



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN
EDUCATIVA**

**Holidays and Celebrations at school, to preserve
and enrich cultural awareness.**

TRABAJO RECEPCIONAL

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

PRESENTA:

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México, DF. a 19 de junio del 2022.



Universidad Pedagógica Nacional

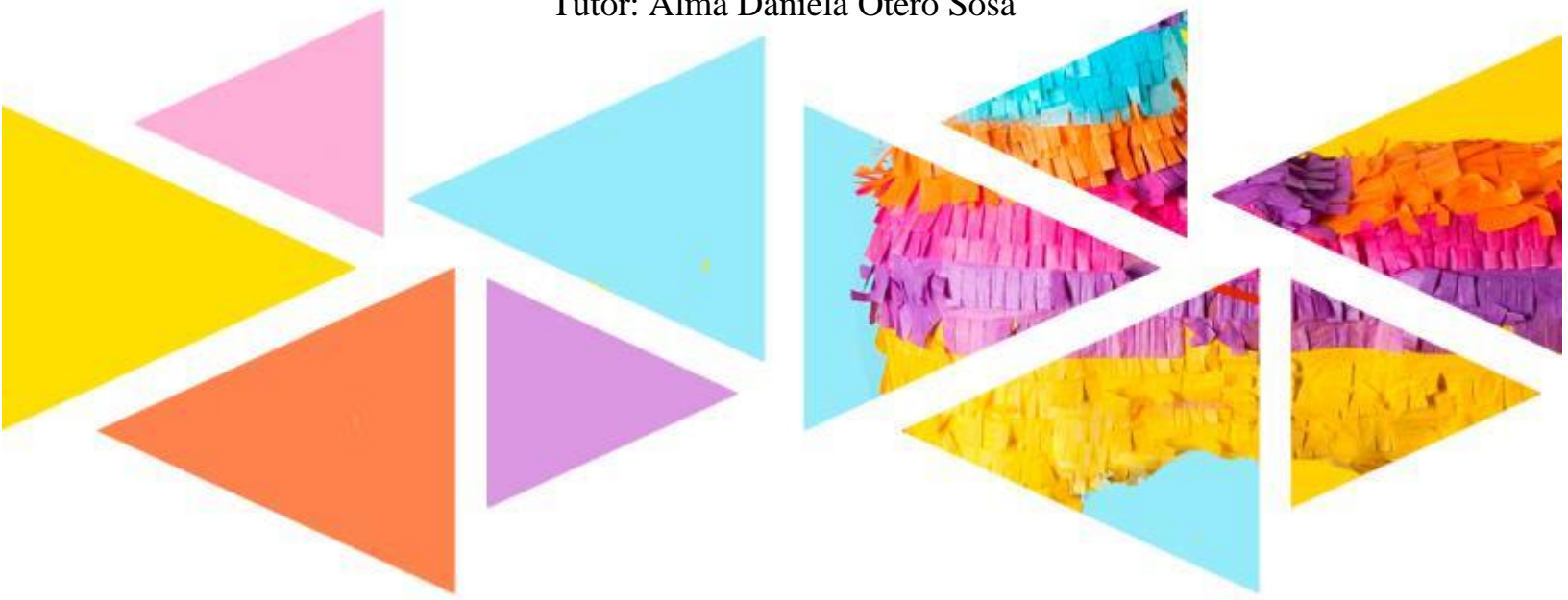
UNIDAD AJUSCO

Especialización en Enseñanza y Aprendizaje del Inglés como
Lengua Extranjera

Holidays and celebrations at school, to preserve
and enrich **cultural awareness.**

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June 19th, 2022 Mexico,DF.

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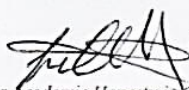
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“Every human is like all other humans, some other humans, and no other human”
Clyde Kluckhohn

Introduction

Educational planning is understood as the prior selection and organization of all curricular activities of the institution, based on objectives and human, economic and material resources, the interest and needs of the educational community, the time available and the correlation of failures of previous years. In this sense, planning is an instrument, not an objective, nor an end in itself. It is a work instrument that facilitates the organization, execution, and control of the administrative task, and therefore it must be in function of the objectives and resources for a better performance.

It is important to point out that educational planning is a necessary tool in teaching actions, since it allows to establish the objectives to be achieved in each of the activities proposed in the classroom, the final result is the integral development and efficient dissemination of learning by our students, which will allow them to face the challenges that today's world requires. Every teaching situation is conditioned by immediacy and unpredictability, so planning allows reducing the level of uncertainty and anticipating what will happen in the development of the class, leading to rigor and coherence in the pedagogical task within the framework of a program.

English teachers are an important part of the teaching of the second language, depending on how the teaching strategies are implemented, the approaches, and the selection of topics and materials is made, it will be the success or failure of meaningful learning for the students. The way in which the teacher teaches will define, in a great way, the achievement of the objectives that we set for ourselves. That is why it is important to define a teaching philosophy, to constantly change, evaluate and evolve to teach in such a way that the student is the essential part of the activities, and help them develop the skills that are required in learning the foreign language.

