



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

A NEW VERSION OF TEACHING

TRABAJO RECEPCIONAL

**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 project I will address the teaching of culture in a virtual environment, since we faced a hard experience related to COVID 19, all contact with our students has become like this and I find it interesting to address it in my work.

Incorporating new technologies into our teaching practice does not mean we need to reinvent the pedagogic wheel. The learning principles that underpin many of the tasks, activities and approaches we commonly use today can be improved, extended or even transformed through the considered and informed use of new tools such as virtual reality. Virtual reality, with its ability to instantly, utterly convincingly, create context by teleporting a whole class of students anywhere in the world (or space or imaginary places) can firmly situate language by Driver Paul (2018).

Not only can classroom walls fade into the background, but the barriers between distance learners and those physically present in the classroom can also disappear, as students' digital selves interact with each other and even with virtual characters that can maintain eye contact and communicate in natural language. These affordances have far-reaching implications for lesson design that go well beyond traditional role-play scenarios By Driver Paul (2018).

Approaching my teaching practice from the academic field I can indicate that teaching a foreign language has become something dynamic, but at the same time complicated in these times. That is why the following 4 dimensions will be addressed:

- the political framework of foreign language education: e. g. the school system, curricula or educational reforms
- the approach to teaching foreign languages: e. g. communicative, task-based or structure-based teaching (focusing on grammar and vocabulary teaching)
- the English language classroom: e. g. the classroom as a physical space, as an interpersonal meeting place or even out-of-school sites beyond the physical classroom (e. g. cinemas, theatres etc.)

- the role of the Internet in foreign language education: e. g. online English language resources or online communication in the English language

For this project, addressing my way of teaching, I will be mentioning some of the activities that I have implemented based on communication and task-based approaches. being these used when I am in a face-to-face environment with my students, however today I must adjust them to a virtual environment in order to achieve greater results.

Now a days I work with high school students who, at the time of studying this specialty, told me of their interest in addressing the issue of Mexican culture. In my opinion, I consider that it is very important to take into account the needs of our students in order to consolidate their learning based on important points such as: knowing the national and international context using different resources such as the internet and digital applications.

CHAPTER 1: PHILOSOPHY AND THEORY

MY TEACHING PHILOSOPHY

Today teaching a foreign language has become a trend in which students and teachers play a primary role in both teaching and learning. Our students realize when a teacher is not well prepared since he does not have the preparation according to the level he is teaching, but teaching goes beyond putting your ideas on paper, we must teach with love and passion always seeking that the student is the one who uses all his intellectual resources to make his learning more fruitful.

My philosophy is primarily based on humanism, which is related to the feelings and emotions that our students have.

In my teaching practice I look for tools that allow me to give my students elements with which they can learn in an easier and more dynamic way, showing them that learning a new language can be easier than they imagine.

When I find myself selecting the materials with which I will work in class, I always think about the needs of all my students, using the different ways of learning so that the lesson is fruitful and of greater benefit to them. Some of the materials that I use are videos, exercises, tests, seeking at all times not to turn the class into one more of the conventional ones, on the contrary, to look for playful activities that allow the class to be something dynamic that maintains the attention of my students and motivation in the lesson and with it we take another step towards educational innovation. I know that I have different learning styles and that I must take them all at the same pace looking for improvement at the end of the course. It is also important to consider the behavior that our students have during class sessions since their learning progress also depends on it.

Culture has some disciplines that have influenced its progress and with this we can mention the following: the first is linguistics, which indicates basic concepts of the language that addresses intercultural communication. The next is psychology which provides concepts with which we understand the behavior and motivation of people. The following two disciplines are sociology and anthropology, which indicate the influence of the study of human behavior and the influence of social values in communities.

Therefore, we must consider that cultural awareness becomes an interdisciplinary subject which has a wide variety of resources within the humanistic disciplines to channel the skills and abilities that help us understand, know and manage a new culture. From my point of view, it is important to consider the skills of cultural awareness which are part of the recently developed theme of emotional intelligence, created by psychologist Daniel Goleman at Harvard University. However, other points, backgrounds, and other profiles may well be identified for the study of cultural awareness or cultural competence.

