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PROPUESTA DE INTERVENCIÓN EDUCATIVA

Celebrations Around the World that Contribute to the Community's Well-Being!

TRABAJO RECEPCIONAL

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

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**Final Version Project: Celebrations Around the World that Contribute to the
Community's Well-Being!**

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Specialization in Teaching and Learning English as a Foreign Language

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Introduction

Based on my experience in the field of teaching English and the knowledge I have acquired through these three modules of the specialization, I possess the expertise and experience necessary to design a comprehensive lesson plan, as well as assessment and testing tools that align with the purpose and objectives of teaching and learning activities for my final project. The aim of this paper is to apply the knowledge I have gained during these modules, including the reshaping of my teaching style and philosophy, under a new paradigm shift. I have taken into consideration the areas of improvement suggested by my tutor, Dr. Alma Delia García Salazar, as well as the observations made by my colleagues during our colloquium with the tutor.

Through the design of well-structured and unique lesson plans, along with effective testing and assessment tools, I will be able to identify the competencies that my students have developed in teaching and learning practices. Moreover, I am eager to proactively address any potential challenges by planning optional activities that complement the learning objectives and enhance the overall teaching and learning experience.

With a commitment to excellence, my dedication lies in creating meaningful and effective assessment and testing tools that support the growth and development of both myself and my learners. I am excited to embark on this journey and contribute to the advancement of teaching and learning in the field of English education.

In this written work, I will discuss various aspects of my teaching context and my identity as an English language teacher. Firstly, I will provide a detailed

description of my teaching context, including the educational institution where I work, the educational levels offered, location, student profiles in terms of social and language levels, facilities, and the different roles I fulfill. I will also specify the specific levels and grades I teach.

Next, I will explore my identity as an English language teacher and share the latest version of my teaching philosophy, which has evolved during this specialization. I will highlight any changes or updates I have made since my previous assignment. Additionally, I will outline my role as a language teacher and my commitment to positively impact my students' lives.

I will then delve into the theoretical concepts that have influenced and shaped my teaching style and philosophy throughout my teaching and learning experiences. Furthermore, I will reflect on the methodology and rationale behind my approach. Incorporating the feedback received from my tutor in the previous assignment, I will present an improved version of my lesson planning that aligns with the goals of both my educational institution and my personal teaching objectives.

Subsequently, I will outline my expected outcomes for each lesson, providing a clear understanding of the learning objectives I have planned and improved upon. I will also design testing and assessment tools for each activity in my lesson plan to ensure effective learning outcomes.

I will discuss the implementation of extra activities to enrich my online lessons and share my reflections on their effectiveness. Furthermore, I will reflect on my own teaching practice and the results achieved after completing the weekly plan, implementing extra activities, and conducting assessments.

Next, I will highlight the experience of editing my new version of a ten-minute video session, outlining the challenges and successes encountered including the amazing experience my students had when we connected online to interact with a student who lives abroad.

Finally, I will express my thoughts and feelings about this amazing specialization project and the concepts I have learned, which are vital for enriching and further developing my teaching and learning expertise. I will share my opinions and reflections on my performance in each module, including my commitment to completing assignments, quizzes, tests, and my contributions to the group.

Overall, this written work aims to provide a comprehensive overview of my teaching context, teaching identity, methodology, lesson planning, and reflections on my teaching practice throughout this specialization.

Body

Teaching context

I have been teaching English for 28 years at Colegio Gustavo Adolfo Bécquer, a private basic school located in the state of Mexico, close to Mexico City. The institution offers private basic education from preschool to junior high school, providing a high standard of English language education.

In the preschool section, there are five groups: one for kinder first, two for second grade, and another two for third grade. The students' parents come from a middle-class socioeconomic background and seek a quality education program for

their children. At our school, we follow an integral English program based on UNOi¹, which adheres to high international standards.

In the preschool level, our focus is on providing an interactive, meaningful, and enjoyable learning experience for the young learners. They begin to develop the foundations of English language skills through engaging activities. By the time they complete the three levels of kindergarten, they are well-prepared to transition to elementary school.

Throughout my 28 years of teaching at Colegio Gustavo Adolfo Bécquer, I have witnessed the growth and progress of students as they advance in their English language proficiency. It has been a rewarding experience to contribute to their education and help them achieve their language learning goals.

At the primary level, Colegio Gustavo Adolfo Bécquer consists of 18 groups comprising more than 500 students. These students are divided into six grades, with three groups per grade ranging from first to sixth grade. Throughout their journey in these grades, students continue to develop their foreign language skills, which they initiated in the kindergarten level. The goal is for them to certify their language proficiency according to international CEFR standards upon completion of this level.

To assess their progress, students are evaluated based on the Young Learners² standards set by Cambridge. Depending on their performance, they can

¹ UNOi is an integral educational K12 model, based on three components: Pedagogy, Printed and Digital content, and Learning environments.

² Designed to assess the English language skills of children aged between seven and twelve years old, the Cambridge English: Young Learners (YLE) exams are available at three assessment levels (Starters, Movers and Flyers) that encourage children to work by monitoring their progress.

achieve one of three levels: Starters, Movers, or Flyers. The Flyers level represents an international standard of proficiency equivalent to level A2. By the time they transition to secondary school, students possess a basic command of the foreign language and are well-prepared to consolidate their skills over the next three years.

During their secondary education, students will have ample opportunities to further enhance their language proficiency and broaden their understanding of the language. Colegio Gustavo Adolfo Bécquer aims to provide a comprehensive language learning experience that equips students with the necessary skills to communicate effectively in English and succeed in their future endeavors.

At the junior high school level of Colegio Gustavo Adolfo Bécquer, there is a student population of approximately 300 students, divided into three levels and nine groups. The majority of these students come to this level with six to nine years of prior language learning experience. Remarkably, 95% of them already possess an international English certification from Cambridge, indicating their proficiency in the language. The remaining 5% consists of new students who have had little to no exposure to English or may have had negative experiences in their previous schools.

As students progress to the secondary level, they continue to utilize the UNOi programs to further develop their language skills according to international standards, ranging from level A1 to B2. It is worth noting that more than a hundred students successfully obtain certification each school year, both in the sixth and ninth grades. This attests to the effectiveness of the language program implemented at the school.

To cater to students with special needs, Colegio Gustavo Adolfo Bécquer provides a leveling course that supports their integration into the English program. This additional assistance helps them gain a better understanding of the curriculum and ensures their success throughout their time at the college.

Throughout these years, I have had the privilege of not only serving as an English teacher but also taking on the role of a coordinator. This dual role has allowed me to contribute to the overall development and success of the English program, ensuring its alignment with the institution's goals and objectives.

My Identity

As a language teacher, my teaching identity revolves around creating a positive and supportive learning environment that fosters student engagement and promotes language acquisition. I strive to be an accessible and adaptable teacher, dedicated to helping my students reach their full potential and achieve their international certifications.

I hold a recent Bachelor's degree in Science in Education from a private university in Toluca. Currently, I am pursuing a Master's degree in Technology and Educational Innovation. With 28 years of teaching experience, I began my journey in 1996, instructing adolescents in an independent studies high school program accredited by the Secretariat of Public Education (SEP). During the 90s, these programs were popular for obtaining a valid high school certificate from SEP. Since then, I have witnessed the positive impact I can make in students' lives through education.

In the same year, I enrolled in a Teacher's Diploma course to further prepare myself for this rewarding teaching career. After completing the course, I was recommended to the principal, who currently serves as my boss. I was hired to teach students from second to sixth grade at the primary level, where I excelled in subsequent years. Over time, I have had the opportunity to teach students at various levels, including kindergarten, secondary, and high school. I have gained extensive experience teaching learners of all ages, ranging from kindergarteners to undergraduate students.

Additionally, I have served in the English coordination department, assuming responsibility for the overall English program. Throughout the past 15 years, I have prepared students for their English international certifications, with over a hundred students successfully achieving their desired English proficiency levels according to the Common European Framework of Reference (CEFR) standards. As an English coordinator, I have developed my own teaching style, which I have subsequently used to train both English and Spanish teaching staff.

My Teaching Philosophy

My latest teaching philosophy is grounded in my belief that language learning should be an interactive and enjoyable experience that caters to the individual needs of each student. I strongly believe that effective language teaching involves striking a balance between providing structured learning opportunities and allowing for student-led exploration of the language.

In the past, my teaching-learning philosophy was centered around the idea that I was interacting with students who needed to develop their language

knowledge in an interesting and fun way, enabling them to use it in real-life situations with native or nonnative speakers. My goal was to prepare them for academic and entertainment purposes and, in the long term, to obtain international language certifications. However, I now recognize that I am working with students who possess new necessities and skills that need to be developed in this 21st century.

My new teaching-learning philosophy is based on the understanding that I am interacting with and educating 21st-century students. I aim to empower them to take responsibility for their own learning processes and become multicompetent citizens who are ready to interact and face the challenges of a multicultural world. My ultimate goal is to help them feel capable, belonged, successful, and proud of their language achievements.

By embracing this updated philosophy, I strive to create an engaging and supportive learning environment that meets the evolving needs of my students. I am committed to continuously adapting my teaching methods to provide a balance between structured instruction and opportunities for student-driven exploration.

My role as a teacher

Teachers and students spend a great deal of time in classrooms, and they often have very clear ideas about their roles. Some of these ideas are based on our own experiences as learners in school, and we may not have revisited them for a long time. It is important to closely examine our assumptions and consider whether it would be useful to change our perspectives on what should and should not take place in our classrooms. It is evident that both teachers and students hold

certain beliefs about their roles. One way to gain insight into students' perspectives is by asking them about their perceptions of the teacher's role. While many people expect the teacher to be firmly in charge and have the students' best interests in mind, being in control does not always mean being the center of attention. By accepting that it is the students' responsibility to learn and the teacher's responsibility to assist them in this process, the focus in the classroom shifts from the teacher to the students. When planning lessons, it is beneficial to consider what the students will be doing and then determine the necessary steps to support their achievements (Lowes & Target, 1998, p.12-13). According to Lowes and Target, prioritizing students' needs and actively involving them allows teachers to create meaningful and effective lessons. It also encourages teachers to reflect on their assumptions and be open to reevaluating their teaching practices during the planning and execution stages.

As an English teacher, my role entails planning and implementing engaging lessons that actively involve my students. This involves designing activities that capture their interest and encourage their active participation in the learning process. Additionally, I have the responsibility to assess my students' progress and analyze their assessment results to gain insights into their strengths and areas for improvement.

Providing feedback is another vital aspect of my teaching role. I offer constructive feedback to both myself, reflecting on my teaching methods and strategies, and to my students, guiding them towards their language learning goals. Anticipating and planning additional activities allows me to be prepared for potential disruptions or unexpected events.

Monitoring my students' progress and achievements enables me to track their development and adjust my teaching accordingly. Upholding high professional standards ensures that I maintain excellence in my instructional practices.

Motivating my students to learn and actively practice the language is crucial. By creating an engaging and supportive learning environment, I strive to encourage them to stay motivated and work towards achieving their goals.

Continuous improvement is a fundamental aspect of my teaching role. I aim to enhance my teaching practice by reflecting on my experiences, seeking professional development opportunities, and staying updated with the latest methodologies and resources. This enables me to continually reshape and refine my unique teaching style to best meet the needs of my students.

Theoretical concepts

General purpose of language teaching in basic education:

The purpose of teaching language in basic education is for students to acquire proficiency in various social language practices and effectively participate in their lives both within and outside the school context

(Secretaría de Educación Básica, 2006, page 13).

I have been working with secondary level students, where I use and promote the social practice of language according to the SEP program. I am familiar with the expectations of my teaching role, and I carry it out professionally. I involve my students in the learning process, allowing for flexibility during lessons and considering their input and sense of belonging. I consistently plan my lessons and make modifications when necessary. To maintain an engaged classroom

environment, I employ proactive classroom management strategies. I am aware of and work towards achieving the short-term and long-term goals set by the institution. Continuously assessing my students' progress and learning process is an essential part of my teaching practice. I evaluate their language skills based on international standards, preparing them for future international certifications. While I do allow for students to engage in conversation even when they are expected to be quiet, I believe it is a part of their independent work and responsibility for their own learning. I am not overly strict about minor disruptions that may affect the lesson's sequence.

In my personal opinion, a teacher-centered approach is a traditional teaching method that emphasizes the teacher's knowledge of the form and structure of the language. In this approach, the teacher primarily controls the lesson and does most of the talking, while the students work individually based on the teacher's instructions and have limited opportunities to use the language. Many teachers, including myself, were taught using this format, and it remains popular in everyday teaching practice. However, over 28 years of teaching-learning experience, I have learned about alternative teaching approaches and theories that prioritize student-centered learning. This approach provides students with more opportunities to take an active role in the teaching-learning process, with the teacher acting as a facilitator. Students have the chance to work independently, in pairs, or in small groups, leading activities where they can practice and express themselves using the language. This approach, which emphasizes students' speaking time, aligns better with my teaching philosophy.

To strike a balance, I would blend both approaches by incorporating the most relevant aspects of each to support my new teaching philosophy. Additionally, I would integrate contemporary theories or methods that focus on whole-brain teaching and learning, catering to students' holistic and meaningful development.

One important aspect of reading in both the first language (L1) and second language (L2) is the role of schema. Schema refers to the knowledge individuals have acquired about a particular topic through various experiences. When reading, this existing knowledge and experiences are activated and can help readers connect their previous experiences to the content of the text (Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera) (n.d.). In relation to the approaches studied in this unit on reading, I have always incorporated the Schema Theory into my teaching practice for reading skills. I use it to actively engage my students in the lesson and, more importantly, to motivate them by tapping into their prior knowledge about the topic we are discussing during our teaching-learning sessions. This approach allows them to feel valued and important through their contributions based on their own schemata.

Whole Language

The Whole Language Approach, coined in the 1980s by a group of U.S. educators, focuses on teaching language arts, particularly reading and writing, in the native language. This approach is relevant to my work as it aligns with the goal of promoting natural and meaningful language acquisition among my students. By emphasizing real communication and reading and writing for pleasure, the Whole

Language Approach encourages students to engage with language in authentic and enjoyable ways. Richards and Rodgers (p. 108).

I incorporate this approach by providing my students with diverse and interesting reading materials that cater to their interests and promote a love for reading. Additionally, I can create opportunities for them to express themselves through writing, allowing them to develop their writing skills while expressing their thoughts and ideas in a creative and authentic manner.

Multiple Intelligences

Multiple Intelligences (MI) is a learner-centered approach that emphasizes the recognition and development of various dimensions of human intelligence in education. Howard Gardner's work on MI at the Harvard Graduate School of Education introduced the idea that traditional IQ tests only measure a narrow range of intelligences, while there are multiple other important types of intelligence that individuals possess (Gardner 1993). Gardner argues that everyone has these intelligences, but in varying strengths and combinations. He emphasizes the importance of acknowledging and enhancing these intelligences through training and practice.

The relevance of the Multiple Intelligences approach to my work is that it allows me to design and implement activities that cater to the diverse intelligences of my students. By incorporating activities that target different intelligences such as interpersonal, intrapersonal, mathematical, musical, naturalistic, physical, and linguistic, I can provide a more comprehensive and engaging learning experience.

This approach enables me to tap into the unique strengths and preferences of my students, promoting a holistic development of their intelligences and enhancing their overall learning outcomes.

Current communicative approaches

Communicative Language Teaching (CLT) represents a significant shift in language teaching methodology that emerged in the twentieth century and continues to shape language education today. CLT emphasizes the importance of meaningful communication as the primary goal of language learning, focusing on the development of students' communicative competence. Richards and Rodgers (p. 151).

The relevance of CLT to my work lies in its alignment with the needs of modern learners. In this new century, language learners require not only the ability to understand and produce language structures but also the skills to effectively communicate in real-life contexts. CLT provides a framework that encourages interactive and authentic language use, promoting active participation, collaboration, and the development of practical language skills.

