
UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
“INTERCULTURALIDAD: CELEBRACIONES EN LA
COMUNIDAD MIAHUATECA DEL ESTADO DE
OAXACA”.**

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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México, DF. a 04 de julio de 2023.

SEP

SECRETARÍA DE
EDUCACIÓN PÚBLICA



NATIONAL PEDAGOGICAL UNIVERSITY

AJUSCO UNIT

**EDUCATIONAL INTERVENTION PROPOSAL
INTERCULTURALITY: CELEBRATIONS OF THE
MIAHUATECA COMMUNITY IN THE STATE OF OAXACA.**

**RECEPTIONAL PROJECT TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN TEACHING AND LEARNING
ENGLISH AS A FOREIGN LANGUAGE, ONLINE
MODALITY.**

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JULY 04th, 2023; MÉXICO, DF.

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¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.
http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

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TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

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d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."²

² Reglamento General para estudios de posgrado de la UPN.

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Introduction.

Throughout this project we will find the result of the knowledge acquired during this year of specialization, I have advanced and learned with the help of my classmates and my tutor who has been very kind in sharing her knowledge with us, this is the content of different topics that I present in my final project such as: Chapter 1. **"PHILOSOPHY AND THEORY"** My teaching context, my teaching identity, my teaching philosophy, in these topics I basically share who I am, what I look for in teaching-learning, what I want to transmit to my students, and the conditions in which the school where I currently work is located. I have also been working on chapter 2. **"METHODOLOGY AND PRACTICE"** reviewing my study plans specifically the 2006 plans and programs of the S.E.P. (I am telling you that I am an English teacher in a technical secondary school) I am relying on technological tools from National Geographic Learning and thus I have been improving my lesson plans together with the evaluation tools. We have been working during several sessions; throughout this work we have enriched ourselves by capturing evidence of everything we are working on. I am focusing this project particularly on interculturality, emphasizing the celebrations of my community and the entire state of Oaxaca and other parts of the Mexican Republic; such as the Video Journal, about Jacinta Hernández, the first woman in Mexico to participate in the Dance of the Flyers, a ritual to summon rain; the way Jacinta Hernandez tells us about all the difficulties she faced to finally be able to participate in the dance of the flyers is very interesting.

We are in the process of continuing to build our teaching-learning day by day. Fortunately, in our state (Oaxaca) we have a lot of diversity to take advantage of; We have often talked in my classroom about interculturality, how it relates to this concept in their daily life, how they see themselves in a situation in which they have to adopt other cultures, and they have also developed work on the different celebrations and customs of our state.

Here we report the extra activities that arose. My students visited and observed the plaza on Monday, (the flea market), they were able to capture the different images of all the products that are sold there. In our community the market is held on Mondays, it is the largest in the District. It takes place in the center of the city and

around it, streets and streets are filled with different products, fruits, vegetables, meats, household products, furniture, etc. Right here we have the great advantage that many fruits, vegetables, flowers are produced right here in our community. We also have many palm artisans and reed baskets. My students found a variety of products, became researchers, and also had the opportunity to interview the people who come to sell. All this information is helping them to understand culture and interculturality. It is wonderful to see how they are interested in the way of life of all the people who come from all the communities that surround us, and also learn some words of their mother tongue. The uses and customs that are still carried out today such as it is the fact of naming authority, in some communities it is still customary to choose their political representatives, the church, their butlers, cleaners, (in a few words from the municipal president to the one who is going to light the candle in the church, etc.) Through the councils where all the inhabitants over the age of eighteen participate and a fine is imposed on those who do not participate.

On the other hand, you will also find the different tools that I designed to be able to assess the performance of my students in the four English skills. We must consider that the exams, assessments, and other tools for evaluations can generate certain emotions in our students; in my case, working with adolescents is a great challenge; we often face situations of anguish, anxiety, nervousness, stress, these emotional responses are due to the environment, to the stage of development in which they are, the student-teacher relationship, the development of the student during classes, all these are factors that benefit or affect student performance. All types of students can experience some degree of test anxiety, and second language learners are no exception. In fact, those students who study in a second language learning environment are especially susceptible to anxiety due to the additional stressors they face. It is because of all this situation that second language teachers must be very careful when constructing exams, tests and evaluations, since they must comply with certain characteristics: Practicality, reliability, validity, authenticity, washback; that make them effective and efficient.

Chapter 3. "EXPERIENCE REPORT" In the end, my students were fascinated with these activities since many of them come from other places and learned a little about

the culture of the District of Miahuatlán. May this become intercultural by adapting to new cultures.

Chapter 4. "CONCLUSIONS" In conclusion I can say that this has been hard work that has brought me a series of lessons, satisfaction, and new experiences. I thought that I was a good English teacher, but the truth is that I am far from it, now I realize all the areas of opportunity that I have and I want to reinforce them, however, I am happy and grateful for all the learning that I have obtained together with my classmates and everything my tutor has shared with me. The topic of interculturality fascinates me. I had not realized that it can be so useful for students to motivate themselves and find the subject attractive, directing us towards culture and interculturality in learning English as a foreign language. Throughout this project I have learned to design classes, more aware of what I want to transmit to my students, which is not only based on textbooks or digital tools, it is something that goes much further, such as being able to identify the interests of my students and design the classes according to their needs. Likewise, I learned to develop evaluation tools, since I was used to qualifying in another way, the classic one we know here in Mexico based on the plans and programs of the SEP. Likewise, I have learned throughout the specialization about teaching-learning methodologies, etc. It is extremely important to expand our knowledge, considering that there are many means to continue preparing ourselves as teachers, always to give the best as a professional.

1. CHAPTER 1:

PHILOSOPHY

AND

THEORY.

1.1 My Teaching Context.

INFRASTRUCTURE

I currently work at the technical secondary school number 9, located in Miahuatlán de Porfirio Diaz, Oaxaca, it is an urban school, it has a good infrastructure, complete to be able to give good attention to the students, some classrooms have internet, there are approximately 27 classrooms, 7 technology workshops (two electrical circuit workshops, two computer workshops, two office automation and an accounting administration workshop), the academic and technological coordination area, the school control area, two sub-directors and a direction, a meeting room, the cafeteria area, a toilet building plus one that is under construction, as well as four basketball courts and, two soccer fields.

MATERIAL RESOURCES

The classrooms have everything necessary to be able to develop our classes, they have internet, blackboard, seats, desk for the teacher, technological materials, textbooks, etc.

HUMAN RESOURCES

We are going through difficult times as far as the staff is concerned, since the staff used to be 83 and is currently made up of 63 people, including managers, teachers, administrators, and mayors. We lack a director, teachers, prefects, administrators. We have 33 groups, 11 groups per grade, each group has 35-40 students, an approximate student population of 1,200. However, it is estimated that for the coming school year one group will be reduced and gradually they will be reduced until they are once again with 10 groups per grade. This is due to the fact that we do not have enough personnel to serve all the students and it is very difficult for the IEEPO to send us personnel since they always have the excuse that they do not have the human resources to send us.

Fortunately, we have the support of parents, the parents' association, who are looking after the well-being of the students.

On the other hand, society perceives our school as the best option, so year after year it is in great demand or new students arrive even from distant communities.

This school year I am in charge of 6 third grade groups that I give classes to, there are three sessions per week, each session lasts 50 minutes, so in a week there are a total of 150 minutes, we are four teachers who make up the English academy, we have built our project and we are developing it in the current school year according to the needs of our Institution, in this way we enrich and ponder our knowledge. We will continue using the plans and programs of 2006, from SEP. Since due to the needs of the school we consider that it is the ideal since most of the students come without previous knowledge of English, it is assumed that in kindergarten and primary school they should have already completed the basics. For English, however, this is not the case, since it is until middle school that they have their first classes of the second language.

My Teaching identity.

Hello! My name is Angélica Livia González, I am 45 years old, I was born in a small town called Miahuatlan, which belongs to the State of Oaxaca; in Mexico.

I think I became a teacher by accident, I never thought I would be a teacher, let alone an English teacher; when I turned 19 I decided to travel to the United States to offer my son a better future, so I learned the basics of English out of necessity, those were difficult times However, now I understand that it was part of my training as a teacher. When I returned to my place of origin, I had the opportunity to start working in the educational field. Once I started working, I have been preparing myself, I have taken several English certifications. I graduated with a degree in education sciences and now I am almost about to finish my specialization in teaching and learning English as a foreign language, it is still not enough, I still have a lot to learn. I understand that what I learned in the United States is a small part, since working as a teacher is very demanding and requires constant preparation and learning, I identify myself as a professional dedicated to my work, committed, enthusiastic, with a lot of empathy with the students, always willing to give my best, ready to apply teaching-learning methodologies and new technologies in my classroom and help develop the skills of my students.

My Teaching Philosophy.

In my Teaching Philosophy I have relied on the humanistic approach since it is appropriate in my teaching-learning methodology based on values such as: responsibility, respect, solidarity, empathy, mutual aid, inclusion, equity and equality. Likewise, this approach is directed towards the well-being of the human being, which must be a priority in education. Currently, humanism in the new educational model of the SEP, (THE NEW MEXICAN SCHOOL) focuses on the link between emotions and learning, therefore, what is sought is that the human being develops in its entirety (in art, cognitively and emotionally) and that the result is integral human beings who find happiness in self-realization, who are capable of solving problems in real situations as they occur spontaneously in everyday life.

The purpose

My purpose in teaching English as a foreign language is that students can generate knowledge in the language and with this they reach the point of being able to communicate with other people around the world, in addition to being able to obtain better opportunities and be better people. and professionals. Within my purpose in teaching a second language, is for students to communicate effectively by developing communicative skills and linguistic skills.

Teacher's Role

My role as an English teacher is to arouse interest and engagement in students by keeping them engaged in learning English, creating a good atmosphere in the classroom; developing activities that generate interest, using authentic materials that resemble real life.

Currently interest has been lost because students are misusing technology; from my point of view parents and teachers have been very permissive, so students do not feel the need to learn a second language as such.

As a teacher, I am committed to teaching in such a way that my students find the use of language attractive. It is important to mention that as a teacher I am also

committed to looking beyond just an evaluation since many students go through anxiety, stress, frustration, including problems at home, for these reasons I like to build trust with my students. For me it is very important to discover their learning styles because in this way I can design attractive classes, with techniques and dynamics according to the needs of the class, so I can motivate them through music, books, movies or series. According to their interests. In this way we can train students with critical thinking, always motivating them to build their knowledge.

Student's role

The student's role is to learn, build their knowledge through criticism, always question what they are learning, discover their interests and skills, ask their teacher whenever they have doubts and clarify them, not be ashamed of what they are asking. Participate in class, help their classmates, complete their homework in a timely manner; always practicing values.

