UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"The Day of the Dead and Halloween focused on developing two English

Language skills, reading, and speaking in CETis 132"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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México, DF. a 04 de Julio del 2022

National Pedagogical University

Specialization in English Language Learning and Teaching as a Foreign Language

The Day of the Dead and Halloween focused on developing two English Language skills, reading and speaking in CETis 132

UNIVERSIDAD PEDAGÓGICA NACIONAL

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July 4th, 2022

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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
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INTRODUCTION

Language plays an essential role in peoples' lives because it helps to transmit experiences, view world, previous knowledge, emotions, learning, science, culture, traditions, and more. That is, language is a mechanism to establish social interactions among humans.

But all these interactions can be carried out not only through spoken language but also in written form, through reading and speaking. These four skills are always present when people communicate with others.

In this sense, this project is focused on presenting a topic that allows the students to develop intercultural communicative competence through the four communicative language skills, mainly reading and speaking skills, which students have experienced in some way: The day of the Death and Halloween traditions.

The project contains four main goals: The first goal is to discuss the current teaching philosophy, the second goal is to integrate the four skills in the development of a lesson plan, the third goal is to promote cultural awareness within the classrooms, and the fourth one is to present a description of the development and outcome of the activities carried out in the Lesson Plan.

In order to accomplish all elements that this work must contain, this project is divided into five parts, philosophy and theory, methodology and practice, experience report, conclusions, and references.

Cultural awareness is implicit in the topics developed in the whole lesson plan.

The first part begins with a discussion about how Philosophy and theory have been enriched by all knowledge and experiences acquired taking into account concepts, activities, approaches, and strategies studied and learned during this Specialization.

The second part, methodology and practice, the integration of the four language skills is presented with the topics *The day of the death and Halloween* taking into account the students' English level, interests, use of technology, and interculturality through a lesson plan with a detailed description of all activities carried out by the students and the teacher.

It is also presented in a deeper way a series of activities that describes warm-up, development, and closing activities. In the lesson plan teaching and learning activities, specific purpose, time for doing each task, and materials are considered.

The third part contains the Experience report which presents considerations and learned situations through the experience in language teaching and learning development

The fourth part, concludes with a reflection on the activities carried out in the preparation of the lesson plan as well as the expectations in daily teaching practice.

In the last part of this document, the APA References, it is presented all academic documents reviewed for the preparation of this project.

In general terms, this project establishes a personal philosophy based on some theoretical foundations and a lesson plan which describes the activities carried on with the learners. It also examines the responses of the two groups to which the project was applied in order to consider whether the activities proposed have the potential for developing intercultural awareness and the four language skills in an integrative way.

Successful and no successful activities will be enriched or modified in future courses according to the results and observations obtained in this project. Continuing to apply teaching strategies and methods learned in this Specialization has become a priority to offer students a quality education and continue to improve teaching practice.

CHAPTER 1. PHILOSOPHY AND THEORY.

1.01 Teaching identity and philosophy.

The identity and philosophy as a teacher are linked with experiences as a student and as a teacher through time.

The first interest in learning the English language was at the age of eight years old. Listening English songs on the radio was one of the best hobbies. and I wondered what the songs were talking about. Then I tried to imitate the sounds and pronunciation that I heard of the language. But the first contact was at eleven with an uncle, who was an English teacher. The second contact was in high school. The teacher made short explanations of topics and asked the students for doing exercises in our textbook. That situation made feel that the English language was a boring subject.

Subsequently, the last high school English teacher managed to draw attention to learning English. She used to teach the students through songs, games, board explanations, and role play, and some activities were found meaningful. Dialogues were an important part of our classes. At seventeen years old, it was necessary to enroll at the university in order to study a little bit more about the English language. As a university student, I had five different teachers. Three of them just follow the text book activities. We didn´t practice any reading and writing activities, so, we didn´t develop those skills. My fourth English teacher was a young woman who used some principles of Direct Method. She worked with meaningful activities to learn English and adapted her classes to our different needs and interests taking into account of our strengths and our weaknesses. For that reason, enrolling in private extra courses in order to get the opportunity to learn more about the language was an extra priority.

Finishing University, in order to improve the English language, I enrolled in new and different English courses but they were expensive, and unfortunately, I couldn't afford them for not too much time.

As a teacher, the first big challenging question was *what and how to teach students?* As a learner, there was some knowledge about how the English language system works, however, it was logical that it wasn´t enough to know a language to teach it and it was still necessary to learn more about the English language so, in order to get more confidence, some teaching

courses were considered again. There are different strategies that were put into practice that helped to reach academic and personal goals as an English teacher.

In spite of learning new strategies, classes were based on grammar rules. As a teacher, the role was to guide the activities and the student's role was to follow directions. At first, the topic was explained on the board, then, exercises were selected and assigned without context and they were not significant in the lives of the students. Reading, listening, and speaking skills were practically not practiced within the classroom.

Games were an essential part of English classes and they worked as a kind of social practice because they gave the students the opportunity to interact with each other using English as the target language. However, it was well known that grammar rules and games were not to fully engage the students in learning English.

The students didn't work with a textbook, therefore, didactic resources were created in order to reach the

In order to finish with this autobiography discussion, the teacher´s practice has made significant changes to the identity and philosophy as a teacher which has been linked with experiences as a student and as a teacher through time. Currently, the teaching philosophy has been enriched since this Specialization started.

<u>Teaching context situation.</u> The project was applied in two large classes (mixed groups of men and women) that have around 50-55 students each. The students are between 15 and 18 years old with an A2 English level. They are in the fourth semester on the afternoon shift. They enjoy listening to music, learning about other cultures, playing games, watching TV series, and using technology.

The classroom doesn´t count with an audio system but it has a projector. For English classes, the students had to carry with their English notebooks, photocopies, a bilingual dictionary (or a word reference app in their cellphones) and colors.

Different issues were taken into account for the students to gain classes according to their needs and interests because the lessons were thought in their characteristics such as age, and English level.

It is essential to make students aware that people can do things with language in real life and that people can use the target language in meaningful interactions. Within English classes, the notion of the language as a social practice is important, "that is, it is a vehicle for communicating both propositional meaning (relating to facts and experiences of the world) and social meanings (relating to a speaker's evaluation of facts, attitudes or beliefs, and social relationships with others)" (Maybin, 1993, p.10).

