



UNIVERSIDAD PEDAGÓGICA NACIONAL

**UNIDAD AJUSCO
FINAL PROJECT**

**Development of skills through the comparison of
celebrations between Mexico and USA**

STUDENT'S NAME: LAURA ITZEL JUAREZ NAZARIEGA

TUTOR: SHELICK GARCIA

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Table of contents

Introduction.....	- 2 -
1. Identity and teacher philosophy.....	- 6 -
1.2 Teaching identity and philosophy.....	- 6 -
1.3 Theoretical basis about language, language learning and language teaching of my model.....	- 11 -
2. Lesson plan.....	- 17 -
2.1.1 Characteristics of the group.....	- 17 -
2.1.2 Reading.....	- 17 -
2.1.3 Writing.....	- 20 -
2.1.4 Listening.....	- 22 -
2.1.5 Speaking.....	- 26 -
2.1.6 Lesson Plan.....	- 28 -
2.1.7 Sociocultural aspect.....	- 32 -
2.1.8 Technology in the intervention.....	- 34 -
2.1.9 21 st century skills.....	- 34 -
2.2 Procedures Evidences.....	- 36 -
2.3 Performing and recording the activities.....	- 39 -
3. Design of Assessment tools.....	- 39 -
3.1 Testing tools for activities.....	- 39 -
3.2. Rationale behind the Assessing.....	- 41 -
4. Report and analysis.....	- 43 -
5. Conclusions.....	- 45 -
6. Appendixes/Letter of originality.....	- 47 -
7. References APA style.....	- 48 -

Introduction

Language is a complex ability that the human being has developed by hundreds of years, a clear idea of this is that all languages have different characteristics but also, they can have similarities, but one same feature is that all they pretend to give a message and they are composed by several skills that the users have to develop, in English they are:

- Listening
- Speaking
- Writing
- Reading

In a second language class teachers look for several strategies to develop these skills and connect them to the first language abilities.

In this project I will share activities and theory about the four skills:

Writing and Reading are skills we learned inside the school, firstly during Elementary School, where teachers expose us to different kind of texts, combination of letters, strategies, as a result we learn to read and to write, but this is not as easy as it sounds.

As students, we usually practice by different strategies that are not always effective and they can even block up the process, this is why nowadays we have uncomprehending readers, they can decode the mix of letters or words buy they cannot understand the message.

Exactly this is one of the most common problems, because when we as Spanish teachers teach reading in the wrong way, students will fail in the comprehension.

Sometimes when we teach English we have this problem, that it is necessary to attend because it is a barer in the process to learn a second language (L2).

Listening is the skill I like the most, although personally this was the most difficult to develop nowadays is the part of the class that I enjoy more.

Students listen to me all time, and I try to make my communication expressive and making drawings in the whiteboard to help them to understand, so little by little they start to get used to some expressions and instructions.

Always is important to be sure students have previous knowledge about the topic and even some experience because this can make more interesting the class, if they do not know anything even in their own language, this would be harder to involve them in the class.

It is not only to listen to the teacher, it is necessary to listen to other accents, intonations, speed when people speak, this will make students open mind that they can find all this kind of aspects, it is not lineal, using non-interactive and interactive listening is necessary to have better opportunities to reach proficiency in listening.

Teachers need to choose, select, design, apply and adapt materials all time for the classes and work this ability in all classes in different ways, this is the only way to engage students in active listening.

Speaking is a basic skill, but in this one, teachers need to motivate students to do it, it has been hard to practice in class and create the situation to interact, so I look for other ways to develop this skill.

In this work, I will share several important theoretical clues to apply better teaching strategies related to listening, reading, writing and speaking skills, using technology because it is relevant for the actual context to involve more than common or traditionally materials, so I propose an activity for my group.

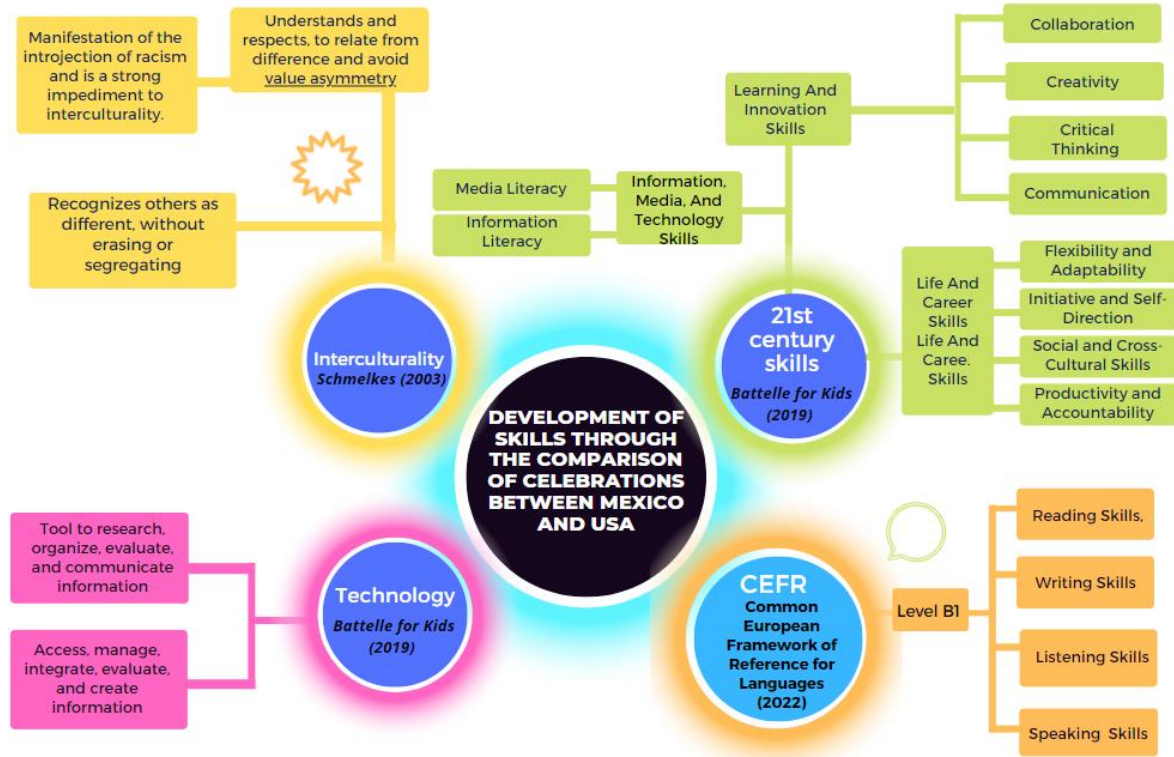
Through this work I share my experience about what I have learned during the specialization, my reflection about my own practice as an English teacher, the theory that is related to this and how it impacts in my intervention, I really think that I have used a bit of each theory, but in the chapter, I will explain the theoretical aspects that my teaching practice follow.

During this document, I share my project's lesson plan, the technology stands and the abilities of the XXI century that were the results of the project, evidences and my conclusion.

For showing the core of the project, the figure 1 helps to overview the concepts applied.

Figure 1

Integration and core of the project



The project reflects the important aspects of the actual relevant points of teaching, interculturality this aspect is important because it is necessary first to revalue the proper cultural awareness to be able to share and reach the belongingness to the country and social facts, to develop the global competence, not just communicate dialogs, also to express the own ideas about where people come from and how the own culture values.

As Schmelkes (2003) interculturality need to avoid value asymmetry, that is understood as the rejection of the own culture, so, this aspect does not allow to interact in with others in the same opportunity, this is why it is important to promote the value of one's own culture.

Today it is necessary for students to develop skills that involve more than just repeating information and memorizing, for this reason creativity is promoted within the project and used to work collaboratively, as Battelle for Kids (2019) points out in Learning And Innovation Skills,

it is necessary to demonstrate their skills to be more prepared for life and work environments in the 21st century.

These skills are shown on the Figure 1, but during the project were presented two of them, because for the activities presented, they were the most worked.

For this, the use of technology is an important fact that conveys and helps to develop communication to access, manage, integrate, evaluate, and create information to successfully, what impacts in the project by the use of technological tools to solve and accomplish an assessment.

All these, to promote the necessary for reading, writing, listening and speaking and impact in the learning of English, based on the level B1 of the Common European Framework of Reference for Languages (CEFR, 2022) as an international standard for describing language ability.