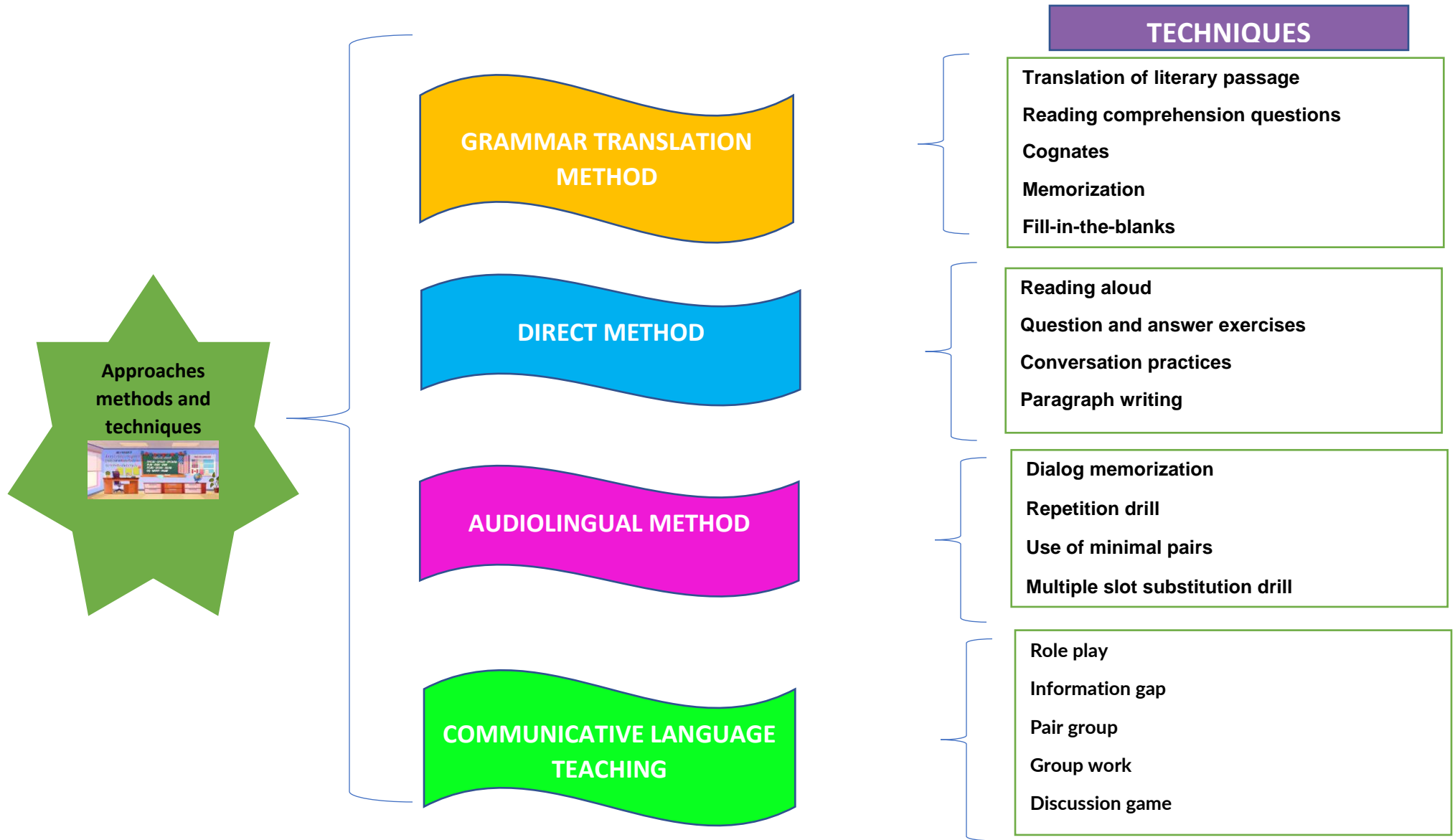
1.2 Theory of my teaching practice and identity.

Through the years of my experience as a second language teacher I have experimented and adopted different approaches according to the needs of my profession and my students. I consider that the fact of relying on constructivism has been very helpful. Because through real situations that occur in everyday life is where students generate their learning through experimentation linked to their previous learning. Lev Vigotsky since 1931 tells us that "THE ZONE OF PROXIMAL DEVELOPMENT" is the distance between the level of effective development of the student and the level of potential development.

Through the study of the different approaches, methods and teaching-learning techniques, I have adopted the essentials of each one of them, for what I represent below the explanation of these concepts and the application in my classroom by means of a mental map which to elaborate it I carried out research on the internet and I found the information on language teaching methodologies over the years very useful, which I obtained from the attached link.

<https://wlclassroom.com/2011/03/07/language-teaching-methodologies-through-the-years/>

Mind map of different language teaching methodologies and approaches and teaching techniques.



APPROACH, METHOD, AND TECHNIQUE.

An **approach** is the “theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. An *approach* describes the theory or philosophy underlying how a language should be taught.

A **method** is “a generalized set of classroom specifications for accomplishing linguistic objectives” focused on the role of teacher and student, sequencing, materials and how they can be used in many different learning contexts. a *method* or *methodology* describes, in general terms, a way of implementing the approach (syllabus, progression, kinds of materials).

Techniques are the specific types of exercises or activities used in class for the purpose of reaching pedagogical goals. Techniques are actually quite easy to talk about, because they are the specific things that we do in class, and we can usually figure out if they “worked” or not. *techniques* describe specific practical classroom tasks and activities.

An approach to language study is generally used to prepare students for reading classical texts, notably Latin, in their original. It is thought that students benefit from learning about the ideas of classical thinkers, and from the rigour of rote learning and the application of grammatical rules.

The method commonly involves students learning grammar rules plus vocabulary lists based on the content of chosen texts. These are then applied to the written translation of texts from and into the target language. The teaching is usually done in the students’ native language. There is little emphasis on speaking, other than to recite sections of text.

Techniques include rote learning and drilling, translation activities, and recitation.

Grammar Translation

The **grammar–translation method** is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Ancient Greek and Latin. In grammar–translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the source language, and to further students' general intellectual development. It originated from the practice of teaching Latin; in the early 16th century, students learned Latin for communication, but after the language died out it was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. The method has been criticized for its shortcomings.

In *Techniques and Principles of Language Teaching*, Larsen-Freeman (4) describes part of a traditional **Grammar-Translation** lesson as it occurs. The following draws on her account to give a good idea of what this method looks like in practice. The class is [...] reading a passage on their textbook[,] an excerpt from Mark Twain's *Life on the Mississippi*. Each student is called on to read a few lines from the passage [and then] asked to translate [them] into Spanish.

Once the students have finished reading the passage in this fashion (i.e. taking turns to read a few lines, then translating into Spanish), the teacher asks if the students

have any questions about the passage, and elaborates on explanations, for example of new vocabulary, but does this in Spanish (the students' first language).

Larsen-Freeman's account continues. The teacher [now] asks [the students] to write answers to the comprehension questions which appear at the end of the excerpt. The questions are in English, and the students are instructed to write their answers in English as well.

The questions that the students are first asked to answer (for instance, "When did Mark Twain live?") involve locating and copying information from the passage. Two other types of questions involve, respectively, making inferences from the passage ("Do you think life on the Mississippi was difficult?"), and relating the contents of the passage to the learner's own experience ("Have you ever been in a similar situation?"). The way this exercise is reviewed in class is again teacher-directed, with the students taking turns to read questions aloud, followed by their answers, and the teacher intervening to call on new students and correcting wrong answers. Typical Grammar-Translation textbook exercises involve translating into the students' first language (Spanish) words extracted from the reading passages, or giving students a list of words and finding synonyms or antonyms for them in the reading passage ("Find the word in the passage that means the opposite of busy." Answer: "idle"). The **Grammar-Translation method** approach to vocabulary also relies on the study of cognates (words in a language which resemble words in another language both in form and meaning, such as the words *quietud* and *quiet*). For an illustration of a typical way this method deals with the teaching of grammar, let us continue with Larsen-Freeman's account.

The students *follow in their [text]books* as the teacher *reads a description of two-word or phrasal verbs*. [Although familiar with these], there are some new two-word

verbs in the passage.... These are listed... below the description, and the students are asked to translate them into Spanish. Then they're given the rule for use of a direct object with two-word verbs.

Following study of the *rule*, the students are shown a list of phrasal verbs from the reading passage and are instructed to identifying which of those are separable and which are inseparable, referring to the text for clues. Once they have sorted out separable from inseparable verbs, they are given a fill-in-the-gaps exercise to apply this newly learned piece of grammar. As with the comprehension questions following the reading passage, the way students work on this exercise is checked once again by the teacher directing the students to take turns reading their answers aloud. Further work on language in the Grammar-Translation method involves translating in both directions (that is, to and from the students' first language,) stating grammar rules, applying newly-learned grammar rules in exercises involving substitution, conjugation, translation, and memorizing vocabulary and forms (past and past participle forms, for example).

The Direct method

The Direct Method, also called Natural Method, was established in Germany and France around 1900. It appeared as an answer to the shortcomings of the Grammar Translation Method. It is a method for teaching foreign languages that uses the target language, discarding any use of mother tongue in the classroom. As teachers became frustrated with the students' inability to communicate orally, they began to experiment with new techniques. The idea was that foreign language teaching must be carried out in the same way people learn their mother tongue! The beginnings of the **Direct Method** were during the late 19th century.

Aural (heard) and **oral** (spoken) aspects of learning a language are more important than reading and writing for this method. Look specifically at the underlying principles.

Principles of the Direct Method

The pioneers of the Direct Method were phoneticians. Here is a list of some important principles.

1. Language is not contained in books. Instead, language is connected to words which are produced orally and perceived by the listeners.
2. Language is about communication and not about being able to understand literary pieces of written language.
3. Language learning can be better achieved by finding native speakers as informants.
4. Languages of the world are different and should not be taught by comparing the structures to European languages.
5. All languages have an oral form; not all languages have a written form. This observation explains the importance of **oral input** in the process of language learning.
6. Children learn oral languages first; only later in life will they acquire a written form.
7. Native speakers learn language not by reading a grammar book but by hearing and using the language.

8. Learners will have more success learning the language if they are interested in the society using the language.

The Audiolingual Method

The Audio-Lingual method of teaching had its origins during World War II when it became known as the Army Method. It is also called the Aural oral approach. It is based on the structural view of language and the behaviorist theory of language learning.

The Audiolingual method to language teaching has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audiolingual method focusses on grammar drills.

- The Audiolingual Method is based on a structuralist view of language and draws on the psychology of behaviourism as the basis of its learning theory, employing stimulus and response.
- Audio-lingual teaching uses a fairly mechanistic method that exposes learners to increasingly complex language grammatical structures by getting them to listen to the language and respond. It often involves memorising dialogues and there is no explicit teaching of grammar.

- Techniques include listening and repeating, oral drilling to achieve a high level of accuracy of language forms and patterns. At a later stage, teachers may use communicative activities.

CLT - Communicative Language Teaching.

- CLT emphasises that the main purpose of language is communication, and that meaning is paramount. The goal of the Communicative Approach is to develop learners' communicative competence across all four skills. It has been the dominant approach in mainstream language education for many decades.
- Most methodologies use an amalgamation of a structural and a functional syllabus, with a relatively common consensus having emerged concerning the order in which language elements should be taught. Language is generally contextualised, and communication is encouraged from the start. Native speaker input is seen as highly desirable, though not essential. Much teaching is learner-centred.
- Techniques are an eclectic mix - with techniques often borrowed from a range of other approaches. Because of this, it is often criticised for a lack of robust theoretical underpinning. Specific activities and games are chosen for their perceived effectiveness in relation to the knowledge or skills being taught. Typical activities include physical games such as board races and running dictations, information exchange activities, role-plays – and any tasks and games that involve communication between learners.
- Communicative Language Teaching (CLT) is an approach with a theoretical underpinning that a language is for communication.

