the Dead and Thanksgiving Day.

Materials: Computer, Smartboard, videos, question sheet printouts, Internet connection, interactive worksheets.

- Text Copy of Day of the Dead
- Class set + two teacher copies of the Compare and Contrast: Day of the Dead worksheet

Develop knowledge/skills/attitudes and critical awareness

Learning outcomes:

Students will be able to:

- Carry out intercultural learning by sharing experiences of the local culture as well as the culture of the target language/ethnographic observations independently
- Act as mediators when participating in intercultural exchanges.
- Analyze previously unquestioned aspects of their own culture/language, as well as the cultures/language of others.

TEXT TYPES

In its most general sense, savoir apprendre is the ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter when necessary. Language learning skills are developed in the course of the learning experience. They allow the student to face new language learning challenges more effectively and independently, see what options exist and take better advantage of opportunities. The ability to learn has several components, such as awareness of language and communication; general phonetic skills; study skills; and heuristic abilities. (Byram M., 2002).

Why should I use it in the classroom?

- It is a lot of fun; students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.
- It is very memorable. It really helps students to remember phrases or words.
- It is good for kinesthetic learners who need to be active in the class.
- It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.
- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.
- It doesn't require a lot of preparation or materials. As long as you are clear what you want to practice (a rehearsal beforehand can help), it won't take a lot of time to get ready.
- It is very effective with teenagers and young learners.
- It involves both left- and right-brained learning.

Activity 1: Engage Study

Teacher, asks students to think/offer suggestions about the day of the dead and Thanksgiving Day celebration.

Students, offer suggestions of adverts, fill in question sheets the vocabulary.

Teacher, ask students to watch 2 videos related to both activities:

https://edpuzzle.com/assignments/6250b4e068cd9042b53228b0/watch

The teacher plays the video and pauses it at certain points for students answer some questions. On the second play is about the Thanksgiving Day!!

https://edpuzzle.com/assignments/6250b83b75eff842f3ebed8d/watch

- **Key words**

DAY OF THE DEAD	THANKSGIVING DAY
– Celebration – Culture – Day of the Dead – Honor – Tradition – Altar – Levels – Incense – Flowers – Banquet – Water – Salt – Typical Food – White Cross – Calaveras	– Turkey – Sweetpotatoes – Pumpkin – November – Pilgrims – Holiday – Gravy

> As Mike Byram (1997) writes, “[intercultural communicative competence] requires that students acquire the knowledge, skills, attitudes and critical cultural awareness necessary to communicate interculturally.” Intercultural knowledge means knowing about one’s own culture and the culture of the second language. This means that students need to gain knowledge of many countries that speak the language and their associated cultures. Along with knowledge of the culture, students need to gain knowledge and understanding of societal and cultural norms, values and interactions associated with the culture(s) of the second language.

Activity 2: Asks students to answer the KLM

> Furthermore, this simplification is reinforced if it is assumed that learning a language implies becoming like a person from another country. Often in language teaching, the implicit goal has been to imitate a native speaker both in linguistic competence, in knowledge of what is an 'appropriate' language, and in knowledge of a country and its 'culture'**.** (Byram M., 2002)

With special vocabulary, what they know about these traditions in México and USA. and answer accompanying questions relating to differences in terms of language use and cultural values portrayed in the adverts.

First, the students will write the letter K question to show what they know about both traditions and what the students want to know about that topics to and how to include them as part of their culture.

https://es.liveworksheets.com/4-gr1100055tr

Activity 3: Vocabulary, Dictation and Writing

> The ‘intercultural speaker’, a term coined by Michael Byram, refers to a language learner who is able to interact with others in a way that is accepting of differing “perspectives and perceptions of the world”, mediate between differing perspectives, while also exhibiting the ability to be conscious of the evaluations and differences of said perspectives (Byram *et al*. 2001, p.5). Developed in the 1990’s, the concept of the intercultural speaker played a part in moving the goals of foreign language learning away from the native speaker ideal, towards language learners who are not only linguistically, but also culturally competent, practicing sensitivity and awareness towards other people’s cultures, as well as their own (Wilkinson, 2012).

It is important that students can differentiate ideas and words related to the cultural traditions that are used in the country of the target language, but for interculturality it is also important that students gradually incorporate certain vocabulary into their learning that goes deeper into and adapt to an inclusion of a target language and what better with this dictation skill strategy that will help them activate the sound of listening.

https://es.liveworksheets.com/4-nq1100048fh
https://es.liveworksheets.com/4-dp984321ev
https://es.liveworksheets.com/4-xq952698jt

Activity 4: Reading Activity

> The 'intercultural speaker', a term coined by Michael Byram, refers to a language learner who is able to interact with others in a way that accepts different "perspectives and perceptions of the world", mediate between different perspectives, while exhibiting the ability to be aware of the valuations and differences of said perspectives (Byram et al. 2001 p.5).

For a student to interact with other people it is important to know how to communicate with other people, for this it is essential to know the culture of the target language and to be able to get involved with others on related issues. In this reading skill it is intended that students develop their fluency in pronunciation using types of texts that allow them to accentuate this practice through this skill.

https://es.liveworksheets.com/4-gr1096401st

https://es.liveworksheets.com/4-iv1019285ye

Activity 5: Speaking Activity.

> Developed in the 1990s, the concept of the intercultural speaker played an important role in moving foreign language learning goals away from the ideal of the native

> speaker, toward language learners who are not only linguistically but also culturally competent, who practice sensitivity and awareness towards other cultures, as well as their own. (Wilkinson, 2012).

Diversity should be celebrated, so why not make a representation of it, for example, you can talk about the celebration of the day of the dead and also talk about thanksgiving, take both ideas from a traditional class party and mix it with the unique cultures of the students in this way this interconnectivity can be made and the students learn a language through or through their cultures.

> Byram's model of ICC does to some extent recognize conflict as a natural part of intercultural encounters. This is particularly evident in savoir s'engager, which implies the critical evaluation of the intercultural speaker both of himself and of others. Scholars have also drawn on Byram's model and the concept of the intercultural speaker as a starting point for new conceptualizations. (Byram M. , 1997).

Organize a multicultural celebration in the classroom where students can bring different items (one of them is food, the elements to put up an altar or thanksgiving items) and learn the meaning of each one of them through a live performance, In the same way that the students make a representation of 2 cultures, one of them the celebration as part of their culture and the manifestation of their traditions that represent their heritage to share with their classmates, teachers and the target culture.

> Despite the increasing amount of proposals for conceptualizing intercultural communicative competence, Byram and his colleagues' model still stands out as being the most deeply, and broadly developed. However, several developments have occurred with the model since its original conceptualization. For example, in the 1990's and early 2000's, Byram and his colleagues focused on "specifying, elaborating and fostering" the five *savoirs* needed for successful intercultural communication (Sawyer, 2014 p.170)

One of the 4 basic skills of the English language is speaking, this skill has a determining role and, from my point of view, the basis for being able to communicate with others. Being able to verbally interact with others is the way to express ideas, people's feelings; but above all express commitment through speech.

> However, since this initial development, their thinking has "evolved" from thinking of intercultural competence as a set of factors, to thinking about it as a set of factors to be put into use/action (Alred et al, 2006), achieved through marrying the "purposes and methods of foreign language education, with those of citizenship education", resulting in the practice known as intercultural citizenship (Byram, 2014 p.194).

Another of the skills that is intended to be established in the acquisition of English is to develop the speaking of the students and how each of the 4 skills has been developed and from my point of view, considering this as one of the bases for the student to learn, to communicate in a globalized and competitive world.

https://es.liveworksheets.com/4-ei1097246lu

https://es.liveworksheets.com/4-qh1019258si

Activity 6: Listening and Find the words.

