



ESPECIALIZACIÓN EN LA ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA

*INTEGRATING COMMUNICATIVE AND INTERCULTURAL COMPETENCES FOR
TEENAGERS.*

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INTRODUCTION

The purpose of this project is to design a lesson plan integrating communicative strategies based on approaches, methodologies, techniques and dimensions to develop in our students these Competences to interact in a L2. As teachers we have the responsibility to develop these skills in our students because they are part of these knowledge - based technological societies to take advantage of the endless opportunities to exploit in this global world.

Nowadays a teacher is considered a knowledge facilitator, a person who designs real situations as teaching strategies to develop communicative competencies in the students. This teacher has to be up -to-date, emphatic, organized, and most importantly, he or she needs to promote a learning approach and context with real models about different situations in students' lives.

When we teach English, we use Communicative Language Teaching due to we have to design lesson plans based on a study program focusing on a Communicative Approach and social practice of the language. We require some tools and instruments to do our job, these issues are given by their different Institutions and follow a Philosophy. To create an accurate context let me explain that I work in Conalep Tlahuac 230. It is located in CDMX. Conalep offers the following Technical Careers to the students: 1) Automotive Mechanic, 2) Accounting, and 3) Electrical Maintenance. In our college the groups are large, at least we have 40 students per group. This semester I am attending 4th semester at the afternoons. The students are teenagers from 15 to 18 years old. The module Communicative Communication in English has three hours a week per each group. Most of them live in towns near the schools, For instance, Milpa

Alta, Chalco and in cities around like: San Andres Tomatlan, Selene, San Gregorio, Tlaltenco, so on. Just a few students choose our Institution as first option. CONALEP has certain expectations. This College is an educational system at an upper middle academic level, and it offers two degrees, a bachelor's to continue with their studies and a technical degree to insert a work environment for their students.

Both Methodological and Philosophical adhere to a graduate profile so that young people can start their higher studies. In other words, all the Upper middle systems prepare their students to reach the same slope, places to study or to work. "Colegio Nacional de Educación Profesional Técnica has developed the Academic Model CONALEP 2018, derived from the New Educational Model proposed by the Subsecretaría de Educación Media Superior, SEMS" *Study Program (2018)*

In this Study Program, the Institution recognizes the importance of the social interaction among students, teachers, and administrative personnel under the instructions of an Inter-Institutional System called SEMS, an organ that regulates all the subsystems in the Upper middle level. All this context let me explain that teachers who work there, design lesson plans, teach and assess their students, based in a syllabus. It must be current, modern, focusing on competencies, and global.

On the other hand, when we teach English, it is important to analyse two contexts; the students (kind of students, their ages, social and familiar context, likes and dislikes, learning styles) and the school (geographical location of the school and their resources). Focus on all these aspects because they are the first approach with students and educational context.

Once we have the two contexts, we can continue to the second step, design strategies and plan the activities that we will develop in the classroom or online. To do this we need a current syllabus based on Institutional Philosophy and prepare aids and wall-chart. Finally, we apply the students to the diagnostic test, to analyse again the results and work with remedial activities, before introducing new contents.

I. THEORETICAL FOUNDATIONS

Chomsky (1975) explains the relationship between mind and brain and how it is activated considering the Generative Grammar of each individual in the acquisition of another language in particular. Each language has its own conventions, rules, variations, regionalism, intercultural linguistic. The success lies in the communication between the people (based on social practices) involved being fluid, understood and coherent in its textual sense.

Dell Hymes (1971) explains that Communicative Competence is a concept used in linguistics. It involves two cultures (the interaction with people or person in two different countries or cities). And it refers to use of grammar language (phonology, morphology, so on) at this way the speakers use expressions, phrases or utterances correctly and the social interaction will be appropriately. Therefore, he suggests teachers focus on integrating activities and encourage them to feel confident and be communicatively component.

In addition, Intercultural Competence refers in communicating in a range of cross - cultural context effectively. *EEAILE (2022)*. However, we need to infer the Intercultural dimension. *Byram- Gribkova-Starkey (2002)* state that this dimension is not only to

speak in other language. The range of social identities is an important part to use appropriate language. Lingua franca plays an important role due to people in a group have different mother tongue, but they match in a Lingua Franca.

Intercultural Communicative Competence (ICC) involve language skills, and cultural knowledge to comprehend the use of a language. The main purpose is to communicate in authentic contexts to effectively interact with people.

Moreover, the globalization implies a holistic vision for people who want or need to travel by business, studies, relationships, or other important need or plans. *Graddol & Keynes (2006)* explain the English language challenges and difficulties in these new dynamic, globalized societies and although China is emerging as the new world potency. However, English is the lingua franca, and raising hegemony of this language.

In our schools the main foreign language to teach is English so we need to open the curiosity about this culture in our students and engage them in traditions and costumes, then enrich with our costumes and traditions. I teach English as Foreign Language in Conalep Tlahuac. I have explained the Institutional Philosophy in Colegio Nacional de Educacion Profesional Tecnica. CONALEP.

In spite of the fact that we as teachers in this Institution focusing our attention on students based on that Philosophy. It is true that each of us also apply and use our pedagogical model based on the different schools of thought in which we were formed. In addition, the experience gained has made us be selective for applying strategies and learning methods for our students based on their real learning needs.

So, as part of this lesson plan, I have designed some activities related to a Project Called "Pen Pals" This project is applied for our students, and has the objective to learn about each other's culture and practice their language skills. Furthermore, they use their acquired language skills to communicate as well as they can in English and Spanish. We suggest that they will feedback among themselves with a collocation or an adverbial phrasal used in informal language, of course without bad or impolite words. The project will be a control activity.

We are in the first step in this project. And the students are strongly motivated. At the beginning of the semester, I explained them the importance to this activity. I realized that our young students have a deep need to talk and be heard, but this activity must be written, and they are really interested in writing and I can see in their eyes the illusion of reading about other young people their age who are in another country and who has a different culture. Some customs are similar others completely different.