- A CLT methodology may be based on a notional-functional syllabus, or a structural one, but the learner will be placed at the centre, with the main aim being developing their Communicative Competence. Classroom activities will be chosen that will engage learners in communicating with each other.
- CLT techniques might include role-plays, discussions, text ordering, speaking games, and problem-solving activities.

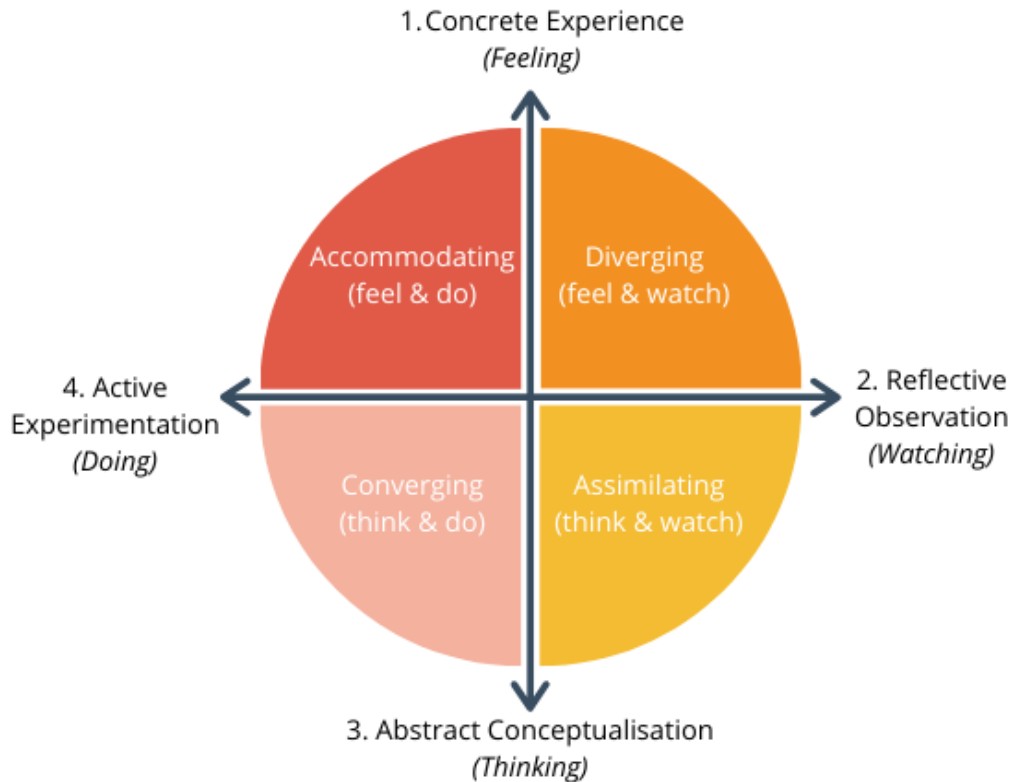
Discussion of the theoretical perspectives of the Communicative approach, the Task Based approach and Kolb's model of Experiential Learning. (Identification of them in my classroom applications.)

Experiential Learning: Theory and Learning Model Experiential learning values experience as crucial for learning. Experiential learning emphasizes students' experience as the central role for the learning process. Learning through experience is also associated with learning through action, learning by doing, and learning through discovery and exploration. As a philosophy and methodology, experiential learning fosters educators to "purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values." In general, experiences are perceptions/impressions which are seen as something positive, impressive and unusual. It is something that enriches our lives: it is something we acquire in the course of life which leads to reconciliation of the internal and the external reality. Experience per se does not necessarily mean that one learns. An effort of making such experience meaningful for learning through reflection is also an important step to carry out. Huxley stated that experience is not merely what happens to us. More importantly, it is what we do with what happens to us. Experience is not passive but active and it brings a certain change to our personality. Knowledge results from taking active part in changing reality.

With respect to the definition of experiential learning, Houle puts it as "education that occurs as a direct participation in the events of life" (as cited in Smith, 1996, p.1). It means that learning takes place through reflecting upon everyday experience, which is the way that most of us do our learning. In line with that, Kolb (1984) mentioned that experiential learning emphasizes the central role of experience in the learning process. He then created a now widely accepted model of the learning cycle to demonstrate the process by which experience could be translated into learning.

There must be a reflection on the experience followed by an understanding of what the new learning means to the individual and a conceptualization of how it can be used in the future. The theory of experiential learning provides a holistic model of the learning process and a multilinear model of adult development which refers to how they learn, grow, and develop. There are some reasons of why it is called “Experiential Learning”. Firstly, the term “experiential” is used to distinguish experiential learning from cognitive learning theories, which tend to emphasize cognition over affect, and behavioral learning theories that deny any role for subjective experience in the learning process. Secondly, its intellectual origin is derived from the experiential works of Dewey, Lewin, and Piaget. Weaving together, Dewey’s philosophical pragmatism, Lewin’s Social psychology, and Piaget’s cognitive developmental genetic epistemology form a unique perspective on learning and development. (Kolb, 1984). According to Kolb, experiential learning encompasses four basic elements: concrete experience, observation and reflection, the formation of abstract concepts, and testing in a new situation. Kolb’s well-known cycle of EL representing those four elements.

Kolb's Learning Cycle



- 1. CONCRETE EXPERIENCE:** You must do it yourself for learning to occur.
- 2. REFLECTIVE OBSRVATION:** Taking a step back from doing to reflect and review.
- 3. ABSTRACT CONCEPTUALIZATION:** Here you fit what you've just learned into everything you already know.
- 4. ACTIVE EXPERIMANTATION:** Happens when you consider how you will put what you have learned into practice.

KOLB'S LEARNING STYLES

The four learning styles are based on two dimensions:

1. Diverging (feeling & watching)
Prefer watching than do.
Like working in groups.
2. Assimilating (Watching & thinking)
Enjoy ideas but less interested in people.
Enjoy ideas but not their practical application.
3. Converging (Doing & thinking)
Enjoy ideas and theory and also solving practical problems.
4. Accommodating (Doing & feeling)
Prefer learning through doing.
Prefer to use their gum feel rather than a detailed analysis.

**2. CHAPTER 2:
METHODOLOGY
AND
PRACTICE.-**

2.1 A practical and useful lesson plan.
A) “Describe a Celebration.”
(VOCABULARY AND GRAMMAR)

SOCIAL PRACTICE OF LANGUAGE	“CELEBRATIONS”.
PURPOSES	The purpose of this lesson is for students to be able to describe a celebration in their community and compare it with a similar celebration in other cities around the world.
PRODUCT	<ul style="list-style-type: none"> ■ The students are able to compare two nouns, (not) as (adjective) as tells us that two things are the same (or not the same) in terms of the quality described by the adjective.
COMPETENCY THAT IS FAVORED	<ul style="list-style-type: none"> ■ Vocabulary. ■ Grammar.

LANGUAGE FUNCTION	ACTIVITIES	TEACHING STRATEGIES	DIDACTIC RESOURCES	INTERACTION IN THE CLASSROOM	EVALUATION
INTRODUCES VOCABULARY AND COMPARISONS WITH AS... AS TO DESCRIBE CELEBRATIONS.	<p>Vocabulary.</p> <p>* As a warm-up, write New Year on the board and ask, (Is New Year the same date everywhere?) Elicit January 1st, the Lunar New Year in January / February, and other New Year celebrations, such as the Thai New Year, Songkran, celebrated in April.</p> <p>A)</p>	<p>* In pairs, have students choose two things to compare: two cities, two sports, etc. Then have them write as many comparisons using (not) as... as as they can in five minutes. Call on pairs to read their list of sentences to the class. Which pair has the most</p>	<p>✓ Notebook</p> <p>✓ Text book</p> <p>✓ Short stories</p> <p>✓ Pen, pencil</p> <p>✓ Colors</p> <p>✓ Audios</p> <p>✓ videos</p>	<p>✚ Individual</p> <p>✚ In pairs</p> <p>✚ Team</p> <p>✚ Group</p>	<p>➤ Class participation</p> <p>➤ Homework</p> <p>➤ Class work</p>

	<ul style="list-style-type: none"> • Have students look at the photo and read the caption. Ask, (Do you know anything about New Year's Eve celebrations in Scotland?) Write students' ideas and guesses on the board. • Have students read the text. Then go back to their ideas. Check things that were correct and have students add things they learned. <p>B)</p>	<p>correct sentences?</p> <p>* Changing students' partners in the middle of the class (as in Exercise E) can provide a good opportunity to energize the group.</p>			
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	<ul style="list-style-type: none">• Have students read the text again, identifying the parts of speech of the blue words. Review answers together.• Have students complete the exercise individually.• Review answers as a class. Check comprehension by asking questions such as (What annual celebrations are there in your country?) <p>C)</p>				
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	<ul style="list-style-type: none">• Give students time to think about the questions.• Model the exercise with a student using the speech bubbles. Point out the turn-taking question, How about you? Then have students discuss in pairs. Monitor and prompt use of clarification or turn-taking questions if necessary.• Have volunteers tell the class about their partner's answers.				
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	<p>D)</p> <ul style="list-style-type: none">• Have students complete the exercise. Point out that they might need to change the form of the verb in Item 1.• Have students compare answers with a partner.• Review as a class. <p>E)</p> <ul style="list-style-type: none">• Place students in new pairs so that they have the chance to interact with different classmates. Have them discuss the				
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	<p>question before sharing answers with the class.</p> <p>Grammar.</p> <p>F)</p> <ul style="list-style-type: none">• Go over the explanations in the Word Focus box. Then read the information in the chart.• Read the example item together. Then do Item 2 as a class.• Have students complete the exercise individually. Review the answers as a				
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	<p>class, writing them on the board for students to check as needed.</p> <ul style="list-style-type: none">• Do the Grammar Practice exercise. <p>G)</p> <ul style="list-style-type: none">• Elicit a list of celebrations and write them on the board. Point out the adjectives used in Exercise F and elicit other adjectives students could use to compare celebrations. As a class, write two comparisons between different celebrations.				
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	<ul style="list-style-type: none">• Have students complete the exercise by writing at least four sentences.• Call on a few students to share one of their comparisons. Prompt them to make corrections as needed.• Have students complete their graphic organizer individually. Monitor and assist as needed. Use the Word Bank to provide additional vocabulary.• Model the exercise with a student using				
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	<p>the speech bubbles and the information in your example organizer.</p> <ul style="list-style-type: none">• Have students talk in pairs. Monitor and assist as needed.• Call on several pairs to tell the class about one of the celebrations they talked about.				
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B) “Compare Holidays in Different Communities.”