1. Identity and teacher philosophy

1.2 Teaching identity and philosophy.

I studied English for first time in a free course given by university students, I remember clearly we were checking verbs, the teacher had three columns and we had to read the verbs, he pointed at me and told me to read the word “done” I did not know any English, I remember to think about how to say it, so I read it as in Spanish is pronounced “done”, all the class laughed at me and I did not understand why, I never participate again and I quitted the class some weeks after, I felt bad and I didn’t like English, I was around twelve years old.

My parents always pressed my sister and I to take English classes, they forced me to look for a special school, I went to visit it and I enrolled the course in that moment, I was sixteen years old, I started and I didn’t understand anything, I just repeated what the teacher said, now I know that in this school they used the Direct Method, aspect that learned by this Specialty, according to all the principles:

Language was connected to words they were produced orally and perceived by us as listeners, we watched some videos of daily activities, we repeated the complete dialogues all together, this fits to the behaviorism as a theory of learning to Audiolingual Method and drills, a kind of training program that relied on mimicry-memorization method.

Then the group acted the scenes with some customs, at the beginning my linguistic behaviors were taught through imitation and practice. Positive verbal behaviors were solidified by positive reinforcement, such as, praise and encouragement when I participated in the class. This was just six months, after this, the program incorporated the grammar aspect with books about all the structures seen, so all was easier to understand because I already knew them and I had the correct pronunciation to the vocabulary.

We practiced easy writing about the vocabulary, and we started reading short paragraphs in the whole class, sometimes, it was boring, I was not interested about learning English but at the same I started university at Normal of Atizapan, I took English classes and I was very advanced, aspect that helped me as an external motivation, because some of my classmates asked me to help them; during this time I had the opportunity to applied for a scholarship several times, I did not quite up to I got one to travel to USA, although I applied to travel to Spain, but this was the motivation to start using English language.

In this case, I experimented the instrumental motivation, because I really liked to have excellent grades and help my classmates, even sometimes got some good comments from my teachers, these factors motivated me to improve my vocabulary.

During the paperwork I used a lot English, then I traveled to USA and I practiced so much, being exposed to the language all days, all time, I improved my speaking skills but not as I could, I was shy I did not like to be in contact with native speakers, now I think I lost an unvaluable opportunity.

Throughout all the process, I experimented an integrative motivation, where according to Gardner (1985) this is when a person has the desire to enter to the target language community, I really wanted to experiment a lot of chances to have more American friends and get better opportunities developing my English skills.

After this experience, I came back to Mexico and started working as an English teacher, I'm a preschool teacher, in spite, I was very worried I pushed myself to focus my children teaching knowledge to teach English, I started using lots of games in class, at the beginning sometimes I tried to replicate the direct method, but I could not.

In my job as an English teacher, I did not have a specific program to follow so according to the group level and their interests I plan my activities, it was hard to adapt my abilities but I thought it worked with my group, I received comments from my students that refer they liked a lot the class. I had a lot intrinsic motivation because all I wanted was to become an English teacher in that moment, this was very difficult process and I was learning with my students too all the time, and I still do it.

From that moment to now, I have been trying to find what works better for my students learning process, but sometimes I felt I need more tools, so I decided to enter to this specialization, I think I need a specific guide.

I think the best way to learn is by playing, in all ages there is liking for games and go back to be a child again, you can have challenges, solve problems, relate with people, by playing there are lots of ways of rich new knowledge that's why I try to use it as most as possible, Navarro (2002) mentions that gaming has different impacts in several fields, it's a cultural and social tool that helps to even adults to learn better.

I think students must be interested in learning English to help them to learn, for example, in my job as an English teacher I have worked with people from 12 to 50, usually teenagers are punished to learn so they do not have attitude to do it and there are few learning results, they just want to complete the activity but they are not committed to learn. I really agree with the stands of Gardner (1985) because I myself can be a clear example of this, at the beginning I was not interested in learning English and now ten years after I am strongly committed to develop better skills to become a better professional in this field.

I really agree that motivation is important, and it affects the learning process, for example, if a child you never give any congratulation or recognition about what they have done, they will not have the best results, this is another example of the sociocultural theory, people around a learning person will influence on positive or negative too.

On the other hand, people who wants to learn and wish to do it achieve better results.

As a teacher, it is a challenge to have a class with this situation, so I have used a wide variation of strategies to try to improve the results and show the usage and the importance to learn English, so the class can set a goal that will be achieve by learning English.

Teaching is not just a cognitive process, through it, feelings and external situations influence the process, that is why we need to motivate the students and open the possibility to reach better results.

I think it is very important students be glad in the class so they can feel comfortable and know that they can ask about everything, they can make mistakes and learn of them.

I have seen and I have lived classes where students are scared of the teacher so they are not confident and they can't learn in that situation.

I always try to attend to each student in an individual way, I like to help and give feedback according to their capacities, this helps me to understand better to each one and give a better class, more than give contents I like to find what they can improve and work on it, I think is more important they really learn instead they only know topics.

When I was a student, some teachers just followed the syllabus and exercises, sometimes I didn't understand anything, I think the time I invest in each student worth a lot.

Teaching to young students or adults usually implies they are motivated because for most of them is a need to learn another language, due to the school or maybe this is a job requirement, so is very different because they have a specific objective to achieve so they pay more attention, they work up the class work in to reach their goal.

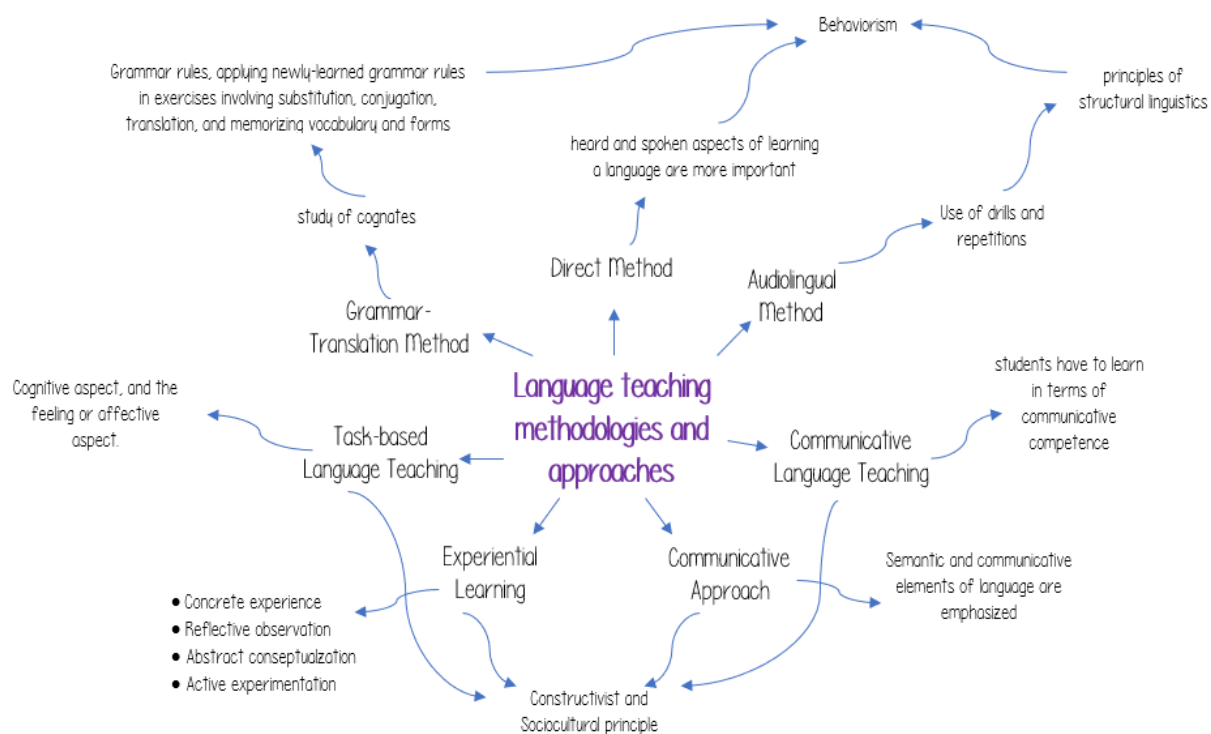
During this Specialty, I have realized several points and important facts about the theory that holds the teaching of a second language (L2), there are some approaches to Second Language Acquisition (SLA) that can help to understand the teaching performance in class, they are:

- *Behaviorism* highly linked to Structuralism, where we see the acquisition of L2 as the result of a reiterative process, where there is a stimulus, then we have a change in the behavior that is to reproduce the language.
- *Generative Linguistics*, where we see the language as specific pieces, then by understanding the puzzle we can understand it and develop a L2.
- *Sociocultural Theory*, where we see the acquisition of L2 as a process related to the interaction with the social environment and the people within it, taking in count the cognitive process but also the social influence.