In our country the Education Policy is based on the "Ley General de Education"; the Article 30, talks about the contents and syllabus given by the State and its applies in public and privates schools in whatever academic level (initial, kinder garden, primary, secondary and high school).

Numeral V, focusing on teaching and learning indigenous languages and share with students the importance to the linguistic diversity here in Mexico, as well as teach in the classrooms to respect and be proud of these "Pueblos Indígenas" and defend the Linguistic Rights.

According to the Nueva Escuela Mexicana (NEM), Interculturality promotes dynamic and inclusive processes of socialization, learning and convivencia within school environments, the main purpose is to open the inclusion to get equal opportunities because here there are lots of students that cannot go to the school due to poverty or other situations: family troubles, socioemotional aspects, etc.

NEM explains too, that we have to teach the students “Learn to learn” not only with knowledge, practice and attitude, because they just involve a cognitive process in their minds. Learn to learn implies to develop affective competences with social interaction. Whereas, *Arasaratnam (2017)* explains that to develop an intercultural competence in our students it's necessary to consider three dimensions: cognitive, affective, and behavioural with the intention to learn multiple disciplines and comprehend other cultures.

Byram's model of Intercultural Competence is based in three characteristics:

- 1) Attainable ideal. Neither model for foreign language learners nor learning approaches at schools will give us an Intercultural speaker.
- 2) Educational objectives or dimensions which open unconsciously the acquisition of intercultural competence, maybe by the attitude, motivation or curiosity to comprehend certain culture.
- 3) These educational dimensions need to be specific, with a purpose, a task for teachers and students.

There is a common phrase in Mexico that says “Where you go travelling, do all that people do in that place” I think it is true, because each culture has rooted traditions and customs. We as visitors or outsiders need to respect these ones. If it is possible, we need

to research and investigate these traditions before realize impolite actions. Religion for example is another sociocultural issue in which each one has principles, thoughts, approaches so we need to be able to comprehend and respect them.

TEACHING PHILOSOPHY.

On the other hand, Institutional Philosophy includes values like: respect, commitment, responsibility, communication, positive mind, and quality, and my Teaching Philosophy focus on an ideal student who feel motivated to acquire a Second Language not only to learn. I pretend they feel confident to acquire a L2 based on socialization. Thereby, acquiring the language unconsciously. I appreciate the knowledge given by Behaviour Psychology, Structural Linguistic and Generative Linguistic. However, I lean more towards Generative Linguistic written by Noam *Chomsky (1975)*. I support the five theories given by Stephen Krashen. *EEAILE (2022)*, related to Second Language Acquisition. Another great thinker who supports my Teaching Philosophy is Lev Vygotsky and the Zone of Proximal Development. *EEAILE (2022)*

Once I identify my School of Thought, it is time to choose the Methods to Apply. In this case I use G-TM- Grammar -translation Method mainly when I teach first semester and during a few times, while my students develop the four skills. When I have lower grades, I mean, second, third, fourth or fifth semester, I engage them with DM-Direct Method and CLT-Communicative, Language Teaching. *Davies, P & Pearse, E (2008)*

Now, to introduce and set the new vocabulary, phrases or collocations I use as strategies PPP- Presentation, Practice, Production to model the correct spelling and

pronunciation, after those students make choral repetition and P-BL- Problem -Based Learning to generate a question to analyse a topic or social context. Furthermore, due to I have large groups I use as techniques *brainstorm ideas* to build up the knowledge; *work in pairs* to produce with interviews, role plays, and some games like “memory” to memorize verbs, adjectives, nouns and specific vocabulary; *collaborative learning* mainly to socialize in groups sharing knowledge and acquire the second language. In other cases, I use a question to generate the students activate their previous knowledge, discuss with their participations and together build up the new knowledge. I consider everyone of my students feel comfortable, in a warm environment into our classroom to reduce the stress, and get success in the second language acquisition.

For the last reasons, this project contents a lesson plan designed in five lessons; each one has 50 minutes and are applied at afternoon shift. The lessons are divided first to stimulate listening and speaking skills. After the second session I integrate the writing and reading skills, The Pattern Analysis focuses on Present Simple and Verb Be during the five lessons. The vocabularies I used were: Nationalities (1/5). Jobs /occupations (2/5). Places (3/5). Family members. (4/5). Likes and dislike (5/5). I designed strategies and techniques like: “A big question” to activate their previous knowledge. “Brainstorm ideas” to build up the knowledge.

I chose the topics and contents from the Study Program and Learning Outcomes provided us from the Conalep in which the main Competence to develop in our students is “Communication” to Interact and Interchange personal information. In other words, the main purpose is that our students talk in English, for that reason, I try to do it in my classrooms focusing on Second Language Acquisition.

II. APPLICATIONS

1.LESSON PLAN. IDENTIFICATION CELL.

School. Level	Conalep Tlahuac 230. Basic (A 1)
Title of the lesson	Exchange personal information
Learning Objective. Competence	Mobilize both short and long- term mental activities to comprehend and process the information into an interview to give personal information. Competence. Providing reasonable opinions from the point of making a text.
Communicative skill	Listening, Speaking, Writing.
State of the following options	Recycling topic
Functions	Establish discussion, situation, listening practice about an interview to write their personal information. Key vocabulary: Written in each lesson.
Main Grammar structure	Present Simple. Verb To Be.
Brief description of the plan	We have worked with Verb To be to introduce ourselves, and the use of singular and plural pronouns.
Hours of the plan implementation	5 sessions. Time: 50 minutes per session

<p>Contents required for the lesson</p>	<p>Use of Verb to be and Present Simple.</p> <p>Key Vocabulary.</p> <p>Nationalities. 1/5</p> <p>Jobs /occupations 2/5</p> <p>Places 3/5</p> <p>Questions “What’s is your address? Do you live in a house or in a flat?</p> <p>Family members. 4/5</p> <p>Likes and dislike 5/5</p>
<p>Link of the content</p>	<p>Countries and Nationalities.</p> <p>https://www.youtube.com/watch?v=NJVV1LDt2hE</p> <p>Jobs occupations.</p> <p>https://www.youtube.com/watch?v=_ID6QEK_c7o</p> <p>Where do you live?</p> <p>https://www.youtube.com/watch?v=3EDzQeh7mWE</p> <p>Family members.</p> <p>https://www.youtube.com/watch?v=FHaObkHEkHQ</p> <p>Likes and dislikes.</p> <p>https://www.youtube.com/watch?v=yWRogEqTBIA</p> <p>Link to play “Likes and dislikes”</p> <p>https://learnenglishkids.britishcouncil.org/grammar-practice/and-dont</p> <p>LINK OF VIDEO – EVIDENCE.</p>

