UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"INTERCULTURALITY, A STEPPING STONE TO LANGUAGE TEACHING AND LEARNING"

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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Especialización en la Enseñanza y Aprendizaje de Inglés Como Lengua Extranjera

Modalidad en Línea

Universidad Pedagógica Nacional Unidad Ajusco

FINAL PROJECT

"Interculturality, a Stepping Stone to Language Teaching and Learning"

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Introduction

Over the course of this specialization, numerous queries have been analyzed in the hope of uncovering what language teaching and learning truly entail. In the first module, 'What we teach when we teach' was proved to be tightly connected to the teaching philosophy of the teacher, which in turn is embedded in the perspectives of the different schools of thought. Perspectives that transformed from a "structuralist view" into a "social practice" (EEAILE M1 Lesson 2, 2022 pp. 8 & 20). Furthermore, we read about factors that facilitate or hinder students' acquisition of the language as well as the attributions to language teaching from renowned linguists such as Krashen, Chomsky, Hymes, Holliday, Jacobson, and Vygotsky, just to name a few. We also submerged ourselves in the study of recent methodologies and approaches that share a similar language viewpoint.

In the second module, we revise forms of integrating all four skills into language teaching, namely reading, writing, speaking, and listening. The latter is the most difficult skill to develop, as pronunciation, speed of delivery, fluency, and the fact that students cannot see the language are factors that impede comprehension. Luckily, we were given the solution to that problem, that is, Schemata. We can rely on schemata to predict not only the content of the text (content schemata) but also the type of language we might read or hear (linguistic schemata) and formal schemata that appertains to the format and organization of a text. Additionally, we can help learners develop micro, macro skills, subskills, and strategies to aid in their comprehension. Language by itself does not carry meaning as mentioned in (EEAILE M2 Lesson 1, 2022 p.6), unless it is contextualized, thus the importance of incorporating all four skills.

In this final module, it was interesting to learn about the importance of integrating culture and Interculturality into the lesson, seeing that English is used as a lingua franca for social

practices and to establish relationships between natives and non-natives. Testing and assessment were discussed as well; we studied the differences between formal and informal assessment and discussed the advantages and disadvantages of assessing.

Evidently, we have seen many things related to language teaching and learning; it is now time to implement everything observed in this Specialization into my teaching practice. Hence, one of the main aims of this assignment is to look at my teaching philosophy in a new light, making allowance for my first impressions of the language process as well as the theoretical concepts underlying my views. In addition, we will examine the methodology and foundations of the lesson plan designed for this project. This lesson aims to integrate all four skills to develop strategies and subskills as well as interculturality and technology to enhance students' learning experience and help them become competent communicators.

Furthermore, we will look at the process of testing and assessing skills. In order to have a clear idea of what to assess, two rubrics were put to use. The first rubric was employed by the students while the second one by the teacher. To conclude with this project let us consider the outcomes of the lesson so as to identify areas for development and plan remedial work for future lessons.

Chapter 1: Teaching Philosophy and Theory

At the beginning of the course, I was prompted to answer the question: 'What is your teaching philosophy?', I had to think long and hard, as I had never pondered on it before. In the

early years of my career, I held the belief that the purpose of teaching English was to train students in the proper use of grammar structures, since that was the way I had learned. That idea of teaching led to teacher-centered lessons. I had taken an authoritative role whilst learners were merely following my instructions. After taking a few teaching courses, this belief started to change. Grammar was being taught less deductively through real-life situations and lessons became more learner-centered. Additionally, I began considering Krashen's affective filter, students' motivation for learning and their learning styles in my practice, but these factors can only define my beliefs partially.

My current teaching perspective compared to the first time I defined it, has not completely changed. Despite that, what I have learned in this specialization has made me realize that there are still many things I can incorporate into my praxis and, what is more, there are factors such as my school setting that determines my decision making when teaching. However, before we take a look at my new teaching philosophy, I would like to analyse other aspects that have influenced my views towards language teaching and learning.

Learning Experience

The first aspect that impacted how I pictured teaching was my learning experience. I first came into contact with English when I started middle school in the USA in 2003. English was not the aim of learning but rather the means to teach all the other subjects; thus, none of the aspects of language, such as grammar rules, functions, lexis or pronunciation were brought to my attention.

Back in Mexico in 2011, I enrolled in CELEX UPIICSA and I took the placement exam. I was assigned to intermediate 3 (B1+) because I was not familiar with grammar rules. There, I quickly noticed that all my peers were adept at grammar and every day we would do plenty of

grammar exercises, such as fill-in the gap, multiple choice, quizzes, true/false, open-cloze, etc. along with reading, listening and writing activities. There were also very few speaking activities in class, but they were not enough to develop speaking skills. If students wanted to practice that skill, they had to go to any of the conversation clubs imparted by the same school.

I have to admit that this grammar focus was quite useful, since I became more conscious of grammar structures, their functions, spelling, pronunciation patterns, intonation and vocabulary. My writing and reading skills improved, as well as my listening; I learned many strategies that helped me score higher in exams. Despite that, when it came to oral performance, many classmates could not hold a conversation nor speak in a natural, fluent form as we had been taught to bear in mind the mechanisms of grammar, being one of the main aspects taught in Grammar Translation (Larsen-Freeman D., 2000 p.17). In other words, my teachers aimed to prepare students to pass tests instead of helping them become competent communicators.

Autobiography as a Language Teacher

Other facets that guided my view of language teaching were my own experience as a teacher and two teaching courses I took part in; one to become an educator and another one as an in-service teacher. Immediately after concluding all the English courses at CELEX UPIICSA in January 2013, I enrolled myself in the Teacher Training Course. On that course, I was instructed in more grammar, some lesson planning, linguistics, psycholinguistics, and I was given an introduction to methodology and skills. Some approaches and methodologies that were considered were Grammar Translation (GT), Direct Method (DM), the Audio-Lingual Method (AM), the Silent Way (SW), Dessuggestopedia (D), and the Total Physical Response (TPR). I did not adhere to just one methodology, but rather I adopted an eclectic approach; I borrowed techniques from all those methods in order to improve my lessons. Additionally to learning how

to start using methodology, I also gained confidence in teaching as I became accustomed to standing in front of large groups during my team-teaching and micro-teachings and I was given advice by more experienced teachers. However, I was far from planning lessons with a communicative view.