Currently, not only has worked on the theoretical part of the teaching practice, but also exists the opportunity to apply different approaches, methods, and strategies. They are selected them depending on the context, interests, or purpose of the class to benefit the students' learning. For example, in this Project, Task-Based Learning was worked with learners because it provided them with "a link between outside-classroom reality and inside-classroom pedagogy" (Littlehood, 2004, p.324).

Regarding assessment, formal and informal assessments were combined as well as formative and summative assessments to get the most objective result possible using brainstorming, rubrics, tests and checklists as assessment tools.

And finally, the implementation of interculturality in the class has been an important step as a teacher and for my students in the English class. Creating situations that allow students to become aware of their own culture promoting at the same time curiosity, respect, and value toward their own culture as well as other cultures has contributed to integrating at the same time the four language skills and obtaining a meaningful enriched experience in learning and teaching English for the students and for teachers.

1.02 Theory underlying my teaching practice and identity.

The memories as a student at University gave several tools to learn some Grammar Translation aspects. And as it has mentioned above, before starting this Specialization, English classes were only Grammar Translation lessons because the main objective was that students learned grammar rules in order to "communicate" effectively within the class.

 According to Larsen-Freeman,

"in the grammar translation method, both the teachers and students have a traditional role. The teacher has the authority in the classroom and students tend to follow the teacher. Moreover, students learn grammar rules deductively; that is, first they are provided grammar rules with examples, second, they are asked to memorize the rules, and finally, they are told to use the rules in other examples". (Zohu & Niu, 2015, p.798)

Grammar-translation activities are still reproduced but they are used from a different perspective. That is, it is important to focus on using language as a social practice. The way the activities are guided, allows the learners to activate their background knowledge, develop skills, work with the English language and not only as a grammatical system but also as a communication system. At this point, it might be worthwhile referencing Freeman´s (2014) model which is useful in the language teaching field, and states that "grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics)". (p. 252).

An aspect learned in this Specialization is that it doesn´t mean that formal aspects of the language are not important but, as Freeman´s (2014) model states, we need to "emphasize language use over rules of language usage". (p.251). Under this ideology, teaching and learning a language become a meaningful activity for both educational actors, students, and teachers.

Another important issue it has been implemented is that students are aware that language is not only used to describe the world, but we can perform actions. In other words, "to say something is to do something" (Austin, 1975, p. 12). From this thought, Roman Jakobson's notion of language functions is derived. When people ask for information, transmit information, or give a piece of advice, people can inform, ask for help, invite, and do more things. But for this to happen, students must first have the confidence to communicate in a foreign language.

In English classes, the teacher always tries to offer them positive stimuli to communicate, build a comfortable environment, and create confidence in teacher-student relationships.

This attitude allows for maintaining good control inside and outside the class too **(teacher control).** In the same way, it is vital to motivate the students with topics of their interest or needs.

In this project, the use of Information Communication Technology (ICT) was a crucial aspect to develop different skills and do the requested tasks. Due to the pandemic, ICT became a powerful tool in the field of education and the way of teaching experimented important changes. In the case of language teaching, it brings several advantages to the students if they use it under the right circumstances.

> "ICT provides a variety of learning opportunities to learn a language", "information can be presented through different forms such as texts, pictures, tables, graphs and even multimedia which can make the class more interesting and lively" "It plays various instructional roles such as make the learners feel more relax to learn the various topics and task, and also make the learners active, because they learn by applying the technology to a task" (Aqsha, M. A. I. M. U. N., & Pei, C. H. U. A. 2009, p. 1453).

It works as an important and fast communication tool to maintain interaction with anyone, anywhere through chats, videoconferences, or social networks.

In this project students and the English teacher took advantage of ICT by:

-meeting and by sharing information through *ZOOM* and *MEET* platforms,

-practicing and assessing the English language with digital resources such as *Jamboard, Kahoot*, and *Padlet,*

-surfing the internet to get information, see videos, or for searching words meaning and pronunciation.

Generally, students do not use ICT for the purpose of learning, they use them to have fun and communicate with their relatives and peers on social networks; however, this semester they realized that they can use ICT for having fun and learning at the same time, specifically learning English.

Intercultural competency is another aspect which roles an imperative aspect in this work. "Intercultural competence is the ability to act appropriately and flexibly when faced with actions and expectations of people from other cultures" (Alonso, M.I. & Fernández M., 2013, p.184). In other words, it is the respectful relationship between speakers from different cultures promoting norms, attitudes, and positive values.

In order to develop an awareness of interculturality in students, the topics selected for this project were *The Day of the Dead* and *Halloween.*

In CETis 132 context, students often expressed that one of these traditions was better than the other because they belong to different countries or cultures. Thus, it was important to aware students of ethnocentrism and avoid attitudes that devaluate other cultures. Then is important to motivate what students can learn from other cultures.

The Day of the Dead and *Halloween* are traditions that students have lived in their context and have been part of at some point in their lives. In this way, it was considered to take advantage of this discussion as well as on the tradition of the own culture and the foreign culture.

At this point, in current classes, the importance of interculturality is taken into account, so that students value their own culture and are respectful of others. Both topics were selected from the interest and the promotion of the awareness of the importance of interculturality within the classroom and worked as a basis to develop each and every one of the skills of the English language in an integral way.

The role of English teachers contributes in an important way to the knowledge of a different culture, in the achievement of student´s goals, and shows how important is to know a foreign language which lets the students have a wider view of the world.

Games are still an important part of English classes in which the whole class can participate (**motivational techniques**). Games are activities in which students feel comfortable because they contribute to decreasing the feeling of boredom and elicit the learners to speak in English without any kind of fear or shame. (**instructional strategies**). These are some of the roles of the teacher inside and outside the classroom. The teacher's role will always change depending on the moment of the course and the class. For example, one of the teacher's roles is ***management and organization*** because she established the rules of the classroom and made agreements with the students.

Collaborative work is another important aspect that has been implemented with a deeper perspective than was before. Collaborative work was focused in order to motivate students to interact, and establishing guidance in helping weak students with strong students, that is, it was looked at developing the Zone of Proximal Development.

In this sense, more attention was paid on concentrating the collaborative work of the students on Vigotsky's sociocultural theory which establishes that "individuals learn best when working together with others during joint collaboration, and it is through such collaborative endeavors with more skilled persons that learners learn and internalize new concepts, psychological tools, and skills" (Shabani, 2010, p.238).