	<p>VIDEO</p> <p>LINK OF THE SECOND VIDEO</p> <p>VIDEO 2</p>
Purpose of the language	<p>To interact with the students talking about countries and nationalities. The students will say their nationalities according the chosen country.</p> <p>After that they will choose a job to talk about their occupations.</p>
Intercultural formative-purpose	<p>Expression <i>"How old are you?"</i> In many European and American cultures this question could be an offence.</p> <p>In additions they express the age as a temporary stage not a permanent stage.</p> <p>Students notice the phonetical differences between their mother tongue and a L2. In our country, we write the same sounds as we listen or read.</p> <p>Encourage the students to be curious and learnt more about other cultures and its customs and traditions.</p>

2. INTRODUCTION TO THE LESSON

STEP OF THE LESSON	TEACHING ACTIVITIES	STUDENTS ACTIVITIES	SESSION NUMBER

<p>Before the lesson</p>	<p>Explains the purpose of the lesson.</p> <p>Introduces the vocabulary: countries and nationalities.</p> <p>Jobs occupations.</p>	<p>1. Activate their previous knowledge.</p> <p>2. Listen and ask any question.</p>	<p>0/0</p>
<p>During the lesson</p>	<p>Discussion: Where are you from? What do you do?</p> <p>Interacts with the students.</p> <p>Promotes Communicative Competences.</p> <p>Promotes intercultural aspects, considering phonetic, sounds, rhythms.</p> <p>Writes on the board some examples.</p>	<p>1. Activate their cognitive process.</p> <p>2. Produce some mental structures to introduce themselves with countries, nationalities, and jobs.</p> <p>3. Ask any questions if they have a doubt.</p> <p>.</p>	<p>0/0</p>
<p>Set the objective or competencies of the lesson</p> <p>[Describe how you will</p>	<p>1. Explains the outcome learning and the competences to develop.</p> <p>2. Promotes the dialogue.</p>	<p>1. Infer and analyse the purpose of the lesson.</p> <p>2. Interact between them, asking their names, countries and nationalities.</p>	<p>0/0</p>


present the objective or competencies of the lesson]			
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3. COMMUNICATIVE SKILLS DEVELOPMENT.

Listening & Speaking					
Step of the lesson	Teachers' activities	Students' activities	Material	Session number	Assessment
1.Introduce the Vocabulary. Nationalities : American, Mexican, British, Italian, Canadian, Chinese, English.	1.Sets the flash cards to identify the vocabulary. 2.Asks Choral repetition.	1. identify the meaning of the words based on the images. 2.Participate in choral repetition.	Flash Cards. YouTube Video. Internet	1/5	Observation Answers in each question.

<p>2. Inferring the vocabulary.</p>	<p>Discussion</p> <p>Promotes the following questions.</p> <p>a. What country is it?</p> <p>b. What is the nationality of its citizens?</p> <p>c. Chose a country and introduce yourself. (Mention you name).</p>	<p>Activate their cognitive process.</p> <p>Possible answers. <i>My name is _____ . I am from Italy. I am Italian.</i></p>	<p>Flash Cards</p>		<p>Teacher gives feedback.</p>
<p>1.Introduce the Vocabulary.</p>	<p>1.Sets the flash cards to identify the vocabulary.</p> <p>2.Asks Choral repetition.</p>	<p>1. identify the meaning of the words</p>	<p>Flash Cards. YouTube Video. Internet</p>	<p>2/5</p>	<p>Observation</p>

<p>Jobs /Occupation</p> <p>Teacher, doctor, nurse, dentist, actor, farmer, footballer, baker, cook, pilot, police officer, fire fighter, writer, student.</p>		<p>based on the images.</p> <p>2.Participate in choral repetition.</p>		<p>Answers in each question</p>
<p>2. Inferring the vocabulary</p>	<p>Discussion</p> <p>Suppose you are an adult. What job do you like to do? What Would you like to be when you grow up?</p>	<p>Activate their cognitive process. Possible answers</p> <p><i>An architect. I would like to be an architect.</i></p>	<p>Flash Cards</p>	<p>Observation</p> <p>Answers in each question</p>

<p>1.Introduce the vocabulary. Places. Park, theatre, school, hospital, street, avenue, boulevard.</p> <p>Questions:</p> <p><i>What's your last name?</i></p> <p><i>Where do you live?</i></p> <p><i>What's your address?</i></p>	<p>1.Sets the flash cards to identify the vocabulary.</p> <p>2.Asks Choral repetition.</p> <p>Discussion</p> <p>Do you live in a house or in a flat /</p>	<p>1. identify the meaning of the words based on the images.</p> <p>2.Participate in choral repetition.</p> <p>Activate their cognitive process.</p>	<p>Flash Cards. William Shakespeare imagen. YouTube Video.</p> <p>Track 1</p>  <p>02_Information(ipad).m</p>	<p>3/5</p>	<p>Observation</p> <p>Answers in each question</p> <p>Observation</p>
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<p>2. Inferring the vocabulary</p>	<p>apartment? For example, I live in a house. Do you know William Shakespeare? Teacher explains she will play an audio. They will hear an interview. She requests to pay attention who is the person, highlight with his address, occupation, and nationality.</p>	<p>Answer the questions. Possible answers <i>I live in a house. I live in an apartment.</i> <i>I live on Independence Avenue,</i> <i>My last name is Gonzalez.</i> <i>My address is 6 Pegasus Street.</i></p>	<p>Appendix #1</p>	<p>Answers in each question</p>
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Reading & Writing					
Step of the lesson	Teachers' activities	Students' activities	Material	Session number	Assessment
1. Introduce the Vocabulary. Family Members. Father, mother, parents, brother, sister, grandfather, grandmother, grandparents, uncle, aunt, cousin.	1. Sets the flash cards to identify the vocabulary. 2. Asks Choral repetition.	1. identify the meaning of the words based on the images. 2. Participate in choral repetition.	Flash Cards. YouTube Video.	4/5	Observation
2. Inferring the vocabulary.	Discussion a. What's your mom's name?	Activate their cognitive process.	Text book Up-to – date 1. By Rose Corespi.		Writing. Complete the text correctly.