> Take the question of the teacher's linguacultural expertise. The teaching contexts cited in Kramsch's discussions overwhelmingly involve students from diverse backgrounds learning German as a foreign language in the United States. Although it is not clear whether the teachers here are "native speakers" of German, it is hard to see how any teacher who is not a native speaker could possess the depth and breadth of linguistic and cultural knowledge vital to the types of activity Kramsch recommends. Are Kramsch's proposals relevant, then, for learning contexts where the teacher's linguacultural knowledge is less comprehensive? Talking about inexperience and conservatism as "excuses" seems easy enough here, although it may be that Kramsch is speaking exclusively of (and perhaps even to) teachers in the developed world. (Kramsch, 1993,p.290).

From my point of view, it is important, although there are non-native teachers, it would be very good if they had the experience of making exchanges with the cultures of the language being taught. in the same way if they have the opportunity to know the experiences in person. In this way, it is possible to have a better projection in the teaching practice in the use of the target language that is going to be taught, when these experiences are reached, this part of interculturality can be shared and taught, because it can be narrated from different points of view. vivid and experiential sight. And at the same time motivate students for the depth and breadth of linguistic and cultural knowledge vital, for learning contexts where the teacher's linguacultural knowledge is important. We know that this process in the acquisition of a target language is not only teaching the language, but also involving students in the cultural part and the contact of experiences of the same place of the language that is being learned.

https://www.liveworksheets.com/4-kv1111210hb
https://es.liveworksheets.com/4-fg984354nd
https://es.liveworksheets.com/4-jl981710jv

Activity 7: Assessing interculturality with Text Types.

> Daerdorff made an inventory of assessment methods used in 24 U.S. postsecondary institutions, representing a wide variety of institutions, from community colleges to large research universities. Top assessment methods currently being used include student interviews, followed by student papers and presentations, student portfolios, observations of students by others/host culture, professor evaluations (in courses) and pre-tests and post-tests (Daerdorff, 2006,p. 248).

One of the main concerns of ICC studies is what should be the focus of ICC evaluation. Although ICC has been explored by researchers for years, its evaluation largely depends on how the concept is conceptualized and defined (Fantini, 2009). ICC assessment tools are classified into direct and indirect instruments.

How to know that interculturality is being learned and practiced?

It will be with practice that we see in the development of the adaptation of habits and respecting the culture, when learning a language, you have to value what you are learning. But putting it into practice will be a better form of an experience that will be developed in the course of teaching as teachers but also in the case of students learning the target language and incorporating this learning into the practice of culture and coexistence between native people of the language being learned.

In this closing and evaluation activity, the students describe what they have learned during this development of the themes of the Day of the Dead and Thanksgiving.

In order to verify and evaluate this part of interculturality, during the celebrations of the Day of the Dead and Thanksgiving in teams or pairs, the students will make representations and experiences about the celebration of these events both in Mexico and in the United States. The students will make montages of a traditional altar and a montage on the thanksgiving dinner, with each of the elements that are made up, they will make an exchange of coexistence making narrations of each activity.

https://es.liveworksheets.com/4-gr1100055tr

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

Aspects of evaluation

The following aspects and activities to be able to evaluate the students in their performance will be used virtually and/or face-to-face, according to the needs that arise in the classroom, taking into account the learning styles of the students, without losing sight of the fact that now it is important to use technology as it has been done in recent years derived from the global contingency.

In this way, different strategies will be applied, adapting each of these resources that the English specialization has taught us.

Derived from this learning in the English specialization, it is intended to apply various strategies as mentioned above, and not only be an exam that can evaluate teaching or learning.

In the case of the acquisition of a second language, it is important to use the following strategies that can evaluate the knowledge that is acquired in the classroom but also in the context of the student.

English portfolio

- Tasks and activities
- Individual or group compositions
- Worksheet exercises
- Projects
- Text Analysis
- Simulations
- Verb Practice
- Speaking activities
- Reports on online platforms
- Listen and pronunciation

Quizzes

- Vocabulary
- Grammar
- Use of language by context
- Reading
- Conjugation of verbs

Speaking

- Description of factual and descriptive information
- Description of present, past or future situations
- Description of people, subjects, places and themes seen in the course
- Multimedia format that may include audio and/or video

In order to assess students' ability to speak, we must make them speak. The same should be applied in each of the other skills. If you want to evaluate the achievement performance that has been had during the development of a class or a particular subject, it is necessary that in this acquisition of the English language the evaluation has to be decisive in order to know the progress that the student is acquiring. The use of tests of knowledge of the language, for example, grammar, vocabulary, as part of the communicative ability of the language. Therefore, if we want to accurately assess the ability of each of the skills that are related to the English language, we must include evaluations that obtain a wide range of skills related to communicative language, listening, grammar, reading comprehension and speaking.

The Common European Framework of Reference (2001) expands the definition of communicative language ability into five skills, and divides speech into two skills:

spoken production and spoken interaction. This is based on evidence that these two skills are different, as one involves only monologue-type speech and the other involves being both a speaker and a listener at the same time. A communicative language test, therefore, must include both spoken production and spoken interaction.

For such activities or evaluations, the following resources have been designed to serve and fulfill the evaluation of the language that is being acquired.

ASSESSMENT

Vocabulary

https://es.liveworksheets.com/4-nq1100048fh

https://es.liveworksheets.com/4-cf1099310dy

Writing

https://docs.google.com/forms/d/e/1FAIpQLScZLqdXuYGFLy9TQbh4CV5inOerlgqDbyZcb30HtT_KKQksQA/viewform?usp=sf_link

https://es.liveworksheets.com/4-xg952698jt

Reading Comprehension

https://docs.google.com/forms/d/e/1FAIpQLSd4_v8Nfc9P53AuVg1ochURSFbac2yYUB2OYiwc3zeHYaortQ/viewform?usp=sf_link

Speaking

https://es.liveworksheets.com/4-gh1019258si

https://es.liveworksheets.com/4-iv1019285ye

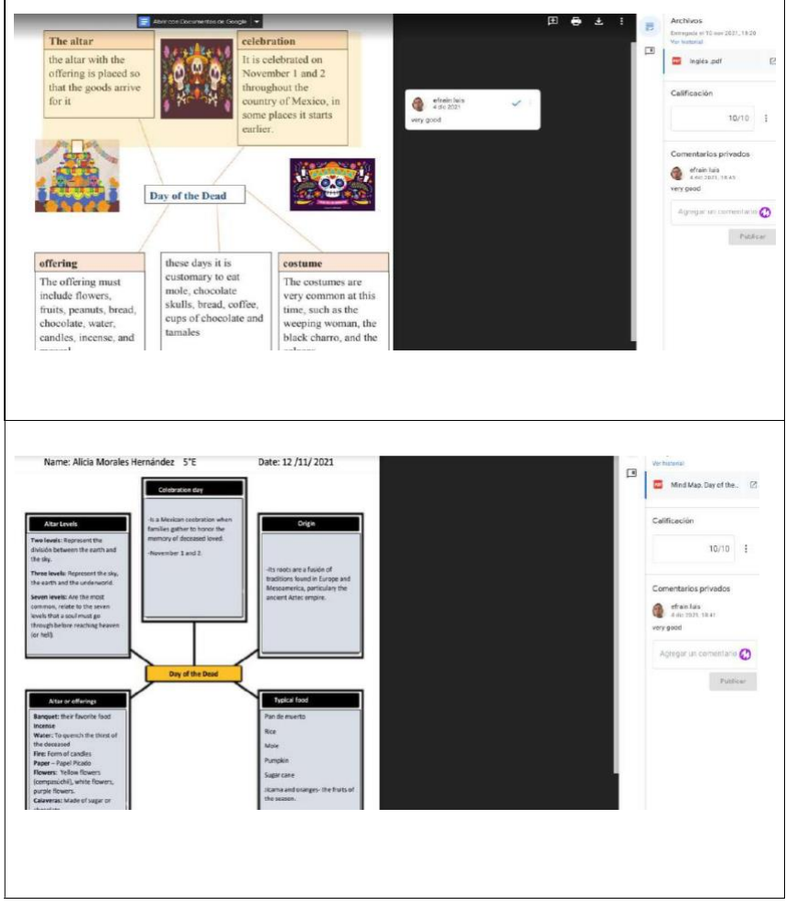
Listening

https://es.liveworksheets.com/4-ax979635qp

https://es.liveworksheets.com/4-jl981710jv

https://es.liveworksheets.com/4-fb980242vs

2.03 Attached evidences of (graphics, photos, images).

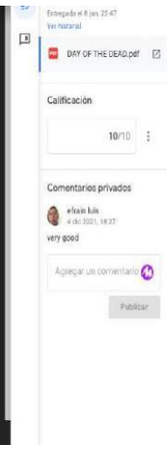


DAY OF THE DEAD

What are three things you learned about Day of the Dead celebrations?

