UNIVERSIDAD PEDAGÓGICA NACIONAL

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

UNIDAD AJUSCO

« CULTURE AND CUSTOMS »

THE WINDOW OF THE WORLD

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Content

Introduction

Communication has been very important for humans to express their feelings and thoughts, developing a language has perhaps been the same need to express their emotions. In English there are words which are done with the sounds of some actions according to the theories of some linguists. Language is a way to communicate and interact with the environment that surrounds human beings furthermore their evolution. That arose from the idea of transmitting experiences and teaching for survival, when a person is within any environment it is induced to learn, even though language is developed according to the origin, uses and customs, cognitive skills, and innate capacity of learning. That language acquisition is a mechanism based on contingencies of effort that operate on the subject to provide positive responses.

I agree with David Crystal, world authority on the English Language in that time, he presented a lively rise of English as a global language, English language has appeared in 1997, (1987; second edition 1997) however with the spreading of linguistic varieties around the world, the internet carries into effect and public recognition about the position of English. Furthermore, English Language has become one of the most spoken languages and it continues spreading as a global lingua franca. Even, other books have different perspectives, for instance, David Graddol´s The future of English, published in 1998, who express that "he looked towards the futures, beginning with the present-day situation, and examining the contemporary trends likely to affect the language´s eventual role". In that book, he suggested that "the current global wave of English may lose momentum" (p. 60).

As well it is mentioned that Tom McArthur, in his book The English Languages, (1998), he suggested that English was undergoing a process or radical change which would lead into a "family of languages". There is a multiplicity of stages related to the language uses such as economic, social, demographic, political and healthy in which those factors are involved. Although the role of them is affecting language structure. In addition, it does not matter, if linguistic has changed in sociolinguistics and dialectology way. We must take into account that English is a global language, in the one hand geographical-historical at the other hand is socio-cultural and the combination of these two sides traces the movement of English around our world.

It is known that the language has constantly movement in the fifth century it arrived from Northern Europe and spread within the British Isles. When entered in Wales, Cornwall, Cumbria and southern Scotland and the fort of the Celtic languages. After Norman invasion of 1066, Nobel English were welcome, and the language spread throughout the Scottish Lowlands. Twelfth century, Anglo-

Norman knights crossed the Irish Sea, and Ireland. Due to that was the first significant step in the English Language to be taken as a global language.

In contrast, the book Reflective Teaching in Second Language Classroom, shows how that teaching a second language must be reflected by teachers about the way that they are given their classes and analyzing the material and lesson to develop students' competences such as being, doing, knowing, and living together. However, I totally agree with Dr. Jack C. Richards who is an internationally renowned specialist in second and foreign language teaching, and applied linguist and educator, he has been the author of numbers of professional books for English language teachers, and even there is an extend used textbook in advanced level for English language students. He has a web-side that is named "professorjackrichards.com" We can find news, work, tips, videos for ESL teachers, patronage, and arts.

Jack C. Richards' express that communicative methodology is one of the solid pedagogies that introduces the unit or cycle topic, vocabulary is presented for discussing the topic, the use of real-world information, what happens inside or outside the classroom today is recognized due to the internet, technology and media, the use of English in virtual social networks offer opportunities for meaningful and authentic language. According to Richards and Rodgers, communicative approach develops the competence of communication, it is mentioned by Chomsky that the origin of the language develops when only students are exposed to the English language.

COMMON EUROPEAN FRAMEWORK REFERENCES FOR LANGUAGE

I think I follow the requirements of the Common European Framework of References for Languages. Moreover, following goals, such communicative and culturalism helping students to acquire an understanding of the language and culture around the world.

"By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest."   -Confucius.

The Common European Framework of Reference for Languages is an international standard for describing language ability. That's the reason, these steps are followed to develop students' skills. That standard describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. In fact, it mentions that "This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in this country"

What exams are on the CEFR?

The diagram below shows all of our English exams on the CEFR.

One of the purposes of the CEFR is to help students to understand the levels of language required to take tests and assessment programs. On the other hand, communicative activities give examples how language works in term of comprehension, interaction and expression, there are some activities that may not be carried out until a certain level of competence. Strategies are described as plan action, balance resources and make up for deficiencies during implementation and monitor the results and correct when necessary.

Communicative skills are graded for different aspects of langue competence, pragmatic competence, and sociolinguistic competence. Certain aspects of competition do not seem to be at all levels. Those competences have been made to be significant. However, there are different levels of skills that have been confronted with the series of common reference levels A1, A2, B1, B2, C1, C2 and proficiency level. The CEFR is developed by individuals and social agents through a range of communicative language competences in several contexts, language activities in language processes.
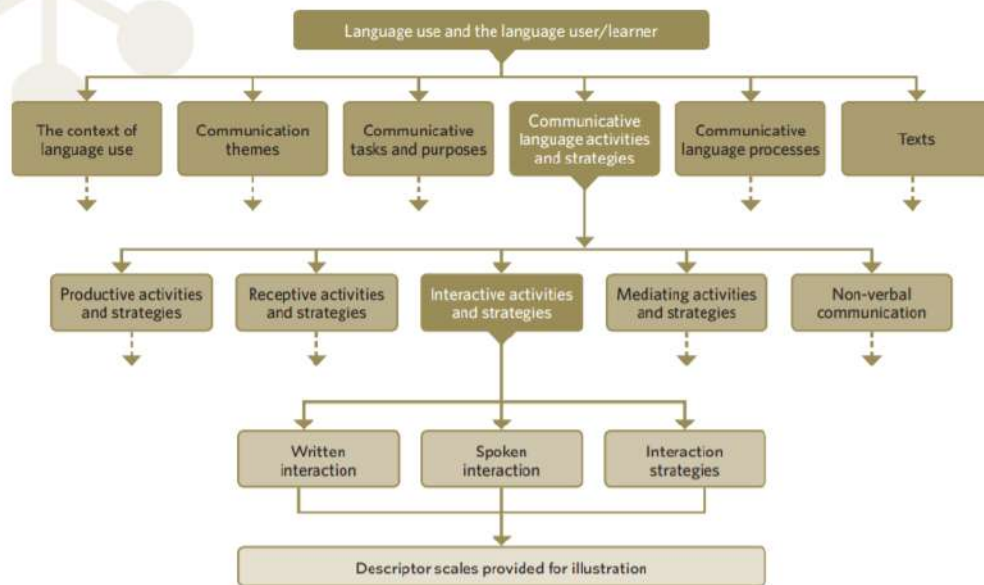
Figure 4. A partial view of CEFR Chapter 4: Language use and the language user/learner

Chapter 1 Philosophy and Theory

My philosophy is focus on teaching purpose, I try to transmit moral values to new generations, keeping the relationship among education, society, and human life, that´s why I think, this is the best way to develop professional life of students. The process of education and practice is related with the main knowledge of education which ends in values, as well as cultural content.

Certainly, during this specialization, I belief that the most important society's development has been discipline, as well as reflective, critical thinking, approaches are relevant in the education area, and human formation. I have learnt how to guide my students through their learning process, following the steps in this specialization, how the students have the best beneficial learning and identified their needs and what strategies I must consider in their learning process. The meaning of each method, and the way to apply them.

In my experience, I always prepare my material and lesson plan, and work so hard to encourage students to work on and advance lesson as well, I use effective and natural materials to push their curiosity, I get extra ideas on how to use the material and variety of activities to students who are interested in learning English as a second Language.

Since I started studying this specialization, I have re-designed my lesson plan to focus on each one of the abilities and the way I have taught them. Therefore, the activities have been understandable and easy way to develop for them. When the term finished students realized that they have improved their skills.

In my philosophy, I think, it is so important to identify what weakness and strengthens are, that's to help students best understanding about English language, even if, students have problems to develop their skills, such as reading, listening, use of language, speaking and language' functions. Tools that I have used for testing my students, they have been department-wide exams, close questions, open answers, quizlets, homework assignments.

