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DOCENTE Y EL APRENDIZAJE DE LOS ESTUDIANTES.**

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

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Introduction

In this module assignment I will talk about the results obtained from the implementation of planning with an intercultural approach and the specialization process in my teaching practice, findings points to work on, and comments that have arisen from this entire specialization process. In the classroom it is important to involve students in the development of the class and much more important in their learning process of the target language, the preparation and establishment of certain techniques or beneficial methodological tools for each of the students is the constant job that the teacher develops to fulfill the objectives of the lesson and therefore of each teaching unit or course.

Something that has stood out in the course of the specialization course is getting to know the students, the purposes for which they are learning that language, and what their goals are in this regard. During the course, the interaction between teachers and students makes it possible to determine which teaching strategies that can be most effective in each of their learning, although knowing the teaching context in Mexico, sometimes the groups are too large, which makes it difficult the development of the class due to a large number of students and the disposition that the teacher may have when reviewing each of the works planned for the said course.

This opportunity for personalization in a class is not impossible to find in the classroom, but everything will depend on the session time, number of students, teacher availability, and technological tools that can help in the teaching process. In this assignment, the use of rubrics is presented as a mode of evaluation for the learning process of the students, and for the teacher it serves as a guide to focus their attention on certain aspects to be evaluated.

Furthermore, when talking about the concept of language and culture, as well as the correlation between these two linguistic and communicative processes, reference is made to the process of acquiring a language. Some concepts are presented unconsciously, which influence the use of L2. When talking about a country, aspects such as traditions, native foods, native languages, local ideas or conceptions, and

forms of protocols that have been established and have remained in force for years are taken; for this reason, when visiting a new country it is important to know part of its culture, so as not to offend or discriminate or not enter into social conflicts that can be avoided.

When we interact with our surroundings, we use our mother culture (C1) as a reference to try to understand some factors established in our daily lives. On the other hand, when we speak an L2, we also seek to know the culture of the target language (C2) to understand many sociological factors that communicate.

When teaching a language, not everything revolves around grammatical structures, fictional or practice situations, but also in meaningful and pure L2 contexts. Knowledge of C2 contexts is called linguistic competence, understanding beyond language some social contexts with meanings.

Chapter I

English language, learning and teaching

During the progress of this module the key concepts were approach, method, and technique; from this first scenario, the challenge was to analyze the application and its benefit of each one in my teaching practice, identifying some aspects of each methodological process, discovering the factors that determine my beliefs as a teacher about teaching and learning in the classroom class. That is, totally focused on teaching practice by presenting how we work in the classroom and our methodology.

As a teacher, it is important to know the functionality of an approach, the applicability of a method, and the structuring or planning of strategies that respond to the established objectives; It is important to recognize that teaching methods can vary in classes, not focus only on one type of strategy or technique, but take advantage of the wide range of methodologies that an approach allows me, its key points so that the learning of my students is complete. and according to the required level. At this point in the process, it is important to highlight and analyze each element that is involved in the development of a class, from its planning, the implementation of the design, and the evaluation, feedback, or production of the target language to the students.

This general panorama allows us to identify the great work that teachers have in teaching a second language in the classroom, highlighting that the linguistic capacity of students is one of the most frequent goals for which the pleasure of learning is generated. This target language in many students, from the point of view of the teacher, teaching an L2 is to train the student so that he can function in various real and daily situations, permeating his learning to understand the cultural context or the contextual baggage that entails language destination.

Each lesson presents an objective, and the incorporation of the methods and approaches starts from the vision that the subject will be addressed and the production of the language with the development of the student's skills. The activities

were selected with a purpose, in addition to motivating the student and not creating boring or demotivating environments.

Some characteristics or achievements that the teacher seeks to develop in the learning of students through the application of an approach are the functionality and the significance of the use of language, this gives the notion that errors are part of the natural result of the development of communication skills and there are also times when the teacher needs to correct those mistakes with positive feedback.

On the other hand, autonomy and strategic participation will also give them the assertiveness to identify their strengths, weaknesses, and preferences in their self-learning. As a teacher, I must be a guide for my students, fostering an optimal, free, and motivating learning environment that encourages my students to continue constructing meaning through their linguistic interactions between classmates and teachers. Analyzing the methodological proposals, approaches and techniques in language teaching from my teaching practice:

Method	Principles
Grammar translation	Grammar-Translation method focuses on the written form and translation. The techniques used are focused on reading, writing, grammar, and translation. The teacher is the center, English is taught in Spanish, and the activities are not very demanding and easy.

Audiolingual	This approach seeks to create new habits that are needed to learn the new language, production happens automatically because repetition is the key point, students listen and repeat. The skills they focus on are listening and speaking, the teacher is the center of the class since he directs and controls what the students must repeat and listen to. The L1 should not be used, because bad habits are developed according to behavioral theory.
Direct	It focuses on oral development, this being the first stage of learning in children. After this, the writing ability is addressed, this approach allowed the development of areas such as linguistics, pedagogy, and educational psychology, among others. Grammar is not explained, it is taught inductively ^[e1] .

Grammar-Translation method in my teaching practice is not very common, due to the areas or ways in which it addresses the student's learning process, from my perspective it is not very creative or dynamic, and this makes the classes focus on reading, writing, grammar, and translation. The classroom is a space in which students can feel in tune with the context and use of the language, in this way the student is not motivated, nor is he exposed to a higher level than he expects. Within my teaching practice, I can say that the use of this grammar translation method is minimal since I only use it in one specific case because the student does not put their skills into practice, it does not provide a critical level in student learning, but only pay attention to the teacher, listen, write down, memorize.

It is important that as a teacher I know the opportunities that each approach will offer my students, therefore, the importance of establishing activities that trigger the knowledge, practice, and use of the language in their classes. Grammar-Translation is definitely not something that is useful as such within present paradigms. In a

communicative approach, you might do translation, and you might study grammar, but you do it within the communicative perspective.

The audio-linguistic method has a different concept, it avoids using the student's L1, and the teacher directs and controls what happens in the classroom. The students listen and repeat, these two skills are the priority, as well as inductive grammar where the student must deduce the structures in the dialogues, and questions are generated which the student has previously heard and learned. This method within my teaching practice can be used in the pronunciation part, repeating vocabulary, and developing listening skills in my students, usually in common conversations such as asking how the person is. I do not rule out that it is a good tool, but you have to know in what parts of the class it is useful, since from my teaching practice the student is the one who should be the center of the class, create real scenarios, share what they know and freely develop their language skills, not be controlled by the teacher.