1	2	3
On November 2, all the families go to the pantheon to visit the deceased.	On November 2 the whole family gathers in the morning to eat chocolate with pan de muerto and in the afternoon to eat mole.	On November 3 you can eat the offering from the altar, the fruit, the sweets, the peanuts, etc.

[redacted]



The pan de muerto is very representative in these dates since they contain a great flavor and are molded with bones and a ceramic head.

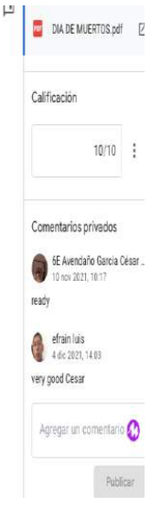
what is the incense used for on the altar?

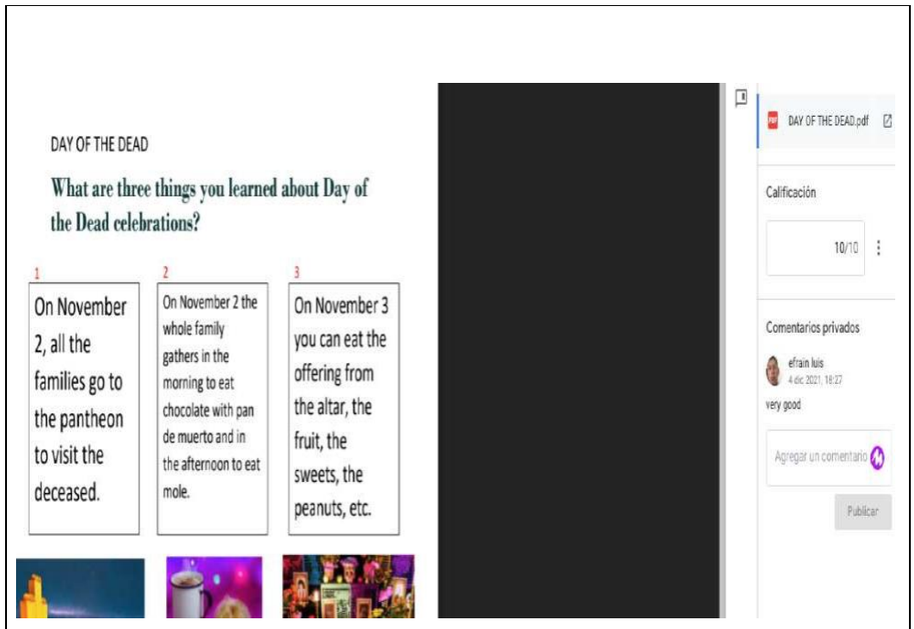
It serves to perfume the altar of sacrifices and thus achieve a pleasant smell, as for the offering

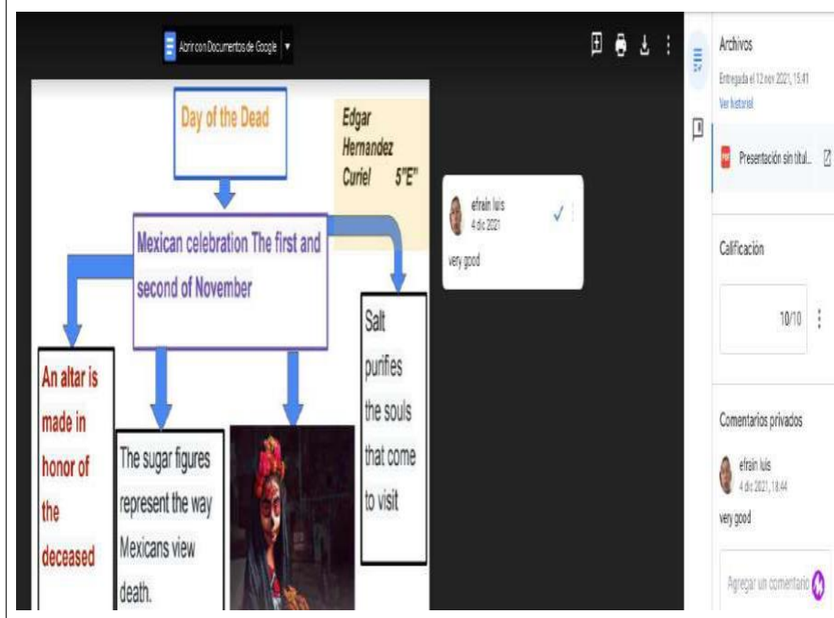
What is salt used for on the altar?

it must be placed on the fourth step to prevent the body from being corrupted and the spirit from being purified.

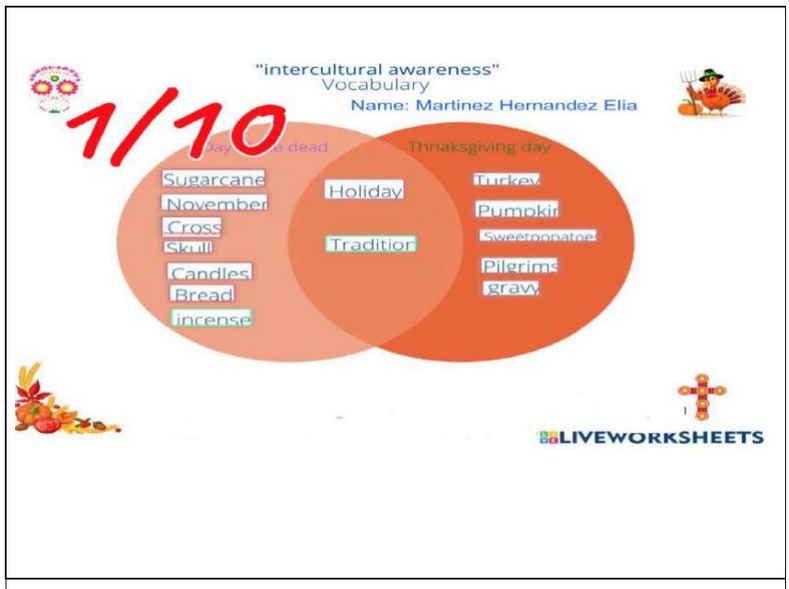
[redacted]