From my teaching practice, I have realized that students are more motivated when there is trust, since they give their best, always seeking the support of the teacher and a good evaluation, but the most important thing is their learning, seeking their active participation and achievement. their homework and activities either inside or outside the classroom.

It is also important to consider that when students make mistakes, we as teachers must find a way to correct them, but without making the student feel that it is wrong or make them feel bad, on the contrary, always seeking to make the teaching-learning process more efficient. effective and they feel that confidence to ask or even request correction from us

With this I can say that I am the teacher I would like to have had, always looking for the best strategies and resources with which the classes become interesting and the learning becomes dynamic and passionate where the student enjoys what he learns

When talking about culture, a close relationship is sought between what is read and what is seen, which is why linguistics can be denoted as a fundamental part of culturalism and cultural debate based on textbooks or any other printed resource. be it a photo, drawing or digital resource.

When learning a new language begins, the teacher looks for materials that are in accordance with the level that is being taught, such as textbooks, whether printed or in the new era that we are experiencing as a result of the pandemic in digital form, which contain audios and some cases audiovisual material with which to present a relationship between the different cultures of the countries, for example Mexico and the USA. I also consider it important that within the academies we can share material that allows us to enrich our teaching practice in order to provide a quality education

With everything that we have addressed so far, I can mention that our materials currently contain information on culture which puts us in context with what is lived in other English-speaking countries and how we know a language is learned from its culture since each activity or behavior indicates the way of life among its inhabitants. Some textbooks need to be modified so that the culture they present is better managed and our students find a more attractive learning environment. considering that teaching a foreign language is not only about teaching grammatical rules such as the use of the verb to be or some other, but rather to use the grammatical structures in the real contexts of the use of the language.

To understand the concept of competence, Chomsky (1965), linguistic competence is mainly related to an ideal speaker-listener, in a completely homogeneous speech community, who knows his language perfectly and is not affected by grammatically irrelevant conditions such as limitations of language. memory, distractions, shifts in attention and interests, and errors (random or characteristic) in applying their knowledge of the language in actual performance. For Hymes (1971) Communicative Competence is a broad term that includes not only linguistic knowledge but also knowledge of a set of sociolinguistic codes and rules for using them. That is why it is important that our students take into consideration the use of the language and achieve a close relationship between linguistic competence and communicative competence.

When a student wants to communicate, they try to think in Spanish first, which is normal because it is part of learning. However, they must be taught a lot of vocabulary, structures, and with this, they can communicate more effectively, making them become independent users of the language. therefore, the teaching of Communicative Language must be based on its use

When you have different types of learning, as a teacher you face different situations, such as the selection of materials to use and the selection of activities to carry out, that is why when I told my students about the work I was doing for specialty became interested and to a certain extent motivated in wanting to be part of it, for which I proposed that they help me with some of the activities that I had planned in my lesson plan for this project, in addition to the fact that they wanted to improve their learning in the language and practice it. My session plan was planned according to the different learning styles.

When I showed them the different activities that I had planned, they helped me select the different materials that we would use in the session, thereby focusing learning on them, making them participate in each of the activities, seeking that learning would be motivating and to some extent that they were the center of learning.

Once in the class session, motivated, the students began to present the different contexts that they had previously selected. I wrote down some errors that I found to later correct them, but always looking for a way to make the corrections improve their learning.

Motivated, everyone showed that they could do it, at the beginning of the activity it was complicated since some felt sad and stressed about making a mistake, but I told them to present what they had prepared, to forget a little about who we were there and that they just that they focus on presenting their work, with the use of technology that they know very well, everything improved to the point where they did their best.

With the activity that was presented it was possible to acquire new vocabulary which we all learned in the best way, now I can say that my students learned that no matter how many times you can make a mistake, it is part of the process and you learn, always trying to motivate them and doing make them feel better.

I always look for the way in which my students understand something new, I try to link previous knowledge with the new ones and with this I take as a reference a case study or some activity that they carry out corresponding to the topic.