By implementing CLT principles in my teaching, I can create classroom environments that simulate real-life language situations, where students engage in meaningful interactions, negotiate meaning, and express their ideas and opinions. This approach allows students to develop their language proficiency holistically, integrating grammar, vocabulary, pronunciation, and sociocultural aspects of language use.

Moreover, CLT fosters learner autonomy and encourages students to take responsibility for their own learning. It empowers them to use the language in creative and flexible ways, building their confidence and promoting lifelong learning skills.

CLT is relevant to my work as it aligns with the needs of contemporary learners, emphasizes authentic communication, and supports the development of communicative competence, learner autonomy, and lifelong learning skills.

Communicative Language Teaching

The origins of Communicative Language Teaching (CLT) can be traced back to the changes that occurred in the British language teaching tradition during the late 1960s. The emergence of the Communicative Approach in language teaching is rooted in a view of language as a means of communication. The primary objective of language teaching within this approach is to develop what Hymes (1972) referred to as "communicative competence." Richards and Rodgers (p. 159).

CLT holds significant relevance in modern language teaching as it aligns with the current goal of enabling students to use the language effectively in real-life communication. As a teacher, I find this approach highly beneficial as it emphasizes the practical application of language skills and encourages students to actively engage in meaningful interactions.

By incorporating CLT principles into my teaching practice, I aim to create an immersive and communicative classroom environment. I provide opportunities for students to engage in authentic conversations, express their thoughts and

opinions, negotiate meaning, and develop their communicative abilities. This approach enables students to become more confident and proficient language users, equipping them with the skills necessary to communicate successfully in various contexts.

Furthermore, CLT emphasizes the integration of language skills, such as speaking, listening, reading, and writing, in a holistic manner. By focusing on communication, students are motivated to develop all aspects of their language proficiency, including vocabulary, grammar, pronunciation, and sociocultural understanding.

CLT is an approach that reflects the current needs and aspirations of language learners. It promotes effective communication and encourages students to use the language in authentic contexts. As a teacher, incorporating CLT principles allows me to foster a communicative and interactive learning environment that enhances students' language proficiency and prepares them for real-world language use.

Content-Based Instruction

Content-Based Instruction (CBI) is an approach to second language teaching that prioritizes the acquisition of content or information as the central focus of instruction, rather than following a traditional linguistic or skill-based syllabus. In CBI, language learning becomes a means to comprehend and communicate about meaningful subject matter. Richards and Rodgers (p. 204).

CBI holds particular relevance in my work as it allows me to integrate language instruction with the study of other academic disciplines or content areas.

By using authentic materials and resources related to specific topics or subjects, I can create a rich and immersive learning environment that promotes both language development and content knowledge.

Through CBI, I am able to engage students in purposeful language use as they explore and interact with subject matter that is interesting and relevant to their academic or personal interests. This approach not only facilitates language acquisition but also enhances students' understanding of various content areas, fostering a deeper level of comprehension and critical thinking skills.

By designing lessons around engaging and meaningful content, I provide opportunities for students to apply language skills in authentic contexts, enabling them to make connections between language and real-world experiences. CBI encourages active participation, collaboration, and problem-solving, which are essential skills for success in academic and professional settings.

Additionally, CBI allows for the integration of language skills across disciplines, promoting interdisciplinary learning and reinforcing students' understanding of concepts and vocabulary in multiple contexts. This approach enhances students' overall language proficiency while simultaneously expanding their knowledge in various subject areas.

CBI offers a learner-centered approach that combines language instruction with the acquisition of content knowledge. By integrating language and subject matter, I can create meaningful learning experiences that foster language development, critical thinking, and content understanding. CBI is a valuable tool in my teaching practice as it promotes an engaging and purposeful learning environment for my students.

Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is an approach that places tasks at the center of planning and instruction in language teaching. In TBLT, a task refers to a meaningful and purposeful activity that involves the use of language to achieve a specific goal or outcome. Richards and Rodgers (p. 223-224).

For my work, TBLT is highly relevant as it allows me to create dynamic and interactive learning experiences for my students. By designing tasks that reflect real-life situations and challenges, I provide opportunities for students to actively engage with the language in a meaningful context. This approach fosters language acquisition by emphasizing the functional and communicative aspects of language use.

Implementing TBLT enables me to promote language skills development by incorporating various language modalities such as speaking, listening, reading, and writing within the context of authentic tasks. By engaging in tasks, students are motivated to use the language to achieve a specific purpose, which enhances their language fluency and accuracy.

TBLT also encourages collaboration and interaction among students as they work together to complete the tasks. This promotes the development of social and communicative skills, as students engage in negotiation of meaning, problem-solving, and information sharing. Through collaborative tasks, students learn to communicate effectively and develop their ability to work cooperatively in a language-rich environment.

Furthermore, TBLT allows for the integration of form-focused instruction within the task framework. While the focus is primarily on meaning and communication, attention can be given to language form and structure as they arise naturally during the task performance. This integrated approach to language instruction ensures a balanced emphasis on both fluency and accuracy.

TBLT offers a student-centered approach that emphasizes the use of language in meaningful tasks. By incorporating tasks into my teaching, I can create engaging and purposeful learning opportunities that promote language acquisition, communication skills, and collaborative learning. TBLT aligns with my teaching philosophy by fostering active participation, authentic language use, and the development of both linguistic and communicative competence in my students.

The communicative approach

Communicative Language Teaching (CLT) is an approach to language teaching that is characterized by a communicative view of language and language learning. Rather than being a rigid method, CLT encompasses a set of principles that guide classroom practices and promote authentic communication. These principles are relevant to my work in the following ways: Richards and Rodgers (p. 172).

Learners learn a language through using it to communicate: This principle emphasizes the importance of providing opportunities for students to actively use the language in meaningful contexts. In my teaching, I create tasks and activities that encourage students to engage in real communication, allowing them to practice and develop their language skills.

Authentic and meaningful communication should be the goal of classroom activities: I strive to design activities and tasks that reflect real-life situations and encourage genuine communication. By focusing on meaningful communication, I enable students to apply their language skills in practical and relevant ways.

Fluency is an important dimension of communication: In line with this principle, I emphasize the development of fluency alongside accuracy. I encourage students to express themselves freely, promoting their confidence in using the language and fostering their ability to communicate effectively.

Communication involves the integration of different language skills: I recognize the interconnectedness of language skills and provide opportunities for students to practice and integrate their listening, speaking, reading, and writing abilities. Through integrated activities, students develop their overall communicative competence.

Learning is a process of creative construction and involves trial and error: I understand that language learning is a dynamic and individualized process. I create a supportive and non-judgmental learning environment where students feel comfortable taking risks and making mistakes. I encourage them to learn from their errors and view them as opportunities for growth.

As mentioned in the text, CLT emerged as a response to the limitations of previous methodologies such as Situational Language Teaching and Audiolingualism. By adopting CLT principles, I align my teaching with contemporary approaches that prioritize authentic communication, learner engagement, and the integration of language skills. CLT provides a flexible framework that allows me to adapt my teaching methods to suit the needs and

goals of my students while fostering their overall language proficiency and communicative competence.

The Task Based approach

Task-Based Language Teaching (TBLT) is an approach that centers on the use of tasks as the central unit of instruction in language teaching. It offers a distinct perspective on the use of tasks compared to other language teaching methodologies. Here's how TBLT is relevant to my work: Richards and Rodgers (p. 240-241).

Promoting communication and authentic language use: TBLT recognizes the pedagogical value of tasks in fostering communication and authentic language use. As a teacher, I incorporate task-based activities into my lessons to provide opportunities for students to engage in meaningful and purposeful communication, using the language in real-world contexts.

Rationale for task use: TBLT offers a different rationale for the use of tasks compared to other approaches. It views tasks as more than just language practice exercises; they are seen as the means through which language learning occurs. I embrace this rationale and design tasks that require students to actively use the language to complete a task or achieve a goal, promoting their language acquisition and proficiency.

Designing tasks without a traditional syllabus: TBLT distinguishes itself by its emphasis on tasks as the primary source of pedagogical input, rather than following a strict grammatical or predetermined syllabus. In my teaching, I focus on selecting and designing tasks that provide opportunities for language learning while

addressing learners' specific needs and interests. This flexible approach allows me to tailor the tasks to suit the learners' proficiency level and promote their language development.

Competency-Based Language Teaching (CBLT) comparison: TBLT is distinguished from Competency-Based Language Teaching by its reliance on tasks and absence of a predetermined syllabus. While CBLT also uses tasks, it may incorporate a more structured syllabus or focus on discrete language competencies. As a teacher, I acknowledge the differences between these approaches and ensure that my task selection and design align with the principles and goals of TBLT.

By integrating TBLT principles into my teaching practice, I provide learners with meaningful and engaging tasks that promote authentic language use and communication. TBLT encourages active participation, problem-solving, and collaboration, fostering a learner-centered environment where students can develop their language skills while engaging in purposeful tasks.

Kolb's model of Experimental learning

Concrete experience is a fundamental stage within the Experiential Learning Model proposed by Kolb, which also serves as the framework for the English curriculum in Mexican junior high schools. In this model, concrete experience involves actively engaging with ideas and concepts in a tangible and firsthand manner. Here's how the concept of concrete experience is relevant to my work:

Hands-on learning: Incorporating concrete experiences into my teaching allows students to engage directly with the subject matter, making it more tangible

and meaningful. Through hands-on activities, real-life examples, and practical tasks, students can connect their learning to their own experiences, making it more relevant and memorable. Concrete experience has to do with taking hold of an idea, which led Kolb to coin the term *prehension*, (from the root of words like *apprehend* and *comprehend*). (EEAILE) (n.d.).

Meaningful engagement: Concrete experiences provide opportunities for students to grasp and internalize ideas by experiencing them firsthand. By immersing themselves in meaningful learning experiences, students can better understand and relate to the content being taught. This active engagement promotes deeper comprehension and enhances their overall learning experience.

Personal connections: Concrete experiences enable students to develop personal connections to the concepts being taught. By connecting new knowledge to their prior experiences, students can build upon their existing understanding and make the learning process more relatable and relevant. This approach encourages students to take ownership of their learning and promotes a sense of autonomy and self-directedness.

Language acquisition: For language learning, incorporating concrete experiences is particularly beneficial as it provides students with opportunities to use the language in authentic and meaningful contexts. Engaging in real-life tasks, simulations, or role-plays allows students to practice and apply their language skills in practical situations, fostering their communicative competence and language proficiency.

By incorporating concrete experiences into my teaching practice, I create a dynamic and engaging learning environment where students actively participate

and connect with the subject matter. This approach fosters a deeper understanding of the content, enhances language acquisition, and promotes meaningful learning experiences for my students.

Methodology and Rationale

The methodology employed in this project focuses on language structures and writing processes as essential components of effective language learning and development. By emphasizing the understanding and application of language structures, learners are equipped with the tools to communicate accurately and fluently.

Additionally, the project recognizes the importance of writing processes in honing language skills and fostering critical thinking and self-expression. Through a combination of explicit instruction, guided practice, and authentic writing tasks, learners engage in a systematic exploration of grammar, vocabulary, and sentence structures, while also developing their ability to generate ideas, organize thoughts, and produce coherent written texts.

This methodology aims to empower learners with the necessary linguistic competence and writing skills to effectively communicate their ideas and engage in various written genres and contexts. By integrating language structures and writing processes, this project provides a comprehensive approach to language learning that nurtures both accuracy and creativity in communication.

Language structures

This refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts. (Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera) (n.d.). Perhaps, this approach is a suitable one for my students that find it difficult to use and manage written exercises. This is the first approach out of six from lesson four in unit two. It was important to show them that there were two options to complete the written assignment. In this way I helped the ones that were worry about completing the assignment.

It emphasizes the importance of coherent language structures in writing, including the arrangement of words, clauses, and sentences according to grammatical rules. For students who struggle with written exercises, this approach can be particularly relevant and beneficial.

By focusing on linguistic knowledge, vocabulary choices, syntactic patterns, and cohesive devices, I can help my students understand the essential building blocks of texts and develop their writing skills. By offering two options for completing a written assignment, I provide support and flexibility, addressing the concerns of students who may feel overwhelmed or worried about completing the task. This approach allows for personalized learning and empowers students to engage with writing in a way that suits their individual needs, ultimately fostering their confidence and success in written expression.

Writing processes

A priority of teachers is to develop their students' metacognitive awareness of their processes, that is, their ability to reflect on the strategies they use to write. This model of writing processes is widely accepted by many writing teachers in American colleges and universities. (EEAILE) (n.d.). For the rest of my students with a higher level of English it was possible to use this writing approach, it is quite important for them that they can develop this productive skill through a process where they can work step by step their final work. Most of them work independently and in their own pace giving me the opportunity to help and guide the lower ones, a great advantage for me as a teacher and for the ones that require more time with the teacher's assistance.

It emphasizes the importance of developing students' metacognitive awareness in the writing process. This means helping students become aware of and reflect on the strategies they use when writing. For students with a higher level of English proficiency, this approach can be particularly valuable as it allows them to engage in a step-by-step process to develop their final written work. These students are able to work independently and at their own pace, which provides an opportunity for personalized learning.

This approach offers the advantage of being able to provide targeted guidance and support to students who may require additional assistance. By focusing on metacognitive awareness and providing a structured writing process, I can empower my students to take ownership of their writing and improve their overall writing skills.

Improved Lesson Planning Formats

I am thrilled to present my revised and improved lesson plan, which showcases my commitment to continuous improvement and creating an optimal learning experience for my students. This plan incorporates valuable feedback from my tutor, allowing me to enhance my lesson design and ensure a more engaging and meaningful language learning journey for my students. By incorporating a variety of extra activities and resources, I aim to create an interactive and dynamic classroom environment either face to face or online that aligns seamlessly with my teaching philosophy. The advantages of an effective lesson design are that student can engage and participate with the inclusion of diverse activities and resources, my revised lesson plan aims to captivate students' attention and foster active participation. By catering to different learning styles and preferences, I can create a supportive learning environment where students feel motivated and inspired to engage with the content.

Through careful planning and thoughtful integration of activities, my lesson plan emphasizes meaningful language learning experiences. By connecting language skills to real-world contexts and authentic tasks, students can grasp the relevance and practicality of what they are learning, enhancing their language acquisition and retention.

My revised lesson plan adheres to a student-centered approach, prioritizing the needs and interests of my learners. By incorporating their feedback and catering to their individual learning styles, I can create a personalized and inclusive learning experience, promoting a sense of ownership and empowerment among my students.

The process of revising my lesson plan highlights my commitment to continuous professional development and growth as an educator. By embracing feedback and incorporating improvements, I ensure that my teaching practices remain up-to-date, relevant, and effective, ultimately benefiting my students' language learning outcomes.

The revisions and observations made to my lesson plan by my tutor not only align with my teaching philosophy but also demonstrate my dedication to providing an enriching and student-centered learning environment. By incorporating a variety of activities and resources, I can address the diverse needs and learning preferences of my students, fostering their confidence, motivation, and language proficiency.

Through this improved lesson plan, I am confident that my students will actively participate in their language learning journey, develop essential language skills, accomplish every single objective for each lesson, practice intercultural communication, and experience the joy of discovering new linguistic horizons.

INTERCULTURAL WEEKLY LESSON PLAN

BY TEACHER: Misael Gil González

APPROACHES: Content Schema / Language structures / Writing processes / Communicative Language / Language Social Practice / Current Communicative Approaches

TOPIC: Celebrations Around the World that Contribute to the Community's Well-Being!