1.01 Teaching identity and philosophy

The group is in pre-intermediate level, they are from 18 to 20 years old, they are studying their Laws bachelor, the size of the group is 30 students at the CU UAEM Zumpango, Estado de México, the unit they must start learning is talking about Culturalism. Students will understand what important to learn culture is, it is a phenomenon that makes ideological, social, economic, and political interests. Through this topic students could expand their knowledge, abilities, and own experiences. They can improve their vocabulary, it is possible to understand about the uses of simple, progressive, and perfect tenses. Education is an essentially human, social, cultural process through knowledge, values, customs, and ways of acting are transmitted and learnt.

Motivation in class is something compulsory within the classroom, further understanding the school´s curricula is important, the skills have to be taught during the term, as well as develop each ability such as grammar, vocabulary skills, reading and listening, in order to build students' language, that's why my interest in the classroom is make students awareness and encourage them to get fluency and self-confidence in speaking skill, they have to practice through conversation, repetition, and combine the use of printed worksheets, digital or online material.

Input and output

It can be considered that input is involved in a fun activity that allows students to get out of their seats and share questions and responses with prompts with different classmates in the classroom. Input and output interaction closes a circle with a variety of the same activity, the success of the activity best work depends on the atmosphere in which was created and teachers have to use their imagination, despite of students may be a bit confused meanwhile they are working.

Something that students most like them is to talk each other, meanwhile adults and kids are so smart and share great ideas and hear each other´s ideas and not just mine, teachers can value the role of interaction, expressing the importance of students working in groups and learn from each other, even when students are working in mixed groups, and they select their own groups and are more willing to collaborate and share with each other, they have constant interaction and allow their partners to demonstrate responsibility.

Adults and teenager learners believe that they are different and respect student who has a bit more knowledge of a second language. Instead of kids who can also be a bit of a challenge, especially in their treatment of each other, part of our job as teachers is to create an environment where adults, teenagers and children feel safe to participate and that allows all students to develop their talent and participate, as well as reducing the probability of inclusion.

Techniques which have been taught during classes should be well-organized, clear instructions, anticipatory guides, pictures note an provide an excellent way for students to stop and process what they have learned, new technologies could be a wonderful manner to engage them with learning, because the uses of the TIC's will need to be adapted in some situations and resources as well.

However, online collaboration often requires and add investment of your time, a conversation with a student who works in a blog has to post to at least three times a week, although these blogs allow you to share resources through links, recordings of lesson highlights and what students are learning.

1.02 Theoretical foundation

The criteria and their indicators are necessary to identify the levels of competence that students have, it can be low, medium, or high. In that why, it is possible to know the development process to apply. Types of communication such as reading, writing, speaking, vocabulary and use of language must be recognized to create a methodological sphere and the teaching methods.

Language proposal is to develop communication, in a cognitive and reflexive way, which allows students to interact and learn to express sensations, emotions, feelings, interchangeable information and culture knowledge.

Intercultural training purpose.

Students will learn how to communicate in English language, through purposes of inform and encourage students to learn about other countries. In my point of view, there are specific factors that could be pointed out in listening comprehension for students, for instance, the environment, economic

status, the educational program, and the most common ones that they are not used to have contact with a Foreign English Language, in addition listening movies, news or music in English is not very common in learners, because they think that English is not going to be important to go on their professional life. Meanwhile, if learners want to share cultural communication with a foreign people, they will be able to have a conversation through questions and answers.

I strongly agree in the fact that lesson must be planned, however textbook is good but not at all, because they do not allow students develop their skills in the real world, what is more, I have to explain in our mother tongue the uses and aspects about the lesson, there are some students who English languages is so hard to learn for them. Most of the times I can not speak only 25%, virtual classes don´t allow me to have face to face interaction with student, although I was encouragement them. As far as I´m concerned, students think that learning another language is difficult, I have to change their mind and encourage them that they can learn any language they want. I try to teach each lesson with different material and not to get bored, as well as the themes of the book that I am using to teach has many activities to practice and learn, I never sit down or stay the whole class in front of the group, I am monitoring the activities and explain instructions, I do my lesson plan but most of the times I have to change it or apply another activities because students aren´t in the same mood every class. Sometimes they are very noisy, tired, or they don´t want to do nothing, I think we work according to the needs of the group and the environment in which they are.

I must organize the techniques and carry out the method which is necessary for the students and get approach with the nature of language teaching and learning, the method I must take must be in my lesson plan in order to join the material related with the selected approach, and the technique must take place in the classroom to get the goal.

The material is designed according to the level that teacher considers the objectives to reach and the method must be select and organize with the type of learning task and the teaching activities. All the activities must be focus on developing the five skills of communication. (reading, listening, writing, speaking and the use of language).

Chapter 2 Methodology and practice

What I mean by that is to share my students the importance of learning a new vocabulary, because it helps to Review and recycle vocabulary, grammar, and information. Another activity that students like so much is to record themselves their voice to make awareness about their learning pronunciation

skills, I look for activities in which they have fun and active games to make easy their lessons, and the uses of technology with digital books and exercises as well as using activities and questions for Reflexion.

On the other hand, this specialization has been productive for me, because I didn´t know how to analyze or make a critical analysis, reflect about the way I'm teaching.

As Jack C. Richards says in his book "Approaches and Methods in Language Teaching" we must use the approaches and methods that most result to our students, techniques need to be applied with the nature of language teaching and learning. The approach of how students learn, so that the methods and techniques that teachers applied to students are procedures and the most usual are reading and writing in which they use grammar, vocabulary and correct themselves, translate a paragraph, as well.

I consider that there are factors that affect enormously the learning process of students such as emotional, social, and environmental. Technology is taking part in all these processes; another point of view is that students do not want to participate or speak because they are afraid to make mistakes and they need to be motivated and encouraged by classmates and teachers. On the other hand, children learn faster than teens, because kids do not care if they have errors when they speak and even they enjoy learning as well as doing it better than adolescents and adults who feel quite frightened and embarrassed, so in this case, teachers need to be very sensitive and in spite of these pupils need to be exposed to language and work with classmates in order to feel free to express their ideas and feelings.

Jack C. Richards' express that communicative methodology is one of the solid pedagogies that introduces the unit or cycle topic, vocabulary is presented for discussing the topic, the use of real-world information, what happens inside or outside the classroom today is recognized due to the internet, technology and media, the use of English in virtual social networks offer opportunities for meaningful and authentic language. According to Richards and Rodgers, communicative approach develops the competence of communication, it is mentioned by Chomsky that the origin of the language develops when only students are exposed to the English language.

Teachers must introduce a procedure with examples, and choose the materials, method, and the correct instructions, organizing through planning the lesson and monitoring our teaching, furthermore, we have to create the context depending on the interaction and relationship with the topic. The most important is to introduce the students in the atmosphere of the context, practicing the vocabulary according to the theme.

In my opinion, it´s important to use textbooks because they are a clue in the Languages programs. As a result, sometimes their functions are based on the introduction of the languages they can practice

with the situation and the images help students a lot to create conversations and situations, textbooks are supported by International Frameworks with structured examples, listening is used to getting pronunciation, speaking activities to develop their fluency and reading comprehension, additionally teachers have a sequence order in the process of learning. However, these textbooks do not reflect the needs of students, as a result textbooks take out the skills that teachers can teach. Sometimes it depends on the school and level as well as the cost of the textbooks.

Although listening skill is the biggest challenge for students to develop, Penny Ur, (Ur, 2001) mentioned in her book that not all the activities below are pure listening activities, but they involved some aural comprehension as an essential component of the communicative situation.

- Listening to the news, weather forecast, sports reports, announcements etc. on the radio.

- Discussing work, current problems with family or colleagues.

- Making arrangements and exchanging news etc. over the telephone.

- Chatting at a party, other social gathering.

- Receiving instructions on how to do something, get somewhere.

- Watching a film, theatre show, television program.

