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OUR WORLD, OUR RESPONSIBILITY

TRABAJO RECEPCIONAL

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

PRESENTA:

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SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING

AS A FOREIGN LANGUAGE

“Our world, our responsibility”

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23rd June 2024



Ciudad de México, 18 de septiembre de 2024

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“To have a second language is to possess a second soul”

Charlemagne

Introduction

As a teacher, I have come to realize that the role we play extends far beyond mere knowledge transmission. I do believe that our development and commitment to each student's process can have a great impact on their lives, as the skills and knowledge we share can be invaluable in their future. I think the teaching profession demands constant training and the development of diverse skills. We, as teachers, must stay updated on various topics, cultivate persuasive, organizational, and management skills, and be able to navigate diverse personalities while maintaining an open-minded and innovative approach. Furthermore, we must be prepared to handle the unique challenges that happen each day.

In addition to the difficulties of teaching, which demand continuous skill development and adaptability to various challenges, the task of facilitating language acquisition adds another layer of complexity. Teaching a second language involves immersing students in a new cultural context, requiring an understanding not only of linguistic structures but also of diverse perspectives and cultures. Understanding the difficulties of language learning requires exploring various theories that clarify the learning process.

Teaching and learning a second language present inherent challenges. While students must understand the mechanics of language and develop proficiency in everyday communication, educators need to keep up with different ideas about how people learn languages. By comprehending these theories, teachers can adapt their approaches to create an environment conducive to second language learning, promoting a deeper understanding of linguistic variations and cultural contexts.

This project combines some of my perspective and philosophy acquired along my experience, my theoretical learning, and the application learned in this specialization. Despite having more than 23 years of teaching English, I realized that

my teaching labor is always perfectible and requires not only innovation and updating but also a solid theoretical foundation to guide my students in achieving their goals. It has also given me the opportunity to understand the theories, techniques, and strategies in a deeper way, allowing me to organize my teaching practice in a more logical and structured way.

In this project, I will present my teaching philosophy, which serves as the basis of my daily practice, highlights the evolution of my teaching methods, and explains how I conceptualize and apply various educational theories and schools of thought. Additionally, I will explain a detailed context of where I work as a teacher, explaining the conditions and circumstances that have influenced my 23 years of experience teaching English. I will also present the theoretical foundation of my teaching approach, including the theoretical arguments and methods that support how I organize, plan, and structure sessions. Furthermore, I will highlight the importance of incorporating interculturalism in the classroom and in language learning, and finally, present the educational intervention proposal that I have developed and implemented over five sessions, incorporating practical applications of what I learned in this specialization.

Chapter I. Philosophy and Theory

1.1 Teaching context, identity, and philosophy

1.1.1 *My Current Teaching Context*

I have worked at La Salle Bajío University High School for about 23 years. The school has four campuses in Guanajuato, and I work at the Campus Juan Alonso de Torres in the city of León. This private school has approximately 1500 students. It is not a bilingual school; students have one- hour English class every day.

English is taught by level, and there are nine levels total. Once students are accepted, they take an English placement test and are placed in levels 1-5. Only when they have a certificate can they advance to the higher levels (7-9), or they are offered to take another language at another campus, which they rarely accept. Most of the students we receive are in the lower levels. They cannot repeat a level and must advance one level per semester, regardless of whether they pass the course. When they pass to the next English level, they commonly take classes with another teacher. We sometimes repeat students, but it does not happen very often, as the system mixes groups and teachers every semester.

One frequent difficulty is that students intentionally do not perform well on the placement test, as they do not want to have problems with their grades in the future. As a result, we have students in lower levels who do not belong there, and they lose interest in the class, thinking they will pass anyway. Sometimes, the ones who should be in a higher level only distract the others or do not allow their classmates to progress at their pace. Moreover, due to this fact, it is difficult for teachers to notice real progress in general.

It is also important to note that unfortunately, English learning is not a priority for most students, as they are teenagers from different secondary schools with different systems. Motivating them is a challenge, as they often view English classes as a subject they need to pass. If they fail, they must take an extraordinary exam

focused on grammar, reading, and listening. They can pass the subject in one exam or retake it as many times as they need.

For English teachers, it is very difficult to make students feel involved, and many times they do not take English classes seriously. They often mention that in their previous schools, English was a class to play, but they did not learn anything. Not all students are in the same position, of course, and sometimes the different profiles make the classes more challenging.

Currently, I have four English groups, levels four and six. Our groups have about 35 students each. For evaluation, we have three partial periods, and we consider assignments (classwork and homework), one grammar exam, one reading and listening exam, and one speaking exam based on the topics covered in the partial period. We do not evaluate writing skills.

The institution dictates the evaluation method. The four campuses evaluate in the same manner, and teachers cannot evaluate differently. The exams are prepared by us teachers at the beginning of the semester. We are randomly assigned the level, and the exams are designed based on the contents of the textbook (Perspectives by Nat Geo) and will be applied across the four campuses, so students take the same exams and present the same projects. As teachers, we do not have the opportunity to adapt or change the topics, and we must use the textbook, which sadly, is not necessarily adequate or attractive to our students' profile.

Not everything is bad, of course. As they are teenagers, most of them are friendly and open to learning new things. They transmit positive energy, and they like to be motivated by teachers. Even though they do not like doing homework, they know that assignments support their learning process and are part of the evaluation as well, so little by little, they understand the importance of engaging in the class.

In the classroom, we have an Internet connection, a sound system, and a projector. It is not difficult to play videos or show presentations to students. In

addition, we have the chance to practice with activities or games online. One of the biggest problems can be timing (other than students' behavior), because if we got stuck trying to have enough practice, we would not have the chance to cover the whole program. However, with proper planning, sometimes we succeed.

1.1.2 Who I am as a Language Teacher – My Teaching identity.

I strongly believe that learning English is a necessity on today's world. Our globalized world demands communication and interaction in business, sports, education, health, politics, entertainment, etc. Schools offer English learning to improve students' profiles. A second language provides people more possibilities of professional success.

One of the biggest challenges I have faced up to when teaching, it has been, to make students understand the importance of their learning process. I agree with the importance of understand what we know and how we get knowledge. With the time, I was able to discover that teenagers are eager to learn, but sometimes the system, family problems, the institution, friends, or the proper issues of adolescence, dull their interest or just limit their learning processes and here is when the second language acquisition becomes almost null. That is why I put my efforts in teaching not only the language acquisition but in meaningful learning.

I have found very difficult to accomplish the fact of making my students use the language "in real life", since the moment that they leave the classroom, everything they say or hear is in Spanish. Most of the students do not feel comfortable speaking in English; some of them have traveled abroad as tourists, but they have not had the necessity of speaking English. For them, interacting in English is not a priority; so many of them consider the English practice useless.

On the other hand, my students cultural and economics' background is very similar, so, talking about music, fashion, new technological devices, or sports, may be easy, and they understand what we are talking about. Although we know that not every topic in class is about music or sports, and when we see another topic from

the textbook, which is unknown or difficult to understand, I often find very difficult to involve them in the learning process, and we end up answering meaningless activities. Sometimes I try to use task base learning, but I have to say I do not succeed every time; it depends on the level, the group, or even the topic.

Despite all my failures, I am a faithful person, who has developed my own philosophy by taking a little bit from here, a little bit from there. I place students at the center of my practice, I do not consider myself as the owner of the knowledge, and I see my students as the potential that makes my practice useful.

Many authors coincide with the perspective that age is relevant to learn a language (Harmer, 2001) for some people, teenagers are uncooperative and unmotivated, in somehow this can be true, but I think it depends on how teachers encourage them.

I keep in mind, that students are in constant evolution, and their feelings or emotions in one day, may affect their behavior, then, one day, we can succeed in one lesson, and fail in the next one. However, getting to know them, understanding their processes, and assigning them different tasks to have them occupied and interested, we can make sure that somehow, we will get the goals though.

I consider that varying the techniques, such as modeling, praising, providing feedback, helping students apply what is learned, establishing the goal since the beginning, etc. may lead to a meaningful learning, which is the theory that I feel more identified with; however, Constructivism, task-based learning, and even behaviorism are present in my practice.

1.1.3 My Teaching philosophy.

As an English teacher with over two decades of experience, I have developed a comprehensive teaching philosophy supported in my own understanding of language teaching and a mixture of different methodologies and approaches. My beliefs about teaching are shaped by an understanding of the diverse range of

factors that can impact student learning, such as cultural background, linguistic ability, individual learning styles, and socioeconomic status (Castillo García & Cabellos Castilla, 2002). By recognizing and addressing these factors, I try to create a supportive and inclusive learning environment where all students can succeed.

One key factor influencing my beliefs is the necessity of adapting and innovating in response to changing circumstances. I acknowledge that my teaching practice is not perfect, and I am conscious that this profession requires constant adaptation and innovation. My beliefs today differ from the ones I had in the past, and they will continue to evolve. For instance, the pandemic significantly altered my experience and knowledge, but the one constant is our love for this profession, as it is a privilege to work with teenagers, because I think they are the people who can transform our world for the better.

In my daily practice, I differentiate between approaches, methods, and techniques to modify my teaching to the specific needs of my students. To ensure inclusive and engaging lessons, I incorporate a diverse range of techniques and activities that accommodate different learning styles and preferences.

I have adopted learner-centered approaches, empowering students to take an active role in their learning. By encouraging them to set goals, reflect on their progress, and take ownership of their learning, (Weimer, M. 2013) I help them develop the skills and confidence they need to succeed. In the language classroom, the teacher's role is to facilitate learning, guide students, and provide feedback and support. Students, on the other hand, are active participants in their own learning, engaging with the language through meaningful tasks and activities. Materials, including resources such as textbooks, multimedia, and technology, play a key role in supporting student learning and providing opportunities for practice and reinforcement.

By employing a variety of methodologies, such as the Communicative approach and Task-Based learning, I aim to provide my students with a comprehensive and interactive language learning experience.

The Communicative approach, which emphasizes the importance of real-life communication and interaction in language learning, forms the foundation of my teaching philosophy. By creating opportunities for students to engage in authentic communication tasks, such as role-plays, discussions, and group activities, I help them develop their language skills in a meaningful context. I also incorporate elements of the Task-Based approach, which focuses on learning through the completion of meaningful tasks. By designing tasks relevant to my students' interests and goals, I try to motivate them to engage with the language purposefully.

Additionally, I believe that language learning should not be viewed only as a means to gain better employment or career prospects. For non-native speakers, learning English can provide confidence, a cultural foundation, and personal growth, which I consider an integral part of their overall development. As Castillo García and Cabellos Castilla (2002) note, human formation is a complex combination of factors, such as interests, convictions, aspirations, character, and capabilities, which manifest as behaviors that enable students to recognize their own qualities.

Furthermore, I draw inspiration from various schools of thought, including Humanism, Constructivism, and Piaget's Learning theory.

This perspective guides my approach to teaching, as I aim to create a supportive and inclusive environment that encourages students to explore their interests and develop their skills.

In conclusion, my teaching philosophy is based on the understanding of language teaching methodologies and approaches as well as a commitment to creating a supportive and inclusive learning environment for my students. By drawing on a range of strategies and techniques, I aim to engage and inspire my students to reach their full potential in English language learning. As I continue to grow and develop as a teacher, I am dedicated to remaining flexible and innovative, continuously refining my methods to effectively know and understand the needs of my students.

1.2 Theory underlying your teaching practice and identity.




1.2.1 Acquisition and learning in relation to my teaching practice



As I have worked with teenagers for so many years, I have had the chance to understand that, for them, the difference between learning and acquiring a language depends on their goals and purposes for their future lives. (Brown, 2000) Nowadays, their needs are not the same from when I started to teach; I mean, in the past it was, almost generally, with the intention of attending to college and getting a degree.