I obtained my first job as a language teacher at CELEX Allende in August 2014 and I was enrolled on the In-service Certificate in English Language Teaching course (ICELT) the following year. There, I learned about teaching terminology, classroom management, classroom arrangement, resources and materials, evaluation and assessment. Moreover, I improved greatly in lesson planning, employing methodologies and approaches such as Authentic, Restricted and Clarification (ARC), Task Based Learning (TBL), Presentation, Practice and Production (PPP), Skills, and Communicative Language Learning. My lessons were more communicative focused and grammar was no longer taught deductively and in isolation. In July 2015, I was employed by CELEX UPIICSA and I was able to implement everything that I had been learning on the ICELT course. Although, I must admit that at times I return to my old ways and the main reason is that I am obliged to cover the school's syllabus.

In 2019, I was finally able to pass the CAE exam and I undertook an online degree, the Bachelor's degree in English Language. This course was more theory than practice, still some of the things I remember studying are the history of English, phonetics and phonology, structuralism, methodology and how language works and how it is learned and applied. I finished in 2021; that same year, I decided to evaluate my knowledge in teaching and I took the Teaching Knowledge Test (TKTs) for modules 1, 2 and 3. I passed them with band 4 and 3. In July 2020, due to the pandemic, my school went from face-to-face classes to just remote teaching, an area which I was not acquainted with. I realized that in order to thrive in modern

teaching, I had to leave my comfort zone and learn to use technology. With that in sight, I enrolled in this specialization, so as to enhance my teaching and expand my knowledge of the language.

Teaching Context

In this section, I would like to describe my teaching setting and how it impacts my teaching choices. The school I work for is CELEX UPIICSA. It is located at Avenida Té 950, Granjas de Mexico in Mexico City. This language center seeks to train students in all four skills and to achieve a B2 level. The center is regarded as one of the best schools to learn languages, so the demand is great. Groups can be as big as forty or forty-five pupils per class. The school offers two modalities; virtual classes on weekdays and face-to-face lessons on weekends. The platform used for remote teaching is Zoom. In regard to the school's classrooms, they are really spacious and they can seat around fifty people and there is still space for mingling activities. Classrooms are equipped with projectors or televisions, which are useful if teachers want to portray any information or use the interactive book. Recently, the government installed free Wi-Fi all around the campus as part of a program called 'Internet Para Todos'. This has allowed me to use songs, videos and quizzes in class from the web.

We are currently teaching with the following course books, Evolve and the New Close-up. Evolve is used for basic levels and the New Close-up for intermediate and advanced levels. In every course, teachers must cover four units for basic and advanced levels and up to five units for intermediates. These units contain two grammar points, and exercises for the four skills. Students are tested twice in each course; they have a Mid-term and a Final Exam. Some of the aspects assessed in these exams are reading, listening, use of grammar, vocabulary, writing, and conversational skills. In addition to that, students have to create an integrative task and have an

e-portfolio where they upload their continuous assessment. It is important to highlight the fact that everything previously mentioned takes place within a time period of 40 hours, which is what each course lasts. That means that, for some courses, there is less time for communicative activities. Those were the reasons why I chose to work with my Basic 3 group; there are only 4 units to check , topics are easy to explain and extra activities can be integrated.

At that time, I was teaching three groups; two remote groups in the morning from Monday to Friday and a face-to-face course on Saturdays. When it comes to remote teaching, I have noticed that not all students can afford a good internet connection, do not possess a proper device like a computer or a laptop and they do not have a quiet place to study. This usually results in login in and out of the meeting, not being able to participate when asked or being distracted by family members, or background noises. Whenever that occurs, I try to send them the information that was checked during that class so they can review it on their own time. Despite the benefits of having access to the internet, students may become distracted by social media. Another drawback of virtual classes is that some learners may cheat during exams, which in turn affects the results of their tests.

Regarding students' profile and their learning styles, there are twenty-four students, fourteen men and ten women. The majority of them are in college and a few are professionals. Therefore, the average age is around twenty-five. Most of them are analytical and visual as they employ the same learning techniques they use in their careers, they enjoy reading and taking part in communicative exercises. Their learning goals are to pass the four-ability test to get certified, others usually adults, study English with the purpose of finding better jobs or obtaining a promotion at work. Having such a wide range of students sometimes makes planning more

challenging as their learning environment, learning styles, emotions and learning goals are completely different.

Teaching Identity and Role

The roles teachers assume in the classroom are a direct image of their teaching perspective, as roles are intrinsic to methods, approaches, personal views and cultural backgrounds, as pointed out by Richards and LockHart (1996 pp.101-109). For instance, the role of GT is authoritative and students follow directions as the teacher is the source of knowledge (Larsen-Freeman D., 2000 p.18). Another factor that dictates teachers' role is the institution where teachers work; for example, a teacher may adopt the role of "curriculum developer" or "counselor for new teachers" if the school finds it necessary (EEAILE M1 Lesson 12, 2022 p.12). In my opinion, role-shifting applies to me as the roles I adopt depend on the stages of the lesson and its aims. Some roles that I assume following this role-shifting are facilitator, guider, monitor, motivator, language modeler, empowerer, a team member and group organizer, because that is what I have observed in my lessons that work best. One of my lesson's goals is to create scenarios for student-centeredness and student-autonomy. These roles exert an influence on our course of action in and outside the classroom and the interaction and relationship patterns with our students.

Normally, teachers' roles outside the classroom, deal with assessing and testing students' linguistic competencies by developing tools for this purpose. In my teaching context, some roles I undertake are material creator as I find the need to supplement the course book because there are some sections that are not well explained or may be confusing for students. Moreover, I sometimes have to assess new students and assign them to their corresponding level. Besides that, I am also an exam developer and applicator.

Teaching Philosophy

As mentioned before, my teaching philosophy has been enlightened by everything I have been reminded of as well as new things that I have learned in this specialization. For instance, never have I considered the impact intercultural and cross-cultural have on communication, even more so now that English is used as a lingua franca by non-native speakers to make transactions around the world. If aspects of culture and background differences are not brought to students' attention, it may cause communication breakdowns. Hence, from this point on, I will look for opportunities to integrate Interculturality into my praxis, where pupils can learn about other cultures while learning about their own.