The direct method, also known as the natural method, takes up the child's learning stages and their development of communication skills. It is something different from the GTM, focusing on oral expression and listening comprehension, later leaving the development of writing skills and the teaching of grammar. I usually use this approach within my teaching practice when I work with a group of beginners with listening strategies, I relate the topic to a song, for example, numbers, or the alphabet, and the students listen to the instruction and look at my expressions to identify what I say, regularly In the beginner groups I have worked with, some students have prior knowledge of English, which provides a bit of ease since they respond to instructions faster and the other students notice what they do and respond from of what they observed. This approach allows me to develop an environment closer to the L2 that the student is learning, that is, the class is in English, with short and clear sentences and instructions, in some doubt the

explanation is through images or gestures, it is better to do questions, use complete sentences and provides more options for the student talking time (STT), so it is extremely important to follow the lesson plan.

From the analysis and presentation of these three methods of teaching languages, I can conclude that there has been a development in the teaching and learning processes of English. It can be considered optimal, limited, controlled, free, or communicative and as teachers we must consider when planning our classes, identifying the best tool or learning method for our students, through what strategies or approaches they will develop their prior knowledge and their command of the language.

Each of these methods is useful and responds to certain needs, which must be identified by teachers in the classroom. The correct application of each one can help the development of our students in learning the L2.

Approach	Principles
Experiential	This approach stands out for providing the student with memorable information, that is, knowledge is achieved by effective motivation. Learning and knowledge processes are created that invariably involve theorizing those experiences shared in the dialogue process. It presents 4 stages: concrete experience (seeks that the SS are involved in the participatory activity), reflective observation (that the student wishes to deepen the subject of study, which also participates in the transformation from the construction of their knowledge transforming it into something new and unique to the student), abstract conceptualization (the student extracts generalizations from the previous stages, using logic to extract the general rules of the subject) and

	<p>active experimentation (society affects the individual and only later does the individual affect society, it is clear that it has a sociocultural orientation).</p>
<p>Communicative</p>	<p>Its objective is the use of language to achieve communication with some functions within a social context. It is not only enough to know the forms, meaning, and functions of the target language, but also to apply the information to negotiate importance. It stands out for the greater authenticity of communication in real contexts, for the appropriate use of language within a specific social context, the acquisition of meaning, and linguistic forms to know how to perform a function. Its characteristics are the form and functions of language (language mechanism), fluency or precision, errors, autonomy, and strategic participation.</p>

Task based	The vision ranges from establishing a specific sequence of learning activities or teaching cycles, based on tasks and student autonomy. It has 3 phases: Pre task (introduction, the SS access their previous knowledge using the language spontaneously and instructions are given for the following activity), Cycle of tasks (a variety of contexts is presented, and work is done in pairs so that develop a message and avoid being focused on errors, the teacher provides information, advice and help with the language to prepare them for the report), Language focus (students focus on the form and ask questions about the language, this forum is developed with the whole class).
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The experiential approach relates the part of the experience of the process with the achievement, which stipulated the acquisition of knowledge in the students. Within my teaching practice, the term motivation is essential, since it is important to remember that the affective filter determines the acquisition value of students, therefore the importance as a teacher of proposing and creating comfortable learning environments so that my students have a low affective filter that allows them to participate, want to contribute and learn more about the subject.

As a teacher, I agree with the application of this approach, since in learning styles it is necessary that this type of environment connected with affective motivation be long-term learning for my students, I also respect the proposal that students give me with the use of this approach in specific stages, not at all times, since there is a process of approach (concrete experience), of analysis of what the student is acquiring in the classroom (reflective observation), the student adapts the information according to their needs and understanding (abstract conceptualization) and engages their practice and use of the language in a social context (active experimentation). Using this approach, teachers seek to provide meaningful

language experiences to our students, in a dynamic way through visual techniques, puzzles, riddles, or realia.

Another approach is the communicative language teaching CLT, which is also developed in social contexts and in the use of language to achieve effective communication. It resumes the active role of the student, accessing their knowledge to reach the point of negotiation of meanings or importance of the information. This approach is present in my teaching practice, according to the needs of my students who seek to communicate in the language and correctly or appropriately to the place where they are, as a teacher I seek to stimulate communicative competence instead of linguistics of my students, opening the way to the development of the form and function of language, fluency, precision, autonomy, and strategic participation and the mistakes they make.

My role as a teacher is to open up communicative scenarios where my students will participate, learn and practice. In this approach, socioculturalism also comes into play when working with their peers. Some stages are developed for monitoring, correcting errors, and establishing questions and responses; this landscape of communicative freedom places significant value on student practice without limiting or boring them. Something very important that I must not forget in the functionality of this approach is to give more time to the student talking time (STT), than to the Teacher talking time (TTT).

An approach that I find very enriching but challenging is the task-based approach, this approach gives the student the freedom to propose actions within specific activities previously prepared by the teacher. It is also important to provide clear instructions since the use of the language is spontaneous. This approach is not very constant within my teaching practice, but it is used at the end of the units, as a free panorama of creation and dynamism among my students, it is to put into practice their communicative skills, analysis, and reflective observation of to achieve a product (an exhibition or presentation of some work), which does not leave out the

analysis of the language. In this approach, the role of the student is active because they build their knowledge in interaction with other students.

This approach is very enriching because the process involved is that the student solves the problem or completes the task, then concentrates on the form of the language as part of the summary, everything is collaborative work and this also enriches the acquisition of knowledge. From the analysis and seeing the application of each approach within my teaching practice, I conclude that the similarity in these is focused on language acquisition, each one presents different stages or correlates actions to student learning, but at the end of the day, each approach with these techniques are enriching for the development of our students.

As a teacher, it is important to know the objectives of each approach, and the techniques how I can develop those actions that benefit the learning style of my students, each approach has good methodological proposals, and I also believe that the combination of approaches can be useful, as the sole objective of developing the linguistic and communicative skills of my students.

My classroom experience as a teacher

The classroom is a space where citizens who will be the development of a certain country are forged; for this reason, education plays an extremely important role in economic growth, social strengthening, and the creation of safer spaces. In the educational area, some elements favor and affect the pedagogical scope, which must commit to their role in this process, some of the participants are government and institutional authorities, parents, students, and teachers.

This section describes the teaching context where I currently work: the language school is called Yosi, and the course plan has 3 groups: intensive syllabus (1 year and 3 months), Saturday syllabus (1 year and 10 months), and children syllabus (2

years), covering levels A1, A2, B1, B2 according to the Common European Framework of Reference (CEFR).