The world where we live now, has dramatically changed in the last years, and I must recognize that even acquiring a new language now could be easier or more accessible for everybody, not everyone values this as an opportunity. Sadly, most of young students consider English just another subject to take, and the rest is about googling, as they do not have the necessity to communicate because English is not part of their goals, since - as they say- they can be influencers, tik-tokers, or businesspeople who “won’t need to speak English”.

In my experience, I consider that acquisition is more related to an internal process, which should demand to be exposed to the language, I mean to be in an English-speaking context, and unfortunately, it does not happen in León Guanajuato. Real-life situations -at least for most of my students- happen in Spanish, and then the lack of necessity makes the developing of acquisition complicated. On the other hand, learning is a different process, actually, I consider it a more formal process than acquisition, which leads students to follow structures, rules, learn lessons, etc. which depend (in my case) on a specific syllabus or program based on text books or frameworks. (Krashen S. D., 2022)

1.2.2 Stephen Krashen's hypotheses and how I apply them in my teaching practice.

Hypothesis	Characteristics	My teaching practice
<p>The Acquisition / Learning Dichotomy</p> 	<ul style="list-style-type: none"> • It occurs through exposure to meaningful and comprehensible input, such as conversations and stories. • Some factors, like motivation, context, and the affective filter influence in the acquisition. 	<p>In my English classroom, I avoid the use of Spanish, as I mentioned before, I am conscious that my students do not belong to an English spoken context, so I try to generate an English spoken environment in the classroom which allows my students have contact with the language. I am aware that sometimes students may feel overwhelmed, or stressed, as they cannot understand what teacher says; but with some techniques, like watching videos, telling some stories or anecdotes, listening to songs, grammar explanations only in English, little by little make them feel comfortable and relax.</p>
<p>The Input Hypothesis for Language Acquisition</p> 	<ul style="list-style-type: none"> • Language acquisition (the subconscious process of acquiring language skills) is more effective than language learning. • Language learners acquire language most effectively when they are exposed to language input that is a little above their current level of proficiency. 	<p>In order to help my students to build their language skills I make sure, they understand certain grammar rules, and I always check first the vocabulary in context. Working with previous knowledge has always made the process easier if students can notice that they use what they already know when they have to speak, read, or write.</p>
<p>The Monitor Hypothesis</p> 	<ul style="list-style-type: none"> • The Monitor can only be used for editing and correcting language output, not for generating spontaneous language. • Conscious knowledge of grammar rules can be helpful in language production but is not the primary driver of language acquisition. 	<p>I always try to motivate my students by providing an environment where the use of English can be used in a meaningful way. By using different techniques such as songs, discussions, videos, reading magazine articles of their interest, I promote the practice. I think that if only emphasize in grammar rules, my students will feel intimidated to speak or to produce written texts; so I try to balance the error correction, giving them the chance to improve their grammar as they have the opportunity of getting involved in natural conversations, and of course, I try to give an effective feedback.</p>

Hypothesis	Characteristics	My teaching practice
<p>The Natural Order Hypothesis</p> 	<ul style="list-style-type: none"> • Krashen states that language is acquired in a predictable order, with certain grammatical structures and vocabulary items being acquired before others. This order seems to be independent of their first language and how these features are presented through formal instruction. • According to this hypothesis, the order of acquisition is determined by a syllabus that originates from the nature of the target language itself, rather than being influenced by the differences between a learner's first language and the language they are trying to learn. 	<p>In my experience, supporting my students and being patient is a form to apply this hypothesis, if I adapt my lesson plan to my student's needs, I could encourage them to acquire more effective communication skills; and specially, I organize the sequence with less complex grammar topics first, and then gradually, I introduce more complex ones.</p> <p>As I mentioned above, I have always tried to make my students understand the importance of using previous knowledge to relate the new one.</p>
<p>The Affective Filter Hypothesis</p> 	<ul style="list-style-type: none"> • According to this hypothesis, students who feel comfortable, motivated and relaxed can learn easily than the ones who are not emotionally well balanced. 	<p>In my classroom, I try to make them feel comfortable and not afraid of making mistakes. I also give them personal feedback so they do not feel embarrassed.</p> <p>On the other hand, whenever is possible, I motivate students by discussing about topics they are interested in, and I plan meaningful projects for them. In my experience, motivation, respect, empathy, support, meaningful learning and a friendly environment will make students reduce the affective filter.</p>

1.2.3 *How they might Input, intake, interaction, and output to analyze my students' learning processes*

Input:

- The first thing that my students see when they enter to the classroom is a poster which reads “English is spoken here”. At the beginning, they feel intimidated, but as times goes by, this makes them feel comfortable. They have told me that this sign makes them feel the necessity of using English to communicate in the classroom.
- I always give instructions and explanations in English, and I make sure they understand by asking and clearing their doubts.
- I play videos and songs to create an environment in the second language, and, through brainstorming, surveys and or open questions, I make sure the technique is working.
- I make the students practice with listening and reading comprehension exercises from the textbook, or online.
- I frequently ask students to read articles from magazines or newspapers about topics they are interested.
- I promote speaking practice with peers, and peer correction of writing activities, which fortunately, result quite well most of the times, because students feel more comfortable practicing the language with a partner, more privately, and with someone the same age.
- Use different online websites to learn and promote independent learning and practice. In addition, at the school I work, we have got access to the textbook's platform. I weekly assign exercises, which reinforce the topics seen in class. I consider promoting self-study enriching, and students are more committed with the class since they notice they are having some progress.

Intake:

- Reading comprehension activities provide a reinforcement of structures, new vocabulary, and new topics to analyze and discuss.

- Sometimes, when students are watching a video or I am presenting any topic, I ask students take their own notes on what they understand.
- I organize discussions, debates, or different spaces for students to express their opinions.
- A technique that rarely fails is long distance dictation, students need to remember as much information as possible, and they can practice reading, speaking and writing. Besides, they always have fun.
- Making posters or infographics of different topics seen in class, students like to create memes, or illustrated jokes or riddles.
- I always give feedback.

Interaction:

- I promote debates or discussion of different topics, monitoring the use of English. Students feel more comfortable speaking with their peers.
- I design some Kahoot or Jeopardy presentations to play, we also use Genially, or others on-line games.
- Brainstorming generates new ideas and involves students to develop conversations or discussions.
- I give feedback.

Output:

- I promote public presentations for oral exams.
- Story telling or chain stories is a common practice to reinforce the grammar topics seen in class, and to make students explore known and new vocabulary.
- Another activity that works is writing essays or giving responses to some questions of critical thinking.

1.2.4 Different types of motivation that my current students might have in order to learn English as a foreign language.

Motivation is an essential aspect of language learning. According to Gardner (3), motivation is the combination of effort and desire to achieve the goal of learning a language, along with favorable attitudes towards learning. This definition emphasizes the role of effort and desire in language learning. However, some researchers argue that effort is not the cause of motivation but rather a result of it. In other words, if one is motivated, they will make a greater effort to succeed. This perspective highlights the reciprocal relationship between motivation and effort. Another challenge with this definition is the goal itself, which is defined as learning a language. However, agreeing on what it means to learn a language can be difficult and subjective. The goals for one student may not be the same for another student.

Integrative motivation: Very few of my students are interested in living abroad, so I do not consider this type of motivation has an impact on my students learning process.

Instrumental motivation: The Bajío is an industrial zone, and many students here are interested in businesses, such as as the shoe and automobile industries. They understand the importance of learning English, and some of them show interest in learning it, although not necessarily acquiring it as a second language. They plan to use English only for work certifications. Furthermore, some private colleges require certain certifications for enrollment. I believe this is the primary motivation for most of my students.

Resultative motivation: Different from the past, I have noticed in the last years that not all the students are interested in getting the best grades, especially in English, so, only a few students have this type of motivation.

Intrinsic motivation: Unfortunately, barely any students have this motivation. However, the ones that do are the ones who motivate the others for projects or activities, which require enthusiasm and effort.

1.2.5 Teaching theories

Talking about teaching languages, it is important to mention the four major schools of thought in language teaching - Behaviorism, Structuralism, Generative Linguistics, and Sociocultural Theory. Each school offers a unique perspective on how language is acquired and how it should be taught.

Structuralism

Structuralism, developed by Wilhelm Wundt and Edward Titchener, focuses on breaking down mental processes into their basic components using introspection. While it provides insights into the structure of the mind, Structuralism has had a limited impact on English teaching and second language acquisition due to its limitations and the development of more comprehensive theories.

Behaviorism

Behaviorism, founded by John B. Watson, emphasizes the role of the environment in shaping behavior through classical and operant conditioning. This school of thought has significantly influenced English teaching and second language acquisition by highlighting the importance of repetition, rewards, and structured learning.

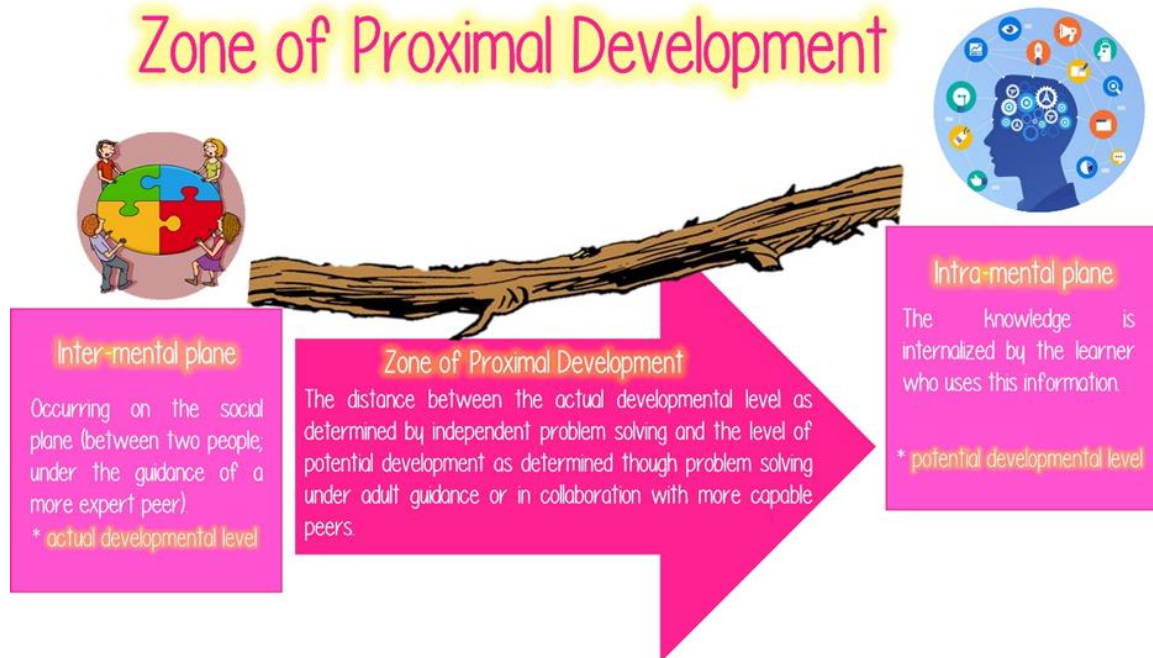
Generative Linguistics

Generative linguistics, pioneered by Noam Chomsky, posits that language acquisition is innate and that humans are born with a universal grammar that guides language development. This theory has significantly influenced English teaching and second language acquisition by offering a framework for understanding language acquisition and the role of the brain.