As Harmer (2007) states, any of the four English language skills is rarely done in isolation, when people are engaged in a conversation, they are listening as well as speaking, in order to interact with the person, they are talking to. In the case of lecturers, for instance, they read notes they have written previously and, in the same situation, people who are listening to lectures are also taking their own notes, an activity that could even provoke a conversation or at least a comment among the people attending the lecture, for this reason, “If skill use is multi-layered in this way, it would make no sense to teach each skill in isolation. We will, therefore, look at how input and

output are connected in the classroom, how skills can be integrated and how skill and language work are connected.”

This document presents a lesson plan which integrates the development of the four skills, plus culture and interculturality in the classroom, this to enrich and preserve cultural awareness in children. Is divided into chapters and begins with a look at the teaching philosophy that has been developed throughout this specialization, as well as the theory on which the identity obtained so far is based. Then the methodology and practice are elaborated where the practice of a useful lesson plan is shown with a detailed description of each of the included activities, from introduction to vocabulary, construction of a background, where the schemata theory is considered, preparation of materials, main activity, a section for understanding the activities, reflections, and feedback, as well as assessment. All this is described so that we can observe the activities of the teacher and the student, as well as time and materials needed.

After this, in the same chapter the instruments designed for the evaluation of the students or assess their progress are observed. In addition, evidence of the designed planning and samples of the evaluation instruments used are added. The video of the elaborate class is shown at the end of this chapter.

Chapter three includes an experience report that is made through a micro teaching video, and as the next part, in chapter four, there are the conclusions of what has been done in the specialization and design of this final project.

Finally, the references on which this document is based are mentioned and, last but not least, the appendixes.

Chapter 1: Philosophy and theory

In language teaching programmes, teaching models are often based on different methods or approaches. Every teacher enters the classroom with some idea of what the students need to learn. Teachers begin with preconceptions that often change after they have entered the classroom and begun to work with their students. These preconceptions, assumptions, and theoretical underpinnings for what happens in the classroom will be summarized under the term approach. They are ways of defining what and how students need to learn.

In the opinion of this author, neither methodology is wrong, nor the other is the best, but all can complement each other, taking the strengths of one to fill the weaknesses of the other, all for the better learning of the students, which is the main reason for our arduous and constant preparation as teachers.

1.1 Teaching Identity and Philosophy

After observing each of the methodologies and approaches, the teaching philosophy has changed since the beginning, but also it has been strengthened. In other words, it is an eclectic method, namely the fusion that is formed by taking the most valuable and significant aspects of other methods with the purpose of facilitating learning.

A mixture of task-based, grammar-translation, functional and notional, content-based, skill-based, the importance of interculturality competence and cultural awareness, and also, direct method, total physical response and one of the most used audio-lingual or experiential learning. Hoover (1975, p. 25) mentions that experiential learning exists when a personally responsible participant cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes in a learning situation characterized by a high level of active involvement.

However, there is something that has weighed since the beginnings of this teacher, since the main formation is the digital arts, it has not ceased to be part of daily teaching practice, because in a classroom context in Mexico, creativity is never lacking in the students.

the idea of correlating art with education and blending seemingly separate knowledge is delightful. Art is an inalienable communicative element to man and the child in the search to express creativity to make known their ideas, thoughts, feelings, and emotions, it allows them to find themselves and share to socialize improving self-esteem and allowing them to find new ways to access knowledge in a more universal way. For example, when students in the classroom

experiment with everyday materials to transform them into a sculpture or drawing, perform rhythmic body movements as part of a group dance or as well as the use of the computer and digital art, multiple aspects come into play, such as logical reasoning, visual, auditory, kinesthetic perception, or body memory. This is combined with second language teaching methods such as KAV or experiential learning to name a few.



The English as a foreign language class is enriched when students expand their vision through art, provoking the development of their critical thinking and stimulating the development of their linguistic skills. Undoubtedly, using these activities in language as a foreign language class to enrich the culture and integral education of students is interesting and novel as an option to motivate interest in art through English language learning.

Also, the use of Information and communication technologies (ICT) represent an opportunity for teachers to promote a variety of interactive environments and strengthen children's cultural identity through games, challenges and strategies that respond to their context, culture, and customs. The use of these, is important in this practice, since is considered essential the use of visual arts, the use of projections, interactive whiteboard and some applications on tablets and interactive programs on the computer. For this author is have been given the facility to use the classroom of each group teacher at school and the computer laboratory, as well as some of the resources given to students by school programs, such as tablets and computers with internet connection. This translates into more dynamic content with a fundamental distinctive feature: interactivity.

One of the most important things that has become part of this author teaching philosophy is education about one's own culture and that of others, thus trying to train students with intercultural competence and open their horizons to other places that they may one day discover.

1.2 Theory underlying teaching practice and identity

In modern pedagogy, the learning of a foreign language considers the individual characteristics of the students, which translates into the design of language lessons in a way that stimulates learning, according to the different learning styles of them.

The curriculum philosophy chosen implies a particular model of teaching. In planning the kind of teaching that will characterize a language course, it is necessary to develop a model of teaching that is compatible with the overall assumptions and ideology of the curriculum and of the language programme. Different models of teaching make different assumptions about the nature of language and language learning, the roles of teachers, learners and instructional material, and the processes of language learning and teaching. The following are the methodology most used in this author's teaching practice.