GRADE: Mixed **GROUP:** A **Students Profile:** B1-B2 **SESSIONS:** 5

SUBJECTS: Developing My Language

SCHOOL YEAR: 2022-2023

PERIOD: April 17 to 21

Students' Language Needs	More practice using their four language skills. Develop language skills strategies to consolidate language goals. Know and use online resources to help them practice their language skills. Develop and practice vocabulary and language structures using digital resources.
Purpose	Use and communicate in English during the sessions to consolidate the use of the language.
Main Goal	Students will be able to produce the language using the four language skills and demonstrate awareness of their own culture comparing festivities around the world.
Language Social Practice	Can understand descriptions of places when written in high frequency language Can follow the main points given in a description of
Competition that is favored	Can clearly express and explain feelings about experiences Can recognize Word Stress
Social Learning Environment	Ludic and Literary
Communicative Activity	Can use a variety of linking words and cohesive devices in a short text
Grammar structures	Can use a range of Conjunctions (and, but, or, so, then) to combine complex clauses and sentences
Expected Learning	Can write a description about a celebration they liked.
Sub-skill	Skimming, Listening/reading for detail, Using interactive strategies, Summarizing
Transversality	Literature, History, Geography
Key/Triggering Questions	How do celebrations contribute to a community's well-being? What do you prefer commemorations or celebrations?

April 17, 2023 **Aim:** To identify the important of festivities in Mexico and others around the world.

LEARNING STAGE	LEARNING SEQUENCE	TIME	MODALITY	RESOURCES	VOCABULARY
Shaping My Language: Develop Your Language -READING	WARM UP: Put students into groups of four. Give each group a piece of paper and have them write the name of one holiday or celebration for each month. To encourage groups to be creative, give each group a point for each	5'	ONLINE Shaping My Language Pages 72 and 73	LMS-UNOi Link: https://www.menti.com/ajudjexzzkdg Track:	Key Words: attend celebrate check out event Lent Parade-safety speaking of

<p>-SPEAKING -LISTENING</p>	<p>holiday they list that is not in other group's list. The group with the most points wins. Use Mentimeter if the session is online.</p> <p>DIAGNOSTIC: The teacher asks them what they know about special celebrations in Mexico and students answer what they know about them.</p> <p>INTRODUCTION: The teacher projects page 72 and explains the activity.</p> <p>PRESENTATION: The teacher elicits words from the students about the pictures on page 72 and explains the activities. Students complete exercise 1. First, work on the pre-reading exercise found in the Shaping My Language learning log. Then, ask students to go to the printed Awesome Reader and Writer to read the corresponding text and answer the exercises there. Finally, go back to the Shaping My Language log and complete the rest of the exercises.</p> <p>PRACTICE: The teacher elicits words from the students about the pictures on page 73. Students complete exercise 4. Have them read the statements in exercise 5 and discuss what they know about Mardi Gras. Then, play the audio to complete the exercise. Listen to the audio again and complete exercise 6. Monitor and check.</p>	<p>5'</p> <p>3'</p> <p>10'</p> <p>15'</p> <p>15'</p> <p>5'</p> <p>2'</p>		<p>Enjoy Mardi Gras!</p> <p>Awesome Reader and Writer:</p> <p>"Celebrate Weird Times, Come on!"</p> <p>Classroom</p> <p>Actively Learn: https://read.activelylearn.com/#/teacher/catalog</p>	<p>tip tourist trap</p>
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	<p>PRODUCTION: Finally, ask pairs to record a 30-second TV commercial using their answers. When they finish, encourage students to share their commercials with the rest of the class.</p> <p>EVALUATION: The teacher uses the name selector and chooses 3 students to talk about the lesson.</p> <p>COOL DOWN: The teacher invites them to enter and start using Actively Learn to practice reading.</p>				
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April 18, 2023 **Aim:** To be empathic with the way other cultures celebrate the beginning of spring.

LEARNING STAGE	LEARNING SEQUENCE	TIME	MODALITY	RESOURCES	VOCABULARY
<p>Shaping My Language:</p> <p>Develop Your Language</p> <p>-SPEAKING -WRITING -READING -LISTENING</p>	<p>WARM UP: Have students stand in a circle. Start the game by calling out a season or month. Toss a ball to a student, who has to say something that is related to that season (e.g., spring – flowers). Then, the student throws the ball to another student, who then says the first two words as well as a word that associates with the last (e.g., spring – flowers – bees). Students who repeat or miss a word are out. Call out a new season after five or six words. The last student standing is the winner. If the session is online, use Padlet to participate.</p> <p>DIAGNOSTIC: The teacher elicits from the students what they know about celebrations at the beginning of spring. Students share their knowledge.</p> <p>INTRODUCTION: The teacher comments that they are going to read about the Festival of Colors celebrated in India.</p>	<p>5'</p> <p>5'</p> <p>3'</p> <p>10'</p>	<p>ONLINE</p> <p>Shaping My Language</p> <p>Pages 74 and 75</p>	<p>LMS-UNOi</p> <p>Link: https://padlet.com/220926060/human-rights-diversity-k0815p5x5d7g aerf</p> <p>Learning Log:</p> <p>Festival of Colors</p> <p>Track:</p> <p>A Message of Peace</p> <p>Photo Bank W5PB1</p> <p>Classroom</p>	<p>Key Words:</p> <p>actually ancient commemoration demonstrate lantern legend memorable mesmerize speech symbolize</p>

	<p>PRESENTATION: The teacher projects page 74 and asks them to answer the given question to complete exercise 1. Have pairs create more example sentences about a different festival using the connectors to confirm they understand their form and use. Have students stand and mingle in large groups, reading their statements out loud and answering their classmates' questions about the festival.</p> <p>PRACTICE: The teacher elicits the picture on page 74 and asks them to read and complete exercise 2. Monitor and check. Extend the exercise by having pairs join together to make larger groups. Ask pairs to share their experiences while the other students ask them follow-up questions about their event. Close the activity by inviting volunteers to share information about the events their classmates discussed with them.</p> <p>PRODUCTION: The teacher plays the audio on page 75 and students complete exercises 6 and 7. Play the audio again and to complete exercise 8. Monitor and check. Play Eavesdropping. Before the class, choose ten items of vocabulary and write them on slips of paper. Create enough sets for each group of five or six in your class. Then, organize groups so one student is at the board or in front of chart paper on the wall with their backs to the other group members. Give the group one of the slips of paper and have them talk about the word until the student at the board is able to guess it and write it down or they say "pass." Students alternate so that each of them has a turn at sitting with their back to the board. The group with the most correct words after three minutes wins.</p> <p>EVALUATION: The teacher uses the name selector and chooses 3 students to talk about the lesson with their own words.</p>	<p>15'</p> <p>15'</p> <p>5'</p> <p>2'</p>		<p>Actively Learn: https://read.activelylearn.com/#/teacher/catalog</p>	
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	<p>side of the line asks their questions. Continue until students have worked with five different classmates. The teacher projects pictures on page 76 and elicits about the pictures. Students describe them and complete exercise 1. Monitor and check.</p> <p>PRACTICE: The teacher selects students to read and asks them to complete exercises 2 and 3. Monitor and check.</p> <p>For stronger students, take advantage of students' existing knowledge of conjunctions to generate a longer list of conjunctions in a brainstorming session on the board. Then, have students work in pairs. Ask students to take turns to read out the first sentence of one of the questions in exercise 5. Their classmate then supplies the conjunction and challenges the first student to complete the sentence using their own ideas. Circulate during the exercise, helping as needed. Close the activity by eliciting sentences using each of the new conjunctions from volunteers.</p> <p>PRODUCTION: The teacher projects the Language Key information on page 77 and asks students to read it. Explain and ask them to follow the instructions to complete the given exercises. Monitor and check. Play a game of Connector Challenge. Before class, write sets of two sentences that can be combined with connectors. Make enough copies for each group of four to have a set. Put students into multi-level groups of four. Give each group a piece of chart paper. Give each group the same two sentences. The first group to write a correct sentence combining them with a connector wins a point. The group with the most points at the end of the game wins. Use the link for further practice.</p> <p>EVALUATION: The teacher uses the name selector and chooses 3</p>	<p>15'</p> <p>15'</p> <p>5'</p>		<p>om/#/teacher/catalog</p>	
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	<p>students to talk about the lesson with their own words.</p> <p>COOL DOWN: The teacher invites them to keep using their English and asks them to use Actively Learn.</p>	2'			
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April 20, 2023 **Aim: To show openness and curiosity toward other cultures.**

LEARNING STAGE	LEARNING SEQUENCE	TIME	MODALITY	RESOURCES	VOCABULARY
<p>Shaping My Language:</p> <p>Develop Your Language</p> <p>Pronunciation Box</p> <p>-SPEAKING</p> <p>-LISTENING</p> <p>-READING</p> <p>-WRITING</p>	<p>WARM UP: Play a syllable counting game. Put students into groups of six and have them stand in a circle. The first student says a word with one syllable, the second says the first word and a two-syllable word, and so on. When someone is incorrect, they are out and the next student starts the process again with a one-syllable word. The last student standing in each group wins. If it is an online session, they may use the link.</p> <p>DIAGNOSTIC: The teacher asks them what they remember about a syllable. Students share their knowledge.</p> <p>INTRODUCTION: The teacher comments that they are going to listen to the conversation about an unusual festival.</p> <p>PRESENTATION: The teacher projects page 78 and elicits about syllables, students complete activity 1. Some volunteers share their answers.</p> <p>PRACTICE: Have students work in groups of three or four to generate more words with the same stress patterns as in the exercise. After confirming their stress patterns are correct, ask them to create sentences using as many words with the same stress patterns as possible. Close the activity by having students mingle with the class and dictating their sentences to their classmates, focusing on their pronunciation. The teacher plays the audio on page 78 to complete exercise 2. Play the audio again for them to complete</p>	<p>5'</p> <p>5'</p> <p>3'</p> <p>10'</p> <p>15'</p>	<p>ONLINE</p> <p>Shaping My Language</p>	<p>LMS-UNOi</p> <p>Link: https://wordwall.net/resource/13119634</p> <p>Track: Welcome to the Smithsonian</p> <p>Pronunciation Box: Stressing the right syllable</p> <p>Photo Bank W5PB2</p> <p>Classroom</p> <p>Actively Learn: https://read.activelylearn.com/#/teacher/catalog</p>	<p>Key Words:</p> <p>attend</p> <p>celebrate</p> <p>check out</p> <p>event</p> <p>Lent</p> <p>parade</p> <p>safety</p> <p>speaking of</p> <p>tip</p> <p>tourist</p> <p>trap</p> <p>actually</p> <p>ancient</p> <p>commemoration</p> <p>demonstrate</p> <p>lantern</p> <p>legend</p> <p>memorable</p> <p>mesmerize</p> <p>speech</p> <p>symbolize</p> <p>accept</p> <p>approximately</p> <p>attraction</p> <p>broadcast (v.)</p> <p>claim</p> <p>climb (v.)</p> <p>huge</p> <p>owner</p> <p>promotion</p> <p>theory</p>

	<p>exercise 3. Ask them to read the pronunciation box to complete exercise 4. Monitor and check.</p> <p>PRODUCTION: The teacher projects page 79, elicits about the pictures, and explains them to apply their language knowledge to complete the given exercises and the written exercise. After students have written their stories for Exercise 3, have them get into groups of four and take turns to read them out loud. Encourage them to focus on syllable stress and intonation to make the stories more dramatic. Encourage listeners to ask questions. Then, ask groups to choose one story to read to the whole class. Monitor and check.</p> <p>EVALUATION: The teacher uses the name selector and chooses 3 students to talk about the lesson with their own words.</p> <p>COOL DOWN: The teacher invites them to keep using their English and asks them to use Actively Learn.</p>	<p>15'</p> <p>5'</p> <p>2'</p>			
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April 21, 2023 Aim: To demonstrate ability to cultural interpretation.

LEARNING STAGE	LEARNING SEQUENCE	TIME	MODALITY	RESOURCES	VOCABULARY
<p>Shaping My Language:</p> <p>Apply Your Knowledge</p> <p>Test Yourself</p> <p>Assessment</p> <p>-SPEAKING</p> <p>-WRITING</p> <p>-LISTENING</p>	<p>WARM UP: Play a game of Vocabulary Tic-Tac-Toe. Draw a 3x3 tic-tac-toe grid on the whiteboard and write an item of vocabulary from the week in each square. Model the game with a stronger student. The student chooses a square and uses the word correctly in a context sentence to win the square. The game continues until one of the pairs wins three squares in a row or all the squares have been taken.</p> <p>DIAGNOSTIC: The teacher elicits any new word they learned and students register them on page 80.</p> <p>INTRODUCTION: The teacher comments that they are going to apply their knowledge by completing a self-test.</p>	<p>5'</p> <p>5'</p> <p>3'</p>	<p>ONLINE</p> <p>Shaping My Language</p> <p>Pages 80 and 81</p>	<p>LMS-UNOi</p> <p>Test Yourself</p> <p>B1 Preliminary – Listening – Part 3</p> <p>Classroom</p> <p>Actively Learn: https://read.activelylearn.com/#/teacher/catalog</p>	<p>Key Words:</p> <p>attend</p> <p>celebrate</p> <p>check out</p> <p>event</p> <p>Lent</p> <p>parade</p> <p>safety</p> <p>speaking of</p> <p>tip</p> <p>tourist</p> <p>trap</p> <p>actually</p> <p>ancient</p> <p>commemoration</p> <p>demonstrate</p> <p>lantern</p> <p>legend</p> <p>memorable</p> <p>mesmerize</p>

	<p>PRESENTATION: The teacher projects the Test Yourself on page 81 and explains the activity.</p> <p>PRACTICE: Before students complete exercise 1, have them cover the options and work in pairs to predict the answers. Then, have them compare their answers with a classmate. Finally, have them complete the activity with the options, eliminating those they know to be wrong and checking whether any of their predictions were correct. The teacher elicits the picture on page 81 and comments about space exp.</p> <p>PRODUCTION: Test Yourself, they complete it. Monitor and check.</p> <p>EVALUATION: The teacher explains BE Aware of Your Progress activity on page 85. They complete the Peer Assessment and Self-assessment. Monitor and check.</p> <p>COOL DOWN: The teacher invites them to keep using their English and asks them to use Actively Learn.</p>	<p>10'</p> <p>15'</p> <p>15'</p> <p>5'</p> <p>2'</p>			<p>speech</p> <p>symbolize</p> <p>accept</p> <p>approximately</p> <p>attraction</p> <p>broadcast (v.)</p> <p>claim</p> <p>climb (v.)</p> <p>huge</p> <p>owner</p> <p>promotion</p> <p>theory</p>
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Adapting my lesson plan to my educational context

By understanding the unique characteristics of my educational context, I can design my lesson plan to meet the specific needs and expectations of my students and parents. I incorporate appropriate activities, educational resources, and technology that align with the institution's high standards of English instruction. Additionally, I consider the academic and linguistic levels of the students in each grade, ensuring that my lessons are appropriately challenging and engaging for their learning process and integral development.

Furthermore, I recognize the aspirations of the parents for their teenagers to receive a comprehensive and well-rounded education. Therefore, I design my lesson plan to encompass not only language skills but also other essential areas of learning, such as critical thinking, creativity, and cultural awareness.

By adapting my lesson plan to the educational context of my institution, I look forward to providing an enriching and effective learning experience for my students. I aim to fulfill the expectations of both the institution and the parents by delivering high-quality English language instruction that prepares the students for their academic and future success.

Expected outcomes and attitudes on the Process

The aim of these lessons was to foster students' cultural awareness, empathy, open-mindedness, and appreciation for cultural diversity. By achieving these expected outcomes and attitudes, students developed a global perspective and a deeper understanding of the richness and complexity of their own Mexican Culture along with the world's cultures and how they impact the community's well-being.

In the first Lesson, the expected outcome was for students to identify the importance of festivities in Mexico and other cultures around the world. The desired attitude was for students to appreciate and value the cultural significance of these celebrations, fostering respect and understanding.

In the second lesson, the expected outcome was for students to develop empathy towards the way other cultures celebrate the beginning of spring. The

desired attitude was for students to recognize and appreciate the diversity of cultural practices, fostering a sense of empathy and open-mindedness.