- Hearing a speech, lecture.

- Listening to recorded, broadcast songs.

Teachers must introduce a procedure with examples, and choose the materials, method, and the correct instructions, organizing through planning the lesson and monitoring our teaching, furthermore, we must create the context depending on the interaction and relationship with the topic. The most important is to introduce the students in an atmosphere of the context, practicing the vocabulary according to the theme.

About speaking production students will answer the following questions such as "What did you do yesterday", then, they can discuss "Was your life different ten years ago? Why?", "What is your earlier memory", "Is there anything that you want to forget?" They need to be aware about expressing depending on the context. When students express the activities that they did in the past, they are aware, what is the uses and functions of the verbs in past. As well as learning time expressions in the past.

Most of the students in advanced level write very good essays, reports and reviews, and I can say that is as a result of good guidance, constancy and a hard work with their writing practice, students are able to develop their written skills, and develop macro skills. when they work writing I provide them some points to check on their writing work.

• The topic

• Develop a brainstorm

• Write the first draft

• Second draft Check the spelling, punctuation, vocabulary.

• If they get the purpose of the writing that the teacher asks them.

• Do the final project.

Students can start re-writing a paragraph, explaining the uses of the punctuation with examples. As well as asking them to develop their own writing, in addition, encourage them to express in a writing paper their feelings and thoughts.

Intercultural is based on history, religion, social politics, in a global society, in which can solve problems through experiences, although family and professor have pedagogical intervention sharing their own experiences, Intercultural competence in the FL classroom is to learn about global competence in a Globalization context.

As Ramonia Smith a Professor from Jamaica, says in her video that "Intercultural is to learn about culture, values, attitude, knowledge to understand other people culture who we will have interaction or relationship with others". English is one of the most spoken languages through the world. Lingual Franca is the use of language communication with purpose to understand others' cultures. In addition, I can say that Migration has been taking part in this intercultural communicative competence, that is why I say that they are part from diversification cultural communication.

In the class, I ask my student to look for different countries information in order to have an exposition talking about the country that they have chosen, I perceived that they enjoy that activity and they understand the importance of learning English as a second language.

There are many types of listening according to variety of listening, the purpose of that, the role of the students, strategies such as listening a broadcast for specific information, important sporting event,

following a sequence of instructions for operating a machine or software, as well listening to a poem or a short story.

Analysis assessing or testing tool.

Listening and reading are called "receptive" or comprehension, Speaking and writing are called "productive" they are used in different assessment procedures.

Stimulus format	Response Format
Listen to story	Write a summary
Listen to a conversation	Answer multiple-choice questions
Read a passage	Formulate questions
Read a story	Suggest a tittle
Teacher gives oral directions	Students carry out actions

Face validity concerns a test looking like a test Evaluation. Content validity concerns the degree to which its contents reflect those of the syllabus and what was taught in class assessment.

Selective listening task. - formats such as multiple choice, short-answer questions, or even open-ended questions. Specific information. - Require students focus on. Gist. Key ideas from other linguistic aspects, they can be of various types of formats, multiple choice, true or false statements, sentences completion, short-answer questions.

Students must be able to identify aspects of the listening parts: such as main idea, details, characters, and events. It is important that students try not to translate because it can cause students' confusion because the literal translation change the main idea of the context. It sometimes will be allowed to use Translation when they listen in English and then translate orally or practice in writing into Spanish. The Task variable must be controlled, a test of the ability to summarize.

Making decision requires students to act upon the information they extract from a listening passage.

Identifying sociolinguistic factors may require students to listen to a conversation, and decide whether a situation is formal or informal, or whether speakers' verbal behavior is appropriate or inappropriate. Match the passage to pictures of contexts, match, and statement they hear with another statement.

There are distractors that students must be able to identify, and they must know the proper words for the proper situation, furthermore dictation is a very useful tool for testing listening comprehension.

With this exercise does not have a transparent orthography. Transcription, the transfer of recorded material, either as a learning technique or as a testing format.

Another point to test is the attitudes and aptitudes of students to demonstrate analytical skill.

Intensive task is used to test recognition and discrimination in bottom-up processing of listening subskills. Include discrimination between phonetic (or minimal) pairs, recognition of stress patterns, repetitions, and paraphrase in print.

Selective listening task, in striving for validity, require students to fill out a grid, answer a multiple choice or short-answer questions, or even open-ended questions based on information from a recording.

Responsive listening tasks involve multiple-choice, or open-ended, or short-response formats. The responsive listening items may focus on testing local or global meaning comprehension.

Extensive listening requires the students' involvement with extended aural passages, include passage dictation, responding to general comprehension questions of various formats while and after listening to extend conversations, note-taking (poems or poetic prose) or retelling a story (as with narratives).

2a) A practical and useful lesson plan.

1. Lesson plan Cultures	
Author	María Estela Contreras González.
Educational stage	Second Semester – Pre.intermediate level.
Title of your Lesson plan	**Cultures and Customs**

Learning Objective of theplan/Competency	**Language proposal**
	   o To develop communication, in a cognitive and reflexive way, which allows students to interact and learn to express sensations, emotions, feelings, interchangeable information and culture knowledge.
	
	Intercultural training purpose.
	  • Students will learn how to communicate in English language, through purposes of inform and encourage students to learn about other countries.

Communicative skill considered	Reading/ Listening / Writing / Speaking / Use of language
State of the following options	Generate discussion based on students' personal experience.
Functions	Discussing habitual actions and routines, current activities, distinguishing between temporary and permanent situations.
Main Grammar structure	Present Simple-Present Progressive, stative verbs, questions and question words, indirect questions.
Other Grammar structures	past simple, used to be / get used to.
Brief description of the plan	This topic was chosen in the way that how important to learn about other cultures is, in addition, they understand and know about people around the world, interchange this kind of information with classmates who will represent different languages and countries. They have to talk about their culture and traditions, what food the most representative in that country is.
Hour of the plan implementation	4 hours
Number of sessions	2 session of two hours each.
Contents required for the lesson	• Information about countries, • Watch a video about interculturality. • Talking and reading about celebrations in different countries.
Link of the content	https://www.youtube.com/watch?v=PSt_op3fQck&ab_channel=DrDeborahSwallow https://www.youtube.com/watch?v=sg_YIqqprB4&ab_channel=Mynd https://www.youtube.com/watch?v=CUnocjp0xSY&ab_channel=KateManee
EEAILE Tutor online	Alma Daniela Otero Sosa.

2b) INTRODUCTION TO THE LESSON PLAN

Step of the lesson	Teachers' activities	Students' activities	Session number

Reading	Detonation questions?		
Activation	Ask students "Would you like to travel around the world? Why? And why not? How can the English language help you learn more about world?	Answer teacher's questions.	01
Before the lesson	Explain to students what the meaning of "Interculturality" is.	Whole class.	
	Where are the following landmarks? The Taj Mahal / The Acropolis /the Grand Canyon / the Eiffel Tower / Niagara Falls / the Egyptian Pyramids.	Discuss about the Photos of these landmarks?	
	Introduce the topic of the reading activity. To generate discussion base on students' personal experiences.		
During the lesson	Reading title "It´s a small world".	Work together to find information about a country.	
	Vocabulary (Related to the reading)	Past to the board and write new words.	
	Read the article and decide whether the statements are true.	They can expand on the topic of the reading by activity drawing on their own experience.	01
	Explain any unknown vocabulary in the text if necessary.		
	Ask questions about the reading.	Students use their cellphones to find information about their favorite country.	
After the lesson	Watch a video related to another country.	They will answer a video worksheet.	

	Check students' answers and ask them to provide justification.	Check answers and correct themselves, work in peer, at the end check whole class.			
Set the objective or competences of the lesson. (Describe how you will present the objective or the competencies of the lesson.	Read the questions and options and heck understanding. Scanning and Skimming practice, read quickly and answer the questions. Point out that they should not pay attention to any unknown words they may have.	They will be aware about importance of the reading skill.			