1.2.1 The Grammar-Translation method

The most used in English Language schools and classrooms, the method views language learning as consisting of memorizing a set of grammar rules and trying to understand and manipulate the morphology and syntax of the target language. The practice focuses on exercises in which students translate sentences or texts from their mother tongue to the target language and vice versa. Another feature of the method is that the mother tongue is maintained as the reference system in the acquisition of the second language. It is the vehicle of language teaching. Grammatical syllabuses have been very popular as the basis for general courses, particularly for beginners. This type of syllabus has been criticized because they are said to represent only a partial dimension of language proficiency: they do not reflect the learning sequences in naturalistic second language acquisition.

1.2.2 The Direct Method

Also called *Natural Method*, it appeared as an answer to the shortcomings of the Grammar-Translation Method, the difference is that translation is completely banished from any classroom activity. Classroom activities are carried out only in the target language. As I mentioned before, is used in many schools and programs, it is a method for teaching foreign languages that uses the target language, discarding any use of mother tongue in the classroom. "The idea was that foreign language teaching must be carried out in the same way people learn their mother tongue" (Richards, 1986). Grammar is taught inductively and use of realia to teach concrete vocabulary. Abstract vocabulary is

taught through association if ideas and learning take place by the students being exposed to language that is comprehensible or made. However sometimes teachers became frustrated with the students' inability to communicate orally, and they began to experiment with new techniques.

1.2.3 The Audio-Lingual method

The following method relies upon immersion in target language like the direct method does, the audio-linguistic method deviates from the direct method in terms of the grammar teaching element. The Audio-lingual method has an oral based approach to drill students in the use of grammatical sentence patterns. No native language in classroom is allowed, actions, pictures or realia are used to giving otherwise emphasize spoken language. Is expected that the learner can use the target language communicatively, learn to use language automatically without stopping to think. Using this method, students are supposed to form new habits in target language, it has techniques called backward build-up and multiple slot substitution drill, but there are some others like, complete the dialogue, chain drill, repetition, and transformation drill.

1.2.4 The communicative language teaching approach

“Was the product of educators and linguists who had grown dissatisfied with earlier Grammar Translation and Audio-Lingual Methods, where students were not learning enough realistic, socially necessary language” (De, 2013) . Is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. As a result, there may be more emphasis on skills than systems, lessons are more learned-centered, and there may be use of authentic materials.

Moreover, in language teaching and learning languages, we should consider the teaching of a set of cultural skills as part of language teaching and consider it a fifth language skill, in addition to listening, speaking, reading, and writing. Lonergan (2010) considers culture as the fifth skill emphasizes the learner's ability to perceive, to understand, and ultimately, to accept cultural relativity. He refers a set of abilities for this, he ability to perceive and recognize cultural differences, to accept them, appreciate and value them.

Several approaches and models have been put forward over the years on cultural competence and interculturality, the closest to this author's teaching philosophy are the following:

1.2.5 The experiential learning approach.

It is defined as involving learning-by-doing, real life and practical experiences, and knowledge gained by true experience. “Experiential learning exists when a personally responsible participant cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes in a learning situation characterized by a high level of active involvement.” (Hoover D, 1975, p. 25)

The aim of foreign culture acquisition should be familiarizing EFL learner with the mundane situations of the English-speaking countries, referring to their customs and habits, lifestyles, generally accepted worldview, etc.; enabling EFL learners to comprehend the interaction between language and such social variables would affect people's way of speaking and conduct; and cultivating the students' ability to objectively assess the culture of the target country. (Zhao, 2010)

1.2.6 Cultural awareness.

Foreign language learners need to be aware of the target culture; they need to know how to address people, make request, show agreement, express condolence, and feelings, to cite but a few (Amrani, 2013).

The main and the basic goal is to help learners know and understand the similarities and differences existing between the native and the target culture, as well as to know what is considered to be appropriate and what is not.

Cultural awareness is fundamental in foreign language teaching and learning because we communicate with people from other cultures. In addition, understanding another language and our ability to communicate gives us access to different societies and cultures.

1.2.7 Intercultural competence.

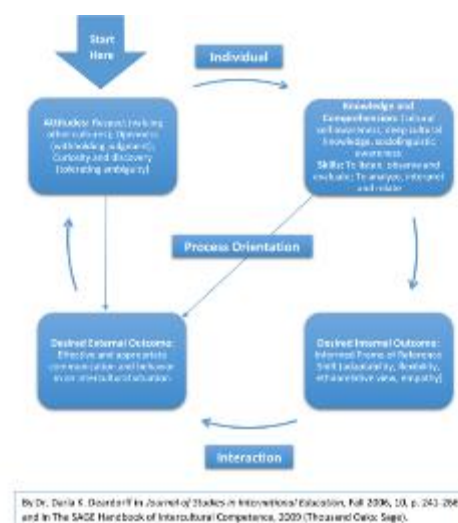
This term is defined as being able to behave appropriately in intercultural contexts. It also involves the capacity to establish intercultural relationships on both emotional and cognitive levels.

Byram defines intercultural competence as “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing oneself. (Deardorff, 2006, p. 248)

1.2.7.1 The Intercultural Competence Model by Darla Deardorff.

It is based on five elements: attitude, knowledge, skills, internal outcomes, and external outcomes.

Deardorff (2006) defines intercultural competence as the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions. This model provides a framework that can be utilized to guide a curriculum that promotes intercultural competence and assessment of learning outcomes.



