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PROPUESTA DE INTERVENCIÓN EDUCATIVA

CULTURAL AWARENESS LESSON PLAN: FAMILY LIFE

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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Project: Cultural Awareness Lesson Plan Family Life

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Introduction

This project aims to reflect on the newly acquired knowledge within my teaching practice by designing and implementing a pedagogical intervention project.

The idea of this project is to consider everything that I have learned and to show how that information is put into practice by designing ways of organizing content and responding to the creation of new scenarios in which the students must have the ability to solve the possible problems that they might face to avoid communication breakdowns and to improve the language in use.

The final project will have the following contents, the description of my teaching context to moreover state my teaching philosophy and identity considering what I have learned along the specialization.

As well as state the theoretical foundations, principles, hypotheses, approaches, methods, and techniques that are part of my new teaching style. To show all this foundation, I will paste a lesson plan according to my educational context and needs, and include a detailed description of the learning activities, mentioning what my students and I will be doing.

Also, design the necessary tools to assess or test the progress of my students, analysing the outcomes of my assessing or testing tool. And add a video showing the activities I planned in the lesson plan and the materials I designed for it.

Body

Through this course, I have learned about different theoretical concepts, as well as methodologies and concepts. I must say that this knowledge has made me reflect on my teaching practice. It has allowed me to analyze what I need to implement to improve my teaching methodology. At the same time made me reflect on how my beliefs and learning experience impact my work.

We have read and analyzed topics such as the Structuralism school of linguistics. Structuralism focuses on the correct grammar structure and relies on rote memory so leaves aside the focus on the reading and creative writing of the students; this would be considered a weak point of Structuralism (Forstall, 2019).

I applied Structuralism when I teach grammar rules, I often feel that I lack a better methodology to explain these rules. I mention this because when the students solve grammar exercises, I notice doubts that make me realize that they did not understand the subject. I also have to mention that my experience as a student of the language influences my approach here. As a student of the English language, it worked better for me to practice the language and learned those structures through songs, movies, and series. I did not like to study grammatical structures and rules because it was very boring.

So, I am aware that this influences the way I teach. But as a teacher, I look for the best for my students. That's why I can say that my philosophy for my teaching practice is to give my students a strong basis in grammar and structure so they can communicate correctly in English.

In Generative theory, students must learn about words and sentence structure as well as morphology and syntax (Carrier, 2022). I applied this theory in the classroom when I explain to my students the correct order of the sentences. I think this is important to express correctly. As well I give my students reading exercises and I correct them when they read aloud.

I include in my teaching philosophy that the students not only need a good basis in structure, but they also need to produce the correct pronunciation of the language.

Sociocultural Theory is based on the work of Lev Vygotsky. The concept of the Zone of Proximal Development (ZPD) is the central part of his theory. Pointed out the value of a mentor or teacher in the life of a student (Kurt,2020).

To apply this theory in my teaching practice, I try the students to work in teams so working in teams gives them the opportunity to learn from their peers. Even though they work in teams, I am always monitoring the work being done and guiding the students to reach the objective of the activity or exercise.

I include in my teaching philosophy the idea of mentoring the students. The interaction between students is important for the acquisition of the language and I believe with a good mentor they can reach their aims.

The Behaviorism methods for learning a second language, mean that students learn the second language by memorizing and repeating (Budiman, 2017).

Another important concept of Behaviorism developed by a famous psychologist Edward Thorndike said, “The basis for this theory is the connection in the brain between a positive stimulus and an act or situation” (Mc Leod,2018).

I used to include in my teaching practice materials like flashcards, songs, games, readings, etc. because noticed that this methodology works well with students to help them learn vocabulary, concepts, and grammar rules and get better in pronunciation.

I consider that in my teaching practice, I apply this theory a lot since I believe that students learn better when they are motivated. I do several team activities where they compete against each other and sometimes the ones who win I give them candy. It amazes me how motivated they are to win candy. But his goal is to make his team win and I find that there is peer support and knowledge sharing.

I can say that the Behaviorism Theory influences my teaching philosophy a lot. Because I apply a lot this method and I believe it works to acquire a second language. I guide my teaching practice under the belief of creating positive stimuli to motivate students to learn. And I like a lot to manage materials like songs, readings, and games interesting to students so they can learn better.

Talking about the Contrastive Analysis Hypothesis (CAH). This analysis compares two languages, and it is done by looking at the structural similarities and differences between the languages (Wollacott, 2022).