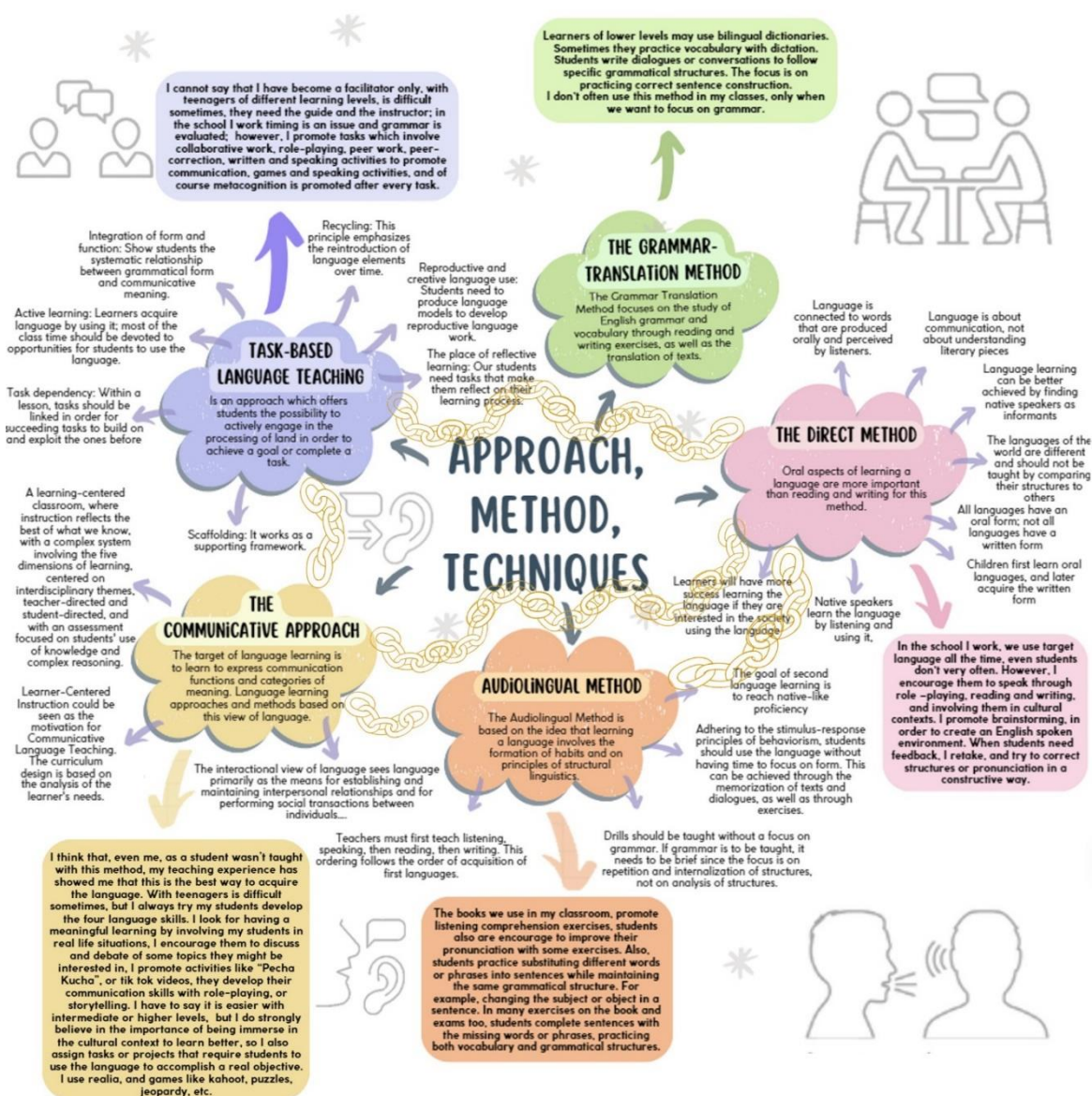
Sociocultural Theories

Sociocultural theories, developed by Lev Vygotsky, it emphasizes the critical role of social interaction and cultural context in children's cognitive development and learning. By applying his principles in the classroom, teachers can create more effective and engaging learning experiences for their students.

Vygotsky introduced the concept of the ZPD, which refers to the gap between what a child can do independently and what they can achieve with guidance and support from others.



1.2.6 Language teaching methodologies and approaches and teaching techniques.



When I started teaching 23 years ago, I hardly imagined that I would be the one who needed to learn the most. Teaching has been a very fulfilling, yet somewhat tricky, experience that has brought me great satisfaction as well as challenges.

It is well known that our world today demands the ability to speak different languages. According to Richards and Rodgers (2001), more than 60 percent of the

population is multilingual. Unfortunately, in our country, languages are considered a plus in private schools, while public schools teach only basic vocabulary and grammar structures. Therefore, I consider myself fortunate to have worked in a private school that promotes English learning.

I have always taken my job very seriously. It is disappointing to receive students who think that English class is for "playing" or a synonym of "free time," as they often say. However, I must admit that being taught with different methods, such as grammar translation, has made it difficult to deal with new methodologies, and it has been a long journey to learn and adapt.

For many years, I worked with the audio-lingual and direct methods, meaning we have always used textbooks and conducted classes in the target language. Unfortunately, regardless of the method, one challenge I have faced is the lack of interest and motivation in many students. I can see that students are not necessarily interested in learning because English is a subject they have to pass. Additionally, even though students are in the "same level," the reality is different, and there are significant differences in their development during classes. There is a wide variety of students, interests, and motivation levels.

In summary, my teaching practice experiences have been influenced by a combination of different methodologies and approaches, depending on the needs of my students and the context of the lessons. What I have always tried to do is involve students in their own learning processes.

Next, I will explore more deeply the methodologies and approaches we covered in Module I, as well as those that are most familiar to my teaching practice in the context in which I work.

Humanism:

I must admit that this approach, is not necessarily related to English teaching, however, it is very related to my teaching context. As we all know, Humanism is a

way of teaching that focuses on the student's feelings and needs. Even in an English classroom, the teacher should care about the student's well-being and make sure they feel comfortable and happy in the classroom. This approach is important because it helps students learn better and feel more confident. One of the main ideas of humanist teaching is that students should be treated as individuals. This means that teachers should get to know each student and understand their strengths and weaknesses. By doing this, teachers can help students learn in a way that is best for them and make sure they are happy and successful.

Another important part of humanist teaching is making sure students are engaged and interested in what they are learning. This means that teachers should use different methods and materials to make learning fun and exciting. For example, they might use games, role-playing, or group projects to help students learn new skills.

Humanist teachers also understand that students have feelings and emotions that can affect their learning. They know that students might feel sad, angry, or scared, and they try to help students deal with these feelings. By doing this, teachers can help students feel more comfortable and confident in the classroom.

Humanist teaching also encourages students to be creative and express themselves. This means that teachers should give students the freedom to make choices and try new things. By doing this, students can develop their own ideas and opinions and learn to express themselves in a way that is unique to them.

I have mentioned before that most of my experience has been acquired in La Salle, and I do consider it important to mention that as a Lasallian English teacher in, I am also inspired by San Juan Bautista de La Salle's humanistic approach to education. He believed that education should focus on helping each student grow as a person, not just learn facts. I try to create a welcoming and supportive classroom where every student feels valued and respected.

La Salle's emphasis on personalized learning and inclusivity resonates with me. I try to adapt my teaching to each student's needs, using a variety of methods to engage and motivate them. I also work to create a classroom where everyone feels welcome, regardless of their background or language proficiency.

But for me, the most important aspect of La Salle's humanism is its focus on helping students grow as people. I believe that education should help students develop their creativity, emotional intelligence, and sense of responsibility to their community. I encourage my students to express themselves through writing, art, and drama, and I give them opportunities to use their English skills to help others. By following La Salle's example, I aim to create a positive and inspiring learning environment that helps my students grow as individuals and become good citizens.

Meaningful learning:

As an English teacher, I have seen firsthand the importance of meaningful learning in the classroom. Meaningful learning is about making learning relevant and engaging for students. It's about helping them see the connection between what they are learning and their own lives (Ausubel, 1963).

This Ausubel's theory, emphasizes that as teachers, our goal is to help students create bodies of knowledge. Students can create new knowledge from existing knowledge, so I ensure that everything I want my students to learn is related to their lives and real contexts. This helps them understand that they are part of a dynamic construction that continues to evolve.

In my experience, meaningful learning can be achieved by using interactive and engaging strategies. For example, role-playing, group discussions, and debates are great ways to help students develop their language skills in a practical and meaningful way (Harmer, 2001). Additionally, incorporating real-life scenarios and authentic materials into lessons can help students see the relevance of what they are learning and make it more meaningful (Krashen, 1982).

Another key aspect of meaningful learning is giving students autonomy and choice. When students are given the freedom to choose what they want to learn and how they want to learn it, they are more likely to be motivated and engaged in the learning process (Holec, 1981). This can be achieved by offering students a range of topics and activities to choose from, and by providing them with the support and resources they need to succeed.

I have found it difficult to make my students use the language in real-life situations, as they often revert to speaking Spanish outside of the classroom. Many students do not feel comfortable speaking English, and some have not had the need to use it in their daily lives. For them, interacting in English is not a priority, and they may view English practice as useless.

However, I do believe that in English teaching meaningful learning emphasizes the importance of making learning relevant and engaging for students so, I always try to help students develop a deeper understanding of the language and make learning more meaningful.

Constructivism:

Throughout my career, I have found that adopting a constructivist approach has been effective in helping my students learn and grow. This learning theory emphasizes the active role of the learner in constructing their own knowledge and understanding (Piaget, 1967). In the context of English teaching, this means placing the student at the center of the learning process and creating opportunities for them to engage with the language in meaningful and authentic ways.

One of the principles of constructivism is that learning is an active process. Rather than passively receiving information from the teacher, students are encouraged to explore, experiment, and discover new knowledge for themselves (Vygotsky, 1978). In my English classes, I often use project-based learning activities that allow students to work collaboratively to research a topic, create a product, and

present their findings to the class. This not only helps them develop their language skills but also develops critical thinking, problem-solving, and teamwork.

Another important aspect of constructivism is the emphasis on prior knowledge and experiences. Constructivist teachers recognize that students come to the classroom with a wealth of knowledge and experiences that they can draw upon to make sense of new information (Ausubel, 1963). In my classes, I always try to activate students' prior knowledge by asking them to share their experiences and opinions on a topic before introducing new vocabulary or grammar. This helps them connect new information to what they already know and makes learning more meaningful and relevant.

Constructivism emphasizes the importance of social interaction in the learning process. Vygotsky (1978) argued that learning is a social activity that occurs through interaction with others. In my English classes, I create many opportunities for students to engage in pair and group work, where they can practice using the language in real-life situations and learn from each other. I also encourage students to participate in class discussions, round tables, and debates, where they can express their ideas, ask questions, and receive feedback from their peers and the teacher.

Communicative approach:

Through real life contexts, language learners may succeed by being involved in real communication. The main objective of Communicative approach is to present a topic in context as natural as possible.

Students learn by using the target language; activities must have a communicative purpose; learners must be exposed to the target language, and develop the four communicative skills: speaking, listening, reading, and writing.

Furthermore, the topics are chosen according to the learners' context and needs, such as age, context, interests, etc. Learner is the center, and teachers are

facilitators and guides. It is also essential to motivate students and involve them in communicative activities like games, role-play, problem-solving task, etc.