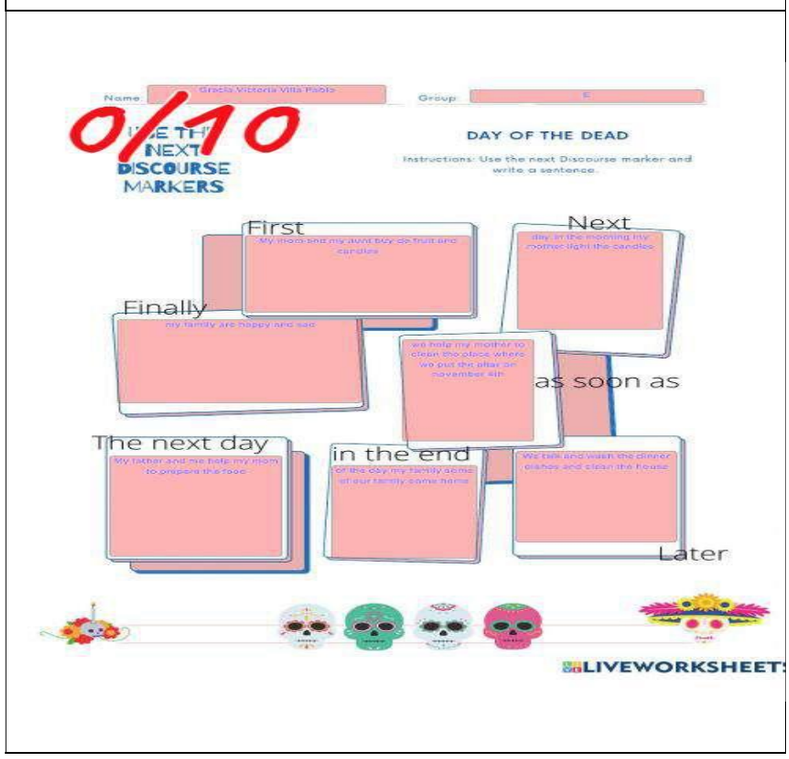


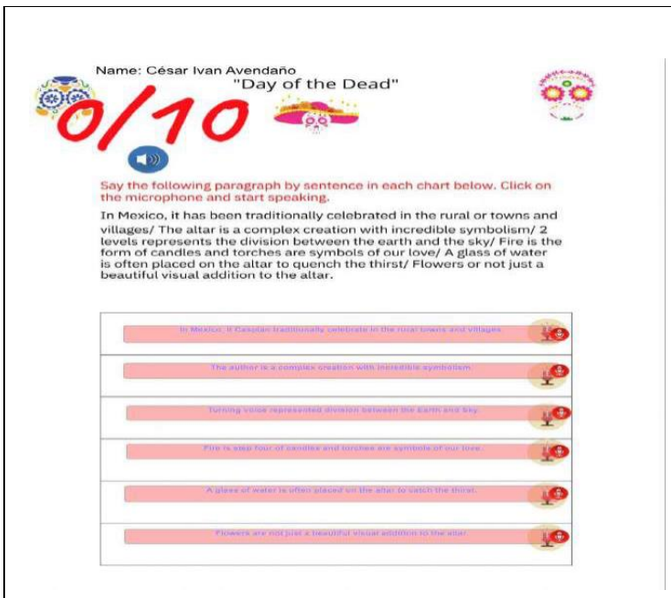

DAY OF THE DEAD
What are three things you learned about Day of the Dead celebrations?
1
On November 2, all the families go to the pantheon to visit the deceased.
2
On November 2 the whole family gathers in the morning to eat chocolate with pan de muerto and in the afternoon to eat mole.
3
On November 3 you can eat the offering from the altar, the fruit, the sweets, the peanuts, etc.
DAY OF THE DEAD.pdf
Calificación
10/10
Comentarios privados
efrain luis
4 dic 2021, 18:27
very good
Agregar un comentario
Publicar


Abrir con Documentos de Google
Day of the Dead
Edgar Hernandez Curiel 5"E"
Mexican celebration The first and second of November
An altar is made in honor of the deceased
The sugar figures represent the way Mexicans view death.
Salt purifies the souls that come to visit
efrain luis
4 dic 2021
very good
Archivos
Entregada el 12 nov 2021, 15:41
Ver historial
Presentación sin títul...
Calificación
10/10
Comentarios privados
efrain luis
4 dic 2021, 18:44
very good
Agregar un comentario

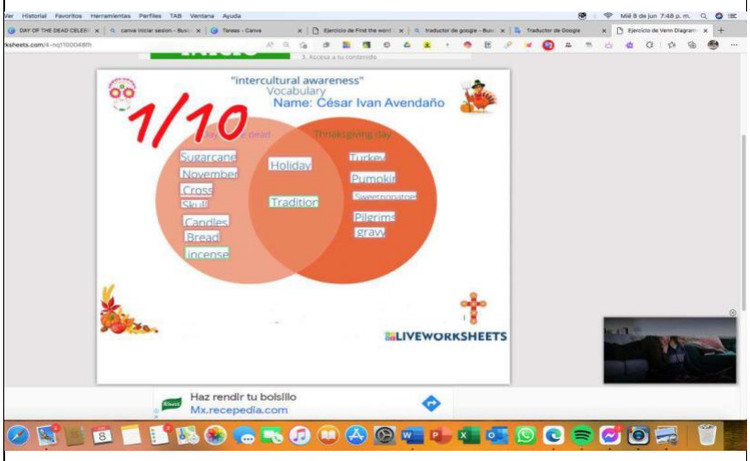
2.04 Show evidences of your designed tool to assess your students.






Name: César Ivan Avendaño
"Day of the Dead"
0/10
Say the following paragraph by sentence in each chart below. Click on the microphone and start speaking.
In Mexico, it has been traditionally celebrated in the rural or towns and villages/ The altar is a complex creation with incredible symbolism/ 2 levels represents the division between the earth and the sky/ Fire is the form of candles and torches are symbols of our love/ A glass of water is often placed on the altar to quench the thirst/ Flowers or not just a beautiful visual addition to the altar.
In Mexico, it has been traditionally celebrated in the rural or towns and villages
The author is a complex creation with incredible symbolism
Turning voice represented division between the earth and sky
Fire is step four of candles and torches are symbols of our love
A glass of water is often placed on the altar to catch the thirst
Flowers are not just a beautiful visual addition to the altar

Name: Gracia Villa Pablo
"Day of the Dead Poems"
Speaking Activity
0/10
Very good !!
What is a Sugar Skull (Calavera)?
People offer sugar skulls on graves and family altars during the day of the dead.
People offer sugar is called, and Grayson family altars during the day of the dead.
What is Day of the Dead and Why is it Celebrated?
While Day of the Dead spread throughout most of Latin America, the largest celebrations are held in Mexico since this is where the tradition originated.
While Day of the Dead is spread throughout most of Latin America, the largest celebrations are held in Mexico since this is where the tradition originate.
"The Skeleton of the People's Editor" by José Guadalupe Posada



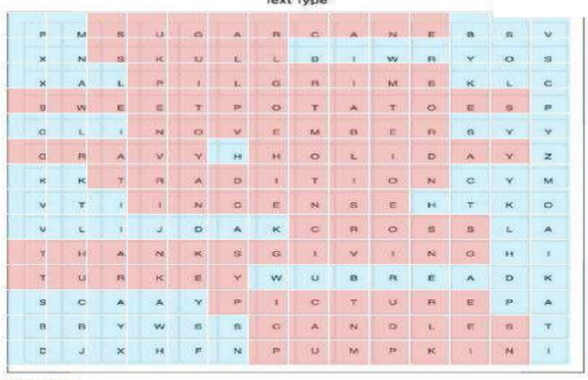
Name: Alicia Morales Hernandez

Find the words and circle

Day of the dead and thanksgivi

10/10

Text Type



educima.com

November
Sugarcane
bread
cross
holiday
pilgrims
skull
thanksgiving

Picture
Tradition
candles
gravy
incense
pumpkin
sweetpotatoes
turkey

LIVEWORKSHEETS

From the traditional point of view in which students are usually evaluated, there are not many options to be able to do it. However, today and with the implementation of the use of technology, these traditional practices have come to change various teaching processes as well as the method of evaluation.

If you reflect and analyze that at this time the students who are given classes in person or virtually are already digital natives, therefore they are familiar with these resources.

For this evaluation process to be able to measure the learning of the acquisition of a target language, very interesting and fundamental tools are offered that are clearly reliable to be able to measure each of the English skills.

