

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**“Comunicación Intercultural, Evaluación e
Integración en mi Salón de Clases”**

TRABAJO RECEPCIONAL

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

PRESENTA:

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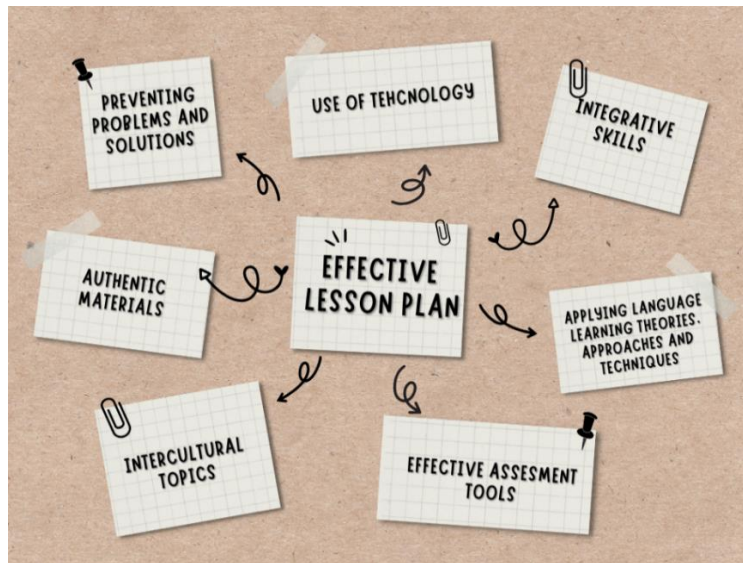
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FINAL PROJECT

“Intercultural Communication, Assessment and Integration in my Classroom”



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INTRODUCTION

Flora Lewis, an American journalist (25 July 1922 – June 2, 2002) once said that "learning another language is not only learning different words for the same things, but learning another way to think about things". Under this premise, learning English as a foreign language should not be limited to communicating and understanding the language per se, instead, we should be willing to expand our horizons to change the way we think when we use the language.

The Specialization in Teaching and Learning English as a Foreign Language involves not only understanding the mental processes and theories, methods and techniques under which a foreign language is learned but it also takes into consideration every aspect needed to communicate far beyond the linguistic aspects of the language. Thus, the students are aimed not only to reach linguistic goals but also to develop communicative and intercultural competences that can be better achieved through the use of appropriate methods, techniques, technology and efficient assessment tools. This specialization has taught me to carefully analyze all of the aforementioned aspects when designing a lesson plan and to reflect on the way I used to teach prior this knowledge, which has helped me improve my practice.

This project intends to demonstrate the implementation of the knowledge acquired on intercultural communication, assessment and integration on my own lesson plan taken into action in the classroom.

The first part focuses on the foundations that guide my practice explaining the theories under which such plan was designed, most of which are applied on my classes, followed by the statements that defined my teacher's identity and my philosophy.

The second part refers to the methodologies and practices reflected on a lesson plan of my authorship. The final design is presented prior a brief explanation of each of its parts.

The third part is an experience report where I make reflections on expected vs. real outcomes, the problems and challenges faced during the implementation of the plan and the reflections on what the students have learned.

A new perspective I gained during the specialization is to value fundamental aspects that should be analyzed before designing a lesson plan. The teacher's context and the students' profile help us anticipate expected problems presented in the classroom, which, if prevented timely, can lead to a more successful outcome.

Also, the video recorded of the lesson plan gave me a clear idea of the things that need to be improved, changed or added to get better results. I have also learned from my classmates who contributed to enrich my teaching practice with ideas I intend to implement in the future and, just as I learned from them, self-criticism is also crucial to improve.

I know that knowledge is limitless and there is a long way to go, but I'm certain that the knowledge acquired during the specialization will help me teach the language with a new perspective that broadens my student's learning scope with the ultimate goal of increasing their communicative competences.

CHAPTER 1: PHILOSOPHY AND THEORY

TEACHING CONTEXT, IDENTITY AND PHILOSOPHY

MY TEACHING CONTEXT

My name is Linda Hinostroza Ochoa. I am an Industrial Engineer in the field of production and hold a master's degree in BA. I acquired the English language during a one year stay in Albany New York and became an English teacher back in 1995. I have taught through the experience of my own learning and by applying the knowledge obtained from teacher trainings and seminars. I am currently teaching face-to-face classes at Instituto Tecnológico de Chihuahua, a professional engineering and BA school, and at Auto Zone, an American information technology company. I'm also teaching online classes to some employees of the municipality of Chihuahua. My students' profile and classroom settings for each setting are as follows:

1. Instituto Tecnológico de Chihuahua:

Students' Profile: adult learners of 18 years of age and older, students, middle class city residents.

Group Size: 10-25 students. Currently teaching 1 group, 22 students.

Top English Proficiency level demanded by the institution: English is studied in order to fulfill a curricula requisite which demands a B2 level.

Course program: 10 levels are administered in a 20-month program (40 hours per course) through a coursebook system named Top Notch and Summit by Pearson PLC. A course that includes video, audio-visual and books with approximately 25% devoted to authentic materials and 80% focused on experiential and task-based activities.

Facilities: A custom designed building named Center of Languages furnished with artificial climate, desk computers, Internet and projectors in some classrooms and an audio-visual room with a TV screen. It should be noted that the Internet service provides a poor signal and there is little or no maintenance done to the equipment, thus, computers are very

slow and some projectors often present overheating and other types of failures, a problem that is out of reach for us as teachers of the Institution.

2. Auto Zone

Students' profile: adult learners with an age range of 23 years and older, professional graduates of different majors, middle to high class city residents.

Group Size:

Top English level demanded by the company: English is studied to improve the students' communication skills in the company as they speak and write in English on a day-to-day basis to communicate with their peers in the United States, Brazil and India. The company provides the courses as a special benefit and demands a C1 minimum level in return.

Course program: 6 levels are administered in a 12-month program (60 hours per course) through World Wide English (levels 1-5) and Key Note (Advanced level) by National Geographic Learning Society. The courses include video, audio-visual and books with approximately 75% devoted to authentic materials applied to experiential and task-based activities. It should be noted that NatGeo courses emphasize cultural awareness as they take advantage of its journalism around the world. The most advanced levels on the other hand are carried out by a series named Key Note by NatGeo aimed to teach the students how to speak before an audience through TED talk techniques. They have also the opportunity to learn most advanced grammar for professional writing and to improve their listening skills and reading as they have contact with authentic materials from different English native countries.

Class setting: The classes are taught in the meeting rooms distributed across the premises. The same are furnished with artificial climate, TV screens, Internet, computers and projectors that are constantly updated to guarantee maximum efficiency.

3. Online Classes (Municipality).

Students' Profile: adult learners of 25 years of age and older, workers of the government of the State of Chihuahua with diverse educational backgrounds.

Group Size: 10-12 students.

Top proficiency level offered: English is studied in order to improve the workers curriculum. Although they don't use the language at work, the benefit may offer growth opportunities within the sector.

Course program: 8 levels are administered in a 48-month program (60 hours per course) through World Wide English by National Geographic Society.

Class setting: my personal office furnished with artificial climate, an updated PC, 3 screens and Internet Service suited to carry out a 2-hour class by zoom while sharing the corresponding materials. The students are informed of the minimum requirements they should have prior joining the groups.

MY TEACHING IDENTITY

I am a Mexican English teacher with 27 years of experience teaching Mexican young adults from different backgrounds in the city of Chihuahua. I teach for both private and public sectors, which leads me to adapt myself to my students' different contexts, profiles and learning needs. I view teaching as an opportunity for learning from my students as they continuously challenge my knowledge. I also believe that in a globalized world where the English language continues to be the lingua franca, developing communicative and intercultural competences is taking an increasing relevance.

MY TEACHING PHILOSOPHY

I believe that in order to provide comprehensive education in the English language, an English program should encompass not only the four skills (reading, writing, speaking and listening) but also the development of communicative and intercultural competences that will form students capable of communicating effectively in social environments and contexts different from their own. I also think that to use English effectively, students should be aware of other people's cultures and contexts, and that a deep understanding of these differences can be achieved from understanding their own culture. Applying functional methods aimed to teach the language as an object, rather than a system through the use of authentic materials is the best way to achieve active learning aimed to develop such competences.