In summary, the Communicative Approach is all about learning a language by actually using it to communicate real stuff. In this approach, the main idea is to make language learning as natural as possible. (Richards & Rodgers, 2001) Although it is difficult and challenging, I believe it provides many advantages in language teaching and learning. I firmly believe in the importance of developing the four language skills. Any language must be learned naturally, and the promoted activities have to lead to meaningful learning experiences. The Communicative approach encourages learners to express themselves effectively and promotes motivation.

As I have mentioned previously, I work in a private high school. In here, communicative approach is promoted, but not as the unique method to work, because we also focus on grammar; we promote the developing of the four language skills but sometimes is difficult avoid students to use the first language. My students have one hour class every day, their life context is in Spanish, but in the classroom, I promote communication activities, I do not speak in Spanish, and little by little, students develop activities by using the target language.

Task based approach:

First, we must clarify that a task is like a job to do using the language. TBL helps learners to improve their language skills and get better at speaking, listening, reading, and writing.

Every task provides meaningful communication and opportunities to acquire the language through real language use; students use the target language by developing tasks in real life situations. The tasks are designed with specific purposes, so learners have to think to solve problems or face real situations and avoiding the use of L1.

Teachers act like guides or helpers, students do not learn by listening to the teacher, so, they reach their goals at their own pace; they have to speak and develop the skills as they need to; the learning becomes natural. (Ontesol, s.f.) (Littlewood, 2001) (Richards & Rodgers, 2001)

Depending on the topics seen, sometimes students develop tasks, which involve planning, organization of events, campaigns, or newscast programs. Unfortunately, I have noticed that students do not use the target language when they are working on their own. Besides, I have noticed that they use Google Translator, even though they are asked not to.

Kolb's ELT (experiential learning theory).

Kolb defines learning as “a never-ending process” we constantly experience things that defy our view of the world, we learn and unlearn, and adapt to these experiences; then learning is a “conflict” between what we expect and what we experience. (Structural Learning, 2023)

For Kolb, learning can start at anyone of the four stages he proposes; however, what is usually seen as first step, is the concrete experience, when we experience something in our lives. The next step is the reflective observation, this is what we experienced; the step three is the abstract conceptualization, based on self-reflection, we construct new ideas, or we adapt existing ones. The fourth stage is active experimentation, this is to put our new or renewed views on the world to the test to see if they match reality; that leads us straight into a new concrete experience which triggers another reflective observation leading to abstract conceptualization which again has to be put to the test by active experimentation; that is why Kolb shows that learning is a lifelong never-ending process. (Begrepen.be., 2020) I think, experience helps them practice and develop language skills.

Chapter 2: Methodology and practice: Theoretical concepts, methodology and rationale behind the activities

2.1 Intercultural competencies in the English Language Classroom.

To begin with, I consider very important to mention that integrating culture, intercultural communication and intercultural competence development in language classrooms may be challenging, but completely possible; in order to integrate culture effectively from the beginning, as teachers, we must play different roles, and deeply understand our goals. The language classroom should be a space for cultural creativity and encounters, challenging stereotypes, and providing genuine cultural experiences. Teachers play a fundamental role in facilitating intercultural learning, adapting our roles to know students' needs, and creating inclusive and respectful learning communities.

As we all know, Culture is a complex concept deeply woven into our lives, often unnoticed until we encounter a different culture. It incorporates shared language, beliefs, and values among people with similar social knowledge (Byram, 1997). Cultures are dynamic, shaped by various factors including historical events and technological advancements. Learning is central to culture, passed down through generations and absorbed unconsciously from birth, guiding our behavior and judgments (Moloney & Harbon, 2010). I think, we all, as teachers, can promote the intercultural competence through different activities and different techniques (Sinecrope, Norris, & Watanabe, 2012; Dhonau, 2014).

The lessons we studied, show us different concepts which help us to understand the importance of the developing Linguistic Competence, as defined by Noam Chomsky, is the “unconscious understanding of language rules that native speakers possess”. This knowledge is distinctive from language use, or performance, and is acquired naturally when learning one's first language. In contrast, Communicative Competence, as proposed by Dell Hymes (Hymes, 1971), expands language proficiency to include the social knowledge necessary for

appropriate language use. This change in perspective has influenced language teaching, focusing more on practical language use over structural rules.

English has become a lingua franca, emphasizing the need for Intercultural Competence to navigate diverse cultural practices and values. Michael Byram's model of intercultural competence (Byram et al., 2002) emphasizes the attitudes, knowledge, and skills necessary for effective intercultural communication, suggesting the intercultural speaker as an achievable goal for language learners. This model challenges traditional approaches that prioritize native speaker proficiency, instead aiming to develop intercultural speakers capable of engaging in diverse cultural contexts.

Also, Byram's model of intercultural competence (Byram, 1997) stresses the importance of following social and cognitive processes, such as how identities form and are seen, and how individuals from various groups perceive each other. This understanding is key for successful intercultural interactions. In language classes, culture is frequently forgotten, which could be a drawback for Mexican EFL students. Communication and learning objectives are influenced by cultural contexts, and lacking an understanding of a language's particular culture can impede the effectiveness of teaching and learning a foreign language.

It is also important to mention that, in intercultural classrooms, teachers play significant roles such as mediators, ethnographers, and researchers. They facilitate negotiations of meaning, attitudes, and classroom interactions, helping students understand cultural similarities and differences. Teachers adopt an ethnographic role to understand students' needs, creating activities and materials that link their previous knowledge to new knowledge.

In my experience, many learners of English are interested in learning the language, because they want to travel as tourist, or they want to study in a foreign country where English is spoken. They also know that English can be the contact language so that they can communicate in business or school purposes for example, no matter the reason, many students are able to understand, that through different

contexts, they will interact people from different backgrounds and cultures, and the more we look at culture, the better prepared our students are for success.

When learning another language, obviously it is important to understand some aspects of the cultural components in order to feel identified and to understand the different contexts. Developing the four skills is quite important, yes, but our students must also be culturally competent to successfully communicate when they have the necessity to interact with foreigners for instance.

Teachers, must adapt their roles to new requirements, developing students' abilities, needs, interests, challenges, and skills in learning about culture and acquiring intercultural competence (Byram, 1997; Moloney & Harbon, 2010). Even in classrooms without apparent cultural diversity, students may bring their own cultural backgrounds, impacting how they view their lives and learn a second language.

I think students should see native speakers as actual individuals, not simply figures in grammar illustrations. Lacking familiarity with the culture, students might perceive genuine scenarios as imaginary. Acknowledging the culture enables students to connect abstract language structures with actual people and locations. Culture and communication are closely connected, shaping the participants, topics, and manner of communication. Cultural education can remarkably increase students' motivation, as activities established in culture are typically enjoyable. Integrating lessons about the target culture with language instruction can trigger student interest and motivation. (Byram, 1997; Moloney & Harbon, 2010; Sinecrope, Norris, & Watanabe, 2012)

2.2 The importance of developing the 4 language skills - listening, reading, writing and speaking - and their application in teaching the English language and in my teaching practice.

To achieve our goals in the classroom, teachers must develop various techniques and employ multiple strategies. This flexibility is necessary because the characteristics of our students often make us to modify our lesson plans. Therefore,

teachers must create adaptable plans that provide to the diverse needs of their groups. I had the opportunity to hear this phrase to Jeremy Harmer on a webinar: “Everyone has the ability to learn or acquire a second language, but some are more successful than others!”. So, I understood that we cannot have good or bad students, it is a matter of the development of the different skills to help students to feel sure on themselves.

A detailed review of the importance of developing each of these skills in a class to practice language learning motivated me to carefully plan and balance my activities. I do not believe that any of the skills is more important than another; rather, each skill complements the others. As I mentioned earlier, in the institution where I work, we do not evaluate writing skills, but we do work on them through activities proposed in the textbook.

Reading

Reading is basically understanding information. It's an important skill to develop when learning a language. People read for different reasons, like finding info, enjoying a story, or for school stuff. Good reading means doing it quickly, on purpose, understanding, and getting better over time (Grabe, 1991).

Understanding what you read involves doing things like pulling out info and putting it together (Koda, 2005). This skill gets better by dealing with the text, the situation, the person reading, their background, how they read, their first language (L1), second language (L2), and the choices they make (Erler & Finkbeiner, 2007). So, when you read, you're not just getting what the writer meant, but also thinking about it based on what you already know (Grabe, 1991).

When we talk about reading strategies, researchers have different ways of grouping them. Some look at when you use them—before, during, or after reading (Shih, 1992). Others split them into global (big picture) and local (small details) strategies or think about the whole text versus individual words (Young & Oxford,

1997; Barnett, 1988). These categories mostly connect to two main ways our brain processes reading: starting from the small details or looking at the big picture.

Researchers also like to group them into three types: thinking strategies, checking strategies, and getting help strategies (Sheorey & Mokhtari, 2001). Another way is by looking at big picture strategies, problem-solving strategies, and getting help strategies (Mokhtari & Sheorey, 2002; Mokhtari & Reichard, 2002). Or they might be grouped into strategies for understanding the text, strategies for talking about it, and strategies for making pictures in your head (Jiménez, García, & Pearson, 1996). Yet another grouping by Chamot and O'Malley (1994) talks about thinking strategies, checking strategies, and strategies for feelings based on their earlier ideas about learning a language.

Even with all these different ways to talk about reading strategies, we can generally put them into two big groups: things you do directly with the words (like predicting, translating, or summarizing), and things you do to think about how you're thinking and learning (called metacognition) (Anderson, 1999; Phakiti, 2003, 2006). Cognitive strategies are like actions with the text, while metacognitive strategies are more about being aware of your thinking and using plans to understand better (Phakiti, 2003; Sheorey & Mokhtari, 2001). It's like getting ready to read, paying attention as you read, and thinking about how well you did after you're done (Grabe & Stoller, 2002).

I also consider important to mention some helpful strategies for improving students' reading skills, based on ideas from Chamot and O'Malley (1994):

- Check how well they read in their first language: see if students are good readers in their native language; it is important for them realize that English skills are used in other classes too.
- Use what they already know: connect new information to what students already understand. Talk about it, draw something, or show videos to help them link old and new stuff.

- Read to students often: if it is not possible all the time, assign English reading. Ask them to share something about current events every week. Summarizing a short English article helps them learn new words.
- Teach strategies clearly: when teaching reading tricks, explain them properly. Remind students to use these tricks when they read. Let them talk about which ones work best for them.
- Read for different reasons: give students different things to read on various topics and difficulty levels. Choose things related to their culture. Focus on understanding, not just saying the words perfectly.
- Combine reading and writing: create activities where students write for different reasons. They can then use what they write to read in different ways, making reading more meaningful.
- Check progress and self-evaluation: tell students to keep a journal to see how well they're doing. Look at things like how they read aloud, understand what they read, and what they're interested in.
- They also recommend involving parents, but this is something that actually is not possible, at least in my context since we do not have any contact to parents, also -and I know this for a fact- most teenagers do not like to share many things with their parents. In any case, I still encourage them to share their progress to their peers or to their parents, if they're willing to.
- Use pictures and extra information in instruction to make learning English easier and improve language skills.

Writing

The importance of teaching writing becomes evident, serving as a key to self-expression and meaningful communication.

Weigle (2002), says the notion that writing constitutes a distinct form of language, a path for building upon existing linguistic resources. Proficiency in written language, as emphasized by Weigle, is not only essential for personal expression but necessary for active participation in diverse cultural and educational contexts.

He also highlights the need for English immersion to familiarize students with the distinct features of written English. Talking about how words connect in Spanish can be a bit tricky. It's different from English, where the way words link together is more regular. This might make it a bit challenging for students learning English as a second language (ESL).