In addition, another aspect that I would like to incorporate is the use of authentic material such as songs, videos, documentaries, articles, poems, sitcoms, etc. Authentic material brings in the social-cultural dimension of language, creating contexts where learners can begin using language effectively in real life situations, interpreting and negotiating meaning so as to become not only linguistic competent but also 'sociolinguistic competent', as proposed by Hymes (1972). As a means of developing communicative strategies, I would also like to recycle old language and link it to the language under study. Furthermore, I would like to help learners understand the arbitrariness of language (EEAILE M1 Lesson 2, 2022 p.20)

Some aspects that I would continue using are some of Krashen's contributions to SLA. I will continue making allowance for students' individual factors because students are whole-people and their emotions and feelings play an important part in their learning progress. Besides that, I would like to persist on using relevant and comprehensible input+1 to challenge students and keep them motivated. Moreover, I desire to continue applying restricted as well as communicative exercises for mastering simple structures in order to advance to complex ones,

since each activity has its own function and they cannot be discarded (Brown H.D, 2007 p.51). Despite having to consort my praxis to the syllabus of my institution and time restrains, my principal goal will be to foment communication whenever possible.

On this course, I definitely left my comfort zone and learned to use more technology in my lessons. One of the problems with collaborative work on Zoom is that the host cannot see what students are doing while in the Breakout Rooms; using Jamboard for these kinds of activities gave me access to their peer work to see what they are working on. The best thing about this application is that I could also give them feedback in real time. Consequently, I will continue looking for more online applications that can facilitate my teaching and enrich my lessons.

If I were asked again to define my teaching philosophy, I would say that my aim as a teacher is to guide my learners and help them achieve their goals by creating safe scenarios where they feel comfortable asking questions in class because they know they will not be ashamed and made less. I want them to be active participants in their own learning. I would create a place where not only do they have to study grammar rules but understand them and use the language in meaningful ways. I wish for them to feel confident when sitting for an exam because they have the skills necessary to tackle reading, listening, speaking, and writing exercises and not because they memorized expressions.

Chapter 2: Methodology and Practice

In this section, we will focus on exploring the core foundations behind the lesson plan, the theoretical concepts and methodology applied, the tools utilized to assess students' progress, and the rationale behind my decision-making.

A Practical and Useful Lesson Plan

Centre name:	Universidad Pedagogica Nacional Unidad Ajusco
Teacher's name:	Ingrid Daniela Huertas Rodriguez
Date:	May 15 2023 - May 18, 2023
Venue:	CELEX UPIICSA
Tutor's name:	Rosa Isela Avila Sanchez
MAIN AIMS Learning goals and expected outcomes:	1. To discuss and analyse celebrations/events and traditions around the world and their own. 2. To practice the four skills namely, listening, reading, writing, and speaking; employing strategies and subskills. 3. To talk about plans/arrangements. 4. To make arrangements with others. 5. To write an online event announcement.
Subsidiary Aims:	1. By the end of the lesson students will be able to choose a gift for friend around the world taking into considerations his/her customs, gender and age. 2. By the end of the lesson students will have practice bottom-up and top-down strategies to develop subskills for listening, and reading. 3. By the end of the lesson, students will have written a conversation employing set phrases for accepting and rejecting an invitation, as well as suggesting time and place of meeting. 4. By the end of the lesson students will be able to distinguish what an arrangement is.
Personal Aims:	1. To employ technology to foster participation in class and enhance listening and writing. 2. To give clear instructions. 3. To provide students with enough examples of the target language. 4. To give clear feedback and encourage self-assessment. 5. To correct mistakes at the end of each activity as not to hinder fluency 6. To set a purpose for each activity.

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Lesson 1 **Pre-listening**	Warm up	To active ss' schemata and prepare them for the lesson.	Zoom	T greets ss and talks about her plans. Then ss are asked: Do you have any plans for the weekend? Are you going to any event? T selects a few ss.	2-3 minutes Ss-T
Lesson 1 **Pre-listening**	Lead in Brainstorming	To create curiosity, openness and readiness to learn their own and others' culture.	Zoom Student's Book P. 33 Image App.-1	Ss are given an image of an event to describe what they can observe and to say how people must be feeling.	3-5 minutes Ss-T
	Vocabulary build up	To pre-teach key words.	Zoom Online dictionary (https://dictionary.cambridge.org/) Student's Book P. 33 Image App.-2	Ss are given the following words: Custom Gather Blessing Worship Trick Fireworks Words are looked up on an online dictionary. Ss talk about their own customs.	5-7 minutes Ss-T

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Pre-listening	Pre-set questions Class discussion	To predict the content of the listening text and set up a reason for listening.	Zoom Student's Book P. 33 Image App.-1	Then T asks the next questions about the image: 1.Where do you think this event originated? 2. "Do you have similar events in your country, with lots of colors?" T informs ss they will watch a video about the image.	1-3 minutes Ss-T
While-listening	Gist	To listen for general understanding and to check predictions.	Zoom Internet Youtube - https://youtu.be/ek3coC3ej2U	Ss listen for the first time and check their predictions from their previous activity. T asks ss for the name of the event.	3-5 minutes T-ss Ss-T
	Specific information	To listen for specific information.	Zoom Internet Youtube video- https://youtu.be/ek3coC3ej2U App.-3	Ss are asked these 4 questions: 1. When is Holi celebrated? 2. What do people do during this special event? 3. What is the origin of Holi? 4.What gift do people receive from Lord Shiva? Ss may listen twice for this activity and are given time to answer the four questions. Ss check their answers with the T.	7-10 minutes T-ss Ss-T

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Post-listening	Speaking Personalization	To discuss the topic at a personal level. To become aware of cultural differences and learning more about their own.	Zoom Breakout rooms Student's Book P. 33-Irene's video App-4	Ss work in trios to discuss the following questions: 1.What things did you find interesting from the video? 2. Would you like to celebrate it too? 3.What special events do you have with your family? A few ss are selected to report back to the T. Then ss watch a video clip of a real ss who talks about her celebrations Then ss answer the question: 4."Is your family celebration the same as Irene's?" **FLIP CLASSROOM (homework):** In groups of 4, ss investigate customs from their favorite countries.	5-8 minutes T-ss S-S Ss-T
Pre-reading	Lead-in Vocabulary build-up	To set the purpose for reading. To predict the content of the reading text. To pre-teach key words.	Zoom Zoom's white board Chat box Student's Book P. 34-Exercise-1 App.-5	T informs ss that they will read about a very popular event that started in the USA. T gives hints about the event so that ss can guess its name. Then ss are asked: 1. Have you been to a Comic Con ? 2. What things can you do or find there? (Making predictions) T directs ss to page 34 where ss find a list of vocabulary (artist, director, singer, band, musician, TV show, movie, etc.) and prompt ss to give two or three examples of each one.	7-10 minutes T-Ss

