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Specialization in English Language Learning and Teaching

(EEAILE)

FINAL PROJECT

**“DEVELOPING INTERCULTURAL AWARENESS IN THE
CLASS “FESTIVITIES AROUND THE WORLD”**

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INTRODUCTION

Currently, the globalization and the introduction of web 2.0 technologies has facilitated that more people around the globe have access to new ways of teaching and learning. Then new practices of teaching to second language, approaches and methods have been adopted by many educators to operate in this internalizing world.

Such methods and approaches are based on learning theories (Behaviorism, Cognitivism Constructivism, Humanism and Connectivism) that serve as a direction for the use of some approaches in second language teaching and learning.

The above mentioning serves to highlight that the use of language as a tool of communication is essential around the globe to convey information. Thus, the necessity to communicate effectively using as a second language for specific purposes has brought a change in the way of teaching and learning a language, focusing on the Communicative Language Teaching approach (CLT).

CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings (Lightbown & Spada, 1999).

Then, as the English language program in Mexico is centered on these new educational practices and approaches to second language teaching, this simple but very significant piece of work titled “Developing Intercultural Awareness in the Class – Festivities Around the World” is the final report and application of a lesson plan to develop the communicative competence, intercultural competence and the skills of 21st century, implementing the Task based teaching approach to integrate the four English language in the students of a Middle Secondary Public School.

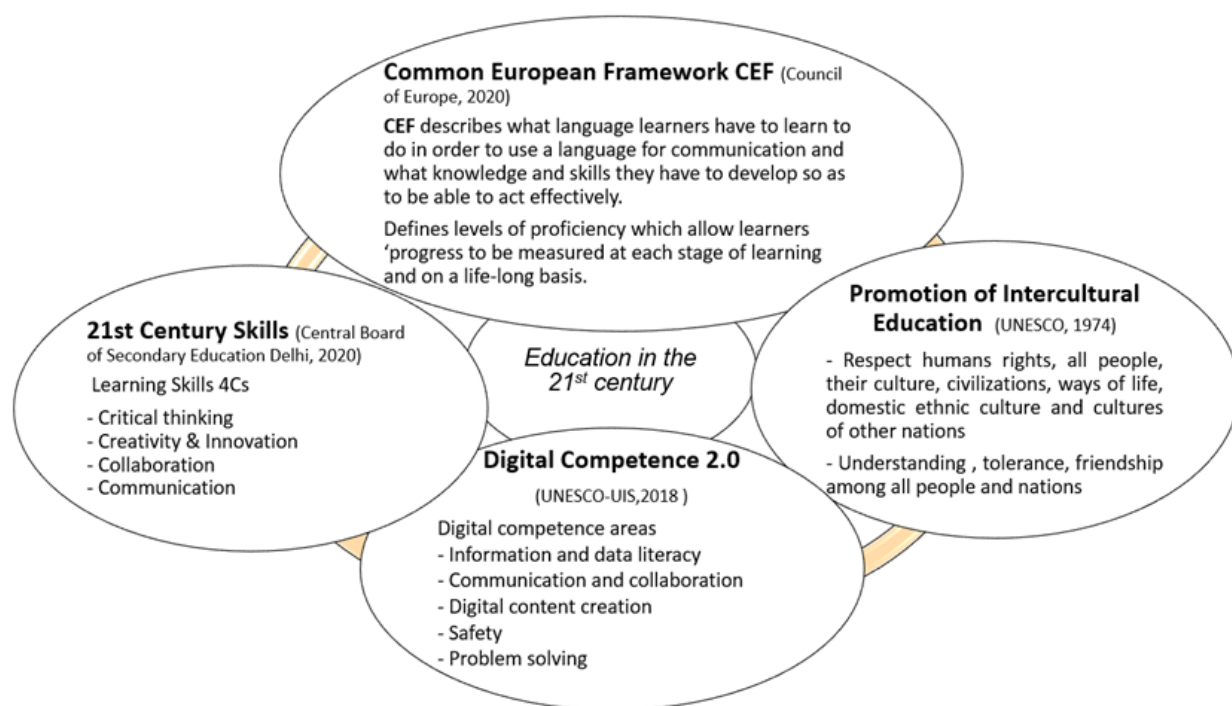
Regarding the above mentioning, it is necessary to highlight that in order to help the students to develop the competences it was first necessary to consider and deeply reflect on the learners’ needs, learning context and school curriculum.

Second, the importance of integrating specific dimensions to communicate effectively in different situations and contexts. Such dimensions refer to the skills for 21st century, the skills for the digital age, Intercultural education and the Common European Framework which shape and give the students not only the tools to interact with other speakers of different cultures, but they also boost the students commitment to respect and tolerance for people from other ethnic and cultural groups.

Next, figure 1 shows how the dimensions are interrelated and work together in order the students be successful in the education of 21st century.

Figure 1

A relationship of 4 Dimensions to Education of 21st Century



Note. Significant dimensions to the development of this final work are shown.

Source. Author.

The above concepts are conducted under the premise of the communicative competence, which refers how to use the language in real situations and different purposes. Thus, to promote the intercultural and communicative competence, the developed activities consider the learning of traditions of different countries where is taught some structures of the language, for example “the use of present simple” in a deductive way, bringing about the linguistic competence (language forms) and taking into account the Common European Framework CEF. The CEF describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (Council of Europe, 2020)

In addition, within the learning process of festivities around the world (language function), the students are involved in reading activities where they gain knowledge from different social groups and how these groups live their traditions and customs. These activities bring about the intercultural competence development where the students have the opportunity to relate and value their own culture and others, promote respect among cultures and reduce prejudice.

Barret (2018) defines Intercultural competence as the set of values, attitudes, skills, knowledge, and understanding that are needed for understanding and respecting people who are perceived to be culturally different from oneself, for interacting and communicating effectively and appropriately with such people, and for establishing positive and constructive relationships with such people.

And furthermore, there is a promotion for the use of digital resources in some activities such as warm up, listening, and reading which give the students meaningful experience and being engaged and motivated towards their leaning. Also, one of the activities the students deal with is to investigate for festivities around the world they like to share with partners which promote the skills of 21st century as creativity to present their work, critical thinking, problem solving, cooperation and communication when involving in the use of technology.

According to UNESCO, Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that

are variously referred to as computer literacy, ICT literacy, information literacy and media literacy. (UNESCO Institute for Statistics, 2018)

Also, it is important to highlight the 21st Century Skills which refer to the skills that are required to enable an individual to face the challenges of the 21st century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes (Central Board of Secondary Education Delhi, 2020).

To sum up, the first chapter consists of a description of my teaching identity and philosophy, taking into account my experience as an English teacher, theories, methods, approaches, and techniques to Second Language Acquisition that are part of my teaching background as well as the basis to carry out this document.

The second chapter consists of the methodology and practice of the lesson plan. It gives a description of the activities implemented in the lesson plan; an analysis of how learning process is taking place among my students; and analysis of the evidences, and assessment tools applied to evaluate the students' performance. The third chapter is based on my experience report within the implementation of the lesson plan, and methods involved to develop the communicative competence in my students.

Finally there is a short but significant conclusion of the whole project which involves the experience gained and challenges faced through the development of this project.

CHAPTER 1. IDENTITY AND TEACHING PHILOSOPHY

1.01 TEACHING PHILOSOPHY

There are many reasons why learning a language is crucial. First, because of the globalized world demands people become polyglots or bilingual, people who can face this world. Second, learning a second language can bring about benefits in people career and life, for instance, improve their brain functions, understanding other cultures, and enhance relations with international countries as well as be confident to travel around the globe and explore new ways of living.

As there are vary reasons to learn a language, there are also many ways to learn a second language. Maybe for some of some us, the first contact with the language was at school and for some others it was shown by online open courses. Whatever it was the medium of learning, nowadays learners count with digital resources, specific approaches, techniques and strategies that help to understand better the process of learning a second language and conduct our teaching practice.

At present the language teaching is seen as a communicative purpose. A communicative approach opens up a wider perspective on language. In particular, it makes us consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs. In other words, we begin to look not only a language forms but also at what people do with these forms when they want to communicate with each other. (William, 2010)

Then, instructional methods and approaches to second language acquisitions such as the grammar-translation method, direct method, the audiolingual method, oral approach (situational language teaching), the silent way, the structural approach, the communicative language teaching CLT, and task based teaching, among other concepts and theories are the basis of my teaching, but my teaching philosophy and beliefs about the teaching of English rely on new practices of teaching such as Communicative Language Teaching approach and student-centered learning.

Student-centered learning has been defined most simply as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest (Rogers, 1983).

My role as a teacher

On one hand, my role as a teacher within the learning process of a second language relies on the premises of good teaching practices, in other words, knowledge of feasible methods, theories, approaches, principles, strategies, school context, student's needs and interests and Mexican curriculum. As a teacher I have different functions; planner, adviser, monitor, manager, diagnostician, evaluator, and researcher. Then part of my job is to create a good classroom environment to bring about a situation in which students learn effectively. Also, use different strategies to support my students with a variety of activities according to the school context, level of language and interest within the classroom. Thus my main role within the process of teaching and learning it is being a facilitator.

According to Harmer (2007), there are the descriptions for 8 roles of teacher that can be played in the process of teaching such as teacher as facilitator, teacher as resource, teacher as controller, teacher as prompter or motivator, teacher as participant, teacher as tutor, teacher as organizer, and teacher as assessor. First role of teachers is as facilitator. According to Archana and Kumbakhonam (2016), as a facilitator for their students, the teachers have to direct and support students in learning for themselves as a self-explorer. They should develop best learning environment which reflects the students' life in societal, intellectual, and linguistic occurrences. As a facilitator, teachers need to have a strong foundation of themselves in relation to their personal growth. (Mayanti, Ayustina, & Batan, 2018)

On the other hand, because of we are living on the digital era it is very important to promote the use of technology and digital resources in order to expand the students' possibilities to be in contact with the process of learning a second language in different settings, improve their motivation and interests. However, there are some important aspects to highlight about the school context which make challenging the language learning process of my students and taking advantage of the technology.

School context:

1. It is a public general secondary school with very limited resources (no computers, no overhead projector, and no internet in the classroom)
2. The students are not allowed to use and bring any electronic devices
3. Most of the students keep a low socioeconomic status
4. There are some students with special educational needs
5. It is prohibited to take lessons and be in contact with the students online. The teacher should make students come back to school to take lessons face to face in the classroom.
6. Because of the pandemic COVID-19, great majority of my groups did not take English lessons on their elementary school; some others because the elementary school did not provide them English lessons as another additional subject.
7. Because of the pandemic COVID-19 and crime, the students leave the school at 6 o'clock avoiding the fall of the night.
8. Because of the pandemic COVID-19, the English lessons were reduced from three hours to 50 mins per week each group, but in theory because the English lessons were scheduled as last lessons of the day which take place after the students' break which finishes at 5:40. This means English lessons just take around 20 minutes per week each group.

Anyhow, as a part of my teaching philosophy my role as a teacher is also to fight against adversity and try some other strategies which result in having a group of WhatsApp with my students in order to share specific content that can be useful in their learning process.