Hyland (2002) suggests six approaches in effective writing instruction:

- **Language Structures Approach:** Involves arranging words, clauses, and sentences according to rules. It focuses on linguistic knowledge, vocabulary choices, and cohesive devices. It includes stages like familiarization, controlled writing, guided writing, and free writing.
- **Discursive Structures Approach:** Focuses the importance of understanding different writing styles for various discourses like encyclopedia entries, prayers, business letters, and more. Recognizing cultural conventions and organizing ideas using "signposts" for transitions are key aspects.
- **Creative Expression Approach:** Supports for viewing writing as a self-discovery process, allowing students to express personal experiences and opinions without rigid form-oriented pressure. Emphasizes that every act of writing involves creative effort.
- **Writing Processes Approach:** Focuses on developing students' metacognitive awareness of their writing processes. The model includes steps like topic selection, prewriting, composing, response to draft, revising, proofreading, evaluation, publishing, and follow-up tasks.
- **Content Approach:** Encourages writing activities around social issues or topics familiar to students. Allows adaptation for different proficiency levels by varying the amount of information provided or required.
- **Genre and Contexts of Writing Approach:** Stresses the importance of following social conventions for organizing messages in writing. Discusses genres like jokes, anecdotes, advertisements, and poems. Teachers are encouraged to choose genres interesting for students' tasks.

Building on these foundations, Brown introduces essential principles for effective writing instruction. These principles encapsulate the habits of 'good' writers, the balance between process and product, acknowledgment of cultural literacy backgrounds, and the interconnectedness of reading and writing. Brown's principles also advocate for strategies and activities framed in prewriting, drafting, and revising stages, emphasizing the importance of interactive techniques within a community of learners.

Sensitivity in responding to student writing is very important, with a focus on clarity and the strength of main ideas rather than overwhelming corrections. The distinction between micro-skills (handwriting, spelling, etc.) and macro-skills (cohesive writing, understanding rhetorical forms, etc.) is addressed, recognizing the specific areas for development in the writing process.

I have always thought that writing is a complicated process which encourage students to develop all their communicative skills and demands interest, attention, knowledge, etc. To succeed, as teachers, when planning writing, there is not a "key" strategy or approach, we can use all the approaches, and different techniques and strategies, it will always depend on our goals, students' interests, institutional programs or syllabus, etc.

Listening:

In my experience, I have found that developing listening skills can be challenging due to various factors. One key difficulty lies in the real-time nature of the skill, as highlighted by Beare (2010). Unlike reading or writing, which are more tangible and can be practiced individually, listening requires immediate understanding and response.

Another aspect is the complexity of listening as a skill, as noted by Rost (2002). Listening involves not just hearing the words spoken but also understanding their meaning, interpreting tone and context, and making inferences. Combining lessons about the target culture with language instruction can make students more

interested and motivated (Byram, 1997; Moloney & Harbon, 2010). This approach helps students develop the ability to understand different cultures by giving them chances to explore cultural differences and similarities, and to better understand their own cultural views.

This can be challenging for learners, especially those who are not very good at the language yet. It requires teachers to use careful and thoughtful methods when teaching. When we practice listening with the exercises from the book, most of the time, they are not interested, and they do not put in the effort as they should. On the other hand, time is very limited, and we need to cover the program. There is not enough time to practice phonetics. I try to encourage my students to practice and check correct pronunciation, but to be honest, this is such a difficult task.

In addition, external factors such as distractions, background noise, and the speaker's accent or speaking speed can further delay listening comprehension, as mentioned by Beare (2010). These factors can make it difficult for learners to focus on the task at hand and understand the spoken language accurately.

In my own classes, I address the difficulty of teaching listening by incorporating a variety of listening activities that accommodate to different learning styles and proficiency levels. I also focus on building students' confidence through gradual progression from simpler tasks to more complex ones. Additionally, I provide opportunities for practice and feedback, allowing students to improve their listening skills over time. One of the challenges, is the number of students that I have, as I mentioned, my groups are large, and having control, or enough time for practicing is kind of difficult sometimes.

To improve listening skills, it is essential to create a supportive and engaging learning environment, as suggested by Ross (2007). This includes using diverse activities, incorporating pre-listening activities to provide context, and using questioning techniques to improve comprehension.

Speaking:

It is very common to hear my teenage students say they don't understand me when I speak to them in English for the first time, or when I ask them questions, especially in the first sessions of the semester. They just turn to look at each other. It's sad that despite being in high school for several semesters and having English classes every day, they are afraid to speak. Motivating them is a slow process that requires perseverance. Regardless of the institution, I believe that the learner always tries to understand what they hear in their native language, and to produce or speak, they try to structure it in their native language, in this case, Spanish. However, little by little, I have managed to get my students to try to speak. It's a matter of motivation and persistence. For example, there are certain techniques that work for me, such as: I always give instructions and explanations in English, and I make sure they understand by asking and clearing their doubts. I play videos, songs, and podcasts to create an environment in the second language. By using brainstorming, surveys, or open questions, I make sure the technique is working. Furthermore, the use of technology has helped me, especially since the pandemic. I consider it much more important than I used to before the pandemic. I have learned a lot about websites, gamification, and e-tools, which have helped me assist my students in this process.

I consider speaking as a complex skill that involves various distinctive features that set it apart from writing. One key difference is the reliance on idea units rather than sentences or paragraphs. Unlike writing, where sentences are the basic building blocks, speaking operates with thought groups, which can overlap within sentences (Richards, 2008).

I have also emphasized the importance of planning in speaking. While most everyday talk is informal and unplanned, certain situations require preparation and the use of visual aids to regulate speech. This has helped my students understand the importance of preparation in different speaking contexts (Richards, 2008).

I have always thought that an important aspect of speaking is its use of more generic or vague vocabulary compared to written language. This is due to the need

for time efficiency in spoken communication. To help my students understand this concept, I have incorporated activities that focus on using more generic vocabulary in speaking tasks.

Reciprocity is also essential in speaking, as it involves a two-way interaction between speakers and listeners. In my experience, I have found difficult to encourage my students to be aware of this aspect of speaking and to use linguistic and paralinguistic cues to signal their focus and attention to their listeners, it is a hard process, but not impossible (Richards, 2008).

Balancing fluency and accuracy have been a challenge in my teaching. Fluency refers to the ability to produce coherent, reasoned, and semantically dense speech, while accuracy refers to the clarity, correctness, and grammatical accuracy of language. I have tried to prioritize both fluency and accuracy in my instruction, recognizing that they are both important goals for my students (Brown, 2007).

In terms of pronunciation, I have focused on developing intelligibility rather than achieving native-like proficiency. This involves mastering suprasegmental features such as stress, rhythm, and intonation, which are necessary in making speech understandable and natural. By focusing on these features, my students have improved their overall pronunciation and communicative effectiveness (Gilbert, 2008).

Finally, I have encouraged my students to use communication strategies to compensate for knowledge gaps and navigate communication breakdowns. These strategies, such as achievement strategies and reduction strategies, have helped my students communicate more effectively and develop their speaking skills (Bygate, 1987).

Overall, I believe that by understanding the unique characteristics of speaking and incorporating them into my teaching, I have been able to help my students improve their speaking skills and achieve communicative competence.

2.3 Overview of the Lesson plan designed and carried out along five sessions of 50 minutes each: “Our world, our responsibility”

Students came to understand that there are many global issues they need to be concerned about. This project enabled them to develop their critical thinking, communication, and social awareness skills in English, empowering them to be agents of positive change. Through research, they discovered how various countries address these common issues and identified actions they could take to lessen them. Finally, they performed a concrete act to show that it is possible to take actions to avoid the global issues.

Over the course of five sessions, students practiced the four language skills and applied both prior and new knowledge to develop concrete proposals.

The main objective of the sessions was: "Students will detect the main problems of the environment and make real proposals to improve or eradicate the identified situation and become agents of positive changes."

The final product was a presentation of their conclusion on how to be a positive agent of change. To achieve this goal, the sessions involved them in understanding the problems that affect us globally. They learned about the actions taken in other countries, researched environmentally friendly companies, and the actions that young people from other parts of the world take according to their context. Initially, knowledge about the problems was presented in a general way, and through the various activities outlined in the plan, students had the opportunity to engage with other cultures and their actions in favor of the environment.

2.4 Language Assessment

In language classes, tests are essential tools for teachers, serving different goals. To create good tests, we must understand key terms about testing and consider five key principles. One fundamental principle is validity, ensuring tests measure what they're supposed to and help teaching positively and practically (Hughes, 2003).

Testing is just a part of assessment, which is progressive, and includes many teacher evaluations. Tests should match assessment goals, and student-centered methods can improve learning (Spolsky, 1995). The word "test" carries significant weight in education, often inducing stress in students. However, tests are included in language programs for several valid reasons. These include measuring language proficiency, evaluating students' success in achieving course objectives, diagnosing strengths and weaknesses, and assisting in student placement (Hughes, 2003)

Brown (2004) differentiates between testing and assessment, where testing measures a person's ability, knowledge, or performance in a specific domain. Assessment, on the other hand, is an ongoing process that encompasses a wider domain than testing, involving constant evaluation of learners' performance to inform teaching instructions (Brown, 2004)

Informal assessments, such as feedback on assignments or pronunciation, are process-oriented and formative, aimed at enhancing students' learning experiences. Formal assessments, however, are systematic, planned, and constructed to appraise student achievement (Brown, 2004)

Another distinction lies in the functions of assessment, with formative assessment focusing on evaluating students' current level of performance to inform future learning, while summative assessment measures what learners have acquired over a period, often at the end of a course (Brown, 2004)

Norm-based testing compares students against each other, often leading to competition, while criterion-based testing evaluates individual learners against specific language structures taught in a class, making it more appropriate for classroom settings (Brown, 2004)

Tests should be seen as instruments for gathering particular kinds of information about students' language abilities, not as the sole means of assessment. Simply selecting a test based on its characteristics is like choosing a tool based just on its appearance. Language tests, by themselves, don't reveal much about the

goals and tasks of language programs and classrooms, which are basic parts of the assessment process (Spolsky, 1995)

Productive skills like speaking and writing, and receptive skills like listening and reading, are traditionally evaluated using different procedures. However, recent accounts acknowledge that all skills involve active engagement in meaning production. Testing one skill often requires the use of others. For example, listening to a story may lead to writing a summary, or reading a passage may require formulating questions (Ramírez, 1995).

Validity in testing is fundamental. Tests should be like the types of activities students regularly engage in to ensure their validity. Face validity refers to a test looking like a test, while content validity ensures that the test reflects the syllabus and classroom teachings (Brown, 2004)

Alternative assessment, which departs from traditional forms of assessment, focuses on informal, ongoing (formative) assessment. It aims to improve students' language abilities through feedback and is more pedagogically oriented rather than focused on grading (Brown, 2004)

Student-centered assessment engages students in testing and evaluation and raising motivation. It also allows teachers to understand students' learning methods and principles. Teachers can adopt a three-step method to shift towards more student-centered assessment, evaluating current practices, identifying areas for student engagement, and integrating student-centered assessment activities into the classroom (Coombe et al., 2007).

To evaluate the activities, I designed for my proposal, I carefully created checklists, observation guides, and rubrics that significantly helped me assess each of the activities carried out. I include all of them and how they were applied in the appendix section.

Chapter 3: Experience Report

Report of the application of my proposal:

I implemented the intervention proposal with one of my level 4 groups, which corresponds to A2/B1. It's important to mention that the activities took place during the last days of the semester, as that was the time frame authorized by the institution where I work. The students were a bit restless at first, but fortunately, they were very participative.

When discussing the activities with the group, most students showed interest and, fortunately, everyone participated in the different activities. The sessions mostly proceeded as intended.