I consider that the tools that were used and designed in this evaluation process in this exercise that was carried out in the English specialization, were attractive and dynamic; which results in a dynamism on the part of the students, attracts more attention and are evaluations that yield results contemplating the standards that should be used for the acquisition of the English language.

On the other hand, I do not consider any change or modification until now. It is considered that the application and use of these resources is good and motivating for the students.

RUBRICS

Reading rubric

Unsatisfactory	Partially Proficient	Proficient	Advanced
Student doesn´t identify what the text says explicitly	Student occasionally determines what the text say explicitly	Student accurately determines what the text say explicitly	Student accurately and insightfully explains what the text says explicitly
Student doesn´t identify what the text says explicitly	Student makes some logical inferences from the text	Student creates logical inferences that demonstrate an understanding of the text	Student creates compelling inferences based on in depth understanding of the text
Student doesn´t make conclusions based on the text.	Student partially creates conclusions based on a developing understanding of the text.	Student draw accurate conclusions about the overall text based on both explicit and inferential detail.	Student accurately makes conclusions based on a close reading of the text and analyzes the importance of the conclusions
Student doesn´t identify evidence from the text.	Students have relevant textual evidence in an attempt to support analysis.	Students cites relevant textual evidence to support analysis.	Students always cites relevant textual evidence for the meaning.

Listening rubric

Listener	None of the time 1	Some of the time 2	Most of the time 3	All of the time 4	Total:
Apparently focuses attention on the speaker. Makes an eye contact with the teacher or looks actively at the pictures in the story.					
Responds appropriately to dramatic or comedic moment with silence. laughter, and body language.					
Can answer various questions such as the names of the characters, the stated setting of the story, and the subject matter of the story.					
Can ask questions pertaining to the story in order to obtain answers o explanations.					

Speaking rubric

	1	2	3	4
COMPLETION OF TASK	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided
GRAMMATICAL ACCURACY	Multiple mistakes that take away meaning	Frequent mistakes that make it some what difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes
PRONUNCIATION	Largely Incomprehensible	somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
FLUENCY	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech
EFFORT	Lack of effort and attention to detail	Lack of effort or attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail

18-20=A 16-17=B 14-15=C

Writing rubric

	Level 1	Level 2	Level 3	Level 4
TASK COMPLETION	Information was either missing not needed or off task	Information was completed, but could be better. Some information is needed and some was on-task	Task was completed well. Most of the information was needed and on-task	Task was completed very well. All of the information was needed and on-task
ORGANIZATION	Poor organization of ideas: No paragraphs and sentence marker errors.	Little organization of ideas. Paragraphs and sentence markers were used, but with some errors	Good organization of ideas. Good use of paragraphs and sentence markers	Excellent organization of ideas. Excellent use of paragraphs and sentence markers

VOCABULARY&SPELLING	Poor use or range of vocabulary, Many spelling errors	Adequate (fair) use of vocabulary. Some spelling errors persist	Good use of vocabulary. A few spelling errors	Excellent use of spelling. Very few spelling errors
GRAMMAR&PUNCTUATUION	Poor use of grammar and punctuation. Many errors	Adequate (fair) use of grammar and punctuation. Some errors still present	Good use of grammar and punctuation. Some errors still present.	Excellent use of grammar and punctuation. Very few errors are present

2.05 Performing and Recording the activities

Video Script

0.33 Presentation
0:36 Introduction
1:03 Class Objectives and goals
1:42 Session 1
2:17 Eliciting answers
2:53 Students´ Production
3:35 Reading comprehension
3:56 Working in pairs
5:02 Using Classroom
5:32 Speaking skill
6:06 Writing skill
6:41 Students´ Production
6:44 Session 2
6:50 Interactive Activities
7:17 Session 3
7:28 Reading Activity
7:40 Reading Skill
8:08 Students´ Production
9:00 Listening Skill
10:08 Speaking Skill
10:51 Follow up activities
10:56 Assessing Interculturality
11:10 Assessment
11:25 Conclusion
11:37 Credits

https://youtu.be/ZGVl3VCudTM

Authentic Materials for Listening Comprehension

Interesting and relevant materials bridge the gap between language use in the classroom and language use in real life by bringing familiar situations and language materials directly into the classroom. When teachers use meaningful materials, they are actually helping target language learners make a comfortable transition to the L2 culture.

Provide learners with attractive substances to growth their self-belief and revel in significant language supported via way of means of positive feedback. The primary advantages of the use of English are clear. By the use of dynamic and motivating substances, students will come upon phrases and buildings that they'll in no way see in formal ESL substances. They'll examine abbreviations once they appearance and handwritten notes, and they will pay attention real tone, see frame language, and locate filler from local audio system once they listen. If taking note of an actual audio source, students can even want to filter history noise and every now and then absolutely awareness to recognize pals speak me to every other. It is probably greater hard than clean recordings for L2 acquisition, however it is a flavor of what is absolutely out there. Dynamic substances will genuinely reveal your college students to the culture, so that you may be aware about the context in preference to simply searching at how the language is used. The truth that those sources are dynamic can even growth the incentive of the scholars and higher meet their desires. The goal is to recognize and observe English in actual life, so the usage of dynamic and enjoyable sources will train the scholar what she desires to recognize to acquire it.

Working with authentic materials, there are several reasons for this, mainly a kind of fear that students will panic when faced with language that is largely unfamiliar to them, and a feeling that to avoid this, language must be edited at the student level. This is an unnecessary fear, as the use of authentic materials can be rewarding and challenging for both the teacher and the students.

Sources

- Aren't authentic materials too difficult?
- An example
- The question of levels
- dealing with an unknown language
- Conclusion

Sources

When people first think of authentic materials, they generally assume that we are talking about newspaper and magazine articles. However, the term can also encompass things like songs, web pages, radio and TV shows, movies, brochures, flyers, posters, and indeed anything written in the target language and used unedited in the classroom.

The materials used will, of course, depend on the "usual" factors:

- theme
- target language area
- skills
- student needs and interests

It is no use trying to fascinate your students with a text about the latest art cinema if they are all fans of action movies. You might as well save your time and energy and just use the textbook!

Aren't authentic materials too difficult?

Yes, they are, but that's the point! Your text, written or recorded, is likely to be too difficult, even for advanced students in some cases. The main idea, regardless of the text used, is not to edit and grade the text, but to grade the assignment according to the abilities of the students. This is for three reasons: the most important, it reflects the type of situation your students may face in an English-speaking environment, it saves you time and energy, and lastly, it encourages and motivates your students. when they can 'conquer' a real text.

However, we as teachers may decide to choose authentic materials for classroom use**.** What is an authentic material? Any kind of text, aural, visual, written or otherwise, that has been produced for reasons not directly related to language teaching. Taking a real newspaper article, a video from You Tube, a song, etc. that was produced in a context other than a language teaching context will be called “authentic” even if it’s “fake” (like a spoof on a newscast). Teachers may choose to use authentic materials from the native speech community to engage students in genuine cultural experiences.

Culture in the language classroom

Aspects	Examples
The objects in the classroom	The garbage can with a label on it, signs, the US flag, some posters, labels according to the season.
The teacher	I have had the opportunity to live in the USA, my brother-in-law is American and I know a lot about his culture, my family lives in the United States and I know their customs.
The students	Some of my students live nearby and an others community and their mother tongue are not Spanish, their first language is Zapotec or Mixe but we have students that L1 is Spanish.
The textbooks	The materials that we usually use in class are entirely in English, which are the textbooks that are taken each semester and there is also a small library of books in English.
The authentic materials	Currently students are immersed with technology and social networks, songs, movies, etc.
The language spoken	English is spoken during class, when it is the roll call, when permission is requested to go to the bathroom, when something is requested in class.