(LISTENING)

SOCIAL PRACTICE OF LANGUAGE	FOCUSES ON COMPARING HOW HOLIDAYS ARE CELEBRATED IN DIFFERENT PARTS OF THE WORLD.
PURPOSES	The purpose of this lesson is for students through audios and videos to understand the celebrations in different countries and our country and our community. (Children's Day, Battle of Puebla, Mother's Day, Teacher's Day, etc.)
PRODUCT	■ Students will be able to understand the audios and recognize, produce, and internalize intonation.
COMPETENCY THAT IS FAVORED	■ Listening. ■ Pronunciation. ■ Communication.

LANGUAGE FUNCTION	ACTIVITIES	TEACHING STRATEGIES	DIDACTIC RESOURCES	INTERACTION IN THE CLASSROOM	EVALUATION
<p>FOCUSES ON COMPARING HOW HOLIDAYS ARE CELEBRATED IN DIFFERENT PARTS OF THE WORLD.</p>	<p>Listening</p> <ul style="list-style-type: none"> • As a warm-up, have students look at the photo, read the caption, and describe what they see. Ask, (What do you think this celebration is for? What do you think people do for this celebration?) Write students' ideas on the board. <p>A)</p>		<ul style="list-style-type: none"> ✓ Notebook ✓ Text book ✓ Short stories ✓ Pen, pencil ✓ Colors ✓ Audios ✓ videos 	<ul style="list-style-type: none"> ✚ Individual ✚ In pairs ✚ Team ✚ Group 	<ul style="list-style-type: none"> ➤ Class participation ➤ Homework ➤ Class work

	<ul style="list-style-type: none">• Go over the directions. Ask, (Are you going to listen for the main idea or specific information?) (specific information: country names) Then, play the audio.• Review answers as a class. <p>B)</p> <ul style="list-style-type: none">• Go over the charts, explaining vocabulary if necessary.				
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	<p>Encourage students to fill in information they may already know.</p> <ul style="list-style-type: none">• Remind students that they should take notes as they listen, avoiding complete sentences and not worrying about correct spelling. <p>Play the audio again as students complete their answers. Have students compare with a partner.</p>				
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	<ul style="list-style-type: none">• Review answers as a class, replaying the audio as needed. <p>C)</p> <ul style="list-style-type: none">• Go over the question together and have students discuss in pairs. <p>D)</p> <ul style="list-style-type: none">• Go over the questions with the class. Give students time to think about their answers and write some notes.				
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	<ul style="list-style-type: none">• Have students discuss the questions with their partner.• Share answers as a class and make a list on the board of holidays that remember people who have died. Discuss why different countries / cultures may sometimes have similar holidays. <p>Pronunciation.</p>				
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	<p>E)</p> <ul style="list-style-type: none">• Write intonation on the board and explain that it is the way the pitch (highness / lowness) of your voice changes to give a certain meaning. Ask, (Did we talk about a celebration in South Africa or Japan?) Help students notice the intonation of the options listed at the end of the question.				
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	<ul style="list-style-type: none">• Play the audio. Have students read the sentences as they listen.• Play the audio again and have students repeat. Prompt students to explain the intonation pattern (rising on each item in the list and falling on the last item). If students struggle to hear these patterns. Using visual aids may help				
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	<p>F)</p> <ul style="list-style-type: none">• Give students time to mark the intonation. Then play the audio for students to confirm or correct their answers. Review answers as a class.• Have students take turns asking and answering the questions with a partner. Remind them to refer to the chart in Exercise B to help them answer. Monitor				
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	<p>and correct students' intonation as needed.</p> <ul style="list-style-type: none">• Review any answers students have doubts about. <p>Communication.</p> <p>G)</p> <ul style="list-style-type: none">• Go over the directions and questions. Place students in groups and give them roles: note-taker, presenter, manager, and checker. Make sure				
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	<p>they understand that for Question 4 they need to choose one of the holidays and explain why they want to participate.</p> <ul style="list-style-type: none">• Have students discuss the questions with their group.• Go over the examples in the speech bubbles. Then call on the presenter from each group to explain which				
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	<p>holiday they decided to participate in and why.</p> <ul style="list-style-type: none">• After the presentations, have the class decide which holiday was the most popular.				
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C) “Express Congratulations and Good Wishes.”

(SPEAKING)

SOCIAL PRACTICE OF LANGUAGE	FOCUSES ON EXPRESSIONS TO CONGRATULATE AND SEND GOOD WISHES AS WELL AS THE USE OF WOULD RATHER TO TALK ABOUT PREFERENCES.
PURPOSES	The purpose of this lesson is for students to be able to respond to an invitation, congratulate, and talk about a specific celebration.
PRODUCT	<ul style="list-style-type: none">■ The students are able to use: Would rather (not) + verb is used to express a preference between two or more options. It can be used in both questions and statements.■ The contraction, I'd rather (not), is often used in statements. If the alternative option(s) are understood from the context, they can omit them when we answer. For example: Would you like to go out for your birthday? No, I'd rather celebrate at home (than go out).
COMPETENCY THAT IS FAVORED	<ul style="list-style-type: none">■ Language Expansion.■ Grammar■ Conversation■ Speaking

LANGUAGE FUNCTION	ACTIVITIES	TEACHING STRATEGIES	DIDACTIC RESOURCES	INTERACTION IN THE CLASSROOM	EVALUATION
<p>FOCUSES ON EXPRESSIONS TO CONGRATULATE AND SEND GOOD WISHES AS WELL AS THE USE OF WOULD RATHER TO TALK ABOUT PREFERENCES.</p>	<p>Language Expansion: “Expressions for Celebrations.”</p> <ul style="list-style-type: none"> As a warm-up, have students look at the photo and read the caption. Ask, (What do you say to someone when they get married? What about on somebody’s birthday?) <p>A)</p> <ul style="list-style-type: none"> Say each expression as students read them 	<ul style="list-style-type: none"> Brainstorm a list of holidays and celebrations and write them on the board. In pairs, have students choose three situations and decide on an appropriate expression for each. Go over Item 3 as a class. Briefly explain etiquette as the rules for 	<ul style="list-style-type: none"> ✓ Notebook ✓ Text book ✓ Short stories ✓ Pen, pencil ✓ Colors ✓ Audios ✓ videos 	<ul style="list-style-type: none"> Individual In pairs Team Group 	<ul style="list-style-type: none"> ➤ Class participation ➤ Homework ➤ Class work

	<p>and go over the information.</p> <ul style="list-style-type: none"> • Go over the explanations in the Word Focus boxes. • Elicit other examples of times when we would congratulate someone or wish someone good luck. <p>B)</p> <ul style="list-style-type: none"> • Have students complete the exercise and compare with a partner. • Review the answers as a class. For Item 6, 	<p>what people should do or say to be polite in certain social situations.</p> <ul style="list-style-type: none"> • Have students create their scripts in pairs. Monitor and assist as needed. Students can either act out their etiquette guide for the class or film it and show the video to the class if possible. 			
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	<p>ask, (What would you say if you were in Scotland on this date?) (Happy Hogmanay!)</p> <p>C)</p> <ul style="list-style-type: none">• Have students complete the exercise.• Call on volunteers to share their answers. Write a few on the board so students can check their answers. <p>D)</p> <ul style="list-style-type: none">• Elicit the first question and write it on the board. Have				
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	<p>students ask and answer the questions. Students should close their books while answering so they speak to their partners rather than read their answers.</p> <ul style="list-style-type: none">• Survey the class to find out their preferences for birthday celebrations. Have students do the Grammar Practice exercise as time allows. Conversation <p>E)</p>				
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	<ul style="list-style-type: none">• Write Mike and Katie on the board. Tell students they will listen (books closed) to a conversation between them. Write the question on the board.• Play the audio.• Review the answer and ask, (What do you think Mike and Katie's relationship is? How do you know?)• Go over the Speaking Strategy				
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	<p>box (see Speaking Strategy below).</p> <p>F)</p> <ul style="list-style-type: none">• Have students practice with a partner. Then have them practice again with a different situation. Encourage use of indirect language where appropriate. Use the Word Bank to provide additional vocabulary.				
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D) "Talk about Rituals.

(READING)

SOCIAL PRACTICE OF LANGUAGE	STUDENTS WILL READ AND TALK ABOUT THE RITUALS THAT OFTEN ACCOMPANY WEDDINGS AND BIRTHS.
PURPOSES	Students will be able to share with their classmates about recent celebrations and will discuss in teams, while taking notes and reading what they captured from what their classmates shared.
PRODUCT	<ul style="list-style-type: none">■ The students can provide useful phrases for discussion and write them on the board (Can I add something? In my opinion / view..., As far as I know..., What do you think?).■ They can work in groups and discuss the questions.
COMPETENCY THAT IS FAVORED	<ul style="list-style-type: none">■ Reading.■ Critical Thinking.

LANGUAGE FUNCTION	ACTIVITIES	TEACHING STRATEGIES	DIDACTIC RESOURCES	INTERACTION IN THE CLASSROOM	EVALUATION
<p>STUDENTS WILL READ AND TALK ABOUT THE RITUALS THAT OFTEN ACCOMPANY WEDDINGS AND BIRTHS.</p>	<p>“Reading.”</p> <ul style="list-style-type: none"> As a warm-up, tell students about a celebration you have participated in recently. For example, a birthday party, a graduation, the birth of a child, etc. Ask questions afterwards to check students’ understanding. For example, (What were we celebrating?) 	<ul style="list-style-type: none"> Providing opportunities for movement in the classroom can be beneficial to students and their learning. During a sequence of exercises, physical movement can help students refocus and become more alert. Intensive reading can be quite tiring for 	<ul style="list-style-type: none"> ✓ Notebook ✓ Text book ✓ Short stories ✓ Pen, pencil ✓ Colors ✓ Audios ✓ videos 	<ul style="list-style-type: none"> Individual In pairs Team Group 	<ul style="list-style-type: none"> ➤ Class participation ➤ Homework ➤ Class work

	<p>A)</p> <ul style="list-style-type: none"> • Go over the questions as a class. Have students discuss them with a partner. • Share ideas as a class and write them on the board. As needed, remind students of the meaning of ritual. <p>B)</p> <ul style="list-style-type: none"> • Go over the phrases together. Remind students that they don't need to read the text in 	<p>students, so having them do something physical and perhaps unexpected (as in Exercise C) may increase their level of engagement. For students who prefer kinesthetic learning, movement may also help with learning specific language items (see Teaching Tip, Lesson B,</p>			
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	<p>detail the first time and that they shouldn't worry about unknown vocabulary.</p> <ul style="list-style-type: none"> Review the answers as a class, having students explain which words in the text helped them match the phrases to the paragraphs. <p>C)</p> <ul style="list-style-type: none"> Have students read the statements and clarify any 	<p>page 161 and grammar warm-up, Lesson C, page 162). Have students select and review short stories for young people.</p>			
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	<p>vocabulary doubts.</p> <p>Remind students to use the text glossary for help with new vocabulary. Then have students read the article in more detail and complete the exercise.</p> <ul style="list-style-type: none">• Have students compare answers with a partner. Encourage them to reread parts of the article as needed.• Review the answers as a class.				
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	For each item, have students stand up if they answered false and stay sitting for true.				
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E) Share Opinions about Holidays.”