EFL classrooms require awareness of the usage of computer-assisted language learning (CALL), which is the area of applied linguistics concerned with employing computers in teaching and learning. Since English language pedagogy in the classroom includes three main components (teacher, learner, English language itself), the pedagogy used in the EFL classroom addresses the question of how the teacher can help learners to acquire English. Pedagogy uses strategies, materials and activities that teachers give to their class. This does not mean that technologies are the philosophy of the class but, are part of the teachers' class without neglecting the central objectives of their lesson. (Chapelle & Jamieson, 2008)

The role of the students in the learning process

In the past, the learners' participation in the learning process was passive. They were exposed to repetition drills until memorizing what they were told. Now it is well known that Mexican educational curriculum is constructed under the premises of a communicative approach where the learner is the central focus. They become from passive to active learners where they can construct their own knowledge considering their needs, interests, level and context. As teachers it is important to contribute to their motivation and help them understand their individual process of learning since everyone is unique and every individual has different preferences of thinking and learning.

According to Landmark school, students come to class with their own frames of reference. Their unique experiences and knowledge affect them as learners and should be taken into account. Therefore, during every exercise, teachers should consider constructive student input as much as possible by justifying assignments, listening to suggestions, soliciting ideas, and providing ample time for students to share their ideas

The process of learning

According to Cook (2001), EFL teaching in Mexico is influenced and focused under the tenets of the Communicative Approach which, according to some researchers, is understood as a means to redefining what students have to learn in terms of communicative competence rather than linguistic competence. The crucial goal is the ability to use language appropriately and that Communicative Approach is seen today as a set of core principles about language learning and teaching, some of which focus centrally on the input to *the learning process*. (Brown, 2007)

Engaging my students in the learning process of a second language has been facing some difficulties because of the school context. Since I started to teach them, the process has been slow because of the different situations we live in such as lack of internet, the students are not allowed to use electronic devices in the school, the time to take the English lesson, and the poor or none knowledge of the language the students have among some others factors. Even though the difficulties we face I have been trying to support and motivate them to work with technology by themselves at home.

1.02 THEORETICAL FOUNDATIONS

As the teaching and learning of a foreign language has changed over the time, the English language curriculum of Mexico implemented in 1993 fell into the necessity to innovate the curriculum in order to find new teaching methods, techniques and strategies that could result in communicative practices. It comes from translations methods to new communicative approaches.

As a result of the previous curriculum implemented, the Mexican English Program for middle secondary school (2006) states that a fundamental premise is that language is a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the world and integrates him/herself into society.

Then, the above definition serves as a guideline to understand that the teaching of the English language is now based on the promotion of communicative social practices where the learner can develop the language through different contents and in a variety of ways that involve different cognitive processes and language skills.

On the other hand, the implementation of the Mexican English program (2006; 2017), considers the importance of using the Common European Framework of Reference for Languages (CEFR) in the teaching of English since it was developed to provide guidelines for second or foreign language teaching of all languages that belong to the European Union and focuses on the purpose of language learning, taking on an action-oriented approach, viewing “users and learners of a language” primarily as “social agents. (Universidad Pedagógica Nacional, 2021)

The Common European Framework of Reference for Languages (CEFR) was developed by the Council of Europe and the Association of Language Testers in Europe and it is one of the most influential documents that currently serve as a basis for language curriculum development.

Thus, within my teaching practice, it is considered the descriptions of level of language in the CEFR since it is also a tool for the teaching planning. The teachers need to consider their students' level of English in order to plan the lessons and implementation of effective tasks that can develop the communicative competence in the learners.

The framework describes and establishes common levels of reference for 18 languages, amongst which is English.

Table 1

The Six Levels of Framework and Descriptors

Proficient user	C2 Mastery (1000 – 1200 hours of study)	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1 Effective Operational Proficiency (700 – 800 hours of study)	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user	B2 Vantage (500 – 600 hours of study)	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 Threshold (350 – 400 hours of study)	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected texts on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2 Waystage (180 – 200 hours of study)	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1 Breakthrough (90 hours of study)	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Note. The Common Reference Levels of global scale are shown. From “English Secondary Program” (11), by Secretaria de Educación Básica, 2006, *Educación básica. Secundaria. Lengua Extranjera. Inglés.* Programa de estudio 2006.

1.03. THEORETICAL BASIS ABOUT LANGUAGE, LANGUAGE LEARNING AND LANGUAGE TEACHING

1.03.01 STRUCTURALISM (SAUSSURE)

According to Longman Dictionary of Language Teaching and Applied Linguistics, Structuralism is —an approach to linguistics which stresses the importance of language as a system and which investigates the place that linguistic unit such as sounds, words, sentences have within this system.

Swiss linguist Ferdinand de Saussure, called as the father of modern traditional linguistics, is widely respected as the founder of structuralism. He is a major modern linguist who made preparations for structuralism. Saussure affirmed the validity and necessity of **diachronic approaches** used by former linguists and then introduced the new **synchronic approach**, drawing linguists' attention to the nature and composition of language and its constituent parts. That is to say, Saussure holds that language is a highly organic unity with internal and systematic rules (Yanhua, 2014).

Ferdinand de Saussure established the concept of sign, to understand how a word had a signifier, that is a form and a signified, that is a meaning. He also argued that language is a system of signs that does not have a direct relationship with “the outside world” so to speak. The sign “chair” and its corresponding sounds /tʃeɪr/ may usually refer to that object that is used for sitting, but it can also take on a more abstract sense, such as “chair a committee”, meaning to be the coordinator of the committee. This principle he called **the arbitrary nature of language**, meaning that there isn't a direct relationship between the sounds of a language, the combination of these sounds to make up words, or the combination of words to make up sentences, and reality itself.

Another great contribution of Saussure was to establish what he called **syntagmatic** and **paradigmatic** relationships within the linguistic system. He developed the idea, which was coined as the structuralism approach to language, that sentences are made up of groups of words, or **syntagms**, such as the noun phrase “the fat cat”, where each word can be substituted

by different members of the same **paradigm**, or word class (noun, adjective, etc.). (Universidad Pedagógica Nacional, 2021)

1.03.02. TRANSFORMATIONAL GENERATIVE GRAMMAR

Noam Chomsky is an American linguist who established the world-famous Transformational-generative (TG) grammar step by step. In 1957, he published his syntactic structures, which marked the beginning of the Chomskyan Revolution. - Chomsky gave an innateness hypothesis.

First, children acquire language competence very fast and with almost no effort. A child never seems to make conscious, intentional, painstaking efforts in acquiring his native language as in learning any other subject, such as mathematics or physics. What's more, one amazing phenomenon is that the first language acquisition unconditionally takes place without any intentional or explicit teaching of it

Basing on the hypothesis, Chomsky believes that language competence is somewhat innate, and that our children are born with a language acquisition device (LAD), or language competence, which fit children for language learning. LAD is supposed to consist of three elements: a hypothesis-maker, linguistic universal, and an evaluation procedure.

Chomsky further put out a new theory, "generative grammar". By this, he simply means "a system of rules that in some explicit and well-defined way assigns structural descriptions to sentences" (Hu, 2002, p. 724). That is Chomsky believes that every child of a language is proficient in and internalized a kind of generative grammar that proves his knowledge of his first language. (Yanhua, 2014)

Also, it is important to add that Chomsky made a distinction between competence and performance. While competence refers to the system of linguistics knowledge of a language, performance means the way the language is use in specific situations.

1.03.03. SHIFT FROM STRUCTURALISM TO FUNCIONALISM

The following figure describes the linguists who enriched the notion of competence introduced firstly by Noam Chomsky in 1957.

Table 2

Describing Aspects of the Communicative Competence

Dell Hymes did not agree at all with Chomsky. He argues that language competence is part of communicative competence which includes four parts.	During the 1980s, Canale and Swain enriched more Hymes's communicative competence and included four aspects of knowledge and skills. (Compensatory strategies)	Bachman and Palmer provided wider categories for strategic competence of 1990 to cover four components.
1) Probability, i.e., whether or not communicative competence can be in accordance with grammar rules, whether or not communicative competence can be realized in the level of language form.	(1) Linguistic competence, i.e., the innate grammar of a speaker which helps to generate correct sentence, as same as what Chomsky refers to.	(1) Assessment, i.e., a speaker assesses which communicative goals are possibly to be achieved and what linguistic sources are needed.
(2) Practicability, i.e., whether or not a language can be used for communication and to what degree it can be involved in communication.	2. Sociolinguistic competence, i.e., the ability of a speaker to understand the speech of others and make a speech appropriately due to a certain kind of time, place and partner he or she is talking with.	(2) Goal-setting, i.e., a speaker identifies the specific tasks to be performed.
(3) Accuracy, i.e., whether or not a speech is appropriate in a certain context and to what degree it is appropriate.	(3) Discourse competence, i.e., the ability of a speaker to generate meaning out of disordered language data. It includes two aspects named cohesion and coherence.	(3) Planning, i.e., a speaker retrieves the relevant items from his realm of language knowledge and plans their use.
(4) Effectiveness, i.e., whether or not a speech has been made and to what degree it has been made.	(4) Strategic competence, i.e., the ability of a speaker to use different kinds of communication strategies according to different discourse, such as avoidance, interpretation, transcription, asking for help, pretending to be having not heard, euphemism, correction, repetition, hesitation, guess, etc., for the purpose of achieving successful communication.	(4) Execution, i.e., a speaker implements the plan.

Note. Adapted from 2014 *Language Theories and Language Teaching - from Traditional Grammar to Functionalism (563)*, by Journal of Language Teaching and Research, 2014, Academy Publisher.

1.03.04 FUNCTIONAL LINGUISTICS

Theories about communicative competence brought about the ideal of functional-notional grammar and functional-notional approach in language teaching. This approach emphasizes that the functions of language used in the real daily life are most important as well as essential for a language learner to take part in the everyday language activities such as giving directions, buying a ticket, bargaining or consoling and so on. This means that knowing the forms of a language are important, but it is also relevant to know the functions and consider which situations to use depending on the function. The learner should practice real and practical communication in a language learning class.

Yanhua Xia (2014) mentions that the teaching syllabus should describe the situations that a language learner might find himself or herself in, the language activities he is most likely to be involved into, the functions of language that are most frequently used, and the topics that are and common in life. Thus, Halliday who is the leading representative of systemic-functional linguistics stresses that language cannot be disassociated and disconnected from meaning. Systemic-functional linguistics considers communicative function and semantics as the basis of human language and communicative activity. Unlike structural approaches that favor syntax first, SFL-oriented linguists privilege an analysis within social context to find out how language reflects, and is controlled and influenced by this social context.

A key concept in Halliday's linguistics is the "context of situation" which obtains "through a systematic relationship between the social environment on the one hand, and the functional organization of language on the other" (Halliday, 1985, p. 11).

M. A. K. Halliday's work is based on the analysis and descriptions of how his son Nigel learnt to talk. His point of view about learning a language is a social and cultural practice.

Halliday states that, “what the child hears ... is functionally related to observable features of the situation around him.” (1978, p. 18). That social interaction is a necessary condition for language learning has been indicated by unfortunate cases of children deprived of it, such as the so-called ‘wolf-children’. Through engaging with parents and caregivers the child not only learns the language, but learns the culture through that language. (Thwaite, 2019)

1.03.05 SOCIAL FUNCTION OF THE LANGUAGE

Regarding the above mentioned, Halliday (1975, pp. 54-59; Halliday & Webster, 2004, pp. 66-70) describes three main stages that children traverse in learning language. Phase I is the first language system that the child has; phase II is the transition from the child’s system to the adult language; phase III is the learning of the adult language.