In a month the development of 3 units is stipulated, which contains 12 lessons. For the concept of evaluation, a test is carried out at the end of each unit, in which 2 stages are presented: speaking, in which questions are provided to develop conversations or responses between peers, evaluating grammar, unit vocabulary, pronunciation, and fluency. In the second stage, the written exam is applied with a listening exercise (listening comprehension), later tests of the use of grammar (fill-in exercises, cloze), use of strategy plus (appropriate use of phrases and everyday words), reading (comprehension reader, T/F exercises).

The Yosi language school is physically established in some cities of the country and in Acapulco, before the pandemic, it physically had a classroom space, which had 6 rooms equipped with an interactive whiteboard, projector, large table for all students, chairs, and air conditioning. After this health emergency, work continues online with students from different cities. The English groups are made up of children, young people, and adults of different ages and demographic locations. In each group, the knowledge of the SS is diagnostically evaluated so that they are located appropriately to their acquisition of the language they have.

The classes are taught via the Zoom platform, from Monday to Friday, 1 hour per class on the day, this institution is private. The profile of the students are students (primary, secondary, high school, and university level), professionals, or people who work in a company that requires L2 to improve their performance or for professional growth. As can be seen, the profile of the students is wide in their age range, their work (worker-student), and the needs for which they chose to learn the English language. As a formative part for students at the end of each month, a summative evaluation is carried out, which statistically reflects their performance in this period and provides feedback from the teacher on the strengths and concepts to improve, for the student it is important that throughout this learning process, they obtain formal

and informal feedback, which can trigger motivation to improve and become more involved in their acquisition.

In this context of teaching within the institution, there is the opportunity to use didactic resources to reinforce the topics and student learning, such as Kahoot, Jeopardy, Cambridge, Quizizz, and Quizlet platforms, among others. The benefit of being able to include extra activities in the development of the class focused on the practice and production of the SLA in the students, adapting to the learning style of the class.

In professional development as a language teacher, I have had learning experiences about teaching performance in the classroom, of which I can share that it is a commitment task, which requires planning before arriving in the classroom, aspects to consider to potentiate the learning of each of the students, such as assessing or identifying that the SLA is achieved in each student. At the beginning of my teaching practice, I based myself on my experience as a student and on some teaching strategies that I had known, it was difficult at the beginning since without experience in some situations I felt limited in my teaching process.

One of the characteristics that teachers must have is research and the desire to stay updated, in search of the improvement of teaching processes and everything that involves being a facilitator of knowledge for students. Returning to this point, it was the motivation to look for an update on teaching methods of a foreign language, to modify my teaching practice. For 3 years I have had the opportunity to teach English as L2 to students of different ages, something that is important to grow, is listening to comments that students, colleagues, or teachers give me; I am aware that this teaching process is a path in which we are always in constant learning, adapting strategies, always for the benefit of our students. Another point that I have identified in this process as a teacher is that our students unconsciously acquire values or styles of speaking from teachers because it is their closest and most constant source of information. Something impressive is the strategy and creativity that the teachers

use to direct or guide the student from the activation of their knowledge or experiences.

Enhancing my teaching philosophy, based on everything learned during the specialization.

This EFL pathway allows the opportunity to work with children, adolescents, youth, and adults, whose main purpose is to communicate effectively in English as L2. Recognize that each student has developed different learning processes and different learning styles, acquisition strategies, and motivations, especially to potentiate their learning process. These particular aspects that permeate the learning of each one are useful pieces for teachers, evaluating or identifying how students are acquiring knowledge and producing the language is the achievement that every teacher seeks in the classroom.

In the classroom, the interpersonal relationship between the teacher and the students allows the learners to be open so that the teacher can guide them in their learning of the target language; knowing the students is a strength for the teacher, to be able to intervene promptly in their SLA process.

As part of the teaching philosophy, the preparation of students is a process of continuous progress and accompaniment to strengthen their motivation in learning, to identify grammatical and linguistic errors, among others that must be modified, another important point in this teaching work. It is to know the benefit and establish the strategies and use authentic resources to enhance their skills with greater development and gradually strengthen their areas of opportunity. In the first approach, audiovisual materials are prepared, focused on a certain language ability (speaking, listening, writing, and conversational), in the development of activities, times are established according to the extension of the exercise, this moment of the class provides a notion about the understanding of the subject addressed in class, in case more work or explanation is required, dynamic activities are resumed on the

platforms of Kahoot, Jeopardy, Quizziz, among others, to strengthen through dynamism the understanding of the use of a certain linguistic or grammatical structure. These are some of the modifications or adaptations that arise during the class.

Something that is established promptly in the development of classes within the Yosi language institution is the communicative approach, which encourages the teacher to plan conversational activities that challenge the student to produce the target language and the students to constantly communicate and put into practice the topics developed in class. Based on this specification, teaching practice should focus on the production of language within authentic contexts, based on this, teamwork or pairwork activities are promoted, but this must be done with an end, returning to the monitoring hypothesis, work groups are established among students who have a higher level of language acquisition with students who present some difficulties or a lower level of acquisition, this depending on the support that can arise in the groups at a level of confidence between levels of students to mention errors and be able to modify (monitoring hypothesis).

As part of the teaching philosophy, the use of ICT, digital platforms, and didactic resources are basic elements in the teaching of these times, this allows facilitating the understanding and use of various forms of teaching, retaking the concept of technological tools. On the Zoom platform, an option that benefits the development of the classes is the group sessions, where the members are divided, establishing teams and applying the monitoring hypothesis among the students themselves and for the teacher, although it can be expressed that it is has had experience in the use of technology, there have also been challenges in the use of technological tools in professional development and as a teacher, and this is also a new topic for students, the use of these platforms or tools, sometimes not they know how to perform a certain action such as underlining or writing (because the teacher performs most of the activities on the screen or in such programs).

An aspect that is important in the teaching philosophy is the creation of an environment of trust, motivation, and tranquility that encourages the SS to interact with each other, recognizing that it is gratifying to see comments from parents when pointing out the progress in the course of English and their academic training of the students, this is something personal that serves as motivation to continue implementing the teaching practice in the best way.