Assessment plays an integral role in teaching and learning. Any practice or evaluation procedure that we use must be aimed at improving and promoting significant learning. The task of implementing different assessment practices allowed the teacher to improve teaching and learning. Thus, the assessments made by the teacher, peer assessment, and self-assessment were practiced in this project. The most common way to assess students is when the teacher evaluates or tests students' activities in order to observe, analyze how students are learning, if the established goals at the beginning of the course are reached or to modify teaching strategies however, it was necessary to promote strategies such as peer assessment and self-assessment in order to create opportunities for learning.

Peer assessment makes students responsible and active and benefits the collaborative work in the students' environment.

Self-assessment allows students to measure their progress in a particular class or on how well or how much they have learned. Self-assessment makes students active and conscious of their own learning process, and help them to identify their own strengths and weaknesses.

As can be seen, learning a language is a complex process and in this case, it is acceptable Krashen's view about "language learning occurs through the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained". (Taylor, 1986, p. 60) and, his point of view is also shared about the acquisition of a language appears when learners use it for real communication.

To draw the conclusion in this chapter, one can say that:

- The past experiences have been part of an identity, however, a new identity and philosophy have been built through this Specialization. Several changes were done to it such as the teacher, there was provided more English input for developing the students' skills and practically 98 percent of the class was in English.

- Finally, it is important to teach students that language is not just communicate ideas, but they can do things with language. Social interactions allow students to use the language in specific contexts, give them the opportunity to share aspects of different cultures, and develop their skills in a collaborative way.
- Approaches, methods, and strategies must be selected according to the students' context, needs, and interests.
- Interculturality must be carried out by practicing appreciation and respect for one's own culture as well as for others.
- ICT provides a wide variety of learning opportunities to teach and learn English language.
- Assessment practices favors the acquisition of learning skills and strategies and promotes the participation of students in their own learning process.

Professional growth in this Specialization has made it possible to improve skills and develop new ones, focusing activities on established goals, and acquiring knowledge to recreate and innovate the teaching practice. These issues have also contributed to continuous updating and training to link teaching and learning with the local, national and international context.

CHAPTER 2. METHODOLOGY AND PRACTICE.

2.01 A practical and useful lesson plan.

The Lesson Plan presented in this assignment was designed for the A2 English level students based on the English IV syllabus from the DGETI system and the activities were selected in order to the next goals:

➤ Importance of intercultural awareness.
➤ Develop mainly two language skills, reading, and speaking, but listening and writing are considered as well. The four skills are worked in an integrative way.
➤ Students' needs and interests.
➤ Accomplish the syllabus content.

In this project, it was important to create different language learning opportunities as collaborative interaction. It was also implemented some more aspects such as input in a spoken way like a teacher's speech, a video, an activity with listening, a bilingual dictionary, grammar rules, flashcards, and a graphic organizer (Mind- map).

Regarding output, the students were asked to prepare an exposition with a guest speaker in order to show them what they have learned. This experience motivates students to cooperate more in their learning process without any kind of pressure or stress and enjoy more English learning.

All the activities developed in the lesson plan (reading, writing, listening and speaking) were based on the student's interests, needs, and context.

The lesson plan was divided into three sections: Introduction, communicative skills development and Assessment.

The introduction was the first session and was part of the development of reading skills. I started by asking students some questions in order to activate their background and to provide information about The day of the death and Halloween. For example, I asked them: Do you know how and why *The day of death* and *Halloween* are celebrated? Or, Have you ever participated in *The day of the death* or *Halloween* in your community?

The students provided information related to their previous knowledge and shared their experiences.

With this information, the teacher built a brainstorming on the board using flashcards. After that, in order to practice and learn new vocabulary, students and the teacher completed two lists with words related to each topic. The teacher divided the group into two teams and play with the students a memory game in order to study and learn known and new vocabulary.

In the second session, reading activities were developed within the class by writing the main ideas from each topic and drawing a Mind map (which was linked with the Post-reading strategy) and with Jamboard platform as a collaborative work through the first five steps of the process model of writing instruction.

They were focused on the three main Reading strategies:

*Pre-writing, where students predicted what the texts will be about and identified underliying with different colors known and new vocabulary.

*While reading, where students practiced skimming and scanning strategies in order to identify the text main idea and look for specific information.

*Post-reading, where students draw a Mind map and answered a short questionnaire in order to assess their reading comprehension.

The third session was focused on writing skill which was developed through the first five steps of the process model of writing instruction,

• Selection of a topic (by the teacher): Day of the Death and Halloween.

• Prewriting: brainstorming and collecting data.

• Composing: getting ideas down on paper and in *Jamboard* platform.

• Response to draft: teacher/peers respond to ideas, organization, and style.

• Revising: reorganizing, style, adjusting to readers, refining ideas.

In the fourth session listening activities were practiced by sharing two videos which contained information about the topics selected (Day of the dead and Halloween). For listening practice, they were taken into account the needs of my students such as the different speakers' characteristics (teacher, guest speakers and speakers in the videos) the three kinds of listeners that there are in the class (active, passive, and impatient), and listening for the Gist.

Finally, in the fifth session, speaking activities were focused on a speaking controlled technique where students Practice Tag questions (in pairs within the classroom and in a meet in Zoom platfora m), semi-controlled technique by presenting their topic and asking tag questions to a guest speaker who was an American teacher, and free technique with free opinions and comments practiced in the whole Lesson Plan. Regarding students who couldn´t join to Zoom meeting, they present their work to the whole class in face-to-face classes.

Intercultural awareness is an important aspect of this project. When teachers teach a language, teachers teach culture as well and it highlights the importance of why teaching culture in the language classroom is essential. Language reflects culture and worldview, rather, "both reflects and affects one's world view, serving as a sort of road map to how one perceives, interprets,

thinks about, and expresses one's view of the world" (Alonso, M.I. & Fernández M., 2013, p.186).

Intercultural competence, which "was used for the first time by Byram & Zarate refers to the speaker's ability to interact with others, to accept other perspectives and perceptions of the world, to mediate between these perspectives, and to be aware of the difference." (Alonso, M.I. & Fernández M., 2013, p.192). The development of intercultural competence in our lessons will allow our students to communicate more effectively with speakers of other cultures in the foreign language. Currently, this intercultural competence is considered in the Common European Framework of Reference, hence the importance of developing it within our classrooms but what is more, to value similarities, respect differences, and avoid cultural shock.