	<p>What's your dad's name?</p> <p>Do you have grandparents?</p> <p>Do you have uncles?</p> <p>b. Teacher explains they are going to listen to Kimberly, she will introduce herself and her family.</p> <p>c. Asks to open their textbooks on page 19.</p> <p>Exercise g and read the instruction.</p>	<p>Answer the questions.</p> <p>Possible answers</p> <p><i>My name is Ana. My mom's name is Paola and my dad's name is Peter. I have an uncle, his name is Jose and a cousin, her name is Maria.</i></p>	<p>Appendix #2</p> <p>Flash Cards.</p>		<p>Teacher gives feedback.</p>
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<p>1.Introduce the Vocabulary. Likes and dislikes. Read books, listen to music, produce music, watch movies, go to the cinema, eat out, cook at home.</p> <p>Expressions:</p> <p><i>Do you like reading books? No, I don't. I prefer listening to music on my phone.</i></p>	<p>1.Sets the flash cards to identify the vocabulary.</p> <p>2.Asks Choral repetition.</p> <p>Acts the expression, to comprehend the meaning.</p>	<p>1. identify the meaning of the words based on the images.</p> <p>2.Participate in choral repetition.</p>	<p>YouTube Video.</p> <p>Link to play</p>	<p>5/5</p>	<p>Observation</p> <p>Answers in each question</p>
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<p>2. Inferring the vocabulary.</p>	<p>Discussion</p> <p>What kind of activities do you do in your spare time? What leisure activities do you like? Do you like eat out? Yes, I do / No, I don't, I prefer cooking at home.</p> <p>3. Uses the internet to realize a videogame with the students. The objective is identified affirmative</p>	<p>Activate their cognitive process.</p> <p>Answer the questions.</p> <p>Possible answers</p> <p><i>In my free time, I like playing football with my friends. I like, listening to music on my phone. I don't like reading books.</i></p>	<p>Text book Up-to – date 1. By Rose Corespi.</p> <p>Appendix #3</p>		
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	and negative form with Simple Present, expressing likes /dislikes.				

4. INTERCULTURAL COMPONENT.

Based on the lesson plan, the intercultural activities will be introduced at the moment that they interchange personal information with a simple question like: *How old are you?* In this case I explain that this is interpreted according the culture, in our country is a common question, but people form Europe and USA could interpret it as an offense. Another example to promote Interculturality is the *Food*, with simple questions, for example: *What country is it? What is the traditional food here?* Or during the class I can ask a “Did you know...”, For instance: *Did you know that in Spain people eat “tapas”?* Then I explain what are they.

Now, in the future, when my students can write letters to develop the Pen Pan Project they can write about their own culture and describe how do they celebrate Christmas here in Mexico, and they could ask other teenagers about their own context not just in Xmas, also could be other representative dates like: Valentine’s Day, Easter Holidays,

Mother's Day, so on. to ask their Pen Pal, and promote the Intercultural Communicative Competences.

Each letter will describe about personal customs and traditions and then they will ask a question suggesting an answer, in which the American students explain about how do they celebrate or commemorate in their Country or State.

In this stage, I mean, when students will be able to write personal information, I could apply the following lesson plan.

1. Lesson Plan. Pattern Analysis.

School:	Conalep Tlahuac 230.		
Schedule:	Afternoon.		
Semester:	Fourth		
Groups:	408, 409, 411, 412, 413, 414.		
Competences:	Reading & Writing. Providing reasonable opinions from the point of making a text	Component:	The importance of reading to writing production.
Learning Outcome	1.1 Writes basic texts that include personal information. How do they do some actions they like and dislike.		

Expected learning Outcome	Students use Simple Present. Adverbs and adjectives to provide their own information in written form.
Communicative competences to develop	Reading and Writing.
Final Evidence	Students write a letter for their pen pal.
State of the Learning process	Initial. Module 1. Previous Knowledge: Verb to be, Simple Present, Present Continuous in all forms. Use of adjectives. Pronouns.
Main Grammar Structure	Simple Present. Adjectives and adverbs.
Function	Introduce themselves. Express likes and dislikes.
Brief description of the plan.	In this project the students will use their acquired language skills to communicate as best as they can in English and Spanish. I mean, my students will write in English and Citlalli's students will write in Spanish.
Teacher's strategies	Modeling some drills and examples.

Writing Strategies	Modeling structures to organize ideas.
Hour of the plan implementation	3 hours.
Number of sessions	3 sessions. 1 per week. An hour per session.
Possible problems	Students will write several things that they want to say and share. They want to abuse of Google Translation
Possible solutions	Teacher explains that in the future and with practice the project will be free to write all about traditions, customs, jokes, daily routines, past holidays, future plans etc.

Lesson Plan. Writing and Reading skills development.