2c) COMMUNICATIVE SKILLS DEVELOPMENT

Steps of the lesson	Teachers' activities	Students' activities	Materials	Session number	Evaluation
Introduction to the lesson **Vocabulary introduction**	Ask students If they know some of the places pointed out on the photos. Give students a reading worksheet.	They will discuss about these places. Pass to the board and write on it, the new words that they don't know.	Board and markers. Photos of these places Reading worksheet	01	Speaking Reading comprehension
Information processing. **Prediction**	Talking about extra comprehension questions about the reading. Example: What can they see at the Window of the World Theme Park? What culture was the park festival focusing on during the week the article was written?	Predict the answers teacher´s questions	Notebook and pencil realia	01	Listening Reading Speaking

	Where were the visitors who were waiting to go down the Colorado River from?				
Activity I	Reading comprehension "It´s and small world"	Students will learn how to skim and scan a reading.	Reading worksheet	01	Reading
Activity II	Explain that this video is about people who have moves to another country. Ask them what they will miss about their own country if they move away.	Write some responses on the board.	Board marker, video worksheet. Canyon, video and speaker.	01	Listening speaking Reading Grammar
Inferring answers	Check answers with students. All of them have to correct themselves.	Answer teacher questions according to their answers.			
Feedback.	Teacher gives students feedback about the mistakes detected in the video about vocabulary, pronunciation, structure, etc.	Students go ever their mistakes and correct themselves.			
Grammar	Teacher writes an example of the used structures. He asks students to discover the patterns.	Students analyze the structures presented, discover their patterns and reflect on the use.			
	Reading comprehension and video activity allow us to check that students	They will be aware and critical about the			

Reflexion	understand the meaning of some key verbs in the video. Trying to complete the sentences, that reminds students that they may need to change the verb form to fit the sentence.	importance of speaking a second language, in this case English, because it is used as a universal language.		

2d) INTRODUCTION TO THE SECOND LESSON PLAN

Step of the lesson	Teachers' activities	Students' activities	Session number
Listening **Activation** **Before the lesson**	To introduce the topic of the listening activity to activate students' background knowledge. They must guess the answers to the questions. Have you ever attended a street festival? If yes, what sort of activities did you do there? If not, have you ever heard of any famous street festivals?	Answer teacher's questions. Whole class.	02
During the lesson	Present functions and vocabulary in the context of a text about "Notting Hill Carnival" a) A change to remember the past. b) Where a festival atmosphere comes to life. c) A special day of music and culture. Vocabulary (Related to the listening)	Listen and choose the best subheading for the listening. Past to the board and write new words. Students use a dictionary to look up new words.	02

	Give students practice in listening for specific information and transferring from visual information. Ask students to read through the three questions and look at the set of pictures following each question. Ask them to match them with the meaning below of the listening exercise.	Read each question carefully to get an idea of what you are looking for and underline the text where the answer is found. Make sure that they have chosen the correct answer by eliminating the wrong options. They will listen short conversations and choose the correct picture a, b, or c.	
After the lesson	Give students practice in talking about when and where celebration / festival that takes place in their country / city. Ask students to practice and write short description of a celebration / festival / event that takes place in their town / city /country.	Choose some students and have to read on their descriptions	
Writing	Before Ask them to write a description, teacher explain the function, structure and grammar of Indirect questions, second conditional and wishes. And then they follow the steps at the end of the listening exercise.		
Set the objective or competences of the lesson. (Describe how you will present the objective or the competencies of the lesson.	Students will be able to describe celebration / festival / event that takes place in their town / city /country takes place, how long it last, who takes part, what preparation people make, what happens, what people wear, do, eat, when and where.	They will be aware about importance of the reading skill.	

2e) COMMUNICATIVE SKILLS DEVELOPMENT

Steps of the lesson	Teachers' activities	Students' activities	Materials	Session number	Evaluation
Introduction to the lesson **Vocabulary introduction**	Show students the text and ask them to tell what kind of text is (magazine, book, article, etc.) Ask them if they have heard something about "Notting Hill Carnival" Tell them to underline any unknown words at the same time. Ask them some comprehension questions about the worksheet.	They will say what they can see. Pass to the board and write on it, the new words that they don't know.	Board and markers. Photos of these places Reading worksheet Board and markers. Speakers and tracks.	02	Speaking Listening
Information processing.	Go around the class helping students, when necessary, make sure that all students contribute to the conversation.	Check the answers with the class.	Notebook and pencil worksheet	02	Listening Reading Speaking
Activity I	Reading activity to understand the topic of the listening activity.	They will scan quickly a reading.	Reading worksheet	02	Reading

Activity II	Write on the board the headline of the article "Notting Hill-Carnival and tell what the connection to the accompanying pictures.	Students can take some time to choose the best subheading for the text. To answer alternatively when teacher plays each dialogue twice and students must decide the correct answer.	Board marker, video worksheet. Canyon, video and speaker.	02	Listening speaking Reading Grammar
Inferring answers	Check answers with students. All of them must correct themselves.	Students go over their mistakes and correct themselves.		02	
Feedback.	Make sure that students have not got any unknown words. Read and explain the correct answers	Students analyze and report their answers to the class.	Worksheets.		
Grammar	Indirect questions. Second Conditional Sentences. Wishes	They will practice with links and worksheets from second conditional	Links and worksheets		
Reflexion	Listening comprehension is much harder to develop, but it is more important than the other skills to develop. In fact, firstly students must know how to pronounce words in English. In general writing, reading and speaking are developed through practice, but listening skill is fundamental from the beginning,				

2f) Deep Analysis

The topic was "Culture and Customs" because students need to know how the world work in another country, as well they have to be aware about socialization with human beings who are joined through symbols, practice and rituals that are transmitted from one generation to another one, in that way those experiences are inherited and preserved over time, and they are expressed through customs and traditions.

The material used in this lesson has been chosen from different books and worksheets to improve students' skills such as reading and listening comprehension, besides writing and speaking production, I must create an atmosphere in which students can be involved to improve their competences and understand the theme.

The first thing I ask students is to read the title and watch the images to have an idea about what the news or article is, which can be attractive to read. Before reading they must read the title and subtitle, while reading, students try to identify the main idea of the reading which usually is in the first paragraph. After the reading to answer the questions that are coming on it are answered.

As I can see, students do not like listening activities because they feel is the most difficult skill to understand for them. Firstly, I look for listening activities that cover students' expectation, and interest with the purpose to get the approach to develop this ability.

It is important to consider what is the purpose of listening with the script, in my opinion the more you listen without transcripts is better because you develop students' skills about oral understanding. It´s a good idea if you want to check the sound and pronunciation, expressions, collocation, even intonation, about new vocabulary.

Some controlled, guided, and free writing or activities that you have created in your teaching practice.

Writing is an important communication way in high levels of school; however, it is difficult to develop a writing in our tongue mother and second language. In addition, students can find writing challenging to organize their ideas, express feelings, and thoughts. This is the purpose of develop students´ writing skills.

I try to provide students giving them an attractive theme to motivate their curiosity and interest in which they can inspire themselves to create their own writing. I have a textbook in which I follow the steps to do the writing activity. First, I divide the group into teams, and then, they must work and develop their writing starting with a brainstorming, writing topic sentences, as well as developing a

paragraph with supporting sentences, the uses of correct punctuation, and the useful grammatical functions, countable and uncountable nouns can be either identified depending on the meaning and context.

On the other hand, knowledge of vocabulary and word forms makes it easier to write a paragraph, knowing which words are usually occurred together. The steps I ask my students start working are:

a)   Topic

b)   Brainstorm

c)   First draft

d)   Second draft spelling

e)   Punctuation

f)   Sample information

g)   Statement of purpose

h)   Resumé

Most of the time I make students to check the final draft before finishing the writing, and then, they work with peer review to any mistakes that will be corrected in the writing task. The activity is to make them aware that an important situation needs to be well-described, furthermore, they understand that learning how to write essays, reviews and articles take practice and patient, in addition, increasingly vocabulary.