In the third lesson, the expected outcome of the third lesson was for students to demonstrate a positive attitude towards cultural differences. The desired attitude was for students to embrace and celebrate cultural diversity, promoting inclusivity and respect for different traditions and customs.

In the fourth lesson, the expected outcome of the fourth lesson was for students to show openness and curiosity towards other cultures. The desired attitude was for students to approach unfamiliar cultures with a sense of curiosity, willingness to learn, and respect for different perspectives.

In the fifth lesson, the expected outcome of the fifth lesson is for students to demonstrate the ability to interpret and appreciate different cultures. The desired attitude was for students to develop cultural sensitivity and interpretive skills, enabling them to understand and appreciate the nuances of different cultural practices.

I am delighted to share that throughout the five sessions, my students, with my guidance, successfully achieved every expected outcome. It brings me great joy to see how they not only met the goals but also thoroughly enjoyed each lesson. One highlight was when they had the opportunity to connect and interact with a student studying abroad. This experience enhanced their cultural awareness and provided a meaningful connection with someone from a different cultural background. Witnessing their enthusiasm and engagement during that particular lesson was truly rewarding.

Analysis of Assessing Students

To ensure that my lesson plan aligns with the educational institution's goals and my own teaching objectives, I have implemented various assessment methods. The students' digital material includes dedicated sections to assess their progress throughout the course. Additionally, I have incorporated an extra assessment to evaluate their proficiency in the four language skills, as well as their intercultural communication abilities.

On a daily basis, I apply ongoing observation to monitor their participation and grasp of the content. This allows me to provide immediate feedback and address any difficulties they may encounter. At the end of each unit, I facilitate peer-assessment and self-assessment activities, fostering student autonomy and reflection on their learning journey.

To measure the effectiveness of the learning objectives, I have developed testing and assessment tools for each activity. These tools provide valuable insights into students' comprehension and mastery of the content, helping me identify areas where additional support may be required. By employing a comprehensive assessment approach, I aim to promote a thorough understanding of the material and ensure that my students are progressing towards their language learning goals.

Extra activities

Finally, I have planned ahead for possible problems that may arise during the lesson. I have developed strategies to overcome these challenges and ensure that the lesson runs smoothly and achieves its objectives. These are extra

activities that I can implement online to fulfill the given objective, in case it is required.

Virtual Cultural Exchange: Connect my students with students from different countries using video conferencing technology. They can share information about their own culture and festivities, learn about other cultures and festivities, and compare and contrast the similarities and differences.

Online Festivities Research: Assign my students to research a specific festival or celebration from a different culture than ours. They can create a short presentation or video showcasing their findings, including the history, traditions, and significance of the festival.

Virtual Tour: Take my students on a virtual tour of different parts of the world, showcasing various festivities and celebrations. Students can take notes and discuss the different traditions they observe. https://youtu.be/U_6NRddULq4

These extra activities will allow my students to practice their language skills in a real-life context while learning about different cultures' festivities and traditions. They will also demonstrate awareness of their own culture by comparing and contrasting it with others. Finally, they will let me face possible problems that might arise during the five days lessons.

Analysis of the extra activities

As part of the extra activities in my lesson plan, I implemented two engaging and meaningful experiences out of the three that I planned: Virtual Cultural Exchange and Virtual Tour. The Virtual Cultural Exchange connected my students with a student studying her Master's Degree in England through video

conferencing technology. This allowed them to share information about their own culture and festivities, learn about other cultures and festivities, and compare and contrast the similarities and differences. It was an enriching experience that provided authentic language use and a deeper understanding of global perspectives.

Furthermore, the Virtual Tour activity took my students on a virtual journey to Buñol Spain, where they explored La Tomatina festivities and celebrations in this part of the world. They took notes and engaged in discussions to understand and appreciate the different traditions observed. This virtual experience provided a visual and immersive learning opportunity, enhancing their cultural awareness and language skills. This activity helped them get ready for their speaking assessment.

Overall, these extra activities brought real-world context to the language learning process, allowing my students to use the language in meaningful situations and fulfill the topic and project expectations. They fostered intercultural understanding, communication, and critical thinking skills, making the learning process both enjoyable and enriching.

You can watch a video showcasing the Virtual Tour activity at this link:

https://youtu.be/U_6NRddULq4

Reflect on the use of extra activities

The use of extra activities can greatly enhance the learning experience for my students and provide them with additional opportunities for growth and engagement. In my teaching practice, I incorporated two extra activities out of four

that proved to be particularly valuable in complementing the main objectives of the weekly plan.

One of the activities, I implemented was a Virtual Cultural Exchange. Through this activity, I connected my students with a student who was currently living in England and pursuing her master's degree. This exchange took place via a video conference, allowing my students to interact with her directly. They had the opportunity to interview her and engage in discussions about England's culture, traditions, and way of life. This activity not only exposed my students to authentic English-speaking contexts but also fostered cultural awareness and expanded their understanding of different cultures.

Another extra activity that I incorporated was a Virtual Tour using a short video from YouTube. This activity allowed my students to explore and learn about the famous "La Tomatina" festival held in Buñol, Spain. During the virtual tour, my students had the opportunity to watch the video and read about the tradition of "La Tomatina". They were able to observe the festival firsthand, witnessing the excitement, energy, and cultural significance surrounding this unique event. As they watched the video, they were encouraged to take notes, reflect on their observations, and engage in meaningful discussions. Most of them said that it sounded and looked fun but sadly tons of tomatoes are wasted. Though, they also said that there is a positive impact for the city holding this international tradition and I loved that they suggested some ideas for implementing new regulations in benefit of the community's well-being.

Reflect on one's own teaching practice

During my teaching experience, I have learned that conducting lessons online is a significantly different experience compared to traditional in-person teaching. It has become evident that I need to allocate more time to complete the planned activities or adjust the lesson plans to include fewer activities. The online environment presents unique challenges, such as technical difficulties and the need for additional time for students to navigate the virtual platforms.

Moreover, I have observed that some students require more time to actively participate in online discussions or activities. However, overall, I am satisfied with the effort and participation exhibited by my online students. Their dedication and willingness to adapt to this new mode of learning are commendable, and I continue to adapt my teaching methods to best support their educational development.

Reflecting on my teaching practice during these online sessions, I have recognized the unique challenges and advantages that come with the virtual learning environment. Adjusting my lesson plans to account for the additional time required and the technical aspects of online teaching has been crucial. However, I have been impressed by my students' dedication and adaptability in navigating the virtual platforms and actively participating in discussions and activities.

Utilizing technology and digital resources has been instrumental in enhancing the learning experience. Platforms and apps have complemented the lessons, providing interactive and engaging content. The availability of a digital book for each student has allowed for immediate feedback and editing, promoting a more efficient learning process.

I am delighted with the exceptional performance of my students throughout these sessions. They have successfully completed the meaningful activities

designed to achieve the intended objectives of each lesson. It has been particularly rewarding to witness their growth in linguistic proficiency, critical thinking skills, soft skills, and multicultural awareness.

Overall, I am satisfied and comfortable with the online teaching approach and the positive outcomes it has yielded. I will continue to adapt my teaching methods to provide a supportive and enriching educational experience for my students, fostering their overall development and preparing them for future success.

A better edited version of my 10-minutes video sessions

In this enhanced and edited version of my 10-minute video sessions, I have meticulously captured and highlighted the significant moments from each session that I conducted with my online students. The aim of this video is to provide a comprehensive overview of the entire teaching process, showcasing the diverse activities and stages that were incorporated into the five sessions.

Throughout the video, I have included detailed descriptions and explanations of the moments that were carefully planned and executed during the sessions. This includes the specific objectives and goals set for each activity, ensuring that every aspect of the lesson plan is clearly presented.

Moreover, I have given special attention to the students who actively participated in the sessions, featuring their engagement, enthusiasm, and progress throughout the learning journey. By highlighting their involvement, the viewers can gain a deeper understanding of the impact of the sessions on the students' language development and intercultural awareness.

The video also showcases the three pedagogical stages employed in the sessions, emphasizing the systematic and well-structured approach to language learning. From the warm-up activities to the main instructional activities and finally the assessment stage, viewers will witness the seamless transition between these stages and the effectiveness of the instructional design.

Speaking assessment has been specifically captured and included in the video, demonstrating the techniques and strategies used to evaluate the students' speaking skills. This serves as an exemplar of how assessments were integrated into the sessions, ensuring that students' language proficiency and communicative abilities were effectively evaluated.

One of the highlights of the video is the moment when my students had the opportunity to interact with a student pursuing her master's degree abroad. This unique and invaluable experience allowed my students to engage in authentic and meaningful conversations, promoting intercultural communication and further enhancing their language skills. The precise recording and editing of this interaction aims to showcase the students' fluency, confidence, and enjoyment in engaging with a speaker of the language.

Ultimately, this edited version of the video encapsulates the special and unique moments where my students freely and fluently produced language in meaningful and intercultural drills, demonstrating the successful fulfillment of the objectives outlined in this specialization project. The evident enthusiasm and enjoyment displayed by my students throughout the video is a testament to the effectiveness and impact of the sessions on their language proficiency and overall learning experience.

Video Link

<https://drive.google.com/file/d/1hupZjruU9j3Khe5YiBlfhYp9HJZanohe/view?usp=sharing>

My Experience in this Specialization

I would like to express my enthusiasm and satisfaction regarding the incredible journey I embarked on during this specialization project. Throughout these three online modules, I have had the opportunity to delve into various concepts that are not only relevant but also crucial for enhancing and further developing my teaching philosophy and learning skills.

As I reflect upon my experience, I would like to share my personal insights and thoughts about the effort required to accomplish each module, my performance in completing assignments, quizzes, and tests, as well as my commitment to the group I belonged to. This project has truly been an invaluable experience that has enriched my professional growth and fostered a deeper understanding of effective teaching practices to keep positively impacting my students.

I want to thank my colleagues for their outstanding knowledge and experience share throughout the three modules. And special recognition to my tutor Dr, Alma Delia García Salazar. I am so thankful for your amazing effort and professional skills and knowledge shared with me. Your guidance was essential to accomplish the objectives and expectations for this specialization.

Participating in the Specialization in Teaching and Learning English as a Foreign Language offered by Universidad Pedagógica Nacional from Mexico has been a transformative and enriching experience for me as an educator. Throughout this program, I have had the opportunity to deepen my understanding of language teaching methodologies, explore innovative approaches, and enhance my pedagogical skills.

One of the most significant aspects of this specialization has been the exposure to a wide range of theories, concepts, and practical strategies that have challenged and expanded my teaching style and philosophy. Through engaging coursework, collaborative discussions, and online activities, I have been able to critically reflect on my teaching practices and explore new possibilities for creating dynamic and effective learning environments to satisfy my pupils' needs and academic expectations.

The program has encouraged me to adopt a learner-centered approach in my teaching, placing the needs and interests of my students at the forefront. I have gained a deeper appreciation for the importance of creating meaningful and authentic learning experiences that promote active engagement, critical thinking, and intercultural competence. The emphasis on learner autonomy and the integration of technology have allowed me to incorporate innovative tools and resources into my teaching, enriching the learning experiences of my students.

Moreover, the specialization has broadened my understanding of the diverse cultural and linguistic backgrounds of my students. By fostering an inclusive and multicultural classroom environment, I have become more attuned to the individual needs and strengths of my learners. This has led to a greater

emphasis on differentiated instruction and the implementation of strategies that cater to the unique learning styles and preferences of each student.

Furthermore, the program has emphasized the importance of continuous professional development and reflective practice. Through regular self-assessment, peer feedback, and interaction with experienced tutor, I have been able to identify areas for improvement and implement changes in my teaching approach. This ongoing reflection and growth mindset have been instrumental in enhancing the quality of my instruction and fostering a positive and supportive learning community.

Overall, the Specialization in Teaching and Learning English as a Foreign Language has been a transformative journey that has shaped me into a more competent and reflective educator. It has provided me with the knowledge, skills, and confidence to create engaging and meaningful learning experiences for my students, while nurturing their language proficiency, intercultural understanding, and lifelong love for learning. I am grateful for the opportunities and insights gained through this program, and I am excited to continue evolving and adapting my teaching practices to meet the evolving needs of my students and keep positively impacting the 21st-century generations.

Conclusion

In conclusion, this written work has provided a comprehensive exploration of my teaching context and teaching identity as an English language teacher. I have extensively described my teaching context, including the educational institution, its location, and the students' social and language profiles. Furthermore, I have delved

into my teaching identity, sharing my evolving teaching philosophy and incorporating valuable feedback received from my tutor. I have also improved upon my previous lesson planning, aligning it with the goals of both my educational institution and my personal teaching objectives. Additionally, I have meticulously designed testing and assessment tools to measure the effectiveness of the activities in my lesson plan. Lastly, I have proactively anticipated potential challenges and devised strategies to address them, ensuring a prepared and adaptable approach during the teaching process. Through this comprehensive examination, I am equipped with the knowledge, insights, and tools necessary to excel as an English language teacher in my specific teaching context.

The completion of this final version project paper work marks the culmination of my journey through the Specialization in Teaching and Learning English as a Foreign Language offered online by Universidad Pedagógica Nacional from Mexico. Throughout this unique and comprehensive program, I have engaged in a multifaceted exploration of various topics and subtopics that have shaped and enriched my teaching practice, role, style, and philosophy.

First and foremost, the program has deepened my understanding of language teaching methodologies, equipping me with a diverse toolkit of pedagogical approaches. From communicative language teaching to task-based language learning, I have delved into the theories and practical applications that underpin effective language instruction. This knowledge has allowed me to adapt and tailor my teaching methods to the specific needs and characteristics of my students, fostering their language proficiency and intercultural communication skills.

Furthermore, the specialization has highlighted the importance of creating learner-centered environments that prioritize student engagement and active participation. By embracing the principles of learner autonomy, I have empowered my students to take ownership of their learning journey and become active agents in their language development. This shift in focus has not only enhanced their language skills but also nurtured their critical thinking abilities, multicultural, and intercultural competence.

The program has also emphasized the integration of technology in language teaching, recognizing its potential to enhance the learning experience and provide access to authentic language resources. From utilizing online platforms for interactive activities to incorporating digital tools for collaborative projects, I have harnessed the power of technology to create dynamic and interactive learning opportunities for my students.

Moreover, the specialization has fostered a deeper appreciation for the multicultural and multilingual nature of today's classrooms. By promoting inclusivity and cultural awareness, I have created an environment that celebrates diversity and encourages respectful and open-minded dialogue. This cultural sensitivity has not only enriched the language learning experience but has also fostered a sense of global citizenship among my students.

Furthermore, effective planning plays a crucial role in ensuring successful language instruction, especially in the face of potential disruptions such as outbreaks or transitions between in-person and online learning modes. It is essential to incorporate assessment strategies, leverage technology, and integrate extra activities into the lesson plans to adapt to changing circumstances. By

including assessment components, I can assess student progress, identify areas of improvement, and make informed instructional decisions.

In the same way, technology offers opportunities for interactive and engaging learning experiences, whether in a physical or virtual classroom. It enables my sessions to create dynamic and collaborative activities, access authentic language resources, and facilitate communication and interaction among students.

Additionally, incorporating extra activities, such as virtual cultural exchanges or online research projects, enhances student engagement, fosters cultural awareness, and provides opportunities for meaningful language use. Flexibility is also paramount, as it allows me to modify lesson plans and teaching approaches to accommodate different learning environments. Whether in-person or online, the ability to adapt and adjust instructional strategies ensures that students continue to receive quality language instruction and have opportunities for growth and development.

By prioritizing planning, assessment, technology integration, and flexibility, I can effectively navigate challenges and provide a robust and adaptable learning experience for my students, regardless of the circumstances.

