



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO 092

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Discovering some English-Speaking countries by
using the Past Tense.**

TRABAJO RECEPCIONAL

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

PRESENTA:

Berenice Iruegas Pérez

ASESOR: Gernot Rudolf Potengowski.

México, DF. a Junio 11 2023



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO 092

EDUCATIONAL INTERVENTION PROPOSAL

**Discovering some English-Speaking countries by
using the Past Tense.**

RECEPTIONAL WORK

FOR OBTAINING THE DIPLOMA OF

Speciality in Teaching and Learning of English as Foreign Language.

Online Modality

PRESENTS:

Berenice Iruegas Pérez

ADVISOR : Gernot Rudolf Potengowski.

Mexico City, Mexico, July 04 th 2023

Table of Content

Introduction.....	5
Chapter 1: Philosophy and theory.....	8
1.1 Teaching context, identity, and philosophy.....	8
1.1.1 Identity.....	8
1.1.3 Teaching Philosophy.....	11
1.2 Theory underlying your teaching practice.	12
1.2.1 Language.....	13
1.2.2 Communication Model.....	14
1.2.3 Schools of Thought in Second Language Acquisition.....	14
1.2.4. Methods.....	15
1.2.5 Theories.....	15
1.2.7 Communicative Competence.....	17
1.2.8 Intercultural Competence.....	17
1.2.9 Assessment.....	18
Chapter 2: Methodology and practice.....	20

2.1 A practical and useful lesson plan.....	20
2.2 Theoretical Foundations of the Activities	26
2.3 Designing of necessary tools to assess/test the progress of students.29	
2.4 Attached evidence of (graphics, photos, images)	31
.....	33
2.5 Show evidence of your designed tools to assess your students.....	38
2.6 Video link	45
Transcript	45
Chapter 3: Experience Report.....	47
3.1 Challenges.....	47
3.2 Outcomes.....	48
Chapter 4: Conclusions	52
Bibliographic References	55
Appendixes.....	56

Declaration Letter

A 11 Junio 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 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

Nombre del autor: Berenice Iruegas Pérez

Matrícula: 220926021

Introduction

The main aim of the Final Project of the Specialization is to reflect on the acquired knowledge within the teaching practice by designing and implementing a pedagogical intervention where well-organized contents provide students with meaningful and productive activities to improve their multicultural skills.

Chapter 1 describes aspects about the teaching context, the teaching philosophy and teacher's identity. It also describes the review of different theories learned during the specialization that helped to consolidate and reformulate those aspects. It describes the theories underlying my teaching practice throughout the Specialization, it also includes a variety of different theories, methods, approaches and strategies for acquisition of language, for mentioning, the Schools of Thought, the Sociocultural Theory, Krashen's model monitor, Communicate Approach and Byram's Model of Intercultural Competence.

Chapter 2 Consists of explaining the lesson plan created for the project and the rationale behind each activity, it describes the aim for each lesson, as well as the activities and strategies required to develop the English skills; it includes some evidence of the different activities done during the sessions.

Chapter 3 describes the challenges that learners and the teacher faced when implementing the activities, some possible solutions for future projects. It also explains the results obtained and a little reflection about the rationale behind.

Chapter 4 This chapter consist on an analysis about the challenges, doubts, benefits that were relevant during the educator's process of learning.

Chapter 1: Philosophy and theory

1.1 Teaching context, identity, and philosophy

1.1.1 Identity

Learning a second language is a great opportunity that can open our eyes to other parts of the world, with many benefits such as travel, job opportunities, meeting people, learning about the culture and much more. However, it can be sometimes frustrating and intimidating for some students.

In my case, I graduated with a degree in Industrial Chemistry in 2001 in the Universidad Autonoma de Nuevo Leon, and then I started studying English. It is well known that learning a language, when being an adult, is more challenging, as adults we tend to translate and accent reduction is difficult to smooth out. On the other hand, I have been taking several courses in order to improve my English skills.

I started teaching English as a hobby in 2006 to practice English. Then I found it interesting and decided to work full time as an English teacher. I have worked in elementary school, college and middle school. Since 2015, I have been working in public middle schools teaching various subjects such as English and Chemistry.

Learning English and becoming an English teacher has provided opportunities for my professional and personal growth. One of them was the good fortune of traveling abroad; I received a scholarship to attend a teacher training in Ontario, Canada in 2017. This was a memorable experience that helped me look at language learning from a different perspective.

1.1.2 Teaching Context

I work in a public middle school. It is called Centro de Estudios Científicos y Tecnológicos #46 Cetic46, and it is located in Frontera, Coahuila. The school has about 800 students and offers classes in the morning and in the afternoon. The classrooms are simply furnished, each classroom has a blackboard, a desk and chairs for the students, the internet facilities are limited, the speed is a bit slow. There is an auditorium, but it is often used for staff meetings.

The economic level of the families belongs to a low level, most of the fathers are the economic supporters, they often work as laborers, bricklayers, helpers and a few as employees. It is important to mention that we have observed a large number of families are divorced, where many of the students remain under the custody of the mother and sometimes of the grandparents. This situation causes them getting low grades and they do not feel motivated towards learning.

I am a full-time teacher and I am teaching English 2 to four groups this semester. Two groups are crowded, each one has around 46 students, the other 2 groups are less crowded, around 26 students in each class. Most of my students come from public high schools, and their exposition to English language has been scarcely. Most of the time they tend to translate the given instructions, in fact, they do it well, so it can be inferred that they use it as a strategy to confirm their knowledge.

From February to June, students get classes of English level 2, a 50-minute class three times a week; 48 hours during the whole semester. The goal of the English 2 program is to bring students up to level A2 of the Common European Framework of Reference for Languages.

At this level, students have mastered the basics of English and can communicate simple, basic needs. At the end of the second semester, the students will use the elements of language to express the activities they are doing now, in the

past, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs.

Students age is around 15 and 16 years old, some of their interests are: listening to folk music, playing video games, play soccer; their digital skills are basic, they are able to use some digital tools such as cell phones, tablets and some apps, they like to join to social networking just for fun not for academic issues; the digital tool that they use for doing homework and searching information is the cell phone, a few students have a desk computer or laptop; It seems to me that not having accessibility to use a computer for doing their projects, sometimes limits their creativity to do better presentations, so most of them prefer to do them on a piece of cardboard.

Even though the digital resources offered by the institution are scarce, I try to incorporate the use of technology in classes, I usually send for homework most of the activities needing the use of the internet,, when it is necessary to watch a video, I send it in advance, students watch it for homework , and then in class we discuss it; I have observed that using videos help students to comprehend better the topic, and they develop narrating skill.

During classes, I incorporate some audio, sometimes the same used in the videos, I extract the audio as mp3 when listening to the audio, some students are able to identify that it is the same dialogue as the video; it is much better to listen to and watch the video at the sometimes; sometimes students get anxious about just listening, but when they watch the video, they feel more confident.

The use of digital activities for practicing the 4 skills have been useful to students to practice more, there are some of them that help students for self-assessment, in that way students are able to identify their strengths and weaknesses and practice more in the ones that required more reinforcement. Some of the

interactive activities that I use are games from a website called wordwall net, flippity, and some activities that I create on H5P.

1.1.3 Teaching Philosophy

As a teacher, I believe it is relevant to be in constant professional development, that is one of the reasons why I decided to register in the English specialization. The specialization has been a significant participation in my professional development, it has helped me to deepen my knowledge of English, understand the process of acquiring a second language, and to reflect on my teaching practices.

I consider myself to be an easy-going person who enjoys sharing knowledge and actively participating in class. I like my students to learn in a fun and practical way. I encourage them to be respectful and promote the values because they are still in the identity development stage. I always tell them to relate and adapt everything they learn to their everyday life so that they find learning more motivating. I also suggest them to participate in the free courses that are offered by the school or those advertised by the government. One day that knowledge will be the key to get a successful job.

Before taking the specialization, I used to be more a traditional teacher, where teaching was more focus on grammar translation. Now my current teaching style is in progress of developing to student-center classes. I still stand in front of the class talking about grammar and rules, but I do it in a different way, more based on the communicative approach. I promote that students first listen, identify the target vocabulary sound, do some drill repetition exercises; now when I give an example by using grammar, I say one that includes their personalities, likes and backgrounds.