The Figure 2 shows several of the approaches and the methodologies that are related to these theories.

Figure 2

Language Teaching Methodologies and Approaches



These postures can appear divergent but, in the practice, they can be involved by the process teacher set in their class according to the students' features and the most convenient method for them.

As I already mention, we need to show students the necessity that nowadays is huge to have English speakers, professionally, personally and even emotionally, when we have the skills to interact in other language, we have a feeling of succeed and can help to the self-esteem.

1.3 Theoretical basis about language, language learning and language teaching of my model.

I have had several years as a teacher, I really like the job but I recognized time ago I needed more tools to focus on a better way my classes, during this specialization I have changed several practices and keep others, I think that my academic training as kindergarten teacher has influenced my job as teacher of L2.

Now, I recognized, I have used several characteristics of each school, because according to the objective of the class, I choose the strategy to apply.

The main factors that affect my students' process of learning are commonly the follow:

- Socioemotional factors, health problems, disabilities.
- Socioeconomic aspects
- Motivation

As a teacher, there are several strategies, actions and activities that I can take in the classroom to help students acquire the language and reach adequate communicative competences, for example:

- ✓ Teach and through gaming using the structures in the real life
- ✓ Giving the word only in English, for example you show a "butterfly" and only say the name in English all time, if someone say it in Spanish you refer to it again just in English.
- ✓ Having labels around the classroom to stimulate the memory.
- ✓ Use complete common phrases in English as greetings, firewalls, or questions every day.

All the theories are tools to focus on different features of teaching and learning, I think we can't refer that one is the best and the only one we use in the classroom, I could reflect that I use a mixed of all according to the objectives I want to reach, for example, if I want students help each other I would apply the principles of sociocultural theory, but this doesn't mean is the only one, maybe I also can use behaviorism to promote their participation and give them points to make them to repeat their positive actions during the class.

Theories are not a final thought and the reality, also we have to consider the context, the students' features, their necessities, the resources, all influence in the learning process so according to this we choose the best aspects and apply them.

That's exactly the point, as teacher we have the task to converge all the individual differences and change them to opportunities to learn.

All students are different, all their skills are too, so, we need to use a wide variety of strategies to make them be nearer of their learning.

During my classes there are not a specific program to follow, as teacher we have several topics to complete on the semester as a syllabus so, teachers are free to decide the methodology, approach and the strategies to teach the topics.

Some aspects that have changed my teaching intervention and delimit most of my practices in the classroom are:

- The students' motivation and situation that can affect their knowledge
- The syllabus
- Timing and dates around

Later, in the conclusion section I will deeply write about this aspect.

Communicative Approach mentions that "Learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach" (Richards, 2006)

This approach is related to the "Use" of the language, not only in the form or meaning although they are involved too. The semantic and communicative tools of language are more emphasized more than the grammatical features. Here the principal objective is to develop the communicative competence.

Communicative Language Teaching (CLT) as a style intended to redefine what students have to learn in terms of communicative competence rather than linguistic competence; it is necessary to understand what each of these concepts are.

As language is learned, it is learned sharing ideas, messages, information, proposals, and emotions within a specific social system. The ability to perform these functions and use language appropriately is called communicative competence.

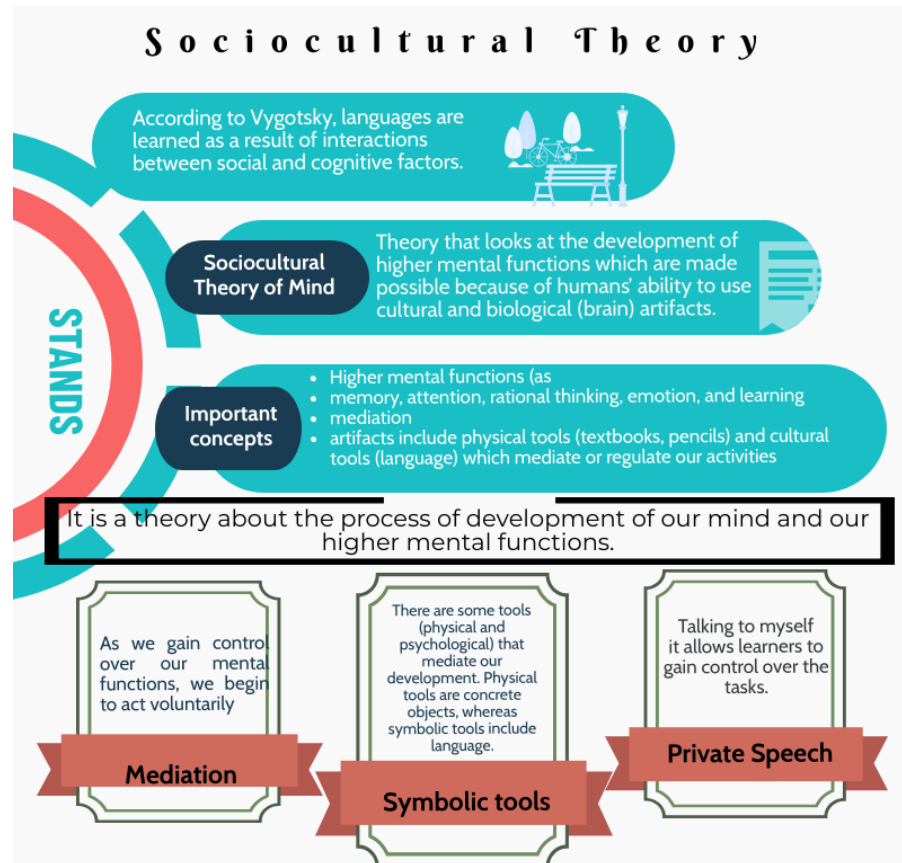
Being able to communicate in a socially acceptable manner, requires language users to acquire a set of linguistic rules. These linguistic rules include knowledge of the aspects reviewed during the specialization:

- Phonetics/Phonology (Pronunciation)
- Morphology and lexicon (Vocabulary)
- Syntax (Grammar)
- Semantics (Meaning)

This approach is more related to the sociocultural theory (Figure 3), some of its principal aspects are:

Figure 3

Sociocultural Theory



All these together help to understand the language social practices that refer:

“prácticas sociales del lenguaje se encuentra orientadas al proceso y a la integración del aprendizaje y ofrecen a los estudiantes oportunidades para participar en diversos intercambios comunicativos que demandan el uso adecuado de conocimientos, habilidades, actitudes y estrategias, y para reflexionar sobre distintos aspectos de la lengua, el lenguaje y la cultura.” (SEP, 2017)

This aspect is the one I use to apply and work with my students, not only the university ones, I also focus on this my preschool English activities.

For practicing it is needed to develop and establish social learning environments, that help students to use the language, through communicative activities, as the program SEP (2017) in the program Aprendizajes Clave mentions:

(...) interacciones comunicativas reales o próximas a la realidad, en las que los estudiantes participen como usuarios de esta lengua y se interesen por aprender cómo se lleva a cabo la comunicación al interactuar con otros.

English Skills can be highly complicated to learn, so, in my classes I always start by showing examples, sharing my experiences, or using some material as a reference. When people learn for the first time something, it is needed an example to be very clear, and use it as a reference, but it must not be always necessary, once a person dominates a skill, should be able to develop a task related.

According to the Social Cognitive Theory when to apply what people have learned depends on how the motivation, interest, incentives to act, perceived need, physical state, social pressures and types of activities in which we are competent. (Schunk, 2012) so to apply the new knowledge we need the students face this kind of factor, that are personal, emotional and contextual.

I think that my educative intervention presents these characteristics, in my activities I try to motivate them, and reach all types of learning styles, I am very open for their ideas and listen to their necessities, most of them tell me to feel afraid about learning this language but I try to make them feel comfortable in class.

I try to plan the classes to use their interests in the best way but usually all depends on how students behave, is awesome when students have the interest to learn because is very important, so they have more opportunity to improve their skills.

It is necessary to explain some important concepts that should be present in the learning process of a L2:

- Input: is spoken or written forms of language to which students are exposed, refers to foreign language that is available to the learner.
- Intake: is what students are able to internalize it is what they do learn.

- Interaction: when people relate each other, it is more than an opportunity for learners to practice the language but that through interaction.
- Output: is a way of practicing already existing knowledge. is not only an opportunity for students to practice their language –it is also an opportunity to learn the language.
- All these aspects were taken and impacted during my intervention, further I will deepen on them.