As a last point, the motivation to continue on this path of teaching improvement is related to all the learning that I can personally point out that this specialization has given me in each lesson, in each unit, in each discussion forum, in each assignment, I can express that it has been a demanding but vast learning process, creating, analyzing, identifying and applying tools that build the learning of L2 students. This knowledge has been called into question, not to discredit the teaching work, but to understand the teaching processes, the application of methodologies, approaches, and theories in the teaching of English as a second language, to enter a moment of reflection and self-evaluation. of the philosophy of teaching and teaching practice that I am developing; identify strategies that have been permeated by the knowledge of the specialization, recognize those techniques that have given favorable results not only as a teacher but in the process of students when acquiring a second language and recognize new techniques or strategies that I must modify, leave to make or adapt.

To end this section, I want to comment that the evaluation of assignments has allowed me to identify and use academic language appropriately for the expression of class reports, and the construction of documentation in the same specialty and the labor field. The path of teaching updating does not end at this step but is just beginning. Learning and learning about new educational techniques and strategies that I can retrieve from discussion forums has allowed me to be in an environment of professional and personal growth, leaving the area comfortable and facing new challenges and learning.

When we interact with our surroundings, we use our mother culture (C1) as a reference to try to understand some factors established in our daily lives. On the other hand, when we speak an L2, we also seek to know the culture of the target language (C2) to understand many sociological factors that communicate. When talking about any country, aspects such as traditions, native foods, native languages, local ideas or conceptions, and forms of protocols that have been established and have remained in force for years are taken; for this reason, when visiting a new country it is important to know part of its culture, so as not to offend or discriminate or not enter into social conflicts that can be avoided.

In the SLA process, the objective is for students to be linguistically capable, being a deeper and more enriching language experience by understanding beyond the concept of language, and understanding significant social contexts in certain regions or countries in particular. In the teaching of an L2, not everything is established around grammatical structures, fictitious situations, or practice, it goes further, planning situations about significant and pure contexts of the L2.

Each classroom is a door to cultural diversity, highlighting cultural aspects that are unconsciously part of the student in a formative way, these cultural characteristics guide people in how to respond to each situation or way of thinking regarding any social issue.

Some traditional concepts or approaches in teaching L2 are grammatical and linguistic or communicative; on the other hand, the perception of contexts and ways of responding to certain circumstances are taken into account. These responses or perception actions are acquired generationally according to the context in which the individual has developed.

It can be commented that when growing up, the human being is permeated and adapts to new situations or ethical, moral, and social values; which allows an adequate social development or mode of response in different daily situations, in

which the response may vary according to the people with whom it interacts, the formality, the daily life, the confidence, the knowledge regarding a certain social position. All these previously mentioned aspects are part of the construction of the human being and education is a fundamental part of human life.

Talking about the issue of interculturality is something interesting because the teaching of a language entails beyond the understanding of aspects of grammar, and adequate vocabulary, it is the recognition of social structures or ways of responding to situations. From this point of view, the SLA process should be enriching through useful, appropriate, and authentic teaching for students, based on their needs, learning styles, or strategies that are most beneficial for each of the learners.

Recognizing that linguistic, communicative, and cultural capacity is paramount in an SLA process, optimally is to provide value to social, and cultural aspects and situations of the target culture. Recognizing that diverse and complex scenarios are presented in daily life, is to prepare students for a diversity of moments, and, the use of platforms and digital resources that have emerged in recent years allows the development of new learning spaces with people in other parts of the world, experiences with language and its proper use are shared in these spaces. All this technological progress sets the tone for educational and learning innovation, which also serves as a way to create learning communities between teachers, and L2 students or NS with NNS, which are interconnected between social networks and educational communication platforms. The English language presents an advantage, the vast existence of information of different levels, in different platforms or modalities for consultation allows there to be no limits in terms of learning this L2.

In student learning, exposure to social and cultural practices and traditions from other origins should be part of the dynamics in the classroom, motivating the openness to learn about social contexts and find points of value in each culture about their beliefs, behaviors, and meanings, to know that more social groups develop their

practices even in the same country in which they must interact at different times and know how to behave, express themselves and understand foreign situations. Getting involved in intercultural issues allows interpreting and relating different cultural panoramas between C1 and C2, which generates new knowledge and points of view about a different culture, and its social practices. This knowledge of general culture allows them to respond to real-time situations and interact appropriately, putting into practice their linguistic communication of the target language.

An example that arises about intercultural competence is given when visiting another country, which presents its events in particular, with specific protocols and that in that demographic region is something established and has a perception of normality, through the study of the cultures allows the person to be analytical, critical and respectful, therefore, this intercultural competence cannot be left out of the approaches that base the development of teaching practice in English classrooms, allowing the SLA process to be complete and contextualized that promotes the ability of students to critically evaluate and based on criteria, perspectives, practices, and explicit products the cultures of their own country and another, creating a critical cultural awareness when addressing issues regarding a certain country or language.

Although the teacher is no longer the central axis of learning, he plays the role of facilitator, because of this, he must be a promoter of local culture and others, it is almost impossible for the educator to take students to visit spaces where they can Being in direct contact with other cultures, but the classroom is the perfect setting where the transmission of knowledge, values, and stereotyped behaviors can be involved. The ability of innovation in the teacher is developed from the selection and planning of enriched activities so that the student can know other contexts without the need to be modified or restructured, it is sought that the SS is open to new scenarios and contexts, being aware of answers appropriate in some or several cultural contexts outside and inside the classroom, in real and everyday situations.

When talking about intercultural competence it is important to understand how aspects of a culture determine the behavior of the person or group influenced, without losing the vision of respect, human dignity, and equal rights between social interaction in an interpersonal way, in simpler words the phrase 'put yourself in the shoes of others' is presented. In this process of intercultural understanding, there are levels of acquisition of the target language and interpretation of the L2 from a critical analysis based on linguistic competence, where the student reflects the knowledge of standardized rules of the language and produces and interprets the language in spoken form. and written; Another level is sociolinguistic competence, which is identified as the ability to recognize and provide meaning in the target language through assumptions or negotiation of meanings that allow understanding of the foreign context or C2, the last level that occurs within comprehension. Intercultural is the willingness to learn from other cultures, leaving behind disbelief, and intolerance towards other cultures, and leaving behind belief in them.

As an English teacher, it is important to know the level of development of students' skills to establish educational objectives from an intercultural approach that promotes the specific practice of socialization and analysis through the use of adapted or authentic materials, encouraging self-learning. of their C1, becoming aware of their cultural identity, and values established in their own or close contexts where they develop each day, and identifying how they permeate the reaction or behavior in situations experienced. Some of the theorists who take up this vision are Byram, who presents a different type of language teaching with the characteristic of being achievable for the NNS, specifically focusing on the teaching and learning process of English students as an L2.