I believe that every classroom has unique characteristics that should be addressed to in the development of a lesson plan, and probable problems arising from these conditions should be prevented by a good action plan.

As an experienced English teacher, I strongly believe I am in constant evolution and I always learn new ways to improve my work in the classroom. My role as a teacher is to act as a facilitator, provide materials to reinforce learning, encourage the students' participation and support every aspect of their learning process. The role of the students is to participate actively to obtain the results expected from them.

I also think that there are 5 crucial aspects to effective teaching: 1) the teacher should act as a knowledge figure who guides and encourages the students' participation while respecting their own independence and intelligence 2) the students should be willing to learn, otherwise, the teacher should be willing to use motivational techniques to engage them into learning 3) the students should have access to every resource possible to facilitate their learning 4) the physical context of the classroom should be appropriate in terms of infrastructure and resources 5) the course should be designed according to functional practices and flexible enough to incorporate new ideas and 6) the content of the lessons should include intercultural aspects to increase the students' communicative competences.

In addition, I think that unlike writing, the teaching of speaking should include aspects of intonation, emotion and stress in order to convey a clear message and the experiential approach is crucial to use the language in authentic situations.

I am open to share and implement ideas from colleagues and students that can add value to the my teaching practice in order to become the best version of myself.

There is no such thing as perfection in knowledge, however, as a teacher I commit myself to get the best of my students as they leave the classroom by providing them as much support and guidance as I can to help them improve their speaking, reading, writing and listening skills as well as their communicative and cultural competences.

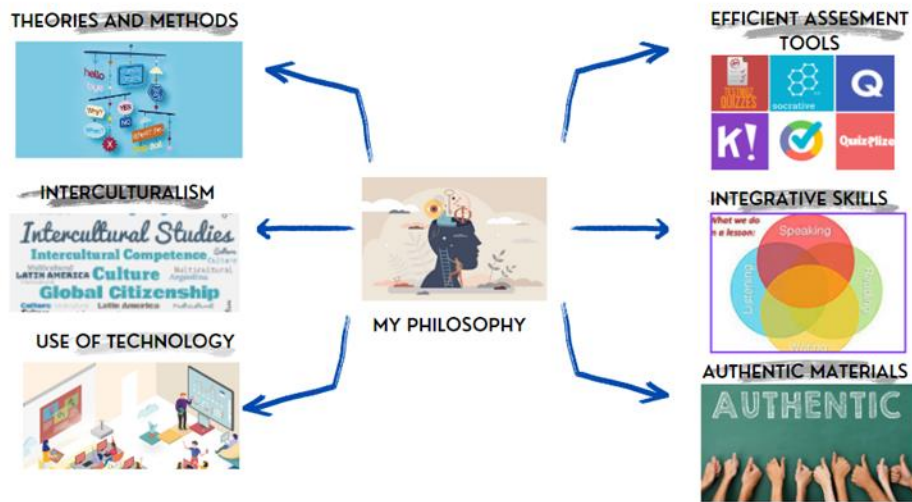


Figure 1: My Teaching Philosophy

1.2 THEORY UNDERLYING MY TEACHING PRACTICE AND IDENTITY

Some of the theoretical concepts upon which this lesson plan lies are the following:

1. The Sociocultural Theory of Mind. According to Russian psychologist Lev Vygotsky (1978), this theory explains the relationship between the mind and social and cultural factors. Although this theory is not about social and cultural aspects per se, it looks at the cognition at the time interaction is developed with social and cultural aspects.

The whole plan addresses cognitive aspects of interculturalism and it closes with an activity regarding interaction with cultural aspects of a particular topic.

2. The Genetic Method. This theory observes the development of the students' higher mental functions (Torre, 2006). In this plan, the teacher observes the language development learning of the students through the results obtained in each one of the activities to contribute to their learning process.

3.The Schema Theory. This model describes how a person uses his or her pre-existing patterns (called schemata) to interpret information which in turn will serve as feedback to process future information (Cambridge, 2014). This theory is applied almost in every skill of the lesson plan as follows:

Content schema is activated during the preview, the listening and the reading sections. The students do a warm-up activity to talk about what they know about the topic presented.

Linguistic schema is activated in the reading and listening sections which helps them understand meaning through their linguistic knowledge.

Formal schema is activated in the reading section as it prompts the students to identify the genre of the text (essay, newspaper, etc.) which helps them use their knowledge about the way the article (a web page, in this case) is organized to facilitate the reading.

4.The whole language approach. As per Patzel (1995), “whole language is an approach to, or attitude toward learning that sees language as a whole entity, and writing, speaking, reading, and listening should be integrated when learned” (Patzelt, Kare E., 1995) .The lesson plan integrates added skills within a main one. Thus, listening promotes speaking and reading promotes both speaking and writing. Also, at the beginning of a lesson, content schema offers an opportunity to encourage speaking prior introduction of reading, writing and listening.

5. The Communicative Approach: rather than grammatical knowledge, the communicative approach focuses on using the language appropriately, in other words, a successful language learning is achieved by communicating real meaning (Irmawati, 2012). This theory is applied in almost the whole lesson plan since the students have to communicate to each other during schemata activities, oral presentations and the like without necessarily focusing on their grammatical forms.

6. The Task Based Approach: The Task based approach is “a goal-oriented activity, in which learners work toward the achievement of an outcome while communicating in the target language” (Ren, 2021). This lesson plan has included a series of tasks that include grammar quizzes, oral presentations, research and speaking practices, to name a few.

7. The experiential approach. According to Knutson, (Knutson, 2003), “experiential learning encourages personal input, initiative, and self-direction in the learning process. Activities begin with accessing the specific past experiences of students”. The group chosen for this lesson plan share their experiences of communication with their peers in the United States, India and Brazil.

8. The interactional approach. This approach is used when the students engage in face-to-face conversations and during oral presentations when they interact with the audience.

CHAPTER 2: METHODOLOGY AND PRACTICE.

2.1 THE LESSON PLAN

DEVELOPMENT OF THE LESSON PLAN

The class setting chosen for this lesson plan is Data Zone. According to the Common European Framework of Reference for Languages (CEFR), the group chosen for the plan is set as A2+ which, according to the CEFR criteria, they are able to “produce simple connected texts or topics that are familiar or of personal interest, describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans” (CEFR, 2023) .

The group is composed of 8 students, professional adults with learning needs aimed to their jobs’ necessities. The lessons were intended to take 8 to 10 hours. The real time was 10 hours in a 5-day period with a 2-hour lesson per day and a final oral presentation by the students who took 7 to 8 minutes each (4 presentations in pairs).

CLASSROOM SETTING

Data Zone opened its franchises in Mexico in 1998 across 32 states in the Republic of Mexico. As for Chihuahua city, this company provides with information technology and customer services to the United States, Brazil, India and Mexico. The English language is the means of communication used in approximately 70% of its operations and the remaining 30% attends businesses in Mexico. Nowadays, the company is implementing classes of Portuguese in the premises to attend businesses in Brazil.

The classroom is actually a meeting room equipped with a projector and a TV screen. The class is projected in 2 giant screens on both sides of the wall. The audio comes out of the TV screens. The students are sat in comfortable executive chairs. All the equipment is available at all times with no connectivity issues; however, the Internet supplier may present failures occasionally. There is a department of systems that work efficiently at all times to solve technical issues.

STUDENTS' PROFILE

As mentioned earlier, the students are adults whose age range from 25 to 50 years old. The group is composed of 8 persons working in different departments, sharing the same learning needs. Their learning style is mostly visual and auditory.

By the time the lessons were applied, I had already spent more than 60 class hours with this group, a time during which I was able to detect 1 phantom, 7 social, 8 task-oriented and 3 dependent students.

It is important to mention that given the use of the language in intercultural environments such as that of the United States, Brazil and India, this group was a perfect fit to develop the topic of this lesson plan.

MATERIALS

The students were given a set of 10 paper sheets containing the unit designed for the lesson plan. The lessons contain written and audio texts with authentic materials adapted to the level. The classroom has a projector, 4 TV screens, sound system and Internet connection.

The lessons are digitized to be projected on the screens.