(WRITING)

SOCIAL PRACTICE OF LANGUAGE	STUDENTS WILL DEVELOP A PARAGRAPH EXPRESSING THEIR OPINIONS ABOUT HOLIDAYS.
PURPOSES	Students will be able to discuss their opinions, write a text and read it about the celebrations of our own culture and share them.
PRODUCT	■ The students will be able to write about a holiday in their country.
COMPETENCY THAT IS FAVORED	■ Communication. ■ Writing.

LANGUAGE FUNCTION	ACTIVITIES	TEACHING STRATEGIES	DIDACTIC RESOURCES	INTERACTION IN THE CLASSROOM	EVALUATION
<p>STUDENTS WILL DEVELOP A PARAGRAPH EXPRESSING THEIR OPINIONS ABOUT HOLIDAYS.</p>	<p>“Communication.”</p> <ul style="list-style-type: none"> As a warm-up, have students look at the photo and describe what they see. Have them read the caption and ask, (What holiday are these people celebrating? Where is it? How are they celebrating?) Provide vocabulary support as needed. Elicit what students 	<ul style="list-style-type: none"> Elicit explanations of topic sentences, supporting details, and concluding sentences. Refer students back to previous units for information as needed. 	<ul style="list-style-type: none"> ✓ Notebook ✓ Text book ✓ Short stories ✓ Pen, pencil ✓ Colors ✓ Audios ✓ videos 	<ul style="list-style-type: none"> Individual In pairs Team Group 	<ul style="list-style-type: none"> ➤ Class participation ➤ Homework ➤ Class work

	<p>know about Carnival and where it is most famous (Rio de Janeiro, Brazil; New Orleans, US; Venice, Italy, among others).</p> <p>A)</p> <ul style="list-style-type: none"> • Have students discuss the questions with a partner. • Share ideas as a class, taking notes on the board to clarify vocabulary and stimulate 				
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	<p>further participation.</p> <p>B)</p> <ul style="list-style-type: none">• Briefly elicit the meaning of opinion if helpful. Then go over the opinions and point out the expressions in the box. Have students note their thoughts individually.• Briefly, compare opinions as a class. If students are interested in discussing them further, let them know that there will				
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	<p>be an opportunity for that later in the lesson. Writing</p> <ul style="list-style-type: none"> • Elicit explanations of topic sentences, supporting details, and concluding sentences. Refer students back to previous units for information as needed. <p>1</p> <p>“Writing.”</p> <p>C)</p> <ul style="list-style-type: none"> • Have students read the information in the Writing Skill 				
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	<p>box individually. Point out how this paragraph structure is very similar to what they have already seen but that the specific purpose of the paragraph is to express an opinion.</p> <p>D)</p> <ul style="list-style-type: none">• Have students complete the exercise, then compare ideas with a partner.• Review the answer as a class,				
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	<p>prompting students to identify what parts of the paragraph led them to their answer. Clarify any vocabulary questions.</p> <p>E)</p> <ul style="list-style-type: none">• Have students complete the exercise individually.• Review answers as a class. Make sure students understand that only the sentences				
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	<p>that support the topic sentence are the supporting reasons. Many sentences in the paragraph will not be circled or underlined.</p> <p>F)</p> <ul style="list-style-type: none">• Go over the directions and the visual map. Remind students that planning can help them organize their ideas so they will be able to write their				
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	<p>paragraph more easily.</p> <ul style="list-style-type: none">• Have students complete the visual map. Monitor and assist, checking that their ideas for each part are logically connected. <p>G)</p> <ul style="list-style-type: none">• As students write their paragraphs, continue to monitor and assist, checking that their topic sentences, reasons, and concluding				
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	<p>sentences are coherent and clear.</p> <ul style="list-style-type: none">• As time allows, have students exchange paragraphs with a partner and review them using the three elements in the Writing Skill box as a checklist.				
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2.2 Testing and assessment tool.

Principles of testing

As teachers, we learned the importance of implementing exam tools, since in this way we can evaluate and identify the areas of opportunity for students and provide feedback. Some reasons why the exam is important are as follows.

- To measure the achievement of the objective (language).
- To diagnose students.
- To place them at the proper level.
- To identify student success.

In lesson 4 of unit 2a, of module 3, he explains about the concepts that we must be clear about when developing an evaluation tool.

Practicality

When designing exams, it is important that they are practical, easy to design, easy to administer and easy to score, that they save us time since our profession is highly committed and we must manage our time effectively and efficiently.

Reliability

The reliability of an exam is when the tool is consistent and reliable.

Teachers must ask themselves if the tool is consistent and reliable. A test that provides consistent assessments of student performance and is reliable is considered a reliable test. However, there are certain factors that abandon reliability:

- Reliability related to the student.
- Reliability of the rater.

- Reliability between.
- Intra-rater reliability.
- Reliability in test administration.
- Reliability of the test.

Validity

It is very important that the exam or test measures what it claims to measure since for the exam to be valid it must be clear about what it is measuring or testing. That is to say, it would be unfair and invalid for the exam to touch on topics that were not even seen during the classes.

Authenticity

When taking exams or tests, it is important to think about real situations that students may face in everyday life, since the purpose of learning a second language is to communicate effectively, in this way we can produce authentic materials that have a good result.

Washback

According to what I understand from lesson 4, the washback is the identification of the opportunity areas of each student, this in turn can have both a positive and a negative effect, the positive impact is that the student, when he already has the knowledge of his areas of opportunity the student can use this information to work on and improve those areas.

Tests can also generate a negative effect, since if the exam is too large or standardized in some contexts, the student may lose interest.

The informal evaluation is when during the class we provide the students with feedback and the formal evaluation are the tools that we design to be able to score them.

We have reviewed all these concepts and although we have put them into practice.

It is important to identify the moods of students because they may be subject to anxiety, stress or illness; this can affect them too much when grading their exam.

ASSESSMENT TOOL (LISTENING)

SKILLS	ADVANCED (5 POINTS)	PROFICIENT (4 POINTS)	SATISFACTORY (3 POINTS)	DEVELOPING (2 POINTS)	BEGINNING (1 POINT)
UNDERSTANDS TEACHER'S VERBAL INSTRUCTIONS	Could understand instructions correctly and follow without trouble.	Made only a few mistakes in understanding instructions and could follow with no help from others.	Made some mistakes in understanding instructions but could follow with clarification by others.	Made significant mistakes in understanding instructions and could barely follow with help from others.	Could not understand and follow instructions at all.
UNDERSTANDS TEACHER'S VERBAL QUESTIONS	Could understand the questions correctly and provide sufficient responses.	Made only a few mistakes in understanding questions and could provide somewhat appropriate responses.	Made some mistakes in understanding questions, but could provide somewhat unclear responses.	Made significant mistakes in understanding questions and could only provide unclear responses.	Could not understand questions, and provided no responses.

UNDERSTANDS RECORDED INSTRUCTIONS	Could understand the instructions correctly and follow them with no problem.	Made only a few mistakes in understanding the instructions and could follow with no help from others.	Made some mistakes in understanding the instructions but could follow with clarification by others.	Made significant mistakes in understanding instructions and could barely follow with help from others.	Could not understand and follow instructions at all.
UNDERSTANDS RECORDED QUESTIONS	Could understand the questions correctly and provide sufficient responses.	Made only a few mistakes in understanding the questions and could provide somewhat appropriate responses.	Made some mistakes in understanding the questions but could provide somewhat unclear responses.	Made significant mistakes in understanding the questions and could only provide unclear responses.	Could not understand the questions, provided no responses at all.
UNDERSTANDS PARTNER(S) IN PAIR/GROUP WORK	Could understand correctly and actively pursue the	Made only a few mistakes in understanding and could pursue the	Made some mistakes in understanding, but could pursue the	Made significant mistakes in understanding others and could	Could not understand the talks at all and couldn't pursue the

	communicative activity.	communicative activity with no problem.	communicative activity to the certain extent.	barely pursue the communicative activity.	communicative activity at all.
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ASSESSMENT TOOL (SPEAKING)

SKILLS	ADVANCED (5 POINTS)	PROFICIENT (4 POINTS)	SATISFACTORY (3 POINTS)	DEVELOPING (2 POINTS)	BEGINNING (1 POINT)
PRONUNCIATION	Phonetically correct almost error-free. Awareness of accent. Genuine effort to sound like native speaker.	Comprehensible, generally correct. Occasional error.	Frequent errors that confuse listener and require guessing at meaning.	Many errors that interfere with comprehensibility.	Most utterances contain errors. Many utterances are incomprehensible.
FLUENCY AND ACCURACY	Smooth flow, quick, continuous flow, natural pauses.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Halting, hesitating visibly translating before responding can rephrase and respond.	Frequent hesitations, searches for words; overly translates questions before response; repeats question word before	Constant searching for vocabulary, verb tense. Does not complete utterances.

				response; eventually responds.	
VOCABULARY	Very good; wide range Uses appropriate and new words and expressions.	Good, appropriate vocabulary generally good response.	Vocabulary is just adequate to respond. No attempt to vary expressions basic	Inadequate vocabulary or incorrect use of lexical items. Communication difficult.	Does not complete responses. Responses one or two words in length. Vocabulary repeated.

ASSESSMENT TOOL (READING)

SKILLS	ADVANCED (5 POINTS)	PROFICIENT (4 POINTS)	SATISFACTORY (3 POINTS)	DEVELOPING (2 POINTS)	BEGINNING (1 POINT)
FLUENCY AND PRONUNCIATION	Fluent and expressive reading; adheres to punctuation and reads at a	Fluent but lacks expression; adheres to most punctuation and reads at an adequate pace;	A few inappropriate pauses; adheres to some punctuation and reads too slowly/fast;	Sometimes repeats self; do not adhere to punctuation; reads at a poor pace; pronunciation	Hesitant; often repeats self; totally oblivious to punctuation; difficult