By presenting the importance of intercultural competence in EFL, the opportunity to use ICT to learn about and establish new spaces is also highlighted, which are the platform of experiences that this globalized world offers, bringing people from different continents within reach of a click, this is a simple example of many ways of

relating to other cultural contexts, which serve to learn, to know some aspects of habits, civilization, perception of things, and beliefs.

When investigating the history of the human being, the role that different civilizations have played, establishing themselves as dominant cultures, reflecting a vision of singularity, being a divergent and exclusive culture, over other cultures, from which it can be rescued that this vision brought many social conflicts by overcoming or oppressing other social groups, this action of domination of other cultures causes the identity of a minor or small culture to lose its value, its tradition, its importance, causing the same people who constitute that small culture to lose their own identity and seek to adapt or leave behind their roots, customs, and perception of their C1.

When talking about culture, there is a transcendence in the passage of time and the creation of societies. Culture presents characteristics such as a shared phenomena, developed in social groups that share knowledge, social references, belief systems and values, which permeates their interaction; on the other hand, this culture is contextual which arises from the environment and specific stories, this is developed from the decision that the people that make up a certain group; dynamism can also be established as one of its characteristics, which occur as a result of contextual factors, which is changing over time and generations, creating aspects of each age group such as words or characteristics that identify the particularity of each generation group; culture is also characterized because it is learned through close and daily contexts, for example at home, schools, churches, workplace or institutions in which one participates; finally, this cultural process occurs unconsciously from the moment a human being is born, he begins to capture information around him visually, later on he listens and interprets words or modes of behavior, stereotypes of what is acceptable and unacceptable based on his learning.

The learning of culture, and ways of being of people (independent, autonomous, bold, shy, extroverted) which were learned from a young age, as well as the perception of their surroundings is called acculturation. As it can be identified, the

difference of thought or perspective regarding a certain situation can cause social conflicts, one of them about interculturality is the practice of judgments towards others based on their vision of their surroundings, the belief in values conceiving superior to other people or social groups; this aspect affects the culture and the interrelation of the group, presenting behaviors of disrespect, negative judgments, and superiority.

Taking society as a reference, the classification of social groups can be glimpsed, as part of the sense of the location of aspects that characterize them or have in common, which give meaning to basic aspects of daily life by gathering and classifying certain objects, qualities, pleasant or unpleasant experiences, each of these classification examples contains specifications by which it allows to be part of a certain category. This categorization process involves aspects of stereotypes transmitted from different issuers and is reproduced by society, some platforms where the transmission of these categorization values are the media and information, the worldview of prominent figures who are references and have an impact. in their imaginaries in the conceptualization of young and adult students.

Giving continuity to the concept of categorization that occurs in social contexts, it does not present a danger in the essence of culture, but a breaking point in culture and its moment of diversity are prejudices, a negative attitude based on little or no experience of relationship. Something that promotes this interculturality is interaction at the individual and social levels, triggering processes of reflection, awareness, and understanding of the cultural diversity of the different existing groups.

In the development of the classes, strategies must be implemented that enhance the performance of the SS through materials, means, and experiences provided by the TT, with the objective that interculturality can be developed in the classroom, identifying areas of opportunity in new contexts, fostering critical capacity and sensitivity to cultural similarities, from within (emic) as a member of the culture, examining its structure and on the other hand from outside the system (etic)

examining and comparing the structure as something absolute or universal of the general culture.

According to the continuous flow of information that exists due to globalization, it is observed that culture, because it is a social phenomenon, is located as something changing, multilevel, complex, an access point at different levels, groups, and individual, of social, educational and social practices or experiences of ethnic groups through new and unknown situations that encourage the experiential approach, creating meaningful situations in an authentic context. (Garrido) Throughout this process that takes place in the classroom, the teacher can take on different roles that allow the development of teaching and learning in an intercultural context, some of which are the following:

- a) informant: shares formal and reliable information regarding the target language for the proper learning of students, the information must also be accurate and selected from platforms that value interculturality to promote respect for others in the learning and teaching process of the SS cultures, something that does not go unnoticed in the construction of knowledge of the SS is their background and context in which they live and are permeated, which reflect cognitive patterns and socio-emotional reactions that encourage skills, cover needs, and interests, allow them to be challenged in the process and development of their learning.
- b) mediator: monitors and indicates the meanings in the L2, investigates and encourages the correlation between their knowledge and the new. The facility provided by the investigation is for the creation of activities, tasks, and materials.
- c) administrator: as the person indicated to use the human and material resources available in the classroom, deal with feelings, and psychological

and emotional needs that allow the formation of a learning community in a comfortable environment.

- d) learner: stay abreast of the latest focus on the development of learning in the classroom and also the opening of new educational trends, lifelong learners, and the development of cultural awareness.
- e) mentor: in the classroom the attention of the SS or the first filter is the TT, which can be perceived as a tutor, leader, and role model, promoting the acceptance of positive environments, and developing cultural awareness plans with a variety of strategies and authentic materials.
- f) change agent: understanding change and communicating across linguistic and cultural boundaries, playing an active role at many levels, the teacher tries to convey meaning so that the target language becomes a vehicle for understanding their own culture.

CHAPTER II

Methodology and teaching practice from an intercultural and communicative approach

This EFL pathway allows the opportunity to work with children, adolescents, youth, and adults, whose main purpose is to communicate effectively in English as L2. Recognize that each student has developed different learning processes and different learning styles, acquisition strategies, and motivations, especially to potentiate their learning process; These particular aspects that permeate the learning of each one are useful pieces for teachers, evaluating or identifying how students are acquiring knowledge and producing the language is the achievement that every teacher seeks in the classroom.

In the classroom, the interpersonal relationship between the teacher and the students allows the learners to be open so that the teacher can guide them in their learning of the target language; knowing the students is a strength for the teacher, to be able to intervene promptly in their SLA process.

As part of the teaching philosophy, the preparation of students is a process of continuous progress and accompaniment to strengthen their motivation in learning, to identify grammatical and linguistic errors, among others that must be modified, another important point in this teaching work is to know the benefit and establish the strategies and use authentic resources to enhance their skills with greater development and gradually strengthen their areas of opportunity. In the first

approach, audiovisual materials are prepared focused on a certain language ability (speaking, listening, writing, and conversational), in the development of activities, times are established according to the extension of the exercise, this moment of the class provides a notion about the understanding of the topic addressed in class, in case more work or explanation is required, dynamic activities are resumed on the platforms of Kahoot, Jeopardy, Quizziz, among others, to strengthen through dynamism the understanding of the use of a certain linguistic or grammatical structure, These are some of the modifications or adaptations that arise during the class.