2.1.1 PREVIEW

Topic of the unit: “Traditions of the World”

Level: A2+

This lesson plan was designed to comprise a 5-lesson unit addressing the 4 skills of English. Grammar and vocabulary are introduced as independent lessons that integrate throughout the unit. A description of each lesson includes the activities to be developed by the students, their corresponding assessment tools and the rationale behind them. The unit begins presenting 6 traditions of the world. The students activate schemata first, by analyzing the text genre, and later, by answering questions related to the pictures. They later reflect on the importance of learning about cultures around the world.

2.1.2 TEACHERS' AND INSTITUTIONAL OBJECTIVES.

The institutional objectives which, in this case should be referred to as the company's goals, are for the workers to reach a C1 English proficiency level. Also, the testing procedures are requested in the form of 4 summative tests that evaluate the four skills at end of each unit in the skills of listening, grammar, writing and reading. As for speaking, 2 tests are administered in the middle and at the conclusion of the course. The format used for the speaking tests is variable as it may include an oral presentation, a one-on-one dialogue between the students or an individual interview by the teacher.

My objective as a teacher is to work on the ongoing difficulties the students may have, that is to say, their learning needs. Every group has a unique profile and the groups I teach at the company have special needs for listening since they deal with more than 4 regional accents. Business writing and oral presentations are aspects they need to develop as well.

As for this lesson plan, my objective was to focus on aspects the students need to work on, particularly, the use of tenses, pronunciation, accuracy, focus on meaning, writing and listening, to name a few. The unit was suited to fit into their regular program.

2.1.3 USE OF TECHNOLOGY

The following resources were used during the development of the lesson plan:

You Tube. Listening activity.

Google Classroom: students upload extra grammar exercises to the platform.

Socrative: This tool is used to make evaluations at the end of the unit.

Google dictionary: used to find vocabulary and during repetition drills (speaker tool).

2.1.4 SEQUENCE OF THE LESSONS

PRESENTATION OF THE UNIT

The unit begins presenting the topic: “Traditions of the world”. The students activate schemata by observing a set of 6 pictures depicting 6 traditions around the world. They do deductive thinking to figure out what the traditions are about and where and when they take place. The objective of this activity is to activate previous knowledge to have the students reflect on the importance to learn interculturalism while learning English.

LESSON 1

Lesson 1 presents a set of vocabulary related to traditions. The students will be using this vocabulary in addition to the words they already know to develop writing and speaking activities. The vocabulary is also learned through the use of collocations.

LESSON 2

Lesson 2 presents the first part of the grammar. The topic is comparatives as they will be using the forms to compare traditions between two countries.

The second part of the grammar is present tense. This is presented as a review as the students reflect on the use of routines when speaking about activities performed during celebrations to commemorate holidays.

LESSON 3

This lesson presents a listening activity on which students activate schemata from the traditions learned before, that is, at the beginning of the unit. A listening text is used to describe the characteristics of each tradition with further detail.

LESSON 4

Lesson 4 presents a review of past tense as the students will use it to describe the history about traditions.

LESSON 5

Lesson 5 presents a reading text about a tradition shared by the United States and Mexico: “5 de Mayo”. The purpose of this activity is to have the student reflect on the fact that even though the holiday is the same, two cultures celebrate it in a different way given

the impact this history had in their communities. The students activate schemata by determining the text genre and discussing what they already know about the topic.

LESSON 6

Lesson 6 presents a task-based activity where the students do research to write a 2-paragraph text describing a tradition they find interesting. The purpose of this task is to have the students displayed their knowledge on grammar and to use the vocabulary of the lesson.

LESSON 7

Lesson 7 intends to do a speaking activity as the final product of the unit.

Objective

The students will engage in a speaking activity using present and past tenses to describe traditions, and comparatives to contrast opinions while reflecting on hasty judgements.

Activity.

Before developing this skill, the students are asked to join in pairs and choose one of the traditions developed on their individual writing activity. They will then expand their research to talk about the historical events that originated the tradition and present their findings with a task-based activity. They should bring pictures or objects related to their topic and a giant drawing of an iceberg on a flipchart or a digital image. The first step will consist of them describing the tradition by displaying the objects and pictures on the top of the iceberg drawing. At this point, the students will be asking their classmates their opinion about what they are describing. In the second step, the student will begin to talk about the story behind the tradition while displaying representative objects or pictures on the bottom of the iceberg. Then, students will reflect on their opinions after acquiring new knowledge of the same. This activity helps make contrasting points of views and help them understand other cultures better.

2.1.5 INTEGRATIVE SKILLS

Integrated skills are incorporated in each of the four language skills (listening, speaking, reading, and writing) to develop students' communicative competence and their ability to use English. Thus, listening and speaking (schemata activation) are used in reading, while reading is used in writing and so on. It's a fact that using a single language skill is not common in communication activities and that has to be considered during teaching.

The lesson plan contains a description of the integrated skill incorporated to each skill targeted lesson.

The activities in the classroom present many opportunities to use integrative skills. To name a few, the concept of critical thinking is an open door to activate integrative skills such as writing and speaking since the students get to speak about a written task based on reflections over the topic. The same goes true when the students speak about a recently read article.

2.1.5 THE LESSON PLAN CHART

LESSON PLAN FOR A 4-SKILL LESSON					
TEACHER: LINDA HINOSTROZA OCHOA		COURSE: ENGLISH AS A FOREIGN LANGUAGE		LEVEL: INTERMEDIATE	
ESTIMATED TIMING: 8 - 10 hours		GENERAL OBJECTIVE: To raise cultural awareness through the study of traditions around the world. and that of other cultures around the world through the use of L2			
CLASS TITLE: TRADITIONS		Academic Objectives: to learn vocabulary on traditions and the form and usage of comparatives and to practice simple and past tenses applied on frequent activities and history of traditions			
TECHNIQUES: Interactive grammar (dialogues std-std, tch-std), grammar contextual clues quizzes, communicative activities (team presentations, group discussions, etc) repetition drills					
MATERIALS: Technological resources: youtube, google dictionary, google speaker, Socrative and Google Classroom; text sheets.					
ANTICIPATED PROBLEMS: mixed levels, lack of motivation, lack of understanding, group size, pronunciation gaps					
POSSIBLE SOLUTIONS??					
Skill /	Stages	SKILLS	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	Time
Lesson presentation	Warm-up	Schemata activation	Ask students what they know about the topic Target questions: what are traditions?	Look at the pictures, inquire what each tradition is about	15
Vocabulary	Vocabulary	Vocabulary building	Present vocabulary with an audio from Google tool Present the topic: collocations Give directions to solve flowcharts	Listen and repeat Solve exercises (complete collocations, flowcharts)	10 10 20
Grammar	Grammar	Grammar forms Comparatives	Explain comparatives Instruct to complete exercises Review and feedback	Ask questions, take notes Complete quizzes Give more examples on comparatives	
Int. Skills: Speaking, writing vocabulary and grammar		Grammar forms Simple Present Tense: review	Explain grammar: simple present tense Question and answer section	Take notes Ask questions to the teacher, answer questions about the explanation	10-15 20
			Give indications for exercises 1 and 2 Review and feedback	Solve exercises 1 and 2 Check doubts	10-15
			Question and answer section	Take notes Ask questions to the teacher, answer questions about the explanation	10-15
			Give indications for exercises 1 and 2 Review and feedback	Solve exercises 1 and 2 Check doubts	20 10-15

Figure 2. The lesson plan chart.

Skill / Component	Stages	SKILLS DEVELOPMENT (RATIONALE)	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	Time
GRAMMAR	Grammar	Past tense Review	Explain grammar: simple past tense	Take notes	10-15 20
			Question and answer section	Ask questions to the teacher, answer questions about the explanation	
			Give indications for exercises 1 and 2	Solve exercises 1 and 2	10-15 10-15
			Review and feedback	Check doubts	
Question and answer section	Take notes	10-15 20			
Give indications for exercises 1 and 2	Ask questions to the teacher, answer questions about the explanation				
Review and feedback	Solve exercises 1 and 2	10-15			
				Check doubts	
READING	Pre-reading	Critical thinking	Inquiry the text genre.	Determine the text genre.	10-15 5
			Go back to page number 1, remind students about 6 traditions. Explain now that they are going to read about a tradition shared by 2 countries.		
	Have students reflect on the fact that 2 countries can share the same tradition with a different perspective	The students reflect on different cultures	3		
	While-reading	Skimming Scanning Vocabulary building Pronunciation fluency, stress intonation, etc	Ask students to read in silence	Read in silences	5
Ask students words they don't understand			Check vocabulary	5-7	
		Chose 6 students the read each tradition aloud	Read aloud, focus on pronunciation, stress, intonation and fluency	12	
		Take notes on pronunciation, intonation and and stress as they read and provide feedback			
		Review new words			
	Post-reading	Critical thinking	Ask students conclusions about the reading using comparatives	In teams, provide points of view, using comparatives between one tradition shared by two countries	15-30

Figure 2. The lesson plan chart (Cont.)