TEACHING SEQUENCE TEMPLATE

(Lesson planning)

<table>
<tr><td rowspan="2" style="writing-mode:vertical">Lesson Plan Identification Cell</td><td>DGETI</td><td>School:</td><td>CETis 132</td><td colspan="2">Author:</td><td colspan="3">María Guadalupe Castillo Paredes.</td></tr>
<tr><td colspan="3" rowspan="2">Educational stage: 4th Semester. Highschool.
Title of lesson plan: The day of the dead and Halloween.
Main grammar structure: Tag questions (Present and Past Simple)
Communicative skills considered: Reading, writing, listening and speaking.
Hours of the plan implementation: 6 hours.
Number of sessions: 5 sessions (four sessions of one hour and the last session of two hours).
Contents required for the lesson: Review from Present and Past simple.
EEAILE tutor online: Gernot Rudolf Potengowski.</td><td colspan="2"></td><td>8</td><td>05</td><td>2022</td></tr>
<tr><td colspan="2" rowspan="2">Date:</td><td>Day</td><td>Month</td><td>Year</td></tr>
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</table>

Brief description of the plan		The day of the dead and Halloween topics were selected because students have experienced them and liked both traditions.
Learning objective of the plan.		The students use Tag Questions to confirm suppositions and connect sentences and ideas using specific vocabulary. **Specific purpose:** Students develop the four skills through classroom and online activities. They return to previous knowledge about the use of tag questions in Simple Present and Simple Past with the selected topic: "The day of the dead and Halloween". **Language purpose:** Develop and practice mainly two language abilities (reading and speaking). Through identifying and comprehending the use of Tag questions with Simple Present and Simple Present and learning new vocabulary. Listening and writing abilities are also considered since the four skills are always interrelated with each other. **Intercultural training purpose:** Make the students aware of the value of The day of the dead and Halloween traditions and to know and respect how people from other parts celebrate them.

Links of the content.	https://www.youtube.com/watch?v=DrAr9HKBwnI
Functions	-Talk about how The day of the Dead and Halloween are celebrated. -Talk about personal experiences in The day of the dead or Halloween traditions.

Introduction to the lesson.

Step of the lesson	Teacher activities	Students activities	Session number	Time
Activation Before the lesson.	-The teacher asks the students for their experiences in The day of the dead or Halloween. Students can prepare some photos or carnival accessories to bring to the class. -The teacher uses flashcards about The day of the dead and Halloween vocabulary for brainstorming on the board and a 'memory game'' Teacher takes copies of the reading for their students.	Students prepares information for sharing about The day of the dead in their communities or Halloween. Students bring to the class photographs or accessories related to The day of the dead or Halloween in their communities.	00	------
During the lesson. Set the objective of the lesson.	-The teacher welcomes students to the class and presents the lesson plan's purpose.	Students express how they feel in the class and write the lesson purpose. Students write down the links shared by the teacher		5 minutes

	-The teacher gives students the Links that will be used during the lesson plan in the Classroom platform.	to have them ready during the lesson sessions.		
Activity 1. Information processing activity & 1st practice.	-The teacher asks the students the next questions for providing information about The day of the death and Halloween their experiences in their communities and prepares a brainstorming on the board (activate their content schema): *Do you like The day of the death and Halloween? *Do you know how and why The day of the death and Halloween are celebrated? *Have you ever participated in a The day of the death and Halloween in your community or other communities? *Do you know how different places (communities or countries) celebrate The day of the death and Halloween?	-The students share orally their experiences by answering the questions provided by the teacher and talking about their findings of The day of the death in Tlaxcala and Halloween traditions they probably practice. -Students brainstorm about the content of the topic. -Students listen in a respectful way and take turns to speak and make comments.	01	20 minutes
Activity 2. Vocabulary learning (game).	The teacher divides the class into two teams and organizes the students in order to play a 'Memory game' with The day of	The students form two teams and play the 'Memory game' taking turns.		35 minutes

20

the death and Halloween vocabulary flashcards.			

Communicative skills development

<table>
<tr><td colspan="7" align="center">READING</td><td></td></tr>
<tr>
<th>Step of the lesson</th>
<th>Teacher activities</th>
<th>Students activities</th>
<th>Materials</th>
<th>Session number</th>
<th>Assessment</th>
<th>Time</th>
</tr>
<tr>
<td>Pre-reading</td>
<td>-The teacher divides the group in two teams and gives the texts. One team the day of the dead topic and the other one, Halloween topic.</td>
<td></td>
<td>Texts (reading photocopies).</td>
<td>02</td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>-The teacher asks the students to predict what the text will be about.</td>
<td>-The students practice content prediction of the texts.</td>
<td></td>
<td></td>
<td>Students participation</td>
<td>5 minutes</td>
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<tr>
<td></td>
<td>-Then, the teacher explains to the students that the purpose of the reading is to learn new vocabulary and look and learn for specific information related to the The day of the death and Halloween in Tlaxcala.</td>
<td></td>
<td></td>
<td></td>
<td>Students participation.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>While reading</td>
<td>-The teacher asks the students to read their topic silently.</td>
<td>-The students read their text.</td>
<td></td>
<td></td>
<td>Vocabulary exercise completed.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Inferring vocabulary.</td>
<td>-The teacher gives the next direction:
"Circle with blue color known vocabulary and with red color new vocabulary". The teacher asks</td>
<td>-The students work on the text in order to identify known and new</td>
<td>Blue and red colors.</td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

	them to write in their notebook a small glossary using their bilingual dictionary. (Scanning)

-The teacher monitors the students reading in some parts of the text by asking some questions: What is the main idea of the text? (skimming).
Does the information is interesting or relevant to me?
What aspects of the The day of the death and Halloween did I already know?
Do you find The day of the death and Halloween vocabulary that you have learned previously? Which one?
-The teacher monitors the activity for helping students to understand better the text or identify a comprehension difficulty and act with them to solve the problem. | vocabulary. They write a small glossary (but before looking at the meaning in the dictionary, they try to infer or guess it by the context).