In my teaching practice, now I consider more methods and approaches such as the communicative approach, the sociocultural theory, Krashen's monitor model, Byram's model of intercultural competence, the Humanistic approach, among others, understanding those theoretical concepts have guided me to select authentic activities and material that can help motivate my students, make them feel more immersed in the language, develop not only English skills but also critical skills, and the most important, build self-confidence and a desire to continue.

The comprehension of that theoretical foundation has helped to reshape my teaching philosophy and to be able to adapt different teacher roles, not just being the strict teacher, now I am trying to be more flexible and a supportive teacher, in that way, I have observed that students are feeling more comfortable and confident towards learning.

In conclusion, the specialization has provided me important elements to improve my teaching philosophy and identity; the study during the three modules offered the basis for a better understanding of how English is acquired and learned; now I feel more aware about all the approaches, methods, and theories involved in the process of learning a second language; I strongly believe that being a teacher is a long journey of learning. We have to be updated according to the new generations and their needs in a globalized world. But the most rewarding it is the learning that we get from our students, I think that at the same time our students become unconsciously in our teachers, because we learn a lot from them. Sometimes they show us easier ways to explain something or do an activity.

1.2 Theory underlying your teaching practice.

In English programs SEP in public schools, students are expected to perform well in the four skills; however, it has been observed that students do not develop language skills evenly even though English classes have been taught since

elementary school. Therefore, as teachers, we need to understand and analyze the different aspects of teaching and learning a foreign language such as English.

Since 2006, the different English programs SEP created in Mexico have the vision of language as a social tool, where learning is not only the acquisition of knowledge, but also social interaction. The Common European Framework of Reference for Languages MCER also emphasizes that the goal that teachers should have in mind is to provide opportunities for students to develop communicative, cognitive, emotional and situational competencies through social interaction (UPN, EEAILE, VIRTUAL).

It is essential to rethink that teaching a foreign language requires not only good pronunciation or fluency, but also knowledge of various theories, methods, and strategies, and the development of skills to create an enriching learning environment. The following sections list some of the theories and methods that have helped me to understand the teaching and learning process and to improve my teaching practice, as well as those used in the design of the lesson plan assignment.

1.2.1 Language

An important aspect of understanding the acquisition of a second language is knowing what language is and what its basic elements are. It is well known that language is a system of signs, words, and sentences that people use to communicate; but it is also crucial comprehend that language it is also polysemic, that is one of the reasons that our students struggle when learning vocabulary; moreover is conventional and cultural; it is also a source by which people can develop organizational, social, and cultural skills and abilities that, in most cases, can be representative of their context and identity (Fonseca, S., Correa, A., Pineda, M. I., & Lemus, F., 2011).

1.2.2 Communication Model

Jakobson pointed in his theory of communication that language is needed for communication occur, he considered: *the sender, the receiver, the context, the contact, the common code, the message*, he also set that language is referential, emotive, poetic, phatic, conative, and metalingual. As we can see, language is more than knowing words and their meaning; so, it is important to mention that as teachers, we tend to fall into the error of studying only the grammatical functions and forgetting the other aspects of language.

1.2.3 Schools of Thought in Second Language Acquisition

Three schools of thought have been of real importance in the study of acquiring and learning a second language.

Behaviorism

Skinner proposed it in 1954, he set language acquisition as a process of continuous stimulus-response from a competent speaker, who provide reinforce to beginner speakers who mimic or imitate the language.

Structuralism

Saussure set out in 1916 that language is a fixed system of interconnected parts on which a code meaning is relevant in acquiring the language.

Generative Linguistics

Chomsky in 1957 suggested that all languages are comparable in their basic structures, with specific rules that let learners innately acquire a language and use it rationally.

1.2.4. Methods

In order to create significant environments of learning an authentic material, it is vital to make a review of some the most important methods that can be used in acquiring a second language. These are some of the ones that are frequently used by English teachers.

The Grammar Translation Method

It focuses on the literature and grammar of the target language, with passages being translated into and from the mother tongue.

The Audio-Lingual Method

It was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are repeated, and tested until the responses given by the student in the foreign language are automatic.

Direct Method

The direct method of teaching was developed as a response to the grammar-translation method. It inquires to immerse the learner in the same way as when a first language is learned. All teaching is done in the target language; grammar is taught inductively; there is a focus on speaking and listening; and only useful 'everyday' language is taught. It is assumed that a second language can be learned in exactly the same way as the mother tongue

1.2.5 Theories

Sociocultural Theory

In 1978, Vygotsky pointed out that language is learned as a result of interactions between social and cognitive factors based on the development of low and high mental skills.

Zone of Proximal Development

Vygotsky set out that there is a difference between what a learner can do without a help and a learner can do with guidance from a skilled partner.

1.2.6 Krashen Theories of Second Language Acquisition

Acquisition and Learning of a Second Language

Communicating in a second language involves two main processes: learning and acquiring. These two terms have caught my attention. According to Krashen's acquisition-learning distinction theory, acquisition is a non-intentional process, such as native language, in which learners acquire language unconsciously through meaningful interaction and natural interaction, while learning is an intentional process in which learners develop language consciously through formal instruction.

Another important theory that has a great impact on our teaching practice is the Affective Filter Hypothesis. Krashen points out how affective factors such as motivation, confidence, anxiety, and personality traits can have a positive or negative influence. This hypothesis encourages us to create teaching environments that promote a low filter. This means that we need to give learners time to internalize the input and let them speak when they feel ready. In other words, if we insist too much on early production, most of our learners tend to feel they are not ready, leading to frustration and demotivation.

As we have already mentioned, one of the main reasons for acquiring a language is to communicate, Swain refers to the Outer Hypothesis, which states that it is necessary for language acquisition that learners produce language especially orally and in writing. During this process, learners develop some skills, such as

recognizing gaps and breakdowns, which allow them to negotiate meaning and reflect on their language. During this process, it is important that learners are get properly feedback to continue practicing and to understand that many errors occur at this stage, but that they are part of the process.

1.2.7 Communicative Competence

When it comes to the development of productive skills, it is important to analyze the contributions of Chomsky and Hymes. Chomsky defined competence as the linguistic knowledge that learners have about language, and performance as the use of language. He believed that by observing a learner's performance, one could immediately tell what he or she was capable of. On the other hand, Hymes stated that just knowing the grammatical rules is not enough to say that one is competent. He proposed communicative competence and sociolinguistic knowledge and defined performance as the use of language in real-life situations. For many years, it was believed that to be competent, a person should have an accent and pronunciation like a native English speaker. Now that the point of view has changed, the communicative approach explains that it is not necessary to achieve a native accent, but that the most significant thing is to use language in real contexts based on the learner's needs.

The Communicative approach invites us to use activities or strategies that help to facilitate the process of communication, taking into account the students' previous knowledge, the zone of proximal development, promote activities based on real situations where students are faced to produce language in order to satisfy their needs.

1.2.8 Intercultural Competence

Learning a second language has evolved, it goes beyond of Learning grammar, vocabulary, practice pronunciation, it also includes the understanding of

one's culture and other cultures around the world. That is, the set of social practices, a system of beliefs, a shared story or experiences.

The globalization world and their needs challenge learners to get more holistic knowledge and social cultural skills. Intercultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds, whether at home or abroad.

Model of Intercultural Competence

Byram sets out that intercultural competence implies the assessment of peculiar communication situations: the varied language, discourse strategies, and behaviors people from different cultural backgrounds use in direct, face-to-face situations, on which learners need to develop intercultural attitudes as well as social interaction, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness.

Byram's model defines the qualities of a competent intercultural speaker that are summarized as follows:

Savoir: knowledge of self and other; of interaction; individual and societal.

Savoir être: attitudes; relativizing self, valuing other.

Savoir comprendre: skills of interpreting and relating

Savoir apprendre/faire: skills of discovering and/or interacting.

Savoir s'engager: political education, critical cultural awareness

1.2.9 Assessment

Assessment is used as a tool to guide learning and improved learning outcomes. It benefits both teachers and learners, it informs to educators if the teaching practice

needs to be adjusted to support students in getting where they need to be. According to Hawthorne (2022) the benefits are varied, including improvement of relationships, productivity, motivation, and metacognitive talk.

Most educational systems consider the formative and summative assessment, the first one is the most effective, it takes place day by day, it tells learners what they need to do to reach the outcomes, on the other hand the summative assessment evaluates what learners have achieved. Both types demand educator to provide the right social, emotional and classroom environments.