Skill / Component	Stages	SKILLS DEVELOPMENT (RATIONALE)	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	Time
WRITING Int. Skill(s): Speaking Reading	Pre-writing	Schemata activation	Ask students what kind of activity they feel attracted to or find interesting to learn from the world.	Speak about what they like regarding traditions in any place of the world.	5-15
	While-writing	Grammar: present present cont. Vocabulary: : traditions Punctuation Organization Collocation Sequence	Ask students to write a paragraph about an interesting foreign tradition. It should be something they don't know about.	Write a paragraph about traditions using the forms and vocabulary previously seen	15-25
	Post-writing	Pronunciation, fluency, etc. Critical thinking	Review and provide feedback Ask some students read their final work Ask students why they chose that tradition and explain their impressions	Check feedback, take notes, ask questions if any, correct any errors Read their text and talk about what was learned. Reflect on their findings and provide opinions.	5-20 3 15
SPEAKING Int. Skill(s) Writing	Pre-speaking	Schemata activation	Ask students what they have learned so far about traditions around the world Ask students to work in teams to make a research about the facts they learned in regards to an interesting tradition around the word. It should be a tradition their don't know about.	Make a list of facts learned about traditions at this point Make a research about an unknown tradition of the world. Bring in representative objects that may help illustrate your work. Draw a giant iceberg on a flip chart and bring it along.	5 HW
	While-speaking	Pronunciation, fluency, stress intonation Intelligibility	Ask each team to place the flipchart (with the iceberg drawing) on the floor or a table. Have them place the objects or pictures they brough on the top of the iceberg.	Present your work: Put the object that represent the tradition on the top of the iceberg. Ask classmates their opinion. As you speak, write the meaning, origin and history of the tradition on the bottom of the iceberg.	15-20
	Post-speaking	Critical thinking	Ask students to reflect on the results. Explain why it's important to know traditions around the world. Facilitate the discussion on the relationship between the visible and invisible aspects of culture	Students reflect and give final thoughts.	20-30 7

Figure 2. The lesson plan chart (Cont.)

2.2 ASSESMENT TOOLS

INFORMAL TOOLS

Informal tools help teachers evaluate their students in their learning process. The tools I included in this lesson plan were completion, listen and repeat, multiple-choice, open-ended questions and rubrics to evaluate writing and speaking.

FORMAL TOOLS

A formal test that included the 4 skills was applied at the end of the unit. Even though the informal assessment was not used to grade the students, it was very valuable as the students obtained feedback from their classmates and the teacher to improve their learning process before they had to be graded.

A detailed use of assessment tools is described as follows:

Vocabulary and grammar

Assessment tools: completion tasks, multiple choice and repetition drills.

Rationale behind the grammar and vocabulary assessment tools:

Formative, planning, organization, time management and process oriented with feedback.

Listening

Assessment tool: completion and multiple-choice tasks.

Rationale behind the vocabulary assessment tool:

Formative, informal and process oriented with feedback. “Multiple choice promotes actual recall, levels of understanding, and ability to apply learning (analyzing and evaluating). Multiple choice tests can also provide an excellent pre-assessment indicator of student knowledge as well as a source for a post-test discussion” (Camosun College, 2017).

Writing

Assessment tool: Rubric

Rationale behind the writing assessment tool:

Formative, feedback to help in the learning process of the students. As per Burkhari, Jamal Ismail and Shamsuddin, “rubrics help assess and provide feedback to students' understanding and knowledge of key criteria based on intended learning outcomes”.(Bukhari, Jamal, Ismail, & Shamsuddin, 2020)

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Content 25%	Doesn't provide details nor relevant information.	Provides partial details and little relevant information.	Provides details and relevant information in most of the text.	Provides details and relevant information.
Grammar 25%	Uses grammar incorrectly.	Uses correct grammar in some parts of the text.	Uses correct grammar in most parts of the text	Uses correct grammar.
Mechanics 25%	Doesn't apply punctuation and spelling correctly	Applies punctuation and spelling partially.	Uses capitalization and spelling rules in most part of the text	Uses punctuation and spelling correctly.
Organization 25%	The text is disorganized and hard to understand	Provides a clear organization of ideas on some parts of the text	Provides a clear organization of ideas in most parts of the text	Provides a clear organization of ideas.

Figure 3. Rubric for writing.

Reading

Assessment tool: cloze

Rationale behind the reading assessment tool:

Formative for natural language processing, feedback to help in the learning process of the students.

Speaking

Assessment tool: Rubric

Rationale behind the speaking assessment tool:

Formative, feedback to help in the learning process of the students.

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
	50%	60%-70%	80%-90%	100%
Fluency 25%	Makes too many pauses between words and sentences	Makes some pauses between words and sentences	Speaks fluently for the most part of the speaking.	Speaks fluently without hesitation.
Vocabulary 25%	Uses little vocabulary and struggles to find appropriate words.	Uses some vocabulary.	Uses most of the vocabulary seen in class.	Uses vocabulary correctly.
Grammar 25%	Doesn't use grammar correctly.	Limited use of correct grammar.	Uses correct grammar in most of the speaking.	Uses grammar correctly.

Pronunciation 25%	Doesn't pronounce correctly.	Pronounces some words correctly.	Pronounces most of the words correctly.	Pronounces correctly.
----------------------	------------------------------------	--	--	--------------------------

Figure 4. Rubric for speaking.

SUMMATIVE TEST

Assessment tool: written and listening text

Rationale behind the summative test:

Evaluate students by grading their knowledge at the end of the unit.

The validity of the test is given by the congruency of their contents that should match that of the lessons thought, the level of the group and the format that should reflect the skill to be evaluated. For this lesson plan, a test was designed to evaluate the 4 skills though an online platform called Socrative. The page provides an automatic partial grade as the teacher still needs to review writing and speaking to complete grading the students.

The format of the test is as follows:

Grammar: multiple-choice and completion questions

Reading: comprehension questions through true-false choice.

Writing: the students elaborate a short story containing vocabulary and forms seen in the lessons.

Listening: completion questions.

As for speaking, the final product of the unit was done through an oral presentation that was evaluated by means of a rubric.

SUMMATIVE TEST - TRADITIONS  Align Quiz to Standard

1. Complete the question with the most appropriate comparative form:

American food is _____ than Japanese food

- A more delicious
- B less rich
- C less cheap

2. People prefer to go to the carnivals at night because the customs look _____

- A more beautiful
- B more nice
- C more expensive

3. The fireworks were _____ than the music

- A more exciting
- B less delicious
- C more noisy

4. My sister _____ the music than the food

- A prefer
- B prefers
- C prefers

Figure 5. Summative test.

7. Read the story and answer True or false for each question**THANKSGIVING DAY**

Thanksgiving

Day, annual national holiday in the United States and Canada celebrating the harvest and other blessings of the past year. Americans generally believe that their Thanksgiving is modeled on a 1621 harvest feast shared by the English colonists (Pilgrims) of Plymouth and the Wampanoag people. The American holiday is particularly rich in legend and symbolism, and the traditional fare of the Thanksgiving meal typically includes turkey, bread stuffing, potatoes, cranberries, and pumpkin pie. With respect to vehicular travel, the holiday is often more busy than other days of the year, as family members gather with one another.

Plymouth's

Thanksgiving began with a few colonists going out "fowling," possibly for turkeys but more probably for the easier prey of geese and ducks, since they "in one day killed as much as...served the company almost a week." Next, 90 or so Wampanoag made a surprise appearance at the settlement's gate, doubtlessly unnerving the 50 or so colonists. Nevertheless, over the next few days the two groups socialized without incident. The Wampanoag contributed venison to the feast, which included the fowl and probably fish, eels, shellfish, stews, vegetables, and beer.