Contents. Time and session.	Teacher Activities	Students Activities	Resources	Evaluation
Session 1.	Teacher explains the final evidence.	Write on their notebooks.	Blackboard,	Rubric

<p>50' minutes</p> <p>Explain purpose.</p> <p>Time to write: 50 minutes.</p> <p>Vocabulary:</p> <p>Expression</p> <p>Good at + verb -ing</p> <p>Example:</p> <p>I am good at English. I speak</p>	<p>Write a letter that include personal information, likes and dislikes.</p> <p>Discussion:</p> <p>How do you introduce yourself?</p> <p>What do you want to read in this letter?</p> <p>What information do you want to know about he/she?</p>	<p>Organize their ideas.</p> <p>Pay attention to teacher's explications</p>	<p>Markers.</p> <p>Book: Cheerful 4.</p> <p>By: André Losaba and Robin Thompson.</p> <p>Student's notebook</p>	<p>Appendix #1.</p> <p>Final evidence (letter):40%</p> <p>Duolingo: 30%</p> <p>Participation: 30%</p> <p>Final score: 100%</p> <p>Evidence 1, 2</p> <p>Final evidences.</p>
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English fluently.				
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Contents . Time and session.	Teacher Activities	Students Activities	Resourc es	Evaluation
Session 2 50' Explain purpose. Vocabula ry. Easter holiday. Easter eggs. “Quemamos a los Judas”	Write a letter in which you explain about customs and tradition to celebrate Easter Week? Discussion: How do you celebrate the Easter Holidays? What do you and your family usually do?	Participate. Listen and share their answers. Listen and participate in the scaffold of knowledge.	Blackbo ard, Markers. Book: Cheerful 4. By: André Losaba and Robin Thompson. Student' s notebook	Rubric or matrix to evaluate their performance. Final evidence (letter):40% Duolingo: 30% Participatio n: 30% Final score:

<p>Food: “Bacalao, Romeritos”, “tortitas de camarón” Fish, tuna.</p>	<p>What is the main custom or traditions there? What’s the meaning to celebrate Easter with Easter eggs? Teacher writes on the board a model. In Mexico we celebrate Easter Holiday with whole family, we pray at home together or go to churches. There is a tradition to visit “the seven houses” on</p>	<p>Pay attention to teacher’s explications Ask the teacher about any question they have. They write in their notebooks the letter to their pen pals. Activate their previous knowledge. Write on their notebooks their ideas</p>		<p>100% Formative evaluation. Observation Register.</p>
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	<p>Holy Thursdays to remind ...</p> <p>We don't eat meat, just fish or tuna. The traditional food is ...</p> <p>On Holy Friday pray in silence in the churches and after 15:00 o'clock we "Quemamos a los Juditas" It represents that...</p>	<p>Participate to build sentences.</p> <p>Students build their answers about their daily activities.</p>		
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Contents	Teacher	Students	Resourc	Evaluation
. Time and session.	Activities	Activities	es	

<p>Session 3.</p> <p>50' minutes</p> <p>Vocabulary:</p> <p>Summer holidays</p> <p>Travel around the country, beaches, fish food, Oaxaca, Chiapas, Tabasco, South of Mexico, Pozol.</p>	<p>Write a letter in which you explain about customs and tradition to celebrate Easter Week?</p> <p>Discussion:</p> <p>How do you celebrate the Easter Holidays?</p> <p>What do you and your family usually do?</p> <p>What is the main custom or traditions there?</p> <p>What's the meaning to</p>	<p>They ask about new vocabulary</p> <p>Write on their notebooks, and organize their ideas.</p> <p>Activate their previous knowledge.</p> <p>Write on their notebooks the new vocabulary.</p> <p>They ask questions about the evidence.</p>	<p>Whiteboard, markers.</p> <p>Student's notebook.</p> <p>Pen, pencils, eraser.</p> <p>Book: Cheerful 4.</p> <p>By: André Losaba and Robin Thompson</p>	<p>Rubric or matrix to evaluate their performance.</p> <p>Final evidence (letter):40%</p> <p>Duolingo: 30%</p> <p>Participation: 30%</p> <p>Final score: 100%</p> <p>Formative evaluation.</p>
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<p>Simple Present. Affirmative form.</p> <p>There is a famous and refreshing tasty drink called Pozol, it is made of blue corn...</p> <p>I love the fish food: shrimp, octopus, oysters.</p>	<p>celebrate Easter with Easter eggs?</p> <p>Teacher writes on the board a model.</p> <p>In Mexico we celebrate Easter Holiday with whole family, we pray at home together or go to churches.</p> <p>There is a tradition to visit “the seven houses” on Holy Thursdays to remind ...</p> <p>We don't eat meat, just fish or</p>	<p>Ss have to organize their times and ideas to write their evidences.</p> <p>They activate their previous knowledge and ask the teacher all the questions they have.</p>		<p>Observation Register</p>
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	<p>tuna. The traditional food is ...</p> <p>On Holy Friday pray in silence in the churches and after 15:00 o'clock we "Quemamos a los Juditas" It represents that...</p>			
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5. EVALUATION

The assessment is both formative and summative. During the process, the observation register will be the main method of evaluation. Now, when everybody writes a letter, a rubric or matrix to evaluate will be used to evaluate their level of performance in each student. Due to each one letter will be unique and it is considered as evidence. Whereas, the observation register records the performance of each student according to the given criteria.

OBSERVATION REGISTER

Participation

Did they repeat each word to identify the vocabulary?	YES	NO
Did they use correct pronunciation?		
Did they recognise the country on the card?		

Attitude

Were they interested during the class?	YES	NO
Did they participate with enthusiasm?		
Were they polite all the time?		

Rubric to Assess Writing Skills.

INDICATORS	CRITERIA		
	Excellent	Sufficient	Insufficient
Discursive elements of the text	Write a text that includes the following: 1)Personal Daily Routines. 2)Names and surname. 3)Request for personal information and routines of two Members of your family. 4)Provides personal information about her/him and her/his routine. 15%	Write a text that includes the following: 1)Personal Daily Routines. 2)Names and surname. 3)Request for personal information and routines of two Members of your family. 4)Mention personal information about her/him and her/his routine. 10%	Write a text that includes the following: 1)Personal Daily Routines. 2)Omit names and surname. 3)Request for personal information and routines of two Members of your family. 4)Omit personal information about her/him and her/his routine. 5%