In phase I, Halliday identified seven initial functions of language which describe the way children use language which are instrumental, regulatory, interactional, personal, heuristic, imaginative and representational. Children use language to perform the Phase 1 functions well before they are at the stage of using recognizable words or phrases. Groups of sounds and intonation are used, but there is a lack of identifiable vocabulary or grammatical structures. In phase II, children very quickly increase their vocabulary and use of structures, also expanding their ability to engage in dialogue. This occurs from approximately the age of 18 months to two years. By the end of Phase I the child can express about 50 different meanings, but during Phase II this develops very rapidly. The final stage of language learning is when the child not only can use language to do things and to find out about things, but can do both at the same time, as adults can do.

Halliday’s theory of language describes the adult language in terms of these three major functions, known as metafunctions. The Experiential metafunction is language in its function of experiencing and interpreting the world around us; the Interpersonal metafunction is language in its function of establishing and maintaining the relationship between speaker and listener; and the Textual metafunction is language as it functions in the ongoing unfolding of a text in its context. (Thwaite, 2019)

1.03.06. THE COMMUNICATIVE LANGUAGE TEACHING APPROACH

The communicative Approach or Communicative Language Teaching (CLT) is an approach whose aim is to make the learners able to develop their communicative competence. In other words, being able to use the language in real life situations. It is a response to traditional approaches such as grammar translation method and audio lingual method where the language teaching involved translations, grammar and pattern drills.

Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher. (Richards J. , 2006)

Throughout the years, this position of traditional teaching and learning a second language learning has changed. Nowadays, language teachers employ the use of a communicative approach within the classroom. Understanding that applying the communicative approach is to be open to activities that rely on developing the communicative competences in our students. For instance, open-ended discussions, debates, role-plays, information-gap activities etc.

Rogers (2006) states that “Communicative language teaching sets as its goal the teaching of communicative competence” (p. 6), where the concept of *communicative competence* is necessary to compare it with the concept of *grammar competence*. While grammar competence refers to the ability to produce sentences correctly in a language, communicative competence refers how to use the language in real situations and different purposes.

In words of Roger 2006, a learner develops the communicative competence by:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

1.03.07. THE TASK BASED TEACHING APPROACH

“Task-based instruction, or TBI (also known as task-based teaching), is another methodology that can be regarded as developing from a focus on classroom processes. In the case of TBI, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks” (Richards 2006, p 34)

As the above mention, TBI relies on the premises of developing or implementing material that best suit the communicative process throughout interactive tasks. Then, in TBI teachers should make use of different kinds of tasks as part of their regular teaching.

To work with these tasks it is necessary to distinguish the kinds of tasks in a point of view of TBI.

As shown by Richards 2006, two tasks can be distinguish in TBI; the pedagogical tasks and the real-world tasks. While the *Pedagogical tasks* are well designed classroom tasks for the use of specific interactional strategies and requires the use of specific types of language (skills, grammar, and vocabulary); an example of a pedagogical task is when two learners try to find the number of differences between two similar pictures which requires learners provide with useful input to language development, the *Real-world tasks* are those tasks that reflect real-world uses of language. In this kinds of tasks is considered a rehearsal for real-world tasks. An example of this kind of task is a role play where students practice a job interview.

On the other hand, as the basis for TBI, Willis (1996) proposes six types of tasks: listing tasks, sorting and ordering tasks, comparing tasks, problem-solving tasks and creative tasks.

- 1) Listing tasks: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.

- 2) Sorting and ordering: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.
- 3) Comparing: Students compare ads for two different supermarkets.
- 4) Problem-solving: Students read a letter to an advice columnist and suggest a solution to the writer's problems.
- 5) Sharing personal experience: Students discuss their reactions to an ethical or moral dilemma.
- 6) Creative tasks: Students prepare plans for redecorating a house.

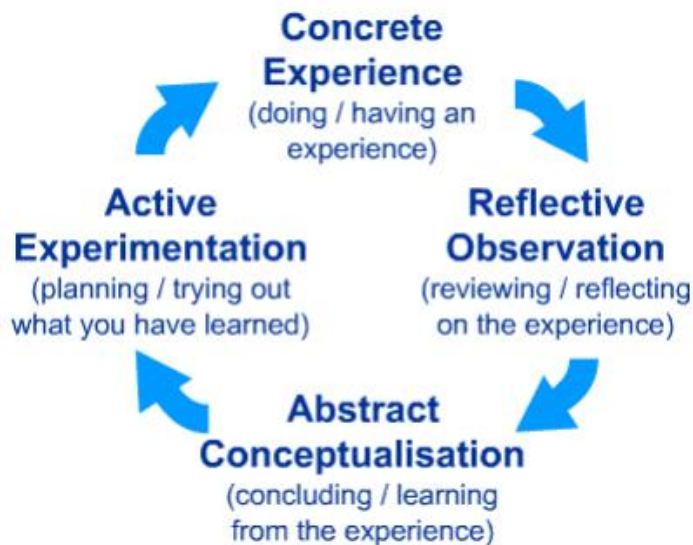
1.03.08. KOLB'S MODEL OF EXPERIENTIAL LEARNING

David Kolb is an American psychologist and educational theorist who was born in 1939. Kolb is well known for his research on experiential learning and learning styles. In his proposal to learning styles, he stated that experience was critical in the development of knowledge construction, since learning occurs by discovery and the active participation of themselves. According to Kolb (1984), "Learning is the process whereby knowledge is created through the transformation of experience" (p. 38).

The following figure, represents Kolb's experiential learning style theory which is a four-stage learning cycle in which learners go through to gain knowledge.

Figure 2

The Experiential Learning Cycle



Note. From "Kolb's Learning Styles & Experiential learning Cycle," by MacLeod, S. A., 2017, *Simply Psychology: Kolb's Learning Styles & Experiential learning Cycle* (<https://www.simplypsychology.org/learning-kolb.html>). Copyright 2017 by the Simply Psychology.

1. **Concrete Experience:** The learners involve in a task that is completely new to them or an existing experience to go to the other stage. The learners need to be actively engage in the tasks.
2. **Reflective Observation:** The learners must reflect on the previous task and discuss about the experience with their partners. They must think about their understanding and the experience itself.
3. **Abstract Conceptualization:** The learners make their own conclusions of the experience by reflecting on their prior knowledge, classify new concepts and make conclusions.
4. **Active Experimentation:** At this stage, learners experiment and try out what they have learn previously. They apply their conclusions to new experiences. Now they can predict, analyze tasks, and make plans for the acquired knowledge in the future.

According to Kolb (1984), learning is effective by going through the cycle of four stages and the result is the transformation of the experience into knowledge. Kolb's Experiential learning

theory focuses on two premises: the learning cycle that learners must follow and the learning styles to acquire knowledge (cognitive processes).

Undoubtedly, there are different learning styles and people's preferred style of learning. Those factors can come from social environment, educational experiences, or just the cognitive process. Kolb (1984), proposes four learning styles. Kolb's learning styles are diverging, assimilating, converging and accommodation.

Table 3

Description of Kolb's learning Styles

Diverging (feeling and watching - CE/RO):	Diverging learning styles refers to watch rather than do, tending to gather information and use imagination to solve problems. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.
2. Assimilating (watching and thinking - AC/RO)	Assimilation involves a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than a practical opportunity.
3. Converging (doing and thinking - AC/AE):	People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects.
4. Accommodating (doing and feeling - CE/AE)	This learning style relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans.

Note. Adapted from 2020 *Kolb's Experiential Learning Theory & Learning Styles*, by S. Kurt, 2020, *Kolb's Experiential Learning Theory & Learning Styles*. Educational Technology

1.03.09. DELL HYMES' MODEL OF COMMUNICATION (SPEAKING)

Hymes is best known for his founding role in the ethnography of communication. Hymes proposed the term 'ethnography of speaking', later amended to 'ethnography of communication', to describe a new approach to understanding language in use (Hymes, 1962, 1964).

Hymes argues that the study of language must concern itself with describing and analyzing the ability of the native speakers to use language for communication in real situations (communicative competence) rather than limiting itself to describing the potential ability of the ideal speaker/listener to produce grammatically correct sentences (linguistic competence). Speakers of a language in particular communities are able to communicate with each other in a manner which is not only correct but also appropriate to the sociocultural context. This ability involves a shared knowledge of the linguistic code as well as of the socio-cultural rules, norms and values which guide the conduct and interpretation of speech and other channels of communication in a community. The ethnography of communication is concerned with the questions of what a person knows about appropriate patterns of language use in his or her community and how he or she learns about it. (Farah, 1998: 126) (Barbara & William, 2010)

Here, the eight components of the SPEAKING mnemonic offered by Hymes.

- ❖ (S) Setting including the time and place, physical aspects of the situation such as arrangement of furniture in the classroom.
- ❖ (P) Participant identity including personal characteristics such as age and sex, social status, relationship with each other.
- ❖ (E) Ends including the purpose of the event itself as well as the individual goals of the participants.
- ❖ Act, sequence or how speech acts are organized within a speech event and what topic/s are addressed.
- ❖ (K) Key or the tone and manner in which something is said or written.
- ❖ Instrumentalities or the linguistic code i.e. language, dialect, variety and channel i.e. speech or writing.
- ❖ (N) Norm or the standard socio-cultural rules of interaction and interpretation; and (G) genre or type of event such as lecture, poem, letter.

1.03.10. LANGUAGE FUNCTIONS AND FORMS

Language Functions represent the active use of language for a specific purpose. Students use language functions in order to express ideas, communicate with others, and show understanding of content in an academic setting.

Forms of a language deal with the internal grammatical structure of words. The relationship between boy and boys, for example, and the relationship (irregular) between man and men would be forms of a language. A language function refers to the purpose for which speech or writing is being used.

In speech these include: giving instructions, introducing ourselves and making requests

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas. ELLs need to understand both the form (structure) and the function (purpose) of the English language in order to reach higher levels of proficiency. (Pozy, 2014)

1.03.11. SECOND LANGUAGE ADQUISITION

Second language acquisition (SLA) research is a field of study that deals with how learners go about acquiring a language other than their first language (L1). In the field of SLA, the term second is typically used to discuss and explain the process of learning languages which are learned after the first language (L1). (Universidad Pedagógica Nacional, 2021)

1.03.12. KRASHEN' HYPOTHESIS

When talking about Second Language Acquisition and Language learning process, it is important to consider Krashen's hypotheses. He developed an influential proposal with emphasis on the contrast between learning and acquisition to explain second language acquisition. First, he named it as monitor model, then he called it input hypothesis, focusing on

the data which feed acquisition, and more recently, comprehension hypothesis emphasizing the mental process as responsible for acquisition.

In words of Krashen, The Comprehension Hypothesis is closely related to other hypotheses. The Comprehension Hypothesis refers to subconscious acquisition, not conscious learning. The result of providing acquirers with comprehensible input is the emergence of grammatical structure in a predictable order. A strong affective filter (e.g. high anxiety) will prevent input from reaching those parts of the brain that do language acquisition. (p. 1) (Menezes, 2013)

According to Krashen there are two distinct ways of developing knowledge in a second language which involves two important concepts: acquisition and learning.