Educators can choose formal or informal assessment depending on the situational demand. Formal assessment refers to a grading system-based evaluation to monitor students' knowledge, it measures students' performance based on specific standards or criteria by using tests, quizzes, surveys, and questionnaires, on the other hand, informal assessment refers to a method of student evaluation that does not have any standard grading criteria, it tracks students' learning progress and any doubts or difficulties they face by using mostly observation and motivational phrases.

When it comes to language assessing, Brown (2015) set it differs from testing in other content areas, because learners need to develop a variety of skills in order to produce language. Some alternatives for assessment are divided into three main categories:

(a) selected-response: including true-false, matching, and multiple-choice assessments.

(b) constructed-response: including fill-in, short-answer, and performance assessments.

(c) personal-response: including at least conference, portfolio, and self- and peer assessments.

Chapter 2: Methodology and practice

2.1 A practical and useful lesson plan.

The lesson plan was implemented with the second graders of the Cetis 46, groups of the fields of Maintenance, Programming, and Human Resources. It included 5 sessions. The different sessions were focused on the development of the four English skills, as well as promoting intercultural communication competence. Although each session has a title of one specific language skill, there were some activities that required the integration of the all-language skills in order to solve the different tasks.

LESSON PLANNG CELL	
Author	Berenice Iruegas Pérez
Educational Stage	Second semester, Middle School
Title of your lesson plan	Discovering some English- speaking countries.
Learning objective of the plan/competency	Students will identify some English-speaking countries by using the past simple tense.
Communicative skill considered	Listening, reading, writing, speaking.
State of the following options	Recycling learning of past simple tense.
Functions	Identify the English-speaking countries. Learn about some famous places, traditions, values and beliefs of some of English-speaking countries.
Main grammar structures	Past simple tense
Brief description of the plan	Students get information about some English-speaking countries to develop intercultural awareness.
Hour of the plan implementation	5
EEAILE tutor on line	Gernot Rudolf Potengowski

Session 1

Step of the lesson	Teacher's Activity	Student's activity	Materials	Class-management	Time	Evaluation
Warm-up	1 Teacher asks: What countries do you know that English is spoken?	Some students pass to blackboard to write the places that they know.	Blackboard	Whole class	5 min	Students' participation
Introduction	2 Teacher hands out some flashcards about some countries and their most representative symbols.	Students have to match the symbol with the English-speaking country.		Whole class	10 min	
Practice	3 Teacher asks to students to show their country-paired flashcards.	Students show the pairs of the country's flashcards.	English speaking countries flashcards	Whole class	10 min	
Production	4 Teacher plays an audio about the pronunciation of the countries.	Students repeat the countries.			10 min	
	5 Teacher shows a flashcard country or symbol.	Students say the country.				
Closing	6 Teacher asks students to create a vocabulary country list on notebook.	Students create the vocabulary country list.		Individually	15	Student's notes

Session 2

Step of the lesson	Teacher's Activity	Student's activity	Materials	Class-management	Time	Evaluation
Warm up	1 Teacher shows some pictures about some countries.	Students have to guess which of the English-speaking countries are being described.	Pictures	Whole class	10 min	participation
Presentation	2 Teacher writes down on board her name and around it she writes some actions that happened.	Students makes questions to try to discover what happens in her last journey.	Last holiday web chart	Whole class	20min	Formative
Practice	3 Teacher asks to students to create their own last vacation web chart, teacher provides to students some flashcards about different countries and their places to help students.	Students create their unreal last vacation web chart.	notebooks	individually	10 min	
Production	4 Teacher asks to some students to pass on front to show their chart.	Students have to make questions to guess the activities and place.			10 min	Check list

Session 3

Step of the lesson	Teacher's Activity	Student's activity	Materials	Class-management	Time	Evaluation
Warm-up	1 Teacher draws on board a TIC-TAC.TOE grid. She explains how to play it by using verbs in past form.	Students play TIC-TAC-TOE	Notebook, pencil	In pairs	10 min	Students' participation
Introduction	2. Teacher explains what is a postcard and their elements.	Students copy on notebook the postcard	Postcard worksheet	individually	10 min	
Practice	3 Teacher shows an incomplete postcard and write a list of the missing verbs.	Students pass to front to change into past the missing verbs.		Whole class	10 min	
	4. Teacher plays an audio to complete the postcard.	Students listen to the audio and complete the missing information.		individually	10 min	
Closing	4 Teacher ask ss to share the answers of the audio.	Students share their answers.		In pairs	10 min	Check list

Session 4

Step of the lesson	Teacher's Activity	Student's activity	Materials	Class-management	Time	Evaluation
Warm-up	1 Teacher hands out some maps and ask students to find Ireland location.	Students locate Ireland in the map.	map	Whole class	10 min	Participation
Introduction	2 Teacher encourages students to identify the most representative places or symbols of Ireland from the postcard.	Students identify the most representative places or symbols of Ireland from the postcard.	Ireland postcard notebook	Whole class	10 min	
Practice	4 Teacher asks students to put in order the sentences.	Students put in order the sentences.	Notebook	individually	15 min	
Closing	5 Teacher ask ss to share the answers.	Students share their answers.	notebook	Whole class	15 min	Check list

Session 5

Step of the lesson	Teacher´s Activity	Student´s activity	Materials	Class-management	Time	
Warm up	1 Teacher ask students which English speaking country they would like to visit and located in a map.	Students find the location of some countries.	maps	Whole class	5 min	
Introduction	2 Teacher ask to share the previously information required about the countries.	Students share their information.	Infographics „videos Internet	Teams	15min	
Practice	3 Teacher ask students to make a poster about the information found.	Students make a poster.	notebook	Teams	15 min	
Closing	3 Teacher asks students to imagine that they visited that country and then they have to write down a postcard for homework.	Students share their postcards in the padlet file		individually		

Link of the video

<https://drive.google.com/file/d/1nNvLhadqcgthNIYWFPMTTrSplfzLGX28f/view?usp=sharing>

Written Video Concept

The video shows the important information about the lesson plan implemented; the main objective of the lesson plan is to help students to identify some of the English-speaking countries. During the video it is explained the aim skills such as listening, speaking, writing and reading, as well as the theoretical foundation followed to design the lesson plan, some examples are some theories of Stephen Krashen, for example the Input hypothesis and the Affective Filter hypothesis; there is a brief description about the Cetus 46 and the groups of study mentioning some of their characteristics.

It is also shown some evidences about the activities done during the 5 sessions; the video also shows a section about the tools used for giving feedback and assessment, as well as a section for reporting the outcomes, the conclusion.

2.2 Theoretical Foundations of the Activities

Session 1 Class Analysis (Getting vocabulary about the English-speaking countries)

This lesson plan was created taking into account some of Krashen's theories of second language acquisition. The Input Hypothesis gave us the bases to reflect on how educators can help students to acquire language, this theory emphasizes that learners will be able to produce language when they already have comprehended the meaning of the message.

When activating schemata about listing the English-speaking countries that learners knew, their responses were few, expressing the USA and Canada as the most well-known, during this session, students got the new vocabulary to comprehend better

the topic of the project; students participated in a matching exercise where they had to pair cards, one card showed the country name and another a representative symbol of each country, the usage of visual aids helped them to understand and solved the task in an easy way. After matching the cards, learners created a list of English-speaking countries, they first wrote it in the blackboard and then in their notebooks; they got surprised that English is spoken in more countries than they believed.

Session 2 Class Analysis (Engaging Students to learn about other culture, speaking-writing skill)

In order to incite students' interest in learning about other culture, It was followed the principles of Byram's Intercultural Communication Competence, it states acquiring a language involves knowledge of others and self, skills to interpretate and relate, skills to discover and or to interact, valuing other's believes and behaviors. During this session students made questions by using the past tense; students got interest about learning what food the teacher bought, what places she visited, where she stayed, why she went, how she travelled; they got impressed about some Canadian norms such as how Canadian respect wildlife, they saw a picture where a duck family was crossing a street and drivers stopped traffic to let them crossed it. This activity let them to contrast their culture and the Canadian culture. After that, students created a last vacation web chart representing some aspects about their culture.