Furthermore, my attitudes and values are coming from my experiences and personality, most of the times I support my students to develop each one of the required abilities, as well as needs are guide by teachers, that's why I am patient and reliable because students have to face the challenges with English language, they block their mind thinking it is hard to learn a second language. I have to be creative, dynamic, an expert in a second language, and get a high-quality standard in order to motivate and advance lessons and include fun activities in my lesson plan focuses on communication.

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

In so far as pupils are in the process of learning, I would like they deal deeply in the topics that I present using some technological issues, such as vocabulary (Quizlets), structures and functions (interactive exercises), pronunciation (examples of reading paragraphs with audio) as well as the

language skills easy understanding, cultures from other countries (videos), the creation of their own conversations, work as a team, to acquire good learning habits inside and outside of the classroom, identify pronunciation between British and American English, show them natural material to reinforce and consolidate what they have learnt and gain sense of their achievement. Every single class they work in collaborative way; I share with them some links to attend conferences about what beneficial is to learn a second language.

It is so important to identify what weakness and strengthens are, that's to help students best understanding about English language, even if, students have problems to develop their skills, such as reading, listening, use of language, speaking and language' functions. Tools that I have used for testing my students, they have been department-wide exams, close questions, open answers, quizlets, homework assignments.

The book that is used in the curriculum has completed activities to practice the four skills. In my English classes I include pronunciation, grammar and vocabulary exercises, students practice with a short reading paragraph an audio to listen and practice pronunciation, worksheets to practice grammar, some reading comprehension exercises, videos. The main concern is that students can express feelings and thoughts in a Second Language.

The most important is to start learning vocabulary and pronunciation of the words and then, audios to practice listening every lesson to get used heard the different voices tone. Therefore, I strongly believe that teaching should be given to the learners the opportunity to be self-employed.

These pictures are presented to the students to introduce topic´s class, there are some questions that must be answer by the students about these places, for instance:

It can start with detonation questions to create interest in students' participation

Would you like to travel around the world? Why? Why not?

How can the English language help you learn more about the world?

What do you think, culturalism means?

Where are the following landmarks?

Questions about places al good pictures is something that students enjoy.

It´s important to use textbooks because they are a clue in the Languages programs. As a result, sometimes their functions are based on the introduction of the languages they can practice with the situation and the images help students a lot to create conversations and situations, textbooks are supported by International Frameworks with structured examples, listening is used to getting pronunciation, speaking activities to develop their fluency and reading comprehension, additionally teachers have a sequence order in the process of learning.

Before the reading assess, I show a brief vocabulary about new words on the board, the main approaches to teach reading are that students get involved in the context of the reading to make easier

their reading understanding. I don't ask my students read immediately; I start with questions related to the topic of the reading. The most challenge they face is that they answer what they believe not what the readings says.

On the other hand, a disadvantage of using textbooks can be that they are no authentic material, they only contain educational material, but they do not have ideal version from the world nor phrases or context that are very usual in the streets. These textbooks do not reflect the needs of students, as a result they take out the skills that teachers can teach. Sometimes the cost of the textbooks depends on the school and level.

After the reading I work with a video activity related with the topic viewed during the class, I use some material in books, and internet videos. this is one of the most challenge activity that students must face. First of all, before watching the video students have to look up the meaning of new words which are coming on the video sheet, during the video students have to watch the video to understand what is happening on it, as a second time they have to fill in the gaps, and after the video

they have to do some speaking activity, answer some questions that are in the video sheet. That activity took 2 hours in one session.
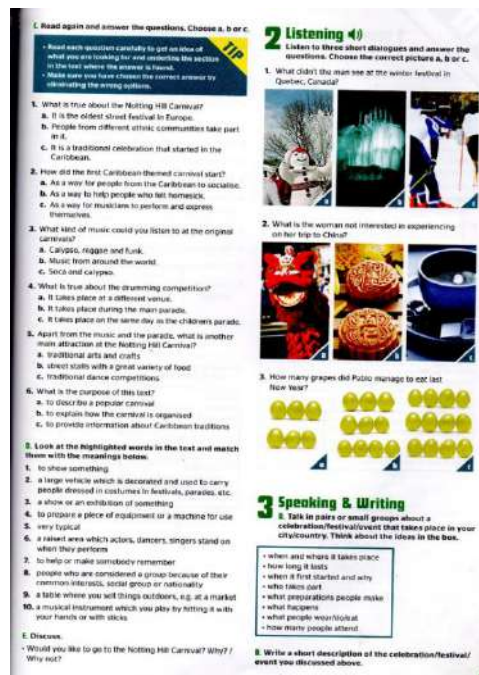
I ask students to scan the reading Notting Hill-Carnival and choose the best title for that reading, and then, they must listen an audio to answer the questions on the listening part. Indeed, I explain the unknown words for them to do easier listening part. Along with speaking activity must be done. This activity is taking for skills. Those activities took was done in two hours session.

2.04 Show evidence of your designed tool to assess your students.
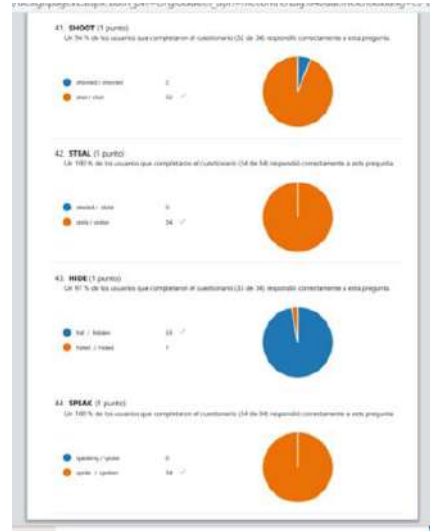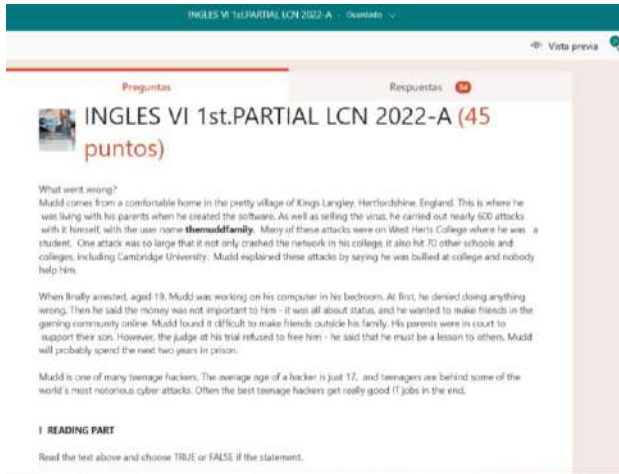
I usually apply test online to students, Forms and Socrative application are the most common used for me, because it is easier for students as well, I do in a test the four abilities, (reading, listening, writing and use of language), I apply test in a sheet of paper in face-to-face classes. I design two different tests, (online, sheet of paper)

One part is for reading and I explain students that it will take 20 minutes to do it, listening for 10 minutes I put the track two or three times, vocabulary takes 20 minutes, and writing 20 minutes as well. That's why students must take into account the time they have to finish it.
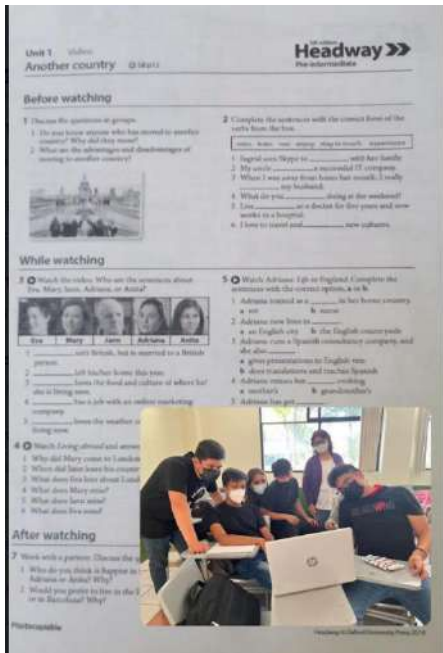
I realize that students prefer to do their test in a sheet of paper, because if they have any question about the test, I can answer or clarify instructions, each semester I modify the test because each group has different needs.