It is a fact that not all students learn the same way and some of them need to compare English with Spanish to understand the meaning. In my learning experience, I applied this method to my process of acquiring language. That's why this concept influenced my teaching philosophy because I believe it works to compare the L1 to the L2 language to learn a second language. And I allow my students to translate so that they better understand the meaning of what we want to express. And I make comparisons between languages and mark grammatical differences.

The Interaction Hypothesis proposes the most effective method of learning a new language is through personal and direct interaction. It is attributed to Michael Long (Uy, 2022).

I applied this Hypothesis in the classroom because in my teaching philosophy I think the students need to interact with their classmates as well as the teacher to improve their level of language. I acquired this belief through my teaching experience because as a student I experiment more with interaction with the teacher and not so much with my classmates. I do not know if it was because I learn in small groups. Or it was the teaching methodology of the teachers.

And now in my teaching practice, I carry out various activities in teams. One reason is for them to have feedback from their peers. And another reason is that as my groups

have many students, it is easier for me to handle this type of activity, it is better to solve doubts in a team rather than individually. It should be noted that I am always on the lookout for any individual student's needs.

Krashen developed his theories based on Chomsky's concept of language acquisition. He develops five hypotheses that create a framework for teaching a second language (Schütz, 2019).

In the hypothesis Acquisition-Learning Hypothesis, Krashen contrasts acquisition, and learning as two distinct and separate processes. Learning occurs actively and learning results in metalinguistic knowledge (Johnson, 2017).

As I mentioned before I give activities to the students where they can practice listening comprehension like reading aloud, songs to sing, describing drawings, and giving them tongue twisters to practice correct pronunciation. Because in my teaching philosophy, I believe that in this way they can learn the language without feeling pressured.

The Monitor hypothesis asserts that self-correction occurs when the learner uses it to correct a sentence after it is uttered (Campos, 2022). This theory is based on the use of correct grammar and structures. To practice grammar rules, I assign grammar exercises in class and as homework. And I always review answers with them and give them feedback. Although as a student I did not like to study grammatical structures, as a teacher I emphasize this aspect so that my students can express themselves correctly.

The Natural Order Hypothesis argues that the acquisition of a second language occurs in a predictable sequence and teaching and learning cannot change the natural order of acquisition (Johnson, 2017). The order I use when teaching grammatical structures is based on the textbook assigned to us at the university.

The institution insists on applying departmental exams based on the assigned textbook. For this reason, I follow the grammatical order of the book. But at the same time,

I try to adapt the teaching to the needs of the students and adapt activities to these needs. My teaching experience has made me realize that it is better to teach grammar with topics from everyday life. In this way, they learn the appropriate context for using these structures. My teaching philosophy is to teach grammar topics immersed in a situational theme of daily life. For students to express themselves correctly and in the right context.

The Input Hypothesis, states that language learners have the most benefit when they receive linguistic input that is beyond their current level of grammatical understanding. This type of input is known as “i+1” (Daw, 2022).

My experience in teaching English has made me realize that I need to adapt my teaching practice to the needs of my students. So, I adapt the material I use in class to those needs. I try to provide my students with something that helps them practice and learn new vocabulary, structures, and concepts, but not too high level which makes them feel overwhelmed and give up learning. I can say that my teaching philosophy includes the belief in learning at a steady pace.

The Affective Filter Hypothesis describes some affective variables that contribute to second language acquisition. The affective filter has been described as an imaginary wall that affects the mind and can block language acquisition (Gonzalez, 2020).

In my teaching practice, I try to create an atmosphere of trust in the classroom. I plan different and fun activities to motivate them to learn by playing. In this way, the anxiety they feel when they make a mistake is reduced. I must admit that this belief is influenced by my experience as a student of the language. As a student, I like that allows me to learn at my own pace and gives me the confidence to make mistakes without feeling pressured. That is why I include in my teaching philosophy the same concept for my students. And I try to make them feel comfortable in my classroom to practice the language and not worry so much about grades.

About the concepts of input, intake, interaction, and output. The input that the students should be exposed to has to be comprehensible and should provide enough information to help them construct, consciously or unconsciously, their knowledge about the system (Rhalmi, 2019).

The concept of intake takes place in the classroom when the learner is exposed to input and comprehends and processes this material (Uy, 2022).

When during a conversation the learner does not understand what the other say, the hypothesis state that it is the moment a negotiation occurs to try to repair the miscommunication during the interaction (Uy, 2022).