In conclusion, the Specialization in Teaching and Learning English as a Foreign Language has been a transformative and rewarding experience that has shaped my teaching philosophy and expanded my professional horizons. Through a comprehensive exploration of various topics and subtopics, I have developed a holistic understanding of effective language instruction, learner-centered pedagogy, technology integration, and cultural sensitivity.

This knowledge and skill set have enabled me to create engaging and meaningful learning experiences for my students, equipping them with the language skills, critical thinking abilities, and intercultural competencies needed to thrive in an increasingly interconnected 21st-century world. I am grateful for the knowledge, experiences, and growth I have gained throughout this specialization, and I am excited to continue making a positive impact in the lives of my students as a proactive, dedicated, updated, and reflective 21st-century educator.

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Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

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Lengua Extranjera Inglés. México. SEP. Page 13

Appendixes

Assessment 1Title: Understanding Indian Festivals Page 74

Objective: To assess students' understanding of the Indian Festival of Holi and Rangwali Holi and their significance.

Task:

- Students will write a short paragraph summarizing the main points of the reading about the Holi and Rangwali Holi festivals.
- Students will create a chart comparing and contrasting the Holi and Rangwali Holi festivals, including information such as the origin, symbols, and traditions.
- Students will write a reflection on what they learned about Indian culture and how it compares to their own culture.

Assessment Criteria:

- The paragraph summarizes the main points of the reading accurately and clearly.
- The chart compares and contrasts the Holi and Rangwali Holi festivals, includes accurate information, and is presented neatly.
- The reflection demonstrates an understanding of Indian culture and includes a thoughtful comparison to the student's own culture.

Grading Scale:

Excellent: All criteria are met and exceeded.

Good: All criteria are met.

Fair: Most criteria are met.

Poor: Few criteria are met or not met.

Assessment 2 Task: Give a two-minute presentation describing La Tomatina (page 76), including its history, significance, and controversies.

Assessment Rubric:

Criteria Level	Level 1	Level 2	Level 3	Level 4
Content	Student provides little to no information about La Tomatina, or provides inaccurate information	Student provides some accurate information about La Tomatina, but misses key details or does not fully answer the prompt	Student provides accurate information about La Tomatina, including its history, significance, and controversies,	Student provides detailed and well-organized information about La Tomatina, including its history, significance,

			but may lack depth or organization	and controversies, with evidence of additional research or personal insight
Language Use	Student's speech is difficult to understand due to frequent errors in grammar, vocabulary, pronunciation, and/or fluency	Student's speech is understandable, but contains noticeable errors in grammar, vocabulary, pronunciation, and/or fluency	Student's speech is generally accurate, clear, and fluent, but may contain occasional errors	Student's speech is accurate, clear, and fluent, demonstrating a high level of proficiency and control of language use
Delivery	Student's presentation	Student's presentation is	Student's presentation	Student's presentation

	lacks coherence, organization, or engagement, and/or does not meet the two-minute time limit	somewhat coherent and organized, and meets the two-minute time limit, but lacks engagement or creativity	is well-organized, coherent, and engaging, and meets the two-minute time limit, but may lack confidence or energy	is highly organized, coherent, engaging, and creative, with excellent delivery, confidence, and energy
--	--	--	---	--

Note: The assessment can be adapted to include specific language functions, grammar points, or vocabulary items, as well as to allow for peer or self-evaluation.

Evidences

Figure 1

Apply Your Knowledge

Write the letter of the correct option in the space below.


Cherry Blossom Festival Japan

There are cherry blossoms in **1. b** countries, but the most important celebrations are in Japan. The **2. d** goes back more than 1,000 years. People get together to sit under the trees, have picnics, and enjoy the spectacular view. You have to **3. a** early to get the best viewing spots. Because cherry blossoms only last about two weeks, they have become the **4. c** of the business of beauty.

1. a. a b. many c. lot of d. one
2. a. belief b. history c. legend d. tradition
3. a. arrive b. leave c. reach d. get in
4. a. mark b. figure c. symbol d. letter

Complete the text with one word for each missing space.

Last year, I attended **1. a** very unique music festival. It was the Underwater Music Festival in Florida. People interested **2. b** expressing the cool reefs created the festival. About 500 people got **3. c** oxygen tanks and dove into the water to listen **4. to** music with a water theme. There were also sculptures, and people dressed like mermaids. It **5. is** the most interesting festival I have ever attended! I'm going again this year!



This picture shows Diana's activities from page 79 for assessing. (Cuellar, 2023)

Figure 2

Test Yourself ●●●●●

B1 Preliminary – Listening – Part 3

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.
 Test: Celebrating on Water

You will hear a man called Adam telling the audience about a strange holiday tradition: The Polar Bear Swim.

Celebrating on Water

The swim takes place every year on (1) January first

The first swim took place in Boston, Massachusetts in (2) 1904

Since then, the swim has become popular, and there are now swims in more than (3) twenty cities.

In one swim this year, participants had to wait for a boat to break up the (4) ice before they could go in.

For some people, the swim is the biggest (5) challenge they will face all year.

Participants should have a (6) bag and dry clothes waiting for them after the swim.

This picture shows Emiliano's Listening assessment from page 81. (Gil, 2023)

Figure 3

The screenshot shows a Zoom meeting with a central window displaying the 'Celebrating on Water' assessment. The answers are as follows:

- (1) January 1st
- (2) 1904
- (3) 20 cities
- (4) ice
- (5) challenge
- (6) bag

The Zoom interface includes a grid of participants on the right, with names like 'Tohr Misa', 'Leo Chney', 'Nida Ximena Posad...', 'Ayelen Pareja', 'Diana G.L.C.', and 'Emiliano el crack'. The bottom control bar shows the time as 18:42 and the user 'ovy-tsew-any'.

This picture shows Daniel's activity for listening self-assessment. (Pareja, 2023)

Figure 4

This picture show Daniel's activity for self-assessment. (Pareja, 2023)

Figure 5

This picture shows Daniel's written activity done online and using TICs. (Gil, 2023)

Figure 6

Develop Your Language ●●●●

01 Are there any unique celebrations in your community? Find information about an interesting celebration and complete the organizer. Then, compare your answers with a classmate.



Celebration	Place and Date	Special Characteristics
day of the deads	All Mexico, in november	remember the deads

This picture shows Leo's answers to the first activity done on page 73. (Chiney, 2023)


Figure 7

Apply Your Knowledge ●●●●

01 Write the letter of the correct option in the space below.

Cherry Blossom Festival Japan

There are cherry blossoms in 1. b countries, but the most important celebrations are in Japan. The 2. d goes back more than 1,000 years. People get together to sit under the trees, have picnics, and enjoy the spectacular view. You have to 3. a early to get the best viewing spots. Because cherry blossoms only last about two weeks, they have become the 4. c of the briefness of beauty.



1. a. a	b. many	c. lot of	d. one
2. a. belief	b. history	c. legend	d. tradition
3. a. arrive	b. leave	c. reach	d. get in
4. a. mark	b. figure	c. symbol	d. letter

This picture shows Leo's answers to the book's assessment done on page 79 (1). (Chiney, 2023)

Figure 8

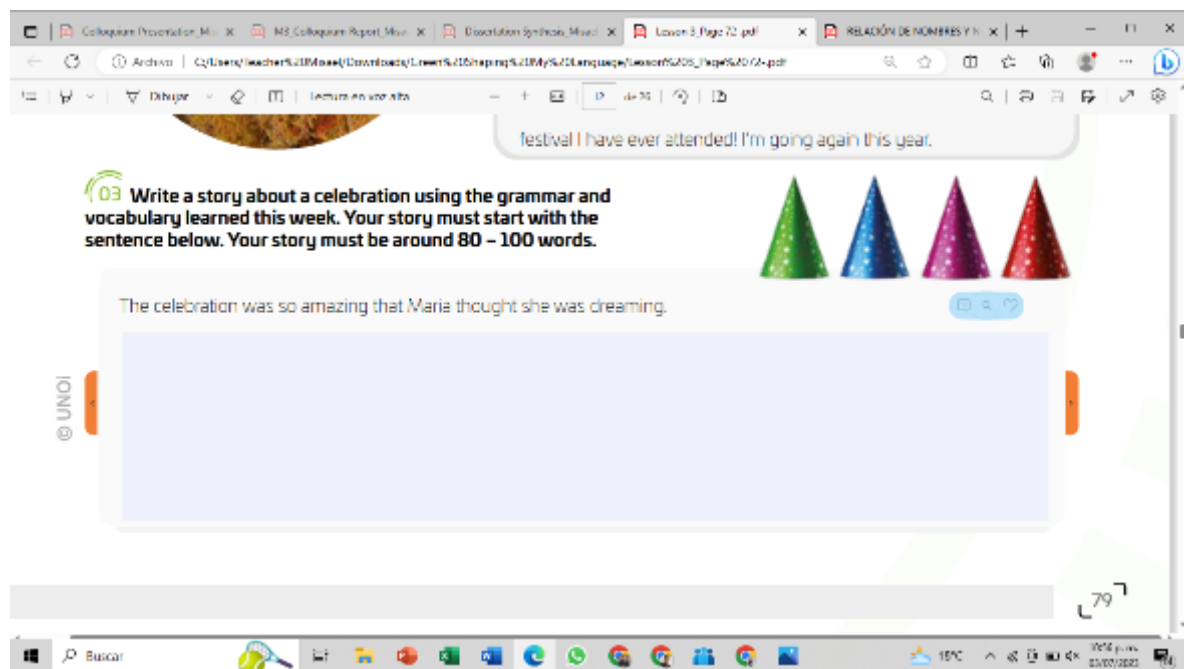


02 Complete the text with one word for each missing space.

Last year, I attended 1. a very unique music festival. It was the Underwater Music Festival in Florida. People interested 2. about conserving the coral reefs created the festival. About 400 people put 3. some oxygen tanks and dove into the water to listen 4. some music with a water theme. There were also sculptures, and people dressed like mermaids. It 5. is the most interesting festival I have ever attended! I'm going again this year.

This picture shows Leo's answers to the book's assessment done on page 79 (2). (Chiney, 2023)

Figure 9



03 Write a story about a celebration using the grammar and vocabulary learned this week. Your story must start with the sentence below. Your story must be around 80 – 100 words.

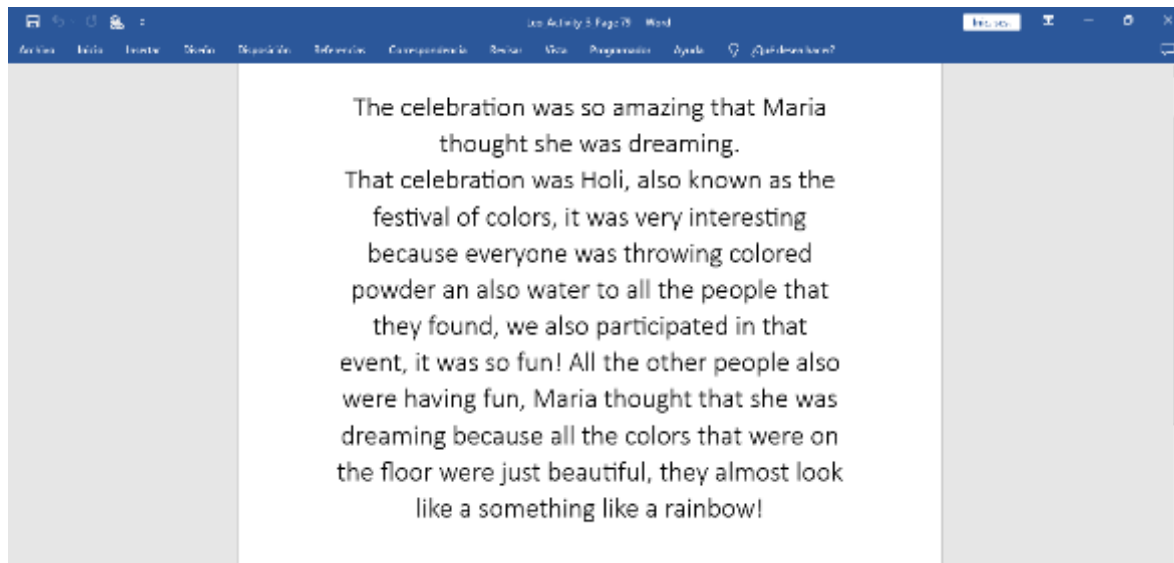
The celebration was so amazing that Maria thought she was dreaming.

© UNOI

79

This picture shows a written activity's instruction on page 79. (Gil, 2023)

Figure 10



This picture shows Leo's written answer to exercise 3 on page 79 (1). (Chiney, 2023)

Figure 11



This picture shows Leo's written answer to assessment 1. (Chiney, 2023)

Figure 12

Assessment Criteria	Grade
The paragraph summarizes the main points of the reading accurately and clearly.	Excellent
The chart compares and contrasts the Holi and Rangwali Holi festivals, includes accurate information, and is presented neatly.	Fair (You did not present the chart but the information is there.)
The reflection demonstrates an understanding of Indian culture and includes a thoughtful comparison to the student's own culture.	Excellent

Grading Scale:

Excellent: All criteria are met and exceeded.

Good: All criteria are met

Fair: Most criteria are met.

Poor: Few criteria are met or not met.

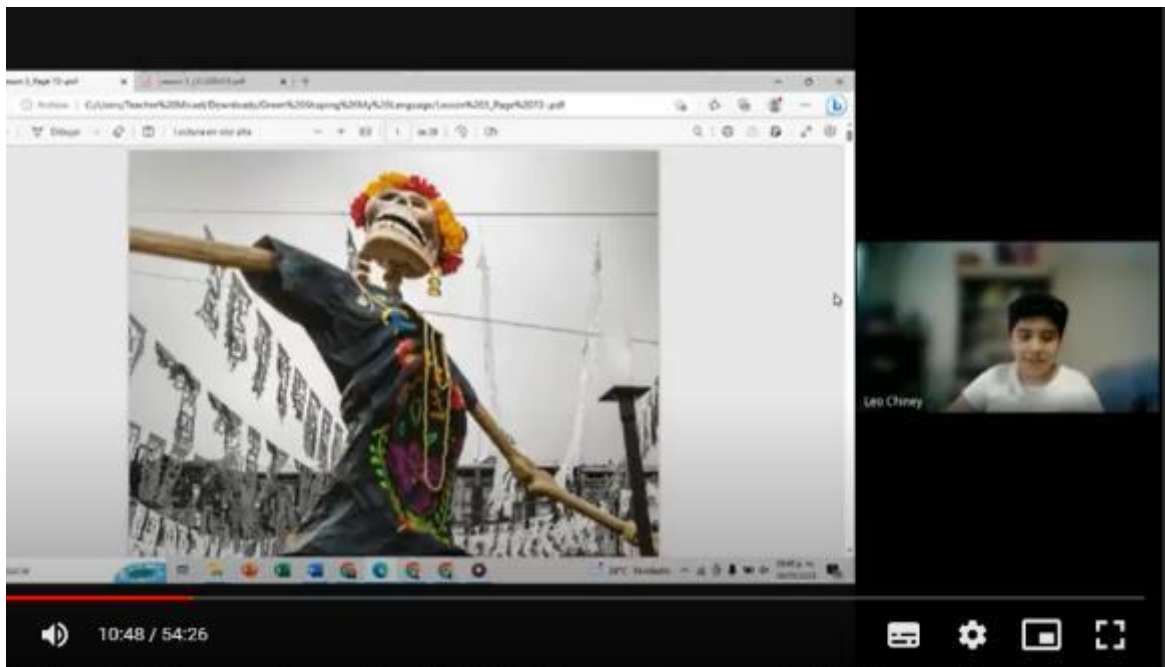
This picture shows Leo's grading report for his written task for assessment 1. (Gil, 2023)

Figure 13

Assessment Criteria	Grade
The paragraph summarizes the main points of the reading accurately and clearly.	
The chart compares and contrasts the Holi and Rangwali Holi festivals, includes accurate information, and is presented neatly.	
The reflection demonstrates an understanding of Indian culture and includes a thoughtful comparison to the student's own culture.	