THEORY BEHIND MY TEACHING PRACTICE

When I first saw the opportunity to take this specialty, I thought it would be an experience to improve my way of teaching since I took the teacher's course a few years ago and retaking some of the philosophies and methodologies was fruitful.

Putting each methodology and philosophy into practice helped me improve the way I plan my classes, as well as select my materials to use. In unit 2 I was able to consolidate the essential elements in the teaching-learning process that allows you to grow as a teacher and improve your daily practice, it also allowed me to remember that to teach a second language it is important to know the culture since everything starts from there always searching thereby achieving an improvement in student learning.

When classes begin with a new group, a diagnostic test must be carried out, always seeking to know the needs and interests that our students have in learning a second language, learning styles play a very important role because with this we can link the activities to that everyone can actively participate.

The important thing about speaking a second language today is the economic reward part, since whoever speaks a second language has greater opportunities to aspire to a better job or even communicate with people from other countries and something very important is to be able to travel and learn first-hand the culture that was previously learned theoretically.

At the end of this specialty I realize that I have consolidated all the knowledge that I knew to a certain extent and some of which I already had isolated, I am convinced that each reading, each activity, questionnaire, forum and assignment were essential parts to improve my teaching practice and now to put into practice everything learned I am sure of having a resounding success.

THEORETICAL BASIS

Stephen Krashen's hypothesis

Krashen's theory of second language acquisition suggests the following hypothesis.

- **The Acquisition-Learning hypothesis**

According to Krashen, students can learn a language in two ways. Acquisition which involves the subconscious where communication is essential; it is a process similar to the one when learning a native language. Learning which is the conscious acceptance of knowledge 'about' a language. According to this theory, natural communication is the key to learn a second language.

- **The Monitor hypothesis**

In this hypothesis 'monitors' are used to inspect and correct errors. Krashen states that monitoring can make some contribution to the accuracy of an utterance.

- **The Natural Order hypothesis**

According to Krashen, students acquire a language in a predictable order; certain grammatical structures are understood early while others are later over time.

- **The Input hypothesis**

It suggests that language acquisition comes when learners get comprehensible inputs. However, Krashen also suggests that this comprehensible input should be one step beyond the learner's current language ability, represented as $i + 1$.

- **The Affective Filter hypothesis**

Language acquisition can be affected by emotional variables that can prevent learning. An affective filter can be generated by different variables including anxiety, stress or motivation. In any aspect of education, it is always important to create a confident environment in which students are willing to learn.

CHAPTER 2: METHODOLOGY AND PRACTICE

Previously, the face-to-face classes were with a beginning, development and closing, always seeking that at the beginning the previous knowledge was linked with the new ones by asking trigger questions, during the development carrying out the activities that were possibly housed in the textbooks and in the Closing ask questions such as (What did you learn today? What was the most interesting part of the topic? and What are you taking with you today), in order to consolidate what you have learned in class.

Basing this form and methodology of teaching was the traditional, but today things have changed, derived from the COVID-19 pandemic, classes from being face-to-face changed to the virtual environment and with it the form of teaching had to be adjusted to the new requirements since at the beginning of the pandemic the lack of knowledge of the use of virtual platforms, digital resources and some others complicated the teaching practice of some teachers.

That is why I started with training on these topics and I was able to make the leap from the traditional to the new, my classes changed, I looked for materials according to the level and interest of my students, making each class dynamic using the traditional methodology that is the beginning. development and closure but adding digital resources that were attractive to my students, presenting vocabulary with colorful images, grammatical structures with the use of quizzes or virtual games, as well as videos that exemplify the correct use of the language in real contexts.

Although the evaluation is not only at the end but at every moment of our session, it seeks to strengthen all skills and show progress in the progress of our students.

EVALUATION AND ASSESSMENT

To address the topic of evaluation and assessment, it is important to know the difference.

When referring to evaluation, it is considered important to know the skills and aptitudes that a student has, since with this the behavior is evaluated, an attitude that he always has in a qualitative way.

When referring to assessment, it is when the teacher quantitatively evaluates a student by weighing all the products that he made during the course.