2. Lesson plan

2.1.1 Characteristics of the group

The group's level in the school is pre-intermediate, it is formed by 28 students between 18 and 30 years old, all of them are studying, high school or university.

All have been studying English for years, a general background is the next one:

Three of them studied in a bilingual elementary school, they are more confident when they need to express in front of the class, they have wider knowledge about the topics in the syllabus and they have developed a communicative competence, because they can communicate using not only words, also use mimics and solve a communication problem when they face one.

The rest of the class can be divided in the next aspects:

They are interested in learning English and they like to do it, they have intrinsic motivation to participate in class, they suggest activities and detect by themselves what they need to improve, although they feel not very comfortable communicating by speaking, they try to do it without reading in an exposition, for example.

They are not much interested in learning English, they need to approve the level and continue studying because of their university requirements, but they participate in the activities they feel interesting, but they do not like to participate in front of the class or interact in English, they also use to use translator for all the activities.

These aspects were fundamental to select the strategies to implement the project, according to the syllabus, the topic and the theory fundamental aspects.

2.1.2 Reading

What is reading?

“Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention.” (What is Reading? Definition & Process, 2016)

Lozano (2004) argues that reading has three stages:

- Decoding: readers translate symbols into sounds or visual representations of speech

- Making inferences: The reader relies on several cues as morphemic analysis, semantic knowledge, syntactic knowledge, and contextual clues to identify the meaning of unknown words and/or phrases.
- Critical reading: reader attempts to reach a global understanding of the author's intended meaning and seeks to identify the authors' underlying intentions.

These stages can be clearly use in the class when a new topic is presented, this can help teachers to know what would be the starting point and develop a better class for the students because can fit to their level of English and can avoid frustrations in the future, it is important to remember the Input Hypothesis, that means to expose your students to comprehensive input "i + 1" where teachers need to look for strategies that allow students to learn but not to lose their interest if the tasks are difficult.

This input in the activities were introduced the activity about celebrations in Mexico, students had a reading activity where they had to choose the correct answer to several questions according to the information about Children's Day in USA.

They need to use their previous knowledge and also infer about the aspects presented in this information sharing with their teams.

[Approaches used to teach reading](#)

During the specialization were explored some interesting approaches that according to different authors can explain the process for developing the reading skill as:

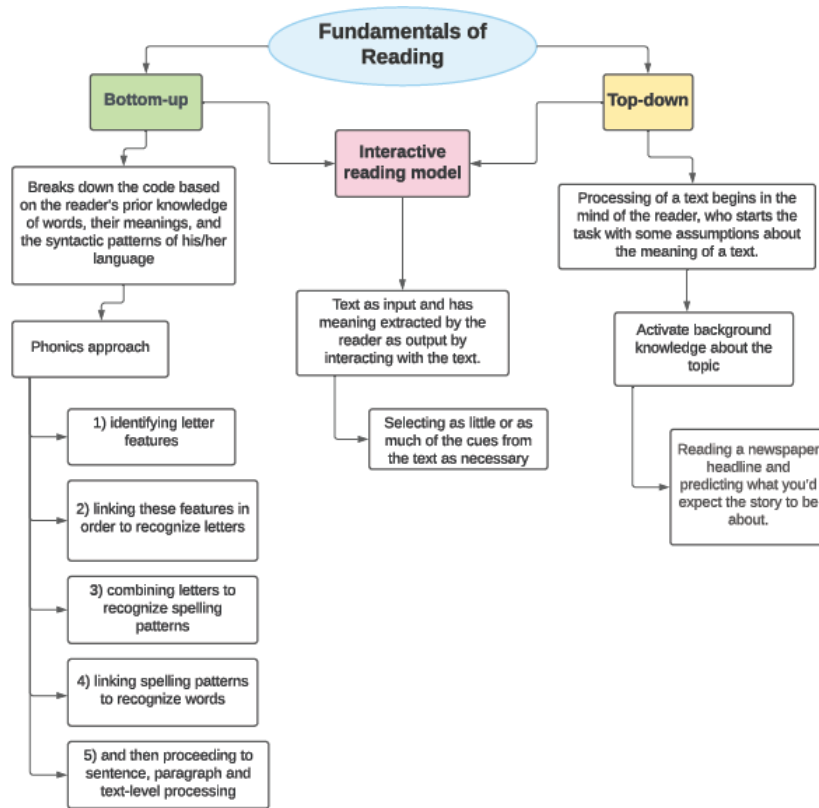
Dechant, (1991), Chamot, & O'Malley, (1994)

Based on their standings the Figure 4 is developed to explain their principal ideas.

It is important to clarify that the selection of the approach will depend on the worked context, the students background and the cultural advantages that can exist.

Figure 4

Fundamentals of reading



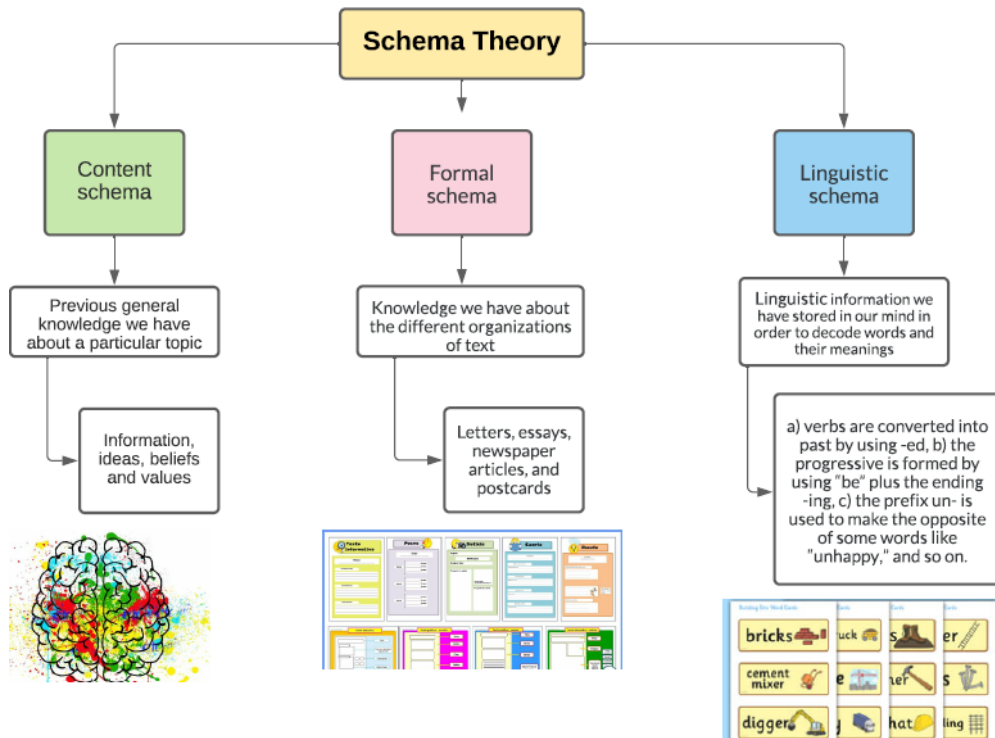
In this map, there are a variety of strategies that can be related to these aspects, during the presented activities students were guided to lead a better knowledge, the text was not very long, they had to interact with the text to accomplish the task, processing the information and the meaning to complete it.

Schema Theory

Another theory related to reading skills is the Schema Theory, in this one there are three basic concepts that are explain in the next map (Figure 5). Describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text this is based on the authors Meyer (1975) and Singhal, M, (1998)

Figure 5

Schema Theory



The most important factor, during a lesson aimed at reading skills, it is to start by activating the ideas using the prior knowledge that students already have in order to have a greater opportunity to learn from what they already know.

This is an active and interactive process where the teacher needs to set the appropriate activities to take advantage of this resources, do not think that students no not know anything, that is why the activity started using their own ideas about questions and the celebration of Children’s Day, also it helped to get their interest.

2.1.3 Writing

What is writing?

According to Weigle (2002), writing is a process that requires special instruction since, compared to speaking, there are more standardized characteristics; L2 students must know how to write in their first language to learn a second.

On the other hand, Hyland (2002) expresses that writing is a process in which ideas are selected, developed, ordered and expressed. According to these ideas, in the activities related to this skill, students:

Selected: Their own information using an investigation on Internet.

Developed: Ideas in teams to define the topics to write about.