Session 3 Class Analysis (Listening Skill)

This class was developed under the principles of the Input Hypothesis and the Affective Filter Hypothesis, as we mentioned previously, the first one guide facilitators to search for comprehensible vocabulary material, and the second states the feelings of learners when they get blocked, it states that learners need a low affective filter to produce language; one of the skills that learners struggle the most, it is the listening skill, during this session , student has to complete a post card by writing the missing verbs in past tense; first they reviewed the past tense of verbs by playing Tic-Tac-Toe in pairs, then in order to help students to not get anxious about the listening, it was given

a list of verbs that needed to be change in past form, they identified if they regular or irregular, they listened to the pronunciation and practiced it, after that they listened to the audio. At the beginning it was shocking for them to listen to a person with different accent, it was necessary to slow the speed of the audio to decode it; in some groups, I had to read the transcript to help those students who got nervous. After that, most of them were able to solve the exercise.

Session 4 Class Analysis (Reading Skill)

This class focused on top-down and bottom-up reading skills, the first one deals with using learner's knowledge background of the world to comprehend a text, where learners use information and knowledge that might come from outside the text, and the second one focuses on the development of basic skills, matching sounds with letters, syllables, and words used in writing the text. Students first locate Ireland in a map, in that way, they could express what they know about locating some countries, then they had to find for some important places that are representative in a country, by doing that students identify words and structures of the sentences. After identifying some clue words, students had to read for specific information in order to solve the sequence task. During this activity, learners did not show up as many difficulties as the listening exercise, they felt more positive and they understood easily the instructions. Relating about Ireland's culture they could identify the most important places about it.

Session 5 (Writing Skill)

This session was focused on the Vygotsky' Sociocultural Theory and the Cognitive Model of Writing Process; The Sociocultural Theory expresses that learning is a mostly social process whereby development occurs through interactions with people who possess more knowledge or skill than the learner, cooperative learning was promoted during this class, teams were integrated with mixture of high and lower performing students. On the other hand, the Cognitive Model of Writing process helped learners in planning, organizing, searching for, translating, reviewing, evaluating and revising the information.

Previous to class, it was required students to search for information about a country that they would like to visit. Most of the students brought the information in Spanish, it was understood and acceptable because it was about a place that they did not anything about it, then when they worked in teams, they translated the information in to English; after they understood the information, the students were asked to report information as if they would have gone on vacation to that country, in order to keep reinforcing the knowledge of past tense forms. At the beginning, this instruction was a bit confusing for some students because in their first writings they reported as an infographic by using the present simple, I gave some examples about how to report it, then most students were able to do it.

Students found interesting information, created creative posters, and some teams wanted to share their posters by making an exposition. The more skillful learners were able to produce 4–5-word complete sentences in past tense, there were some students that needed to read their sentences from notebook and then tried to say it in their own words; students were nervous at the beginning but then they felt more confident when they realized that they could produce language. A respectful environment and not interrupting them when making an error, let students performed the task.

2.3 Designing of necessary tools to assess/test the progress of students.

This project considered the principles of informal and formal assessment, as well as Brown's principles to assess language skills.

During classes, most activities were assessed informal and some of them under the principles of performance-based assessment. It is well known that number of students in a class in a public school tend to be big, most of my groups are approximately to 40 students in each class, so informal assessment was predominant during this project, by doing some questions or some activities I could identify students' progress; when students

participated, I often used some motivational phrases such as excellent, very good, you did it, among others to make them feel proud of their effort. I also did some observation notes to record students' impressions.

Concerning to the Performance-based assessment, learners did some tasks involving group projects, hands- on projects, students' portfolios and writing tasks.

Session one was mostly informal assessment, students were praised when they paired the country cards and after practice pronunciation. I have learned that learners are accustomed to write everything on their notebooks, and they require the teacher checks it, if this is not done, they assume that they are not learning and it is a waste of time, so it was designed a check list in order to satisfy their need, it was evaluated their organization, use of capital letter for writing the countries names, and their participation in class.

Session 2 assessment consisted on observing students concerns about Canada, students made wh- questions in past tense, teacher responded orally to their questions. The last vacation chart web was assessed by using a check list observing their progress on participation, used of wh-words and writing verbs in past form.

Session 3 assessment was done by using a check list where it was recorded the difficulty of identifying the sound of verbs in past form, the attitude of learners towards listening, if they felt anxious or relaxed, as well as the understanding of directions.

Session 4 assessment consisted on observing learner's comprehension of key words, inferring meaning of the words according to the context and sequencing events.

Session 5 assessment was done by using a rubric, writing is a more complex skill, that requires more time to develop and more descriptors to assess, writing in Spanish is sometimes difficult for students so in English is a little more demanding; it was checked the student's progress on handwriting and spelling, use of verbs in past tense, description of countries facts, elements of a postcard and sequence of the events.

Exposition session, for the students who were brave to make an exposition and in order to let them know their progress, a speaking rubric was created, where pronunciation, fluency, vocabulary and grammar were assessed.

It is important to highlight that during classes the assessment was informal, due to huge number of students in each class is not possible to check notebook by notebook, so the progress of learners by using the check lists and the rubric was done during the administrative hours set in my schedule.

2.4 Attached evidence of (graphics, photos, images)

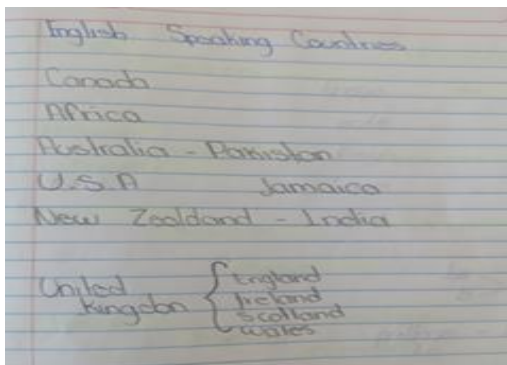
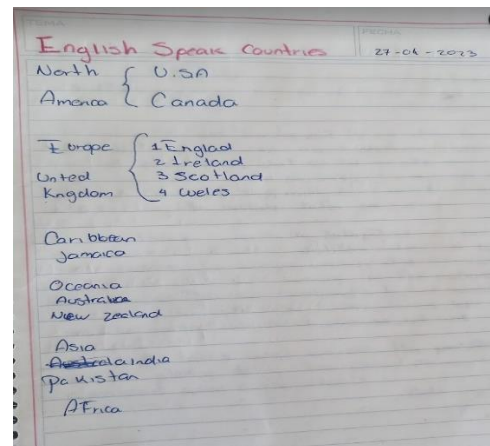
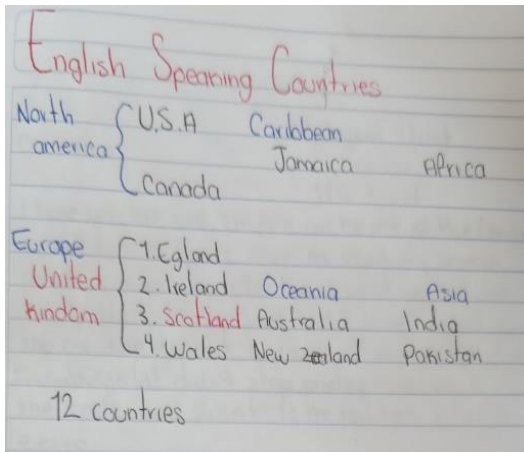
Session 1 Getting vocabulary

Products:

- a) pair card matching, country and symbol.



b) List of English- speaking countries on notebook.



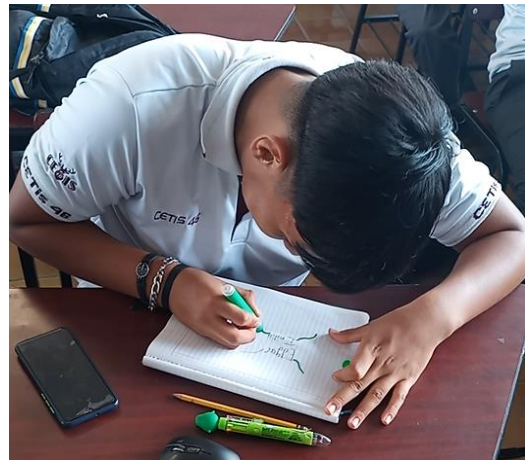
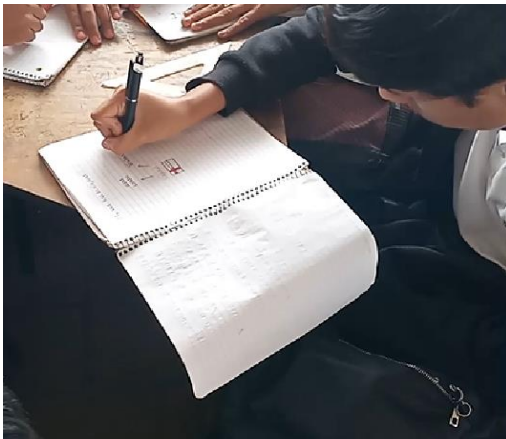
Session 2 Engaging students' interest in learning about other culture.