The five hypotheses of Krashen

1. The acquisition and learning hypothesis

The first one is language acquisition, which is a similar process to the way children develop ability in their first language. Then, Language acquisition is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it. This means that they are not usually aware of the fact that they are acquiring language, but just they are using the language for communication. This is, learners are generally not consciously aware of the rules of the languages they have acquired.

Second, a learner can develop competence in a second language by language learning. Language learning is a conscious and intentional knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In other words, it is a formal knowledge of a language, an explicit learning.

2. Monitor Model hypothesis

This hypothesis refers to what learners have learned can serve as a monitor of their production. This mean that while monitoring their performance of the language they can modify their output. Thus, three important aspects are considered when acting as a monitor of their own production and performance: 1) The learners have time at their disposal, 2) focus on form and think about correctness and 3) They know the rule.

3. The Natural Order Hypothesis

This hypothesis suggests that the acquisition of grammatical morphemes and structures follow a natural order which is predictable.

Regarding to this Hypothesis, Krashen points out it is not necessary that a language program syllabus should be based on the natural order hypothesis found in his studies. In fact, he rejects grammatical sequencing because the goal is the language acquisition. Thus, the only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction.

4. The input hypothesis

The input hypothesis explains how a second language acquisition takes place. According to this hypothesis when the learners are exposed to comprehensible input, they go beyond their current stage of linguistic competence. For instance, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'.

Considering that not all of the learners are at the same level of linguistic competence, Krashen mentions that it is important to take into account the students actual level in order to design a syllabus to ensure that each learners receive comprehensible input 'i + 1' which should be appropriate for his/her current stage of linguistic competence.

5. The Affective filter

The concept of an Affective Filter was proposed by Dulay and Burt (1977). This hypothesis states how affective variables or factors relate to second language acquisition process. The following ones are the affective variables relate to success in second language acquisition (reviewed in Krashen, 1981).

1. Motivation. Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative"¹³)
2. Self-confidence. Performers with self-confidence and a good self-image tend to do better in second language acquisition.
3. Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. (Krashen, 2019)

1.03.13. THE SOCIOCULTURAL THEORY AND COGNITIVE DEVELOPMENT

Vygotsky's sociocultural theory explains that higher forms of human mental activities are mediated by physical and symbolic tools. Those tools are artifacts created by human cultures over the time. Examples of some symbolic tools are numbers, art, music and language.

Vygotsky's sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Also, Vygotsky states the importance of cultural and social context for learning. Cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partner's co-construct knowledge. (McLeod S. , 2018)

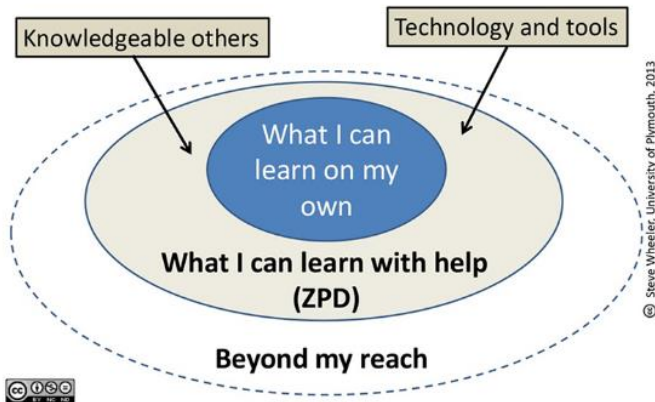
The zone of proximal development

Vygotsky (1978) sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given, allowing the child to develop skills they will then use on their own developing higher mental functions.

Figure 3

The Zone of Proximal Development

ZPD and scaffolding



Note. Taken from "Vygotsky's Sociocultural Theory of Cognitive Development," by McLeod, S., 2017, *Simply Psychology Vygotsky's Sociocultural Theory of Cognitive Development* (<https://www.simplypsychology.org/vygotsky.html>). Copyright 2020 by Simply Psychology

Vygotsky also views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development.

1.03.14. SCHEMA THEORY AND SCHEMATA

What is Schema theory?

"Schema" or "schemata" is a term that many and new researchers have opted to use such as existing knowledge, topic knowledge, prior knowledge, and previous knowledge.

Scholars such as (Anderson, 1977, 1978; Anderson & Pearson, 1984; Bransford & Johnson, 1972, 1973), working primarily on investigations of reading comprehension, contributed

significantly to the work on schemas and helped bring schema research into mainstream reading research.

Perhaps the best summary of schema theory and its importance for the reading field comes from Pearson (1992), who observed: "Anderson and Pearson's (1984) schema-theoretic account of reading comprehension typifies the cognitively oriented version of this [reading] model, with its twin emphases on prior knowledge (as a resource) and inference (as a process) in directing the construction of meaning" (p. 1075). (Gavelek, Mcvee, & Kailonnie, 2005)

So what is Schema Theory? Schemas are categories of information stored in long-term memory. A schema contains groups of linked memories, concepts or words. This grouping of things acts as a cognitive shortcut, making storing new things in your long-term memory and retrieval of them much quicker and more efficient.

For instance, if you think of the word "car", images and words will quickly come to the forefront of your mind, these will probably contain things like: wheels, seats, road, journeys, insurance, steering wheel etc. (Loveless, 2022)

1.03.15. MODEL OF INTERCULTURAL COMPETENCE (MICHAEL BRYAN)

INTERCULTURAL COMPETENCE

As the interactions among different cultural groups has increased, it is essential to distinguish communicative competence from **intercultural competence**.

Communicative competence involves two cultures: one's own and the one you are learning (the target language culture). **Intercultural competence** is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts.

The following figure shows Byram's conceptualization of intercultural communicative competence.

Table 4

Conceptualización of Intercultural Communicative Competence.

COMPONENT	DESCRIPTION
Linguistic Competence	The ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
Sociolinguistic (communicative) competence	The ability to give to the language produced by an interlocutor – whether native speaker or not–meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor.
Intercultural competence (Attitude)	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
Intercultural competence (Knowledge)	Knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.
Intercultural competence (Skill of interpreting and relating)	Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
Intercultural competence (skills of discovering and interacting)	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
Intercultural competence (Critical cultural awareness / political education)	An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.

Note. Adapted from 2009 *Intercultural Interaction*, by H. Spencer-Oatey. & P. Franklin, 2009, *Intercultural interaction* p. 66 London: Palgrave McMillan

1.03.16. THE SKILLS OF THE 21st CENTURY

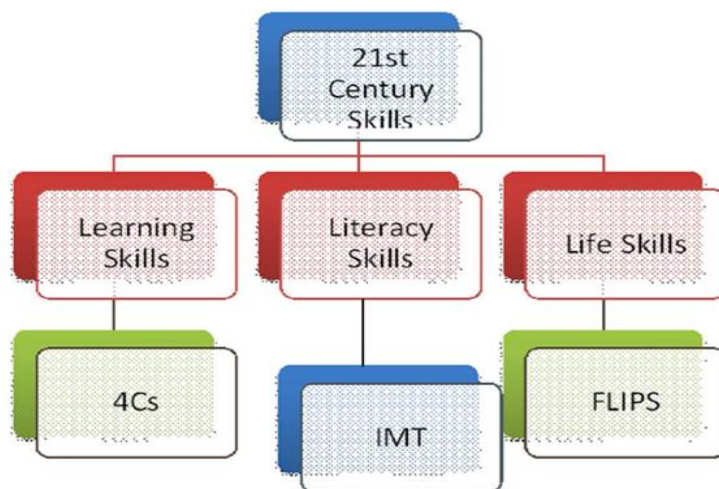
In simple terms, **21st Century Skills** refer to the skills that are required to enable an individual to face the challenges of the 21st century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes.

On the basis of the historical development of 21st Century Skills, it can be stated that 21st century skills broadly consist of three main skill sets: Learning Skills, Life Skills and Literacy Skills (Central Board of Secondary Education Delhi, 2020).

- ✓ Learning Skills: skills required for the acquisition of new knowledge.
- ✓ Literacy Skills: skills that help in creating and gaining new knowledge through reading, media and digital resources.
- ✓ Life Skills: skills required for successfully leading everyday life.

Figure 4

Classification of 21st Century Skills.



- 4Cs: Critical Thinking, Creativity & Innovation, Collaboration, Communication
- IMT: Information Literacy, Media Literacy, Technology Literacy
- FLIPS: Flexibility and Adaptability, Leadership and Responsibility, Initiative and Self-Direction, Social and Cross-Cultural Interaction

Note. Taken from “21st Century Skills,” by Central Board of Secondary Education Delhi India, 2020, *21st Century Skills: A Handbook* (https://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf) the Secretary Central Board of Secondary, Shiksha Kendra.

1.03.17. FORMATIVE ASSESSMENT

As we know assessment is essential to education process. In the case of this work, the assessment considered to evaluate students’ performance is focused on Formative assessment.

Formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Teachers using formative assessment approaches and techniques are better prepared to meet diverse students’ needs through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes. (OECD/CERI International Conference, 2008)

Also, Sadler (1989, p. 120) says, “formative assessment is concerned with how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student’s competence by short-circuiting the randomness and inefficiency of trial-and-error learning” (Voinea, 2018).

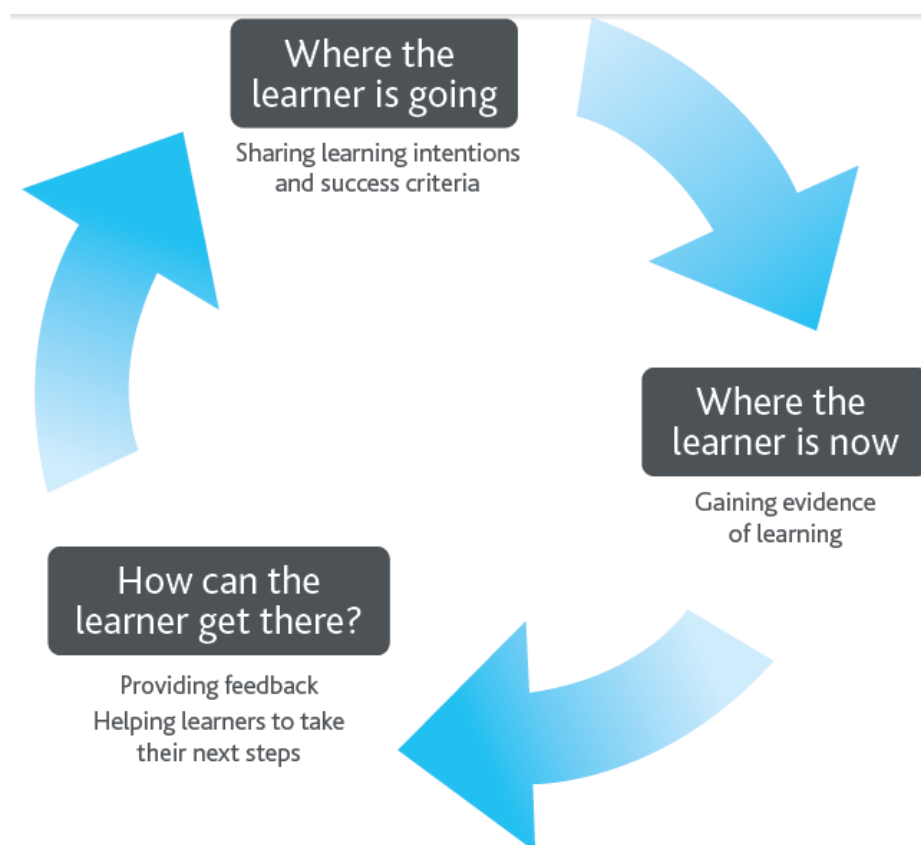
The above definitions serve as guideline to the development of the tasks considered and assessment of the students’ performance in each session. Thus this work takes into account the notion of Assessment for Learning as an integral part of the formative assessment process.