Considering these fundamental concepts, I consider it important that within the assessment there is a wide variety of instruments to quantitatively assess the products of a student, such as: observation guide, rubric, checklist, to name a few.

In my teaching practice I use the rubric since it helps my students to better understand what is going to be assessed and to know the important points for the realization of their product.

In the evaluation part I always ask final questions so that my students tell me what they learned and what they liked about the session.

When defined within an educational setting, assessment, evaluation, and testing are all used to measure how much of the assigned materials students are mastering, how well student is learning the materials, and how well student are meeting the stated goals and objectives. Although you may believe that assessments only provide instructors with information on which to base a score or grade, assessments also help you to assess your own learning.

Education professionals make distinctions between assessment, evaluation, and testing. However, for the purposes of this tutorial, all you really need to understand is that these are three different terms for referring to the process of figuring out how much you know about a given topic and that each term has a different meaning. To simplify things, we will use the term "assessment" throughout this tutorial to refer to this process of measuring what you know and have learned.

In case you are curious, here are some definitions:

- A test or quiz is used to examine someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached.

- Evaluation is the process of making judgments based on criteria and evidence.
- Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as opposed to simply being judged. In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning. Differences between Testing, Assessment, and Evaluation. IT Learning and Development, Penn State University (August 8, 2017). <http://tutorials.istudy.psu.edu/testing/testing2.html>

Why is Assessment Important?

As mentioned above the differences between evaluation and assessment, we can indicate that assessment today becomes the most important thing for schools because we can quantitatively demonstrate the progress of our students, although for me the most important thing is evaluation for to know if what my students learned was really significant for them and that they occupy it in their personal and professional lives.

As a result of the pandemic, education, as well as assessment, changed from face-to-face to virtual, which led to an adjustment in all teaching methods, the assessment instruments went from being on paper to digital, as well as integrating them into the different digital platforms such as google classroom, Microsoft teams to mention a few.

Lesson Plan

Teacher's name:	Giovanny de Jesús Quesada Martínez	Date:	April 29th, 2022.
Target language:	English		
Topic:	Culture		
Lesson's name:	Mexican traditions		
Level:	Intermediate (B1)	Class length:	1 hr
Objective:	Apply language skills to know about other cultures around the world.		

Identification card of the Lesson Plan	
Class profile:	High School (4th semester), intermediate Level
Class length:	1 hour
Language focus:	Grammar (passive voice).
Language function:	Talking about culture.
Language skills:	Reading (deducing meaning from context, scanning, understanding text structure based on the bottom-up-top-down approach), Listening (Top-down approach and for specific information), Writing (genre and context of writing) and Speaking (video presentation).
Intercultural topic:	Cultures around the world.
Main aims:	To talk about traditions and describe celebrations. Example exponent: Houses are decorated, Children are given, songs are sung.
Subsidiary aim:	To use sequencing words. Example exponent: first, then, next, after that and finally.
Pillars of education involved:	Learning to know, learning to do, learning to be and learning to live together.
Personal aims:	To revise students' skills. To adjust to the time specified in the lesson or pace the lesson if necessary.
Assessment criteria:	Rubric
Students' Generic competences to be developed:	<ul style="list-style-type: none"> • Communicate in a second language in everyday situations. • Participate and collaborate effectively in a group. • Use of TIC to get information and express ideas. • Maintain a respectful attitude towards multiculturalism and diversity of beliefs, values, ideas and practices.

Material:	Slides, reading, video, classtools' and quizlet games.
Bibliography support:	https://www.youtube.com/watch?v=kOXR5rtHJbk https://www.youtube.com/watch?v=MXmo1yf6or4
Brief description of the lesson:	This lesson focuses on the language in use perspective and let students develop the communicative and the intercultural competence in context; it promotes the practice of the four skills to be able to use the new language immediately, as well as an active involvement in their learning process by figuring out how the target grammar structure is formed, signified and used before introducing it formally.