True

i Thanksgiving day is an annual celebration

- Write a paragraph describing the last time you went to a traditional event. Describe the activities people did. (write at least 100 words).

x

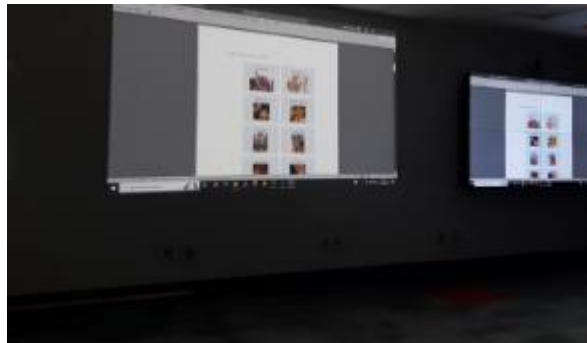
Figure 5. Summative test (Cont.)

2.3 CLASS EVIDENCE

The following images were captured during the course of the lessons.



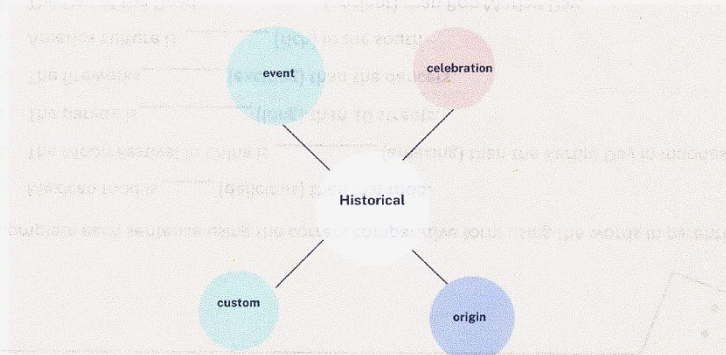
Students taking lessons



2.4 EVIDENCES OF ASSESMENT

1.1 COLLOCATIONS.

In the English language, a collocation is a combination of words that are used together regularly.
E.g. make noise, strong coffee, etc.



Find the right collocations for the following words:

<p>1.</p>	<p>2.</p>
<p>3.</p>	<p>4.</p>

Figure 6. Vocabulary assessment tool.

SIMPLE PRESENT TENSE (Review)

SIMPLE PRESENT TENSE (Review)

Use:

We use simple present tense to express facts and rutinary actions.

Facts	Rutinary Actions
Lisa likes the parade	People celebrates Thanksgiving in the U.S.A every year

Form:

Affirmative Statements	Negative Statements
The children go the festival	My mother doesn't like traditions
Johny sets up the fireworks	They don't cook the food
Yes/no questions	Information questions
Do you like Mexican traditions?	Where do they celebrate <i>Baby Jumping</i> ?
Does she dance in the parade?	How often do you celebrate Christmas?
I do/don't	He does/doesn't
You do/don't	She does/doesn't
We do/don't	It does/doesn't
They do/don't	

Time expressions (present tense)

- Often
- Always
- Never
- Once, twice a week, a month, etc.

1.2 Complete the sentence or question

1. What time do ^{does} the parade begin?
2. Do you like Thanksgiving?
3. What do people do on Christmas?
4. She likes the food.
5. They see fireworks.
6. Many people visit to Spain to see the Baby Jumping festival.
9. People sing traditional songs in the festival.
10. Children see the fireworks on Independence Day.

For extra grammar exercises, go to: <https://www.english-4u.de/en/grammar-quizzes/present-tenses.htm>


5

Figure 7. Grammar assessment tool.

3. Lesson 3. LISTENING

What do people do on a holiday?

3.1 Listen. When are these celebrations? Write the dates below. (Double clic on the icon)

 Traditions around the world.mp3

1. St. Patrick's Day March 17
2. Moon festival September
3. Bob Marley Day February 6
4. Day of the Dead November
5. Kartini Day April
6. St. Lucia's Day December

Listen again. What do people do to celebrate?

1. St. Patrick's Day
 a) go to a parade b) visit graves c) eat special cakes
2. Moon Festival
a) wear special clothes b) eat special cakes c) go to a parade
3. Bob Marley Day
a) share special lunches b) go to concerts c) go to a parade
4. Day of the Dead
a) eat traditional food b) visit graves c) eat special cakes
5. Kartini Day

Figure 8. Listening assessment tool.

5.1 In small teams, answer the following questions.

1. What is the main idea of the article?
2. What do people do in every festivity?
3. Which celebration is the most appealing to you and why?
4. What customs do you practice?

5.2 Reading Comprehension

Determine if each statement is true or false.

1. Both Americans and Mexicans celebrate Cinco de Mayo (T) (F)
2. Cinco de Mayo is a religious holiday (T) (F)
3. Cinco de Mayo is drinking day in Mexico (T) (F)
4. Cinco de Mayo festivities take place everywhere in Mexico (T) (F)
5. Mexico won the war against France on May 5th, 1862 (T) (F)

6. WRITING

Describe an unknown foreign tradition you may find interesting. Write about, the activities people do, when and where it happens. Share your ideas with a classmate. Use the words from the box as necessary.


Word Bank		
Parade	Commemorate	Traditional dishes
Festivity	Ceremony	Fireworks
Carnaval	Ritual	Celebrate
Dance	Costume	Decorations

The Cooper's Hill Cheese-Rolling and Wake Festival happens in Sweden. People have activities to celebrate like chasing a cheese that runs over a hill. The prize is the cheese, and the people have fun. They don't have fireworks, decorations, neither costumes.

Listen to your classmates, ask questions about the traditions they share.

Figure 9. Writing task.

4.1 use the word bank to complete the story.



WORD BANK

begin get help result think

Call declare think

Thanksgiving in the US is traditionally a time for family and food.

American schoolchildren typically learn that the tradition began (1) with the Pilgrims, who settled (2) Plymouth Colony in 1620 in what is now Massachusetts.

As the story goes, friendly Native Americans helped (3) the struggling colonists how to survive in what the Europeans discovered (4) the New World. Then everyone gathered (5) together to celebrate with a feast in 1621. The Pilgrims celebrated (6) a true Thanksgiving celebration in 1623 following a fast and a refreshing 14 day rain, [which resulted (7) in a larger harvest. Thanksgiving 2022 would mark the 401st anniversary of that "first" American Thanksgiving.

7

Figure 10. Reading assessment tool.

2.5 RECORDED ACTIVITIES

VIDEO PREVIEW

To respect the privacy of the students, the class video is focused on the screens projected on the walls and at some points their faces have been blurred. The sequence of the activities recorded is presented as follows:

VIDEO PRESENTATION

The video opens with the presentation of the topic: "Traditions of the World". The students activate schemata by answering questions about the text genre and previous knowledge on the topic.

Vocabulary and grammar.

Following the unit presentation, the lessons on vocabulary and grammar show the development of explanations by the teacher with some students interacting with questions and comments. Some of the clips show informal assessments as we review the completion of exercises on the screen.

Listening

The skill is presented sequencing the pre, while and listening activities while the students review the topic orally during class. The pre-listening activity activates schemata by bringing back the topic seen at the stage of the unit presentation as it links the students with the 6 traditions previously seen. The recorded audio extends on the same topic by describing each tradition with further detail.

Reading.

As the listening section, the clips show the pre, while and reading activities including some of the reviews done orally during class. At the pre-reading stage, the students activate schemata by sharing their thoughts about the reading topic.

Writing

The writing section was designed to be assigned as a homework that the students presented in the form of a written text. A sample of said text is presented during the video.

Speaking

For the speaking section, the video shows a clip of an oral presentation developed by two students who are wearing masks related to their topic (“The Carnival of Venice”). As part of their work, the students were asked to bring in props that highlight their presentation.

The presentations follow a set of questions by the teacher and the students in the audience.

Assessment tools

Some of the assessment tools used in the lessons are presented at the end of the video. It is important to mention that the assessment was also done for the writing and oral activities a rubric contained herein. At the end of the class, the students took a summative text in written through a platform named Socrative from which a sample is presented herein.

Access to the recorded activities is provided in the following link.