Presentation of the document	<p>1)Presents spelling of capitalized words and hyphens between each letter. 2)Avoids misspellings. 3)Reduces grammatical or structure errors. 4)Presents complete sentences. 5)Uses punctuation and capitalization appropriately. 6) Written in Word or excellent hand writing. 15%</p>	<p>1)Presents spelling of capitalized words and hyphens between each letter. 2) Presents a little misspelling. 3)Shows grammatical or structure errors. 4)Tries to Present complete sentences. 5)Uses punctuation and capitalization appropriately. 6) Written in Word or good hand writing 10%</p>	<p>1)Omit spelling of capitalized words and hyphens between each letter. 2)Avoids misspellings. 3)Presents grammatical or structure errors. 4) Incomplete sentences. 5)Uses punctuation and capitalization appropriately. 6) Written a little uncomprehend handwriting. 5%</p>
Grammar	<p>1)Uses phrases related to the personal and relationship. 2)Uses the present simple of the verb to be with the first, second and third persons of the singular. 3)Uses vocabulary related to frequency adverbs. 15 %</p>	<p>1)includes some phrases related to the personal and relationship. 2)Uses the present simple of the verb to be with the first, second and third persons of the singular. 3)Includes vocabulary related to frequency adverbs. 10%</p>	<p>1)Omit phrases related to the personal and relationship. 2)Uses the present simple of the verb to be with the first, second and third persons of the singular. 5% 3)Omit vocabulary related to frequency adverbs.</p>
Attitude	<p>1)Deliveries the work taking care of aspects of order and specific design. 2) Shows organization and responsibility when delivered by the teacher. 3)Shows perseverance to take advantage of the errors marked in previous activities to improve their work. 4)Puts into practice your digital skills.</p>	<p>1)Deliveries the work without taking care of aspects of order and specific design. 2) Shows organization when delivered by the teacher. 3)Shows effort to take advantage of the errors marked in previous activities to improve their work. 4)Puts into practice your digital skills. 5)Moderately participates in class.</p>	<p>1)Deliveries the work omitting aspects of order and specific design. 2) Shows disorganization when delivered by the teacher. 3)Shows a few interests in this and previous activities. 5)Hardly ever participates in class.</p>

	5) Actively participates in class. 15%	10%	5%
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*This rubric is mostly based on Pedagogical and evaluation guide of the module Indicial Interaction in English, given by Conalep. ININ-03 pages: 54, 55 and 56. It was adapted to Marcela's needs in the assessment process.

MATERIAL/ FLASHCARDS. Lesson 1. Countries and Nationalities.

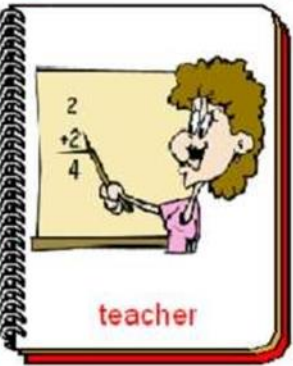
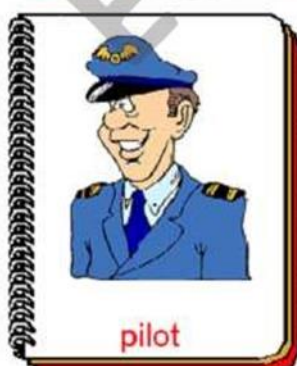
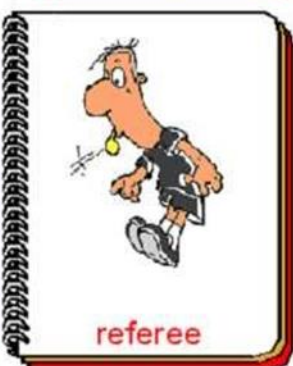
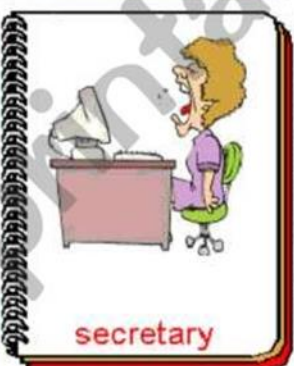
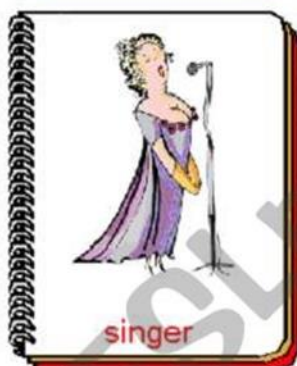
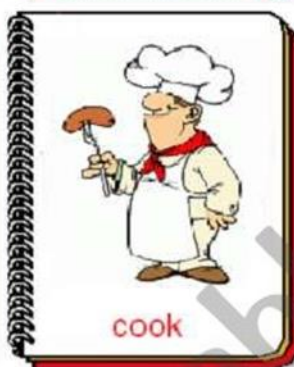
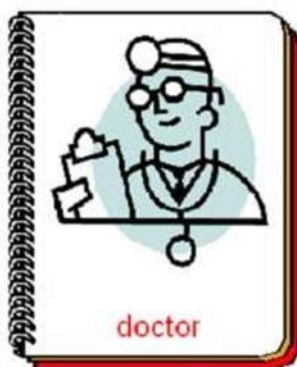
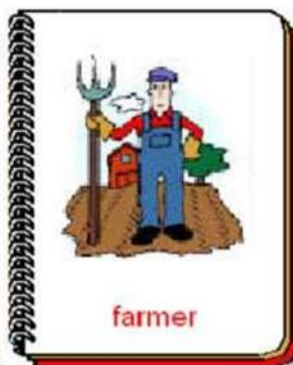
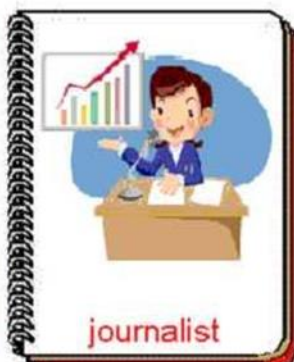
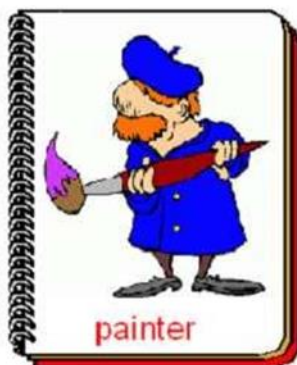
→ COUNTRIES & NATIONALITIES & FLAGS

Click on the flags and listen. Study the words.