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students’ performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

One way of thinking about AFL is that it aims to ‘close the gap’ between a learner’s current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this. (Cambridge Assessment International Education, 2022)

Figure 5

Keys to Assessment for Learning



Note. From “Getting Started with Assessment for Learning,” by Cambridge Assessment International Education, 2022 (<https://cambridge-community.org.uk/professional-development/gswaf/index.html>). In the public domain.

CHAPTER 2: LESSON PLAN

2.01 APLICATIONS

Lesson Plan - Overview	
Teacher	Keila Carrión Hernández
Educational stage	Junior High School (12-13 ages)
Lesson topic	Festivities around world
Length of the lesson	250 min (5 sessions)
Objectives of the lesson	<p>Students will understand the vocabulary and verbs related to traditions.</p> <p>Students will listen and read texts about some specific traditions.</p> <p>Students will comprehend the general and main ideas of a text.</p> <p>Students will exchange information about their traditions</p> <p>Students will define the term traditions.</p>
Learning Outcomes/ Communicative competences	<p>By the end of the lesson, students will be able to identify different traditions of Mexico and traditions of other countries.</p> <p>By the end of the lesson, students will be able to explain what a tradition is.</p> <p>By the end of the lesson, students will be able to interact with others and communicate their own culture.</p>
Intercultural goal (competences)	Students will acquire knowledge of social groups, intercultural attitudes, skills of interpreting and relating among cultures as well as cultural awareness of their own culture and value others.
Communicative skills considered	Reading, Listening, Writing, Speaking
Functions	Talking about traditions and activities related to those ones

Main Grammar structure	Simple Present Tense / verbs
Teaching Approach	CLT, TBL, ESA
Brief description of the plan	The present lesson plan develops students' intercultural competences as they get involved in the activities step by step of this plan. These activities are created taking into account the students' needs and learning context which make more challenging the process of learning and teaching. None of them are exactly the same of any book, but there were analyzed different educational sources to do the final product.
Number of sessions	5 sessions of 40 mins
Content required for the lesson	Readings (The Dragon Dance of China, The Rejunta, The Flamenco)
Anticipated problems	<ol style="list-style-type: none"> 1. The students may not know some words from texts and instructions. 2. The students may not have access to internet. 3. Students may not have an electronic or smart device to investigate about the topic using the technology 4. Students' economy may not be good to spend money on specific material or investigation.
Link for the content	https://drive.google.com/drive/folders/1uWnZFFov0rj-LUiEPik0WI1h9_Mq7bqW?usp=sharing
EEAILE tutor	Shelick Ericka García Galván

1. INTRODUCTION TO THE LESSON

Step of the lesson	Teacher's activity	Student's activity	Session number
Before the lesson	<ul style="list-style-type: none"> - Previous to the present plan, the teacher works with features of the language that are necessary to comprehend sentences. In this case, nouns and personal pronouns. These ones help to the development of this lesson plan that focuses on specific linguistic features of the language, development of language skills and intercultural aspects. - Also, does researching, creates material and takes copies of the material to be used. - Make use of technology to prepare activities. 	<ul style="list-style-type: none"> - Students work with activities of personal pronouns and nouns in their notebook. 	0

2. COMMUNICATIVE SKILLS

LEARNING VOCABULARY RELATED TO CELEBRATIONS					
Steps of the lesson	Teacher's activities	Students' activities	Materials & resources	Session	Instruments of evaluation
Warm up Activity	<p>T. welcomes and greets warmly to the students and writes the date on the board as usual.</p> <p>The teachers tells the students they will hear a noise and they will guess what makes the noisy.</p> <p>T plays the audio track one at a time.</p>	<p>The students pay attention to the teacher.</p> <p>- The students listen to recordings played by the teacher. (5 min)</p> <p>The students raise their hand to participate.</p> <p>Students get involved in the activity effectively.</p>	<p>Internet</p> <p>Speakers</p> <p>Electronic device / smartphone</p>	1	Direct observation
Activation of content schema (engage)	<p>The teacher writes the questions on the board and elicits participation from the students.</p> <p>Possible questions:</p> <p>What is your favorite celebration/festivity?</p>	<p>The students pay attention to the teacher.</p> <p>The students raise their hand to participate.</p> <p>Act 1. The students takes notes. (15 min)</p>	<p>Flashcards</p> <p>Markers</p> <p>Adhesive tape</p> <p>Board</p>	1	<p>Direct Observation</p> <p>Rating scale</p> <p>/</p> <p>questionnaire</p> <p>Checklist</p>

	<p>What is a <i>festivity</i>? <i>A special social event that people organize to celebrate something.</i></p> <p>The teacher uses flashcards to give them clues.</p> <p>The teacher shows them 4 pictures.</p> <p>Then writes the holidays on the board and the definition.</p> <p><i>Pictures:</i></p> <ul style="list-style-type: none"> - Christmas -Children's day - Day of the death <p>Then, the teacher writes another question on the board.</p> <ul style="list-style-type: none"> - What kind of activities you do in _____? - Children's day (break piñatas, eat candies, buy toys, celebrate with family) - Christmast (decorate the house, eat grapes, drink wine/eggnog, eat 			<p>Rubric for the product</p>
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	<p>turkey, get together, decorate a tree, buy clothe and gifts).</p> <p>- The Day of Death (go to the cemetery, make an altar, decorate the house, decorate with cempasúchil, eat tamales, drink atole)</p> <p>The teachers writes the students answers on the board.</p>				
<p>Vocabulary (study)</p> <p>2. Label activity</p> <p>2.1 Filling the blank activity</p>	<p>The teacher gives the students a handout to work with vocabulary related to celebrations.</p> <p>The teachers asks one of the students to read the instructions aloud to clarify doubts.</p> <p>The teachers walks around to monitor the students.</p> <p>Teachers asks the students to check their answer with their side partners if they have finished.</p> <p>After that, teacher tells the students to read the second part of the activity and verifies the vocabulary with them.</p>	<p>The students read aloud the instructions and clarify doubts about the vocabulary.</p> <p>Act 2. The students label vocabulary to three different countries.</p> <p>(Recognizing cultural identity - celebrations)</p> <p>(10 min)</p> <p>The students check answers with their side partner.</p> <p>Act 2.1 The students read some sentences to fill in the blank with the correct vocabulary. (10 min)</p>	<p>Flashcards</p> <p>Worksheets</p> <p>Markers</p> <p>Adhesive</p> <p>tape</p> <p>Board</p>	<p>1</p>	<p>Direct</p> <p>Observation</p> <p>Rating scale</p> <p>/</p> <p>questionnaire</p> <p>Checklist</p> <p>Rubric for the product</p>

<p>(reading sentences)</p> <p>3. Checking comprehension activity (open questions)</p>	<p>The teachers reminds them the time to do the activity.</p> <p>The teacher elicits from the students the answers to check the activity.</p> <p>Teacher elicits from the students the vocabulary they learned in the actual session. <i>Speak up the vocabulary you learned today and What a celebration is.</i></p> <p>Possible answers: Christmas. Break piñatas, Day of the Death, Holy week etc.</p>	<p>The students check answers with the teachers.</p> <p>Act 3. The students raise their hand to participate.</p> <p>- The students respond to the teacher question to participate and get involved.</p>			
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READING COMPREHENSION

Steps of the lesson	Teacher's activities	Students' activities	Materials & resources	Session	Instruments of evaluation
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Warm-up activity	<p>The teachers greets and welcomes to the students.</p> <p>- The teachers asks the students to stand up and follow her. The teachers perform “ Head, shoulders, knees and toes”</p>	<p>The students pay attention to the teacher.</p> <p>The students follow the teacher and perform the activity “head, shoulders, knees and toes”. (5 min)</p>	None	2	
Pre-reading Activation of content (engage)	<p>Then, the teacher tells the students they will continue with the previous lesson, but they will learn new words. In this case the focus is on verbs. The teacher shows them some pictures and elicits from them the meaning of each picture. Each picture corresponds to verbs that they will learn in the readings.</p> <p><i>Pictures:</i></p> <p>- dance - invite - live - eat - is (to be) - make - celebrate - love - drink</p> <p>Then, the teacher sticks the pictures on the board.</p>	<p>Act 1. The students guess meaning of the words. (10 min)</p> <p>The students raise their hand to participate.</p> <p>The students take notes on their notebook.</p>	Flashcards Markers Adhesive tape Board	2	Direct Observation Rating scale / questionnaire Checklist Rubric for the product

<p>While Reading (study)</p> <p>1. Looking for specific content (scanning) Fill in the blank activity</p> <p>2. Getting the general and main idea (Skimming) Multiple choice questions activity</p> <p>3. Getting the right information (Skimming)</p>	<p>The teacher gives the students a handout to read about 3 different readings.</p> <ul style="list-style-type: none"> - The dragon of China - La Rejunta - The Flamenco <p>The teachers tells the students to read the instructions aloud to clarify doubts.</p> <p>The teacher tells the students to read <i>the Dragon of China</i> as they listen to.</p> <p>Teacher plays the audio track 1.</p> <ul style="list-style-type: none"> -The teachers asks students to read again and complete the activity 1. - The teacher tells the students to read carefully through the text and look for specific verbs to fill in the blank activity. (It is a kind of exercise where the students can use scanning strategy) <p>The teacher walks around to monitor the students.</p>	<p>The students read aloud the instructions of the reading and clarify doubts.</p> <p>Act 1. The students listen to and read <i>The dragon dance of China</i> to find specific verbs they need to do the fill in the blank activity. (finding the verb) (10 min)</p> <p>The students check the answers with the teacher.</p>	<p>Worksheets</p> <p>Markers</p> <p>Board</p> <p>Speakers</p> <p>Audio tracks</p>	<p>2</p>	<p>Direct</p> <p>Observation</p> <p>Rating scale</p> <p>/</p> <p>questionnaire</p> <p>Checklist</p> <p>Rubric for the product</p>
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<p>True/false questions activity</p>	<p>Once they finished, the teacher check answers with the whole group.</p> <p>- In the second reading <i>La Rejunta</i>, the teacher asks the students to listen to the reading and follow it.</p> <p>In a second reading, the teacher asks the students to read aloud the reading together.</p> <p>The teacher walks around to listen to the students' participation. Then, teacher asks for carefully through the whole reading to find the correct answer to the questions of the act 2. (It is a kind of activity where the students read for the general and main ideas of the text to answer a multiple choice question activity - skimming). (10 min)</p> <p>Then, the teacher checks the answers with the whole group.</p>	<p>Act 2. The students read and listen to <i>La Rejunta</i> to answer a multiple choice activity. In this activity they need to get the general and main ideas of the reading. (10 min)</p> <p>The students check the answers with the teacher.</p> <p>Act 3. The students listen to and read <i>The Flamenco</i> to</p>			
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	<p>After that, teacher tells the students they will listen to and read about to <i>Flamenco Dancing</i>.</p> <p>The teacher plays the recording.</p> <ul style="list-style-type: none"> - The teacher reads the questions aloud and elicits from students the answer. The activity 3 is carried as a whole group. (10 min) 	<p>complete a True/ False questions activity. In this activity they need to read to get the right information and answer the questions. (10 min)</p> <p>The students check the answers with the teacher.</p>			
<p>Post-reading (study)</p> <p>Consolidation of knowledge</p> <p>Open questions</p>	<p>The teacher checks the student's comprehension of the readings by asking the following question.</p> <p>(5 min)</p> <ul style="list-style-type: none"> - Name 5 verbs you learned from the readings. <p>Homework</p> <ul style="list-style-type: none"> - The teacher asks for an investigation to the students " famous celebrations of your region or country" - Bring pictures, glue and markers and findings. 	<p>The students answer to the teacher's questions.</p> <p>The students speak aloud the verbs they learned in the readings.</p> <p>Students take notes of the homework.</p>	<p>Notebook</p> <p>Pencil markers</p>	<p>2</p>	<p>Formative (open-questions)</p>