Something that is established promptly in the development of classes within the Yosi language institution is the communicative approach, which encourages the teacher to plan conversational activities that challenge the student to produce the target language and the students to constantly communicate and put into practice the topics developed in class. Based on this specification, teaching practice should focus on the production of language within authentic contexts, based on this, teamwork or pairs activities are promoted, but this with an end, returning to the monitoring hypothesis, works groups are established between students who have a higher level of language acquisition with students who present some difficulties or a lower level of acquisition, this depending on the support that can arise in the groups at a level of confidence between levels of students to mention errors and be able to modify.

As part of the teaching philosophy, the use of ICT, digital platforms, and didactic resources are basic elements in the teaching of these times, this allows for facilitating the understanding and use of various forms of teaching, retaking the concept of technological tools. On the Zoom platform, an option that benefits the development of the classes is the group sessions, where the members are divided, establishing teams and applying the monitoring hypothesis among the students themselves and for the teacher, although it can be expressed that it is has had experience in the use of technology, there have also been challenges in the use of technological tools in professional development and as a teacher, and this is also a new topic for students,

the use of these platforms or tools, sometimes not they know how to perform a certain action such as underlining or writing (because the teacher performs most of the activities on the screen or in such programs).

An aspect that is important in the teaching philosophy is the creation of an environment of trust, motivation, and tranquility that encourages the SS to interact with each other, recognizing that it is gratifying to see comments from parents when pointing out the progress in the course of English and their academic training of the students, this is something personal that serves as motivation to continue implementing the teaching practice in the best way.

As a last point, the motivation to continue on this path of teaching improvement is related to all the learning that I can personally point out that this specialization has given me in each lesson, in each unit, in each discussion forum, In each assignment, I can express that it has been a demanding but vast learning process, creating, analyzing, identifying and applying tools that build the learning of L2 students. This knowledge has been called into question, not to discredit the teaching work, but to understand the teaching processes, the application of methodologies, approaches, and theories in the teaching of English as a second language, to enter a moment of reflection and self-evaluation. of the teaching philosophy and teaching practice that I am developing; identify strategies that have been permeated by the knowledge of the specialization, recognize those techniques that have given favorable results not only as a teacher but in the process of students when acquiring a second language and recognize new techniques or strategies that I must modify, leave to make or adapt.

To end this section, I want to comment that the evaluation of assignments has allowed me to identify and use academic language appropriately for the expression of class reports, the construction of documentation in the same specialty, and the labor field. The path of teaching updating does not end at this step but is just beginning. Learning and learning about new educational techniques and strategies

that I can retrieve from discussion forums has allowed me to be in an environment of professional and personal growth, leaving the area comfortable and facing new challenges and learning.

Intercultural view lesson (pre-while-post).

When interacting with the environment, the understanding of these processes is based on our knowledge and experience of the mother culture (C1), knowing an L2 is understanding its social contexts to interact appropriately. In the SLA process, the objective is for students to be linguistically capable, being a deeper and more enriching language experience by understanding beyond the concept of language and understanding significant social contexts in certain regions or countries in particular. In the teaching of an L2, not everything is established around grammatical structures, fictitious situations, or practice, it goes further, planning situations about significant and pure contexts of the L2.

Each classroom is an area of cultural diversity, with cultural aspects that are unconsciously part of the student, which guide people in the way they respond to situations or are part of their way of thinking about some social issue.

This intercultural approach takes into account the perception of contexts and ways of responding to certain circumstances, such response or perception actions are acquired from home or context where the individual has developed. Growing up, the human being is permeated and adapts to new situations or ethical, moral, and social values; of which through them the form of response is developed in different daily situations, the response may vary according to the person, the formality, the daily life, the confidence, the knowledge regarding a certain social position. All this is part of the construction of the human being and education is a fundamental part of human life.

The SLA process should be enriching through useful, appropriate, and authentic teaching for students, based on their needs, learning styles, or strategies that are most beneficial for each learner. Recognizing that linguistic, communicative, and cultural capacity is paramount in the SLA process, in an optimal way it is to provide value to social, and cultural aspects and situations of the target culture through the presentation of diverse and complex scenarios in daily life, it is to prepare students in a diversity of moments and for this, the use of platforms and digital resources that have emerged in recent years allows the development of new learning spaces with people from other parts of the world, in these spaces experiences, are shared with language and its proper use, all this technological advance sets the tone for educational and learning innovation, which also serves as a way to create learning communities between teachers, L2 or HL students with NNS, which are interconnected between social networks and communication platforms. educational communication. The English language presents an advantage, the vast existence of information of different levels, in different platforms or modalities for consultation allows there to be no limits in terms of learning this L2.

The analysis of cultural contexts of the target language must be enriched with values and social practices from a critical and respectful vision without establishing value judgments, for this reason, the importance of opening the classroom as a third culture, as a neutral space in which they believe, explore and reflect on their own culture and contrast with the culture of the target language.

Lesson Aim: Students will put their L2 language skills into practice through different activities focused on analyzing eating habits in different cultures and sharing their practices and opinions on the subject.

Intercultural competence aims: To increase knowledge of different cultural practices and worldviews. To raise curiosity and openness towards different cultures. To promote appreciation towards cultural differences. To raise awareness of one's own cultural worldview.

Steps	Activities	Material	Grouping	Time
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Warm-up	Show some pictures about different countries to visit. TT Ask SS: what country would you like to visit? What do you know about these countries?	Presentation with pictures of different countries.	Total class	10 min
Learning objectives	Go over the learning objectives for the day.		Total class	5 min
Anticipating	Ask the SS to make a list of things to consider when they travel abroad. Ask SS to imagine they are going to travel abroad. Show on the board the list of the stages of traveling by plane, and they want to put the stages in the correct order.	Notebooks and pencils.	Individual	5 min

In the planning stage of the activities with an intercultural approach, the information on student learning styles, methodology of the institution where I work, and methodological aspects of the specialization, these aspects from the personal perspective are focused on the student, contributing a richness. knowledge of the target language.