In the listening part students usually are involved in an English environment to understand instructions, listening is significant and is taking part of the natural interaction. They might detect or guess one sound from another, identify pronunciation, stress, and intonation. The importance of listening material in textbooks is encourage and interact with each other using their imagination in listening.

2.05 As required o assignment 2B concentrate on performing and recording the activities

Introduction to the class: Firstly, I start the lesson asking to students "Do you know what culturalism is" and go ahead with questions about the topic. I paste some pictures from different places. During this specialization, I understood that I have to work with objectives and goals. Moreover, I ask to students some questions from the places on the pictures. I provided them with a reading related to know the culture from China. Students write a new vocabulary from the reading on the board, through questions I generate discussion based on Students' personal experiences, first activity is scanning the reading and I provide additional information concerning the landmarks if necessary. They read the

questions and options and check their understanding. Also, I give students practice in identifying specific information, they must discard unrequired information.

When an English atmosphere is created for students, that is easier for them to understand a listening activity, identify what is the speaker talking about, because they are involved in the class. After listening part has been finished, I ask them to compare their answers with their peers and check the correct answers at the end. Finally

In so far as students are in the process of learning they deal deeply in the topics that I presented using some technological issues, such as vocabulary (Quizlets), structures and functions (interactive exercises), pronunciation (examples of reading paragraphs with audio) as well as the language skills easy understanding, cultures from other countries (videos), the creation of their own conversations, work as a team, to acquire good learning habits inside and outside of the classroom, it is shown them natural material to reinforce and consolidate what they have learned and gain sense of their achievement. Every single class they work in collaborative way, I share with them some links to attend conferences about what beneficial is to learn a second language.

Although there are two audios, they have different questions about the reading activity, they must give answers with their own ideas and understanding. This textbook includes the five skills that students must develop (grammar, reading, listening, speaking, and use of language). The activities are related to the topic, even there is a video and a video-worksheet, on it is included every day and real language. Sometimes an extra activity is added to the topic.

It can be considered that input is involved in a fun activity that allows students to get out of their seats and share questions and responses with prompts with different classmates in the classroom. Input and output interaction closes a circle with a variety of the same activity, the success of the activity best work depends on the atmosphere in which was created, and teachers have to use their imagination, despite of students may be a bit confused meanwhile they are working.

Something that students most like them is to talk each other, meanwhile adults and kids are so smart and share great ideas and hear each other´s ideas and not just mine, teachers can value the role of interaction, expressing the importance of students working in groups and learn from each other, even when students are working in mixed groups, and they select their own groups and are more willing to collaborate and share with each other, they have constant interaction and allow their partners to demonstrate responsibility.

The purpose of the planning is to identify how many of 20 students have completed the goal of the reading comprehension from the planning that are stablished within the educational programs,

The purpose of the lesson plan is pointed out the objective and give extra-information about it. For instance, I can say that the main objective for reading is to activate and support students' skills to find as detailed information in English in a reading context as practice grammatical structures as well. Each session is going to take maximum 2 hours to cover the reading lesson. Students have to scan rapidly the reading and underline the new words, and then, write those words on the board to know the meaning of them according to the context. The material is from a textbook which is chosen by the coordination of English.

At the end of this teachers have to apply an assessments which have the purpose for collecting information about all of these clues and techniques that we use to help students develop their skills, on the other hand, organizational techniques yet information must be analyzed and valued by teachers, collecting data in order to discard some inappropriateness activities, although, some students like working in collective groups, in addition, they present excellent final outcome projects with a very brief dialogue or several mini-dialogues which help them to develop their oral and written production.

On the contrary, the theory of the nature of language learning needs the conditions to be the successful process of teaching-learning. Another thing that we as teachers is to be aware about the techniques, strategies and methods to implement in each type of interaction. Every technique, practice and behavior which is given in each lesson we have to take into account the time, size, space, English level, equipment and materials when they are used.

Chapter 3: Experience Report

REFLECTION (Reading)

As I have learned on this specialization that when students don´t have enough vocabulary is so difficult for them to understand the function of the aspects in a reading context, students think that reading is boring, but when they answer the questions and teacher guides them to focus on details from the questions, they realize and find it interesting. Although, most of the students like writing better than developing other skills, they prefer grammar exercises. However, when they don't know how to express in English is a challenge that I must take and look for the best strategy or technique to encourage them. In this course I have change my strategies and methods to teach, because every skill to develop has different material, I have had to look for technological and interactive application to catch their attention. Working together in each skill has been beneficial for my students and me. I try to keep them interesting in the class with different activities every day.

REFLECTION (Writing)

About writing activities, I ask them to write about current topics, such as movies, books, parties, meetings with friends, family's members, holidays, news. Always the topics according to the tense and the theme from the lesson. It is common to have two or three students who English language is too difficult challenge for them, so I provide some of these pupils to practice with many applications, internet links, videos or exercises, so that, they have confidence in themselves.

REFLECTION (Speaking)

Speaking activities are different, it is possible that some students have developed two or three linguistic skills, but speaking is a hard challenge for them, because they are not able to express their thoughts, I give them a paragraph with listening in order to listen pronunciation, intonation and stress words, and then, they have to read and record their voice in a recording to listen themselves what are the mistakes and correct themselves their pronunciation. That´s something that I have noticed they like this activity and feel more confident.

On the other hand, the most effective speaking practice is when students work in collaborative projects, if students in different levels work together, that can improve students with low level, a variety of communication skills are practiced, and peers can help them to have a better speaking.

Chapter 4: Conclusions
Communicative competence students

			Linguistic Aspects
Sociolinguistic	**Pragmatic**	**Discursive**	
They are able to have a conversation with a partner and create their own dialogue.	Students can read and answer specific questions about reading. Having communication in a specific context.	Pupils can identify gender, number, logical and clearly support argument to interact with a classmate	The correct uses of the language through punctuation, textual symbols, abbreviations, the correct used of the spelling and grammar

This analysis is focused on what they understood about the activities that are assigned to them as homework, and so on they are right because as a teacher maybe I haven´t said the instructions in the correct way, and didn´t ask if they had understood the tasks, it must be necessary to provide a demonstration through examples what the task requires them to do, by doing the first sample. Sometimes I explain words which are new for students. When I explain the topic, I must use more lexical words within a variety of techniques that could be employed such as example sentences, mimicry, definitions, antonyms, synonyms, even translation.

In this lesson students develop their reading comprehension and identify the way to use the verbs depending on the context, what the function was, and make sense about structure to express their ideas. In addition, translation method can be used to understanding what the aspect of the reading is. That reading has images of the time the story happened.

Before starting the reading is a good idea that students know some reading verbs, I sometimes give them practice with online exercises and share with a partner exercise done, even watch a video with a video sheet.

I believe that according to the needs of the students. Teachers need training and experience in adapting and modifying textbooks and using authentic materials to help them to develop their skills, despite this, it is necessary to analyze both the benefits and limitations of using textbooks, and then it should be considered and remedial measure, for instance, it should be taken such complement to better reach the learner.

I as a teacher must find the strategies and techniques to encourage students to learn the English language, however they don´t know how to pronounce the words in English or how to express their thoughts and feelings, most of the students are afraid of making mistakes, since they are written in one way and pronounced in another. As Jack C. Richards expresses in their book that "Approaches and Methods in Language Teaching is designed to provide a detailed account of major twentieth - century trends in language teaching. To highlight the similarities and differences between approaches and methods, the same descriptive framework is used throughout". Even I agree on his description approaches and methods according to his language theories of language and language learning, in which he speaks clearly about the learning objectives: the syllabus model used; the roles of teachers, learners, and materials within the method of approaches as well as the procedures and techniques in the classroom uses.