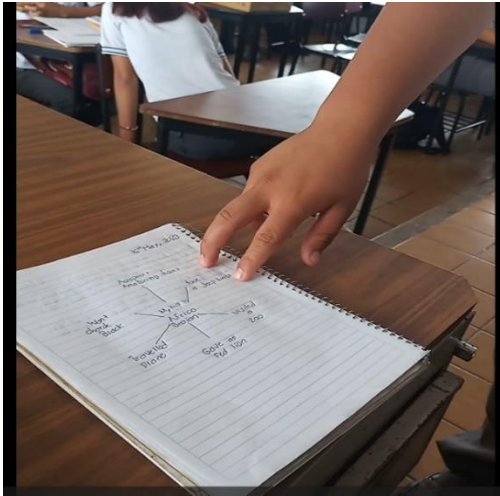
Products:

a) Students' participation making questions about the trip.



b) Last vacation web chart





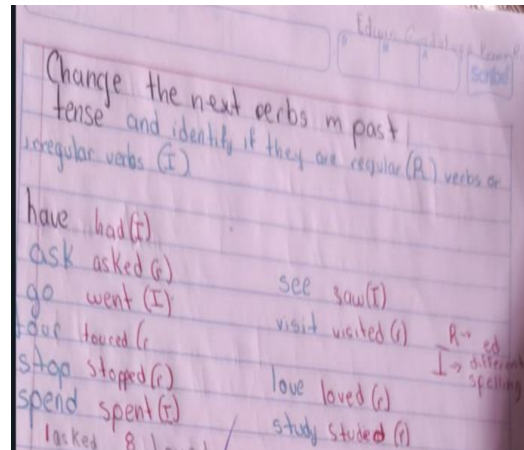
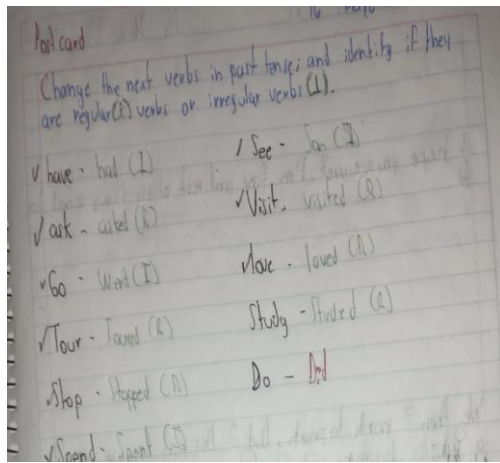
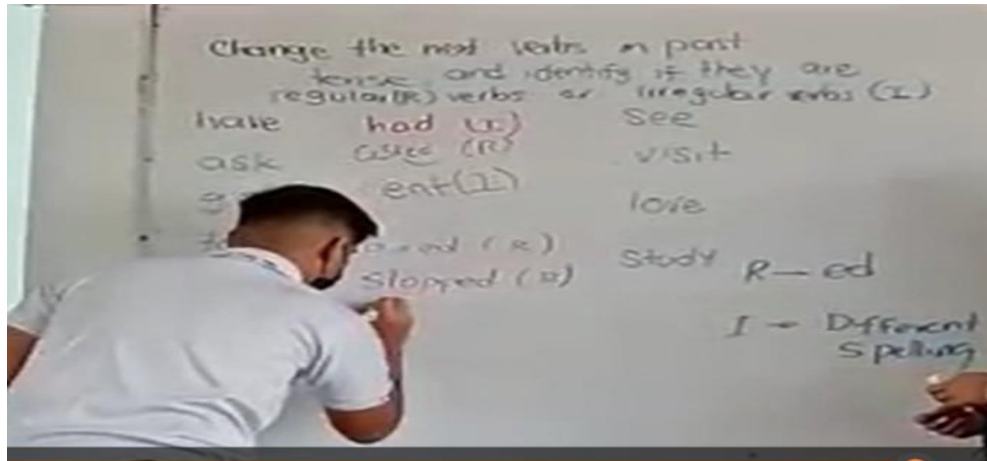
Session 3 Listening Skill

Products:

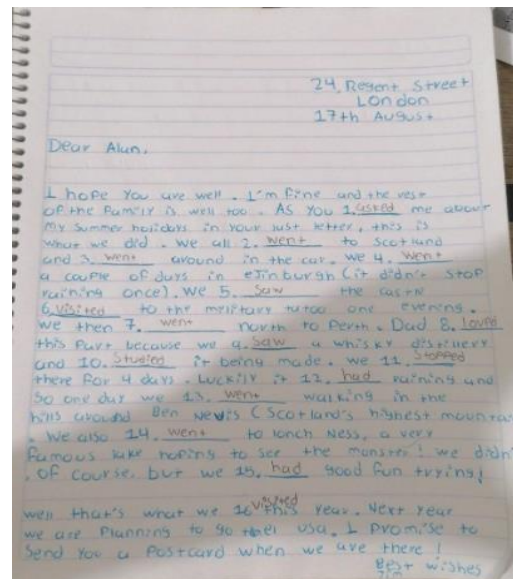
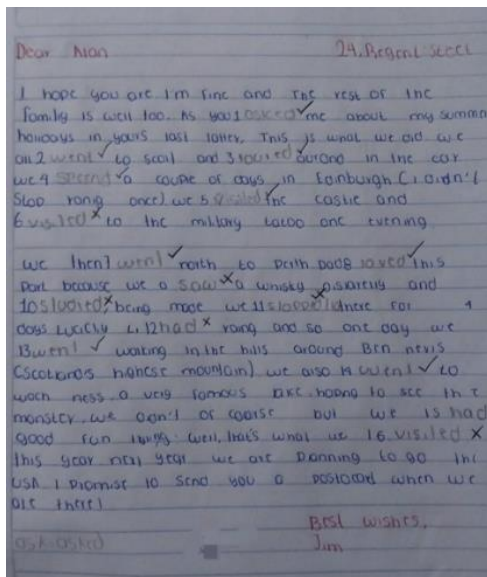
- a) Game Tic-Tac-Toe to review verbs in past form.



- b) Pre-listening Activity: list of verbs changed in past tense.



c) Postcard completed by adding the verbs in past form.



Session 4 Reading Skill

a) Finding some countries location.



b) Identifying key words.

Dear Alan
 24, Pringal St
 London
 14th August

I hope you are well. I'm fine and the rest of the family is well too. As I told you in your last letter, this is what we did. We all went to Scotland and I went around in the car. We spent a couple of days in Edinburgh (it didn't stop raining once). We went to the castle and to the military tattoo one evening.

We then went north to Perth. Dad had a whisky distillery and we spent 4 days there. Luckily it stopped raining and so one day we went walking in the hills around Ben Nevis (Scotland's highest mountain). We also had to (fish) a very famous lake hoping to see the monster. We didn't, of course, but we had a great time trying!

Well, that's what we did this year. Next year we are planning to go to the USA. I promise to send you a postcard when we are there!

Best wishes,
 Jim

Dear Alan,
 17th August

I hope you are well. I'm fine and the rest of the family is well too. As you told me about my summer holidays in your last letter, this is what we did. We all went to Scotland and I went around in the car. We spent a couple of days in Edinburgh (it didn't stop raining once). We went to the castle and to the military tattoo one evening.

We then went north to Perth. Dad had a whisky distillery and we spent 4 days there. Luckily it stopped raining and so one day we went walking in the hills around Ben Nevis (Scotland's highest mountain). We also had to fish a very famous lake hoping to see the monster! We didn't, of course, but we had a great time trying!

Well, that's what we did this year. Next year we are planning to go to the USA. I promise to send you a postcard when we are there!

c) Sequencing the events.

List the places mentioned in the Postcard: Scotland.

Edinburgh	1	tried to see a monster.
Castle	1	travelled to Edinburgh.
Military tattoo one evening	2	walked around a castle.
Perth	4	went to Perth.
Monster	5	saw how whisky is made.
	3	saw a military show.
	6	walked on the mountains.

Maritza Sarchi, Abardo Martinez ZAVARRA

Put the places in the correct order.