An example

The same text can be used in a variety of different ways. Take a tourist information brochure. This type of authentic material has the added advantage that it can be easily and quickly ordered free of charge and in multiple copies from tourist secretaries and agencies. This also eliminates copyright issues, which is a common issue with using authentic materials and should be checked based on your particular situation. (Some states allow a small number of copies to be made for educational purposes, but this may vary.)

- Using authentic materials positively enhances the vocabulary learning process.

- The use of authentic materials increases the students´ motivation to learn new vocabulary.

- Authentic vocabulary teaching creates a positive classroom environment.

To carry out the inclusion of interculturality and thinking about activities where students can participate acquiring the culture of the target language, as well as students whose first mother tongue is English, can learn from the culture and roots of the origin of their parents. For this, different activities have been thought of where the tools that are authentic can be used to achieve significant learning and that by this means are incorporated into the learning of the culture of the target language.

Explains that as a qualitative evaluator, I become the research instrument, and as such, we should consider the impact of the researcher on the actual data collected. Ethnographers and qualitative evaluator oftentimes keep journals throughout their research, to help them understand how their own state of mind might impact data collection. As a qualitative researcher and evaluator, we embrace that the data we collect is filtered through ourselves, and we find ways to mitigate our own biases and interpretations in trying to understand the emic.

> Schensul and LeCompte (2013) discuss some of the skills that we need to be good ethnographers. These are also important for us as evaluators as we use qualitative data collection techniques to gather emic data. You are never going to be a full member of another culture, but you can gain skills to help you to fit in and understand the emic. The authors give us some important advice: (Murchison, 2013)

- You need to experience the culture without being obtrusive;
- You need to listen as much as possible;
- Learning local languages is a good way to fit in, communicate, and get to know how people think;

- You need to build rapport, which depends on your connections, how comfortable you are in the field, how well you maintain confidentiality, and how fast you learn local customs and norms; and
- You need to respect local culture, gain permission from gatekeepers and others, and understand the history and local conditions.

The school where I work the student population is made up of 4 important groups of students, the first 2 those students whose mother tongue is Zapotec and Mixe, in addition to those students who live and were born in the community, finally the fourth group of students who are those who have returned to the place of origin of their parents, these students who returned for various reasons and who are now part of the interculturality of the place where their parents were born, now they have to identify with that new culture In the same way, those students who must be integrated into the knowledge of the culture of the target language.

From my perspective, I consider that if it is guided in a correct and respectful way in this intercultural exchange through language and that it can take place in a reciprocal way between the experiences lived; you could love, respect but above all preserve the identity of this interculturality.

And more trying to incorporate a language through culture.

1. LESSON PLAN

Educational stage: 5th Semester

Title of your Lesson plan: Text Types

Learning Objective of the plan/Competency

At the end of the fifth semester, the students will use the elements of language to express the activities they are doing now, in the past, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs, everything based on B1 level descriptor of the Common European Framework of Reference for Languages. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.

Intercultural training purpose

Cultural awareness is necessary in order to show etiquette and avoid misunderstandings in intercultural communication. Thus, intercultural communicative competence is a quality, which helps speakers of English as a foreign

language to successfully communicate with native speaker. English - as much as any other language - has developed over centuries and was shaped by culture. Therefore, intercultural learning plays an important role in foreign language learning and should be systematically integrated in the English foreign language classroom.

Communicative skill considered

Reading, writing, listening and speaking

State of the following options

Text Types: Narrative Text

Functions

Identify the type of text applying, reading, writing and oral production as learning sources and abilities practice.

Main Grammar structure

Simple past, present, skimming and scanning.

Brief description of the plan

The term culture is frequently used when discussing the essential elements of foreign language learning. Before being able to analyze and understand the purpose of intercultural learning in the foreign language classroom, for this reason the types of texts have been chosen to include the culture of the students who are acquiring a target language but also of those students who return to their place of family origin and both can get involved learning and sharing experiences through customs.

Hours of the plan implementation

5 hours

Number of sessions

Three, two-hour sessions and one one-hour session

Contents required for the lesson

Day of the dead and Thanksgiving Day text

2. INTRODUCTION TO THE LESSON.

Before the lesson

During the lesson

After de lesson

3. COMMUNICATIVE SKILLS DEVELOPMENT.

- Vocabulary introduction
- Exercises
- Inferring vocabulary.
- Reading
- Explanation
- Comprehension skills
- Reflections

- Grammar Focus
- Feedback
- Summary

1. LESSON PLAN

Educational stage: 5th Semester

Title of your Lesson plan: Text Types

Learning Objective of the plan/Competency

At the end of the fifth semester, the students will use the elements of language to express the activities they are doing now, in the past, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs, everything based on B1 level descriptor of the Common European Framework of Reference for Languages. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.

Intercultural training purpose

Cultural awareness is necessary in order to show etiquette and avoid misunderstandings in intercultural communication. Thus, intercultural communicative competence is a quality, which helps speakers of English as a foreign language to successfully communicate with native speaker. English - as much as any other language - has developed over centuries and was shaped by culture. Therefore, intercultural learning plays an important role in foreign language learning and should be systematically integrated in the English foreign language classroom.

Communicative skill considered

Reading, writing, listening and speaking

State of the following options

Text Types: Narrative Text

Functions

Identify the type of text applying, reading, writing and oral production as learning sources and abilities practice.

Main Grammar structure

Simple past, present, skimming and scanning.

Brief description of the plan

The term culture is frequently used when discussing the essential elements of foreign language learning. Before being able to analyze and understand the purpose of intercultural learning in the foreign language classroom, for this reason the types of texts have been chosen to include the culture of the students who are acquiring a target language but also of those students who return to their place of family origin and both can get involved learning and sharing experiences through customs.

Hours of the plan implementation

5 hours

Number of sessions

Three, two-hour sessions and one one-hour session

Contents required for the lesson

Day of the dead and Thanksgiving Day text

2. INTRODUCTION TO THE LESSON.

Before the lesson

During the lesson

After de lesson

3. COMMUNICATIVE SKILLS DEVELOPMENT.

- Vocabulary introduction
- Exercises
- Inferring vocabulary.
- Reading
- Explanation
- Comprehension skills
- Reflections
- Grammar Focus
- Feedback
- Summary

TEACHING SEQUENCE FORMAT

1. LESSON PLAN

1. LESSON PLAN	
Author	Efraín Luis Hernández
Educational stage	5th Semester
Title of your Lesson plan	Text Types
Learning Objective of the plan/Competency	At the end of the fifth semester, the students will use the elements of language to express the activities they are doing now, in the past and present, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs, everything based on B1 level descriptor of the Common European Framework of Reference for Languages. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.
Communicative skill considered	Reading, writing, listening and speaking
State of the following options	Narrative text
Functions	Identify the text types applying, reading, writing and oral production as learning sources and abilities practice.
Main Grammar structure	Simple past, present, skimming and scanning.
Brief description of the plan	The term culture is frequently used when discussing the essential elements of foreign language learning. Before being able to analyze and understand the purpose of intercultural learning in the foreign language classroom, for this reason the types of texts have been chosen to include the culture of the students who are acquiring a target language but also of those students who return to their place of family origin and both can get involved learning and sharing experiences through customs.
Hours of the plan implementation	5 hours
Number of sessions	2 sessions of 2 hours and 1session of 1 hour
Contents required for the lesson	Day of the dead and Thanksgiving Day text
Link of the content	https://docs.google.com/document/d/1Dt8CB6F-a7tMygDtCTSl-_JiyGpRCs5q/edit?usp=sharing&ouid=112525959977588849576&rtpof=true&sd=true
EEAILE tutor on line	Gernot Rudolf Potengowski

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Student activities	Session number
Activation Before the lesson	-Prior to the topic, the teacher asks the students to investigate the topic of the tradition of the Day of the Dead in Oaxaca and Thanksgiving in the United States.	The students investigate about the topics.	0
During the lesson	-The teacher greets the students; asks how they feel today and takes attendance.	Students respond how they feel today.	1(20 min)
	-The teacher writes the objective and the purpose of the topic on the blackboard.	The students read the objective and purpose.	
	-The teacher distributes copies of the texts that will be seen during class	Students briefly comment on the topics they researched or what they know.	
	-The teacher begins by talking about what a tradition is and based on this comment, questions are asked about the topic of the Day of the Dead and Thanksgiving.	Students make their contributions by brainstorming.	
	-The teacher asks the following questions:		
	.What do you know about the Day of the Dead and Thanksgiving?	Through brainstorming, students participate, giving their comments.	
	.Why is this celebration held?	First, the students will write the letter K question to show what they know about both traditions and what the students want to know about that topics	
	.Your family celebrates the day of the dead?		
	.Do you think Thanksgiving is similar to the Day of the Dead celebration?		
	-What foods do they usually eat during these celebrations?		