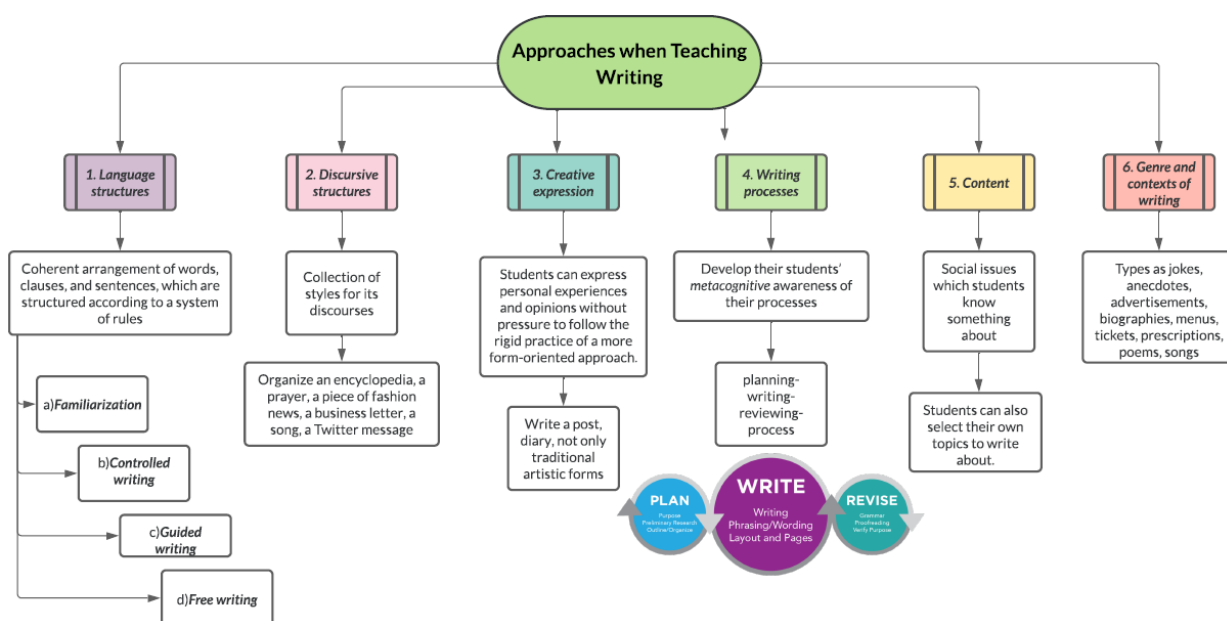
Ordered: Ideas about what to write and how to do it.

Expressed: through their text.

He also developed his ideas about this process, synthetized his ideas in the next map

Figure 6

Approaches when Teaching Writing



Approaches used to teach writing

One that is frequently use in my classes is one of his six approaches when Teaching Writing:

1. Language structures:

Writing exercise started with an example made by the teacher, in this case it was necessary thar had the previous reading exercise that they used as an example of the activity, students

learn better if they have a clear idea of what they have to develop, so they can add their own thoughts, this corresponds to the “familiarization” stage.

They can use and adapt the example to their experiences, in the “Controlled writing” stage. For those who have more experience with the language they can use just a bit from the example, but focusing on the model. Opening several spaces to develop their free writing, so they can feel conformable to type about what they want to write and use their own ideas.

All the approaches are related, with emphasis about one, they interact each other, for example, in the “Free writing” also is present “Content” because the students are who define their writing topic.

2.1.4 Listening

What is listening?

The first step is to understand what are listening abilities.

Listening is the ability to receive, understand, interpret and respond to verbal and non-verbal messages from the speaker. During the process of listening one can reach an understanding that is linked to several factors: listening, the message, the context, the memory, among others. (Ospina, 2021).

This means that listening is not just to hear the message, it is a receptive skill that allows us to interact directly to people around us, and this is the most difficult skill for developing when English is taught.

In this specific case, listening skill is used during the activities making questions, explaining about the instructions, giving examples, in general is an ability that is more use in the classroom, but the students' tasks were to present orally their chosen celebrations and listen to them to find similarities and record a podcast about it to listen to it and solve several questions.

Skills of Listening Comprehension

When teachers use activities to teach listening skills, it is important to be clear that are two types of skills of Listening Comprehension Processing Sound and Processing Meaning, the firsts refer to recognize the aspects of the intonation in a sentence, the stream of sounds and recognize word boundaries, this can be difficult for Non-Native Speakers (NNS).

The second, Processing Meaning, means that use language data to anticipate what speakers are going to say, and pay attention to the general idea and not the specific structures that are used.

In class these abilities are practiced in listening situations, in interactive listening situations: Class by itself is an example of this, when using speaking intonation, structures, redundancy, slang, and students can ask for a clarification.

In the Non-interactive listening situation, with videos, audios, and recorded material that they cannot ask for more information.

Characteristics of the speaker and the listener as well as the listening processes

The listening process needs some specific features to be developed, McDonough and Shaw (2003) mentioned that:

Is not only a function of the interplay between language on the one hand and what the brain does with on the other; it also requires the activation of contextual information and previous knowledge.

It is important that students listen about topic they are interested on, and use the context to catch their attention. Teachers should consider the form of listeners' responses, and encourage the development of listening strategies according to their own context. This aspect was used in the activities because they could read, write and speak about the topic, so they could have a better understanding of the vocabulary and put together the phonetic clues to create a meaning.

Redundancy is an aspect that is valuable and most of the time is does not take in count because it is seen as a mistake, but it is important need to be real and accept that this is a characteristic of any the language, does no matter if is a native speaker or non-native one. In their tapes they could read the text or speak in a free manner, according to their own skills.

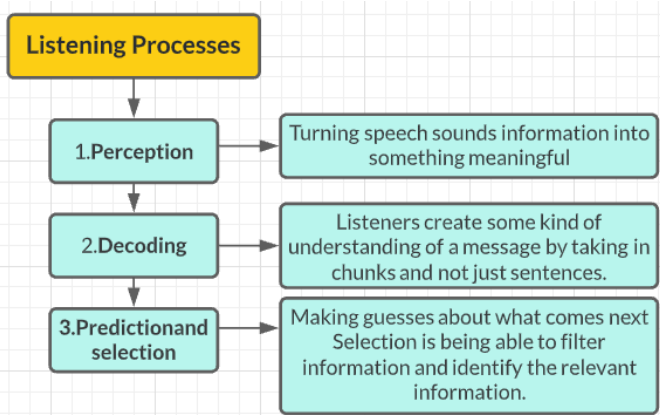
It is also important to remember that good speakers also need good listening skills to become good communicators, but is not just for a second language, if also for the native one.

Listening Strategies

The first step is to understand how is develop the listening language skills, in the Figure 7 is explained.

Figure 7

Listening Processes



This is important because according to the students' level will be the develop, selection and application of the correct strategies to avoid their frustration.

During the activities students had the opportunity to get a background, then this could open the opportunity to get used to the vocabulary, the pronunciation, the meaning and have better tools to predict what their classmates were talking about in the podcasts.

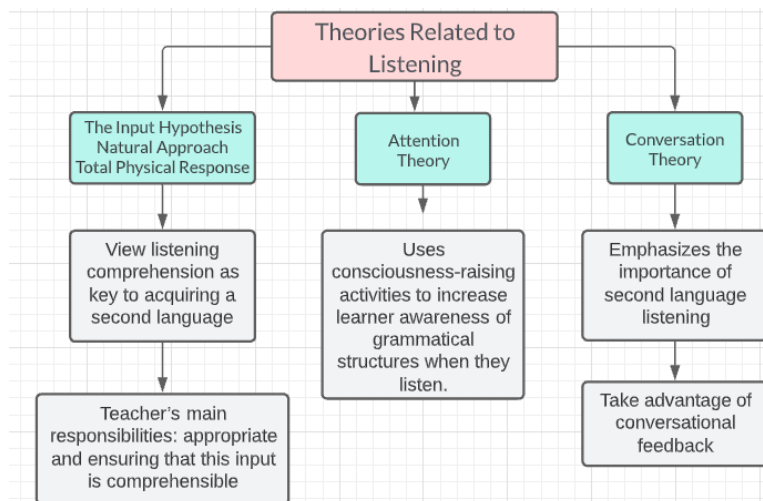
Although this process is not to face the real life, students are in the process of acquiring listening situations that are not about personal information, this is the reason why the activities are linked.

Approaches used to teach listening

Teaching this skill can turn very difficult, this is why it is important to have clear the ways to do it, the theories that refers to this aspect are presented in the Figure 8 based on Kolker, E. (2008)

Figure 8

Theories Related to Listening



These can appear as guidelines for developing Listening activities because they can fit with several aspects of the context and the students' level, also the Bottom-up and Top-down are important to consider for the design and I explain how is related this aspect with the activities, it is explained un the Table 1. Based on Richards, J. C. (2008) describing the listening process.