Chapter 2: Methodology and practice

The current panorama of language teaching and learning brings a revolution. The new orientations proposed consider language as an instrument of communication, thus reinforcing the role of the cultural component. These new approaches assume that in order to achieve authentic communicative competence, learners must learn to recognize the sociocultural reality that underlies every speech act, so that linguistic exchanges must be inserted in a context that makes it possible to identify all the components of a communication situation such as: the social and affective relationship between the interlocutors, the purposes of communication, the formality or informality of the treatment of topics, the appropriateness of the register used, etc.

It is important to awaken in children the knowledge of their culture so that they can live it, feel, preserve, and enrich it. The incorporation of traditional holiday celebrations at school contributes fully to the achievement of this goal. By teaching children to learn about their origins and roots through recreational and leisure activities, is promoted the good family relationships and participation in the cultural life of the city. In this way students feel identified and integrated in their community in an experiential way, with certain beliefs and values. In addition, they are provided with knowledge about their own family, allowing the child to feel proud of their roots.

On the other hand, teaching culture, customs, and traditions, are also excellent opportunities to review classroom content. Although many traditions have a religious background, it is not

necessary to integrate beliefs into learning. But we can take advantage of them to give a twist to the lessons of history, language and even other subjects that do not seem to be related.

2.1 A practical and useful lesson plan

The main and the basic goal in the following lesson plan, is to help learners know and understand the similarities and differences existing between the native and the target culture, as well as to know what is considered to be appropriate and what is not. Cultural awareness is fundamental in foreign language teaching and learning because we communicate with people from other cultures. In addition, understanding another language and our ability to communicate gives us access to different societies and cultures.

The following three-session plan, in a recreation and literature environment, has been designed for the thirty sixth grade students of the *16 de Septiembre elementary school*, who, in compliance with the national curriculum, learn about traditions around the world. In doing so, they practice intercultural competence, understanding and respect for their own identity and other people around the world. Students use technology in the English classroom, because ICT offers the opportunity to cooperate and collaborate among peers, and the Internet provides a space that makes it easy to use the target language in authentic contexts, as it offers quick and easy access to real and current materials in the target language, which is always motivating for the learner.

In sessions of two hours each, students use technology in the English classroom. ICT offers the opportunity to cooperate and collaborate among peers, and the Internet provides a space that makes it easy to use the target language in authentic contexts, as it offers quick and easy access to real and current materials in the target language, which is always motivating for the learner.

2.1.1. Lesson plan identification cell.

Author	Judith Giles Alcántara
Educational stage	Elementary Cycle 3. Sixth graders
Title of your Lesson plan	Traditions around the world.
Learning Objective of the plan/Competency	Distinguish similarities and differences between Mexico and other countries.
Communicative skill considered	Reading, writing, listening, and speaking.
State of the following options	-Discriminate characteristics. -Select information.
Functions	Distinguish similarities and differences between Mexico and other countries.
Main Topic	Compare aspects of Mexico and other English-Speaking countries.
Brief description of the plan	Based on audios of videos, information is discriminated to share facts. For the first activity students will do research about Easter in Mexico and how is celebrated. Afterwards, we will learn about prepositions of place and how is birthday celebrated in Mexico. In the next activity students observe the differences and similarities when celebrating Birthday in Mexico and other countries.
Hours of the plan implementation	6-7 hours
Number of sessions	Three sessions, 2 hours each approx.
Contents required for the lesson	Previous sessions about comparing countries.
EEAILE tutor	Alma Daniela Otero Sosa

2.1.2 Session 1 How is Easter celebrated in Mexico and around the world.

	Step of the lesson	Teacher activities	Students' activities	Materials	Time
Pre-activity	Vocabulary introduction	<p>Ask questions to introduce the topic and bring into class previous knowledge:</p> <ul style="list-style-type: none"> – Do you know what Easter is? – Do you know where <i>Semana Santa</i> is celebrated in Mexico? – What do Mexicans do in Easter Holidays? – What do your family do in <i>Semana Santa</i> holiday? – Do you know what other countries do in Easter? <p>If students answer with Spanish words, translate not English and made them repeat.</p>	Students answer questions, in Spanish if vocabulary is not known in English, but ask teacher o how to say the words they need to use.	Markers White board.	10 min.
	Built background	<p>Allow students to go to computer lab and use computers to do the Jamboard collaborative activity.</p> <p>Let students guess what the celebrations of each country are, at the end of the activity explain them what each picture is about and let them correct in Jamboard.</p> <p>Read The article How different countries celebrate Easter to know about topic.</p>	<p>In computer lab, students work with the Jamboard Platform.</p> <p>Drag the images to make matches every country with their celebration.</p>	Jamboard Easter around the world	20 min.
	Prepare the environment	<p><i>The computer lab teacher previously taught students how to use Office Word.</i></p> <p>Show students how to do research in Google and download information to a word paper and drag images to make a inform at the end of the class.</p>	Take their notebook and pencil case to the computer lab to make notes if necessary.		5 min.