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
While-reading	Skimming Brainstorming	To read for general comprehension. To collect information about the event.	Zoom Student's Book Pg. 34 Exercise-2 App. - 6	Ss read once quickly to compare their predictions. Classwork- ss underline activities that can be done and circle things and people that can be seen in that event.	3-5 minutes S T-Ss Ss-T
	Scanning True-false exercise	To read for specific information.	Zoom Student's Book Pg. 34 Exercise-2b App. - 6	Ss read again but slowly so that they are able to complete a true-false activity. Answers are revised as a group. Ss talk about similar events in Mexico.	3-5 minutes S T-Ss Ss-T
Post-reading	Grammar analysis	To analyse the language used in the reading text to discover the use of present cont.	Zoom Powerpoint presentation (PP) App. - 7	Ss are given an example sentence of the target language: "We're going to the Comic Con in two days." Ss are asked to read all the information given and then to answer 3 concept check questions (CCQ): Answers are revised as a group. Then teacher gives a brief explanation of the target language, and clears off any doubts.	7-10 minutes S Ss-T T-Ss

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Practice Bottom-up	Restricted Activity Brainstorming	To practice the structure and the use of present cont.	Zoom PP Images App. -8	Ss write the plan for each image using the prompts given. As a group, ss think of the actions behind each arrangement. T used CCQs to check comprehension.	5-7 minutes T-Ss S-S Ss-T
Bottom-up	Semi-free activity	To practice the structure and the use of present cont.	Zoom PP Images Breakout rooms App. - 9	Two more images are given to students so that they can carry out the same activity. Students work in pairs in the breakout rooms and note down their ideas on their notebooks. Then ideas are revised as a group.	3-5 minutes S-S Ss-T
Top-Down	Free activity	To check understanding To consolidate the use of present continuous.	Zoom PP App. - 10	T asks students if they have any arrangements for the month / weekend. T gives an example of an arrangement she has. Ss work individually and think about their plans and answer the following question words about their own plans. Who? When? What time? How much?	10-12 minutes T-Ss S Ss- T T-Ss

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Lesson 2 **Flip Classroom**	Warm up	To active ss' schemata. To develop skills of discovery and interaction.	Zoom Ss's investigations.	T greets ss. Ss begin by sharing their findings about their favorite countries.	5-8 minutes Ss-T
Pre-speaking	Lead-in	To Activate schemata	Zoom PP Chat box Image App. - 11	T shows an image of a gift with a tag saying the perfect gift. Ss are asked the following questions: -What kind gifts do you like to receive? -What was the last gift you received.	5-7 minutes Ss-T T-Ss
	Vocabulary build up Pronunciation	To pre teach vocabulary To check lexical stress	Zoom PP Images Student's Book p. 36 Exercise-1 App. - 12	Ss are shown a set of objects and ask ss which of them they would give to a family member. Then pronunciation is checked and practiced. T uses back-drilling for hard words. Ss are explained what lexical stress is and listen to the book's audio to identify the stress in each word.	10-15 minutes T-Ss S Ss-T T-Ss

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Pre-speaking	Language in context	To read for specific information. (vocabulary)	Zoom PP Images Student's Book p. 36 Exercise-2a/b App. - 13	Ss are instructed to read a text about three people talking about gift. Ss read quickly to answer the questions: -What are the people planning to give to their family members? From the previous gifts. -Why are their relatives difficult to buy gifts for?". Answers are revised.	3-5 minutes T-Ss S Ss-T
	Critical responses	To make predictions. To solve a problem.	Zoom PPT Student's Book p. 36 Exercise-2c Recording Internet browser App. - 14	Ss are asked to make predictions about the people, wether they will like or dislike their gifts. Then ss listen to the recording where the family member talking to check their predictions. Ss try to understand why Hasan's sister doesn't like her brother's gift and decide on what would be a good present for her. T suggests to crowd-source a good gift for a child her age.	7-10 minutes T-Ss S Ss-T

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
While-speaking	Role-play Speaking	To come to an agreement on what gift would be best for a foreigner friend.	Zoom Student's Book p. 42 Exercise B Breakout room App. - 15	Ss are asked to image that next week they are staying with a friend who lives in another country. They want to give their host two gifts (something typical from their region or town and something funny) and they can only spend 100 pesos. Ss need to consider the following: -How are they traveling? -Is the host male or female? -Is the host old or young? Ss work in pairs in the breakout rooms. After 10 minutes ss report back to the class.	12- 15 minutes
Post-speaking	Pre-task	To set the task.	Zoom Zoom's whiteboard	T tells ss to think about their plans after the lesson and write them down on zoom's whiteboard. For the people who do not have any plans, T is going to ask them how they can make plans, how can they invite others to go out. Ideas will be note down as well.	5-7 minutes T-Ss S Ss-T

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Pre-Task	Listening for details. Vocabulary build up	To listen for specific information. To check functional language to make plans.	Zoom Student's Book pp. 38-39 App. - 16 & 17	Ss are told to listen to a phone call conversation and identify the expressions the speakers use to make, accept, decline an invitation and make suggestions (ss listen only once, therefore they are asked to make notes). Ss clarify the each expression in accordance to their function by fill-in a chart on their student's book. (See appendix 16) Ss check ways to make general excuses to decline an invitation with expressions such as: 'and stuff, and everything, and things' (See appendix 17).	10-15 minutes T-Ss S Ss-T T-Ss