3. Communicative skills development.

Writing					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Vocabulary Introduction	The teacher gives copies or the link of the activities, keywords of the topics.	Students answer the venn diagram by writing the key vocabulary.	-Electronic board -Copies -Venn diagram -Recording audios related to the topic	1(40 min)	Students participation
Text 1	The teacher plays an audio of the topic	Students write what they hear	-Electronic resources		
Text 2 Inferring vocabulary	The teacher gives the instructions how to use the discourse markers	Students write sentences using discourse markers related to the day of the dead and then infer the keywords.	-Electronic resources -Text: Thanksgiving day		
Explanation	Teacher explains the types of text and reveals that it is an explicative or narrative text.	Students make their corresponding contributions according to the explanation given in class and enrich the class.			
Feedback	The teacher gives feedback on the activity, corrects errors and makes comments, encourages students to continue in the next process.	The students correct their mistakes and continue learning, the teacher motivates the students.			
Grammar focus	The teacher explains the verbs in present and past that are detected in the text.	Students identify verbs in the present and past and identify regular and irregular verbs.			Online exercise
Summary	The teacher mentions the most relevant aspects of the texts using the key words of the mentioned texts.	Students write a summary of the texts that were mentioned.			

Activity 4: Reading Activity

Reading					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Text 2: Thanksgiving Information processing. Activity . Prediction	The teacher projects the text on the whiteboard and emphasizes the key words. This activity could be in the classroom or online. -The teacher asks the students about the celebration of the day of the dead and thanksgiving	-Students read an answer the question the topic. -Students read some poems about day of the dead. -Students identify the tense of verbs in the present and in the past. -Students participate by giving their ideas through brainstorming	-Electronic board -Electronic resources -Day of the dead poems -Electronic resources -Text: Thanksgiving day	2 (1 hr)	Online exercise
Explanation	-The teacher asks topic-specific questions	-The students give their own information and add an extra information to enrich the topic.			
Reading	-The teacher asks the students to listen and read after him. -The teacher makes sure that all students read and participate	-Students participate in individual reading. -The teacher asks the students to participate by giving information about the topic in their own words.	-Text: Thanksgiving Day		Online exercise
Comprehension skill	-The teacher asks the students for the key ideas of the text, verbs in the present and in the past.	-Students answer and answer arguing their own ideas.			
Inferring ideas	The teacher asks the students the words they infer in the text and what are some of the words that were written in the venn diagram.	-The students mention the words and formulate, write sentences including those in present and past tense sentences.	-Electronic resource		

Summary Reflection	-The teacher explains the discourse markers and how to use it. -The teacher asks the students to reflect on the theme of the day of the dead and the day of thanksgiving, the importance in the part and conservation of culture. Students are asked to argue using the vocabulary acquired in both texts and also Mention the type of text that corresponds.	-Students make use of this activity using copies or links of the activity. -Individually, students argue and make use of new words learned in the texts. while mentioning the type of text.			Online exercise

Activity 5: Speaking Activity

Speaking					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Text 2: Thanksgiving -Inferring vocabulary	The teacher projects the text on the board and emphasizes the key words. This activity can be in the classroom or online.	-Students read the thanksgiving story as part of the speaking skill -As the students speak, they identify the tenses and verbs that are used in this speaking activity	-Electronic board -Internet connection -Electronic resources -Text: Thanksgiving Day	3(1hr)	Students participation

Activity 6: Listening and Find the words.

Listening					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Text 1: Day of the dead	The teacher plays the audio related to the topic of the day of the dead.	-Students listen the topic. -Students pay attention and listen.	-Electronic board -Electronic resources -Electronic resources -Text: Day of the dead -Discourse marker format	4(1hr)	Online exercise
Inferring vocabulary	The teacher says and pronounce the key words. This activity could be in the classroom or online.	-Students identify the tense of verbs in the present and in the past and the vocabulary.			
Find the words and Summary	Through this activity, the teacher handout sheets or shares the link so that the student searches for the keywords related to the topic of the text.	-Students identify the words and strengthen their knowledge -The students place the discourse markers according to the order of the text of the day of death			Online exercise

Activity 7: Assessing interculturality with Text Types

Assessing					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Testing and Assessment				5(1 hr)	
Text 1: Day of the dead.	The teacher assesses in every activity according to instructions	Students take the assessment	Activities to assess the 4 skills		Online exercise
Text 2: Thanksgiving Day	The teacher assesses in every activity according to instructions	students take the assessment	Activities to assess the 4 skills		Online exercise

Teaching sequence

8. Intercultural component, the teacher will show during the introduction of the texts the oral and written approach, incorporating the intercultural component of the texts of the day of the dead and the day of thanksgiving. Very important customs in Mexico and the USA.

9. Evaluation, For the evaluation of the competences that will be presented and developed by the students in each of the English skills, work will be done through rubrics and evidence of the exercises that the students are doing during the development of the texts.

10. Conclusion, the Conclusion will be divided into three categories: language, development and personal application, depending on the type of text viewed; In this way, the student will be able to apply what he learned during his development of the class and topic seen. In this way that you apply it in your daily life to be able to communicate with other people.

11. Follow up activities, the teacher reviews the exercises and activities of the students and gives them feedback, the students prepare a final presentation showing the products related to the texts. The teacher shares the experiences with each school group.

Chapter 3: Experience Report

One of the main reasons for designing these activities that were taught during the English specialization was to carry out various strategies and apply them in our teaching practice with the students. Learning outcome and learning objective are two terms that are sometimes confused and are thought to be the same, however they are not. These are used to refer to different things in learning.

The learning outcome refers to the expectations that are held of the student during and at the end of the topic. At the end of a course, many instructors take a test to determine what the student has learned from the course syllabus. The result determines how effective the teaching-learning process was and how willing and committed the student was to learning.

It also helps to discover the weaknesses that may be in the learning program and that can help the teacher to analyze how effective and efficient her teaching method is being. Learning outcomes are determined through tests and projects. Tests help to understand how much the student has understood, while projects help determine how well the student can apply the learning in various real-life contexts. The learning outcomes should basically be the result of the curriculum. The result does not indicate the methodologies used by the teacher to teach the subject or what activities the students perform to learn and understand the acquisition of the language. The important thing will indicate how much the student knows and understands the language he is acquiring. The teacher can also indicate the expected outcome at the beginning of the topic or unit.

The learning objective describes what the student can expect from the teacher at the end of the course. In the learning objective, the topic to be covered during the duration of the topic can be called the learning objective. Determine what the course will provide to the student. The objective is what the teacher will have taught the student at the end of the course. Both terms are used together to measure the effectiveness of a topic or lesson and how effective the course was for the student. It helps determine what the student learned and what the teacher taught.

The solutions that I propose for the achievement of each of the objectives that are set to achieve significant learning, apply each of the strategies that were provided during the specialization and apply them with theoretical foundations, approaches that lead to expected learning, remove the bad practices that have been developing but above all the incorporation of interculturality that has a very important role in learning the target language.