In the first session (The Global challenges), students identified the proposed vocabulary, which included different global issues. They expressed their opinions and ideas in English, actively participating in the Kahoot game designed for this purpose and completing the related reading quiz. They were receptive and open to feedback, and honestly conducted their self-assessment. In this session, we worked on all four language skills according to each activity.

In the second session (Be an agent of positive changes) most students arrived at class with the assigned task: a brief investigation of countries that are taking concrete actions to stop global warming. The session went on as usual, although I must admit that the time distribution was not ideal, and most students had to finish the poster later at home. The students watched the video and actively participated in the dialogue-discussion about the causes and possible solutions to global warming. It was gratifying to hear them recycle the vocabulary from the previous session. In this session, we reinforced all four language skills according to each activity.

In the third session (Heal the world), students observed their peers' posters and recalled the global issues we had discussed earlier. We individually completed the listening exercise and then reinforced it in a group setting as planned.

Unfortunately, we were unable to conduct the Lingo-Clip activity with the song in the classroom due to a drill and the class was interrupted; however, I must clarify that my students are familiar with the application and frequently complete exercises with songs on this platform, unfortunately, I do not have evidence of this. As I mentioned, the first listening exercise was indeed carried out, and although not as planned, this skill was reinforced.

The fourth session (Environmentally friendly) was able to be carried out completely. The activities in the plan were carried out according to the schedule, and the objective of debating actions to save the environment was achieved, reinforcing the skills of speaking, reading and listening.

The fifth session also took place (Environmentally friendly companies) according to the plan. It was very gratifying to see the outcome of the students' research, as they truly put effort into creating their videos, using not only the vocabulary and topics covered in class but also applying the use of technological tools.

The implementation and execution of the sessions I planned without using the textbook make me reflect on the need to innovate and update myself in my teaching practice every day. As I mentioned, I have many years of experience in this work, but I consider what I have done as an opportunity to analyze my strengths and areas for improvement. While there is much of this that I have done in my daily routine, it is a challenge to continue and do it better every day.

There were some aspects which made me think on how my practice should improve, to name some, I must admit that the time distribution was not ideal in all of the sessions. For example, most students had to finish the poster later at home; on the other hand, keeping the students' attention was a huge challenge because the sessions were held during the last days of the course, and I have to say, that working without the textbook made me feel out of my comfort zone.

Chapter 4: Conclusions

As a teacher, I have come to understand the multifaceted nature of our profession, which requires us to continuously update our knowledge, develop a wide range of skills, and manage diverse challenges. Beyond transmitting knowledge, we must fully commit to each student's learning process, knowing that our impact can be profound.

In this project, I have adapted lesson plans to suit my students' needs and course requirements. By focusing on a general review of the course, incorporating new themes and activities, I aim to engage students in practicing all language skills while recycling vocabulary and structures. These activities not only improve language proficiency but also deepen students' understanding of different cultures.

Along the last module, I have understood that integrating culture into language teaching is essential for developing communication skills and intercultural competence. Through this project, students not only learn language but also gain insights into different cultures, promoting respect and understanding.

Moreover, I want to highlight the importance of assessment, which is a key component of education, guiding teaching and helping students demonstrate their learning. By carefully designing assessments that help me reach the goals, we can ensure that students are evaluated fairly and effectively.

By meticulously designing assessments that align with our teaching objectives, we can ensure that students are evaluated fairly and effectively. This involves not only assessing their understanding of language and cultural concepts but also their ability to apply this knowledge in real-world contexts. A well-structured assessment plan can provide valuable insights into student learning, helping us design our teaching methods to better meet their needs.

Furthermore, integrating culture, language, and technology into our teaching practices enriches the learning experience for students. It allows them to engage with the material in a meaningful way, making connections between language and

culture that deepen their understanding. Additionally, using technology as a tool for learning can help students develop digital literacy skills that are essential in today's world.

In conclusion, by integrating these elements into our teaching practices, we can create engaging and meaningful learning experiences that prepare students to be successful global citizens.

The experience of integrating culture, language, and technology into our teaching practices was incredibly enriching. It helped me implement activities not only to develop the different language skills of my students but also to devise new forms of assessment that were truly meaningful. This project allowed me to engage my students with the material in a meaningful way, making connections between language and culture that deepened their understanding. Furthermore, utilizing technology as a learning tool assisted students in developing essential digital literacy skills required in today's world.

Appendixes

Lesson plans

“OUR WORLD, OUR RESPONSIBILITY”

Teacher's Name:	María del Rosario Perea García		
Level:	Level IV		
Main aims:	The students will identify the most common problems our world is facing today and explain their understanding of these issues.		
Subsidiary aims:	The students will be able to reuse vocabulary in context and express their own ideas by activating their prior knowledge to consolidate lexis for talking about global issues.		
Objective:	By the end of the class, students will be able to identify and describe the main issues affecting the world today, expressing their ideas in English and using related vocabulary appropriately.		
Assessment:	Self-assessment Checklist.		
Materials:	Projector, computer, internet connection, notebook, pen, cell phones.		
Lesson Topic:		1. The Global challenges	
Lesson Objective:		Identify the most important global issues	
Stage	Activities	Resources	Time
Warm up	The teacher says hello and make a comment about how hot the weather is these days. Teacher allows students to make any related comment and asks if they know why it is so hot.		3 minutes
Presentation (<i>Listening and speaking</i>)	After students answer, the teacher explains the objective of the lesson: to identify and describe the main issues affecting the world today. Through a brainstorming session, the teacher obtains answers to the following questions: <ul style="list-style-type: none"> • What can be called a global issue? • Can you name any? • What do you think are the three most serious issues the world? 	Projector, computer.	8 minutes

	<ul style="list-style-type: none"> • What do you think are the three most serious issues our country is currently facing? • Do you remember any natural disasters that have happened recently? • What can cause global warming? 		
Practice 1 (<i>Reading and speaking</i>)	<p>Teacher tells students to work in teams of three. Students will play a Kahoot-Team mode to practice the vocabulary in context.</p> <p>https://create.kahoot.it/share/global-issues/4edfc2d9-440b-4925-bead-8759696680dd</p> <p>At the end teacher shows the result and mention who the winners are.</p>	Cell phone, computer, projector.	12 minutes
Practice 2 (<i>Listening, writing & speaking</i>)	<p>Once the Kahoot is finished, the teacher projects a video to delve deeper into the topic. She asks students to take notes and write down the list of issues mentioned. The topic is the top ten most important global issues of today, the world issues that need attention. The teacher then asks volunteers to come to the board and share their answers, and everyone compares their notes.</p> <p>https://www.youtube.com/watch?v=V2W1q7iyNPQ&t=173s</p>	Projector, computer, notebook, pen, board, markers.	15 minutes
Production. (<i>Reading, listening</i>)	<p>The teacher asks students to take out their cellphones again. This time, in an individual manner, each student will answer a short quiz to practice vocabulary and reading skills.</p> <p>https://player.quizalize.com/quiz/10a09297-b552-4d81-b23c-e7fcca8040ae</p> <p>The teacher asks students to share their score and gives feedback.</p>	Projector, computer, cellphones	7 minutes
Review / Closing	<p>The teacher asks students what they learned today, then answer the self-assessment checklist and she explains the homework: The students will do some research on what the world's</p>	Notebook, digital self-assessment checklist.	5 minutes

	countries are doing about climate change. Each student will choose a particular country and find information on the specific actions that country is taking to address global issues.		
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Checklist

Global challenges

Student's name: _____ **Date:** _____

Performance criteria	Yes	No
Participates actively in the activities proposed by the teacher.	<input type="checkbox"/>	<input type="checkbox"/>
Shows respect towards classmates' opinions consistently during the development of activities.	<input type="checkbox"/>	<input type="checkbox"/>
Participates in brainstorming by identifying and explaining concepts clearly.	<input type="checkbox"/>	<input type="checkbox"/>
Responds to all Kahoot questions collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>
Obtains a 70% correct response rate in the Kahoot activity.	<input type="checkbox"/>	<input type="checkbox"/>
Creates the list of environmental issues from the projected video actively.	<input type="checkbox"/>	<input type="checkbox"/>
Completes the proposed text in Quizalize, achieving at least 10 correct answers.	<input type="checkbox"/>	<input type="checkbox"/>

Teacher's Name:		María del Rosario Perea García	
Level:		Level IV	
Main aims:		On this session, students will propose an innovative solution to address a relevant global issue, using English as the means of communication. Students will identify a global problem such as climate change, economic inequality, resource scarcity, or any other globally significant topic, and develop a detailed proposal that includes analysis of the problem, potential solutions, and social considerations. will be.	
Subsidiary aims:		Students will recycle the vocabulary seen in the previous class to describe the causes and write a proposal.	
Objective:		Students will analyze and propose an innovative solution to address a relevant global issue.	
Assessment:		Research checklist and poster rubric.	
Materials:		Projector, computer, internet connection, notebook, pen, cell phones.	
Lesson Topic:		2. Be an agent of positive changes	
Lesson Objective:		Students will describe different global problems, the cause and the possible solution.	
Stage	Activities	Resources	Time
Warm up	The teacher will review the previous session by asking students about their homework. She will inquire about the problems they found and which countries are taking actions to correct them.	Notebooks	4 minutes
Presentation (<i>Listening, speaking</i>)	The teacher projects a video to sensitize the students so they understand they can take actions to provide solutions. When it is finished, the teacher conducts a brainstorming session and asks students what they think they can do. https://www.youtube.com/watch?v=WsL0mQox_o	Projector, computer.	3 minutes
Practice (Speaking, reading & writing)	The teacher asks students to break up into teams of three to four students. She asks them to share the results of their research, which they must had already done for homework. Then, they will see if there are any common problems and discuss what makes the problem an issue. They	Notebooks, research homework checklist.	15 minutes

	will also discuss the causes of these problems and possible solutions.		
Production	Students are now going to design a poster to graphically represent problem of the country they researched, and the possible solutions. They will use pictures, simple sentences, and keywords to get their message across.	Notebook, pens, cardboard, markers.	20 minutes
Review / Closing	Students put the posters on display, the teacher gives a brief feedback.	Poster rubric.	5 minutes

Checklist

Research homework

Student's name: _____ **Date:** _____

Performance criteria	Yes	No
Does the requested research thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
List the specific actions being carried out by the country he/she chose to investigate.	<input type="checkbox"/>	<input type="checkbox"/>
Submits their assignment in writing on a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>
Engages in clear dialogue about their research with their team peers.	<input type="checkbox"/>	<input type="checkbox"/>

Rubric Poster

Student's name: _____ Date: _____

CATEGORY	4	3	2	1
Required Elements	The poster includes all necessary elements and may contain additional information.	All required elements are present on the poster.	All but 1 of the required elements are included.	Several required elements are missing.
Labels	All important items on the poster are clearly labeled and legible from a distance of at least 3 feet.	Almost all important items on the poster are clearly labeled and legible from a distance of at least 3 feet.	Many important items on the poster are labeled and legible from a distance of at least 3 feet.	Labels are too small to read OR no important items are labeled.
Graphics-Relevance	All graphics are relevant to the topic and enhance understanding. All borrowed graphics are properly cited.	All graphics are relevant to the topic and most enhance understanding. Some borrowed graphics are properly cited.	All graphics are relevant to the topic. One or two borrowed graphics are properly cited.	Graphics are irrelevant to the topic OR several borrowed graphics are not properly cited.
Attractiveness	The poster is exceptionally well-designed, laid out neatly, and visually appealing.	The poster is well-designed, laid out neatly, and visually appealing.	The poster is somewhat visually appealing but may be slightly messy.	The poster is very messy or poorly designed. It is not visually appealing.
Grammar	There are no grammatical or mechanical errors on the poster.	There are 1-2 grammatical or mechanical errors on the poster.	There are 3-4 grammatical or mechanical errors on the poster.	There are more than 4 grammatical or mechanical errors on the poster.