While-activity	Activity	<p>Help students do a search for images and information to put together a report in Word. If there are vocabulary doubts, recommend using the google translator or help by giving feedback on the information found.</p> <p>Explain cultural meanings of Holy Week in Mexico, such as the bouquets, why people go to church, why they go to the beaches, and the emotional significance of the celebration. So, they can look up reference information to that.</p>	<p>Research about Semana Santa /Easter traditions in Mexico. Choose some text to make a summary in Word. Choose some images that matches the text and design your document.</p>	<p>Computer lab Internet connection.</p>	45 min.
	Comprehension	<p>Let the students show their reports in word to the other classmates and explain the information they put, they may use words in Spanish, but encourage them to pronounce the key words such as <i>Easter, Holiday, Mexico, Mexicans, Tradition, Customs, Beach, Vacations, Religion, food, party, vegan-food, no meat</i>, etc.</p>	<p>Some volunteer students will show and read their report, explain the information placed and why they chose those images to decorate the document. If there are corrections from the professor, students make them in order to have a revised final document. If the student wishes, he/she can share his report on social networks or classroom WhatsApp group so that parents can read it.</p>	Word document.	20 min.
Post-activity	Reflections and feedback	<p>Discuss key words and encourage students to make connections to experiences.</p>	<p>Compare notes with classmates. Ask for help with vocabulary if needed with classmates or teacher.</p>	Word document and notes.	10 min.
	<p>Assessment: Notes in the notebook are important, also students must have the ability to read for detail and summarize through writing. The word document serves as evidence of the activity, and reading and writing skills are evaluated as follows:</p> <ol style="list-style-type: none"> 1. Co-assessment. Students read others works and do the checklist. 				

Evaluate your classmate in the following areas.

		Yes	Sometimes	No
Writing	Pictures were used to explain.			
	The information was accurate.			
	Information is understandable.			
	Tradition was correctly compared and defined.			
	Details were included.			
	He/she speak and mention about ideas during the class.			

Reflect:

What suggestions can you give? _____

2. **Self-assessment.** Students answer this checklist depending on their own work.

Evaluate yourself in the following areas.

		Yes	Sometimes	No
Reading	I Identify traditions from diverse cultures.			
	I understand the information given.			
	I recognize the comparison and description with details.			
	I can explain tradition based on what I read.			
	I read different and interesting details which supported my work.			
	I enjoyed and moving through the reading.			

2.1.3 Session 2 My Mexican birthday Party.

	Step of the lesson	Teacher activities	Students' activities	Materials	Time
Pre-activity	Vocabulary introduction	Review and remember prepositions of place. <ul style="list-style-type: none"> - On - Under - Behind - In - Between - In front of - Next to 	Students remember prepositions, if there is any doubt, ask teacher the meaning of the words and write them in notebook.	Markers and blackboard to write down words that need to be explained.	10min.
	Built background	Drill: make your students say the prepositions words aloud, using Rassias technique let all of them participate. Teacher can use flashcards, with images of prepositions of place, if needed.	Say the words aloud. Ask your teacher about words you do not understand or how to pronounce them correctly.	Prepositions of place flashcards.	5 min.
	Prepare the environment	Before class begins, hide in the classroom the photographs of the items that we usually see on a birthday, they can be small cards, flashcards, or objects (party hat, cake candles, birthday card, etc.) Ask students some questions about birthday parties; How do you celebrate your birthday? What's the best birthday present you have ever got? What do you do at birthday parties?	Students arrange the chairs in a half circle.		10 min.
While-	Activity	"Preposition birthday hunt" While they are looking for the objects, tell a student -Look <i>inside/on/under</i> the box (you can point).	The student can go look and then find an object and put it in the basket. Take turns so that everyone collects at least one. Everyone has to stop		40 min.

		<p>Say that there is one object per student hidden in the classroom/school. Have everyone go searching.</p> <p>While the students are looking for, you can help them by pointing out directions using <u>prepositions</u>.</p> <p>If students finish the activity quickly, then use other objects in the room to point out prepositions to them, they may even place themselves in places you indicate.</p>	<p>searching after finding one card/object.</p> <p>Ask teacher for directions.</p>		
Post-activity	Comprehension	<p>Allow the children to use the computer lab and provide the link to the interactive worksheet. Help them answer if necessary, or if they have trouble using the computer.</p>	<p>Answer the worksheet and click the button to know your score.</p>	Interactive worksheet	30 min.
	Reflections and feedback	<p>Discuss vocabulary and encourage students to make connections to experiences. Ask them to create a <i>mind map</i> to remember prepositions of place.</p>	<p>Ask for help with vocabulary if needed with classmates or teacher.</p>	Notebook notes.	15 min.
<p>Assessment Listening: Observe the behavior of the students, pay special attention to whether they understand the commands or not. By the end of the class, they should recognize the prepositions and know how to say them. The interactive worksheet will be used to evaluate listening comprehension.</p>					

2.1.4 Session 3 Comparing Birthday Celebrations.

	Step of the lesson	Teacher activities	Students' activities	Materials	Time
Pre-activity	Vocabulary introduction	Review vocabulary and pronunciation all together. <ul style="list-style-type: none"> - birthday - cake - candles - food - celebrate - gift/presents - date 	Students repeat vocabulary and ask teacher the meaning of the words and write them in notebook.	Notebook White board Markers.	15 min.
	Built background	Ask students When is your birthdate? Encourage them to speak in English and remember months and days.	Take turns to say aloud their birthdates.	White board	15 min.
	Prepare the environment	Allow students to use the computer lab. Make sure there is internet connection.	Go to computer lab and bring your notebook and pencil case.	Notes. Computer lab.	10 min.
While-activity	Activities	Show the students the video. Show it once complete without making notes, the second time they see it they can write what they want to remember the information. In the collaborative document let students to work together and match the countries with their celebration based on the video.	Watch the video, make notes in your notebook if needed. Work in the collaborative document and help each other to find the matches celebrations and countries.	Video Birthdays Around the World Culture and History Collaborative document.	50 min.