 ARGENTINA / ARGENTINIAN	 EGYPT / EGYPTIAN	 BRAZIL / BRAZILIAN	 FRANCE / FRENCH
 GERMANY / GERMAN	 INDIA / INDIAN	 IRAN / IRANIAN	 JAPAN / JAPANESE
 IRAQ / IRAQI	 RUSSIA / RUSSIAN	 PAKISTAN / PAKISTANI	 PORTUGAL / PORTUGUESE
 SAUDI ARABIA / SAUDI ARABIAN	 SOUTH AFRICA / SOUTH AFRICAN	 POLAND / POLISH	 MEXICO / MEXICAN
 THE USA / AMERICAN	 BRITAIN (THE UK) / BRITISH	 SPAIN / SPANISH	 TURKEY / TURKISH

Lesson 2. Jobs/occupations.



Lesson 3. Places /Expressions

 <p>theater</p>	 <p>school</p>	 <p>hospital</p>	 <p>police station</p>
 <p>playground</p>	 <p>home</p>	 <p>fire station</p>	 <p>post office</p>
 <p>restaurant</p>	 <p>museum</p>	 <p>airport</p>	 <p>bank</p>
 <p>beach</p>	 <p>park</p>	 <p>stadium</p>	 <p>library</p>

Where Do I Live?



ENGLISH LESSON **What's your address?** *Workbooks*

23 Main Street

street sign
letterbox

NUMBER NAME TYPE OF STREET

ABBREVIATIONS
ST / St. = Street
RD / Rd. = Road
AVE / Ave. = Avenue
DR / Dr. = Drive
PL / Pl. = Place

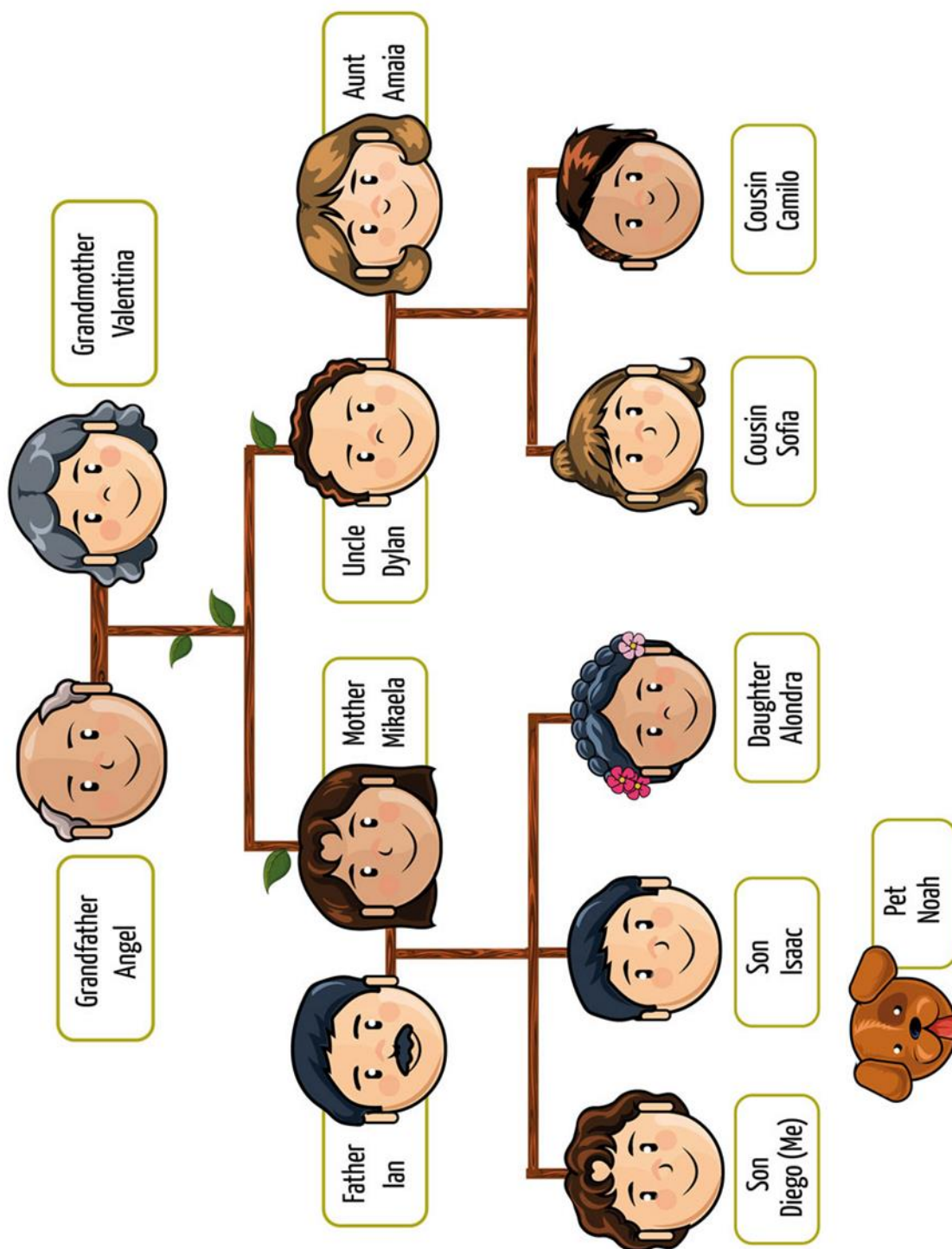
What's your address?

It's 92 King Road.

What is your address? My address is ...
What's your address? It is ... **21 Jump Street**
It's ...

www.englishworksheets.com www.workbooks.com www.englishworksheets.com














Lesson 4. Family members.



Lesson 5. Likes & dislikes



Likes and Dislikes Mat

 Like	 Love	 Enjoy	 Prefer	 Dislike
 Don't like	 Hate	 Detest	 Loathe	 I like burgers
 I love chocolate	 I enjoy swimming	 I prefer football to rugby	 I dislike apples	 I don't like horror films
 I hate cheese	 I detest spiders		 I loathe beetles	

NOTE: The video is pasted on the lesson plan.