The feedback that the tutor gave during the planning process of the activities, was to provide each of the activities with an added and significant value where the objective is to develop their skills, learn the target language, as well as their knowledge of the social context and interpretation. L2 situation. Based on this advice, the enrichment of students' knowledge was given through each stage of planning with an intercultural approach, it was a staggered process focused at all times on linguistic production and development of language skills. Each of the proposed strategies focuses on language skills according to the linguistic or communication needs of the students, in addition to the intercultural sense that is provided among the students.

In the implementation of said planning, despite preventing some aspects that could affect the development of the activities, as a first stage, the evaluation rubric was presented to provide reference to the students about the aspects that were expected of them in each of the activities, each with its description and pertinent assessment. In the development of a class or evaluation process, it is important to make students aware of each category or item to be evaluated, the description of each aspect in levels of production capacity (excellent, good, regular, deficient), and the weighting given to each aspect (partially by skill and summatively).

Something that is part of the process and that is not taken into account in the summative evaluation is the non-formal evaluation, this is something that accompanies the development of the class, through each activity and the active

participation of the students, within this The evaluation mode also adequately presents the correction of errors without affecting the student's motivation, all within an environment with a low affective filter so that it promotes the practice of the communication and linguistic skills of each student.

The first opening activity, which might seem simple, represented a challenge for myself, as a teacher, and in the same way for the students since it required cultural or contextual backgrounds from different countries, this initially decreased the participation of the students, and based on This the teacher provided extra information about these countries so that based on that information the students could return to some things that interested them and answer the introductory questions. As a second opening activity, the situation of traveling abroad and the travel process was resumed. Within this activity, the students commented that they had not traveled abroad but resumed their experience when traveling to other states or municipalities, despite not having the experience of the situation mentioned, the development and result of the activity were highlighted, giving continuity to this activity, an activity focused on listening ability was presented, identifying the travel destination in 5 conversations, the students did not request to repeat the audio, in which it was clear and provided some context on foreign travel experiences.

Giving continuity to the planning, the vocabulary list was presented accompanied by illustrative images of each concept to provide a clear way between the word, its definition and its reference image, this is focused to continue the individual reading activity, where The intercultural context of eating habits from different countries is presented. The next activity was developed in teams to create a performance or conversation representing some of the eating habits, while the other team had to guess what situation the team was referring to. This moment was entertaining and creative on the part of the students. To conclude this stage of reading comprehension, a brief questionnaire was presented in which all the answers were adequate and answers.

In the next stage, focused on written production, the situation of imagining that a friend of the foreigner would come to Mexico to visit him was presented, but it was important to comment on some important social or behavioral aspects to consider, a list of topics was provided in which they could resume and write about it, after this the message was shared with the group and it was enriching to listen to each of the aspects that the students considered regarding the subject, giving guidelines to the analysis of the difference in contexts and their importance when knowing others contexts so as not to miss in this regard.

As a last part, it concludes with a question regarding the value that is given to knowing foreign contexts and social and cultural practices. Each one of the students from their point of view, experience, and learning in the development of the lesson contributed their comments giving support to the objectives set out in the structuring mentioned planning with an intercultural approach.

Among the results and conclusions that are presented in the development of this exercise of preparation, application, and feedback are:

- For moments or stages where students have little or no information in this regard, it is recommended to prepare information cards on the subject to provide each of the students to ensure optimal development of the class.
- Each activity must be achievable or according to the context of the students, so that they can actively participate and correlate the contents with their experiences, real situations, and achievable for each one of them.
- Informal feedback is part of the process, although it is not reflected in a summative value it influences the proactive attitude of the students and encourages them to continue in that way.
- A very important point that was based on the learning developed in the specialty is the promotion of intercultural practice in the content planning of the teacher and the learning of the students, to make known and understand different contexts, social and cultural values.

- The continuous teaching work requires commitment, updating, and preparation to meet the objectives of the national plan for the education of English as a foreign language, and the personal objectives of students and professionals.

Lesson planning evaluation rubrics with cultural vision.

When resuming the work that teaching entails, it can be analyzed that this is situated in stages from the preparation of the contents, strategies to be developed, skills to be practiced and learning styles to be reinforced, the materials or didactic or technological resources to be used, later the application, development or adaptation of said planning within the classroom with the number of students attending, for the last scale the non-formal feedback is presented according to the reflected performance of the student in the process and in an academic or summative way, the qualification or weighting achieved based on the items evaluated and their values.

It can be identified that this section on rubrics or evaluation methods is something that in the Mexican educational system provides and guides the development or progress that students are achieving during the course, skills with higher scores it can be observed that students have strengths in these points and the weighting with low evaluation are points to be strengthened from the work in the classroom to the accompaniment at home with tasks or extra activities. Taking into account that the objective of an evaluation is to provide information about students and their learning, this rules out the idea that any evaluation can provide a grade at the end of a certain time.

In the development of this planning, it was decided to develop a rubric where an evaluation stage is allocated to each skill, in which each level of development is described to provide the SS with a clear image of what must be done to obtain a satisfactory result and also identify which aspects should improve or expand your

production to improve your level of production and communication. The design of the evaluation rubric for the class with an intercultural focus is presented below:

SKILL	ELEMENTS TO EVALUATE			
Listening	LACKS 10%	BELOW STANDARDS 15%	WELL DONE 20%	EXCELLENTLY DONE 25%
SS can identify the main idea and details in aural conversations, using his prior knowledge and experience.	SS does not understand any contextual aspects and does not share your experience.	SS understands minimal contextual issues and shares short answers about the experience.	SS identifies contextual aspects in 3 of the conversations and structures appropriate responses about the experience.	SS identifies all the contextual aspects in the 5 conversations and structures responses and maintains a conversation regarding the experience.
Reading	LACKS 10%	BELOW STANDARDS 15%	WELL DONE 20%	EXCELLENTLY DONE 25%
SS will be able to learn about food customs from contexts foreign to their C1. Reading comprehension is practiced.	SS does not answer any of the comprehension questions correctly.	SS answers 2 of the comprehension questions correctly.	SS answers 4 of the comprehension questions correctly.	SS correctly answers all the comprehension questions about food customs in other countries.