The output is the language that students produce, either in speaking or writing. The concept is to push the learner to produce language coherently and appropriately, to improve their existing language system (Rhalmi, 2019).

These elements interact continuously in the classroom and are important to consider in language teaching. I pay special attention to the quality and type of input I expose my students to so that the output they produce will be correct and understandable.

Students in the classroom are continually interacting with each other to negotiate and repair the miscommunication. And I am on the lookout to guide them, if necessary, as I also keep an eye on them to see if they comprehend and process the material. So, I can say that in my teaching philosophy, I find it necessary to include these elements in my teaching practice and monitor their outcome continuously.

For the Direct Method, aural and oral aspects of learning a language are more important than reading and writing (EEAILE).

The Audiolingual Method is based on the idea that learning a language involves the formation of verbal behaviors that are taught through imitation and practice (EEAILE).

As a teacher, I consider it important to apply different methods and adapt them according to the needs of the students. There are students whose way of acquiring the

language is by listening and they love this method. Regardless of whether it is the preferred learning method or not, I include listening activities in my classes to practice this skill. I recommend learning the language by listening to songs and singing their lyrics to learn vocabulary and improve pronunciation.

Communicative Language Teaching CLT, as a style, redefines what students have to learn in terms of communicative competence, the crucial goal is the ability to use language appropriately rather than grammatical knowledge (EEAILE).

I believe it is important for students to express themselves correctly and in the right context. And while the grammatical structure is important, having activities where they focus on expressing themselves properly is helpful. My students get very stressed with grammatical structures because they say they don't understand them and have a hard time with conjugation. So, when I give them activities like role-playing or some games, they also practice the structures and don't get stressed. Some have expressed to me that they only want to speak it and are not interested in writing it, not realizing that structure is the basis for expressing themselves correctly.

But in my teaching philosophy, I like to say that my teaching practice is flexible, and I can adapt to the needs of my students.

Kob’s Experiential Learning Theory combines a four-stage learning cycle with four learning styles, describing the ideal processes where knowledge is created through experience and invites educators to understand different learning styles (GROWTH).

In order for the learner to understand the correct use of language as well as the proper context, and to have real experiences where they can apply this knowledge. The activities created in this model should take them out of the classroom context and bring them closer to real experiences where they apply the language. As much as possible I try to do this for my students. But I have some limitations because of university rules and because they are too large a group to control. So, I adapt the best possible dynamics to

the practice in class. I also include teaching the culture and customs of English-speaking countries.

I consider that in my teaching practice, I apply to some degree the concepts reviewed. However, there are some aspects that I need to reinforce.

First, I need to review the kind of material I give to my students. Sometimes I perceive that I give them more exercise to practice grammar rules and neglect other knowledge. As well, I need to balance the practice of the four skills.

Other aspects to work on, is that I focus on the rules and structures of grammar, but I miss highlighting the correct context to use expressions. For this purpose, I need to implement activities of role-playing cultural examples in situations where they can use the vocabulary.

Second, it is important to reinforce the monitoring of the outputs produced by the students. Due to the number of students, I have in the groups, I cannot always stop to correct all of them properly. Sometimes to attend this point, I put the students to work in teams and assign the more advanced students to mentor the less advanced ones.

Another concept I analyze that is important and influential in the learning process is the learning environment. Taking into consideration the Affective Filter Hypothesis, we have to consider how emotions and feeling influence the learning and acquisition of language. So, I try to make the learning environment healthy, and students feel confident to make mistakes. To make this happen, I create games and dynamics, in which they can play and enjoy and at the same time learn. Although it is difficult for so many students to attend to individual sentimental aspects.

It is important to explain the setting where I teach. I teach English at the University of the State of Mexico in the International Business program. The groups I teach are university students between the ages of eighteen and twenty-four.

It is very important for International Business students to express themselves in English. Most of the jobs they will perform require them to communicate correctly in English.

Students take six levels of English during the course of their studies. In these levels, we work with the English File book and although the teacher has teaching freedom, we are asked to use the book and we can complement it with different materials.

I consider it very important that students not only learn grammar, vocabulary, structures and practice the four skills when learning English. But also, that they learn the context where they are going to apply it and get to know the culture, habits and customs of the native speakers of the language.

Based on this objective, I chose the theme of the lesson plan, with the goal of having students learn about the theme of family and related concepts. The purpose of the sessions classes is to conduct the students to practice the four skills.

It is important to mention that the class is planned for the online modality. The post-pandemic university is implementing a blended modality, where face-to-face classes are combined with online sessions.