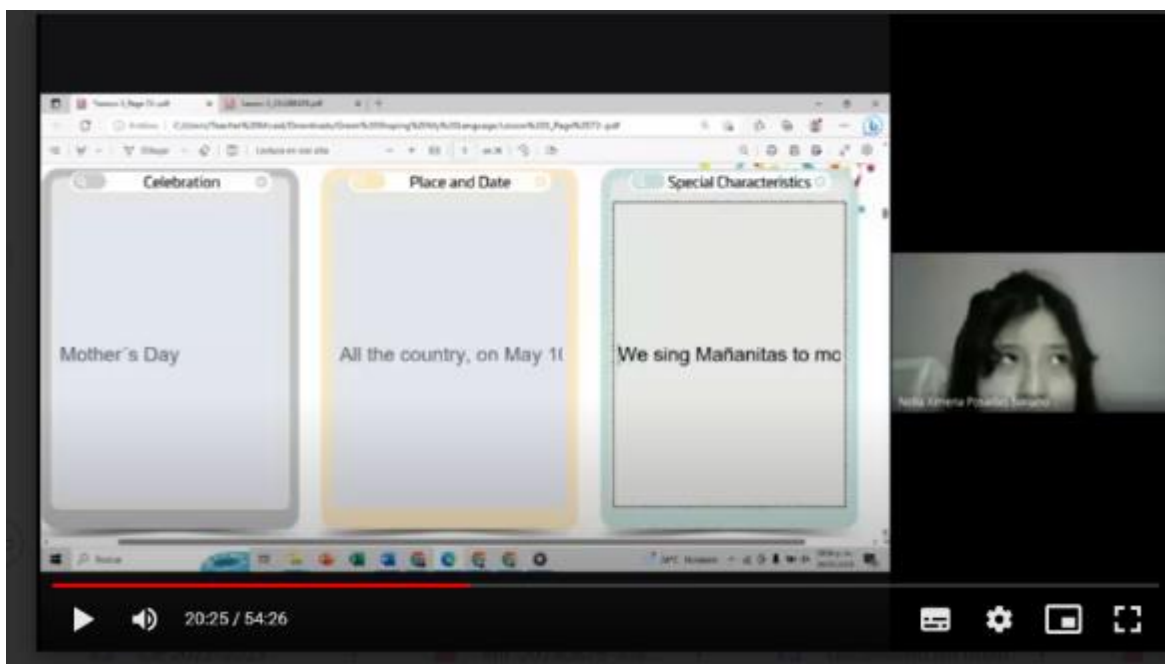
This table shows the grading report for the written task for assessment 1. (Gil, 2023)

Figure 16



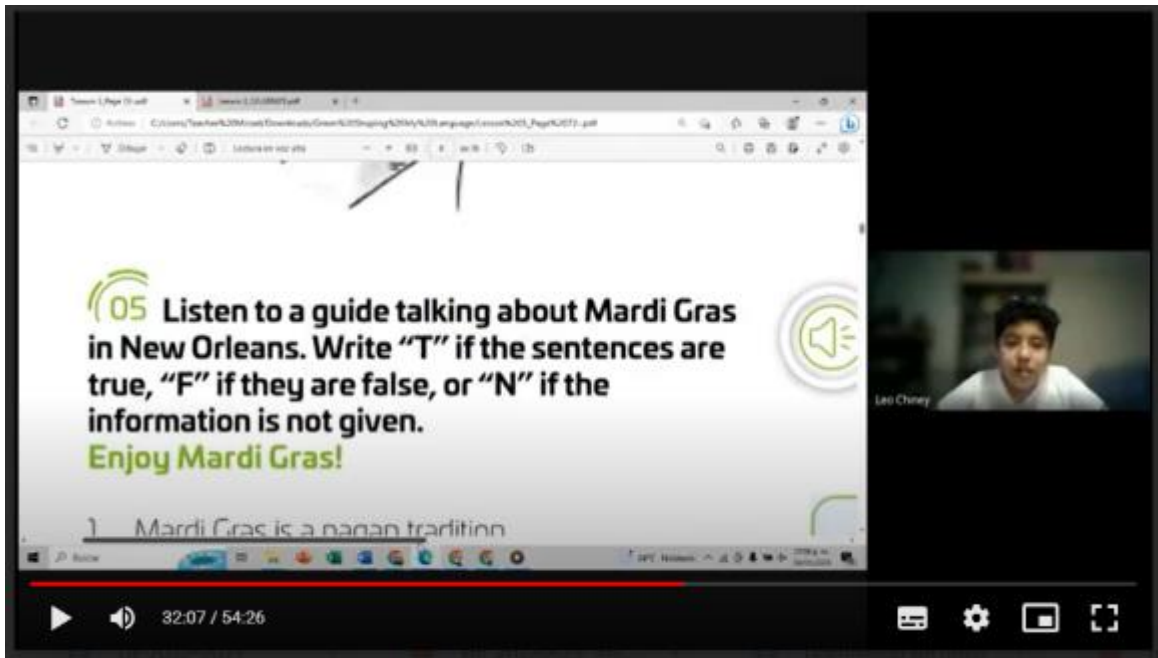
This picture shows Leo expressing himself about the picture in the schemata drill. (Gil, 2023)

Figure 17



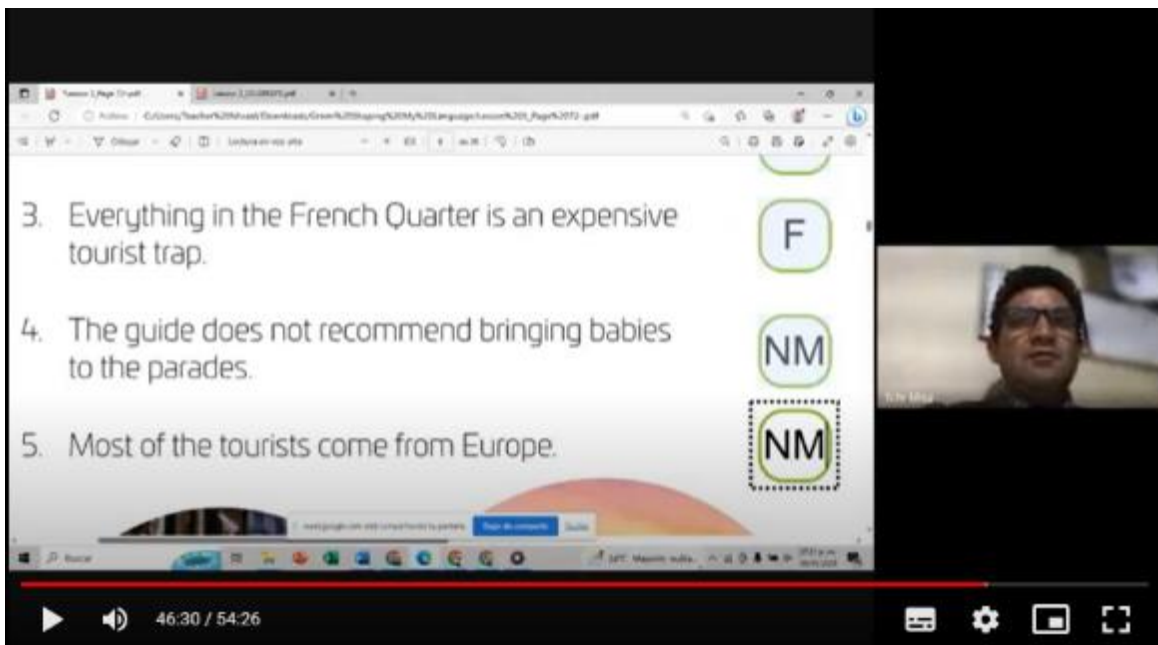
This picture shows Xime telling me an example for this exercise on page 72. (Gil, 2023)

Figure 18



This picture shows Leo commenting about "Enjoy Mardi Gras!" listening exercise on page 73. (Gil, 2023)

Figure 19



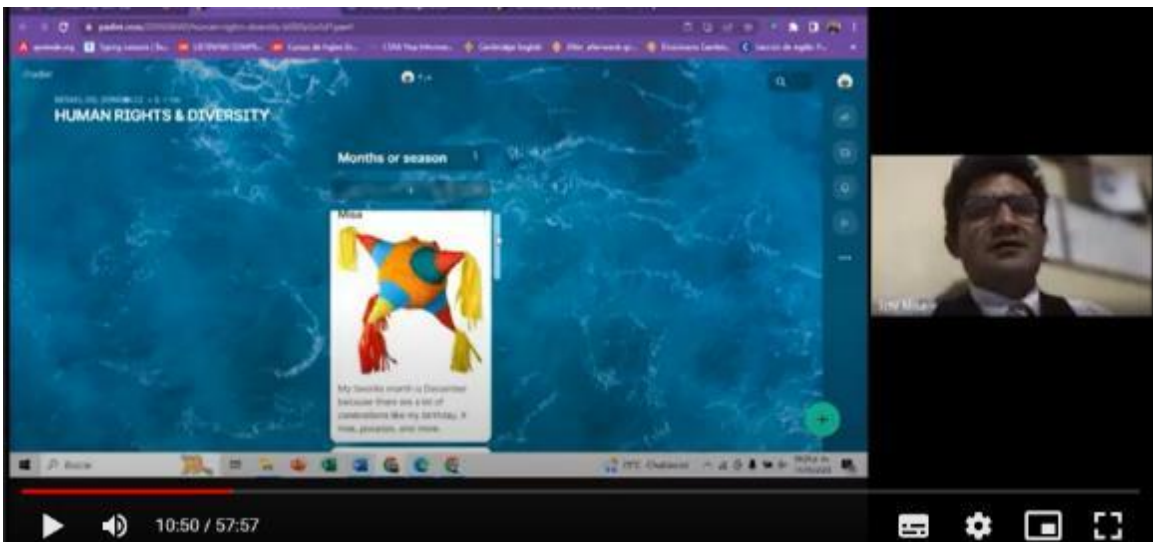
This picture shows the moment when my students were giving me the answers for the listening exercise on page 73. (Gil, 2023)

Figure 20



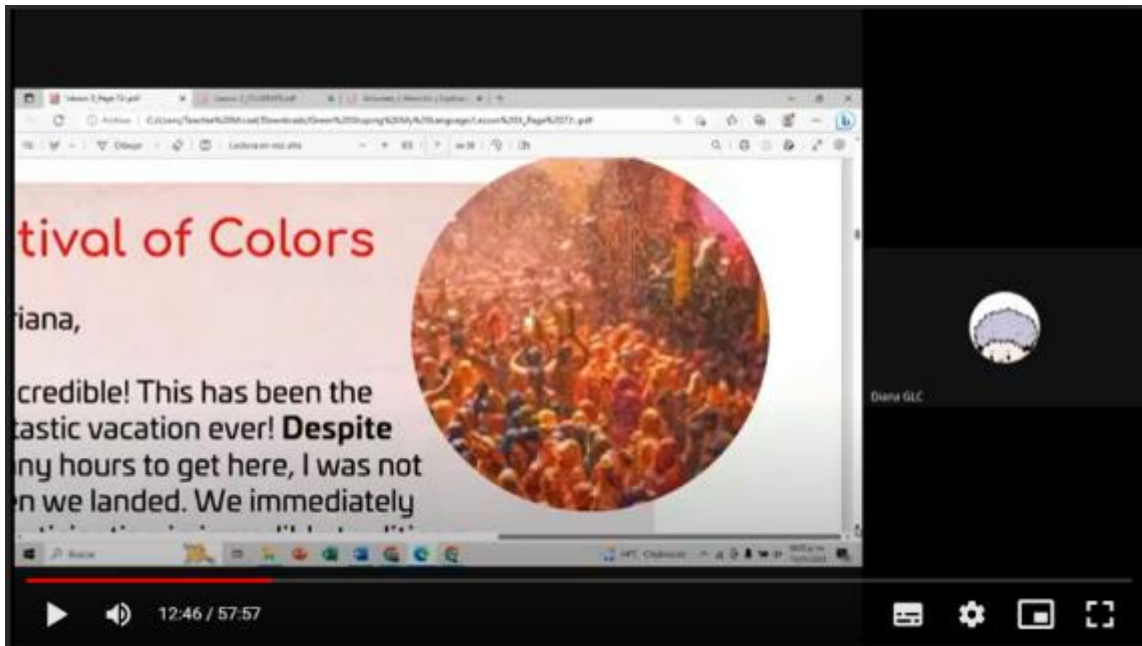
This picture shows Emi, the youngest, showing and talking about his three dinosaurs in another session for breaking the ice at the beginning of the session. (Gil, 2023)

Figure 21



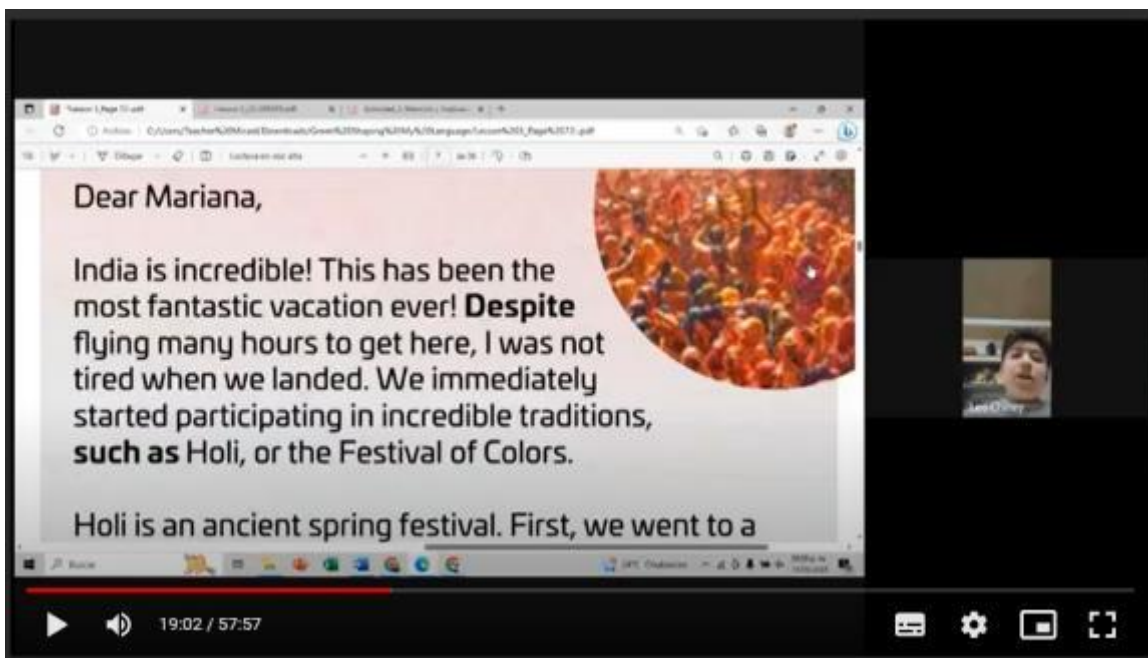
This picture shows another platform activity in Padlet for the warm up stage. (Gil, 2023)

Figure 22



This picture shows Diana's talking about the Festival of Color on page 74. (Gil, 2023)

Figure 23



This picture shows Leo reading for the class about the Festival of Color on page 74. (Gil, 2023)

Figure 24

The screenshot shows a video player displaying a lesson slide. The slide is titled "02 Read 'Festival of Colors' and match the questions with their answers." It contains four questions and four options:

- Where did Andrea spend her vacations? a. two days
- How many days does Holi last? b. how a god painted the face of his beloved to marry her
- What does the pure symbolize? c. victory of good over evil
- What is the legend behind the colors? d. India

To the right of the questions is a text box with the following text:

Holi is an ancient spring festival place in town where they built. Hindu legend says that the god devil Holika, so the fire symbol over evil. Furthermore, it expresses spring brings.