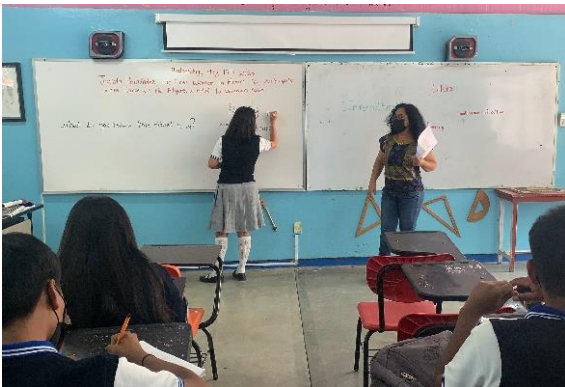
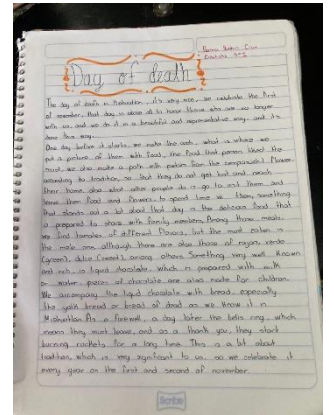
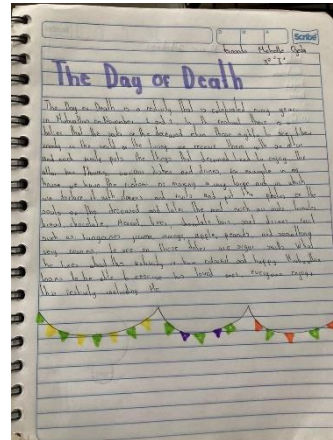
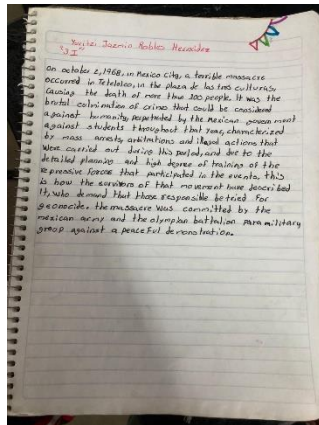
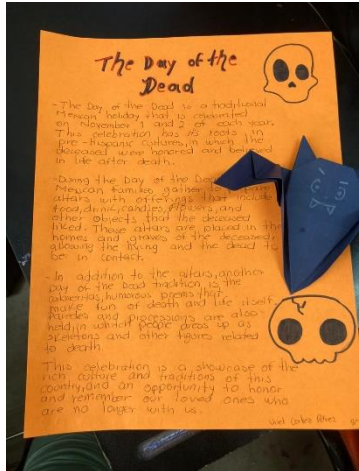
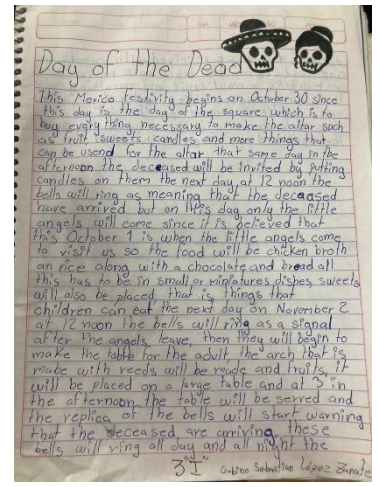
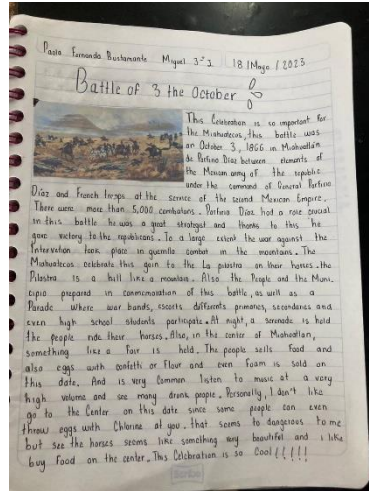
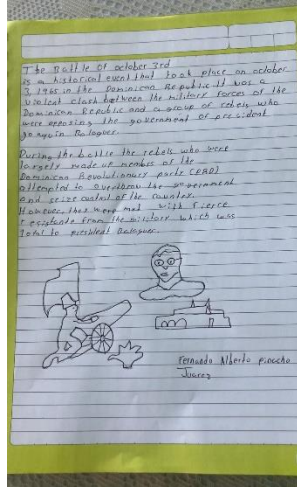
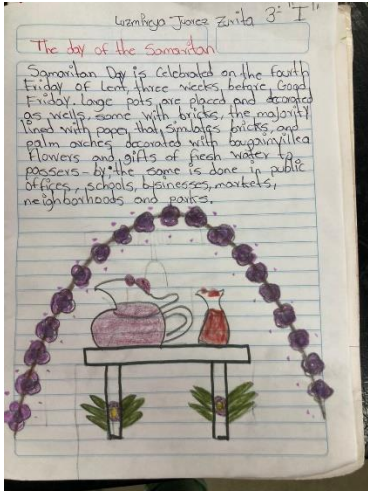
	good pace; pronunciation clear and unambiguous.	pronunciation clear and unambiguous.	attempts to modulate voice; fair pronunciation.	ambiguous; sometimes difficult to understand.	to follow by listening alone.
DEMONSTRATES USE OF TONE AND INFLECTION	Reads expressively and conveys feelings exceptionally well.	Reads with good expression and attempts to convey feelings or atmosphere.	Attempts to read with expression.	Limited/no expression but can be followed.	Too poor to be expressive; meaning lost.
USE OF EYE CONTACT / AUDIENCE CONTACT	Altogether appropriate eye contact.	Good eye contact.	Successful efforts to make eye contact.	Unsuccessful attempts at making eye contact.	Almost no/no eye contact.
READING WITH COMPREHENSION	Confident has understood the text fully; gives all the necessary details.	Fairly confident and gives most of the necessary details.	Moderately confident; gives some necessary details.	Attempts to retell the story; gives very few of the necessary details.	No response.

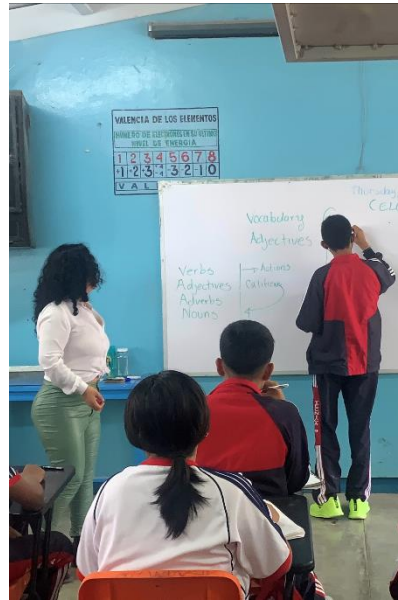
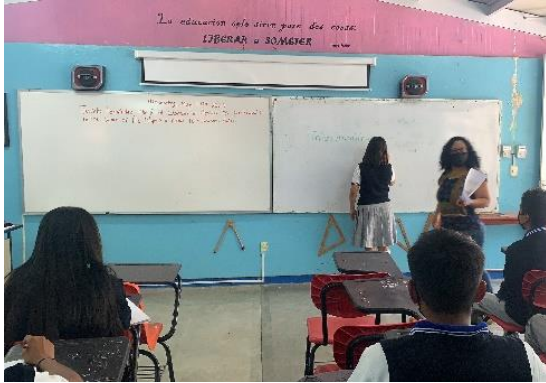
ASSESSMENT TOOL (WRITING)

SKILLS	ADVANCED (5 POINTS)	PROFICIENT (4 POINTS)	SATISFACTORY (3 POINTS)	DEVELOPING (2 POINTS)	BEGINNING (1 POINT)
CONTENT	Contextually correct. Almost error-free. Genuine effort to write like a native speaker.	Comprehensible. Generally correct. Occasional error.	Frequent errors that confuse reader and require guessing at meaning. Obvious translation from English that is difficult to follow.	Errors interfere with comprehensibility.	Most clauses contain errors. Many phrases are incomprehensible. Fails to communicate main ideas.
COHERENCY	Smooth flow. Very good transition. Appropriate punctuation-	Good use of transition, flow. Each clause fits within context.	Choppy Visibly translated. Comprehensible.	Much use of English many restatements of same information. Uses language significantly below expected level.	Inappropriate phrases, isolated words. Uses unrelated vocabulary.

SYNTAX	No grammatical errors.	Few syntax errors. Minor errors that do not impede communication.	Frequent errors.	Many errors (agreement, verb forms). Errors in basic structures. Errors impede communication.	Most structures incorrect. Constant use of infinitive; no conjugation. Reader understands only because of past experience.
VOCABULARY	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.	Good, appropriate vocabulary. Generally good response.	Vocabulary is just adequate to respond. No attempt to vary expressions Basic.	Inadequate vocabulary or incorrect use of lexical items. Communication difficult.	Incomplete sentences or fragments. Vocabulary repeated. Inappropriate vocabulary.

2.3 Evidences of the outcomes.





2.4 Evidences of my designed tools to assess my students.

Exams and evaluations generate certain emotions in our students. In my case, working with adolescents from technical secondary school is a great challenge. I often face situations of anguish, anxiety, nervousness, stress, these emotional responses are due to the environment, to the stage of development in which they are, the student-teacher relationship, the development of the student during classes, all these are factors that benefit or affect student performance. All types of students can experience some degree of test anxiety, and second language learners are no exception. In fact, those students who study in a second language learning environment are especially susceptible to anxiety due to the additional stressors they face. It is because of this situation that second language teachers must be very careful when constructing exams, tests and evaluations, since they must comply with certain characteristics that make them effective and efficient. Throughout my experience as a second language teacher I have realized how important evaluations are, however, these evaluations must be appropriate according to the age, level, and learning styles of the student; Likewise, determine the type of evaluation that can be applied, whether formal or informal.

Personally, I identify with informal evaluation since I believe that students should be constantly evaluated, in each class, through their participation, their comments, without planning it spontaneously, it is important to provide feedback and motivate students so that they have a better achievement.

Regarding the formal evaluation, I believe that it is important to carry it out using an instrument designed in an efficient and timely manner, with certain characteristics so that students can easily understand it, that it covers the topics that were seen during the classes and, in addition, that this type of evaluation it must not have the absolute value to assign them a final grade.

2.5 video from assignment 2b.



<https://www.youtube.com/watch?v=sg7q4UEXwe8&t=33s>

3. CHAPTER 3: EXPERIENCE REPORT.-

3.1 EXPERIENCE REPORT

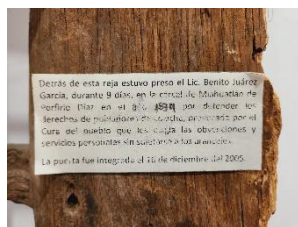
I have been working with my students during several sessions, throughout this work I have the following evidence together with my students, they are working on the celebrations of our community and our school. We are in the process of continuing to build our teaching-learning day by day. Fortunately, in our state (Oaxaca) we have a lot of diversity to take advantage of.

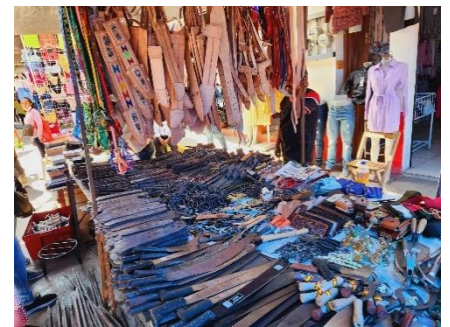
We have talked about interculturality, how they relate to this concept in their daily life, how they view themselves in a situation where they have to adopt other cultures, and they also did some work on the different festivities of our state.

My students carried out extra activities such as observing the plaza on Monday, (the flea market), they were able to capture the different images of all the products that are sold there, in our community the plaza is held on Mondays, it is the largest of the District; it takes place in the center of the city and all around it, streets and streets are filled with different products, fruits, vegetables, meats, household products, furniture, etc. Right here we have the great advantage that many fruits, vegetables, flowers are produced; we also have many palm artisans and reed baskets. My students found a variety of products, they became researchers and they also had the opportunity to interview the people who come to sell. All this information is helping them to understand culture and interculturality. It is wonderful to see how they are interested in the way to live from all the people who come from all the communities that surround us, and also learn their native language. From there it occurred to me the fact of being able to make a project, perhaps a triptych or a video presenting all the narrative in English and showing the richness of our culture, uses and customs that are still carried out in our towns today. autochthonous as is the fact of naming authority, in some communities it is still customary to elect their political representatives, the church, their butlers, cleaners, (in a few words from the municipal

president to the one who is going to light the candle at the church, etc.) By means of the town meetings where all the habitants over the age of eighteen participate and those who do not participate are charged a fine.