Table 1

Listening process

Pre-listening	This phase prepares students with these two processes thorough activities that involve prior knowledge, making predictions, and reviewing key vocabulary.	Students read, write and record their podcast.
While-listening	This stage focuses on comprehension through exercises that involve selective listening, general idea, sequencing, etc.	They listen their podcast about the chosen celebrations.
Post-listening	Finally, this step leads us to a response to comprehension and may require student's opinion about the topic.	Answer questions about the content of the podcast.

It is also significant to consider the Stages of Student Listening, this can make the lesson plan easier to design and meaningful for the students.

In this case the students are in a pre-intermediate level, they express information about themselves and they are learning to express their opinions about common situation for them.

The activities are based on a recent situation by checking and exploring previous activities, so they are adapting to this new stage of life yet.

2.1.5 Speaking

What is Speaking?

Speaking refers about the action of conveying information or expressing one's thoughts and feelings in spoken language.

It is different from writing, where people work with sentences and paragraphs as building blocks, for speaking it is usual to face a situation with other person, or a group of people, this skill needs to structure our thoughts, and then build the ideas to materialized by saying words with an understandable message, so it is an unplanned skill most of the time.

For developing this ability, it is necessary to try to reach accuracy and fluency, this refers to:

“Accuracy (including control of grammar and pronunciation) is here seen as a component of fluency, rather than as an independent dimension of conversational skill.” (Richards, 1990)

To develop this, teachers can use the next:

The former, where the focus is on aspects of conversational competence taken one at a time, are referred to as pre-communicative activities and include different types of drills, they are used to help students to reach the characteristics when they talk, as: intonation, stress, grammar, so they start getting used to this aspect.

This aspect in the activities were implemented because in their investigations students were watching videos, and they checked pronunciation to record their podcast, it was necessary to helped them to solve their doubts about pronunciation.

The purpose of functional communication activities is to prepare and enable learners to get their meaning across effectively, and the main measure of success is the student's ability “to cope with the demands of the immediate situation” (Littlewood cited in Bygate, 1987). For example, when they use several answers to the questions we usually use in the classroom.

The purpose of social interaction activities, is for the students to develop sensitivity to the social meanings to certain forms. They usually draw on such types of techniques as simulation and role play, or when acting to be in other contexts, so it is necessary to change the scholar vocabulary and take other to apply on it, at this level it is necessary that students develop and learn vocabulary of contextual situations.

Manipulative techniques include choral repetition, cued substitution drills, dictation, and reading aloud. It is a process to reach the communicative end, activities allow for open-ended, unpredictable responses, that students will build, students were free to answer the questions about the podcast, they could do it by listening the record or even using their own knowledge, the important point is that they built their responses.

Communicative drills give learners wide choices to give responses, in this case they interact with the information in several ways and they could get used to listen and their meanings.

During the activities about speaking skill, students faced a challenge because some of them do not feel comfortable speaking in front of the class, this is why the activity was complemented by using the podcast record, this aspect could benefit everyone, this is because those who have more conflict, they had the opportunity to practice and speak without fear about the public.

It was necessary do not think that all students were going to be able to make a speech while presenting in teams the mind map, so, start by expressing using technology and do not feel nervous can help to improve their speaking skill.

2.1.6 Lesson Plan

The lesson plan format (Table 2, 3 & 4) was developed by Velasco, R. (2006)

Table 2

Lesson plan identification

1. Lesson plan identification cell.	
Author	LAURA ITZEL JUAREZ NAZARIEGA
Educational stage	Nivel Pre-Intermedio 2
Title of your Lesson plan	Celebrations in USA and Mexico
Learning Objective of the plan/Competency	<p>Propósito de lenguaje</p> <ul style="list-style-type: none"> o Desarrollar en el alumno la habilidad de comprensión lectora y desarrollar la práctica escrita de la estructura gramatical de WH- questions. <p>Propósito formativo-intercultural</p> <ul style="list-style-type: none"> o Guiar a los participantes hacia la reflexión sobre las diferencias y/o similitudes que existen en la celebración del Día del niño y de la variedad de celebraciones que son similares entre estos dos países.
Communicative skill considered	Reading and Writing Listening and speaking
Functions	Hablar sobre celebraciones
Main Grammar structure	WH- questions
Brief description of the plan	Los alumnos se enfrentarán a diversas tareas que buscan crear la necesidad de usar cuestionamientos sobre las celebraciones de EEUU y México, por lo que a través de una investigación en equipo usando recursos digitales diseñarán un video o un podcast para usarlos como actividad de listening durante clase.
Hours of the plan implementation	5 horas
Number of sessions	3 sesiones
Contents required for the lesson	Celebraciones de EEUU y México
Link of the content	https://docs.google.com/document/d/15jsi3e7HPE-V8E9bAYqwe5cGsc9hhjbYUGr5dNo7BIA/edit?usp=sharing
EEAILE tutor on line	Shelick Galván

Table 3

Session number 1

Reading and Writing			
Step of the lesson	Teacher activities	Students activities	Materials
Before class	Content schema Get ready the activity: Titles, questions and answers. Cut the columns and have them ready to class.	Students answer the questions.	Printed material (1)
During the lesson			
Activation 15 minutes	Ask them about the celebrations that are coming the next month and the current one. Teacher asks: What is celebrated today? Do you celebrate Children's Day? Say words related to this celebration.	Answer the questions orally saying aspects about Children's Day celebration.	
20 minutes	• Reading		
	Formal schema Ask them to make teams with 5-6 members Activity: Titles, questions and phrases. Explain the activity	Organize themselves to make teams. Use the titles, questions and phrases to read, discuss and fix in teams the phrases with the correct title or question. Paste them together in a flipchart	Printed material
	Go around the teams and check their understanding, help them in case is needed.		Flipchart
20 minutes	Linguistic schema Ask them where is that information from, and what is similar to Mexico celebration.	Find, discuss and write the similar aspects Discuss and write different aspects of the celebration. Illustrate their information.	Colors Markers
10 minutes	Ask them to share their information.	Share the teams' information with the class.	
• Writing 20 minutes	Ask them to change their flipchart and check another's team work.	Change their flipchart and check another's team work. Review their found similarities and differences.	Flipchart
	Refer to the students to make something similar as the beginning activity, but this time they will find a question that can be used for the	Read the statements about similarities and differences with Children's Day in USA and Mexico. Discuss and find in team a question	

Closing 10 minutes	<p>statements created by their classmates. Give them an example.</p> <p>Go around the teams and check their understanding, help them in case is needed. Look together for the needed information on internet in case is necessary.</p> <p>Ask to keep their assignment for next class.</p>	<p>that can be used for that statement as an answer. Write the question. Look for information to complement their assignment.</p> <p>Keep their assignment for next class.</p>	Smartphones Internet
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Table 4

Session number 2 and 3

Speaking and listening			
Step of the lesson	Teacher activities	Students activities	Materials
Pre- listening Activation 10 minutes	Ask the students to remember what we have done the last class.	Share the facts and activities they remember orally.	Flipchart
During the lesson 10 minutes	Ask them to share their questions, and make corrections if it is necessary to complement the questions.	Read, participate and correct if it is necessary the classmates' questions.	Pens
30 minutes	Ask them to share their process to make the questions and the information they found to complete their assignment.	Share their process with the class.	Digital resources
30 minutes	Ask: What was new for you in this class? Did you know about Children's Day in USA and Mexico?	Answer the questions and dialog about WH- questions and the Children's Day in USA and Mexico.	Smartphones Internet
30 minutes	Ask them to share How did they celebrate Children's Day when they were children?	Search for the necessary information Prepare the script for the podcast	Computer
30 minutes	They will search on internet about celebrations they have that are celebrated in Mexico too. They will record a podcast or video	Record video or a podcast Share with the class	

10 minutes	about that celebration, and they will share with the class. https://anchor.fm/	Design 3 questions about their digital material.	Notebook Coumputer Canon
While-listening 20-30 minutes	Ask to design 3 questions about their digital material. Use their material to share in class and listen and watch it, then they will answer the teams' questions.	Share in class and listen and watch it, then they will answer the teams' questions. The team to evaluate the classmates' answers.	
10 minutes	Ask the team to evaluate the classmates' answers.	Discuss about the questions.	
Post-listening Closing	Ask, what celebration did not know? Which do you like? Do you celebrate them? How do you do it?		