LISTENING COMPREHENSION

Steps of the lesson	Teacher's activities	Students' activities	Materials & resources	Session	Instruments of evaluation
<p>Warm-up activity</p> <p>Ease students' mind</p>	<p>The teachers greets and welcomes to the students.</p> <p>- The teachers asks the students to stand up and follow her. The teachers perform " Head, shoulders, knees and toes"</p>	<p>The students pay attention to the teacher.</p> <p>The students follow the teacher and perform the activity "head, shoulders, knees and toes". (5 min)</p>	None	3	Direct observation
<p>Pre-listening</p> <p>Activate students' knowledge of the topic</p> <p>Matching activity</p>	<p>The teachers asks students if they remember the festivities and celebrations that they have been studied in previous.</p> <p>The teacher shows some pictures to the students that correspond to celebrations that they need to remember, then they should think about the activities they do to celebrate a specific festivity.</p> <p>The teacher gives a handout to the students, then they read the</p>	<p>The students guess the festivity according to the picture that the teacher shows them. They take notes about them.</p> <p>Act 1. The students match the pictures with verbs. (10 min)</p> <p>The students check the answers of the activity with the teacher.</p>	<p>Worksheets</p> <p>Flashcards</p> <p>Markers</p> <p>Board</p> <p>Audio tracks</p>	3	

	<p>instructions to clarify doubts and answer the activity.</p> <p>The teacher checks the answers of the activity with the students.</p>				
<p>While-Listening</p> <p>- Checking understanding</p> <p>2. Listening for specific verbs</p> <p>3. Reordering activity</p>	<p>The teacher asks the students to take their previous reading worksheet. The teachers explains that they will use it to do the listening activity.</p> <p>- The teacher explains that they will hear a list of verbs from the readings that they have to circle in the reading.</p> <p>After that, they will write the verbs they hear in the chart of activity 2.</p> <p>The teachers explains the instructions and clarify doubts about act 3.</p> <p>- The teacher plays an audio track to listen to act 3. It is played twice.</p> <p>The teacher checks the answers of the activities with the students.</p>	<p>Act 2. The students listen to a recording and they circle specific verbs in the previous reading worksheet. Then the students write the verbs in the chart. (10 min)</p> <p>Act 3. The students listen to the recording and reorder some sentences according to what they hear in the audio. (10 min)</p> <p>The students check the answers of the activity with the teacher. (5 min)</p>	<p>Worksheets</p> <p>Readings</p> <p>- <i>The Dragon dance of China</i></p> <p>- <i>La Rejunta</i></p> <p>- <i>The Flamenco</i></p> <p>Markers</p> <p>Board</p> <p>Speakers</p>	3	

Post-listening	Teacher checks students' comprehension and ask to write about what a festivity is and one activity they do for Children's day and one for Day of the Dead. (5 min)	The students write one activity to celebrate Children's day and the Day of Dead. They also write what a celebration is.	Worksheets Pencil Markers	3	
Consolidation of knowledge					
Open questions	-What is a celebration?				

WRITING AND SPEAKING SKILL

Steps of the lesson	Teacher's activities	Students' activities	Materials & resources	Session	Instruments of evaluation
Pre-writing brainstorming	The teacher asks the students to mention the celebrations they remember from their country or their favorite celebration or festivity.	The students speak up the celebration they like or remember. (10 min)	None	4	Direct observation
Writing sentences Controlled Practice Brainwriting	The teacher tells the students it is their turn to write about a festivity that they like from their country or region. 1. The teacher writes the simple present grammar structure on the board and explains that it is the way a	Act 1. The students pay attention to the teacher and look at the chart to see how to write a sentence. Students repeat the sentences. (10 min)	Worksheets Pencil Markers	4	Formative assessment Direct observation Feedback

	<p>sentence is structured and give examples.</p> <p><i>Subject +verb+complement</i></p> <p>We eat tamales</p> <p>I break piñatas</p> <p>We sing carols</p> <p>The teacher speak up the sentences</p> <p>2. The teacher tells the student to take their investigation about festivities and think about one they like to share with the class.</p>	<p>Act 2. The students use their investigation about festivities and follow the steps of the instructions. (10 min)</p> <p>They choose one festivity and use a prompt to write about it.</p> <p>They write 3 or more activities for the celebration.</p> <p>The students asks for help if they needed.</p>			
<p>Rewriting /editing</p>	<p>The teacher revises the students productions (<i>writing sentences</i>)</p> <p>-The teacher asks the students to correct their mistakes (misspelling of words or vocabulary) and rewrites their sentences on a poster to present it in front of the class.</p> <p>-The teacher asks them to use their creativity, use drawings or the pictures they brought as a homework.</p>	<p>The students correct their grammar or spelling mistakes and rewrite their sentences in a poster.</p> <p>The students use pictures, drawing to decorate their presentation.</p>	<p>Poster</p> <p>Colors</p> <p>Pictures</p> <p>Pencil</p> <p>Markers</p> <p>Adhesive tape</p>	<p>5</p>	<p>Formative assessment Rubric</p>

SPEAKING SKILL

Steps of the lesson	Teacher's activities	Students' activities	Materials & resources	Session	Instruments of evaluation
<p>Communicative skill</p> <p>Act 1. Speaking social practice</p> <p>Act 2. Oral presentation</p>	<p>The teacher asks the students to practice their writing production with their side partner (5 min)</p> <p>The teacher walks around to monitor the students and helps them with the pronunciation of words.</p> <p>The teacher elicits participation from the students to present their final product.</p> <p>The teacher encourages them to present their poster and evaluates the activity.</p>	<p>Act 1. The students get in pairs and practice their writing production aloud. (5 min)</p> <p>Act 2. The students take turns to come to the front and present their festivity. (20 min)</p>	<p>Worksheets</p> <p>Pencil</p> <p>Markers</p>	5	<p>Formative assessment</p> <p>Open-ended questions.</p>
<p>Extension activity</p>	<p>The teacher download a video from youtube and send it to the group of students' WhatsApp.</p>	<p>The students copy the questions from the board</p>	<p>Smart electronic device</p>	6	<p>Formative assessment</p>

	<p>The teacher asks the students to watch the video carefully at their home and be ready to answer the questions of their notebook.</p> <p>The teacher write homework (open-ended questions and multiple choice quiz) on the board which are based on the video.</p> <p>https://www.youtube.com/watch?v=gtDSYJ8esB4</p>	<p>The students watch a video about celebrations around word and answer the open ended questions.</p>	<p>Notebook Pencil</p>		<p>Multiple choice quiz</p>
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2.02. PROCEDURE: EVIDENCES (PHOTOS, WORKSHEETS, CHARTS, VIDEO)

Figure 6

Session 1 Introduction of Festivities Around the World



Note. Scene of the Students' Participation in the Warm-Up Phase

Figure 7

Session 1 Pre-Task Learning Vocabulary about Festivities Around the World

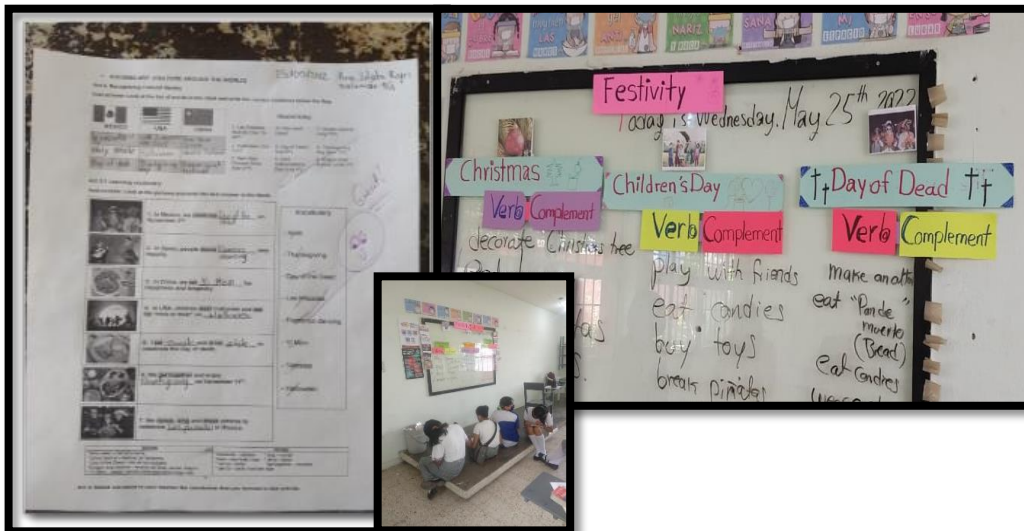


Figure 8

Session 2 Scene of the Students' Participation in the Warm-Up Phase



Figure 9

Session 2 While-Tasks Activities "Developing Reading Comprehension Skill"



Note. Learning verbs in context (reading comprehension-festivities)

Figure 10

Session 3 Scene of the Students' Participation in the Warm-Up Phase



Figure 11

Session 3 While-Tasks Activities "Developing Listening Comprehension Skill"



Note. Listening for specific information (action verbs related to festivities).

Figure 12

Homework: Student's Investigation about Festivities around the World.