Main Lesson Aims	Subsidiary Aim
<p>1. By the end of the lesson, the students will have a better ability to find out the information needed by skimming and scanning.</p> <p>2. By the end of the lesson, the students' speaking ability to describe a festival or holiday will have been improved.</p>	By the end of the lesson, the students will have a better ability to use three phrases in practice.

Duration	Stage / Ability	Teacher's activities	Students activities	Materials
10 min.	Warm up	The teacher will propose the game to the students in order to introduce students to the main topic.	Students will play a kahoot game in order to get introduced to the lesson topic. They will gwt started with by answering some questions about the Mexican culture.	Kahoot Game
15 min.	Introduction / Launch activity (Listening comprehension)	The teacher will play the video and then he will ask some	Students will watch a video where they will go deeper to	YouTube Video Quiz 1.

		questions to verify the global comprehension.	Mexican culture and history. Then they will answer the questions made by the teacher.	
15 min.	Development (Reading comprehension)	The teacher will give a copy with the exercises.	Students must read the exercise and then they must complete the exercise with the information given.	Halloween doc. Quiz 2.
20 min.	Practice / expression (Speaking)	The teacher will propose a different country to talk about. He will ask some questions related to the main topic.	Students will answer the questions and they must talk about the culture in their country. Discussion. Students will discuss about the differences between Mexican and American cultures. They will be able to talk about the most important traditions in Mexico and in USA.	Speaking document.
	Assessment / evaluation (Writing)	The teacher will ask for a written exercise where students must talk about the most interesting cultural celebration in their country.	Students must write about a cultural celebration in their country. They must post their participation in a blog.	Writing document

Grading Rubric for Writing Assignment

Your professor may use a slightly different rubric, but the standard rubric at AUR will assess your writing according to the following standards:

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style.	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of	Sentences are clear but may lack variation; a few may be awkward and there may be a few	Sentences are generally clear but may have awkward structure or unclear content; there may	Sentences aren't clear

	punctuation.	punctuation errors.	be patterns of punctuation errors.	
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

ii. Materials

Warm up:

The Piedra del Sol or _____ weighs 25 tons.

18



Skip

0

Answers

▲ Sun Stone

◆ Moon Stone

● Star Stone

■ Saturn Stone

Introduction:



Students will answer the questions asked by the teacher.

1. What is the video about?
2. Which country is it about?
3. What tradition is presented?
4. What is the most important information?
5. What is the most interesting for you about the video?

https://www.youtube.com/watch?v=_sSawpU81cl

Development:

To assess the lesson, students must read a document about an important tradition in USA, and they must answer some questions. This in order to verify their reading comprehension.

Halloween

October 31 is Halloween and is now celebrated in many countries around the world, but do you know anything about the origins of this scary special day? Read the article and find out.



The origins of Halloween

If you think of Halloween, you probably think of scary carved pumpkins, all kinds of fancy dress and children asking for sweets. And if you think of a country that celebrates Halloween, you probably think of the United States first. Americans and Canadians have adopted Halloween in a big way, but Halloween traditions actually come from 16th-century Ireland, Scotland and England.

The tradition of Halloween on 31 October comes from the ancient Celtic festival of Samhain. Samhain was the Celtic New Year and they celebrated it on 1 November because that was the end of summer and harvest time (life) and the beginning of winter (death). It was also the time for ghosts to return to earth for a day. People lit a big fire, wore special clothes made of animal skin and hoped to be safe from the ghosts and the winter. In AD 609, the Catholic Church put the Christian celebration of All Saints Day on 1 November. In AD 1000, the church added All Souls Day on 2 November, and All Hallows Eve – or Halloween – moved to the night of the 31st.

Pumpkins

The Celts carved faces into vegetables like turnips, potatoes and squash (a pumpkin is a kind of squash) to scare the ghosts and other spirits and make them go away. It was sometimes called a jack-o'-lantern because of an Irish story about a man, Jack. He played a trick on the devil and then had to walk the earth for all time as a punishment. Irish people who came to live in the United States in the 1800s found pumpkins much easier to carve, and the tradition became the one we see today.