Teachers have to be careful and solve students communication problems, besides in the classroom they correct themselves or peer, we need to complete their process learning with plenty of different

activities, teachers have to answer some questions such as how effective is the material that they are using, if the students understand the topic, if the scheme is accurate and appropriate, if the material and areas will be improved and cover their deficiency, what strategies teacher have to employ, monitoring if their self-correction is successful.

As a critical-thinking students can be encouraged in one-word question "Why?" "Why not?" this word encourages students to think critically and become aware of not only rephrasing some information, but also, it really helps them to interact with reading or listening text. I can say that it has a very positive effect on the learning process, because of those classes are more interesting and engaging students also become reflective about their learning, Pupils who are trained to question why things are as they are, are more likely to produce more understanding in speaking for any topic, more detailed information, as well as listening and reading skills which develop for looking for specific information or create a detailed written work and having effective and more meaningful conversation in a long term.

I always remind students that before listening the first time they try to understand the general idea of what it is about. They try to predict the content of the listening, that´s to listen more attentive and they can formulate ideas about the text in that way they confirm or reject their understanding about the answer they have to choose.

I give students some ideas and example of possible answers in order to push them to have a dialogue and check their understanding. They take turns to answer the questions and prefer using the ideas on the example and I ask them to give reason for their decisions and encourage them to use in this case comparative or superlatives on their answer.

To put in another way, it is compulsory that students develop their speaking ability because they as learners can demonstrate or discuss the topic in the way that communication has direct relevance to all of them, they can have activities and exercises which can be fun and focus on learners. Speaking is an activity that students can complete with a project or presentation in which they can apply what they have learnt during their life skill lesson.

I give them time to write down some of their ideas or answers as well as using adjectives, I go around helping them when it is necessary. As long as they have finished, I write the title of the lesson and ask them what they think the lesson is about, when students scan the reading and underline unknown words and I am sure they have not got questions, they do the activity. And then, following the example

dialogue, they discuss the positive and negative aspects of the comparison and make notes to use them for their speaking activity.

I can say that students prefer writing than listening or reading, so I must look for attractive material to catch their attention, they think that listening is complicated, reading is boring, and speaking is the worst part of those activities because they don't know how to pronounce or express some stress or intonation of the words.

I must repeat the track more than two times because of the pronunciation, linking words, structure, even when speakers are talking or having some conversations, and I ask students to listen specific information, I try to create understandable and practical environment that students get involved in. Another point that I do when they have listening activity is to ask students to underline unknown words at the time they listen.

The uses of dictionaries give students how the words work with examples, different situations and different parts of the speech, how the word is used in context. Point out how dictionary can help students with phonetic, stress and how the word is pronounced. Another point of view, I monitor students from the beginning with any language's difficulties, as well as good use of language. I make comments individually or collect mistakes and I don´t say who has the error.

I believe that according to the needs of the students. Teachers need training and apply their experience in adapting and modifying textbooks and using authentic materials to help them to develop their skills, despite this, it is necessary to analyze both the benefits and limitations of using textbooks, and then it should be considered a remedial measure, for instance, it should be taken such complement to better reach the learner.

Teachers must be careful and solve students' communication problems, besides in the classroom they correct themselves or peer, we need to complete their process learning with plenty of different activities. Moreover, we have to give students a rubric, so they identify what their weaknesses in speaking skill are.

This is the video from my project.

https://youtu.be/NXhmVKQ0P-c

4.01 To sum up

I was working with two groups, one of them is a group from the second semester of the Bachelor of Management, they are 20 students from Centro Universitario UAEM Zumpango. The students from the second group were applying text, they were from the second semester of the bachelor or Law at the same CU. I did my activity in 2 parts. In fact, that week has been final test and evaluation for them at the university. I can do my project, in spite of having final evaluations. At the end I realized that students feel excited because they understand what to do in each activity.

These activities according to the level, age and context from the students were planning, the activities are taking into consideration that they will be useful and helping me to teach well and the students can learn a lot. Learning culture and customs from other countries, as well as sharing our own is part of the cultural enrichment in our students.

For reading part, firstly, I introduced the topic to my students, and shared with them a Quizlet vocabulary activity to review some countries in English, and then, I pasted on the board some pictures about different countries, so I asked them, as well as providing additional information concerning the landmarks if necessary for students.

"If they knew where the landmarks were, what they knew about them, which of them they would like to visit and why?"

Those questions were important to students because they get involved in a discussion before starting with the reading, students can express their opinion or answer the questions. The main object from this activity is to practice fluids, in addition, vocabulary about new words from the activity were written and explained on the board, those helps to the students to understand better the activity. Sometimes guessing the meaning of unknown words from the context is a strategy that helps learners when reading and speaking.

In reading part, I chose the text to encourage students to know about contemporary topics and provide them with interesting multi-cultural information about real world. I suggest students that they should not be worried about unknown words. Even if they must read the text in detail to answer the questions included in the reading.

4.02 Video Activity

I wrote the words "exciting" and "challenge" on the board, that's in order students to understand, I explained that the video is about people who have moved to another country. What they miss if they

are already in a new country. I ask students to discuss the questions in groups. This activity allows me to check that students understand the meaning of some key verbs in the video. I have to remind them that they may need to change the verb form to fit the sentence. I used a computer to show the video and students could answer the video worksheet.

Before watching the video, I asked students to read the sentences carefully. I played the full clip and asked them to fill in the missing names. Students had to read the questions. During the video activity 5 students had to read the sentences and chose the correct options from memory. In exercise 6 students decided if the sentences are true or false.

After watching the video students had to discuss the questions in pairs, I monitored and helped them to identify their errors. I gave them feedback session, choosing ideas and opinions from some pairs. I think, students work in pairs or small groups and compare their answers. I suggested students consider the experiences of Adriana and Anita in the video to help them develop their own list of advantages and disadvantages of moving away from home. I repeat the full video to finish the task.

4.03 Reading

In setting out to assess reading ability, you should "be specific about which micro- or macros kill(s) you are assessing; identify the genre… being evaluated; and choose carefully among the range of possibilities from simply perceiving letter of words (decoding)all the way to extensive reading (inferring, interpreting, reading critically) This is also known as the "short-circuit" hypothesis.

One author suggests that students that score less than 60% on a grammatical test are unable to apply with any degree of success top-down reading strategies.

Reading Comprehension

Students	4 points	3 points	2 points	1 point
Use strategies to understand	Student uses self-help strategies (looks up words, re-reads passage, etc.) to understand what's being read.	Student seeks occasional teacher assistance to understand what's being read.	Student seeks frequent teacher assistance to understand what's being read.	Student does not make any attempt to understand what's being read.

Makes Predictions	Student makes valid predictions based on information from story and pre-existing knowledge.	Student makes predictions, though some are based on understanding.	Student makes only "guesses" not based on any understanding of information or knowledge	Student is not able to make any sort of predictions.
Understands Characters	Student can identify all characters by name and give evidence of how they feel and the points in the story.	Student can identify some of the characters and tells about them but only provides evidence when prompted.	Student cannot identify characters by name – only by title (boy, man, teacher, etc.) and cannot provide evidence of their feelings.	Student cannot recall any elements of the story.
Understands Elements	Student knows title, author, basic setting, and general plot without any prompting.	Student knows only some elements of the story without prompting.	Student needs prompting or hints to recall elements of the story.	Student cannot recall any elements of the story.
Understands key Facts	Student can identify a minimum of 5 key facts from reading.	Student can identify 3-4 key facts from reading.	Student can identify 1-2 key facts from reading.	Student cannot identify any key facts from reading.
Score				

4.04 Listening

The following reading is related to listening part, "Notting Hill-Carnival". Students had to read and choose the best title for it.

a) A change to remember the past.

b) Where a festival atmosphere comes to life.

c) A special day of music and culture.