- Intercultural component: The activities look to develop communicative aspects focus on the four skills, reading, writing, listening and speaking, the teacher will insert the intercultural component, based on the context of celebrations as an important part of Mexico and USA, finding similarities between these countries.
- Evaluation: Informal feedback during the reading and writing activities and a rubric to evaluate the speaking and listening activities. Also, a co-evaluation by using their own activities and asking for feedback for the team.
- Conclusion: The Conclusion will share the important aspects of the celebrations and the similarities that are presented as society.
- Follow up activities: After these activities, students will look for celebrations in Mexico that come from the tradition or our country.

2.1.7 Sociocultural aspect

Culture can have more than rules, values, and manners that are common to a certain society, it can involve clothing, views on equality, religious beliefs, gestures, rules of politeness, attitudes toward sexuality, food, and much more factors, but it would wide extend if it is taken each of them in consideration, this is why it is used as reference the Karabinar and Yunuslar (2013) culture concept.

Students are used to their own proper culture, even, school is their rapprochement to different context that is not their family, they recognize that are more ways to live, to interact and start learning and practicing society interaction rules.

When students start learning another language, in this case, English, they can also learn about the culture where this language comes from, but others too, this can help them to be more interested. In addition, this can help to develop intercultural competence.

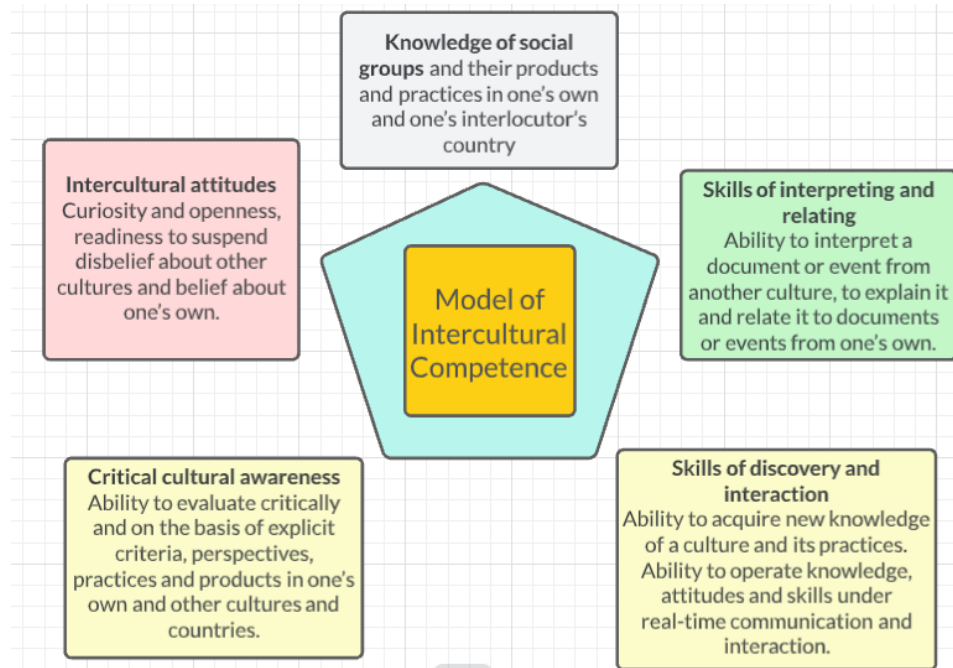
But what is this about? Guilherme (2000) in Byram, M. and Masuhara, H. (2012) refers that intercultural competence is the ability of interacting in an effectively way with people from cultures is recognized as different from our own.

It is necessary to develop this competence to have open mind and do not show wrong attitudes at the moment are faced to a different culture that can maybe front our own ideas.

In the Figure 10, it is shown the Model of Intercultural Competence developed by the British language educator, Michael Byram (2012), and his colleagues.

Figure 10

Model of Intercultural Competence



This aspect was taken into account during the project when students not only shared aspects of another country, they also made use of their familiar and closest ideas.

This benefited their ideas that not only in other countries is it celebrated in different ways, but also that each family has different aspects, which complements intercultural competence, they discovered new forms and ideas through socialization.

The intercultural aspect goes beyond recognizing that there are other countries, and that people live differently, they must also consider the aspects that are different in their own community and that enrich their society.

This aspect benefits that intercultural awareness has a greater impact on your life, recognizing that there is a cultural richness and that you can contribute to your own growth by accepting and respecting it.

2.1.8 Technology in the intervention

Technology has the potential to make the development of listening skills more meaningful, interesting, and fun for our students.

Teachers “can help to enhance listening skills by using Internet sites where, with the appropriate software and hardware, activities can be created with the assistance of suitable video and audio, to focus on listening skill development.” (Miller, 2003). But this is not just focus to listening, also the use of technology to relate and improve any skill.

In this sense, the technology was used in several aspects:

- Surf on the web to investigate about the chosen celebrations.
- They are free to look for the vocabulary or unknown words they find and promote their autonomy.
- Investigate how to create a podcast.
- Use technology to create a podcast

Using these activities can help students to focus the internet skills to accomplish a task, so they could figure out that internet is not only to surf on apps, but also can be used to reach a goal.

Usage of technology is necessary nowadays, in the context where my students are, they can be limited to it, even the activity had a principal challenge:

Students just meet once a week, so they had to work together in the class record and edit their podcast in the school with the limited time in the computer laboratory (some of them decided to edit it at home).

But, on the other hand, also technology helped them to solve their problem, because it was not necessary to be all together to record their podcast, they could do it and send to a person to edit the podcast, they realized this aspect in the evaluation of the activities.

2.1.9 21st century skills

The last aspect about technology is also related to this part, it is a need to recognize that the usage of this technological tools is very common and students are close familiarized to it, so here the challenge is to focus on the abilities that are necessary to contribute to their

developing, so also during the assignment I promoted several of the abilities of XXI century in the next way:

Critical thinking

According to Lamb (2017)

“Critical thinking as a skill refers to the ability to assess the value of a claim or information and come to a conclusion about what to believe or to do about it. This could be taken as a generic definition of critical thinking.”

Students worked with information they look for, and questioning about what information was the strategy used to promote critical thinking.

Creativity

Lamb (2017) stands that “There is no agreed-upon definition of that most researchers use, even though most argue that it entails the production of something recognized as novel or useful in a given social context” the assignment allowed to students the organization as the agreements were told, this implied a research and investigation to solve the challenge of creating a podcast.

Using this aspect, they put in practice creativity features and accomplish the task.

Collaboration

This is an interpersonal skill that “It is a structured and renewable process in which two or more people work together to achieve a common goal which in most cases is some sort of intellectual and creative effort” (International school, 2020).

This is important to achieve a common goal, the collaborators in the teams shared their knowledge, and can learn from each other and reach an agreement, this is the most important part, that students can also support through classmates, not only the teacher, work on a collaborative way can contribute to find a resolution to a problem, promote diversity, improve communication skills or even improve confidence.

2.2 Procedures Evidences

The development of the activities is shown in Figures 11 to 16

Figure 11

Reading Activity



Note. Students read and put together the questions and the statements, they wrote the statements about Mexico according with what they already knew.

Figure 12

Research for Writing Activity



Note. Students decided and researched for information about three celebrations.

Figure 13

Writing Activity



Note. Students wrote the important facts and write several statements.

Figure 14

Mind Map for Speaking Activity



Note. Students created a mind map to support their ideas to share their investigations with the class.

Figure 15

Oral presentation



Note. Students presented their ideas.

Figure 16

Listening Activity



Note. Students listened to the podcast and answered the questions wrote by their classmates.

2.3 Performing and recording the activities

Using the evidences as recordings and pictures, there is a video that can help to recreate the activities that were integrated in the project, there is an illustrated explanation in Juarez (2022).

This video shows the intervention, which also benefited me to observe and reflect on my own intervention as a teacher. One of the aspects that was most useful is the aspect of listening to the explanations of the activities and paying attention to the fact that a greater corporal expression is required to support the understanding of what is explained.

It is an important aspect to preserve this practice in order to gradually carry out a self-criticism and rethink what should be changed for the benefit of the students.

3. Design of Assessment tools

The activities that were present to the students were constructed to have a product, all this process is related to the characteristics of an assessment, the process and the feedback that were given to the students were the main aspects that conformed an ongoing evaluation.

In the case of the activities that are presented, they were evaluated through two rubrics that are presented later, it is also important to mention that during all the activities the students were supported through feedback of their work and in this way, they made necessary adjustments to his work.