Post-activity	Comprehension activity	Give feedback on how to improve students use of language or any other possible mistakes. Support your students to say their dialogue as in the video, help them with their pronunciation and change words spoken in Spanish for English.	Share ideas with classmates. Ask questions about vocabulary or sentences formation if needed. Share with your classmates how is a typical birthday in your home. You can use the example from the video. <i>Hi, I am from Mexico, at my birthday party...</i>	Notes in notebook	15 min.
	Reflections and feedback	Give a chart with questions to students for check what they know. Help them to answer in English. If they speak or write in Spanish translate for them the words.	Answer the questions to check what you know.	Check rubric	10 min.
	<p>To evaluate Listening, teacher check the collaborative document in addition to the observation of behavior and teamwork that the students do.</p> <p>Assessment Speaking: Observe the behavior of the students, pay special attention to whether they understand information listened and speak clearly.</p> <p>Use this information to improve and adapt the planning for future implementations.</p> <p>The following rubric tests speaking ability, present the rubric to students ahead of time so they have an idea of what they will be assessed on when they participate in speaking in the classroom.</p> <p>The rubric considers the following criteria:</p> <ul style="list-style-type: none"> • <i>Clarity</i> is considered when we think about the content, structuring our thoughts in a sequence and choosing the right words. • Spoken <i>vocabulary</i> consists of the words we use when we speak. • <i>Pauses</i> allows the collection of thoughts before pronouncing the statement, to think about what to say and give the audience a break. • The <i>content</i> should be relevant, entertaining, and informative. • <i>Enthusiasm</i> should be shown for what is being said, interest in showing others their own ideas should be noted. 				

	Great work!	Almost there	Starting to get it	Try again
Oral Presentation Clarity Clarity and volume 4 points	Spoke clearly so everyone could hear. Sounded interested in the topic.	Spoke clearly so everyone could hear. Sounded interested in the topic.	Spoke quietly; increased volume after being asked. Sometimes did not sound interested in the topic.	Did not speak loud enough, even after being asked to speak up. Did not sound interested in the topic.
Oral Presentation Vocabulary Word choice 4 points	Was successful using vocabulary words related to the topic.	Used a scholarly vocabulary. Used vocabulary words related to the topic many times.	Used vocabulary words related to the topic a few times.	Word choice was too casual. Did not use terms related to the topic.
Oral Presentation Pauses Pauses to collect thoughts or organize materials 4 points	Did not need to stop to gather thoughts or organize materials.	Showed a working knowledge of the topic. Had three or more facts and details.	Showed basic knowledge of the topic. Had one or two facts and details.	Showed little or no knowledge of the topic. Had no facts or details.
Oral Presentation Enthusiasm Shows excitement about topic 4 points	Was enthusiastic throughout presentation.	Showed enthusiasm for most of the presentation.	Showed some enthusiasm about the topic.	Showed no enthusiasm about the topic.
Oral Presentation Content Relates to topic, detailed, and accurate 4 points	All content directly related to the topic. Opinions were always supported by fact if possible.	Content directly related to the topic. Almost all opinions were supported by facts.	Demonstrated basic understanding of the topic. Many opinions were not supported by facts.	Few facts related to the topic. Most information was opinion.

2.2 Assessment

2.2.1 Checklist. It is an evaluation instrument used to verify the presence or absence of knowledge, skills, attitudes, or values. In addition, it consists of a list of aspects to be observed that together constitute an expected learning. The University of Hidalgo (2019) mentions that the checklists evaluate mainly procedural and attitudinal contents. This assessment tool was implemented to assess reading and writing, because it is possible to apply them at any time during the learning process, but they are especially useful during the development and closing phases of learning situations, didactic sequences, and projects.

Many teachers ask students to read over what they've written before it's considered finished. It's often helpful to provide students with a basic checklist to use as they review their work. Also, students can work together in pairs or small groups during the editing and revising stages of the writing process. This peer editing can help students learn about parts of their writing that was unclear, discover which parts an audience found exciting, and get some suggestions for other things to add.

2.2.2 Rubric. As an evaluation instrument is according to García and Nicolás (2013): An evaluation instrument in which criteria and achievement levels are established through the provision of scales to determine the quality of execution of students in specific tasks or products that they perform. It allows teachers to obtain an approximate measure of both the product and the process of students' performance in these tasks. Torres Gordillo and Perera (2010) define it as "an evaluation instrument based on a quantitative and/or qualitative scale associated with pre-established criteria that measure the students' actions on the aspects of the task or activity that will be evaluated".

From the above definitions, it can be concluded that rubrics benefit the school evaluation process because they provide teachers and students with a better understanding of what is to be evaluated and clarify the criteria that will support the final assessment of learning.