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Task	While-Speaking Planning Cued dialogue	To prepare a conversation To employ set phrases into a conversation. To present their conversation to the class.	Zoom Student's Book pp. 38-39 Breakout rooms Jamboard App. - 18	Ss are instructed to write a conversation where person A invite person B to an event. (Possible places) - a musical festival in the park on the weekend. - A video competition all day tomorrow, two hours away from person B's house. - A band at a local cafe tonight, 9 pm to midnight. Students have to decline at first and then accept the invitation giving suggestions to where and when they can meet. Ss are paired and sent to a breakout room. T sets a time limit to help ss stay on track. A couple of groups will be asked to act out their conversation to the class.	15-20 minutes T-Ss S-S Ss-T
Post-task	Post-Speaking Feedback	To identify weakness and provide feedback. To check pronunciation.	Zoom Ss's conversations Jam board App - 18	While ss present their conversations, T will collect data on areas where ss need help with. T will provide correction on spelling and grammar directly on Jamboard. Intonation for questions will be checked.	10-15 minutes S-S Ss-T T-Ss

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
Lesson 3 Pre-task	Warm up Lead in	To activate ss's schemata and set the topic of the lesson.	Zoom PPT Images Breakout rooms App. - 19	Ss are given 4 images and in groups of 3, they try to figure out what are the people celebrating.	3-5 minutes T-Ss Ss-T
	Reading Skimming	To read for specific information	Zoom Student's Book p. 41 Exercise-3 Online announcement App. - 20	Ss then read an online announcement for an unusual festival. Ss skim for: 1. Activities 2. Address 3. Date 4. Place 5. Price 6. Time	5-7 minutes T-Ss S Ss-T
	Writing skills	To analyse cohesive devises.	Zoom Student's Book p. 41 Exercise-3b PTT Online announcement App. - 20, 21	Ss focus their attention on the following linkers, (also, as well and too) ss determine the use of the words. T gives a brief explanation of the position of these words and the difference between them.	5-8 minutes T-Ss

Stage	Activity	Specific Objectives	Aids	Class Setting and Procedure	Time Interaction
While-task	Guided writing Planning	To create an online event for a festival. To follow models of organization.	Zoom Student's Book p. 41-layout reference Jamboard App. - 20	Ss are told to write an event announcement of a festival in their town or invent their own one. Ss make a layout of the information their announcement must contain. -name of event -time and date -location -description of event with activities. Students write their announcements on Jamboard.	10-15 minutes T-Ss S-S
Post-task	Peer assessment	To assess their peers and to learn from other's mistakes.	Zoom Jamboard Student's work Ss' assessment rubric App. - 22	Ss are assigned an announcement from another group. With the aid of a rubric ss assess their classmates writing. Then ss make any necessary changes before turning their work to the T.	5-7 minutes S-S
	Final assessment	To assess ss's work and to create final draft.	Zoom Jamboard Student's work T' assessment rubric Canva App. - 23, 24	T assess ss' writing with a teacher's assessment rubric, gives feedback and goes over mistakes. Afterwards, ss are ready for the final product. Using canvas.com ss create their online event announcement.	10-15 minutes T-Ss S-S

Theoretical Concepts and Methodology

Let us analyse in greater detail some of the concepts considered in the lesson plan. First of all, this lesson was grounded on the views of Communicative Approach, creating situations for meaningful communication. It also takes ideas from the Whole Language Approach; it means that, language together with the four skills are a whole entity. For that reason, all four skills were included in the lesson plan. Besides that, I also included techniques from Vygotsky's Zone of Proximal Development (ZPD), by designing activities where collaborative work is needed. As a result, students can learn from more capable peers as well as the teacher.

Regarding the sequence for reading and listening, they were divided into three steps, namely pre, while, and post; as this sequence is the most favorable for teaching skills (Wilson J.J., 2008 p.60). In the pre-stage section, I included a variety of activities to activate students' content schemata, like the use of questions. Besides the use of questions, essential vocabulary was provided to aid their comprehension. It also served to set the purpose of the task and to make predictions about the texts' content.

During the while-stage, a few bottom-up as well as top-down exercises were implemented to develop subskills, and to practice strategies for listening and reading, namely note-taking, reading or listening for gist, reading and listening for detailed information, among others. For post-reading, I worked with grammar since it is contextualized, allowing students to work out the structure and to discover the function of the TL. Interculturality will be included for listening, reading and writing.

For speaking, techniques from Communicative Language Learning (CLL) were employed to enhance students' communicative competence through the use of authentic materials. CLL's main aim is for learners to master language through using language for social practices.

Therefore, activities such as role play and class discussions, and group work were implemented. Additionally to that, I took into consideration the sociocultural aspect of language, as Whong (2011) points out that a good speaker should have the ability to draw on the norms and cultural conventions of the target language to achieve their communicative goal. For that reason, within the communicative activities, students have to talk about age, gender and culture. Regarding writing, TBL was used to set the task and Canva was used to increase students' interest by integrating their creativity. Among other technological tools utilized in this lesson are Jamboard and Zoom's breakout rooms, which allow students to do collaborative work and permit the teacher to make instantaneous corrections and provide help when needed.

Testing and Assessment

Testing and assessing are not only utilized to assign students to their correct English levels, but they are also useful tools to "diagnose students' strengths and weaknesses" (EEAILE M3 Lesson 4, 2022 p.2). In turn, it helps teachers design lesson plans that deal with areas of improvement. This is the fifth principle of test development, which needs to be considered whenever we create a testing device. As mentioned before, students are evaluated twice, they receive a formal exam in the middle and at the end of the course, this accounts for format assessment. However, these are not the only tools for assessment; an e-portfolio is kept in an online file on Google Drive, where there the most important pieces of work are uploaded, such as the ones that will be discussed in continuation.

Assessing Tools and Evidence

I have decided to assess just one skill, namely writing. The reason behind my decision is due to the amount of stress students already undergo during tests (EEAILE M3 Lesson 4, 2022 p.1). For writing, a double assessment system was designed to foment self-assessment. Therefore, in order to be more objective when evaluating their own work, students need to learn how to evaluate their peers' work first. It is important to help them have a clear idea of what needs to be assessed, as suggested by Ur (1999). Following her instruction, learners were given a peer-assessment rubric. Before undertaking the task, students were given a sample of the possible outcome and how to use the rubric. Students are instructed to pay attention to the correct use of spelling and punctuation, they have to look out for grammar mistakes, the correct usage of capital letters for places, languages, months and names and, most importantly, to include all the aspects requested. Below you can find the rubric that was used for this purpose:

EEAILE

Student's name:_____ Date:_____ Grade:_____

PEER ASSESSMENT

TASK 1 Objective: Write an online event announcement.
A. Read your partner's announcement and answer the following questions by ticking the corresponding box.