-The students answer the questions asked by the teacher and make comments. | Dictionary. | | Students participation. | 15 minutes |

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Assessment	Time
Post-reading	-The teacher asks the students to do a self-evaluation to confirm their predictions.				Students participation.	15 minutes
Reading assessment.	-The teacher asks the students to do a mind map that represents the content of the reading. -Finally, the teacher asks the students to assess how well the goal of the reading achieved the purpose set.	-The students confirm their reading predictions. -Students draw a mind map with the main ideas from the reading and the comments shared in the class. -The students assess the reading activity.			Mind map. Students participation.	
WRITING, LISTENING, AND SPEAKING						
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Assessment	Time
Explanation.	-The teacher recapitulates Tag questions with Simple Present and Simple Past (topics seen in previous lessons).	-The students activate their background about Tag questions.	Board and markers.	03		20 minutes
Comprehension skills.	-The teacher asks to the students to write individually five statements with Tag questions in	-The students write five tag questions in order			Tag Questions.	5 minutes

	order to get information from the other team (that is, the other topic). (controlled writing).	to confirm some predictions about the topic from the contrary team.			
Comprehension skills and writing process.	-The teacher mixes the teams and asks the students to practice their Tag questions in pairs. (speaking controlled technique).	-In pairs, the students practice Tag questions with simple present and simple past.		Students participation in pairs.	5 minutes
	-The teacher organizes the class into teams of five students with the same topic (The day of the death or Halloween).	-The students form teams of five members.		Students participation in teams.	
	-The teacher asks them to write a short composition about the The day of the death or Halloween and add a comment about the value of this tradition.	-They identify the most important aspects of the The day of the death or Halloween and write a short composition about it.			30 minutes
	-For this activity, the teacher presents to the students previously, the first five steps of the process model of writing instruction, then, the students and teacher put them into practice in class: • Selection of a topic • Prewriting:	-The students take notes about the topic and follow the steps.	04		1 hour

					Sentences written in teams.	
	• Composing:	Students suggest sentences that may summarize the content of the reading and comments they made within the team.				
	• Response to draft:	-Students edit and make corrections when necessary.				
	• Revising:	- Students make a consensus in order to build their composition.			Written composition in teams.	
Write a composition. Listening and interactive writing practice	-The teacher shares the link for the videoconference. -In a videoconference (Meet platform) the teacher shares with the students a video about Halloween around The United States in order to learn, watch and listen about this tradition. -The students use the information from the video to write two statements with Tag questions and practice with a Halloween worksheet in 'Jamboard'.	-Students join to the videoconference and watch the video.	-Computer, Laptop or cellphone with internet. Links of video and listening practice and Jamboard practice.	05	Tag questions.	10 minutes 30 minutes
Exposition	-The teacher organizes a second meeting with a guest speaker in a	-The students join the second	Presentation of the information or Tag		Exposition. (rubric)	1 hour

	video conference. The teacher motivates the teams to prepare: Team one: an exposition of the Day of the death. Team two: statements with Tag questions for asking a guest speaker. (semicontrolled technique) The teacher suggests to use the mind map, the conclusion, and their Tag questions worked during the lesson.	videoconference, expose their topic using real The day of the death and Halloween accessories or technological tools (like PowerPoint slashes) and practice some Tag questions in order to confirm or agree their statements to the guest speaker.	questions with PowerPoint or with The day of the death and Halloween accessories.		Students participation.	
Final comments	The teacher also suggests using real The day of the death and Halloween accessories or technological tools to present orally their exposition. (free technique).					
	The teacher motivates a group discussion by giving opinions, comments, and conclusions based on the issues dealt.	The students express their comments or conclusion and made feedback emphasizing important and difficult aspects seen in the lesson.			Students participation.	20 minutes
Video	https://youtu.be/QfC01pB2Jec					

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

In the language, classroom teachers practice assessments and types of tests. Generally, the main objective is to discover how successful students have been in achieving the objectives of a course of study. However, there are different reasons to assess students:

- ➢ Identify background knowledge.
- ➢ Identify students' strengths and weaknesses.
- ➢ Measure the development of competencies.
- ➢ Place students into appropriate curse study.
- ➢ Make changes in instructions or educational programs
- ➢ Identify how or what students have learned.

Whatever goal, assessment is an essential part of teaching and learning a language. It helps and contributes to the development of the teachers' practice and the students' learning process.

Assessing is a complete process in which all teachers' and students' actions are considered. In this project, assessing the students means observing and analyzing how the teaching process proceeds.

On the other hand, testing the students means measuring a specific aspect of their learning, for example, grammar aspects such as connectors or speaking aspects such as pronunciation can be referred to. For testing, it can be used specific instruments, such as rubrics, checklists, portfolios, etc. will be used according to a previous and specific goal. In this project, the tools for testing students were a questionnaire, rubric, a checklist, and two digital tools: Kahoot (grammar test) and Padlet (self-assessment).

In the following sections, the assessment and tests used in this project are presented based on the objectives established for this lesson plan.

During the whole lesson plan, the teacher provided informal assessment because she gave her students feedback, told them what they need to work on, and helped them with learning strategies (writing and reading strategies).

> "Informal assessment, based on Brown's definition (2004), includes occasional and unplanned comments and feedback. The teacher does not design informal assessment before the class. Results of this kind of assessment are not recorded and no judgment is made based on them. According to Brown, informal assessment consists of various

types of feedback; from simply saying "Nice job!" to giving some detailed comments about students' performance". (Ketabi & Ketabi, 2014, p.436).

Some advantages of this kind of assessment are that teachers can judge students' performance by direct observation, students don´t have pressure when doing their tasks and receiving feedback, it is continuous and it is developed in normal classroom conditions.

Regarding formal assessment, short tests are used in order to identify students' strengths and weaknesses in the development of reading and speaking skills and identify how or what students have learned about interculturality awareness under the topics chosen.

In this regard, it is essential to mention that formative and summative assessments are an important part of teaching practice and the learning process.

Formative assessment was used in this Project to improve instructions, identify what activities must be modified or changed, how the time was spent, and how was students' learning process. Formative assessment can be seen in this project when the teacher asked students to raise their hands if they felt they understood a new concept, peer evaluation (using a rubric), self-assessment, when they played the memory game in class when the students carried out the process model of writing instruction, when students asked for doubts or clarifications and when students expressed important and difficult aspects seen in the lessons (use of the digital tool, Padlet).