Lesson Plan

A well-structured English lesson plans help build students' confidence and motivation. By incorporating interactive activities, group work, and creative assignments, lesson plans create a positive learning environment that encourages active participation and boosts students´ self-esteem.

The main purpose of this lesson plan is to develop a lesson plan to regarding cultural awareness that includes several sessions with listening, writing, and speaking activities to develop these skills. In this lesson plan, I used an intermediate-level group and began with a vocabulary activity.

School: UAEM, University

Grade Level: intermediate level

Class: online

Title of Lesson Plan: Family Life.

Learning Objectives: Learn vocabulary of family, and adjectives of personality.

Activities: Reading, Listening, Speaking, Writing

Materials and Equipment:

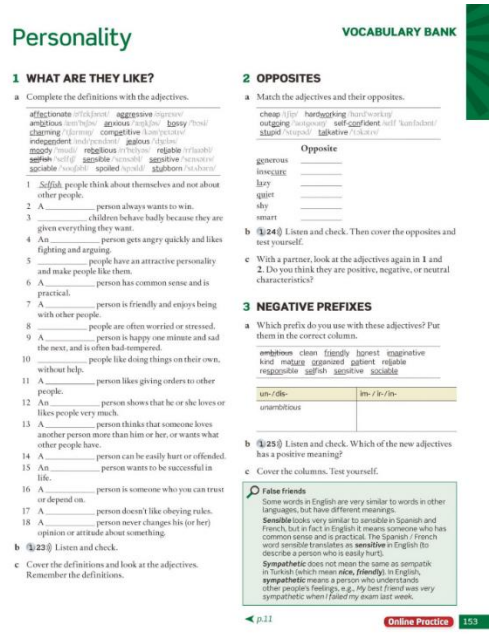
Computer, reading, audio listening, PowerPoint presentation, book American English File, Platform Microsoft Teams.

The platform Microsoft Teams is the one assigned by the university for online classes. On this platform, students can be assigned teamwork and the teacher can monitor the students' work. The platform has a function where teams can be assigned private rooms to work on the assigned activity and the teacher can enter each room to review the students' work. It also has a function where you can upload a word or power point file and do collaborative work. The platform facilitates the teacher's work and allows various activities that are carried out in a face-to-face class.

Lesson Plan:

STEP	PROCEDURE
Introduction Lesson Plan: Start the class with a personality vocabulary activity. “What are they like?”, “opposites”. **Time:** 1 hour. **Materials:** Book “English File- Intermediate Student’s Book”, computer, Microsoft Teams. **Skills**: Speaking, Grammar	

<table>
<tr>
<td>Day 1

Personality
VOCABULARY BANK
1 WHAT ARE THEY LIKE?
a Complete the definitions with the adjectives.
affectionate /əˈfekʃənət/ aggressive /əgresɪv/
ambitious /æmˈbɪʃəs/ anxious /ˈæŋkʃəs/ bossy /ˈbɒsi/
charming /ˈʧɑːmɪŋ/ competitive /kəmˈpetətɪv/
independent /ɪndɪˈpendənt/ jealous /ˈʤeləs/
moody /ˈmuːdi/ rebellious /rɪˈbeljəs/ reliable /rɪˈlaɪəbl/
selfish /ˈselfɪʃ/ sensible /ˈsensɪbl/ sensitive /ˈsensətɪv/
sociable /ˈsəʊʃəbl/ spoiled /spɔɪld/ stubborn /ˈstʌbən/
1 Selfish people think about themselves and not about other people.
2 A _____ person always wants to win.
3 _____ children behave badly because they are given everything they want.
4 An _____ person gets angry quickly and likes fighting and arguing.
5 _____ people have an attractive personality and make people like them.
6 A _____ person has common sense and is practical.
7 A _____ person is friendly and enjoys being with other people.
8 _____ people are often worried or stressed.
9 A _____ person is happy one minute and sad the next, and is often bad-tempered.
10 _____ people like doing things on their own, without help.
11 A _____ person likes giving orders to other people.
12 An _____ person shows that he or she loves or likes people very much.
13 A _____ person thinks that someone loves another person more than him or her, or wants what other people have.
14 A _____ person can be easily hurt or offended.
15 An _____ person wants to be successful in life.
16 A _____ person is someone who you can trust or depend on.
17 A _____ person doesn't like obeying rules.
18 A _____ person never changes his (or her) opinion or attitude about something.
b 1.23 Listen and check.
c Cover the definitions and look at the adjectives. Remember the definitions.