Did my classmate…	1	2	3
1. use correct spelling and correct form of contractions?			
2. check for grammar mistakes?			
3. use correct punctuation? (commas, periods, etc.)			
4. use capital letters when needed? (names, places, streets, etc)			
5. included all the information required?			

After writing their online announcement event, every student sent their work to the class's WhatsApp group and each of them was assigned one of their classmates' writings. As it can be observed on the image below, the learner was able to identify all the aspects of the rubric.

Students' work and evaluation: Selene Cuna and Hector Galvan

After doing the peer-assessment, learners were asked to write a new draft making the corrections that were pointed out by their peers. The second draft was given to the teacher and, with the aid of a second rubric, the teacher made further corrections. Some of the aspects that were assessed were the content of the invitation, the format of the text, organization and the use of lexis and grammar.

Teacher's Rubric:

BEANE

Student's name:_____ **Date:**_____ **Grade:**_____
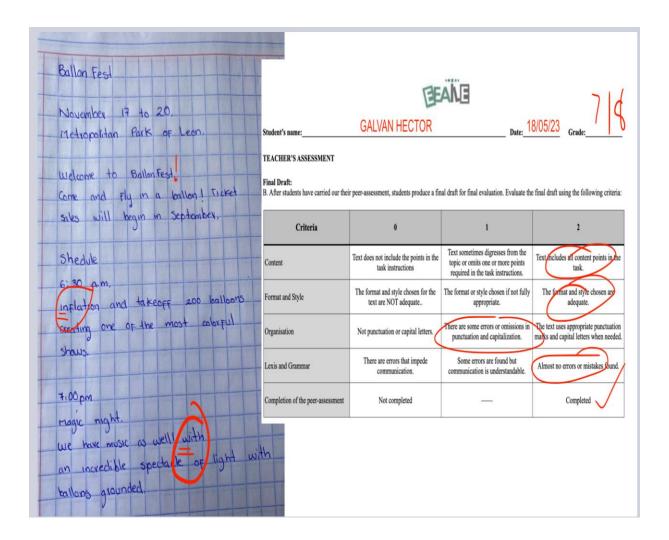
TEACHER'S ASSESSMENT

Final Draft:
B. After students have carried our their peer-assessment, students produce a final draft for final evaluation. Evaluate the final draft using the following criteria:

Criteria	0	1	2
Content	Text does not include the points in the task instructions	Text sometimes digresses from the topic or omits one or more points required in the task instructions.	Text includes all content points in the task.
Format and Style	The format and style chosen for the text are NOT adequate..	The format or style chosen if not fully appropriate.	The format and style chosen are adequate.
Organisation	Not punctuation or capital letters.	There are some errors or omissions in punctuation and capitalization.	The text uses appropriate punctuation marks and capital letters when needed.
Lexis and Grammar	There are errors that impede communication.	Some errors are found but communication is understandable.	Almost no errors or mistakes found.
Completion of the peer-assessment	Not completed	——	Completed

In the next image you can observe the rubric in use. The student opted for turning in the same piece of work as he had no mistakes marked by his classmate Selene. That is the reason I worked with the same writing.

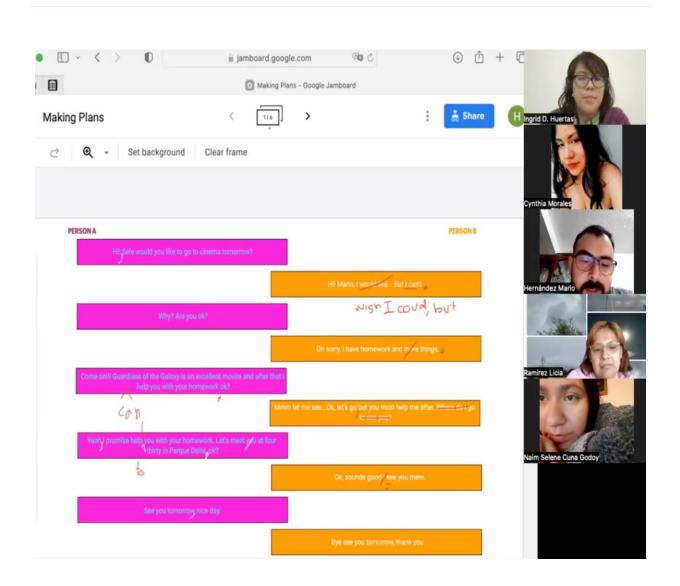Hector Galvan writing: online announcement event

Another piece of work that was corrected but not evaluated per se, was a conversation. The aim of the role play was for students to become aware of expressions such as 'Are you doing anything _____?', 'Would you like to come?', 'I'd love to.', and 'I wish I could, but I can't. I

have to _____'. Below there is an example of a conversation along with some corrections that were made during the process of this activity.

Making plans with others

Rationale

The course book was used as the core of the lesson planning and was implemented with a video on Youtube that gave further information regarding the event portrayed one the introduction of the unit along with a reading text and technology tools to enhance students' learning experience. The activities were selected to scaffold each exercise so as to facilitate the process of understanding. That was done by giving examples of the expected outcome of the task. Vocabulary was presented in the pre-listening stage with the same purpose; to help students understand unknown words that may hinder comprehension in the reading and listening exercises. Checking stress in vocabulary helped to identify words more easily in the tape script. Both activities, listening and speaking, are interconnected to have a smooth transition from one exercise to the other. The reading text was used to raise intercultural awareness.

At this stage, students are not yet ready to have a fluent conversation as they lack confidence and proper lexis to speak without pre-planning. Consequently, it was decided to give them time to order their ideas and to provide them with a useful set of expressions they could use to fulfill the task. Eventually, planning and focusing on accuracy will lead to fluency. Students will talk about the differences between gender and age and their backgrounds in order to develop intercultural competence.

Video

On the link below, you will find the video that was edited in order to highlight the most important part of the lesson which was imparted in May.

URL:	https://drive.google.com/file/d/1uCmza3NH2j0rm902k05gsVIgu-_rlESn/view?usp=sharing
Lesson taught by:	Lic. Ingrid Daniela Huertas Rodriguez

Chapter 3: Experience Report

For this part of the assignment, let us reflect on the outcomes of the imparted lesson, and look at some remedial work to implement the areas which were not very successful. In order to identify areas for development a peer observation check list was used. See appendix 25 for further information.