Teacher's Name:	María del Rosario Perea García		
Level:	Level IV		
Main aims:	Develop students' ability to understand spoken language, including details, main ideas, and implied meaning.		
Subsidiary aims:	Foster intercultural understanding by exploring different perspectives on environmental issues from the conversation and the song		
Objective:	By the end of the lesson, students will be able to demonstrate their understanding of the environmental issues discussed in the conversation and the song by summarizing key points, and identifying vocabulary related to environmental problems and solutions.		
Assessment:	Answer key "Saving the earth" and Evaluation scale "Song Heal the world".		
Materials:	Projector, computer, internet connection, notebook, pen, cell phones.		
Lesson Topic:	3. "Heal the world"		
Lesson Objective:	Students will be able to demonstrate their understanding of the environmental issues discussed in the conversation and the song by summarizing key points, and identifying vocabulary related to environmental problems and solutions.		
Stage	Activities	Resources	Time
Warm up	Teacher starts the lesson by asking students if they remember some of the solutions provided the previous lesson, then the teacher will present the objective of the session.	Board, projector, internet	5 minutes
Presentation (<i>Reading and speaking</i>)	The teacher asks students to go around the classroom to take a look to the posters made the previous day, when time is up, then, through a brainstorming teacher knows what students liked the most and which aspects they agreed on how to save the planet.	Projector, computer.	10 minutes
Practice (<i>Listening</i>)	The teacher explains that now, students will listen a short interview nine-year-old, about her feelings on how people can help save the environment. Students must access to https://www.esl-lab.com/academic-english/recycling-earth/ And answer the questions. The teacher plays it twice in case students	Projector, computer, cellphones.	10 minutes

	need it. Then students load their result. After students answer, the teacher projects the exercise, listen again and asks to students to answer aloud, all the students confirm their answers.		
Production 2. (<i>Listening</i>)	Now, the teacher asks students, to take their cellphones and open the app “Lingo-Clip” that they often use in class. This time they will practice with the song “Heal the world”, when they finished the multiple-choice exercise for intermediate level, they will share their scores. https://lingoclip.app/ly/MokME34	Cellphones, evaluation scale “Song Heal the world”.	20 minutes
Review / Closing	When all the students load their scores, the teacher projects the lyrics, asks students to sing the song, and plays the audio again. After that, teacher asks for vocabulary problems, and clears any doubt students might have.	Laptop, projector internet, projector, cellphones.	5 minutes

Saving the earth
Listening exercise

ANSERW KEY

1. The girl's name is ____.
Alice.
Ellen.
Alex.
2. She says we should save water when ____.
cleaning clothes.
washing cars.
taking a bath.
3. The girl's second suggestion is about ____.
separating different types of garbage.
disposing of trash properly.
having a family clean-up party.
4. By recycling paper, we can ____.
save money.
protect the forests.
cut down on waste.
5. What does the girl do once a month?
She visits a recycling center.
She collects newspapers.
She cleans a neighborhood park.

Evaluation scale

Song "Heal the world"

Student's name: _____ **Date:** _____

CRITERIA	Excellent	Very Good	Acceptable	Insufficient
Listens the song carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes all words correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a deep understanding of the song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher's Name:	María del Rosario Perea García		
Level:	Level IV		
Main aims:	The students will identify the concept of “environmentally friendly” and research about it.		
Subsidiary aims:	The students will be able to talk about the actions that different countries take to preserve the environment. Develop digital literacy skills through the process of recording and editing a video.		
Objective:	By the end of the class, students will discuss about the most important environmentally friendly actions that other countries take. Students will be able to research an environmentally friendly company in Mexico, identify and summarize the actions the company takes to preserve the environment, and create a video presentation in English detailing these actions.		
Assessment:	Round table rubric.		
Materials:	Projector, computer, internet connection, notebook, pen, cell phones.		
Lesson Topic:	4. “Environmentally friendly”		
Lesson Objective:	Debate and talk about actions that other countries take to preserve the environment.		
Stage	Activities	Resources	Time
Warm up	Teacher says hello to students, in a very “friendly manner”. Then she asks them if they know the meaning of the world friendly. After any students answer, she asks if they understand the meaning of the expression: “Environmentally friendly” she gives a few minutes in case they need to look for the information. Then, through a brainstorming students will identify the term.		4 minutes
Presentation (<i>Listening and speaking</i>)	Teacher plays a video from ISL named “Tips to be environmentally friendly”, to make students understand some actions to take to be “environmentally friendly” students will go answering as the video presents the questions. https://en.islcollective.com/english-esl-video-lessons/listening-comprehension/deep-listening-focus-	Projector, computer.	8 minutes

	on-meaning/tips-to-be-environmentally-friendly/442407		
Practice (Reading and speaking)	<p>The teacher asks students to, once again, team up with the same classmates from previous classes. Then she shares a link which will provide information about the 10 most environmentally friendly countries around the world. The teacher assigns one country to each team and will ask them to read the information on the website. The teacher asks students to discuss with their teams about what they understood.</p> <p>https://www.william-russell.com/blog/best-countries-green-living</p>	Projector, computer. Cellphone, notebook, pen.	10 minutes
Production 1. (Speaking)	The teacher asks students to arrange the chairs in a circle to form a sort of “round table”. Then she will mention the name of a country and students who read about that country, talk about what they understood, then the teacher asks for any comments to the other teams.	Round table rubric.	20 minutes
Review / Closing	<p>After all the students present, she draws a chart on the board with two columns: one labeled “Mexico” and the other “Other countries”. After that, she asks students to walk up to freely to the board to write the environmentally friendly actions that the countries take and ask for a reflection.</p> <p><i>The teacher asks students, that in teams, investigate about Mexican environmentally friendly companies. Then, record a video to present the next session.</i></p>	Board, markers.	8 minutes

Rubric
Round table

Student's name: _____ **Date:** _____

CRITERIA	3	2	1
Language use	Uses a wide range of vocabulary and grammatical structures accurately and effectively.	Uses a variety of vocabulary and grammatical structures with few errors.	Uses limited vocabulary and grammatical structures, leading to frequent errors.
Fluency	Speaks fluently and maintains a natural pace, with minimal hesitation and repetition.	Speaks fairly fluently but may hesitate or repeat themselves at times.	Speaks with frequent hesitation and repetition, affecting the flow of the discussion.
Pronunciation	Pronounces words clearly and is easily understood. Accents do not hinder comprehension.	Pronounces words clearly, but accent may be noticeable and occasionally affects comprehension.	Pronunciation is often unclear, hindering comprehension. Accent makes understanding difficult.
Participation	Actively participates in the discussion, offering ideas, asking questions, and responding to others.	Participates in the discussion but may need encouragement to contribute more.	Participates minimally, rarely contributing ideas or engaging with others.
Content	Provides insightful and relevant contributions, showing a deep understanding of the topic.	Contributes to the discussion with relevant points but may lack depth or originality.	Contributions are superficial or off-topic, showing a limited understanding of the topic.

Teacher's Name:	María del Rosario Perea García		
Level:	Level IV		
Main aims:	Develop students' research skills as they investigate environmentally friendly companies in Mexico. Enhance students' English language skills, particularly in the areas of speaking and reading. Develop critical thinking by analyzing and evaluating the actions of companies towards environmental preservation.		
Subsidiary aims:	Improve students' ability to present information clearly and effectively in English. Encourage collaboration and teamwork as students work together to research and prepare their video. Promote cultural awareness by exploring environmental initiatives in a different country.		
Objective:	By the end of the lesson students will present their video to the class, showcasing their research and English language skills.		
Assessment:	Video Rubric		
Materials:	Projector, computer, notebook, cellphones		
Lesson Topic:	5. "Environmentally friendly companies"		
Lesson Objective:	Identify and summarize the actions the company takes to preserve the environment and create a video presentation in English detailing these actions.		
Stage	Activities	Resources	Time
Warm up	Teacher says hello to students and ask the to prepare themselves to watch the videos respectfully and attentive.		2 minutes
Presentation (<i>speaking</i>)	The teacher asks students if they had any difficulty while recording their videos, Students share briefly their impressions.	Projector, computer.	3 minutes
Production (Speaking)	Teacher projects the videos.	Projector, computer.	40 minutes
Review / Closing	Teacher thanks students their enthusiasm and gives feedback to the teams.		5 minutes

Rubric Video

Student's name: _____ Date: _____

CRITERIA	Excellent/Very Good	Good/Acceptable	Needs Improvement
Content	Provides thorough and accurate information about the chosen company's environmental initiatives. Demonstrates a deep understanding of the topic.	Provides relevant information about the chosen company's environmental initiatives. Demonstrates a basic understanding of the topic.	Provides limited or inaccurate information about the chosen company's environmental initiatives. Demonstrates a lack of understanding of the topic.
Language use	Uses a wide range of vocabulary and grammatical structures accurately and effectively.	Uses a variety of vocabulary and grammatical structures with few errors.	Uses limited vocabulary and grammatical structures, leading to frequent errors.
Fluency	Speaks fluently and maintains a natural pace, with minimal hesitation and repetition.	Speaks fairly fluently but may hesitate or repeat themselves at times.	Speaks with frequent hesitation and repetition, affecting the flow of the presentation.
Pronunciation	Pronounces words clearly and is easily understood. Accents do not hinder comprehension.	Pronounces words clearly, but accent may be noticeable and occasionally affects comprehension.	Pronunciation is often unclear, hindering comprehension. Accent makes understanding difficult.
Presentation skills	Engages the audience with clear and confident delivery. Uses appropriate gestures and body language.	Engages the audience with mostly clear delivery. Uses some gestures and body language.	Presentation lacks engagement. Uses few or inappropriate gestures and body language.
Use of technology	Effectively integrates technology to enhance the presentation, including images and other multimedia elements that enrich the content.	Uses technology to support the presentation, but images and multimedia elements may not always enhance the content.	Technology use is minimal or ineffective, detracting from the overall presentation.