- 1
- 2
- 3
- 4
- 5
- 6

5 I tried to see a monster.

1 travelled to Edinburgh.

2 walked around a castle.

4 went to Perth.

1 saw how whisky is made.

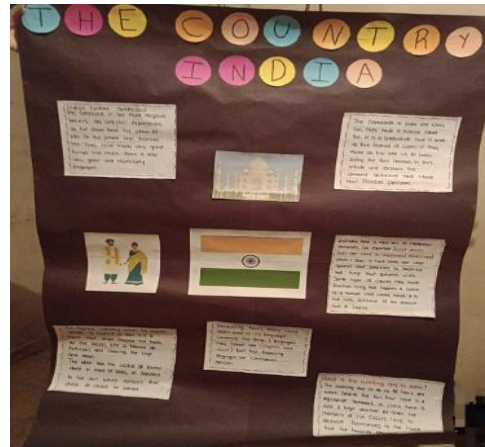
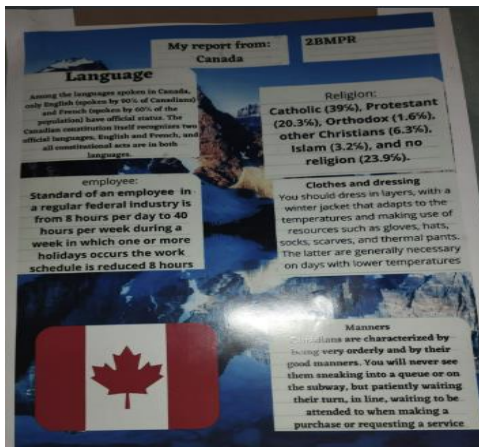
3 saw a military show.

5 walked in the mountains.

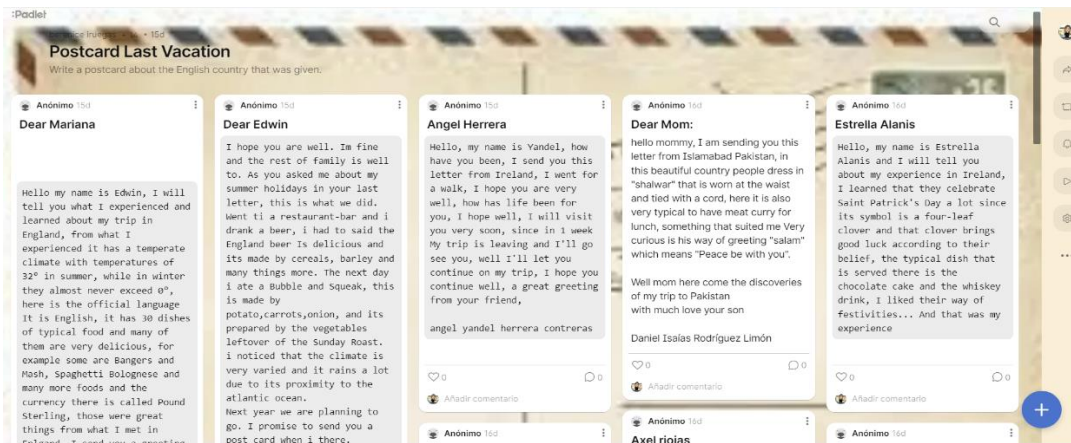
Session 5 Writing Skill

Products:

a) Creating a country poster.



b) Writing a postcard.



<https://padlet.com/missbereniceclass/postcard-last-vacation-ou63s8awadjbec0a>

Extra session Speaking
England Exposition



Australia Exposition



2.5 Show evidence of your designed tools to assess your students.

Designing the right tools for the assessment at the beginning took me some time to design the tool, first I created some format that were used individually, then I reflected on that would take to print a lot of copies, because I have around 160 students, so I decided to readapt the format to one that could be easily to concentrate and visualize the students results. For next projects, I am planning to integrate students' self- evaluation and peer-evaluation, it is important that students developed skills of being evaluating by themselves and by their peers.

Assessment Tools

Session 1 Students notes Check list

Class _____

Date _____

Yes: √ No: X

Student name / Criteria	Write the title.	Use of capital letter	Organization	Participation in matching cards.	Observations

Session 2 Last vacation web chart check list

Class _____

Date _____

Yes: √ No: X

Student name / Criteria	Verbs in past form	Correct punctuation	Organization	Participation in making questions	Observations

Session 3 Completing listening exercise

Class _____

Date _____

Yes: No: X

Student name / Criteria	Difficulty identifying sounds of verbs.	Keep interesting in listening.	Follow oral directions	Number of correct answers	Observations

Session 4 Sequence Ireland Exercise

Class _____

Date _____

Yes: No: X

Student name / Criteria	Identify key words	Follow oral instructions	Can work out the meaning of words	Number of correct answers	Observations

Session 5 Rubric for writing

Student's name _____

Class _____ Date _____

Criteria	Needs improvement 2 points	Fair 3 points	Good 4 points	Excellent 5 points
Handwriting and spelling	More than 6 mistakes in spelling.	4 or 5 mistakes in speaking	3 or 2 mistakes in spelling	All verbs are well written.
Sequence	There is no sequence of events.	There are some not sequence events.	Few mistakes in the sequence of events.	The events are well organized.
Use of irregular verbs in past	Use mostly regular verbs.	Use 3 or 4 irregular verbs.	Use 5 or 7 irregular verbs.	Use more than 8 irregular verbs.
Country facts	Does not show relevant information about the country.	Shows 2 or 3 facts about the country.	Shows 4 or 5 facts about the country.	Shows more than 7 facts about the country.
Elements of a postcard	Does not show any element of the postcard.	Show 1 or 2 elements of the postcard.	Shows 3 or 4 elements of the postcard.	Includes all the elements of a postcard.

Extra session Speaking

Team members:

Class:

English-speaking country:

Criteria	Excellent	Good	Enough	Needs improvement
Pronunciation	It is clear, with 2 or 3 errors. The message is comprehensible.	There are more than 3 pronounced incorrectly.	Your pronunciation is not clear, some words are pronounced as they are spelled.	It is difficult to understand the message.
Fluency	Smooth and fluid speech, Volume is excellent.	Speech is relatively fluid, few hesitations. Volume wavers.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft
Vocabulary and grammar	A wide range of well-chosen vocabulary and use of verbs in past form.	Good language control; some error in verbs in past form.	basic vocabulary choice, Frequent grammatical errors.	vocabulary that is used does not match the task; verbs are not used in past form.
Details	Excellent level of description; additional details	Good level of description; all required	Adequate description; some additional	Description lacks some critical details that make it difficult for the

	beyond the required.	information included.	details should be provided.	listener to understand.
--	----------------------	-----------------------	-----------------------------	-------------------------

Session 1 Assessing English- Speaking countries list

EVALUATION TOOLS

Session 1 Students notes Check list

Class 2BMT2 Date _____

Yes: ✓ No: X

Student name / Criteria	Write the title.	Use of capital letter	Organization	Participation in matching cards.
Carlos Ortiz	✓	✓	X	X
Rolando Linares	✓	✓	✓	✓
Laura Brigeys	✓	✓	✓	✓
Rita Zapata	✓	✓	✓	✓
Renata Leija	✓	✓	X	✓

Session 2 Assessment: making questions about the teacher's trip and the last vacation chart.