6. CONCLUSION.

In this stage it is moment to be flexible and reflect about goals done and opportunities to improve. Teachers have to take decisions according the results in each group, analyse out techniques and adapt or change others to motivate and encourage the students to enjoy the learning process.

The goals achieved have to be based in validation and reliability. These resources will be found in the students' participation, evidences and testing results, considering the four skills: listening, writing, reading, speaking.

7. FOLLOW UP ACTIVITIES.

In this part is important the feedback process, because the students participate and give us answers they have inferred. In case they are wrong it is necessary to modify and give a correct answer at this way the students comprehend where or why do they need to improve and get a significant learning.

III. DESCRIPTION AND ANALYSIS

The instruments to assess my students I use into the classroom considering the label, the nature of the students (schedule in which they are in the school, familiar context, geographical context), their learning styles and multiple intelligences

I usually use a register observation at the beginning of the teaching and learning process, due to, it let me know about their abilities and opportunities. On the other hand, to evaluate formative or summatory process I regularly use rubrics. The Institution

provided us with a Pedagogical Guide, in which we can support the instruments to evaluate the students. These rubrics or matrix to evaluate in our students, their academic performance according certain indicators are always these evaluation instruments are standardized, so, we can adapt these instruments according the needs for our groups. At the same way, we use a text book, and it has Self-assessment and Peer-assessment to promote the active participation of the students during the assessment process.

I have learnt that the process in which we Plan or Design Strategies to intervene into the classroom, we have to focus on the same or very similar aspects to assess. I mean, if my learning outcome says: "*The students will be able to interchange personal information through an interview*". We have to use a rubric based on these indicators, like: intonation, pronunciation, tone of voice, attitudes, use of grammar. In other words, the lesson plan goes to hand to instruments to evaluate. So, when I choose or design my strategies to intervene into the classroom, I have to consider what I want to assess, and take care with the criterial to give them a grade based on evidences.

However, to get success in this project, and to be able to integrate the communicative and intercultural skills of the students, it is necessary the intervention of Dialectics, I mean, *Art of Teaching*, because we as teachers need to identify what is the best moment during the class to adequate this one or that one strategy. Through our experience, we identify if the students are getting bored with the class and we definitely have to change the activity due to it is unproductive during the teaching-learning process is not being specified. It is very similar when the magician finds the right moment to do the *Magic* and captivate the spectators. Into the classroom we have the

same responsibility and develop the unconscious Acquisition of a Second Language in our students.

IV. CONCLUSIONS

Domain a language involves thousands of situations; family context, social context, features, circumstances, customs, interesting, learning styles, points of views, intrinsic and extrinsic motivations, reasons, cognitive process, possibilities so on. That is why many linguistic theorists agree that the best way to acquire a second language is through the unconscious and socialization among peers. We as teacher must not forget the individualization in each one of our students.

Each of them has different learning styles and socio-cultural context, ones have relatives who lives in other countries, another can speak indigenous languages, so we have to attend this diversity in our classroom and let them to learnt as Vygotsky's explains in Socio-Cultural Theory and most particularly the Genetic Method.

This Theory explains the relationship between "thought" and "language" through social process and the interactions among them. Furthermore, emphasizes the humans' integrations and the ubication for real development in a person and how it increases and potentializes their mental process.

Recover all this, let us to focus on the importance to develop four skills in our students. However, listening & speaking skills are important. To develop them we need to provide our students with strategies that help them in specific opportunity areas to improve and integrate their skills. In all moment we have to potentialize authentic spoken language because it let them to ask and eliminate barriers thanks to natural rate of deliver.

Another important issue to attend is the material we are going to use during our classes, the most effective material needs to be “authentic”. When teachers use authentic material, our students have the opportunity to practice with real conversations, so the importance to give them key vocabulary will be too much helpful for them, because they can understand not only the language, otherwise the socio-cultural context in a regions or country in which they are reading or listening.

As I have mentioned previously, when we ask the basic question “*How old are you?*” here in Mexico we answer “*Tengo 16 años*” but according the socio-cultural context the American and European cultures determine the age just for a temporary stage, not for a permanent.

Another great tool for these generations is the use of the technology, because the Internet gives them new platforms to stimulate their listening, writing, speaking and reading skills. I mean, the use of the technology is a great tool or instrument to develop in our students the whole skills. We as teachers can use all this tools to enrich our classes with them.

Furthermore, if we use realia material to make activities and provide the students material according the function language and it involves attention, perception, word recognition, syntactic parsing, comprehension and interpretations. However, in real life students do not have the chance to practice with native speakers, so we need to provide them with “Authentic Material”, but What is it? According *Ross J. (2007)* “materials that have been produced to fulfil some social purpose in the language community” and this kind of material promotes competencies and the development of skills in our students,

mobilizing not only the conceptual but also the procedural and attitudinal, in order to improve in our students their process to acquisition in L2 as a NS.

Using authentic material students can recognize authentic spoken language because this kind of material strengthens their ability to identify and recognize a natural rate of delivery, false starts, slang, and abbreviated forms among others challenges for them.

Last but not least this authentic material has to look for the interactive listening and speaking activities, for example role-plays, phone calls, interviews, I mean kind of activities to promote the interaction face to face among or between them, and activities such as listening to music, radio, television shows, movies, podcast are non-interactive listening because they do not have the opportunity to communicate. (Encode and decode) and these activities prevent the rate of delivery where our students provide feedback, ask for clarification, and hold a conversation.

My lesson plan is according to new Government dispositions, because now we take classes face to face, and the activities will not be done with the whole class, this lesson plan will be applied with a few students. Just with the students who want to participate, interact and mainly who authorize me to record them while they are speaking in English.

It is important to explain that each lesson need to be reinforce learning with other activities in the textbook and more exercises to practise maybe during the follow three or four lesson. I would like to introduce each lesson per week, depending the needs of every group. Some groups could have a fast process but other could be slower.

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