(Ctrl + Clic on the link)

<https://drive.google.com/file/d/1hEVoj4JwguiPEvgg29qtKJDxP0cp5d4g/view?usp=sharing>

CHAPTER 3: EXPERIENCE REPORT

3.1 EXPECTED VS. REAL OUTCOMES

REFLEXION ON THE OUTCOME

The students reacted positively to the lessons; however, I think there were aspects to consider during the development of the plan, which may be summarized as follows:

The quizzes used during class are limited and even though the students were given extra grammar and reading exercises to do at home, some of them failed to do them for work reasons. Therefore, the plan should be adjusted to 12 hours in order to attend this issue in class time.

The students need to have more information available to organize their presentations appropriately and I have to make sure they understand the sequence of the contents. Sometimes it's only a matter of lack of attention, so, asking questions about what they understand by what needs to be done could solve this issue.

From my perspective, there are external factors that are out of my reach such as the surrounding noise, loud voices next door, etc.), and unfortunately, I don't have the power to make decisions around the company (like changing rooms), but I can work on the things I can change to improve the quality of the class.

From the students' perspective, it can be said that they appreciated the point of the lesson that focused not only on the development of their linguistic competences but on reflecting on interculturalism aspects and their importance on a more fluent communication with other cultures around the world, which, by the end the day, is a fundamental part of their jobs as they deal with people from Brazil, India and the United States to say the least. Now they know first hand why they should learn more about their clients' cultures and backgrounds.

REFLECTIONS ON WHAT THE STUDENTS HAVE LEARNED

The purpose of this lesson was not only to develop communicative skills but to create awareness about the importance to integrate cultural aspects in the EFL learning as it increases the level of communication with cultures around the world in the English language. My students at Data Zone have the opportunity to use the language not only with English native speakers but with people from Brazil and India and have learned from experience that in order to achieve a good communication, they have to be open to learn about the way other people think based on their personal backgrounds and cultures. That said, my students did understand the value of learning English through interculturalism.

Academically speaking, these lessons were an opportunity to review linguistic aspects the students were not applying correctly as they needed more practice.

3.2 REFLECTIONS AND CHALLENGES DURING THE SPECIALIZATION

Before taking this specialization, I had no idea of the concepts I learned until I was able to put them into practice through my lesson plan. For the most part, my teaching follows a program already set by a coursebook. I've also learned that the coursebooks I use are based upon the principles, approaches and techniques I learned in the specialization. Having this understanding has helped me get advantage of the programs since it's helped me define my teaching goals more accurately.

Other than theories, approaches, methods and techniques, the definition of the students' profile, the classroom setting, the use of technology and assessments tools have enriched my practice as I can now design better lesson plans that will be targeted on the students' needs while anticipating expected problems.

On the other hand, reflecting on the reasons why it is important to include intercultural topics in the lessons has not only complemented my teaching but it has also enriched the students' learning in ways that go beyond simple communication through the language but through cultural awareness.

That said, the specialization has helped me understand the following:

- The mental and cognitive processes to learn a foreign language
- The value of incorporating authentic materials and technology
- The value of incorporating integrative skills
- The value of intercultural aspects to improve communicative competences
- The importance of having the students make their own reflections on their learning through intercultural topics, experiential and task-based approaches, to name a few, to complement their competences.

Challenges:

The main challenge faced during the specialization was to carry out a lesson where I had to apply most of the learning acquired. Reading is not the same as doing and putting my lesson plan in action challenged me to test my own learning process.

To sum up, the challenges faced during the specialization were, for the most part:

- Putting a lesson plan in action and fit it into my current lesson plans.
- Make time to study and apply the concepts during class.
- Having the company cooperate with my personal plan.
- Reflect on my teaching before and after the specialization.
- Test my own learning by putting the concepts into practice.

3.3 AREAS OF OPPORTUNITY

After applying the lesson plan, I have identified the following areas of opportunity:

- Take advantage of topics of interest to engage the students in the lesson.
- Use authentic materials after providing basic tools for the students to improve their communication competences.
- Spend more time providing individual feedback to make sure the students are reaching their learning goals.
- Have students practice through experiential approaches in their own environment.

- Have students reflect on why they need to broad their perspectives on learning a foreign language.
- Take advantage of the students most important talents to learn a foreign language.
- Take advantage of the students' surroundings to practice the language, e.g., students in the maquila will practice on a daily basis while students in school will practice through the use of technological resources.
- Use motivational tools to learn a language in Mexico as it can provide better job opportunities.

3.4 PROBLEMS AND POSSIBLE SOLUTIONS

DURING CLASS

Grammar and vocabulary

Students fail to understand grammar explanations.

Solution: Have other students support those who are getting behind or repeat the explanation if there is time available.

Students fail to use grammar correctly. Students do not use vocabulary and don't organize their texts.

Solution: Have students repeat the task by giving appropriate feedback.

Listening

Students fail to understand the audio. Audio devices fail.

Solution: Play the audio as many times as possible, provide explanation with different words. Have additional options to play the audio.

Students can't pronounce correctly

Solution: repetition drills

Reading

Students fail to understand the text.

Solution: Have other students support those who are getting behind or repeat the explanation if there is time available.

Speaking

Some students are shy to speak.

Solution: create a comfortable and friendly environment. Have students practice speaking on a daily basis to develop confidence issues.

CLASSROOM SETTING

The area presents Internet failures.

Solution: prepare prerecorded materials in advance.

There is noise surrounding class.

Solution: keep control of the surrounding area in advance.

The equipment fails.

Solution:

Prepare a plan B to use other type or resources such as physical realia.

STUDENTS' ATTITUDES

The classroom always shows a variety of attitudes towards learning. The most difficult one is the students' reluctance to learn due to a variety of reasons, students with a negative reaction towards learning or conflicting ones who may not be willing to learn.

Solution:

Use motivational tools such as topics of interest to engage the students in class. Have the students reflect on the value of learning a language that will give them advantage in their professional lives.

INSTITUTIONAL CONSTRAINTS

The company doesn't provide support to enrich the students' learning.

Solution.

Use convincing arguments such as extra learning advantages the students will get from incorporating the use of technology, among other things, in class.

We have to keep in mind that some things are out of our reach in which case we should always be willing to implement different alternatives to improve our teaching.

CHAPTER 4: CONCLUSION

As per Jack C. Richards and Charles Lockhart (2007) “teachers who are better informed as to the nature of their teaching are able to evaluate their stage of professional growth and what aspects of their teaching they need to change” (p. 4). My teaching philosophy has been redefined throughout the course of the specialization as a result of newly acquired information which will hopefully help improve my work.

In order to be congruent to myself, a well-designed lesson plan should reflect my teaching philosophy, that is, the values and beliefs under which I base my work, however, I must be willing to make the necessary adjustments when institutional goals may not match my teaching goals.

My lesson plans should from now on take into account the value of informal assessment tools to track the students’ progress through every activity. Even though the companies and institutions may demand only final results, teachers should be willing to make the necessary adjustments while keeping aimed to achieving linguistic, communicative and cultural competences of the students through a well-designed teaching and assessment program that takes into account formative assessments that track the students’ progress during the course term.

Teachers should also take preventable measures in case problems arise during the activities to avoid delaying lesson plans that deviate from the teaching goals.

While the developing of this lesson plan, I learned that there are many aspects of my teaching that need improvement. I also learned that some things are not under my own control (time, institutional decisions, etc.), but I should take preventable measures to avoid problems during class. The students on the other hand, have different learning styles that are not only influenced by their learning backgrounds but by their current situations (work, family, etc.), therefore, more time should be spent on making sure they learn and produce the language accordingly. The lesson plan is not only a useful guide that takes us step by step throughout the development of the lessons, it also works as an assessment tool of our

own work that shows us the things that should be improved in order to reach our teaching goals.

As for this lesson plan, I was lucky enough to have state-of-the-art technology available to develop the lessons, however, I will not always have this scenario to teach my classes. I am aware of the problems we as teachers have face when we lack of not only technological resources but even of the most basic stuff, like not having enough chairs or teaching in adverse weather conditions with no artificial climate whatsoever. That said, I appreciate my current job at the maquila and I need to be aware of the problems faced at Technologic de Chihuahua where the resources are by far more modest.

Finally, there are always issues that remain to be out of our reach, such as personal problems the students may be facing at the time of their classes, or institutional decisions on which we have no power, however, we must do as much as we can to take advantage of the knowledge acquired during this specialization, something I value more now that I can demonstrate how useful teaching can become so I intend to apply everything I have learned in order to form students capable of communicating effectively in an ever changing globalized world where the English language continues to be the lingua franca.