2 OPPOSITES
a Match the adjectives and their opposites.
cheap /ʧiːp/ hardworking /hɑːdˈwɜːkɪŋ/
outgoing /ˌaʊtˈgəʊɪŋ/ self-confident /selfˈkɒnfɪdənt/
stupid /ˈstjuːpɪd/ talkative /ˈtɔːkətɪv/
Opposite
generous _____
insecure _____
lazy _____
quiet _____
shy _____
smart _____
b 1.24 Listen and check. Then cover the opposites and test yourself.
c With a partner, look at the adjectives again in 1 and 2. Do you think they are positive, negative, or neutral characteristics?

3 NEGATIVE PREFIXES
a Which prefix do you use with these adjectives? Put them in the correct column.
ambitious clean friendly honest imaginative kind mature organized patient reliable responsible selfish sensitive sociable
un-/dis- | im-/ir-/in-
unambitious
b 1.25 Listen and check. Which of the new adjectives has a positive meaning?
c Cover the columns. Test yourself.
False friends
Some words in English are very similar to words in other languages, but have different meanings.
Sensible looks very similar to sensible in Spanish and French, but in fact in English it means someone who has common sense and is practical. The Spanish / French word sensible translates as sensitive in English (to describe a person who is easily hurt).
Sympathetic does not mean the same as sempatik in Turkish (which mean nice, friendly). In English, sympathetic means a person who understands other people's feelings, e.g., My best friend was very sympathetic when I failed my exam last week.
◀ p.11
Online Practice 153

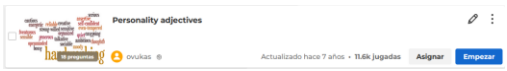
Note: Is an exercise from the vocabulary bank of the book “English File- Intermediate Student’s Book” page. 153.</td>
<td>Start the lesson plan with a vocabulary activity. The students answer exercise number 1 “What are they like? They need to complete the definitions with personality adjectives. After that, they answer exercise 2 “opposites”, and they will match the adjectives and their opposites. The purpose is that students will learn about personality adjectives and their opposites. The teacher makes 2 teams and starts a discussion about the personality adjectives of exercise 1.
The teacher asks to the students “Do you think they are positive, negative, or neutral characteristics?”.</td>
</tr>
<tr>
<td colspan="2">Closure Lesson Plan: The teacher prepares a table on the interactive whiteboard with the classifications of positive, negative, or neutral characteristics of the personality vocabulary. To end the discussion, the teacher summarizes the comments generated in the activity.</td>
</tr>
<tr>
<td colspan="2">Introduction Activity 1: The teacher starts with a personality adjectives vocabulary memory game.
Time: 1 hour.</td>
</tr>
</table>

Materials: Book “English File- Intermediate Student’s Book”, computer, power point presentation, Microsoft Teams, App Educandy studio Os.

Skills: Speaking, Listening, Grammar

Day 2

Note: Memory Game with app Educandy Studio Os.



Note: The quiz from Kahoot, is a quiz about personality adjectives. It contains 18 questions.

The teacher starts with a personality adjectives vocabulary memory game on the app Educandy Studio Os.

Then teacher plays with students a quiz on the webpage Kahoot, it is a quiz about personality adjectives.

In the last activity, the teacher presents a power point presentation with several famous people from show business, politics, sports, etc. The students, guess which famous personality is presented on the slide.

The teacher just shows to the assigned student the personality picture and asks the student to describe it with the personality adjectives seen in class and the other students must guess who it is.

Closure Activity 1: The teacher gives feedback on the activity by showing the whole group the celebrities in the presentation and asks the group to describe their personalities using the vocabulary seen in class.

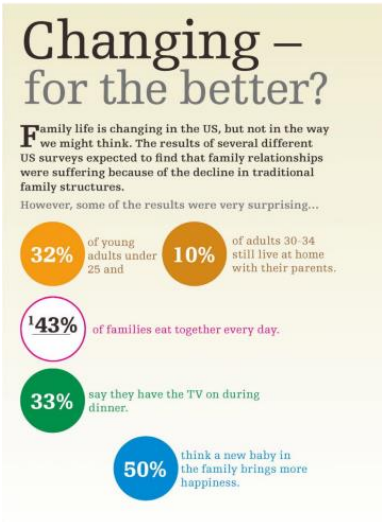
<table>
<tr><td colspan="2">Introduction Activity 2: The teacher stars showing a family members photo and ask, “What do you think the relationship is between people?”.