3.1 Testing tools for activities

Table 5

Team's Evaluation

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood.	S is very difficult to understand or responds in L1.
Fluency	S can effectively communicate in and expose the topic.	S can generally communicate several ideas about the topic.	S cannot communicate effectively.

Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words
Usage	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure but it is possible to understand.	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary.
TOTAL OF POINTS			

Table 6

Podcast Evaluation

Criteria	10 points	5 points	3 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood.	S is very difficult to understand.
Fluency	S can effectively communicate in the topic.	S can generally communicate several ideas about the topic.	S cannot communicate effectively.
Participation	S works in team and support them to complete the assignment.		(0 points) S does not work in team to complete the assignment.
TOTAL OF POINTS			

3.2. Rationale behind the Assessing

There is always an effort to attend to each student in an individual way, helping and giving them feedback according to their capacities, this helps to understand better to each one and give a better class, more than give contents, it is necessary to find what they can improve and work on it, so, it is more important they really learn instead they only know topics.

Brown (2007) mentions that Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Examples include saying "Nice job!" "Good work!" "Did you say can or can't?" "I think you meant to say you broke the glass, not you break the glass," or putting a 😊 on some homework.

This is an important fact in the class, always a teacher needs to go around the teams and can say several comments to teams, this is an activity done in this project, the opinion of the teacher helped students to guide their work.

Comments, advice and complement their ideas can improve also the development of their work. This is not only about share comments, also students need to know how are they going to be evaluated, for this they had the rubrics and recognized the necessary facts to focus on them. As evidence, in the Figure 17, there is a completed rubric about the first team.

Figure 17

Rubric Evaluation

Team's Evaluation

Team 1

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood. ✓	S is very difficult to understand or responds in L1.
Fluency	S can effectively communicate in and expose the topic.	S can generally communicate several ideas about the topic. ✓	S cannot communicate effectively.
Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings ✓	S speaks using unrelated words
Usage	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure but it is possible to understand. ✓	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	S responds with connected vocabulary and language to express ideas.	S responds with limited vocabulary and language to express ideas. ✓	Unable to respond using English language vocabulary.
	Response contains few errors	Response contains frequent errors	
TOTAL OF POINTS			(15)

I recommend do not read too much, you can practice and use the pictures to guide yourselves and remember the ideas. You can do it if you try guys! 😊

Podcast Evaluation

Criteria	10 points	5 points	3 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors ✓	S makes many errors in pronunciation but can be understood.	S is very difficult to understand.
Fluency	S can effectively communicate in the topic. ✓	S can generally communicate several ideas about the topic.	S cannot communicate effectively.
Participation	S works in team and support them to complete the assignment. ✓		(0 points) S does not work in team to complete the assignment.
TOTAL OF POINTS			(30)

I like your podcast, I think it was a good idea to present you ideas in this format, also to introduce the topic and ~~the topic~~ the people in the team. Excellent! 😊

4. Report and analysis

The students were interested in the proposed activities, they like collaborative work and tend to work in a better way in this way, they also showed high creativity in their work where according to their theme they made drawings to link it to the keywords they learned.

Another positive aspect is that the students visualized details of the Mexican community that they did not know and shared them during their presentations because some investigations found data that are not famous, so it was helpful for them to value these aspects of our community.

They made use of the technologies and tools that are available to accomplish their task, as a team they created a dialogue that benefited their skills and shared their experiences and digital skills to agree on how to do it.

The main outcomes were that they learned new vocabulary on this subject and to interact efficiently as a team to achieve a common task, in addition, the students, when performing the various tasks, expressed themselves in public according to their own possibilities, which although not all achieve independent communication, they presented themselves supported by their team and reduced the aspect of shame towards the public.

However, not everything was positive, there were difficulties due to which the class plan that was in place at the beginning of the project was modified, the students had school activities that required the classes to be shorter, so the times were adjusted in some activities and other students could not participate, so it will be resumed again.

Regarding the Main Grammar structure, the students were able to design and use Wh-questions using the correct structure and also to respond efficiently to the listening questions, which results in the students being able to understand the usefulness of this structure for a topic of interest.

With these activities the students could develop listening and speaking skills, by linking them to the previous activities, they were participating, and the added speaking part that was applied the activities.

Culture and the intercultural competence are needed to be developed during the classes, but there are factors to take in count.

It is expected that teachers guide students in the acquisition of various skills, contributing to the development of their knowledge and understanding of a target language and culture, and helping them reflect on their own culture as well. As teachers, it is important to be familiar with what lies behind the new skills and strategies our students are expected to acquire for intercultural understanding.

The communicative process is a very complicated item to work on, and I need to start adding new aspects to my class to stablish an environment able to be effective for learning english, this can be the cultural part, as it was mentioned before it is not just to focus in the international aspects, or refer to the English native speakers only, it is important to add aspects of our own culture.

In the activities was applied this aspect, this was interesting to the students, they used their previous knowledge with a situation that is very common, they realized the differences through and their experiences.

Teachers must be prepared to develop these aspects in the class, totally avoid falling into situations of segregation or generalizing labels of a society, therefore it is necessary to be the first to develop these skills.

As teachers of a foreign language, it is important never forget the objective of developing a cultural sensitivity in the student, for our own and abroad cultures and focus on the development of openness and tolerance related to the skills needed nowadays.

5. Conclusions

English skills as L2 are difficult and it can even be exhausting for students, if for example, if only listening to the recordings, or if only reading texts that are not of interest to them, the students will not be very interested in them, it is a must to develop activities and materials according to what they like and what they experience.

This is what was tried to do in this project, it has been a complex process since previously not so much attention was given to aspects of the process that require it, for example, when there is a writing activity, since for this it is necessary to go through stages before and after the exercise.

The difficulties presented due to the context are a clear example that teaching, despite being planned, must be flexible and adaptable to what is done in the environment.

During these sessions various concepts of great importance for teaching practice and intervention have been reviewed, the applied activities that could caught students' attention to put them into practice and involved them according to the level.

It is considered that experience with these students was not at all great, so it is needed to modify the depth, and manage it because the results were not the expected for.

One of the aspects that will have more impact in the classroom is to observe if there are changes with my students in their understanding, interest or development, it is necessary to see this forward.

English skills are greatest complexity all classes and it is needed to take in count all of them. One of the most seen situations is that each language skill (reading, writing, listening and speaking) is review in isolation, which has been wrong because language skills are not isolated and therefore, they will be connected to the moment of intervention at all times.

It is essential to have more closely relation in these activities, in this project the tasks are linked more and were related to the next one, aspect that help students to a better comprehension.

Theories play a very important role for our intervention in the classroom; however, it is necessary to have the concepts totally clear, what in in project is reflected the advance in this aspect but there is still an area of opportunity and achieve better interventions in future classes,

There is no doubt that it is needed more tools to teach, actualization all time and experiment in the classroom with different activities.

Concepts and theories have been worked on, so it was complicated but there is a better improving learning combining theory and practice, allows a better understanding, this is the starting process for my next professional step.

As a student, some teachers just followed the syllabus and exercises sometimes when someone does not understand something, it is necessary to invest in each student and make it worth.

The first role of the teacher is to know the students and their context very well, if the circumstances do not allow this, it will be exhausted and a waste to apply activities that are not interesting for the students, but if a teacher knows the principal characteristics will select the optimum approach and get better opportunities to reach the objectives.

Also, the age features will influence the decision to choose the approach, it won't be the same to teach children than young adults or middle age adults, so this can be another part to take in count.

The role of students is to be a social person, open to learn, participate, and try do not see their interventions as mistakes or be afraid to errors, they need to understand that this is a process that will not be lineal or perfect, but this is closely related to the confidence and the learning environment.

It is necessary that students learn more than a foreign language, they need to learn through their culture and their own circumstances, teachers should seek that the English class is not about answering exercises, or completing tasks that benefit vocabulary learning, it is important that students put their thinking skills into play and develop the skills that are necessary today and that participating in society can put them into practice, this is one of the challenges that is faced in each class, to think every detail for my English classes.

6. Appendixes/Letter of originality

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Nombre completo del(la) autor(a):	LAURA ITZEL JUAREZ NAZARIEGA		
Matrícula:	210926078		
Domicilio:	Edo. Méx. Atipazan de Zaragoza, San Jose el Jaral, 52924 C. Hortencia 8		
Teléfono:	5537158547		
Correo electrónico:	lau.juarez.naz@gmail.com		

Atentamente,
Ciudad de México a 4 de julio de 2022


LAURA ITZEL JUAREZ NAZARIEGA

Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional:
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