Outcomes

All in all, the first lesson was a success, in spite of the fact that, at the beginning of the lesson, students were using their native language. It could have been that they were nervous as the lesson was being recorded, but they normally try to speak English.

Students learned about festivities in two other countries, namely India and the USA. They conversed about their family customs such as eating one's favorite food at birthday parties or going out to a fancy restaurant, and referred to festivities in their country. They also compared how India and Mexico welcome spring; they said that in Mexico small children dress up as flowers and do dances at school and talk about Benito Juarez. Additionally to those events discussed in class, students were asked to research more special events from their favorite country and to report back the following day. In this flip-classroom activity, two students were chosen to report back on their findings and they talked about Japan's Cherry Blossoms and Korea's Entrance Exam for university.

In the pre-stage of the first day of class, students practiced two subskills for reading, namely reading for specific information and for general understanding. Moreover, they worked on other strategies like making predictions; for that exercise, students were not very good at

making predictions, but with practice they would do much better. After predicting, students

checked vocabulary for pop-culture and named two or three people for each word, ie. 'Actor -

Jena Ortega, Chris Evans and Bryan Gosling'. I believe these kinds of exercises help learners

learn more vocabulary.

In the post-stage or grammar presentation, students analyzed the target language. Two

sentences from the reading text were transcribed into a powerpoint presentation and, with the aid

of concept check questions (CCQ), they were able to discover the function of 'present

continuous and they understood the difference between plans for the future with present

continuous and be going to'. The grammar structure was not presented as they had already seen

it, but they did practice the new function through semi-controlled activities. Below you can see

the plans of four students and the teacher's own example:

On the second day, students continued working with the TL, now in a different type of context (the gift of giving). There, learners talked about the kinds of gifts they like to receive and which ones from the vocabulary presented they would give to their family or friends. Moreover, we revise pronunciation, lexical stress and phonetic symbols. That part was quite interesting for them as it was the first time checking stress in words and many of them felt more confident pronouncing words like '*bouquet* of flowers' and '*jewelry*'.

After vocabulary-build-up, students listened for specific information and made predictions about whether the relatives of the speakers would like their gifts or not. In this part, they were more successful at making predictions. To implement the topic, they exchanged views on why some people are difficult to buy gifts for and looked at what crowdsourcing is and how it can be used. At first they did not know what crowdsourcing was, but then they mentioned that they have used that tool many times before.

Afterwards, students worked in pairs to decide on two gifts (a typical and a funny one), they would buy for a friend who lives oversees and that are accommodating them for their next vacations. To complete that task, they had to consider the person's gender, age and their budget. I could have made more out of this activity, unfortunately I had to end it due to lack of time and because I had prepared a final activity, a conversation to make plans. The teacher elicited questions to make invitations and answers for accepting or turning down an invitation. Then they were given a conversation where they had to identify those expressions, which they did quite easily. In that part, students practice intonation in questions and then created their own conversations. Here are some examples of their evidence:
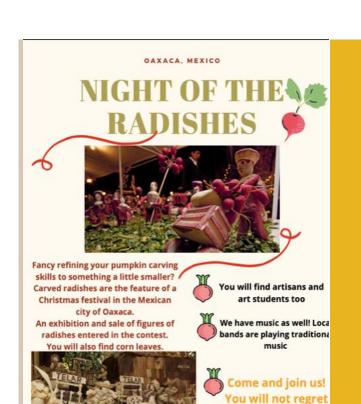
For lesson three, students were asked to write an online announcement for a festival. In order to scaffold the activity, students were given four images to predict the content of an announcement called Bug Fest. Then compare their predictions by reading the invitation. After checking useful language (linkers), students brain-stormed what to include in their online invitations. In this section, students used tools for peer assessment which helped them comprehend the importance of following instruction and using punctuation and correct spelling, as these aspects are reasons for misinterpretation.

Evidence of Students' Work

Here are some examples of their final work using Canva or PowerPoint.

Poster 1

OAXACA, MEXICO

NIGHT OF THE RADISHES

Fancy refining your pumpkin carving skills to something a little smaller? Carved radishes are the feature of a Christmas festival in the Mexican city of Oaxaca.
An exhibition and sale of figures of radishes entered in the contest. You will also find corn leaves.

You will find artisans and art students too

We have music as well! Loca bands are playing traditiona music

Come and join us! You will not regret

December 23 2023 · 05:00 pm   Plaza de la constitucion

Poster 2

Cristina Guzmán Santander

Guelaguetza

July 19 - 26

All day
Check the full program

Share this magic tradition

What is the Guelaguetza?
Guelaguetza is meaning "offering", representing the action the giving, this partyalso naming "Fiesta de los lunes del cerro" or "Hill monday party".

Guelaguetza it is more popular tradition in Oaxaca, México.

July 19
Parade with the popular "Chinas Oaxaqueñas", a women with flower baskets, fruit and ribbons too, all above her head.

July 20
In this day, at dawn, many bands playing the happy birthday in the different churches and shrines too.

July 26
Today you will enjoy the musicals from the seven regions in Oaxaca, also hearing music, popular sings and you can see the many regional vestment, all in the "Cerro del Fortín".
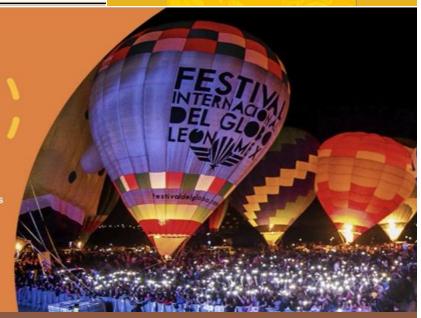
Poster 3

BalloonFest.

November 17 to 20.
Metropolitan Park of Leon

Welcome to BalloonFest.
Come and fly in a balloon! Ticket sales will begin in September.

Schedule
6:30 a.m.
Inflation and Takeoff of 200 Balloons creating one of the most colorful shows.

7:00 pm
Magic night.
We have music as well! with an incredible spectacle of light with ballons grounded.

Remedial Work

In light of the results, I would like to make the following changes to the lesson plan. First, I find it necessary to plan ahead for when students are reluctant to participate or do not know what to say. Giving them time to think accompanied by possible answers can help them think of their own responses.