In spite of the late night by the the next day for Rangwali Holi, I throwing colored powder and w My cousin told me the legend b In ancient times, the blue-skinned in love with fair-skinned Radha; was forbidden. Krishna painted color as his to be able to marry I

The video player interface shows a progress bar at 29:39 / 57:57 and various control icons.

This picture shows Emi matching the columns to answer the questions on page 74. (Gil, 2023)

Figure 25

The screenshot shows a video player displaying a lesson slide. The slide is titled "06 Listen to a student describing Hiroshima Day and sequence the events she participated in. A Message of Peace" and "07 Listen again. Use the words to complete the sentences. A Message of Peace".

Under exercise 06, there is a list of events:

- origami crane making
- walking around
- lantern festival on the river
- museum visit
- watching a parade

Next to the list are five numbered circles (1-5) for sequencing.

Under exercise 07, there is a word bank with the following words:

- fascinated
- happy
- uncomfortable
- uninterested

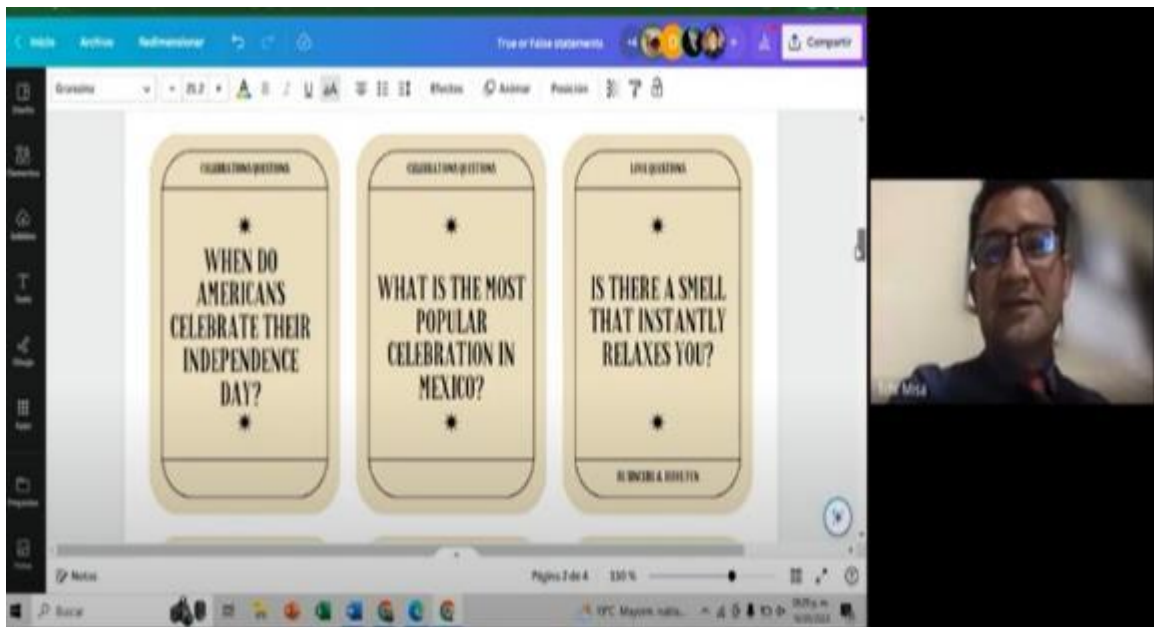
Below the word bank are three numbered sentences for completion:

- I thought it would be _____
- I was _____
- I felt _____

The video player interface shows a progress bar at 53:30 / 57:57 and various control icons.

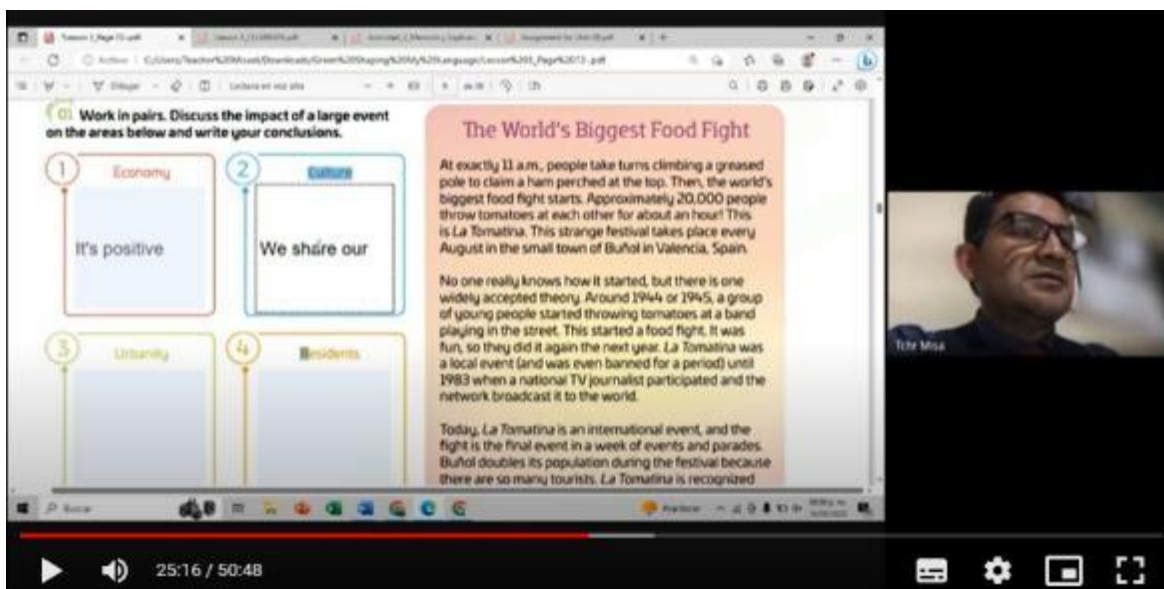
This picture shows the interaction with my students after a listening exercise on page 75. (Gil, 2023)

Figure 26



This picture shows how I interact with my students who are connected in Canva to edit questions about celebrations. (Gil, 2023)

Figure 27



This picture shows my students giving their opinion on the impact large events can have on four different areas like economy and culture. (Gil, 2023)

Figure 28

Read the **Language Key**. Then, match the halves to create logical sentences. More than one option might be possible.

1. La Tortuga is famous and...
2. The town's economy benefits, but...
3. There were too many participants, so...
4. The event became well-known because...

- a. a national TV network put it in their news.
- b. people come from all over the world to participate.
- c. now you must have a ticket to participate.
- d. not everyone enjoys the event.

Underline the conjunctions to complete the sentences below.

1. First, I am going to visit the museum. **But / Then**, I am going to the science festival.
2. I thought India had a lot of interesting...
3. Mardi Gras is a very big...

Language Key

We use **Conjunctions** to join two related sentences or clauses to make our writing more interesting and show the connection between ideas. **Conjunctions** can appear at the beginning or in the middle of sentences (depending on the conjunction). They can add ideas, show contrast, give a choice, identify a cause, indicate a result, or mark the sequence of events.

EXAMPLES:
 Maria lives in Quebec City, and she attends the Winter Festival every year.
 He lives in Quebec City, but he has never attended the Winter Festival.
 I am going to attend the Winter Festival, so I am taking a tour around the old city.

This picture shows the introduction of the grammar topic, conjunctions on page 77. (Gil, 2023)

Figure 29

1:42

First, I get up then I have breakfast in the kitchen.

and so but or because

4 of 15

Conjunctions

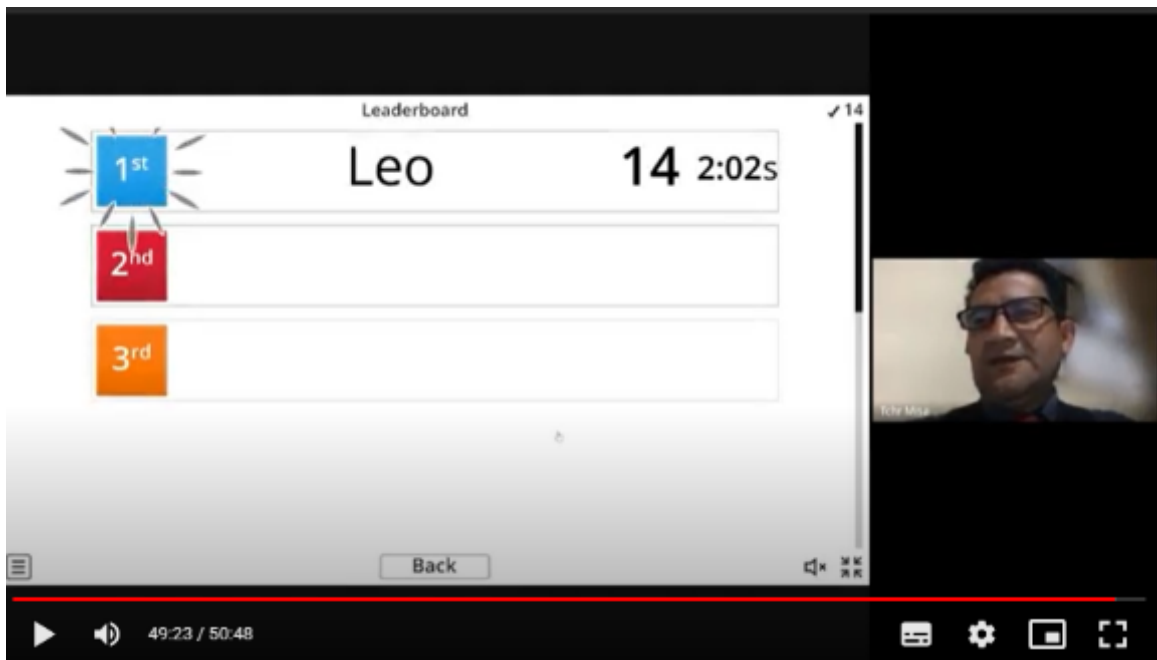
Switch template

INTERACTIVES

Wordwall

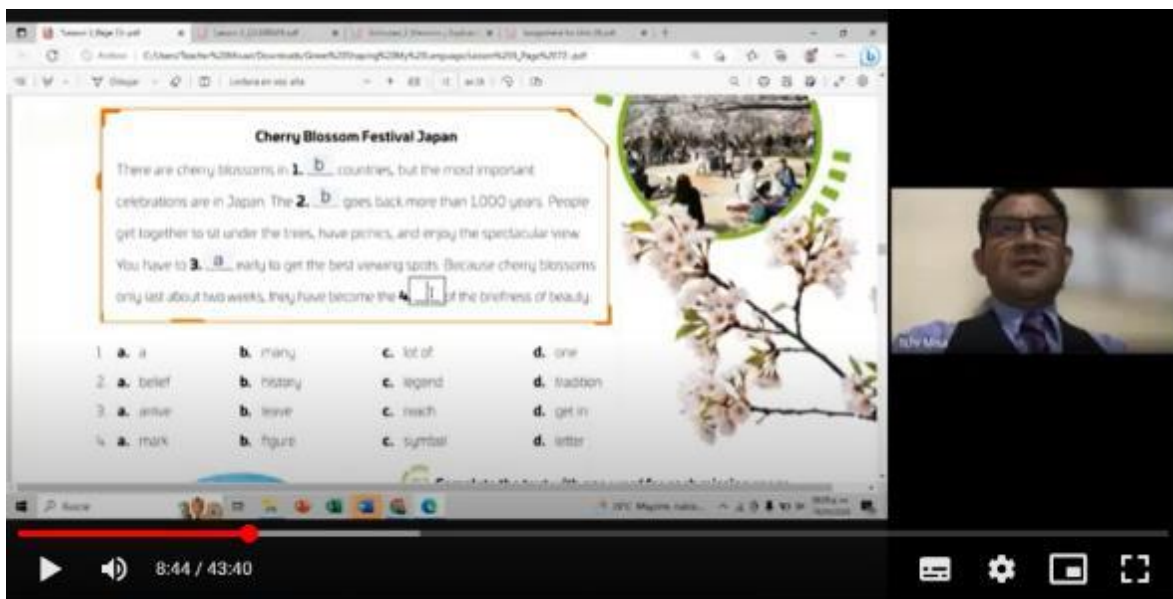
This picture shows Emi playing with conjunctions using wordwall.net. (Gil, 2023)

Figure 30



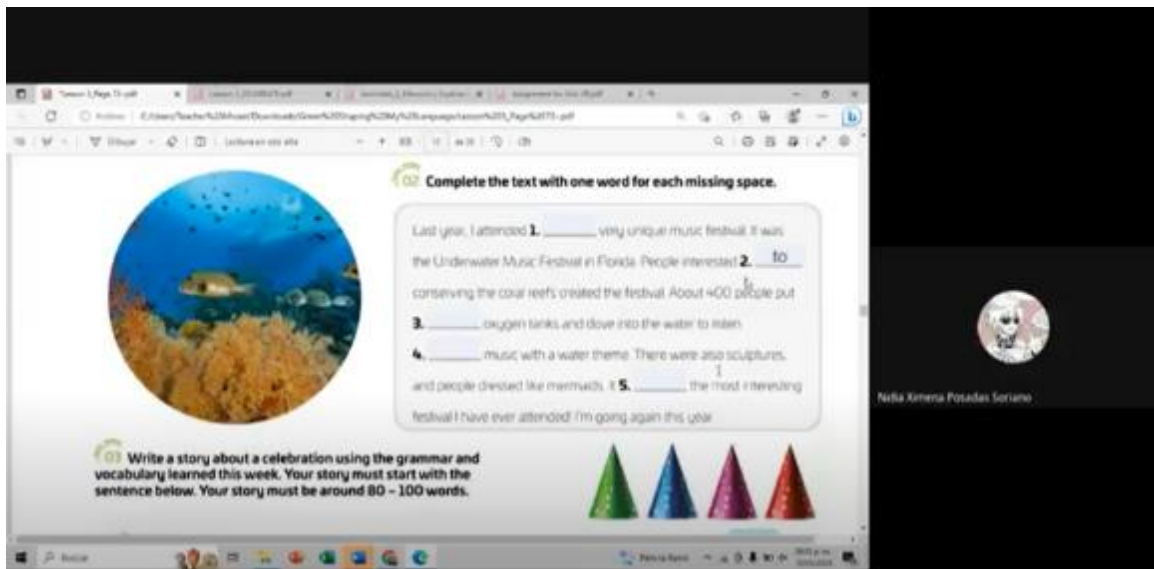
This picture shows Leo's presenting his name in first place in the scoreboard after finishing the game. (Gil, 2023)

Figure 31



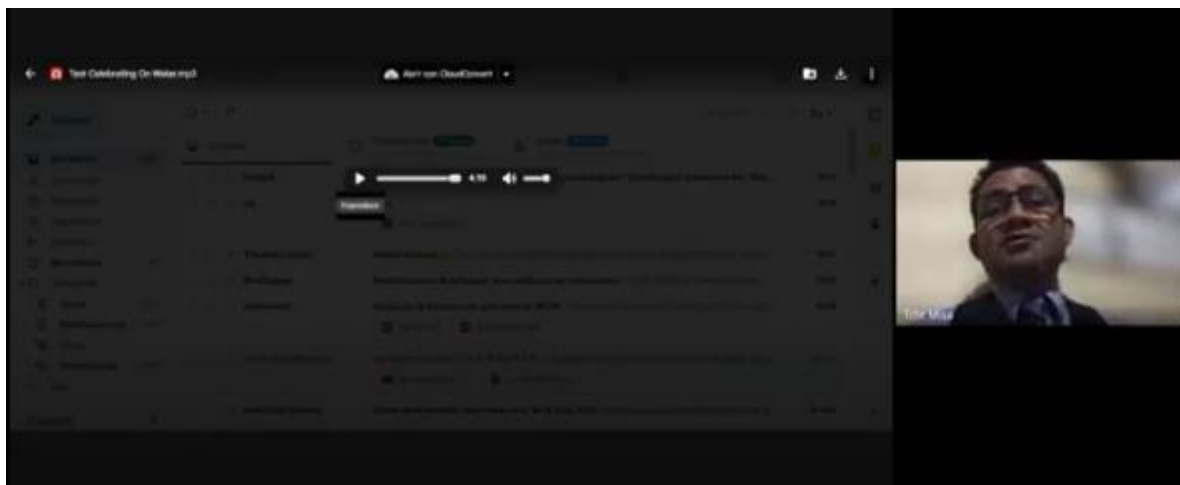
This picture shows my students interacting with the book's assessment section on page 79. (Gil, 2023)