Time: 1 hour.

Materials: Book “English File- Intermediate Student’s Book”, computer, Microsoft Teams.

Skills: Speaking, Grammar, Reading.</td></tr>
<tr><td>Day 3

Note: This is a picture of a family from unit 1B “Family Life” of the book “English File- Intermediate Student’s Book” page. 8.

Note: Is a reading from the unit 1B “Family life” of the book “English File- Intermediate</td><td>The teacher stars showing a family members photo and ask, “What do you think the relationship is between people?”. The teacher asks students to work in pairs and distinguish the difference between the next vocabulary:

1. A father and a parent
2. A mother and a stepmother
3. A brother and a brother -in-law
4. A grandfather and a great-grandfather
5. A nephew and a nice
6. A child and an only child
7. Your immediate family and your extended family

The teacher creates private rooms for students to work in pairs and assigns them a room. At the end of the allotted time, the</td></tr>
</table>

<table>
<tr>
<td>Student’s Book” page. 8. The reading is a BBC survey of 21st-century families in the UK.</td>
<td>teacher returns the students to the main room for feedback.
Then to the next activity, the teacher asks the students to read about Family life. The reading is a BBC survey about families in the UK.
The students work in small groups and talk about what they think about:
• Families should have a meal together every day.
• Parents should be “friends” with their children on social network sites.
• Children should leave home as soon as they can afford to.</td>
</tr>
<tr>
<td colspan="2">Closure Activity 2: The teacher asks each team for their conclusions on the topics they discussed.</td>
</tr>
<tr>
<td colspan="2">Introduction Activity 3: The teacher starts to ask “What’s your position in the family?
Time: 1 hour.
Materials: Book “English File- Intermediate Student’s Book”, computer, Microsoft Teams, audio file.</td>
</tr>
</table>

<table>
<tr><td colspan="2">Skills: Writing, Grammar, Listening.</td></tr>
<tr><td>Day 4

Note: This is a listening exercise from unit 1B “Family Life” of the book “English File-Intermediate Student’s Book” page. 11.</td><td>The teacher starts to ask “What’s your position in the family? Are you the oldest child, a middle child, the youngest child, or an only child?
The teacher shows a cover of Linda Blair’s book. And students listen to a journalist talking about it on a radio program and complete the chart by writing adjectives of personality in each column.
Students compare answers with their partners and the teacher.
The teacher asks the students to write a description of a person in their family, the description needs to include personality adjectives, and can illustrate their work with photos or images of their family.
The teacher uploads a power point file to the platform for collaborative work.</td></tr>
<tr><td colspan="2">Closure Activity 3: The teacher asks the students to read the description they have written about a person in their family.</td></tr>
<tr><td colspan="2">Closure Lesson Plan Introduction: The teacher asks students “Which do you think has more advantages, being an only child, or having brothers and sisters?</td></tr>
</table>

Time: 1 hour.

Materials: Book “English File- Intermediate Student’s Book”, computer, Microsoft Teams.

Skills: Reading, Grammar, Speaking.

Day 5

Younger brother or only child?
HOW WAS IT FOR YOU?

THE YOUNGER BROTHER
NOVELIST TIM LOTT

Rivalry between brothers is normal, but there was a special reason for the tension between us. I was very ill when I was born, and spent three months in the hospital with my mother. My brother did not see her at all during that time because he went to stay with an aunt. When our mother returned home, it was with a sick newborn baby who took all the attention. No wonder he hated me (although if you ask Jeff, he will say that he didn't – we remember things differently).

My brother and I were completely different. We shared the same bedroom, but he was neat, and I was really messy. He was responsible; I was rebellious. He was sensible; I was emotional. I don't have any positive memories of our childhood together, though there must have been good moments. Jeff says we used to play "Cowboys and Indians," but I only remember him trying to suffocate me under the bedcovers.

My relationship with Jeff has influenced my attitude toward my own four daughters. If the girls fight, I always think that the younger child is innocent. But the good news about brothers and sisters is that when they get older, they value each other more. Jeff is now one of my best friends, and I like and admire him greatly. For better or for worse, we share a whole history. It is the longest relationship in my life.

Adapted from The Times

Note: This is a reading from unit 1B “Family Life” of the book “English File- Intermediate Student’s Book” page. 10. The reading is adapted from The Times.

To close the lesson plan. The teacher asks students “Which do you think has more advantages, being an only child, or having brothers and sisters?