There are two listening sections, which important listening micro-skills are developed, which the topic was introduced and encourage students' background knowledge and preparing for the task. Most of the times is required students to listen the text once and check their predictions or to understand the main idea. Listening task is focused on listening specific information. I suggest my students to read the questions, sentences or watch the pictures and multiple-choice questions, multiple matching and make predictions about what they will hear. After I made sure that students have understood the instructions and the language as well, I played the CD from students they didn't have their answers I played the CD again and clarify any points that they haven't understood.

Rubric for Listening

Listener	Excellent	Good	Ok	Needs improvement
Identify the main idea and specific information. No problems at recognizing vocabulary and expression.				
Identify the main idea and infer information. Shows good ability to infer problems at recognizing vocabulary and expression.				
Identify the main idea and shows some ability to infer information and some minor problems at recognizing vocabulary and expressions.				
Still able to identify the main idea and specific information. Shows ability to infer information and some problems at recognizing vocabulary and expressions.				
Unable to identify the main idea, general and specific information, Fails to infer information and shows many problems at recognizing vocabulary and expressions.				

40.5 Rubric for Speaking

PRONUNCIATION	4	3	2	1
	Excellent	Good	Needs Improvement	Deficient
	Comprehensible.	Mostly comprehensible.	Generally comprehensible.	Frequent mispronunciation.

COMMUNICATION & FLUENCY	4	3	2	1
	Excellent	Good	Needs Improvement	Deficient

	Fluent and spontaneous with coherent communication.	Mostly fluent with some pausing for grammatical planning.	Some hesitations and false starts. Sufficient turn-taking skills.	Numerous pauses and hesitations. Limited turn-taking skills.

	4	3	2	1
	Excellent	**Good**	**Needs Improvement**	**Deficient**
VOCABULARY	Good range of vocabulary covered in the partial and beyond.	Relatively high range of vocabulary covered in the partial.	Sufficient range of vocabulary covered in the partial.	Limited range of vocabulary covered in the partial.

	4	3	2	1
	Excellent	**Good**	**Needs Improvement**	**Deficient**
GRAMMAR	Good range of structures. Attempts to use higher structures than the ones covered in the partial.	Relatively high grammatical control.	Presents inaccuracies which may impede communication.	Limited control causing break down of communication.

4.06 Writing

Writing is one of the most difficult skills to develop students, I explained to them that a writing must take many things into consideration: purpose, audience, syntax, paragraphing, punctuation, spelling, and handwriting. By the time students reach the writing section, they had the necessary grammatical structures and vocabulary they need to complete in the writing task.

I provided training to my students to develop their writing skills based on analyzing the text, focusing on brainstorming, style and the organization of the linking words and coherence ideas.

Another way to share students background is through as a cooperative work, writing in pairs or groups can be motivating for students and participate in a discussion and peer evaluation.

Writing Rubric

	20	15	10	5
	Excellent	**Good**	**Okay**	**Needs improvement**
NUMBER OF WORDS	Words completely covered with well stated ideas.	A little less words but well stated ideas.	A little less than the minimum but some ideas are relevant.	Not enough words to convey a message.

	20	15	10	5
	Excellent	**Good**	**Okay**	**Needs improvement**
GRAMMAR & MECHANICS	Hardly any errors, attempts to use higher structures than the ones covered in the partial.	A few errors using structures covered in the partial.	A number of errors may be presented but they don't impede communication. The structures are partially well covered.	Frequent errors conceal communication with hardly well used structures.

	20	15	10	5
	Excellent	**Good**	**Okay**	**Needs improvement**
VOCABULARY	Accurate word choice according to topics revised in the partial and beyond.	Good range of appropriate vocabulary according to topics revised in the partial.	Appropriate vocabulary according to topics revised in the partial.	Narrow range of vocabulary according to topics revised in the partial.

	20	15	10	5
	Excellent	**Good**	**Okay**	**Needs improvement**
ORGANIZATION	Valid ideas which are clearly organized.	Several valid ideas which could be better organized.	Somewhat choppy but main idea stands out.	Ideas often confused or disconnected.

	20	15	10	5
	Excellent	**Good**	**Okay**	**Needs improvement**
TASK COMPLETION	Ideas are relevant to the task.	Ideas are valid and related to the task.	Ideas are somewhat related to the task.	Insufficient ideas related to the task.

4.07 To sum up

I was working with two groups, one of them is a group from the second semester of the Bachelor of Management, they are 20 students from Centro Universitario UAEM, Zumpango. The students from the second group were applying text, they were from the second semester of the bachelor or Law at the same CU. I did my activity in 2 parts. In fact, that week has been final test and evaluation for them at the university. I can do my project, in spite of having final evaluations. At the end I realized that students feel excited because they understand what to do in each activity.

These activities according to the level, age and context from the students were planning, the activities are taking into consideration that they will be useful and helping me to teach well and the students can learn a lot. Learning culture and customs from other countries, as well as sharing our own is part of the cultural enrichment in our students.

For reading part, firstly, I introduced the topic to my students, and shared with them a Quizlet vocabulary activity to review some countries in English, and then, I pasted on the board some pictures about different countries, so I asked them, as well as providing additional information concerning the landmarks if necessary for students.

"If they knew where the landmarks were, what they knew about them, which of them they would like to visit and why?"

Those questions were important to students because they get involved in a discussion before starting with the reading, students can express their opinion or answer the questions. The main object from this activity is to practice fluids, in addition, vocabulary about new words from the activity were written and explained on the board, those helps to the students to understand better the activity. Sometimes guessing the meaning of unknown words from the context is a strategy that helps learners when reading and speaking.

In reading part, I chose the text to encourage students to know about contemporary topics and provide them with interesting multi-cultural information about real world. I suggest students that they should not be worried about unknown words. Even if they must read the text in detail to answer the questions included in the reading.

This is the video from my project.

https://youtu.be/NXhmVKQ0P-c

5 References

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HERE IS THE VIDEO OF MY PRESENTATION.

https://youtu.be/ZotVk0jKjI8

6 APPENDIX

FINAL PROJECT ASSESSMENT	
FINAL PROJECT	**CULTURE AND CUSTOMS** **THE WINDOW OF THE WORLD**
STUDENT´S NAME	**MARIA ESTELA CONTRERAS GONZALEZ**
FINAL PROJECT ASSESSOR	**Alma Daniela Otero Sosa**
Introduction	
1 Identity and teaching philosophy	**Very well explained**
1.2 Theoretical foundations	**Done just be careful when writing with typos.**
1.3 Theoretical basis about language, language learning and language teaching of your model	**Addressed, but you can write more information regarding your methodology.**
2. Lesson plan	**complete planning of the lesson. Well organised**
2.1 Applications	**Well done!** **Nicely and well explained**
2.2 Procedures	**explained in great detailed**
2.3 Evidences (images, graphics, photos, etc)	**Very clear and nice videos and according to the lesson plan.**
A video that shows the application of your lesson plan	**Very nice videos. The videos are very critical and show a deep reflection of what was learned throughout the specialization, but the video regarding the microteaching is missing you have to add it by July 4th.**
3. Design of Assessment tools	**Well design of assessment tools.** **According to students age.**

	Very clear and adequate.
3.1 Testing tools for activities	adequate for the activities.
3.2 Rationale behind the Assessing and/or Testing tool	**Well done the rationale behind the assessing and testing tools.**
3.3 Evidences of having worked the assessment and/or testing tools (images, photos, diagrams, graphics, etc)	**Done.**
4.1 Report and analysis	**well done report and a good analysis of your lesson class given.**
5. Conclusions	**Well Done.**
6. Appendices	**Done.**
Instruments of learning assessment (rubrics, tests and others)	**attached and well explained.**
Evidences of materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)	**Very nice extra materials** **Authentic material** **Excellent use of technological resources**