Speaking	LACKS 10%	BELOW STANDARDS 15%	WELL DONE 20%	EXCELLENTLY DONE 25%
SS is able to represent and understand cultural aspects through an everyday situation.	SS presents null contextual elements in reference to interculturality, null communicative production.	SS presents minimal contextual elements in reference to interculturality and its communicative production is brief.	SS presents adequate points of view in reference to interculturality and the communicative production is efficient.	Points of view are presented that enrich the understanding in class of the concept of interculturality and the communicative production is remarkable.
Writing	LACKS 10%	BELOW STANDARDS 15%	WELL DONE 20%	EXCELLENTLY DONE 25%
SS chooses a theme of interculturality and writes a message explaining how this social aspect develops in the context of C1.	The message contains 3 statements and does not present any outstanding aspect in your explanation of said social and cultural act in your country.	The message contains 6 statements and presents minimal aspects in its writing.	The message contains 8 statements and presents several aspects in its writing.	The message contains more than 10 statements and presents prominent and compelling clear aspects in its writing.
GRADE FOR EACH SKILL	LISTENING	READING	SPEAKING	WRITING
TOTAL GRADE				
FEEDBACK				

Evidence Video - Intercultural Class Application.

https://drive.google.com/file/d/1ZMBpl_EW20FpNU5TO4vFPcC0OLRyv5oI/view?usp=sharing

CHAPTER III

Teaching experience report

In this evaluation process, the summative reference is presented according to the performance that each of the students developed in the class:

SKILLS PRACTICE TEST - RUBRIC

SKILL	SS' name			
Listening	Natalia Mendoza	Daniela Martínez	Karen Jazmin	Maria Guadalupe
SS can identify the main idea and details in aural conversations, using his prior knowledge and experience.	EXCELLENTLY DONE 25%	EXCELLENTLY DONE 25%	EXCELLENTLY DONE 25%	EXCELLENTLY DONE 25%
Reading	Natalia Mendoza	Daniela Martínez	Karen Jazmin	Maria Guadalupe

SS will be able to learn about food customs from contexts foreign to their C1. Reading comprehension is practiced.	EXCELLENTLY DONE 25%	EXCELLENTLY DONE 25%	EXCELLENTLY DONE 25%	EXCELLENTLY DONE 25%
Speaking	Natalia Mendoza	Daniela Martínez	Karen Jazmin	Maria Guadalupe
SS is able to represent and understand cultural aspects through an everyday situation.	WELL DONE 20%	WELL DONE 20%	EXCELLENTLY DONE 25%	EXCELLENTLY DONE 25%
Writing	Natalia Mendoza	Daniela Martínez	Karen Jazmin	Maria Guadalupe
SS chooses a theme of interculturality and writes a message explaining how this social aspect develops in the context of C1.	WELL DONE 20%	EXCELLENTLY DONE 25%	WELL DONE 20%	WELL DONE 20%
Total grade of each SS	90%	95%	95%	95%
FEEDBACK	This type of approach requires the existence of cultural baggage by the SS to be able to provide feedback or actively participate in each of the activities, which sometimes there is no information in this regard, but this situation must be dealt with by preparing information cards or in previous classes present cultural or contextual information regarding the topic that will be addressed in the intercultural session. On the other			

hand, this approach requires active participation, at this point, the SS must be made aware that their point of view and their ideas or conception of a certain situation are essential without hurting or affecting someone with the comments.

The planning of each type of test responds to the needs of the TT by knowing a certain aspect of scope in learning the L2 and focuses on the student's competence to demonstrate in the most effective, precise, and appropriate way according to the tools. With those that are counted in the classroom, a test must be contextualized in the student or group. In this process, an anchor point for the student is the feedback received in the first place by the TT formally and informally, through the activities the teacher evaluates the performance and the achievement of the objectives giving reference to the student of his development. and motivating the effort, autonomy in their learning, improvement in linguistic aspects, and encouraging their research capacity in the use of L2 through authentic resources that allow them to understand the C2 that they study.

A foreign language requires practice and dedication to understand aspects of meaning, on the other hand, it also requires exposure to contextual situations which can be measured through certified tests where the student's ability to use language is argued. reflected between the levels of acquisition (A1-C2).

CHAPTER IV

CONCLUSION

The importance of intercultural competence and the language assessments in my teaching practice.

According to the development of proposals for teaching practices from an intercultural approach and the form of evaluation that the development of each skill entails, it can be identified that in the application of planning some factors are sometimes not considered, but it is important to have certain previous information or context that can contribute to the development of said teaching practice, in terms of evaluative aspects, as teachers we must provide feedback, that is, informal evaluation during the process to gradually correct or motivate the student's process and functional. On the other hand, the formal or summative evaluation is determined according to the focus or objective of a certain activity based on the application of the evaluation technique and the objective of the needs of the students in their learning process.

The teaching and learning process is supported by the evaluation, providing a reference of progress, acquisition, knowledge, points to improve, and target or particular skills that the SS itself seeks to potentiate. Some basic aspects of the evaluations are the practicality, reliability, or trustworthiness that it presents, the present validity measure, the authenticity of the reasons why the SS has chosen to learn the L2 about authentic situations and contexts focused on the daily use of the target language as well as in its C1 and C2 and the most valuable thing from a personal perspective is the result of this whole process or the characteristics of the application of tests, identifying the impact that the course caused of the course through teaching and learning practice.

These evaluation processes are supported at a national and international level, the acquisition of a language through certifications which are necessary for different professional fields and in the growth of the SS itself, all these approaches reflect the

great work that is carried out in the classrooms, with the commitment of the TT and the desire for the SS.

In this specialization process, I was able to understand and analyze different processes that occur in the acquisition of a second language, in this case, the English language. From a different perspective, I analyze each step in my teaching practice, the strategies that benefit the learning of each of the students, and adapt some materials to improve these processes.

The teaching process involves preparation, analysis, planning, and knowledge of the teaching context to provide students with the necessary motivation to learn this second language, this teaching moment uses teaching methods or approaches, which are the filters that we use as teachers. teachers to mediate the practice and acquisition of the second language.

By recognizing the benefits that each teaching method and approach brings to student learning, one can move towards providing extra value in learning a second language by learning about the context and culture that supports the target language. Being aware that in each social group, certain rules of behavior or protocol are established, which govern the way of acting in society are also part of the acquisition of second languages, this great added value in learning a language is called interculturality, knowing, understanding and respecting the social differences that exist in each cultural and social context.

The importance of including an intercultural perspective in the teaching and learning process of a second language is essential to understand grammatical structures, pronunciation, and punctuation. Knowing and understanding the different daily situations of the second language allow us to understand the social and cultural context.

The application of a lesson with an intercultural and communicative approach, allowed me to recognize the conversational skills that students have, as well as the ability to share experiences practicing the target language from multi-conversational, diverse, and respectful contexts and spaces.

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