The teacher asks students to work in pairs and read “The Younger Brother”.

Then students look at the highlighted words in the reading and match them with definitions.

The teacher checks the correct answer with the students.

Finally in pairs students talk about “Do you have brothers and sisters or are you an only child? Do you feel positive or negative about it?

Closure Lesson Plan: The teacher asks each team for their conclusions on the topics they discussed.

Outcomes of the Lesson Plan

The outcomes achieved from the lesson plan are, improved student's skills in reading, writing, speaking, and listening by incorporating various activities, such as reading comprehension exercises, writing assignments, group discussions, and oral presentations, students could enhance their overall language abilities.

I included vocabulary activities to expand students' vocabulary, these activities involved new words and their meanings, using context clues to determine word meanings, and practical word usage in different contexts.

During the lessons, it verified grammar and syntax, so students could develop a solid foundation in the English language and could effectively communicate their ideas.

As I mentioned another important outcome, is effective communication, on the sessions of the lesson plan the students had the opportunity to practice and improve their speaking and listening skills. They had debates, and group discussions that allowed them to express themselves, as a listening comprehension exercise actively listen and, in that way, they develop effective communication strategies.

One aim of the lesson plan is to teach cultural understanding, so the sessions include literature and topics that explore family understanding, traditions, and perspective. By studying diverse texts and engaging in cross-cultural discussions, students gain insights into different societies, broadening their horizons and fostering empathy and tolerance.

Reflection and evaluation

English lessons aim to develop students' independent learning skills. Lesson plans often include critical thinking and problem-solving. Through these activities, students learn to gather information, analyze it, and present their findings effectively.

Assessment plays a crucial role in the overall effectiveness of an English lesson plan. It allows teachers to measure their students' progress, identify areas of improvement, and adapt their instructions to meet individual learning needs.

Important points to include in assessment tools are, measuring learning outcomes, identifying individual needs, providing feedback, monitoring progress, enhancing instructional strategies, and encouraging students to take responsibility for their own learning.

Clear assessment criteria and transparent evaluation methods ensure that both teachers and students are aware of the expectations and standards they need to meet.

Assessment Tools.

The activities are evaluated with the following rubrics.

Speaking Rubric.

Category	1 Points	2 Points	3 Points
Fluency	Speech is slow, hesitant and with long pauses or incomplete thoughts.	Speech is hesitant, slow with frequent pauses. Most thoughts are complete.	Speech is fluid, thoughts are expressed completely, volume is excellent.
Pronunciation	Pronunciation is hard to understand, problems with intonation that interfere with communication.	Pronunciation is good, some effort with intonation.	Pronunciation is excellent, sounds natural, good effort with intonation.
Vocabulary	Vocabulary is weak not match the task. Too basic for level.	Vocabulary is good, well-chosen, appropriate meaning most of the time.	Vocabulary is rich, excellent control of language.
Grammar	Grammar errors in simple structure and	Grammar is sometimes accurate, but do not	Grammar is accurate and is a variety of grammar

	is not appropriate for the level.	obstacle the meaning.	structures. Appropriate for the level.
Comprehensibility	Most parts of the speech are not comprehensible to the listener.	Some parts of the speech are comprehensible; others require interpretation on the part of the listener.	Speech is comprehensible; requires no interpretation on the part of the listener.

Listening Rubric.

Category	1 Points	2 Points	3 Points
Ability to focus	The student did not concentrate on the listening task and was inattentive.	The student was mostly attentive and usually able to listen with good concentration.	The student was able to concentrate fully and listen very attentively.
General understanding	The student did not understand enough vocabulary or information to answer the questions.	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good understanding of all vocabulary and information, completing all the questions.
Accuracy	The student's answers were mostly unrelated to the information given.	The student's answers were mostly related to the information given, with a only a few errors.	The student's answers was always accurate and related to the information given.
Analyzing and evaluating	The student is unable to interpret and synthesize ideas. Does not attempt to gain a critical understanding of main ideas/events.	The student demonstrates ability to interpret and synthesize ideas and identifies many of the details that are relevant for understanding main ideas/events.	The student demonstrates ability to interpret and synthesize ideas and critical issues from multiple viewpoints and identifies an abundant number of details that are relevant for understanding main ideas/events.

Reading Comprehension Rubric.