Fancy dress

The Celts were afraid of the ghosts that came on Samhain. If they went outside after dark, they covered their faces with masks. They hoped any ghosts they met would think they were ghosts too and would leave them alone. In early America, the Native Americans and the first Europeans celebrated the end of the harvest, but not Halloween. When Irish people arrived, the harvest festival started to look more like Halloween, and it became popular across the country. In the late 19th

century, people tried to make Halloween less about ghosts and religion and more about celebrating the season with a party for neighbors and family. That's why Americans today wear all kinds of Halloween costumes and not just scary things like witches and ghosts like in other countries.

Trick or treat

This is another tradition that began in Europe, this time in England. When the church introduced All Souls Day, rich people gave poor people 'soul cakes', a small cake made with spices and raisins. It replaced the Celtic tradition of leaving food outside houses for the ghosts. 'Going a-souling' was popular in England for hundreds of years until about the 1930s. The Americans kept the tradition, but today children knock on people's doors and ask for sweets. Going trick or treating is so popular that a quarter of the sweets for the year in the United States are sold for this one day.

The rest of the world

Halloween has become the United States' second-biggest commercial festival after Christmas. Halloween is also celebrated in other countries, but it's not as big as in the United States, even in the countries where the traditions began. Mexico celebrates the Day of the Dead from 31 October to 2 November and some of its traditions, like giving gifts of sugar skulls, are starting to mix with Halloween. In this way, the celebration of Halloween continues to change as new traditions join the oldest of the Celtic ones.

Exercise 1. Reading.

Answer the questions with the information from the text.

1. Which country was the last to start Halloween celebrations?

- b) the United States
- c) England
- d) Ireland
- e) Scotland

2. For the ancient Celts, winter was ...

- a) a time for celebrations.
- b) a time when life became harder.
- c) when they went to church.
- d) when they saw ghosts

3. Why did the Irish start carving faces into pumpkins instead of turnips and potatoes?

- b) There weren't any turnips and potatoes in the United States.
- c) They brought the pumpkins with them from Ireland.
- d) Pumpkins were less difficult to carve.
- e) Pumpkins were a punishment for doing bad things.

4. American Halloween today is ...

- a) less scary than in the past.
- b) scarier than in the past.
- c) less popular than when the first people came to America.
- d) similar to the way the Native Americans celebrated the end of the harvest.

5. Which tradition was the earliest?

- a) going a-souling
- b) giving soul cakes to the poor
- c) leaving food outside houses
- d) trick or treating

6. Which sentence about Halloween is true?

- b) Halloween is still changing today.
- c) Halloween has not changed much.
- d) Halloween will probably not change much in the future.
- e) Halloween will be replaced by the Day of the Dead.

*Halloween, British Council. (June 10, 2022).
https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Magazine-Halloween_0.pdf*

Speaking:

1. How is culture in Mexico?
2. What is the biggest tradition in Mexico?
3. Do you know something about culture in USA? What?
4. Do you know an American tradition?
5. What are the differences between Mexican and American Culture?

Results and evidences

<https://youtu.be/HRZrIYscHvo>

CHAPTER 3: EXPERIENCE REPORT

OUTCOMES

Learning outcomes are descriptions of the specific knowledge, skills, or expertise that the learner will get from a learning activity, such as a training session, seminar, course, or program.

Learning outcomes are measurable achievements that the learner will be able to understand after the learning is complete, which helps learners understand the importance of the information and what they will gain from their engagement with the learning activity. Creating clear, actionable learning outcomes is an important part of the creation of lessons plan. I expect different outcomes according to each phase of my lesson plan. Learning Outcomes. (June 10, 2022). <https://www.valamis.com/hub/learning-outcomes>

	Teacher's outcomes	Students' outcomes
Warm up	Teacher will catch students' attention. He will see if students have previous knowledge about the topic.	Get introduced to de main topic by playing a game.
Introduction / Launch activity (Listening comprehension)	Teacher presents the topic, grammar, vocabulary. He introduces students to the lesson.	Students learn vocabulary, useful expressions. They identify the topic that will be worked.
Development / practice	Teach and show what it is needed.	Product such as written or spoken production. Reading or listening task.
Assessment / evaluation	Teacher will see what students have learned and he will see if there is something to improve.	Product such as written or spoken production. Reading or listening task. Multiple choice questions. Gap filling.