The rubric was a good instrument to evaluate children speaking skill, because they know in advance the criteria with which they will be evaluated, the students have much more information than with other instruments. For the teacher, it has advantages such as being versatile and adjusting to the demands of the competency-based evaluation process, as well as being easy to use and explain to primary school students.

2.2.3 Interactive worksheets. They are a valuable tool to make content more attractive to students, as they allow the creation of work materials where exercises with videos, sounds or

educational hobbies can be included. These types of exercises are like a small test, where the student can realize how much she or he has learned or understood from what she sees, hears, or reads. In addition, they capture more attention, improve performance, and avoid distractions, promoting retention. With the interactive sheets, it is possible to transform the traditional printable sheets into self-correcting interactive exercises.

Teachers may use worksheets to gauge how well the student understands the material being covered. The teacher may find that the work is too easy for some students or that basic understanding of an important concept is not present. This time were applied to assess listening skill, to test learners' abilities to understand lexical items through, e.g., matching, or multiple-choice exercises. Listening is the cornerstone of effective communication. Students cannot succeed in school if listening skills are not developed and practiced.

2.2.4 Collaborative documents. Also used to assess listening skill, these types of instruments make it easier for students to communicate and work together, regardless of whether they are gathered in the same physical place. Collaborative tools are an ideal solution to be able to conduct educational work online, problem solving is enriched by having different points of view. Increases students' motivation for learning in general and for different tasks. It increases the degree of understanding of what is done in class and why it is done, in addition to improving teamwork, as well as its results.

Having a positive classroom environment allows students to be confident and secure in expressing themselves, and therefore fosters communication between them and the teacher.

2.2.5 Observation. Part of informal assessment, it allows evaluating the learning processes, knowledge, skills, attitudes, and values that students have and how they use them in a given situation. Although it is not an official evaluation, the observation helps the teacher to realize how the activity is being conducted. Although it does not exist in the school reports with a defined number, there is a section to make notes by the teacher on the student's performance. Jorge A. Guerrero (2019) mentioned that this instrument consists in the observer recording as much information as possible about a learning situation without focusing on any particular aspect, for example, everything that happened during the class or in any situation is recorded.

2.3 Evidence



First session activities



Report research



Report Activity



Second session activities.



Student's mind map and third session activity

2.4 Assessment evidence

They worked on the checklist collaboratively and individually, they read the reports of their classmates and then evaluated. It seems to me that the checklist was an instrument that greatly helped the student to define, in a simple and understandable way, the level of work that they and the others had done.



Evaluate your classmate in the following areas:

	Yes	Sometimes	No
Writing	Pictures were used to explain.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	The information was accurate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Information is understandable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Tradition was correctly compared and defined.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Details were included.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	He/she speak and mention about ideas during the class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Reflect:
What suggestions can you give? I like pictures.

2. **Self-assessment.** Students answer this checklist depending on their own work.

Evaluate yourself in the following areas:

	Yes	Sometimes	No
Reading	I identify traditions from diverse cultures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I understand the information given.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I recognize the comparison and description with details.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I can explain tradition based on what I read.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I read different and interesting details which supported my work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I enjoyed and moving through the reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students worked in an interactive worksheet to assess their own understanding of prepositions of place. Teachers may use worksheets to gauge how well the student understands the

material being covered. The teacher may find that the work is too easy for some students or that basic understanding of an important concept is not present. Also, collaborative tools are an ideal solution to be able to conduct educational work online, problem solving is enriched by having different points of view. These tools were designed to assess Listening skill.



This tool was designed to assess speaking skill. Rubric has advantages such as being versatile and adjusting to the demands of the competency-based evaluation process, as well as being easy to use and explain to primary school students.



	great work!	Almost there	Starting to get it	Try again
Oral Presentation Clarity Clarity and volume 4 points	Spoke clearly so everyone could hear. Sounded interested in the topic.	Spoke clearly so everyone could hear. Sounded interested in the topic.	Spoke quietly. Increased volume after being asked. Sometimes did not sound interested in the topic.	Did not speak loud enough, even after being asked to speak up. Did not sound interested in the topic.
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11 puntos

2.5 Performance and record of activities.

Planning class performance.

Click on the image.



Chapter 3: Experience Report

To begin with, one of the most difficult activities for the children was reading and writing, although students can use digital tools and the internet to look up the meaning of words they do not know, it was very difficult for them to write a complete text about the Easter, first because of the lack of vocabulary, and because of the lack of understanding of the texts they were investigating. Somehow, they better understood the videos that talked about the topic, and they preferred to write and translate what they remembered from them. Writing is one of the most challenging skills for children because sometimes their level of knowledge about text formation is not complete. They require short sentences and even small texts. As far as reading is concerned, it is relatively less difficult because some words they can recognize, what they did was focus on the key words and look for the ideas that those words contained.

On the other hand, the activities that the students liked the most were the listening ones, first because they can do it in a group and they feel encouraged to carry out tasks in which the others also participate, the Drill on prepositions was one of the most enriching activities for them, because after days I could see that they still remembered the vocabulary and even almost the same everything in which the group drill was conducted. In the same way, the interactive sheet itself provided feedback, where the students were able to observe their level of understanding and correct errors.