Figure 32



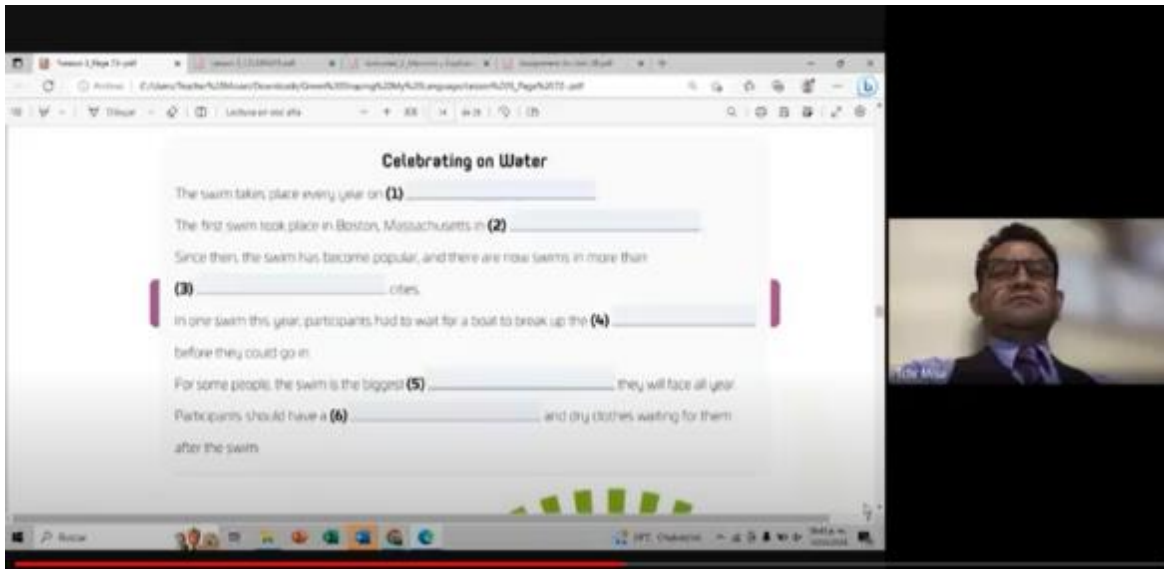
This picture shows Xime participating in the second exercise for the book's assessment section on page 79. (Gil, 2023)

Figure 33



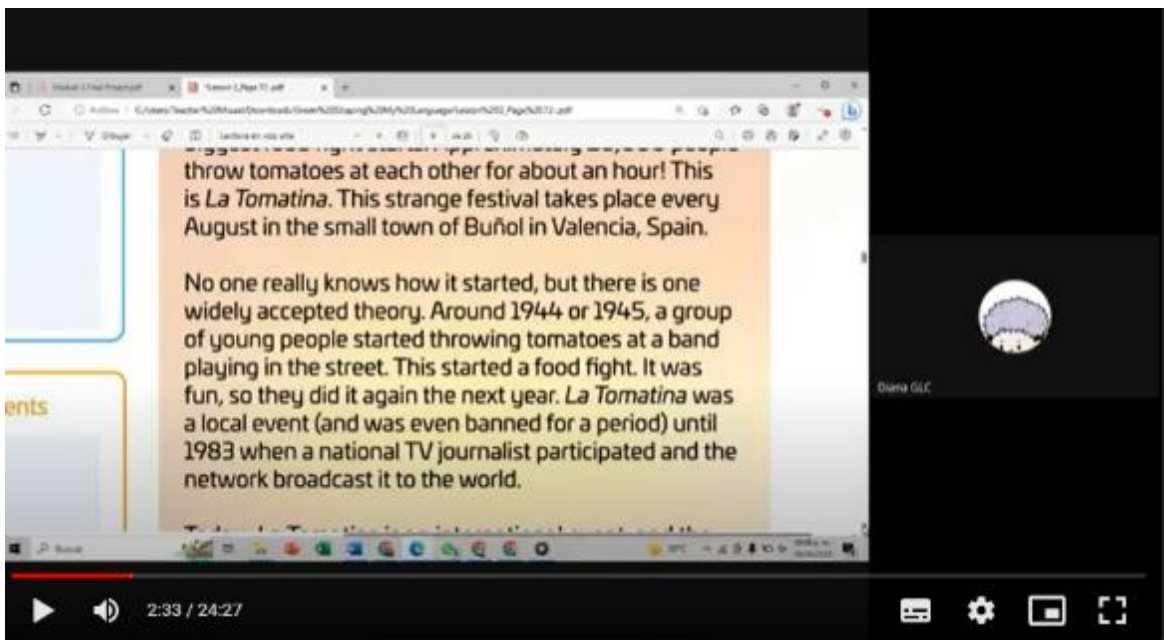
This picture shows the listening self-assessment audio on page 81. (Gil, 2023)

Figure 34



This picture shows the listening self-assessment exercise on page 81. (Gil, 2023)

Figure 35



This picture shows Diana reading to get ready for the speaking assessment about La Tomatina, an international celebration in Buñol, Spain. (Gil, 2023)

Figure 36



This picture shows one of the extra activities planned, a virtual tour about La Tomatina, an international celebration in Buñol, Spain. And this also helped them get ready for the speaking assessment. (Gil, 2023)

Figure 37



This picture shows Dan's 2-minute talk for the oral assessment. (Gil, 2023)

Figure 38

Assessment Rubric: Daniel Pareja

Criteria	Level 1	Level 2	Level 3	Level 4
Level				
Content	Student provides little to no information about La Tomatina, or provides inaccurate information	Student provides some accurate information about La Tomatina, but misses key details or does not fully answer the prompt	Student provides accurate information about La Tomatina, including its history, significance, and controversies, but may lack depth or organization	Student provides detailed and well-organized information about La Tomatina, including its history, significance, and controversies, with evidence of additional research or personal insight
Language Use	Student's speech is difficult to understand due to frequent errors in grammar, vocabulary, pronunciation, and/or fluency	Student's speech is understandable, but contains noticeable errors in grammar, vocabulary, pronunciation, and/or fluency	Student's speech is generally accurate, clear, and fluent, but may contain occasional errors	Student's speech is accurate, clear, and fluent, demonstrating a high level of proficiency and control of language use

Delivery	Student's presentation lacks coherence, organization, or engagement, and/or does not meet the two-minute time limit	Student's presentation is somewhat coherent and organized, and meets the two-minute time limit, but lacks engagement or creativity	Student's presentation is well-organized, coherent, and engaging, and meets the two-minute time limit, but may lack confidence or energy	Student's presentation is highly organized, coherent, engaging, and creative, with excellent delivery, confidence, and energy
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This table shows Dan's rubric evaluation for the speaking assessment about La Tomatina. (Gil, 2023)

Figure 39

Assessment Rubric: Ximena Paredes

Criteria	Level 1	Level 2	Level 3	Level 4
Level				
Content	Student provides little to no information about La Tomatina, or provides inaccurate information	Student provides some accurate information about La Tomatina, but misses key details or does not fully answer the prompt	Student provides accurate information about La Tomatina, including its history, significance, and controversies, but may lack depth or organization	Student provides detailed and well-organized information about La Tomatina, including its history, significance, and controversies, with evidence of additional research or personal insight

Language Use	Student's speech is difficult to understand due to frequent errors in grammar, vocabulary, pronunciation, and/or fluency	Student's speech is understandable, but contains noticeable errors in grammar, vocabulary, pronunciation, and/or fluency	Student's speech is generally accurate, clear, and fluent, but may contain occasional errors	Student's speech is accurate, clear, and fluent, demonstrating a high level of proficiency and control of language use
Delivery	Student's presentation lacks coherence, organization, or engagement, and/or does not meet the two-minute time limit	Student's presentation is somewhat coherent and organized, and meets the two-minute time limit, but lacks engagement or creativity	Student's presentation is well-organized, coherent, and engaging, and meets the two-minute time limit, but may lack confidence or energy	Student's presentation is highly organized, coherent, engaging, and creative, with excellent delivery, confidence, and energy

This table shows Xime's rubric evaluation for the speaking assessment about La Tomatina. (Gil, 2023)

Figure 40

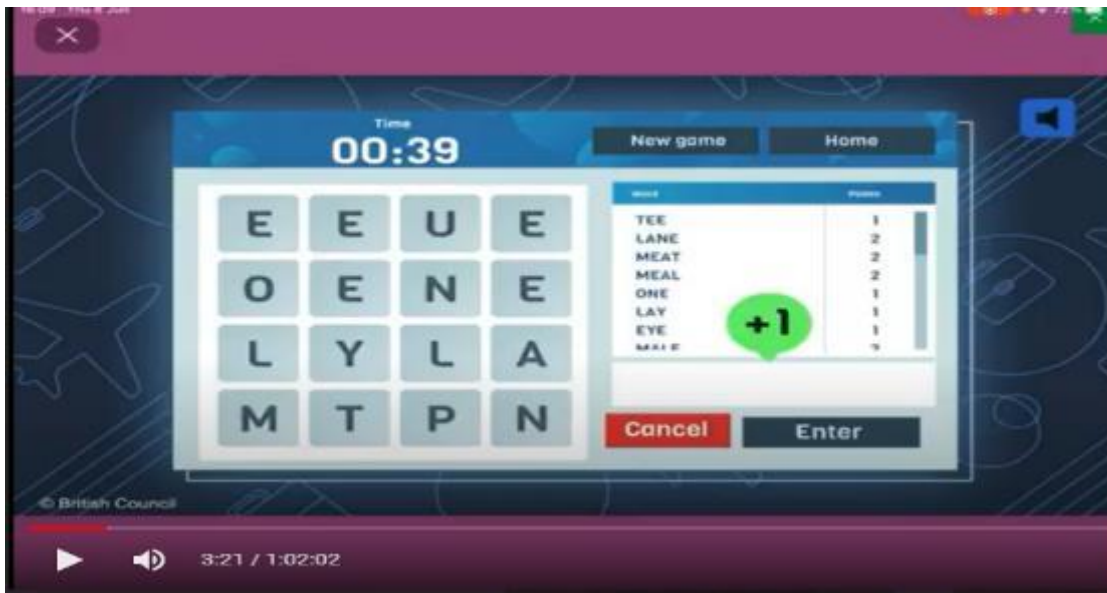
Assessment Rubric: Leonardo Chiney

Criteria	Level 1	Level 2	Level 3	Level 4
Level				
Content	Student provides little to no information about La Tomatina, or	Student provides some accurate information about La Tomatina, but	Student provides accurate information about La Tomatina,	Student provides detailed and well-organized information

	provides inaccurate information	misses key details or does not fully answer the prompt	including its history, significance, and controversies, but may lack depth or organization	about La Tomatina, including its history, significance, and controversies, with evidence of additional research or personal insight
Language Use	Student's speech is difficult to understand due to frequent errors in grammar, vocabulary, pronunciation, and/or fluency	Student's speech is understandable, but contains noticeable errors in grammar, vocabulary, pronunciation, and/or fluency	Student's speech is generally accurate, clear, and fluent, but may contain occasional errors	Student's speech is accurate, clear, and fluent, demonstrating a high level of proficiency and control of language use
Delivery	Student's presentation lacks coherence, organization, or engagement, and/or does not meet the two-minute time limit	Student's presentation is somewhat coherent and organized, and meets the two-minute time limit, but lacks engagement or creativity	Student's presentation is well-organized, coherent, and engaging, and meets the two-minute time limit, but may lack confidence or energy	Student's presentation is highly organized, coherent, engaging, and creative, with excellent delivery, confidence, and energy

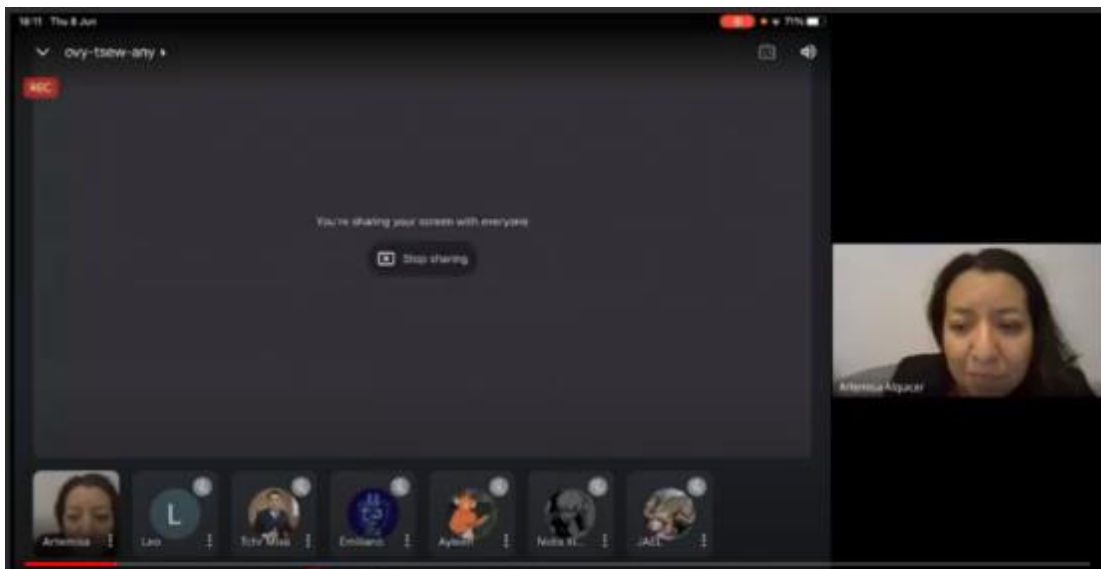
This table shows Leo's rubric evaluation for the speaking assessment about La Tomatina. (Gil, 2023)

Figure 41



This picture shows a vocabulary platform to play and to activate their knowledge during the warm up. (Gil, 2023)

Figure 42



This picture shows when my students had the opportunity to connect and interact with our special guest who is studying abroad. (Gil, 2023)

Figure 43

Lectura en voz alta 26 de 26

BE AWARE OF YOUR PROGRESS

It's time for your assessment. First, ask a classmate to help you assess your performance during this lesson (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this lesson.

VG – Very Good G – Good N – Need to Improve

I can...	Peer Assessment	Self-assessment
understand descriptions of places when written in high frequency language.	VG	VG
assess whether an article, report, or review is on the correct topic.	G	G
follow the main points given in guided tours.	VG	VG
understand important details in narratives when delivered relatively clearly.	VG	VG
clearly express and explain feelings about experiences.	G	VG
link a series of short, simple points into a connected, linear argument.	G	G
use a variety of linking words and cohesive devices in a short text.	G	N
write straightforward, detailed descriptions in a range of familiar subjects.	G	G
use a range of Conjunctions (and, but, or, so, then) to combine complex clauses and sentences.	VG	VG
use Comparative and Superlative adjectives and adverbs in different contexts.	VG	VG
recognize Word Stress.	N	N

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This picture shows Leo's Peer-assessment and Self-assessment performance on page 93. (Chiney, 2023)

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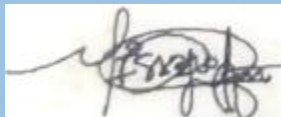
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