In the end, my students were fascinated by these activities since many of them come from other places and they learned a little about the culture of the Miahuatlan District. That this becomes intercultural when adapting to new cultures the way of dressing, eating, customs, values, the way of communicating between people regardless of their race, color, origin, etc.





4.CHAPTER 4:

CONCLUSIONS.-

4.1 Conclusions.

As a conclusion, this project has brought me a series of lessons, satisfactions, new experiences. I thought I was a good English teacher, but the truth is that I am far from it, now I realize all the areas of opportunity that I have and I want to reinforce them, however I am happy and grateful for all the learning that I have obtained together with my colleagues and everything that my tutor has shared with me. I am fascinated with the subject of interculturality. I had not realized that it can be so useful for students to motivate themselves and find the subject of culture and interculturality attractive in learning English as a foreign language. Throughout this project I have learned to design classes, more aware of what I want to transmit to my students, which is not only based on textbooks or digital tools, it is something that goes much further, such as being able to identify the interests of my students and design the classes according to their needs. Likewise, I learned to develop evaluation tools, since I was used to qualifying in another way, the classic that we know here in Mexico based on the plans and programs of the SEP. Likewise, I have learned throughout the specialization about teaching-learning methodologies, etc. It is extremely important to expand our knowledge, considering that there are many ways to continue preparing ourselves as teachers, always to give the best as a professional.

5. Appendices.

A GOAL Describe a Celebration

Vocabulary

A Read about a special New Year's celebration.



New Year's Day is a **holiday** around the world, but people in Edinburgh, Scotland, **celebrate** it in an exciting way. They have a festival called Hogmanay. Hogmanay **takes place** all around the city, from December 29th to January 1st. It starts with a parade on the night of December 29th. On December 30th, there are concerts and dancing. Finally, on New Year's Eve, there is a street party with fireworks, and people wear very colorful **costumes**. There is always a big **crowd**, even though it's very cold. One year, more than 100,000 people **participated**. The celebration in Edinburgh is very **well-known**, but the **annual** Hogmanay festivals in other cities in Scotland are popular, too.

Fireworks on Calton Hill during Edinburgh's Hogmanay in Edinburgh, Scotland

B Write the words in **blue** next to the correct meaning.

- | | |
|--|--|
| 1. _____: happens | 5. _____: happening once each year |
| 2. _____: famous | 6. _____: special clothes for a performance |
| 3. _____: a day when people don't work | 7. _____: do something enjoyable for a special day |
| 4. _____: a large group of people | 8. _____: took part in |

C Would you like to participate in Hogmanay in Edinburgh? Why? Discuss in pairs.

D Complete the paragraph with words from A.

China also (1) _____ New Year in an exciting way, but it is at a different time of year than Hogmanay. It always (2) _____ in January or February. New Year is the most important Chinese (3) _____, and most people don't have to work. The (4) _____ celebrations include a big meal with family, a gift of money in a red envelope for children, and fireworks. One of the most (5) _____ traditions of Chinese New Year is the dragon or lion dance. There is always a big (6) _____ watching the dance.

E **MY WORLD** How do you celebrate New Year's Day? Discuss in pairs.

I would like to participate in Hogmanay because I love music and dancing. How about you?

No, I wouldn't like it. I don't like big crowds.

Grammar

Comparisons with as ... as

Subject + be +	(not) as + adjective + as +	complement
New Year's Day is	as exciting as	Independence Day. (The two holidays are equally exciting.)
Hogmanay is	not as popular as	Carnival. (Hogmanay is less popular than Carnival; Carnival is more popular than Hogmanay.)

Use as ... as to say that two things are equal. Use not as ... as to say that two things are not equal.

F Write sentences with (not) as ... as to compare the two festivals.

	The Spring Festival	The Harvest Fair
1. old	started in 1970	started in 1970
2. long	2 days	4 days
3. popular	5,000 people	5,000 people
4. expensive	tickets are \$15	tickets are \$30
5. big	10 concerts	23 concerts
6. well-known	on a few local TV shows	on the internet

- The Spring Festival **is as old as the Harvest Fair**.
- The Spring Festival _____
- _____
- _____
- _____
- _____

G Choose two celebrations that you know. Compare them using as ... as.

WORD FOCUS

A **festival** is a type of celebration; for example, the Festival of Colors is celebrated in India in March.

A **festival** can also be an event that you pay to go to.

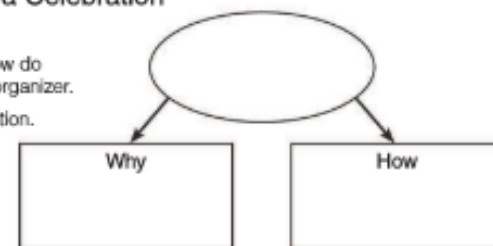
GOAL CHECK Describe a Celebration

- What is your favorite celebration?
- Why is it your favorite celebration and how do you celebrate it? Complete the graphic organizer.
- Tell a partner about your favorite celebration.

What's your favorite celebration?

Well, I really love weddings!

Why?



B GOAL Compare Holidays in Different Countries

Listening

A Listen to three people talk about a holiday in their country. Number the countries in the order that you hear about them.

a. Japan _____ b. Mexico _____ c. United States _____

B Listen again and fill in the charts.

The Day of the Dead	Halloween	O-Bon
Country: _____	Country: _____	Country: _____
When is it? _____	When is it? _____	When is it? _____
How do people celebrate it? a. go to the cemetery with _____	How do people celebrate it? a. put on _____	How do people celebrate it? a. go back to _____
b. bring _____	b. ask for _____	b. participate in a special _____
What is the special food? a. sweet _____	c. watch _____	c. make big _____
b. candy _____	What is the special food? a. _____ b. _____	

The Day of the Dead is an important celebration, which sometimes takes place in cemeteries, in Michoacan, Mexico as well as in other parts of the country.



C MY WORLD Is there a special holiday in your country to remember people who have died? Discuss in pairs.

D Discuss these questions in pairs.

1. Do you know about any other holidays like these in other countries?
2. Why do you think different countries have similar holidays?

Pronunciation: Question Intonation with Lists

E Listen to the questions. Notice how the intonation rises and falls in questions with a list of choices.

1. Would you like to go on holiday in Mexico, the US, or Japan?
2. Is O-Bon in July or August?

F Read the questions and mark the intonation with arrows. Then, listen and check your answers. Finally, ask and answer the questions in pairs.

1. Is the Day of the Dead on November 1st or 2nd?
2. On the Day of the Dead, do people eat sweet bread, chocolate, or fruit?
3. Is Halloween for children or adults?
4. What do you like the most: the costumes, the candies, or the scary movies?
5. Is O-Bon in August or September?
6. At O-Bon, are there fireworks, bonfires, or both?

Communication

G In groups, imagine that you can take a trip to participate in one of the holidays in **A**. Discuss these questions.

1. How are these holidays similar? Think of as many answers as you can.
2. How are they different?
3. What could visitors do at each holiday?
4. Which holiday would you like to participate in? Why?

GOAL CHECK

Compare Holidays in Different Countries

1. Which holiday did you choose in **G**? With your group, make a list of reasons why you chose that holiday.
2. Now make a list of reasons why you didn't choose the other two holidays.
3. Explain your decision to the class. Say why you chose the holiday, and why you didn't choose the others.

We don't want to go to the Day of the Dead in Mexico because ...

So, we chose to go to O-Bon in Japan. We think ...

We want to go to O-Bon because ...

C GOAL Express Congratulations and Good Wishes

Language Expansion: Expressions for Celebrations

WORD FOCUS

We say, **Thanks for having / inviting us!** to thank someone after a party or dinner.

WORD FOCUS

Collocations: Use **congratulations** with **on your** + noun / noun phrase:
Congratulations on your promotion / graduation / new job / new baby / win!

A Read the expressions and how we use them.

Expression	Use it
Congratulations!	when someone is getting married, having a baby, getting a promotion, wins a game, etc.
Well done! Great job!	when someone has accomplished something difficult (passed a driving test, an exam, etc.).
Good luck!	to wish someone a good result or a good future.
Happy Birthday / Anniversary / New Year!	to greet someone or wish them the best on a holiday or special occasion.

B Write the correct expression for each situation in your notebook.

- Your friend has to take a difficult exam tomorrow.
- You're leaving someone's house after a Thanksgiving meal.
- Your neighbor tells you he plans to get married soon.
- Today is your friend's birthday. You see your friend.
- Your friend got an excellent grade on an exam.
- It is midnight on December 31st in London.

Hands with henna design for a wedding ceremony in Abu Dhabi, Dubai



Grammar

Would rather

Use would rather + base form of the verb to talk about actions we prefer.	I would rather have a small wedding than a big wedding.
Use would rather not + base form of the verb to talk about things we don't want to do.	I'd rather not have a party for my birthday.
Use would rather + base form of the verb in yes / no questions to ask people about their preferences.	Would you rather see Chinese New Year or Hogmanay?

C Use **I'd rather** to write sentences about things you would like to do on your birthday.

- have (a big party / a small party) *I'd rather have a big party than a small party.*
- eat (at home / in a restaurant) _____
- invite (lots of people / a few close friends) _____
- get (flowers / presents) _____
- wear (nice clothes / jeans and a T-shirt) _____

D Ask a partner about his or her preferences. Use the choices in **C** and **Would you rather ... ?**

Conversation

E Listen to the conversation. What are they going to celebrate?

- Mike:** Hi Katie! Congratulations on your new job!
Katie: Thanks, Mike. It was a really challenging interview, but I guess I did OK!
Mike: Well done! We should celebrate. Would you rather go out or invite a few friends to your house?
Katie: I think I'd rather go out for dinner. We can invite Lucia and Ana.
Mike: OK. I'll book a table at Italiano's.
Katie: Italiano's? I'd rather go somewhere quieter.

F Practice the conversation in pairs. Then, make new conversations. Change the situation and how you are going to celebrate.

SPEAKING STRATEGY

Notice Katie's answer to Mike's question about what she'd like to do: **I think I'd rather go out for dinner.** We often use **I think** at the beginning to make an answer less direct and more polite.

GOAL CHECK

Express Congratulations and Good Wishes

- Think of three situations in which you would congratulate or give someone good wishes.
- In pairs, decide which expressions from **A** you would use.
- Prepare the script for an etiquette guide video to show other students how to express congratulations and good wishes in English in different situations.

D GOAL Talk about Rituals

Reading

A Look at the title and the photo. What is a ritual? What do you think the woman in the photo is celebrating? Discuss in pairs.

B Scan the article and write the phrases in the correct paragraph.

- Turning to baby showers, in Ancient Greece and Egypt,
- Bridal showers celebrate the bride,
- Nowadays, both celebrations
- This tradition of giving gifts to the bride

C Read the article. Circle T for true or F for false.