Finally, the speaking activity was also one of the activities that the students liked the most, although they are at an age where they are embarrassed to show mistakes towards their classmates, a collaborative environment was formed in the room where they felt safe to express your ideas. Speaking skills are one of the most difficult to evaluate, because as I mentioned before, children do

not have much vocabulary, they cannot even form more than two sentences together. For this reason, the teacher has control of the activities, being a mentor and a guide so that they can express themselves, even if it is by copying some of the phrases of their other classmates or their teacher.

David Kolb in 1984 designed a learning model in which he says that there are three agents that modulate our learning experiences, life experiences, genetics, and the demand of the environment around us, over time this model has become one of the most used in the environment. According to this model people need to collect and work the information we receive.

Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test a hypothesis in future situations, resulting in new experiences. (McLeod, 2017)

As teachers, we must ensure that activities are designed and carried out in a way that gives each student the opportunity to participate in the way that suits him or her best. *Diverging* students who prefer to watch than do and like working in groups. *Assimilating* learners who enjoy ideas but less interested in people and not in their practical application, *converging* students enjoy ideas and theory and solving practical problems and the last one, *accommodation* learners, who prefer learning though doing.

Microteaching video.

Click on the image.



Chapter 4: Conclusions

The learning process, according to the Kolb model, is best understood as a spiral or cycle. The learner will experience each of the activities repeatedly in a process that is responsive to both what is being learned and the setting within which the learning takes place. As Kolb states (1984) learning is the process whereby knowledge is created through the transformation of experience.

When planning activities, one of the goals is to connect everyday life with school learning. In addition to the connection that must be made with the school curriculum. Sometimes is necessary continue configuring learning from school and for school, which exposes a disconnection between school life and everyday life and makes what is learned less relevant. Is well known that when students try to appropriate school content, they carry with a strong dose of everyday knowledge that is impossible to ignore because it is part of them. This knowledge is not reduced to the category of prior knowledge, but rather is a pragmatic and informal way of learning typical of daily life that does not resemble the structure and formal procedures of school learning.

One of the most challenging things is to follow the planning to the letter, sometimes it is necessary to change the order of the activities or even take more time than expected because the students do not understand the instructions well or, sometimes, they even like the activity so much who want to continue doing it. The important thing is to stay within the objective and make sure that the students can understand and appropriate the content, if they have a significant learning it is almost certain that it will be so.

The use of ICT is of significant help when it comes to tutoring children, they stay focused on the activities because they like the interaction with things and the use of the computer. In the same way, they facilitate the learning environment, which adapts to new strategies that allow creative and fun cognitive development in the traditional areas of the curriculum.

Finally, evaluation is a fundamental component of planning, since it is necessary to know if teaching process has been successful or if it is necessary to make some adjustments for the good of our students, optimization of time or resources. Students must also know that each activity serves to reach an objective and when we evaluate them, they realize that the activities really have a purpose.

Now, regarding feeling about the EEAIL, One of the most important things that has been learned with this project is that students definitely have to be considered when planning. Knowing them improves our planning and execution of activities. Also, define the objectives, the teaching

point, the teaching procedures, and the materials. Several questions arise when considering these areas, but the main question would be what we want students to learn.

There are formal and less formal ways to develop a lesson plan. Perhaps what experienced teachers do is probably more informal with short notes on how to start, continue and end the class, but what this author have learned over this time is that even for experienced teachers, writing a more formal lesson plan, since this will facilitate teaching practice by clarifying the ideas, they may have to give a lesson.

It is also vitally important to know the institutions, the students, and the curriculum when writing a lesson plan. However, before actually writing the exact content of such a plan, we will need to think about what we are going to do in general so that our decisions are made on the basis of sound reasoning. This is where the preplan is formed.

Chapter 5: Appendixes

Colloquium presentation.
Click on the image.



Pictures of activities in classroom.



1 Report video research



2 Egg hunt activity at school.



3 Egg hunt activity in classroom.

Match the Images with the Country.



Israel



Korea



Mexico



United States



Philippines

4 Google collaborative document online.

Drag the images to make pairs Celebration



5 Jamboard collaborative activity

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FINAL PROJECT ASSESSMENT	
FINAL PROJECT	Holidays and celebrations at school, to preserve and enrich cultural awareness.
STUDENT'S NAME	JUDITH GILES ALCÁNTARA
FINAL PROJECT ASSESSOR	Alma Daniela Otero Sosa
Introduction	Very Well stated.
1 Identity and teaching philosophy	Well explained, ideas linked and clear, well addressed.
1.2 Theoretical foundations	Well addressed.
1.3 Theoretical basis about language, language learning and language teaching of your model	Well addressed too.
2. Lesson plan	complete planning of the lesson, Well organised, well explained.
2.1 Applications	Well done! Nicely and well explained.
2.2 Procedures	Well explained and in great detail.
2.3 Evidences (images, graphics, photos, etc)	Very clear, nice ,professional evidences and according to the lesson plan.
A video that shows the application of your lesson plan	Well done very critical
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 and for the students too.
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)	Very well done.
4.1 Report and analysis	Very well done report and a good analysis of your lesson class given.
5. Conclusions	Well Done.
6. Appendices	Well organized
Instruments of learning assessment (rubrics, tests and others)	attached and they need to be more 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