A feedback is also given to let students know what they must improve. I think feedback is one of the most important activities when teaching, because students can measure their learning. Feedback is a tool of teaching guidance (Stavredes, T.).

After the completion of the session, I was able to realize that the students at all times behaved participatory and interested in the subject and happy to learn collaboratively.

The taste for teaching the English language in me has always been shown in the best way since I try to motivate my students to improve their use of the language, as well as learn from the culture of the different English-speaking countries.

Communication at all times was active and fluid among all, I know that at the beginning it was complicated, but as we progressed in the session they were more fluent in carrying out the activities, the use of information technology They allowed us to make the best possible session and as a result we achieved the different products that are mentioned in the session plan.

Talking about motivation is essential since it is the way in which students can progress in their learning and further improve their fluency in speech, as well as in writing.

CHAPTER 4: CONCLUSIONS

At the end of this specialization I can denote that all the content that was addressed will be significantly useful for me in the realization and planning of each session in the schools where I work.

The learning that I take with me is very significant, therefore I want to emphasize each of the modules.

During module 1, in Unit 1 Language, we talked about the importance of learning environments so that a language can be learned correctly, as well as the type of learning of our students.

In Unit 2 Second Language Acquisition, we analyzed the case of three schools as well as the behavior that was obtained within them related to the teaching-learning process, we also learned about Stephen Krashen's Monitor Model. We saw that this model is based on a view of language learning as information processing, a radically different view from that of behaviorism, which viewed learning as habit formation. We focus on the other two hypotheses, the Input Hypothesis and Affective Filter. The Input Hypothesis states that only comprehensible input (i.e. oral or written input slightly or roughly beyond a learner's current level of proficiency) can be learned.

In Unit 3 Approaches to ELT, we analyzed the roles that our students had, their personality types, as well as their interaction. The selection of materials, as well as the materials made by the teachers, including the "real" and authentic, and all of them addressed in the curriculum in order to link them with the learning results that we want our students to achieve.

During module 2, in Unit 1 Reading Skills and Technology, emphasis was placed on the skill of Reading as well as using the use of information technologies to take advantage of the resources that the Internet offers us.

In Unit 2 Writing Skills and Technology, we use the use of rubrics to help us assess our students looking to assess content, organization, vocabulary, language use, and mechanics looking for values and criteria as well as using information technology to take advantage of the resources that the internet offers us.

In Unit 3 Listening Skills and Technology, the types of audio materials that are used in the lessons with our students are addressed, as well as including materials that can bring us closer to the real life of English language speakers that help us

improve the pronunciation as well as using the use of information technologies to take advantage of the resources that the internet offers us.

In Unit 4 Speaking Skills and Technology, how speaking can be integrated with the other macro-skills in the language classroom was addressed. We have also talked about monolingual classes and have tried to debunk the taboo according to which there is no place for the student's L1 in the EFL classroom. In this lesson we have provided some pronunciation teaching ideas and we have pointed to some resources that can be useful for planning lessons, for referring students who are interested in further practice, or simply for the teacher's to review and gradually develop a more comprehensive understanding of the sound system of English.

During module 3, in Unit 1 Interculturalism, we address the importance of learning a language based on culture where effective communication plays an important role, as well as learning environments.

In Unit 2a Language Assessment, we learned the difference between evaluation, assessment and testing where evaluation is more about the attitude during the session, as well as the learning that the student takes, Assessment goes more in the quantitative part to assess products made by the students and testing goes more to examine someone's knowledge of something to determine what he or she knows or has learned.

In unit 2b Language Assessment, we learned the form of assessment through both printed and digital formats to quantify the products that our students made during the course.

In the Integration Unit we consolidate all the knowledge, as well as the work reflected in writing, making corrections to it to deliver what is presented today as the final product.

CHAPTER 5: APPENDIXES AND APA REFERENCES

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