Chapter 4: Conclusion

Interculturality as recognition and respect for social diversity, with actions on the dignity and rights of people and social groups, so that they become substantial factors of integrated, democratic and stable societies.

From practices and daily interaction, identity and interculturality, enable attitudes for understanding and relationships between the different for mutual and collective benefit.
As a horizon of life, interculturality represents the opening to new scenarios, knowledge and practices without contradicting the esteem, identity and capacities of people in communities.

The recognition of identity and interculturality requires a dialogue with good intentions, which must be promoted with the best that communities and individuals have, but without each culture losing its essence with the most attractive aspects of their cultures, favoring the progressive elimination mutual prejudice and resistance. A dialogue with good intentions, which must be promoted with the best that communities and individuals have, with the most attractive aspects of their cultures, favoring the progressive elimination of prejudices and mutual resistance.

This work is helping me to have a better pedagogical growth and approach with each of the cultures that we have in my institution and with my students.
But also, to be able to develop this part of interculturality in my teaching practice for the acquisition of English and any other language, always respecting the culture of the students.

My observation in my English teaching, I consider that I have done a good job in teaching the language with the students, but each lesson of the specialization gives me new tools and helps me to strengthen my knowledge, knowledge that I want to share with the students in this teaching for the acquisition of the target language.

Finally, doing an analysis, these studies have enriched my strengths and the weaknesses that maybe presented have become solid learning that I have found during this specialization process, giving me more opportunities to turn them into great tools to polish them, apply them and that the students have all the chances of putting them into practice.

A student who does not know his culture and that of others will be a person who will not be able to communicate with others because he does not know himself and his origins.
Interculturality has been a key point for the incorporation of language teaching in high school students and highlights the strength it has so that the student can integrate their knowledge in a better way when learning a language.

My expectations raised with the expected ones had a significant result for this specialization, but thanks to the changes, tools and methodological resources that were used and implemented so that this practice in the end had these great results for the teacher but more in the learning of the students.

Chapter 5: Appendixes

Find the words and circle

Day of the dead and thanksgiving

Text Type

P	M	S	U	G	A	R	C	A	N	E	B	S	V
X	N	S	K	U	L	L	B	I	W	R	Y	O	S
X	A	L	P	I	L	G	R	I	M	S	K	L	C
S	W	E	E	T	P	O	T	A	T	O	E	S	P
G	L	I	N	O	V	E	M	B	E	R	S	Y	Y
G	R	A	V	Y	H	H	O	L	I	D	A	Y	Z
K	K	T	R	A	D	I	T	I	O	N	C	Y	M
V	T	I	I	N	C	E	N	S	E	H	T	K	O
V	L	I	J	D	A	K	C	R	O	S	S	L	A
T	H	A	N	K	S	G	I	V	I	N	G	H	I
T	U	R	K	E	Y	W	U	B	R	E	A	D	K
S	C	A	A	Y	P	I	C	T	U	R	E	P	A
B	B	Y	W	S	S	C	A	N	D	L	E	S	T
D	J	X	H	F	N	P	U	M	P	K	I	N	I

educima.com

November	Picture
Sugarcane	Tradition
bread	candles
cross	gravy
holiday	incense
pilgrims	pumpkin
skull	sweetpotatoes
thanksgiving	turkey

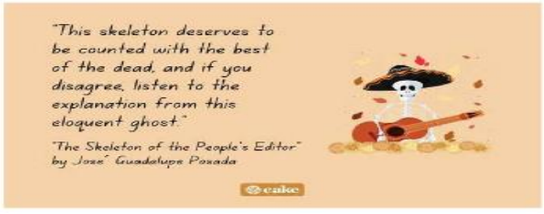
"Day of the Dead Poems"

Speaking Activity

What is a Sugar Skull (Calavera)?

What is Day of the Dead and Why is it Celebrated?

"The Skeleton of the People's Editor" by José Guadalupe Posada



"Day of the Dead"

Say the following paragraph by sentence in each chart below. Click on the microphone and start speaking.

In Mexico, it has been traditionally celebrated in the rural or towns and villages/ The altar is a complex creation with incredible symbolism/ 2 levels represents the division between the earth and the sky/ Fire is the form of candles and torches are symbols of our love/ A glass of water is often placed on the altar to quench the thirst/ Flowers or not just a beautiful visual addition to the altar.

Topic: Day od the dead/Thanksgiving day

what I Know	what I Want to know	what I Learned

Listen and answer the questions:

Thanksgiving

1. The first Thanksgiving was in 1621. The Pilgrims were new to America and did not know how to grow food or hunt animals. Many of them died. The Native Americans helped the Pilgrims. The Native Americans taught them how to grow corn and pumpkins and beans. They also taught the Pilgrims how to fish and hunt. The next year, the Pilgrims had a big harvest. The Pilgrims were very thankful and grateful. The Pilgrims had a huge feast to celebrate the new harvest and to give thanks to the Indians. The feast lasted for three days. This is how Thanksgiving started.

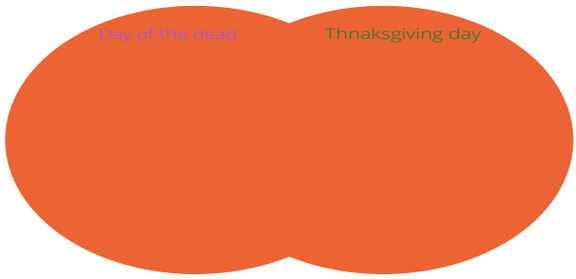
2. Thanksgiving Day is a harvest celebration. Traditionally, it was a time to give thanks for a big harvest. It is also a holiday to express appreciation to family and friends. This is why it is celebrated with a big family feast.

3. Now, Thanksgiving is celebrated on the fourth Thursday of November. Thanksgiving is a time when families come together and eat a lot of food. They eat big turkeys and cranberries and pumpkin pie. It is a day of gratitude and appreciation. Everybody talks about what they are thankful for. Many are thankful for family, friends and good food and the good things in their lives. What are you thankful for?

1. When was the first thanksgiving celebrated?
2. The thanksgiving is a holiday?
3. What the people eat in this celebration?

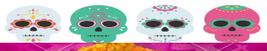
iSLCollective.com

"intercultural awareness"
Vocabulary



November Photo Holiday Candles Sugarcane
Bread Cross Pilgrims gravy Tradition Pumpkin
Skull incense Sweetpopatoes Turkey

Day of the Dead



Summary

Listen and put the events into the order they happened in time.

First	at last	and then
Typical food as well as deceased's favorite food items, altar usually contain traditional day of the dead food items such as pan de muerto, rice, mole, pumpkin, sugar cane, jicama and oranges.		
Flowers are not just a beautiful visual addition to the altar. White, purple and yellow flowers or cempazuchitl.		
The altar is a complex creation with incredible symbolism.		

References

Byram. (2014). model of intercultural communicative competence and 5 ‘savoirs.

Byram, M. (1989). Teaching-and-learning Language-and-culture.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.*

Byram, M. (2002). *Developing the Intercultral dimension in Language Teaching.*

Deardorff, D. K., & Elspeth, J. (2012). Intercultural Competence. Sage.

https://www.llas.ac.uk//resources/gpg/61. (1997). *Centre for Languages, Linguistics and Area Studies.*

KRAMSCH, C. (1993). Context and Culture in Language Teaching. Oxford.

Murchison, J. (2013). The Emic and the Etic: Their Importance to Qualitative Evaluators . American University.

Puccio, J. (2005). *A Focus on Thinking Skills and Styles”.*

Richards, J. C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge University Press.

Sawyer. (2014). Intercultural citizenship as the ultimate goal of foreign language education.

Willis, J. (2012). *A framework for task-based learning.* Intrinsic Books E-books.

Video:

https://youtu.be/ZGVl3VCudTM