Category	1 Points	2 Points	3 Points
Main idea	The student cannot identify main idea.	The student can determine the main idea and support the main idea with detail.	The student can determine the main idea independently and find several details to support the main idea.
Understanding	The student uses no specific terms, vocabulary, facts, and definitions. The student does not understand most of the material.	The student uses several specific terms, vocabulary, facts. The student does not completely retain the information.	The student uses all specific terms, vocabulary, facts, and definitions. The student completely retained the information.
Applying	Poor integration of reading-specific vocabulary, terms, and definitions.	Minimum integration of reading- specific vocabulary, terms, and definitions.	Fluid integration of specific terms, vocabulary, and definitions of the main point of the reading.
Evaluating	The student misses most of the key components of the text. Cannot recognize even at a superficial level the type(s) of critical thinking employed by the writer and asked of the reader by the assignment.	The student determines with accuracy more than one of the critical thinking-related organizing principles of the reading, including purpose and audience, but he or she misses one or more key components of the text.	The student determines with accuracy the critical thinking-related organizing principles of the reading, including purpose and audience.

Writing Rubric.

Category	1 Points	2 Points	3 Points
Idea	There is no clear the main idea. Most ideas unsupported.	Story elements do not reveal a main idea. Supports most	Skillfully combines story elements around main idea.

		ideas with effective examples, references, and details.	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence.
Narrative	Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting.	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.
Organization	Description and sequencing needs major revision. Does not develop ideas effectively, unclear introduction or conclusion.	Description needs some work. Develops coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Strong and engaging description. Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.
Sentence Fluency	No sense of sentence structure.	Sentence structure is limited.	Sentence structure enhances meaning.
Grammar and spelling	Writing contains numerous errors in spelling and grammar which interfere with comprehension.	While there may be minor errors, the writing follows normal conventions of spelling and grammar.	The writing is essential error-free in terms of spelling and grammar.

Reflection of the most important aspects I have learned.

During the specialty, I learned various approaches and techniques designed to enhance language learning and teaching effectiveness. Some of the key aspects that I had been learned are the communicative approach, student-centered learning, task-based learning, assessment for learning, cultural awareness, and professional development, where educators should continually engage in professional development to stay informed about the latest research, trends, and teaching methodologies.

Some of the important knowledge that I learned are theories of second language acquisition, communicative competence, language skills integration, contextualized language learning, and providing authentic materials and tasks that reflect real-world situations helps students connect the language they learned in the classroom to their everyday lives. Cultural awareness, teaching English as a second language involves raising students' cultural awareness and fostering intercultural competence.

Individual learner differences are a crucial aspect in teaching English, learners come from diverse backgrounds with varying learning styles, preferences, and needs, so teachers have to employ differentiated instructions, adapting their teaching methods and materials, thus facilitating optimal language acquisition for each learner.

Assessment and Feedback play a vital role, timely and specific feedback helps learners to understand their strengths and weakness, guiding them toward more effective language acquisition.

Technology integration, digital resources, online platforms, language learning apps, and virtual communication tools provide learners with opportunities to engage in authentic language use and practice.

All these important aspects highlight the complexities and considerations involved in teaching English as a second language. By incorporating these principles into our teaching practice, we can create engaging and effective learning environments that support language acquisition and empower learners to become proficient English speakers.

Conclusion

In this project, I developed ideas about language learning and language teaching and how my experiences as a learner and teacher influence my teaching practice. I also analyzed theoretical concepts seen throughout the module towards constructing my own teaching philosophy.

In this work, I applied Jakobson's and Hymes's models of communication to analyze a reading text and audio clip from the textbook that I am using in my classes. I designed a mind map to exemplify different language teaching methodologies and approaches as well as teaching techniques. This is to have a clearer vision of the concepts mentioned.

I discussed the theoretical perspectives of the communicative approach, the Task-Based approach, and Kolb's model of Experiential learning in order to identify classroom applications. At another point, I identified my role as a teacher as well as the role of my students from my current teaching context situation.

Through the work done in this project, I was able to realize my strengths and weaknesses in my teaching practice. It helped me to make a constructive criticism of my teaching performance that will help me to improve. Reflect on my experience as a student and as a teacher that influences my academic course of action.

In this part of the final work, the video showing parts of the development of my lesson plan was added. The video shows how some of the activities described in the planning of the sessions are developed. I conclude that the teaching practice is complex, and it is necessary for the teacher to learn and understand different methods and techniques of language teaching in order to improve day by day the teaching of a second language.

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Appendix A. Video Link

https://www.youtube.com/watch?v=myMl73St2tU

Appendix B. Originally Letter

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Atentamente,
Ciudad de México a 11 **de** June **de** 2023.

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