Some advantages of formative assessment are:

> ➢ allows students to better play their strengths
> ➢ provides specific help for the individual student.
> ➢ help students who are lack confidence realize their own progress
> ➢ everyone establishes his\her direction and goals

The summative assessment was applied in order to know what objectives have been accomplished at the end of this Project. The tools used to evaluate specific tasks were: a speaking rubric, a reading comprehension test, and a grammar test in a digital platform (Kahoot).

When students were tested through the speaking rubric, direct testing took place. The rubric accurately reflected test specs.

Regarding the grammar test applied in kahoot platform, the assessment was carried out through a multiple-choice test. A multiple-choice test is one of the typical summative assessment

"There are advantages of multiple-choice test. Firstly, it is a very efficient way of testing. Secondly, the possibility of bias that teachers grade scores for students is minimized in the final score. The result is more reliable and validity, because teachers can't put their subjective opinion on the answers. Thirdly, multiple-choice test make teachers more easily find students' common problem. . Lastly, it lows the cost and saves time."

"As summative assessment provides very accurate quantitative data for teaching analysis, teachers can analyze the test results to guide the next teaching instruction" (Qu &Zhang, 2013, p.336)

Formative assessment was directed more toward students' individual performance. For example, reinforcing how to introduce yourself or teach students, how to follow reading strategies in a text (skimming and scanning), motivating interactions through games, teamwork, and use of technology using platforms or digital tools like kahoot, padlet, jamboard, and zoom. It helped the teacher to guide students' learning, and to analyze what aspects would be modified such as timming, the difficulty of tasks, number of activities, and organization of work (bines, teams, etc.). There were some activities that spent more time than expected, for example, discussion through questions to monitor readings and memory game activity. Speaking practice with mixed teams to ask Tag questions was not carried out. Successful activities were: memory game, collaborative work in Jamboard, collaborative work and assessment in Padlet and Kahoot and the interview with the guest speaker.

The summative assessment was harder to test students' ability to use English especially speaking ability in a real communicative and in their expositions because the class didn´t have enough time to practice speaking as it had been considered at the beginning of the lesson plan.

Kahoot platform worked very well to assess in a summative way. The test was designed in multiple-choice as a kind of contest where students could see their performance and their score at the end of the test. Thereby, it also worked as a reinforcement tool for students. Summative assessment served the teacher to find out what the students could remember and have learned at the end of the lesson plan.

In light of these observations, it is important to say that assessment provides opportunities to both the teacher and the students in improving the quality of teaching and learning.

2.03 Evidence (what the procedures were for assessing students).

In this part, the goal is to show evidence about what the procedures were for the development of the four language skills.

Reading. This skill was first evaluated through informal and formative assessment by observing how the students carried out the three main Reading strategies: *Pre-reading*, *while-reading*, and *post-reading*:

After that, students answered a reading comprehension questionnaire and carried out the peer evaluation using a rubric.
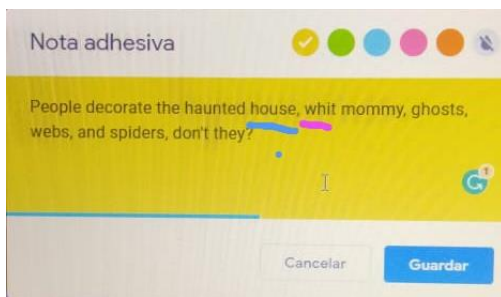
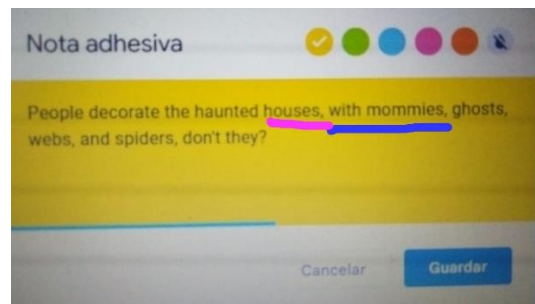Pre-reading and while-reading   Post-reading   Peer-evaluation

 *Writing. Writing skills were evaluated using informal assessment through feedback in order to correct some students' errors or mistakes while they built their Tag questions sentences on *Jamboard* platform.
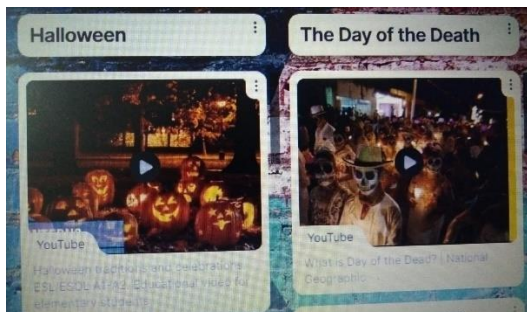

Student´s production   Feedback

*Listening. Listening skill was evaluated using informal assessment by observing how the student cached ideas from the listening and transferred them into a digital Mind map.
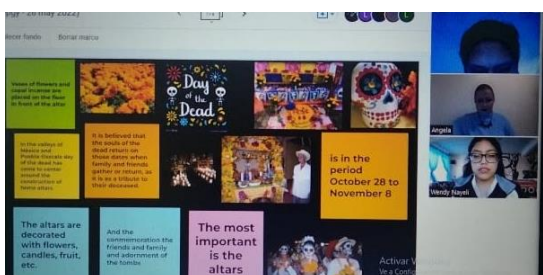

Listening practice   Transfering ideas in a digital mind-map

*Speaking. Speaking skills were evaluated on students' production with an exposition and an interview with a guest speaker at an online meeting. The assessment tool used for this activity was a rubric as a formal and summative assessment.

Exposition

Interview

2.04 Evidence (tools assessment).

Different types of assessments and tests are important because all of them are useful for some purpose. In this project, three tools were used specifically for applying formative and summative assessment:

1.-Comprehension Reading Assessment. (Formative assessment). Specifically, it was a short questionnaire in which students wrote short answers. It was used to observe whether students correctly apply skimming and scanning, and also students' writing which is considered a productive skill.

> "The advantages of short-answer assessments are that they are easy to produce and are relatively quick to administer. One disadvantage of short-answer assessments is that they focus on assessing a few phrases or sentences. A second disadvantage is that multiple answers are possible, which means that if the prompts are not carefully crafted, each student may produce a completely different answer" (Brown &Hudson, 1998, p.661).