Secondly, I believe there was room for more authentic materials. Although the course book already includes examples of the writing task, bringing real announcements of real events in Mexico would have added more to the interculturality aspect and the activity would have been more engaging.

Moreover, there is a saying that goes like this, "less is more". Sometimes, as teachers, we get excited and want to include as many activities as possible, which was done in this case. In the second part of the lesson, I included two speaking activities which were not well exploited because of time constraints. If I were to give the same lesson, I would only use the role-play and give detailed instructions so that learners know what to do and allow them more time to come up with good gifts.

Lastly, another aspect that I would like to change is the way I give instructions. Often times, interactions are ambiguous and miss information. Therefore, after finishing planning, I would like to re-read the instructions and check if they are correct or ask a colleague or to five me feedback.

Conclusion

In summary, in this assignment we have looked at all the aspects that have influenced my teaching philosophy and the perspective I currently have towards language teaching, as well as the roles I adopt in class. We also reviewed the importance of helping learners become competent communicators and its implications. Moreover, we saw what testing and assessing is and the benefit of continuously assessing students, which serves as backwash and it also helps to identify areas for development.

In addition, we examined the theoretical concepts, methodology and approaches deployed to build my lesson plan. I included all four skills, as we know one cannot do one without the others. After teaching the lesson, we reflected on the results and came up with remedial work. I hope that in this lesson, students will be able to learn some strategies that can help them become better communicators, as well as to learn that studying a second language does not imply studying only the grammar, but it is a whole unity with all four skills.

Having enrolled in this Specialization has let me know that teachers never cease to learn, and there is always room for development. In the future, I would like to keep using technology in my class; it is engaging and easy to use. Students are keen on technology and they feel more motivated whenever the teacher uses implemented tools other than the course books. It was also fun to learn from other countries, especially if we are planning on visiting them.

All things considered, my teaching philosophy as a language teacher is to promote communication in class. I am of the idea that there is no best way to learn a second language than by putting it in use, in real contexts. Language is diverse and culturally dependent. For that reason, learners should be able to explore the language in all its aspects with the guidance of a more capable peer, the teacher. Grammar is an aspect that ought to be taught in class but not the more important one. I see students as independent and competent users of the language with
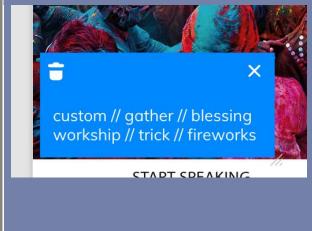
feelings and emotions, that bring a lot of positive things to the class. They are not mere robots following instructions and chanting rules.

Appendixes

Appendix 1	Appendix 2

Appendix 3	Appendix 4

Appendix 5	Appendix 6

Appendix 7	Appendix 8

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Appendix 9

Appendix 10

Appendix 11

Appendix 12

Appendix 13

Appendix 14

Appendix 15

Appendix 16
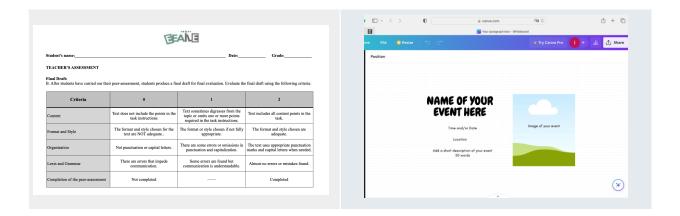

Appendix 17

Appendix 18

Appendix 19

Appendix 20

Appendix 21

Appendix 22

Appendix 23

Appendix 24

Appendix 25

Peer Observation Checklist

Main Teaching Aspects	Specific Teaching Aspects	Rating Scale					Comments
		1	2	3	4	5	
Classroom management	**Teacher's Instructions** (Are the instructions given at the beginning of each task? Are they clear and easy to follow?				*		Ss are given instructions at the beginning of each activity, however, a few of them were a bit ambiguous. For flip-class, it was not clear the number of events to be searched.
	Error Correction (Are errors and mistakes corrected when they occur? Is the teacher hindering fluency?)				*		Mistakes were corrected at the moment of planning but not while students were converting, therefore fluency was not interrupted.
Materials & Aids	**Level and length of the listening text** (Does the level of the text(s) corresponds to learners' level? Is the listening passage too long it bores students?)				*		Reading text were a bit too short but listenings were appropriate for the level. The speed was appropriate and pre-teaching pronunciation really helped.

Peer Observation Checklist

							Comments
Materials & Aids	**Authentic reading texts** (Does the teacher bring in a variety of real texts such as songs, podcasts, etc)					*	For authentic material the teacher used a video but the rest of them were teaching material. She could have included others such as real online event announcements from ss' countries.
	Technology (Does the teacher take advantage of technology to promote listening and speaking and develop skills and strategies?)					*	Yes, the teacher used jamboard and also used her cell phone to enter breakout room and monitor speaking activities.
Methods & Techniques	**Background knowledge and Previewing** (Does the teacher begin with a warm up activity to activate schemata and engage students?)				*		Yes, every lesson was begun with a warm up activity and a lead in. These helped to prepare ss for the main stage.
	Meaning Support (Does the teacher use images, realia to make the text more understandable or to teach vocabulary?)				*		Yes, there were a lot of images and even used the net to explain the word crowdsourcing and showed ss how to use it.
	Listening goal (Does the teacher establish the purpose of listening?)					*	Yes, students were told the purpose for listening and they were told what type of subskills they were working on.
Methods & Techniques	**Employing techniques and methods to develop listening skills** (Are students aware of listening and speaking strategies? Does the teacher include top-down and bottom-up activities?)					*	Yes, she did. Before starting the activity, students were told what to do and how to do it. The teacher personalized each activity and students analyzed language, pronunciation and meaning.
	Questions (Does teacher use recall question during while-activities? Does the teacher use inference questions to personalize the activity?)					*	Yes, the teacher use CCQs and ICQs, she also included question such as "what kind of presents would you buy for a family member".

Peer Observation Checklist

	Pronunciation (Did students check ways to improve their listening and speaking skills?)				*	Yes, ss were told to take notes for long listening in order to remember information and to listen for tone as well.
	Integrated Skills (Are the activities introduced smoothly? Are the activities connected to each other?)		*			Some exercises were a bit odd and too much. Planning less and allowing ss to speak more would be more productive.

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Letter of Originality

EFAILE

A 02 del mes de julio de 2023

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

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