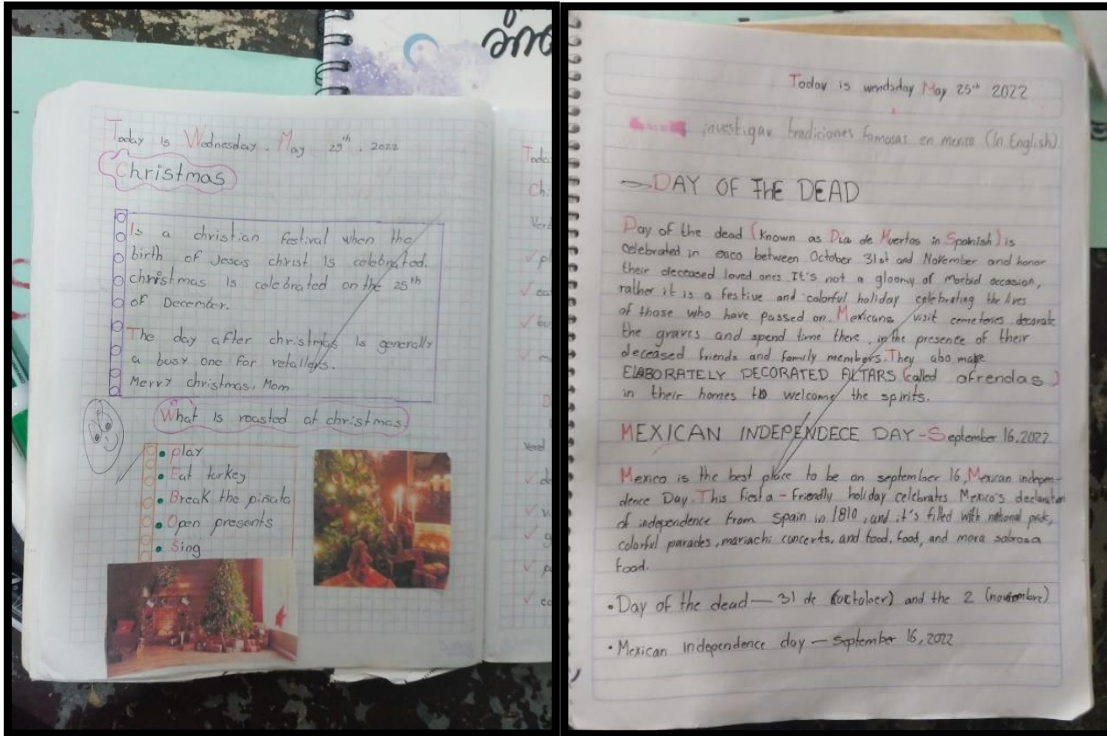
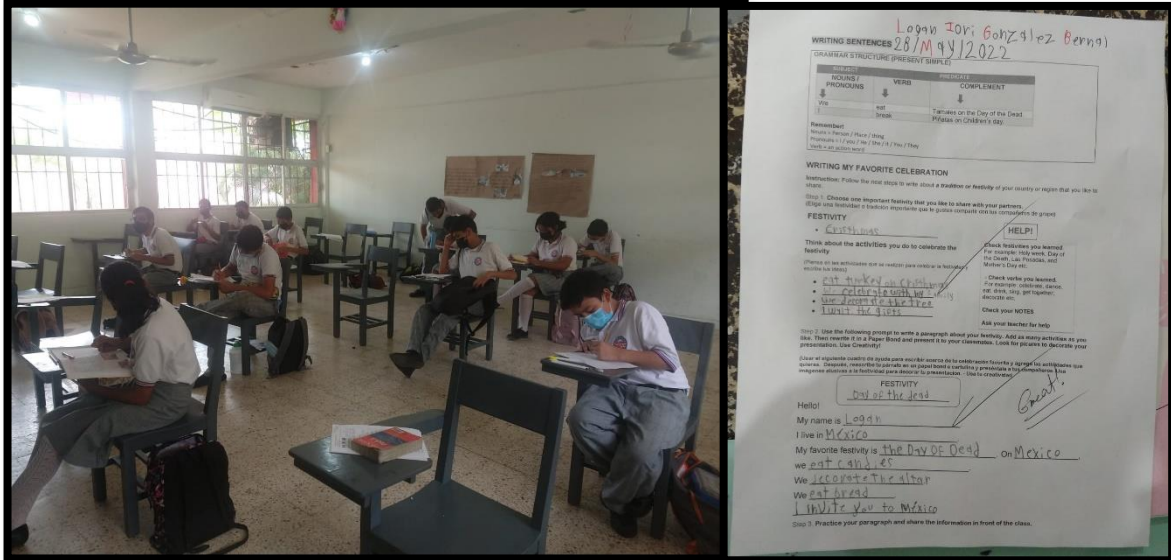


Figure 13

Session 4 Post-Tasks Activities "Writing Skill"



PRODUCTION: Writing sentences about a festivity they like to share

Figure 14

Students' participation on rewriting and editing



Figure 15

Session 5 Speaking Production “The Speaking Social Practice”



Link of the video:

https://drive.google.com/drive/folders/1uWnZFFov0rj-LUiEPik0Wl1h9_Mq7bqW?usp=sharing

<https://youtu.be/WWsMFWTefMs>

2.03 ANALISYS OF EVIDENCES

From my point of view, the strategy for the **warm-up and activation** of content in all sessions work perfectly for my English class.

Regarding the size of the pictures to elicit information and introduce the topic was not big enough which provoked some students to stand up from their places and come closer to watch the images, but the strategy of elicitation with images worked well.

Second, the worksheet to introduce the topic and learn **vocabulary words** about culture around the world was very helpful since this was full with images, but it also helped the activation of content previously. Here, there were two activities that helped them to think about their own cultural identity and others social groups, Label activity and completion activity. Both of them accomplished the goal which was based on the identification and learning about different traditions and activities to celebrate the tradition.

Within the introduction of **reading comprehension**, the activity to activate their content schemata was to show images about verbs which were related to the actions people perform on celebrations. The reading tasks were accompanied by the audio recording in order to help the students to reinforce pronunciation of vocabulary words (verb and nouns).

In this activity it is considered necessary first to begin with the reading without the audio track. Apparently, the students got lost from the main goal in the reading which was to read at their own pace to understand better the celebrations and tradition (vocabulary and verbs) exposed in the reading.

While solving the reading activities the students identified some unknown words and asked for their meaning, but it was solved fast because the vocabulary words were contained in a box at the bottom of the paper. Considering this aspect it is necessary to make the students aware of this aspect.

Regarding the activities to test their comprehension of the reading content, it could notice that these were easy for some students, but difficult for others (completion activity, true/false activity and multiple choice activity). It is necessary to exploit the material with more activities that can be effective for every student.

During the development of the **listening activities** (matching, listening for specific information, reordering activity and open-ended questions), the easiest activity for the students was the matching because the activation of content helped them to solve it, and also because it involved images. In the case of listening for specific information where the focus was to pay attention to actions verbs, it was necessary to use their previous reading worksheet and that was a little

confusing for them. They should circle the verbs they heard from the audio track in the readings and right after write the verbs in the listening section chart. It caused they did not understand the task very well. Last activity of listening was reordering sentences. It was easy for everyone to follow the track in order to number the sentence according to what they heard.

In the **writing skill** activity there were problems regarding with time, since some of them come from other classrooms to take the English class with another group. Also, problems of worry and stress when they were told to use their investigation (homework) to perform the writing production.

The first step was to activate their content schema making the question “what is a celebration or festivity? And what is your favorite celebration? ”. The first answer to the questions was written on the board while the second one was just to speak up which did not work well. Second, it was given a handout to the students where they had to follow a sentence pattern chart in order to work with the language forms. It is believed that it could confuse some learners that had problems to complete the activity.

The intention of using the chart was to help them writing their sentences ex. Noun + Verb+ Complement, but instead of helping it caused uncertainty in some students. It makes me think that the students are not prepared to be introduced into grammar in such way.

The final step was to follow the steps to write about one celebration they liked to write about and share with. They were asked to use their investigation (homework), notes of the lesson and worksheets, but unfortunately some students did not accomplish the activity. They argued that they had not understood the task and that they had not brought the investigation because they did not English.

Even though the writing production was short and easy for some of the students, the time to complete the activity was not enough to complete in all sessions. All the time, the activities were running of time and it was a mayor problem that affected all the activities. The oral production took place in a session that was not considered in the lesson plan.

CHAPTER 3. DESIGN OF ASSESSMENT TOOLS

3.01 ASSESSING TOOLS FOR ACTIVITIES

READING SKILL (Formative Assessment)

- Open-ended questions to evaluate reading comprehension

1. What is the Dragon dance in China?
2. What is La Rejunta?
3. What is famous to eat in Valencia Spain?

Figure 16

Worksheet 2 Reading Comprehension Tasks

✓ **READING COMPREHENSION** (culture around world)


Instructions: Listen to the TEXTS as you follow the readings. Then complete the activities.

READING 1. The Dragon Dance of China


Hello! My name is Chongkun and I live in China with my family. I love my country and I enjoy our holiday *the Chinese New Year*. We dance the traditional Dragon dance of China. We drink Jiuniang and we eat spring rolls, fish and noodles because it brings us good luck.

I invite you to come to China and learn about our culture.

Zài jiàn (good bye)



Spring Rolls



Act 1. Complete the sentences with the correct VERB.

1. My name _____ Chongkun and I _____ in China with my family.

2. We _____ the traditional Dragon dance of China.

3. I _____ my country.



4. We _____ spring rolls, fish, and we _____ Jiuniang.

5. I _____ you to come to China and _____ about our culture.

READING 2. La Rejunta

Hello! My name is Maria del Carmen and I live in Milpa Alta. It is a place to the south of Mexico City. Milpa Alta has 12 villages and towns. It is famous for a traditional meal every Christmas. We call the meal *La Rejunta*. This meal is about 60 thousand tamales of different fillings and fifteen thousand litres of hot chocolate. People make all of this food and drink in less than one week. The most important thing of this tradition is eating together and visiting the cave of *El Señor de Chalma*.

I invite you to visit our region.



Act 2. Read the text and underline the correct option.

1. The text is about:

a) Maria del Carmen
b) A special tradition
c) *El señor de Chalma*

2. La Rejunta is...

a) a meal
b) a person
c) a place

3. Where is Milpa Alta?

a) in Mexico
b) in Queretaro
c) in Veraruz

4. Milpa Alta has

a) 50 villages
b) 3 villages
c) 12 villages

LISTENING SKILL (Formative Assessment)

Figure 17

Worksheet 3 Listening Comprehension Tasks

LISTENING COMPREHENSION
Identifying features of the language
Act 1. Match the pictures with the correct verbs. (Une las imágenes con los verbos correctos)

1. break piñatas	
2. drink atole	
3. visit the cemetery	
4. sing carols (Villancicos)	
5. eat cake	
6. decorate an altar	
7. Open gifts	

Act 2. Circle the verbs you hear in the reading.
Then fill in the chart with the verbs.

- REA The dragon dance of China
- La Rejunta
- The flamenco

List of words: Ticking off items - 10U191

VERBS		
Reading 1. The dragon dance of China	Reading 2. La Rejunta	Reading 3. The Flamenco

Act 3. Listen to the recording and number the sentence (1 to 6) in the order you hear them.

SENTENCES:

1. Spain is beautiful. _____
2. I live in Valencia Spain. _____
3. Come and enjoy Paella. _____
4. The most popular food in Spain is Paella and Flamenco dancing. _____
5. You can try popular dishes in Spain. _____
6. My name is Martina. _____

Act 4. Consolidation
Questions:

1. What is a Festivity (celebration)? _____
2. Write one activity for each celebration.
 - Children's Day
1. _____
 - Day of the Dead
1. _____

Note. The tasks of listening focus on listening for specific information (verbs) / reordering sentences.