This tool was successful because students understood the questions easily and the answers did not require hard effort to answer the questions.

Reading Comprehension.

TEXT 1. The Day of the Dead

1.-When do people celebrate The Day of the Dead?_____

2.-What can you eat for The Day of the Dead? _____

3.-Where do mexican people go on The Day of the Dead? _____

4.-What do people use to decorate offerings/ altars? _____

5.-How many types of altars are there? _____

6.-On October 28, altars are dedicated to the souls of those who died accidentally, aren't they? _____.

Reading Comprehension.

TEXT 1. Halloween.

1.-When do people celebrate Halloween?_____

2.-What can you eat for Halloween? _____

3.-Where do children go on Halloween nigth? _____

4.- That nigth you can see people wearing... _____

5.-"Trick or Treat" is about... _____

6.- Just children celebrate Halloween, don't they? _____

2.-Peer-evaluation. Comprehension Reading Rubric. (Summative assessment). Peer evaluation requires students to read a situation and decide how well their classmates would comprehend it. One advantage is that it inevitably involves students directly in the assessment process. One disadvantage is that it could be subjective. In this sense, some students helped their Friends to get a high scores. The recommendation is that the teacher organizes the binas in order to avoid subjective assessments.

COMPREHENSION READING RUBRIC

PEER-EVALUATION

Student's name:_____

Evaluator's name:_____

	Completely (2%)	Partially (1%)	None of them (0%)
Was it turned on time?	My classmate turns the reading comprehension exercise on time.	My classmate turns the reading comprehension exercise one day late.	My classmate didn't turn in the reading comprehension for two days later or more.
Do your classmate identifies the main idea of the text?	My classmate fully identifies the main idea of the text.	My classmate partially identifies the main idea of the text.	My classmate didn't identify the main idea of the text.
According to text 1 or 2, does your classmate identify where people celebrate Halloween/ The Day of the Dead and what can people eat for that celebration?	My classmate fully identifies both aspects: where people celebrate Halloween/ The Day of the Dead and what can people eat for that celebration.	My classmate partially identifies one of the two aspects: where people celebrate Halloween/ The Day of the Dead and what can people eat for that celebration?	My classmate didn't identify either aspect.
Does your classmate synthesize the content of the text in a Mind Map?	The mind map contains the core information from the text.	The mind map contains the partial information from the text	The information on the mind Map does not correspond to the content of the text
Does your classmate identify the type of text?	My classmate fully identifies the type of text.	My classmate has some doubts and partially identifies the type of text.	My classmate didn't identify the type of text.

TOTAL SCORE:

3.-Assessing speaking performance. (Summative assessment). It requires "students to accomplish approximations of real-life, authentic tasks, usually using the productive skills of speaking or writing". "The principal advantage of performance assessments is that they can come close to eliciting authentic communication" (Brown &Hudson, 1998, p.662). One disadvantage is that is difficult to produce it and time-consuming. At this point, In this case, It is considered that this rubric needs to be modified because the description in most criteria did not fully correspond to the English students' level.

Assessing Speaking Performance – Level A2

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Is mostly inteligible, and has some of phonological features at both utterance and word levels.	• Maintains single exchanges. • Requires very Little prompting and support.
4	*Performance shares features of Bands 3 and 5*		
3	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges despite some difficulty. • Requires prompting and support.
2	*Performance shares features of Bands 1 and 3*		
1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.	• Has a very limited control of phonological features and often unintelligible.	• Has considérate difficulty maintaining simple exchanges, • Requires additional prompting and support.
0	*Performance 1 below Band 1*		

2.05 Performing and recording the activities.

Regarding the application of activities, in the video, it can be seen the activities carried out for the teacher and for the students.

The video begins by introducing the theme of the project. Then, it sets the four main goals (importance of intercultural awareness, students' needs and interests, developing language skills, and accomplish the syllabus content), the intercultural training purpose and teaching context is described.

Subsequently, it is described the theoretical foundation focusing on three main points: 1.Grammar translation method by presenting a different perspective and seeing language as a social practice.

2.Focusing attention in collaborative work of the students on Vigotsky's sociocultural theory.

3.Krashen´s view about "learning occurs though the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained" (Taylor, 1986, p. 60).

After that, the structure of the lesson is presented and the three sections that comprise it are described in a detailed way. These descriptions are completed with three videos that show how the face-to-face and online classes were carried out.

Regarding the assessment section, it is mentioned what and how the different tools were used in order to apply formative and summative, formal and informal assessment.

Next, four main outcomes are expressed: Grammar-Translation perspective, Task-based Learning, Learning process during the Specialization, and implementation of intercultural awareness.

Lastly, the recording video finishes with two conclusions related to the development of intercultural awareness and professional growing in teacher's practice.

The link to watch the video is the following:

https://youtu.be/QfC01pB2Jec

CHAPTER 3. EXPERIENCE REPORT.

During the preparation of the class planning of this project, different aspects from different theories, approaches, concepts, strategies, and activities were taken into account in order to create an integral Lesson Plan for my students.

Teaching a language is not only teaching grammar as many people did in the past. When teachers want to teach a specific language skill, they must be aware that they are implicit in the development of the three skills. Therefore, teachers' activities should be focused on developing every skill at a certain level. For that reason, it is also important that they update themselves in their daily teaching practice.

 The activities proposed in this project were thought in a specific context, with specific student characteristics using some technological tools.

This project was designed to be applied to one of the fourth-semester classes.

It is important to know the different aspects involved in each communication skill. Characteristics needs and interests are part of them. Working in a collaborative way promotes social practices, and teachers' and students' attitudes are part of the success or failure of the development in a task and in this case, on a project.

The experience from the project has been significant in practicing, experimenting, and combining activities and strategies, innovating, taking risks, having mistakes and successes, and assessing the teacher´s practice.