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APPENDIX A: PLAN FORMAT

LESSON PLAN FOR A 4-SKILL LESSON					
TEACHER:					
COURSE:		LEVEL: BEGINNERS 2			
ESTIMATED TIMING: 8 - 10 hours		GENERAL OBJECTIVE: T			
CLASS TITLE:		Academic Objectives:			
TECHNIQUES:					
MATERIALS:					
ANTICIPATED PROBLEMS:					
Skill /Components	Stages	SKILLS	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	Time

APPENDIX B: PEER OBSERVATION CHECKLIST

PEER OBSERVATION CHECKLIST

	YES	NO	COMMENTS
The teacher clearly communicates the purpose of the lesson			
The teacher speaks clearly and at a good pace			
The teacher observes and inquires the students' interests			
The teacher follows a clear sequence			
The teacher gives clear explanations with concrete examples			
The teacher provides clear instructions			
The teacher encourages students to participate actively in class			
The teacher includes technological resources			
The teacher uses authentic materials			
The teacher fosters student-student interaction			
The teacher links previous contents to the following lessons			
The teacher creates a comfortable environment for the students to ask questions			
The teacher uses a variety of activities			
The teacher encourages critical thinking			
The teacher does revisions timely and provides positive feedback			
The main objective was fully covered			

TRADITIONS OF THE WORLD

Preview. Look at the pictures, what do you think each tradition is about? Where do they take place? (Look at the answers at the bottom of the page).

HOLIDAYS

	
1. ST. PATRICK'S DAY	2. MOON FESTIVAL
	
3. BOB MARLEY DAY	4. DAY OF THE DEAD
	
5. ST. LUCIA'S DAY	6. KARTINI DAY

In pairs, answer the following questions:

1. Why do you think it is important to know cultures around the world?
2. What do you think is interesting about these traditions? What's interesting about your traditions?
3. How do you define diversity?

1. St. Patrick's Festival. Irish and American people celebrate the Ireland patron saint with feasts and religious services. 2. Moon Festival in China. People in China celebrate this festival to pray for the harvest and peace for the country. 3. Bob Marley Day in Jamaica. Famous singer Bob Marley is celebrated every year on his birthday. 4. Day of the Dead in Mexico. People in Mexico honor their death with joy. 5. Kartini Day in Indonesia. A patriotic figure known as Raden Ajeng Kartini is celebrated in Indonesia for defending women's equality. 6. St. Lucia's Day in Sweden. A procession is held in Sweden to celebrate the day of St. Lucia.

LESSON ONE. Vocabulary: Traditions

Carnival



Ceremony



Fireworks



Traditional Food



Parade



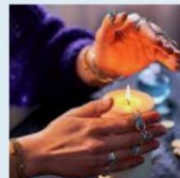
Customes



Decoration



Rituals



Listen and repeat.

Parade Pronunciación con acento del inglés americano ▾

Suena como
pr·ayd 🔊

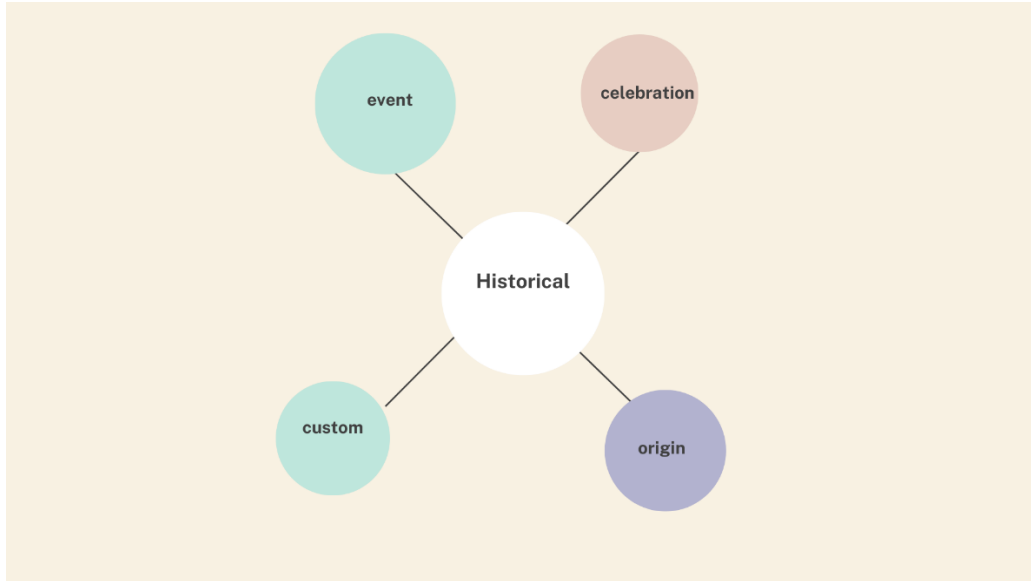
Más Espacio 

Retrieved from:

https://www.google.com/search?q=how+do+you+say+parade&rlz=1C1UUXU_esMX995MX995&oq=how+do+you+say+parade+&aqs=chrome..69i57j0i512j0i22i30.11724j1j7&sourceid=chrome&ie=UTF-8

1.1 COLLOCATIONS.

In the English language, a collocation is a combination of words that are used together regularly.
E.g. make noise, strong coffee, etc.



Find the right collocations for the following words:

1. <pre>graph TD; Religious([Religious]) --- Yellow[]; Religious --- LightBlue1[]; Religious --- Purple[]; Religious --- LightBlue2[];</pre>	2. <pre>graph LR; SetUp([Set up]) --- LightBlue[];</pre>
3. <pre>graph LR; Cultural([Cultural]) --- LightBlue1[]; Cultural --- LightBlue2[];</pre>	4. <pre>graph LR; Traditional([Traditional]) --- LightBlue1[]; Traditional --- LightBlue2[];</pre>

1. LESSON 2. GRAMMAR: COMPARATIVES

COMPARATIVES

Use:

We use comparatives to compare things, people, animals or ideas. Adjectives can be used to make comparisons.

Form:

To make comparative sentences use the comparative adjective with the word "than". If the adjective is one syllable non-ending in "y", add -er. If the adjective has two syllables ending in -y, change the ending to -ier. With other adjectives of two or more syllables, use more or less+adjective.

Short adjectives

Pretty - Prettier

Nice – Nicer

Long adjectives

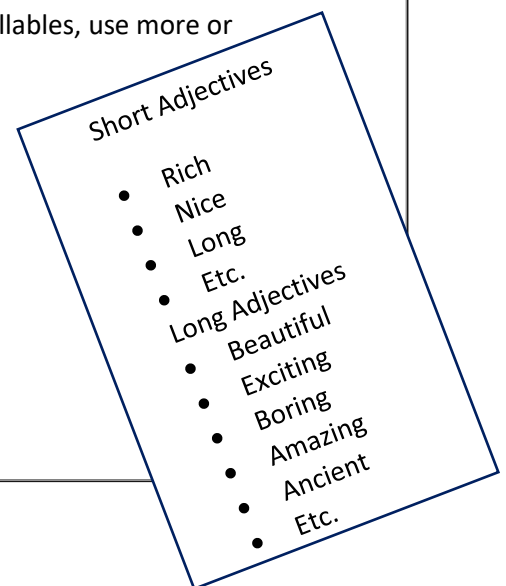
Boring – More/less boring

Intelligent – More/less intelligent

Mexican food is more popular than African food.

America people are

**Irregular adjectives: good, better, bad, worse*



1.1 Complete each sentence using the correct comparative form using the words in parenthesis.

1. Mexican food is _____ (delicious) than fast food.
2. The Moon Festival in China is _____ (amazing) than the Kartini Day in Indonesia.
3. The parade is _____ (long) than 10 streets.
4. The fireworks _____ (exciting) than the dancers.
5. American culture is _____ (rich) in the south.
6. The Day of the Dead _____ (ancient) than Bob Marley Day.
7. The customs are _____ (colorful) than the decorations.
8. The festivals are _____ (boring) than the cinema.
9. The Carnival of Rio is _____ (beautiful) than St. Patrick's festival.