Session 2 Last vacation web chart check list

Class 2AMMA Date _____

Yes: ✓ No: X

Student name / Criteria	Verbs in past form	Correct punctuation	Organization	Participation in making questions	Observations
Carolina Villarreal	✓	X	✓	✓	
Victoria Ochoa	✓	✓	✓	✓	
Jesús Mirelis	✓	✓	✓	✓	
Mario Bernavides	✓	X	✓	✓	
Oscar Domínguez	X	✓	✓	✓	

Session 3 Assessment: listening skills

Session 3 Completing listening exercise

Class 2A MMA Date _____

Yes: ✓ No: X

Student name / Criteria	Difficulty identifying sounds of verbs.	Keep interesting in listening .	Follow oral directions	Number of correct answers
Antonio Gonzalez	✓	✓	✓	9
Camila Jimenez	✓	✓	✓	10
Jorge Garcia	X	✓	X	6
Gerardo Mendez	X	✓	✓	8
Paula Martinez	✓	✓	✓	10

Session 4 Assessment: reading skills

Session 4 Sequence Ireland Exercise

Class 2A VA12 Date _____

Yes: ✓ No: X

Student name / Criteria	Identify key words	Follow oral instructions	Can work out the meaning of words	Number of correct answers
Eduardo Ramirez	✓	✓	X	10
Kenia Linares	✓	✓	✓	9
Diana Ortega	✓	✓	✓	10
Marcelo Sanchez	X	✓	✓	7
Jesús Mireles	✓	✓	✓	10

Session 5 Assessment: Writing skills

Session 5 Rubric for writing

Student's name Robt, Carlos, Luis

Class ZEPH Date _____

Criteria	Needs improvement 2 points	Fair 3 points	Good 4 points	Excellent 5 points
Handwriting and spelling	More than 6 mistakes in spelling.	4 or 5 mistakes in spelling.	3 or 2 mistakes in spelling.	All verbs are well written.
Sequence	There is no sequence of events.	There are some not sequence events.	Few mistakes in the sequence of events.	The events are well organized.
Use of irregular verbs in past	Use mostly regular verbs.	Use 3 or 4 irregular verbs.	Use 5 or 7 irregular verbs.	Use more than 8 irregular verbs.
Country facts	Does not show relevant information about the country.	Shows 2 or 3 facts about the country.	Shows 4 or 5 facts about the country.	Shows more than 7 facts about the country.
Elements of a postcard	Does not show any element of the postcard.	Show 1 or 2 elements of the postcard.	Shows 3 or 4 elements of the postcard.	Includes all the elements of a postcard.

2.6

Video

link

<https://drive.google.com/file/d/1nNvLhadgcgthNIYWFPMTTrSpfzLGX28f/view?usp=sharing>

Transcript

Script	Time
Entry	00:02
Objective Lesson Plan	00:06
Aim skills	00:12
Theoretical Foundation	00:28

Teaching Context	00:59
Session 1 Identifying English- speaking countries	
Warm -up: Getting vocabulary	01:46
Practice; Practice pronunciation of countries	02:45
Session 2 Engaging Students interest about other culture	
Activating Schemata: review of verbs in past form.	03:19
Practice: Making wh- questions and affirmative sentences.	03:38
Production: Reporting their Last vacation chart.	04:54
Session 3 Listening Skills	
Warm- up Tic-Tac-Toe game	05:18
Practice:	
Changing verbs to past tense.	05:22
Listening to the audio to complete the task.	06:03
Production: sharing answers.	06:10
Session 4 Reading Skills	
Warm up: Vocabulary	06:32
Practice: Reading for details	07:11
Production: Sequencing events	08:42
Session 5	
Warm up: Countries location	09:26
Practice: Posters	9:37
Production: Writing a postcard	09:44
Extra Session: Speaking skill	09:55
Exposition of some countries	
Tools for assessment	10:45
Critical analysis and outcomes	11:05
Conclusion	11:45

Credits	12:10
Bibliographic References	12:17

Chapter 3: Experience Report

3.1 Challenges

One of the challenges that I faced during the lesson project, it was the tendency of students wanted to translate everything in Spanish; when I was explaining, most of them used to translate most of what I said, that fact reminded me principles of the compensation strategies, it is crucial for learners to apply those strategies that assist them in comprehending and flowing in the conversation. In order to keep a balance of using those strategies, I used more visual aids to clarify meaning, and tried to speak a little louder and slower to help students.

During the implementation of the activities, there were some activities celebrating the student's week, so in some groups the student's attendance was not regular, in some groups the whole class did not assist, so it took more time than the planned hours to do some activities; in other situations, they forgot the material needed to work on class, in the case of doing the poster.

Talking about the complexity of the activities, students struggle in the listening exercise, they found it difficult to listen to a native English speaker, it was necessary to read them the transcript, what I am planning for next activities is to adapt shorter listenings during the week.

Relating to the searching skills, some groups do not like so much investigate, I observe that one or two learners did well the investigation and the rest just copied; for next projects I will provide them a list of websites on which they can do some survey.

A minor challenge that appeared during the project was the situation of recording them, some of them were reluctant to be recorded, some of them covered their faced with

a hand and others bowed their heads to the floor; it was surprising for me observing that attitude, most of the time during a free time, they were taking photos or doing some tik toes, I learned that most of them do not like to use digital media for academic purposes; so what I did to solve this situation and to get some evidence, it just recorded the ones who agreed with participating in the project, for next projects I am planning on make a challenge about the ones who create more digital evidences, and the winner will be praised with some extra points or helping them to recover a homework that they did not hand in on time.

The use of technology during classes was a bit challenging, there is not accessibility to the internet for students, and the ones that had a plan it was just for using the social media such as WhatsApp. In order to solve this situation what I did was to send for homework those activities that required internet connection. For next semester, I am planning to create more digital activities that help students to get immediately feedback.

3.2 Outcomes

After analyzing the videos and the students' exercises, it can be said that students worked on a different learning environment, where they were exposed more to a student-centered class, that let them to develop the four English skills in a new form, on which traditional teaching practices were used less.

Analyzing the students participations, it can be assumed that the project was well accepted, even though at the beginning, learners did not know a lot about the English-speaking countries; the selection of the topic was crucial for helping them to visualize the benefits of acquiring a second language, before doing the project, most learners did not take importance of learning English, English is not one of their favorite subjects, but after doing the activities they could see the impact of it; the project let learners to identify more

English-speaking countries, few of them still think that they would never visit those places, so some of them are still questioning why to learn English; I am still trying to convince them that if they are prepared, sometimes life may surprise them by offering to them some opportunities to travel abroad as it happened to me.

Relating to the development of the intercultural communicative competence, it is still in progress, it requires much more time; it can be said that students got an introduction about the values, beliefs, important places and manners; it was not possible to fully develop the intercultural self-awareness skill, but at least this project made students to awake curiosity about learning of other cultures; for next classes, I am creating a survey on which students will answer some questions about their interests, in that way, I will get a list of the things that students like the most, and I will try to adapt in the topics for next semester.

Relating to the communicative competence, students lack of vocabulary, they still need to reinforce knowledge learned in English 1, such as the verb to be forms, use properly subject, object, demonstrative and possessive pronouns; they do better in reading exercises and grammar exercises, when they are producing orally language, most of them are shy to speak in front, and the most skillful can say sentences made up of 4 or 5 words.

This project also promoted the development of some soft skills, such as motivation, communication and cooperative learning; what I observed during the sessions is that learners preferred to work in teams, some of them had different roles, I observed some

of them were good at leading their peers while other were good at collecting information or decorating the poster; it is important to highlight that they developed interpersonal skills such as being able to empathize with others, motivating others, lasting relationships, negotiation and persuasion and sharing responsibilities, this last one was so relevant during the session 4, I could observe that there were always some learners that did more than others, so they had to learn to manage this conflict, at the same time this helped to learn patience and cooperation.

Relating to the time assigned in each of the activities, it was necessary to make some changes, session one the time assigned was good, the complexity of the activity was according to their level, but from session 2 to 5, time was not enough, it required to take the double of time planned, during session 2 it was beneficial to extend the time of making questions, students got really interested, they made more questions than I expected. In session 3, the listening practice, I had to reread around 8 times the transcript, even though we practiced the pronunciation of the verb word bank before the answering the postcard, students got nervous when answering the exercise. Session 4 Reading, took less time, more than the time planned but less than listening exercise. Session 5 was longer, as I mentioned before the irregular attendance of students and not bringing the information and materials for doing the posted, took more time than expected, so assigning to write the postcard for homework was the best solution, one advantage of this situation is that students used a digital resource called Padlet to share their postcard.

In some groups such as the programming class and the human resources classes some students were able to do some expositions, during that exposition students were required

to report information pretending that they had visited those countries; it was surprising that students focused on attention contrasting information about the culture of those countries and their own.

Relating to the teacher's performance, by observing the videos, I could notice that I need to increase the volume of my voice or to use a microphone, in that way, I could get more attention of learners, other thing that I need to improve, it is my handwriting, sometimes I tend to write small letters, and due to I am left-hand, sometimes my writing is goes in a diagonal line, alike students, this project also showed my strengths and weaknesses that I need to improve for next classes.

To conclude this section, it would be very pretentious to say that the objective of the lesson was successfully achieved, it is true that students could develop their English skills, and some intercultural communicative competences, soft skills and the domain of some verbs, some of them in more depth than the others, so it is necessary to keep working on this way, to integrate more learning experiences like this one in next semesters and the most important to work cooperatively with other colleagues, in that way not only my students will be benefit but also the students of other teachers.