The expectations and results in terms of the established goals in this project were as follows:

GOALS	EXPECTATIONS	OUTCOMES	OBSERVATIONS
Importance of intercultural awareness.	Making students aware that no culture is more or better than another. Practicing empathy to understand one's own culture as well as other cultures through language, ways of thinking, and behaving with topics *The Day of the Dead* and *Halloween* traditions.	Students acquired sociocultural knowledge about Day of the Dead and Halloween traditions, practiced empathy through language, ways of thinking, and behaving, and had an intercultural encounter with a Native American speaker.	- - - - - - -
Develop mainly two language skills, reading, and speaking (but work with the four skills in an integrative way).	**Reading skill.** Practicing the tree reading strategies: 1.-Pre-reading (activate background knowledge and learn new vocabulary). 2.- While-reading (practicing skimming and scanning strategies).	**Reading skill.** The students practiced pre-reading and activated their background by sharing experiences related the two traditions and learned new vocabulary with flashcards and the memory game. Students enjoyed to play with vocabulary. The students practiced skimming and scanning by underlying with different colors, known words and new words in the texts, and identifying	- - - - -

		specific information and the main idea of the text provided by the teacher.	- - - - - - -
	3.- Post-reading (evaluate reading comprehension).	The students evaluated their reading comprehension drawing a Mind-map and by answering a questionnaire.	Some students didn´t answer the questionnaire by themselves and just copy the answers from other students. Therefore, the way of applying this activity must be modified in order each student contribute with their own answer.
	Writing skill. Writing Tag questions in Simple Present and Simple Past. To write main ideas in a Mind Map. To write a short composition about the designed topic.	The students activated their previous knowledge about Tag Questions in Simple Present and Simple Past. After reading, they wrote some questions about Day of the Dead and Halloween topics in order ton ask or confirm information. Finally, they draw a mind-map in their notebook and in *Jamboard* platform in a collaborative way.	Because of the lack of time, the students didn´t write the composition suggested at the end of the writing skill section.
	Listening skill. To listen to the teacher, the guest speaker, and speakers from the videos to expose the	The students listened the teacher´s exposition in face-to-face classes and the comments of the	- - - - -

	accents and pronunciation of different speakers Listing to videos for gist.	guest speaker in the videoconference. The students also listened the videos for gist and used that information to complete their exposition in teams.	
	Speaking skill. Students present their topic to a guest speaker in a videoconference though Zoom platform. To practice Tag questions in simple present and simple past with a guest speaker. Students make comments and feedback emphasizing important and difficult aspects seen in the lesson.	The students presented their topics to the guest speaker who was an American teacher and practiced Tag questions with her. It was a successful activity.	Some students were nervous or afraid of speaking with a native speaker and sometimes they couldn´t answered personal information questions, so it is important to feedback presentation topic with students. At the end of the lesson, the class didn´t have time to make comments and feedback about important or difficult aspects seen in the whole lesson plan, therefore, they wrote their comments in Padlet platform.
Students' needs and interests.	According to students' interests, The Day of the Dead and Halloween topics are	The students were interested and motivated because they celebrate every	Peer and self assessment are activities that students must

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	traditions that they enjoy participate in their communities. Self and Peer assessments are students´ needs to identify their own strengths and weaknesses.	year the Day of the Dead tradition and they were interested in knowing more about how Halloween is celebrated in the United States. Peer and self-assessment were practiced in a good way.	practice because sometimes is difficult they understand that this kind of evaluation helps them to identify strengths and weaknesses.
Accomplish the syllabus content.	Tag Questions is one of the topics that must be studied in the English IV syllabus.	The students studied the Tag questions topic in Simple Present previously, thus, it was not difficult for them to understand Tag questions in Simple Past and they did the activities in a successful way.	- - - - - -

Most of the activities that were carried out with the students were successful, such as the memory game, the three reading strategies, and the reading comprehension assessment. But the exposure to the guest speaker was the best part for the students since they put into practice their knowledge and were able to use English in a real situation. However, they realized that they forget some aspects of how to introduce themselves in oral and that they are basic information. This aspect must be improved. Implementing use of technology and Interculturality were important components as well.

 Regarding assessment, assessing speaking performance rubric must be a little bit improved or modified because the criteria description, does not correspond at all to the performance of the students in the class.

The learning obtained from this Specialization can be summarized on the next points:

* People can do things with words and through social interactions which allow students to use the language in specific contexts, allow them to share aspects of different cultures, and develop their skills in an integrating and collaborative way.

*Language skills are not in an isolated way.

*Teachers can develop intercultural competence within or without the classroom.

*Take advantage of technology.

*Language is a communication system and it works as a social practice where the key word is "interaction". Therefore, teaching a language involves different aspects in order to help students communicate in an effective way.

Finally, the results reflect the teacher's real situation and motivate to work on positive changes transforming this experience in learning for the teacher´s practice and for the students

CHAPTER 4. CONCLUSIONS.

To understand better how a language is learned and acquired, it is relevant that teachers have knowledge about the factors that are involved in these two important processes. Methodology and theoretical foundation in this project (theories, authors, ideas, strategies) determine the organization and support of this work.

Taking into account students' interests and needs, putting into practice meaningful and useful activities joined with the school syllabus, knowing the different aspects involved in each communication skill, developing the four language skills in an integrative way, assessment, and fostering intercultural awareness are some of the challenges that a teacher has faced in their daily practice.

The learning obtained from this specialization is that is important to identify the theoretical support on which the teacher will focus when designing his course or class, because in this way it will be easier to establish the teaching methods and strategies to achieve the objectives previously set.

Another important learning was that the four language skills are not developed in isolation and teachers can integrate them into any subject by focusing on language as a social practice and not as a grammatical system as many teachers still continue to do.

The implementation of interculturality in the English class has been an enriching experience, for the teacher and the students, both learned to value and respect another culture through attitudes and values and become aware of ethnocentrism, valuing their own culture more objectively.

Making use of technology for English classes was an important skill developed in this Specialization because it was possible to take advantage of digital platforms and tools to carry out different activities, most of which were successful.

Teaching practice in itself is a continual growth experience. Teachers never finish learning. They learn from their educational training, courses, books, and conferences, and learn from students too. So, as a teacher, real learning starts when teachers put themselves in front of a class.

Students are the best teachers and judges in a class. Anyone who wants to be a teacher must be aware that they will find constant challenges with them.

Changes are always necessary and as English teachers having changed several aspects from the past is a positive step in order to do a better job with students.

In conclusion, working on all assessments and concretizing the ideas in this final project, created the opportunity to establish a new teaching philosophy and to identify in clearer way strengths and weaknesses in the teaching practice, which will allow professional growth day by day for the benefit of the students.

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