WRITING SKILL (Formative Assessment)

Figure 18

Worksheet 4. A prompt for the writing process

WRITING MY FAVORITE CELEBRATION

Instruction: Follow the next steps to write about a *tradition or festivity* of your country or region that you like to share.

Step 1. Choose one important festivity that you like to share with your partners.
(Elige una festividad o tradición importante que te gustes compartir con tus compañeros de grupo)

FESTIVITY

• _____

HELP!

Think about the activities you do to celebrate the festivity

(Piensa en las actividades que se realizan para celebrar la festividad y escribe tus ideas)

• _____

• _____

• _____

Check festivities you learned.
For example: Holy week, Day of the Death, Las Posadas, and Mother's Day etc.

- Check verbs you learned.
For example: celebrate, dance, eat, drink, sing, get together, decorate etc.

Check your NOTES

Ask your teacher for help

Step 2. Use the following prompt to write a paragraph about your festivity. Add as many activities as you like. Then rewrite it in a Paper Bond and present it to your classmates. Look for pictures to decorate your presentation. Use Creativity!

(Usar el siguiente cuadro de ayuda para escribir acerca de tu celebración favorita y agrega las actividades que quieras. Después, reescribe tu párrafo en un papel bond o cartulina y preséntala a tus compañeros. Usa imágenes adivinas a la festividad para decorar tu presentación. - Usa tu creatividad)

FESTIVITY

Hello!

My name is _____.

I live in _____.

My favorite festivity is _____, On _____,

we _____.

We _____.

We _____.

Step 3. Practice your paragraph and share the information in front of the class.

Figure 19

Rubric to assess writing product

Rubric For Writing Product (A favorite festivity)		
Student's name:	_____	
Aspects	Outcome/ result	Yes/Partly/No
Content	Present 3 different activities for the festivity chosen, the topic and the ideas are clear.	
Vocabulary	Make use of more than 3 vocabulary words to describe an activity.	
Use of language	Make use of pronouns, verbs and complement correctly.	
Spelling	Present good spelling of words or group of words (verbs-nouns-pronouns)	

SPEAKING SKILL (Formative Assessment)

Figure 20

Rubric to assess the oral presentation

Rubric For Writing Product (A favorite festivity)		
Student's name:	_____	
Aspects	Outcome/ result	Yes/Partly/No
Content	Present 3 different activities for the festivity chosen, the topic and the ideas are clear.	
Vocabulary	Make use of more than 3 vocabulary words to describe an activity.	
Use of language	Make use of pronouns, verbs and complement correctly.	
Spelling	Present good spelling of words or group of words (verbs-nouns-pronouns)	

3.02. RATIONALE BEHIND THE ASSESSING TOOLS

First, it is worth to remember that these activities were designed according to the students' needs, knowledge of English and school context. Regarding **vocabulary** and **grammar**, both aspects are very important to express a thought or write about something, in other words to develop the communicative competence, thus the lesson begin with a brainstorming about festivities and celebrations around the world. It is followed by the introduction of new vocabulary words of the lesson. This is necessary for both the teacher and students, since this helps the students to activate their prior knowledge of the topic and gives the teacher a panorama of the students' cultural knowledge.

"Cultural knowledge" means that you know about some cultural characteristics, history, values, beliefs, and behaviors of another ethnic or cultural group"

In session 1, the students work with a vocabulary worksheet where they label specific traditions to three different countries and do a completion activity (writing the missing words) in order to learn and test vocabulary related to different traditions around world. For example, people eat Yi Mein and longevity noodles to celebrate New Year in China while people eat barbecue and baked leg in Mexico.

"Vocabulary is required in order to build blocks of language, and grammar is necessary in the process of creating larger structures such as sentences, paragraphs, and whole texts"

Some examples of strategies for assessing vocabulary within the classroom are:

- ✓ Take some minutes of the class to have a vocabulary review
- ✓ Check the meaning of five to ten words
- ✓ Have students do partner quizzes, on five or ten previously studied words.
- ✓ Have students use a self-rubric which helps them track their progress over the knowledge of new vocabulary.

...It is also important to decide the format in which our evaluation instrument will be presented to our students. We can choose among multiple-choice items of various kinds, or matching words with synonyms and definitions. (Read, 2000)

In session 2, the students work with **reading comprehension**. They learn about specific actions verbs and nouns to read about the activities people do in a festivity or celebration. The first activity is a pre-reading and to activate the students' schema knowledge, some pictures of action verbs are showed where they gain knowledge of the upcoming activity. The activity consists of three reading about traditions where they work with different kind of activities that test their level of reading comprehension and cultural aspects.

This skill specifically and content of the lesson it is very challenging for my students because of their schemata. To understand the readings at first glance sounds difficult but not impossible. Nevertheless the materials were adapted to their level of English and considering their special needs, also their schemata was activated using some flashcards to understand content. Carrell

(1983, 1987) indicates that ESL/EFL teachers should also work on minimizing their students' reading difficulties by providing them with familiar contents that include relevant cultural information. The selected reading materials must activate students' relevant schemata which will then lead to a better understanding of what is being read. (Ahmad, 2011)

According to Carrell (1981) the text must activate, in the reader, all of the appropriate cognitive schemata in order to be comprehended. When reading a story with a familiar theme, especially one from the native culture, L2 readers might more easily activate the appropriate background concepts and hence more efficiently process the text. Not only it is important for the reader to have the background knowledge to read more efficiently, but that knowledge also needs to be activated. This can be done through pre-reading activities, as indicated by Kohl (1986) and Williams (1987).

In the development of **listening skill**, the first step is to brainstorm about the festivities studied previously as well as the activities that people carry out to celebrate special days. Then in the pre-listening stage the students take notes and do a very short matching activity to activate their content schema.

Wilson (2003) states that learners use top-down processing to make up for their insufficient knowledge when they listen to a text where they have no prior knowledge about the topic. For example, by showing some relevant pictures or giving some key words before the listening activity, teachers can stimulate top-down process. (Ekrem, 2016).

In the while listening stage, the students should select the verbs they hear in the reading to write them in a chart. Other activity is putting sentences in the order they hear. In the post listening stage the students answer the questions that imply thinking. In these stages, emerge the use of macro-skills and micro-skills. Such skills used in the activities for micro skills are recognizing reduced forms of words and recognizing grammatical word classes (nouns, verbs, etc.).

According to Brown (2007) the macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro skills.

Vandergrift (1999) states that listening sequences improve students' metacognitive abilities, especially in the first two years of language learning. These listening sequences may be divided into three stages as pre-listening, while-listening and post-listening and each of the three stages has its own specific purpose (Underwood, 1989).

Well-designed while-listening activities help students to understand the listening text, to give clues about how to respond, to provide a focus, to indicate the important parts while listening, to keep listeners alert and to permit them to understand the text's structure. In the post-listening stage, students work in detail applying both top-down and bottom up strategies to link up the classroom activities and their real lives (Wilson, 2008)

The designing of the material to evaluate the productive skills **writing** and **speaking** is interrelated and it is basically a controlled practice in order to help the students to write their ideas and present the activity in front of the class. To do the activity they should activate their content schemata, then the teacher elicits from the students to recall the festivities and celebrations that have been studied during previous session. The first activation is part of the pre-writing stage. Right after, the teachers writes some sentence pattern they should follow to write their sentences. To evaluate their progress and production and speaking, they are given a handout with the steps to write their final product. During the whole process they are evaluated by the teacher's direct observation and there is also a rubric designed to have a broad view of their performance.

The above instruments of evaluation mentioned are based on O'Malley and Valdez-Pierce (1996) points of view who state that writing is the most suitable skill to be assessed within the quadrant **Observation of Process** and follow five stages for different purposes pre-writing, while-writing, Post-writing and editing.

The final part of the lesson is speaking skill. As the students' language knowledge is very basic they are evaluated with the written production which they write it in a poster to present it orally. The instrument of evaluation is the direct observation and a small but very significant rubric to record their performance.

4. REPORT AND ANALYSIS

4.01 EXPERIENCE REPORT

The experience doing the planning of these activities were very tiring and stressful because of the time and problems encountered. Not having access to technology (overhead projector, a classroom in conditions to make use of technology, a textbook, support from school authorities and all the necessary tools to promote and develop the English language skills made challenging this project.

Undoubtedly, to take advantage of the technology in the process of teaching and learning a language can help us save time, tiredness and money. This is the first problem faced it, not just in the development of these activities, but all the time, since it is necessary to use interesting and attractive material that can motivate the students to learn the language.

Because of the above mentioned, the planning of the activities were designed considering the students' characteristic and school context. Months ago it had not been possible to give a lesson of 50 minutes at least (school context reasons) and now that it was carried out during 40-50 minutes, it was surprising to observe that all the students were very active in the class.

During the development of the first lesson the students behaved well and with a lot of energy because they were told to be recorded. They were very participative and maybe it was because the lesson topic about traditions and celebrations, a topic that is interesting to talk and think about. It could notice that they liked to share with rest of the group their favorite celebrations and interest for the celebrations of other cultures.

Using the strategy of warm-up and activation of schemata to introduce the topic through images always gave exceptional results. It could notice that they showed confident, interest and acceptance to the introduction of the topic. Even though some of them feel do not know any piece of English, they tried to participate in Spanish which it is allowed in my class.

Also, with the introduction of comprehensible vocabulary the students were ready to be immerse in the reading process while the teacher minimized insecurity and frustration to the students. In this case it was necessary to exploit the reading a little bit more to be engage in the information of the traditions exposed in the readings.

It could notice that learning specific content by integrating the four skills and learning grammar deductively facilitated the development of the communicative competence. It was easier than learning skills separately because the English language was learned considering the language functions.

It would be great to involve the students in the magic of technology during the whole sessions but it was not possible. Even the fact we were not able to use digital resources in the classroom, it was prepared an extension activity to upcoming lessons that requires the use of technology in order the students can carry out at home when possible.

5. CONCLUSIONS

The design of this final project has been a plus to my teaching practice. To think about the theories, approaches, methods and strategies that we should take into account when planning a lesson has enriched my beliefs of teaching and learning a second language.

The second language learning and teaching has many implications. On one hand, it is important to know that there is a handful of approaches, methodologies, techniques and learning styles that every learner and teacher should consider when facing the learning of a language and teaching specific skills of the language.

Most of learners around the world have faced with different kinds of instructional language teaching. Some of them could be based on traditional methods that didn't give good results to learn the language and maybe felt uncomfortable and demotivated with the used method.

The reflections of how a language is learn and the effect it brings about using different methods, and techniques can change our point when we have the role of the teacher. The necessity for adopting new learning methods and approaches that can develop the communicative and intercultural competence in our learners is crucial to fulfill the expectations of Mexican curriculum, students' career and benefit of society.

Thus the main focus of this project has been a respond to the Mexican curriculum and globalization demands which refer to use the top teaching communicative approach as main instructional method, develop in the learners the skills for 21st century and involve them in intercultural learning activities that can bring a great impact to the society.

To sum up it is important to highlight that this specialty broadened my horizons to new ways of teaching and learning a second language, it gave me the tools to improve my teaching practice and rethink about and apply those approaches and principles that make learning easy, interactive and useful for every learner. And also, supported my beliefs that a good teacher will always encourage and motivate the students to be good citizens by listening to them and considering their learning needs and interests; the first step where knowledge and respect begin.

6. APPENDIXES

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