10. Houses in China look _____(clean) during the moon Festival.

SIMPLE PRESENT TENSE (Review)

SIMPLE PRESENT TENSE (Review)

Use:

We use simple present tense to express facts and rutinary actions.

Facts

Rutinary Actions

Lisa likes the parade

People celebrates Thanksgiving in the U.S.A every year

Form:

Affirmative Statements

Negative Statements

The children go the festival

My mother doesn't like traditions

Johny sets up the fireworks

They don't cook the food

Yes/no questions

Information questions

Do you like Mexican traditions?

Where do they celebrate *Baby Jumping*?

Does she dance in the parade?

How often do you celebrate Christmas?

I do/don't

He does/doesn't

You do/don't

She does/doesn't

Time expressions
(present tense)

- Often
- Always
- Never
- Once, twice a week, a month, etc.

1.2 Complete the sentence or question

1. What time _____ the parade begin?
2. _____ you like Thanksgiving?
3. What _____ people do on Christmas?
4. She _____ the food.
5. They _____ fireworks.
6. Many people _____ to Spain to see the Baby Jumping festival.
9. People _____ traditional songs in the festival.
10. Children _____ the fireworks on Independence Day.

For extra grammar exercises, go to: <https://www.english-4u.de/en/grammar-quizzes/present-tenses.htm>

3. Lesson 3. LISTENING

What do people do on a holiday?

3.1 Listen. When are these celebrations? Write the dates bellow. (Double clic on the icon)



Traditions around the world.mp3

1. St. Patrick's Day_____
2. Moon festival_____
3. Bob Marley Day_____
4. Day of the Dead_____
5. Kartini Day_____
6. St. Lucia's Day_____

Listen again. What do people do to celebrate?

1. St. Patrick's Day
a) go to a parade b) visit graves c) eat special cakes
2. Moon Festival
a) wear special clothes b) eat special cakes c) go to a parade
3. Bob Marley Day
a) share special lunches b) go to concerts c) go to a parade
4. Day of the Dead
a) eat traditional food b) visit graves c) eat special cakes
5. Kartini Day
a) go to a parade b) go to concerts c) share special lunches
6. St. Lucia's Day
a) visit graves b) wear special clothes c) eat special cakes

3.2 Pair work. What's your favorite holiday and why? Share your ideas with a partner, use comparatives.

4. GRAMMAR: SIMPLE PAST TENSE

SIMPLE PAST TENSE (Review)

Use:

We use simple past tense to express a completed action in a time before now.

Form:

Affirmative Statements

St. Lucia was a saint from Sweden

People took their children to see the parade

Yes/no questions

Were you here last night?

Did you go to the parade?

Negative Statements

St. Lucia wasn't born in America

The children didn't see the fireworks

Information questions

Where were you last night?

Where did you go last night?

Remember: With the exception of "be" all other verbs use the auxiliary "did/didn't".

4.1 use the word bank to complete the story.



WORD BANK

begin get help result think

Call declare think

Thanksgiving in the US is traditionally a time for family and food.

American schoolchildren typically learn that the tradition _____(1) with the Pilgrims, who _____(2) establish Plymouth Colony in 1620 in what is now Massachusetts.

As the story goes, friendly Native Americans _____(3) the struggling colonists how to survive in what the Europeans _____(4) the New World. Then everyone _____(5) together to celebrate with a feast in 1621. The Pilgrims _____(6) a true Thanksgiving celebration in 1623 following a

fast and a refreshing 14 day rain,[which _____(7)_ in a larger harvest. Thanksgiving 2022 would mark the 401st anniversary of that "first" American Thanksgiving.

5. READING

Read the following article. What's the genre of the text?

02 MAY, 2023

REALLYGREATSITE.COM

ISSUE 01

CINCO DE MAYO IN MEXICO AND THE U.S.A.

Cinco de Mayo is a celebration that takes place in Mexico and the United States. It is a historical holiday that commemorates the victory of Mexico over French troops — about 6,000 in number — led by General Charles de Lorencez during an attack to a small town in east-central Mexico called Puebla de los Angeles on May 5th, 1862.

In the short battle, the French were losing far more soldiers than the Mexican army, and they withdrew. This battle didn't end Mexico's war with France, but the victory become a symbol of resistance against French imperialism.

Even though this historical event happened in Mexico, today, some of the largest festivals take place in Chicago, Denver, Portland and St. Paul. while in Mexico celebrations are smaller. The roots of this tradition in the United States lie in the fact that in the 1960's, some Americans with Mexican heritage in Southern California took inspiration from the victorious battle to fuel the Union's efforts in the America Civil War.

Here are some comparison points between Cinco de Mayo in Mexico and the United States.

5 DE MAYO IN THE UNITED STATES

A drinking holiday.

American people drink popular alcoholic beverages that include margaritas, Micheladas, Mexican beer and tequila.

A commercial opportunity.

The holiday is marked by corporate sponsors and advertising campaigns to raise awareness to celebrate pride in the Mexican-American community.

It is celebrated in many cities.

Many people around the country celebrate this holiday.



5 DE MAYO IN MEXICO

A day of military remembrance

Mexico celebrates its victory over the French Army.

A regional holiday.

The holiday is basically regional as it is celebrated mainly in Puebla de los Angeles.

A holiday for schools

Students get the day off.

5.1 In small teams, answer the following questions.

1. What is the main idea of the article?
2. What do people do in every festivity?
3. Which celebration is the most appealing to you and why?
4. What customs do you practice?

5.2 Reading Comprehension

Determine if each statement is true or false.

- | | | |
|--|-----|-----|
| 1. Both Americans and Mexicans celebrate Cinco de Mayo | (T) | (F) |
| 2. Cinco de Mayo is a religious holiday | (T) | (F) |
| 3. Cinco de Mayo is drinking day in Mexico | (T) | (F) |
| 4. Cinco de Mayo festivities take place everywhere in Mexico | (T) | (F) |
| 5. Mexico won the war against France on May 5 th , 1862 | (T) | (F) |

6.WRITING

Describe an unknown foreign tradition you may find interesting. Write about, the activities people do, when and where it happens. Share your ideas with a classmate. Use the words from the box as necessary.

Word Bank		
Parade	Commemorate	Traditional dishes
Festivity	Ceremony	Fireworks
Carnaval	Ritual	Celebrate
Dance	Costume	Decorations

Listen to your classmates, ask questions about the traditions they share.

7.SPEAKING. THE ICEBERB OF TRADITIONS

STEP-BY-STEP DESCRIPTION OF THE ACTIVITY

1. Do research about a foreign tradition chosen from the writing activity find interesting or rare. Include as much information as possible.
 2. Bring a few objects or pictures that represent the tradition.
 3. On a flipchart, draw a giant image of an iceberg.
 4. Bring your objects or pictures and your flip chart drawing to present your research in class to class.
 5. Place the iceberg drawing on a table.
 6. Use figure 1 to present your activity
 7. While describing it, place the objects or illustrations that represent the tradition on the top of the iceberg.
 8. Ask your classmates what they think about the tradition according to what they see on the top of the iceberg.
 9. On the bottom, write or illustrate the origin, history and meaning.
 10. Ask your classmates what they think now that they can see the “whole picture”.
 11. In a few words, reflect on your impressions about the tradition.
- This conclusion naturally leads to an activity involving suspending judgment.

Figure 1. The iceberg of traditions



CARTA DE ORIGINALIDAD



A 4 del mes de julio de 2023

Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Coordinación de Posgrado

PRESENTE Me dirijo a usted en carácter de autor del presente trabajo académico que sustenta el título “**Final Project: Intercultural Communication, Evaluation and Integration in my Classroom**” declarando que es una producción personal, donde no se ha copiado, replicado, utilizado ideas, citas integrales e ilustraciones diversas, obtenidas de cualquier tesis, obra intelectual, artículo, memoria, (en versión digital o impresa), sin mencionar de forma clara y exacta su origen o autor, conforme los lineamientos del Manual de Publicaciones de la American Psychological Association, en su última edición en español. En este sentido, lo anterior puede ser confirmado por el lector, estando consciente de que en caso de comprobarse plagio en el texto o no se hayan respetado los derechos de autor; esto será objeto de sanciones por parte del Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera y/o sanciones en apego **al inciso d del Artículo 42**, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional.

ATENTAMENTE

FIRMA

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