Chapter 4: Conclusions

To do the specialization was a big challenge, being a full-time teacher can be a little chaotic at certain moments, during a semester I usually have 8 or 9 groups, each group is around 40 to 55 students; sometimes I have to teach 2 subjects different than English class, so I have to design different lesson plans and materials; but the desire to keep working on my professional development encourages me to keep learning.

The specialization has helped to rethink about my teaching practice, I used to be a traditional teacher where most of the activities were based on solving grammar exercises; the study of the different approaches, methods, theories and strategies have helped me to rethink about my teaching identity and philosophy, and to look for more engaging and creative activities. Now I understand that to be an English teacher it is not just a matter of knowing grammar rules and being skillful in speaking.

Now I clearly understand the difference between acquisition and learning; in the past I used to relate language only to learning; the understanding of Krashen's monitor Model has given me the principles to improve my lesson plans, as a result of that, every time that I start planning, I take more time on designing which activities may help my students to understand and to produce language, which is the main purpose of acquiring language.

The Affective Filter Hypothesis has helped to make a balance about my attitude and the student's attitude, I used to demand students to past to front to produce immediately some statements, now I make a pause, I do more observation, I analyze

which are more extrovert and introvert, the first ones have become my helpers in encouraging shy learners to participate more, first they practice with their peers, and when they feel ready, they pass to front to participate.

As educators, it is essential to reflect on that each group is unique, so we must consider different aspects when lesson planning, now I am more aware that it is vital to consider the students' needs, their living context and their experiences, on the other hand it is important to be flexible and to adapt different teacher roles depending on the stage of lessons, I am aware that classes have to be more student-centered rather than teacher-centered, and for getting that, it is necessary that teachers and learners adapt different roles in the process of teaching and learning.

Relating to Intercultural communicative competence, I have reflected that teaching a language, it is not only to teach grammar, it is a holistic teaching, that means, that we need to show students the relationship between the words and their culture; it is vital to help students to view that each language has a cultural background, traditions, values, beliefs, norms which are essential parts to comprehend better language and to improve the language skills, and the most important to help students to develop intercultural skills on which they can be critical- thinking learners, they can be empathic with others, they can infer meaning of words, and they can learn about other cultures by learning and reflecting on their own culture

To conclude, being part of the specialization was a great experience, I met teachers from others part of Mexico, and also from other parts the world, the specialization supported me not only academic knowledge but it also helped me to be a better teacher, and to enrich my attitude towards learning and teaching. It showed me that in order to be a good English teacher is necessary to be always on constant professional development, to adapt new attitudes such as being more organized and to face risky situations, I also learn the importance of sharing knowledge with our colleagues and to empathize with our students' needs. As mention before, being a teacher is a long journey, sometimes frustrating with some ups and downs, but the most rewarding it is the double personality that we may perform sometimes we become teachers and sometimes we become learners.

Bibliographic References

Brown, H. (2015). Teaching by Principles. Pearson Education.

Fonseca, S. Correa, A. Pineda, M. & Lemus, F. (2011). Comunicacion Oral y Escrita. Pearson.

Hawthorne, H. (February 28, 2022). How to use the Assessment for Learning in Schools. High Speed Training.

<https://www.highspeedtraining.co.uk/hub/how-to-use-assessment-for-learning-in-schools/>

Krashen, S. (1981). Second Language Acquisition and Second Language Learning. University of Southern California

http://sdrashen.com/content/books/sl_acquisition_and_learning.pdf

Krashen, S. (1982). Principles and Practice in Second Language Acquisition. University of Southern California.

http://sdrashen.com/content/books/principles_and_practice.pdf

Richards, J. (2001). Approaches and Methods in Language Teaching. Cambridge University.

Appendixes

Materials used in the project

Materials Needed

Session 1 speaking countries list <https://www.lingoda.com/en/content/english-speaking-countries/>

Location	countries
North America	United States Canada
Caribbean	Jamaica Trinidad and Tobago
Europe	Ireland England Scotland
Oceania	Australia New Zealand
Asia	India Pakistan
Africa	South Africa Nigeria Cameroon

Flashcards with representative symbols and countries.





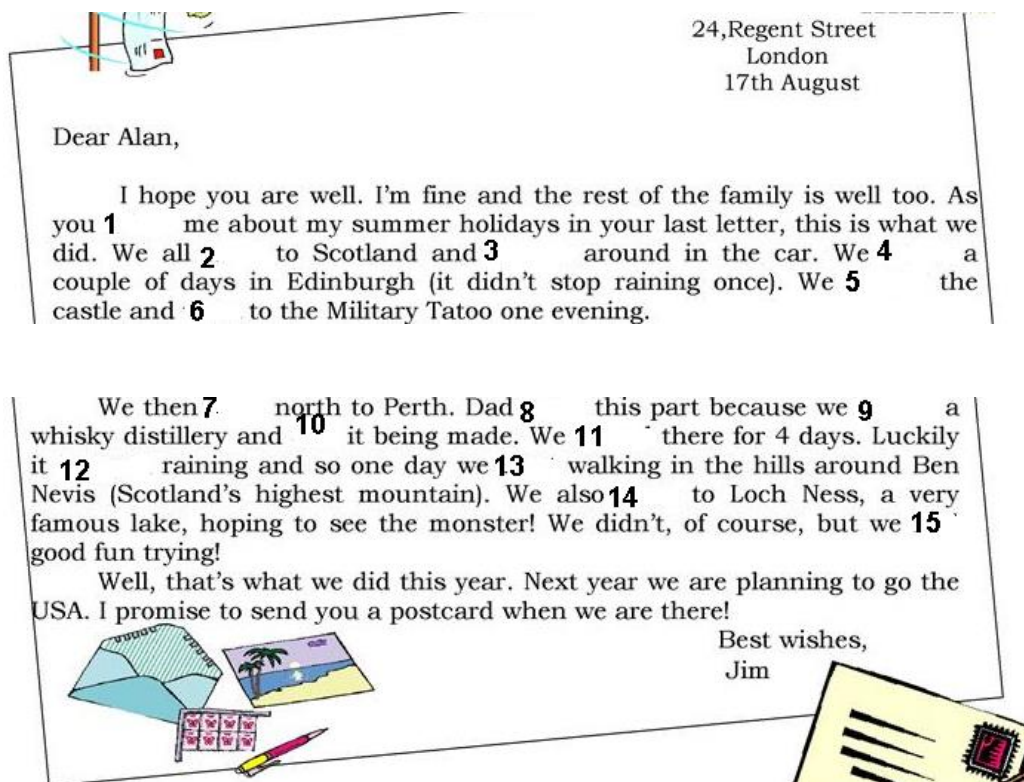
Session 2 **Berenice last vacation**



Session 3 Listening exercise

<https://www.takethepen.net/special-dates/my-holidays-postcard/>

Activity 3 Postcard divided in parts



24, Regent Street
London
17th August

Dear Alan,

I hope you are well. I'm fine and the rest of the family is well too. As you **1** me about my summer holidays in your last letter, this is what we did. We all **2** to Scotland and **3** around in the car. We **4** a couple of days in Edinburgh (it didn't stop raining once). We **5** the castle and **6** to the Military Tattoo one evening.

We then **7** north to Perth. Dad **8** this part because we **9** a whisky distillery and **10** it being made. We **11** there for 4 days. Luckily it **12** raining and so one day we **13** walking in the hills around Ben Nevis (Scotland's highest mountain). We also **14** to Loch Ness, a very famous lake, hoping to see the monster! We didn't, of course, but we **15** good fun trying!

Well, that's what we did this year. Next year we are planning to go the USA. I promise to send you a postcard when we are there!

Best wishes,
Jim

Session 4 Reading exercise

Maps printed



Exercise for Ordering of the events

A. Put the places and events from Jim's summer holiday in the correct order.

1.	a. tried to see a monster;
2.	b. travelled to Edinburgh;
3.	c. walked around a castle;
4.	d. went to Perth;
5.	e. saw how whisky is made;
6.	f. saw a military show;
7.	g. walked in the mountains;

Session 5 Writing a postcard

Padlet link <https://es.padlet.com/missbereniceclass/postcard-last-vacation-ou63s8awadjbec0a>

Link

of

video

<https://drive.google.com/file/d/1nNvLhadgcgthNIYWFPMTTrSpIfzLGX28f/view?usp=sharing>