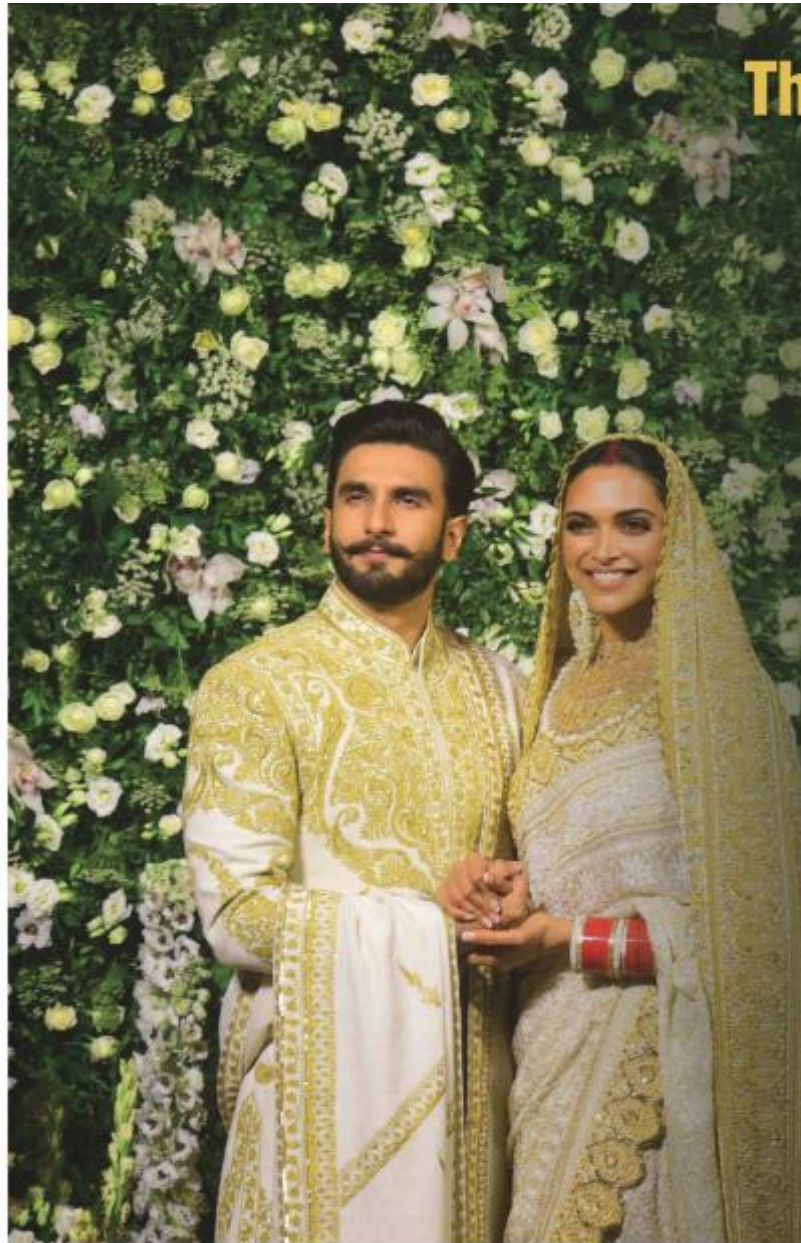
- Bridal and baby showers are modern rituals. T F
- The bride's family usually organizes the shower. T F
- The tradition of playing games at a baby shower began in the 19th century. T F
- People have always given gifts before the baby is born. T F
- Baby showers help people get the things they need for their new baby. T F
- The future father is always invited to the shower these days. T F

GOAL CHECK

Discuss the questions in groups.

- What do baby and wedding showers have in common?
- What do you think about men being involved in wedding and baby showers (as the future husbands or fathers, or as guests)?
- How do you think baby and wedding showers might change over the next twenty years?
- What special rituals for weddings and births are there in your country?

The Rituals of Life Events



Weddings and births have always been important moments for families and society. Not surprisingly, they involve celebrations and rituals. Apart from the religious rituals in many cultures for both of these events, typical celebrations also include the bridal shower and the baby shower. Many people think of these showers as modern rituals, but in fact both of them have their **roots** in history.

_____ the woman who is getting married, and they are usually organized by a close friend. The people invited are female friends and members of her family. There will be food and drinks, and the women will share stories, express their good wishes, and sometimes give advice. But perhaps the most important ritual is the "showering of gifts," when the guests all give presents to the bride-to-be.

_____ is believed to have begun in Holland in the 18th century. The story is that the daughter of a rich man fell in love with a poor man, but her father didn't want her to marry him. He **refused** to give her a **dowry** if she married the poor man. So her friends and family and people from the village all gave her gifts so that she could get married. Since then, it has been a custom for the bride to receive presents from her family and friends before her wedding. However, the word **shower** wasn't used until the 18th century, when it became popular to put the gifts in an open paper **parasol** and "shower" them over the bride.

_____ mothers were always **accompanied** by a group of women during and after the birth. One of their rituals was to offer gifts to the goddess of birth after the baby was born, as well as give useful gifts and food to the new mother. Pregnant women continued to be celebrated over the years, and in the 19th century the celebration developed into a tea party with gifts and games, after the birth of the baby. Finally, in the 20th century, after the Second World War, baby showers became more like they are today. Friends and family organize a shower before the baby is born, and people give the mother-to-be practical gifts to help her and the baby. The gift giving and the fun games are two customs that remain part of the baby shower ritual.

_____ often involve men, too. At a wedding shower, close friends and family sometimes celebrate the couple together before their marriage. And at a baby shower, both future parents might be there. There may also be male guests. Although the way we celebrate these important moments has changed over time, baby showers and bridal or wedding showers are part of the rituals surrounding these two important life events.

roots where something comes from, its origins
refuse say no to something
dowry an amount of money that a woman's parents give to the man she marries
parasol a kind of umbrella to protect you from the sun
accompany go or be with someone

E GOAL Share Opinions about Holidays 🌟

Communication

- A** What holidays do you celebrate? What do you and your family do for these celebrations? Discuss in pairs.
- B** Write your opinion about these sentences in your notebook. Use the expressions in the box.
1. A new holiday isn't a real holiday.
 2. Some old holidays are not very important now.
 3. Our country should start a new holiday.
 4. People spend too much money on holidays.
 5. It's very important to keep all of the old holiday customs.

I agree.
I'm not sure.
I disagree.

Writing

- C** Read about how to write an opinion paragraph.

WRITING SKILL: An Effective Opinion Paragraph

1. Begin with a strong topic sentence that clearly states your point of view.
2. Support your opinion by giving good, logical reasons for it.
3. End with a brief conclusion related to the opinion and reasons you gave.

A colorful float in a Samba School Parade at Carnival in Brazil



- D** Read the paragraph about holiday customs. What is the author's opinion?

Old holiday customs are an important connection to our past and our culture, so we should not forget them. These days many people would rather forget some holidays and their celebrations because they want to create new ones, or because they want to feel their life is different from their family's life in the past. They want to focus on the future, not the past, and they think some holiday customs are old fashioned. But the old celebrations are as important as new ones; they are part of our culture and our history, so they are a part of us. It is important to remember them.

- E** Look at the Writing Skill again. Identify the parts of the opinion paragraph in **D**.
1. Circle the topic sentence.
 2. Underline the supporting reasons. How many reasons does the author give to support her opinion?
 3. Circle the conclusion.
- F** Choose one of the statements from **B**. What is your opinion about it? Brainstorm ideas and complete the visual map with ideas for each part of the paragraph.

Topic sentence	
Supporting reasons	
Conclusion	

- G** Write a paragraph about your opinion. Be sure the paragraph contains all three elements from the Writing Skill.

✓ GOAL CHECK Share Opinions about Holidays

1. In small groups, explain your opinions about the sentences in **B** that you chose.
2. Do you agree or disagree with each other's opinions? Tell the class.

We agree about the first one.
New holidays don't feel real!

I agree, they are
like fake holidays!

Video Journal, students will watch a video about Jacinta Hernández, the first woman in Mexico to participate in the Dance of the Flyers, a ritual to summon rain.

https://drive.google.com/file/d/1sec8v-SCJbCtYaRrTvwkBdFo_UeuvkuJ/view?usp=share_link



VIDEO JOURNAL

DANCE OF THE FLYERS: JACINTA'S JOURNEY

A How do you feel when you are on the top floor of a tall building and you look out of the window? Discuss in pairs.

B Look at the photo. Discuss the questions in pairs.

1. What do you think this ritual is for?
2. What do you think the people who participate in the ritual do?

C Read the paragraph. Then, match the words in yellow to their meanings.

When the flyers climb the tall wooden **pole** in the town center, they only **focus on** climbing. They need to concentrate on what they are doing. At the top of the pole, the flyers tie a strong **rope** around their feet.

There is a **myth** from old times that says that women bring bad luck to the ritual. This belief is an **obstacle** for women who want to be flyers. A well-known flyer says she feels free, like a bird that has been let out of its **cage**.

1. pole _____
2. focus on _____
3. rope _____
4. myth _____
5. obstacle _____
6. cage _____

- a. an ancient story that isn't necessarily true
- b. a small space with bars on the sides where people keep animals or birds
- c. a difficulty
- d. a long, thin stick of wood or metal standing straight up in the ground
- e. strong, thick string made of long, twisted threads
- f. think about

D Watch the video. Answer the questions.

1. Who is Jacinta?

2. What does the Dance of the Flyers involve?

3. What is the Dance of the Flyers ritual for?

E Watch the video again. Circle T for true or F for false.

1. Jacinta was 18 when she first participated in the ritual. T F
2. When she first climbed, the pole was 50 meters high. T F
3. Her family has always supported her decision to be a flyer. T F
4. Some people believe there will be an accident if a woman participates. T F
5. The flyers go around the pole 15 times when they come down. T F

F Answer the questions. Watch the video again if necessary.

1. What did Jacinta feel the first time she flew?

2. How does she feel when she climbs the pole now?

3. Why does Jacinta say she knows she will go up but she never knows if she will come down?

4. What do these two ideas refer to?
 - a. "I had a really cold bar of ice in my stomach."

 - b. "I don't feel like a bird in a cage."

5. Why is the dance of the flyers also a ritual to Mother Nature?

6. What does Jacinta's family think about her now?

G Discuss the questions in pairs.

1. Why do you think Jacinta feels proud of herself?
2. How do you think the ritual has changed from ancient times to now? Will it change in the future? Use the ideas in the box to help you.

costumes gods men safety women

6. References.

http://upload.wikimedia.org/wikipedia/commons/3/3e/Roma_jakobson_theory.png

3) Jakobson R., "Closing Statement: Linguistics and Poetics," in *Style in Language* (ed. Thomas Sebeok), 1960

https://www.youtube.com/watch?v=v8_n9cf1ooc

<https://www.youtube.com/watch?v=2jc6DbvW31g&t=5s>

<https://www.youtube.com/watch?v=SxbFGWHkZFc>

<https://whatdoesmean.net/what-is-the-metalinguistic-function-of-language/>

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