Auxiliary material for the lesson plans

1. The Global challenges

- <https://create.kahoot.it/share/global-issues/4edfc2d9-440b-4925-bead-8759696680dd>
- <https://www.youtube.com/watch?v=V2W1g7iyNPQ&t=173s>
- <https://player.quizalize.com/quiz/10a09297-b552-4d81-b23c-e7fcca8040ae>

3. "Heal the World"

- <https://lingoclip.app/ly/MokME34>
- <https://www.esl-lab.com/academic-english/recycling-earth/>
- Lyrics to the song:

HEAL THE WORLD Michael Jackson	
<p>There's a place in your heart and I know that it is love, and this place could be much brighter than tomorrow.</p> <p>And if you really try, you'll find there's no need to cry. In this place you'll feel there's no hurt or sorrow.</p> <p>There are ways to get there if you care enough for the living, make a little space, make a better place.</p> <p>HEAL THE WORLD, MAKE IT A BETTER PLACE, FOR YOU AND FOR ME AND THE ENTIRE HUMAN RACE. THERE ARE PEOPLE DYING. IF YOU CARE ENOUGH FOR THE LIVING, MAKE IT A BETTER PLACE FOR YOU AND FOR ME.</p> <p>If you want to know why there's love that cannot lie, love is strong, it only cares of joyful giving.</p> <p>If we try, we shall see, in this bliss, we cannot feel fear or dread, we stop existing and start living.</p> <p>Then it feels that always love's enough for us growing, so make a better world, make a better world.</p> <p>HEAL THE WORLD, MAKE IT A BETTER PLACE, FOR YOU AND FOR ME AND THE ENTIRE HUMAN RACE. THERE ARE PEOPLE DYING. IF YOU CARE ENOUGH FOR THE LIVING, MAKE IT A BETTER PLACE FOR YOU AND FOR ME.</p>	<p>And the dream we were conceived in, will reveal a joyful face; and the world we once believed in, will shine again in grace. Then, why do we keep strangling life? wound this Earth, crucify its soul. Though it's plain to see, this world is heavenly, be God's glow.</p> <p>We could fly so high, let our spirits never die. In my heart I feel you are all my brothers, create a world with no fear, together, we'll cry happy tears.</p> <p>See the nations turn their swords into plowshares. We could really get there, if you cared enough for the living, make a little space, to make a better place.</p> <p>- HEAL THE WORLD, MAKE IT A BETTER PLACE, FOR YOU AND FOR ME AND THE ENTIRE HUMAN RACE. THERE ARE PEOPLE DYING. IF YOU CARE ENOUGH FOR THE LIVING, MAKE IT A BETTER PLACE FOR YOU AND FOR ME. (3)</p> <p>- There are people dying. If you care enough for the living, make a better place for you and for me. (2)</p> <p>For you and for me, - you and for me (Make a better place). (3) - You and for me, (Heal the world we live in) you and for me (Save it for our children). (4)</p>

4. “Environmentally friendly”

- <https://en.islcollective.com/english-esl-video-lessons/listening-comprehension/deep-listening-focus-on-meaning/tips-to-be-environmentally-friendly/442407>
- https://www.william-russell.com/blog/best-countries-green-living-expats/?utm_source=google&utm_medium=ppc&utm_campaign=ai-int-life-ins&utm_term=Cj0KCQjw8pKxBhD_ARIsAPrG45nS3DuThY0z8kny0Lhrk9-k1GLZD4MnXNIsDxSYCEJ2WfST5Z4PbNcaAnDuEALw_wcB&qad_source=2&qclid=Cj0KCQjw8pKxBhD_ARIsAPrG45nS3DuThY0z8kny0Lhrk9-k1GLZD4MnXNIsDxSYCEJ2WfST5Z4PbNcaAnDuEALw_wcB

Evidence of assessment

Checklist Global challenges

Student's name: Alcaraz Padilla Valentina **Date:** 06/05/2024

Performance criteria	Yes	No
Participates actively in the activities proposed by the teacher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shows respect towards classmates' opinions consistently during the development of activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Participates in brainstorming by identifying and explaining concepts clearly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responds to all Kahoot questions collaboratively.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Obtains a 70% correct response rate in the Kahoot activity.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Creates the list of environmental issues from the projected video actively.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Completes the proposed text in Quizalize, achieving at least 10 correct answers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Checklist

Global challenges

Student's name: Gutiérrez Muñoz Fabricio **Date:** 06/05/2024

Performance criteria	Yes	No
Participates actively in the activities proposed by the teacher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shows respect towards classmates' opinions consistently during the development of activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Participates in brainstorming by identifying and explaining concepts clearly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responds to all Kahoot questions collaboratively.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Obtains a 70% correct response rate in the Kahoot activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creates the list of environmental issues from the projected video actively.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Completes the proposed text in Quizalize, achieving at least 10 correct answers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Checklist

Global challenges

Student's name: Pérez Ortiz Carole **Date:** 06/05/2024

Performance criteria	Yes	No
Participates actively in the activities proposed by the teacher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shows respect towards classmates' opinions consistently during the development of activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Participates in brainstorming by identifying and explaining concepts clearly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responds to all Kahoot questions collaboratively.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Obtains a 70% correct response rate in the Kahoot activity.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Creates the list of environmental issues from the projected video actively.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Completes the proposed text in Quizalize, achieving at least 10 correct answers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Checklist

Research homework

Student's name: Andrade Hernández Isabella **Date:** 07/05/2024

Performance criteria	Yes	No
Does the requested research thoroughly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List the specific actions being carried out by the country he/she chose to investigate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Submits their assignment in writing on a timely manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engages in clear dialogue about their research with their team peers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Checklist

Research homework

Student's name: Larreategui Aguilera Mauro **Date:** 07/05/2024

Performance criteria	Yes	No
Does the requested research thoroughly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List the specific actions being carried out by the country he/she chose to investigate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Submits their assignment in writing on a timely manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Engages in clear dialogue about their research with their team peers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Checklist
Research homework

Student's name: Romero Chamorro Diana Camila **Date:** 07/05/2024

Performance criteria	Yes	No
Does the requested research thoroughly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List the specific actions being carried out by the country he/she chose to investigate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Submits their assignment in writing on a timely manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engages in clear dialogue about their research with their team peers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Rubric Poster

Student's name: Chávez Contreras Samuel Date: 07/05/2024

CATEGORY	4	3	2	1
Required Elements	The poster includes all necessary elements and may contain additional information.	All required elements are present on the poster.	All but 1 of the required elements are included.	Several required elements are missing.
Labels	All important items on the poster are clearly labeled and legible from a distance of at least 3 feet.	Almost all important items on the poster are clearly labeled and legible from a distance of at least 3 feet.	Many important items on the poster are labeled and legible from a distance of at least 3 feet.	Labels are too small to read OR no important items are labeled.
Graphics-Relevance	All graphics are relevant to the topic and enhance understanding. All borrowed graphics are properly cited.	All graphics are relevant to the topic and most enhance understanding. Some borrowed graphics are properly cited.	All graphics are relevant to the topic. One or two borrowed graphics are properly cited.	Graphics are irrelevant to the topic OR several borrowed graphics are not properly cited.
Attractiveness	The poster is exceptionally well-designed, laid out neatly, and visually appealing.	The poster is well-designed, laid out neatly, and visually appealing.	The poster is somewhat visually appealing but may be slightly messy.	The poster is very messy or poorly designed. It is not visually appealing.
Grammar	There are no grammatical or mechanical errors on the poster.	There are 1-2 grammatical or mechanical errors on the poster.	There are 3-4 grammatical or mechanical errors on the poster.	There are more than 4 grammatical or mechanical errors on the poster.

Rubric

Poster

Student's name: Floreano Razo Attalia Alejandria

Date: 07/05/2024

CATEGORY	4	3	2	1
Required Elements	The poster includes all necessary elements and may contain additional information.	All required elements are present on the poster.	All but 1 of the required elements are included.	Several required elements are missing.
Labels	All important items on the poster are clearly labeled and legible from a distance of at least 3 feet.	Almost all important items on the poster are clearly labeled and legible from a distance of at least 3 feet.	Many important items on the poster are labeled and legible from a distance of at least 3 feet.	Labels are too small to read OR no important items are labeled.
Graphics-Relevance	All graphics are relevant to the topic and enhance understanding. All borrowed graphics are properly cited.	All graphics are relevant to the topic and most enhance understanding. Some borrowed graphics are properly cited.	All graphics are relevant to the topic. One or two borrowed graphics are properly cited.	Graphics are irrelevant to the topic OR several borrowed graphics are not properly cited.
Attractiveness	The poster is exceptionally well-designed, laid out neatly, and visually appealing.	The poster is well-designed, laid out neatly, and visually appealing.	The poster is somewhat visually appealing but may be slightly messy.	The poster is very messy or poorly designed. It is not visually appealing.
Grammar	There are no grammatical or mechanical errors on the poster.	There are 1-2 grammatical or mechanical errors on the poster.	There are 3-4 grammatical or mechanical errors on the poster.	There are more than 4 grammatical or mechanical errors on the poster.

Rubric Poster

Student's name: Hernández Zepeda Sofía Date: 07/05/2024

CATEGORY	4	3	2	1
Required Elements	The poster includes all necessary elements and may contain additional information.	All required elements are present on the poster.	All but 1 of the required elements are included.	Several required elements are missing.
Labels	All important items on the poster are clearly labeled and legible from a distance of at least 3 feet.	Almost all important items on the poster are clearly labeled and legible from a distance of at least 3 feet.	Many important items on the poster are labeled and legible from a distance of at least 3 feet.	Labels are too small to read OR no important items are labeled.
Graphics-Relevance	All graphics are relevant to the topic and enhance understanding. All borrowed graphics are properly cited.	All graphics are relevant to the topic and most enhance understanding. Some borrowed graphics are properly cited.	All graphics are relevant to the topic. One or two borrowed graphics are properly cited.	Graphics are irrelevant to the topic OR several borrowed graphics are not properly cited.
Attractiveness	The poster is exceptionally well-designed, laid out neatly, and visually appealing.	The poster is well-designed, laid out neatly, and visually appealing.	The poster is somewhat visually appealing but may be slightly messy.	The poster is very messy or poorly designed. It is not visually appealing.
Grammar	There are no grammatical or mechanical errors on the poster.	There are 1-2 grammatical or mechanical errors on the poster.	There are 3-4 grammatical or mechanical errors on the poster.	There are more than 4 grammatical or mechanical errors on the poster.

Rubric
Round table

Student's name: Caldera Elizalde Cristian Date: 09/05/2024

CRITERIA	3	2	1
Language use	Uses a wide range of vocabulary and grammatical structures accurately and effectively.	Uses a variety of vocabulary and grammatical structures with few errors.	Uses limited vocabulary and grammatical structures, leading to frequent errors.
Fluency	Speaks fluently and maintains a natural pace, with minimal hesitation and repetition.	Speaks fairly fluently but may hesitate or repeat themselves at times.	Speaks with frequent hesitation and repetition, affecting the flow of the discussion.
Pronunciation	Pronounces words clearly and is easily understood. Accents do not hinder comprehension.	Pronounces words clearly, but accent may be noticeable and occasionally affects comprehension.	Pronunciation is often unclear, hindering comprehension. Accent makes understanding difficult.
Participation	Actively participates in the discussion, offering ideas, asking questions, and responding to others.	Participates in the discussion but may need encouragement to contribute more.	Participates minimally, rarely contributing ideas or engaging with others.
Content	Provides insightful and relevant contributions, showing a deep understanding of the topic.	Contributes to the discussion with relevant points but may lack depth or originality.	Contributions are superficial or off-topic, showing a limited understanding of the topic.

Rubric
Round table

Student's name: García Rodríguez Arturo Alejandro Date: 09/05/2024

CRITERIA	3	2	1
Language use	Uses a wide range of vocabulary and grammatical structures accurately and effectively.	Uses a variety of vocabulary and grammatical structures with few errors.	Uses limited vocabulary and grammatical structures, leading to frequent errors.
Fluency	Speaks fluently and maintains a natural pace, with minimal hesitation and repetition.	Speaks fairly fluently but may hesitate or repeat themselves at times.	Speaks with frequent hesitation and repetition, affecting the flow of the discussion.
Pronunciation	Pronounces words clearly and is easily understood. Accents do not hinder comprehension.	Pronounces words clearly, but accent may be noticeable and occasionally affects comprehension.	Pronunciation is often unclear, hindering comprehension. Accent makes understanding difficult.
Participation	Actively participates in the discussion, offering ideas, asking questions, and responding to others.	Participates in the discussion but may need encouragement to contribute more.	Participates minimally, rarely contributing ideas or engaging with others.
Content	Provides insightful and relevant contributions, showing a deep understanding of the topic.	Contributes to the discussion with relevant points but may lack depth or originality.	Contributions are superficial or off-topic, showing a limited understanding of the topic.

Rubric
Round table

Student's name: Martínez Hernández Ericka Paola **Date:** 09/05/2024

CRITERIA	3	2	1
Language use	Uses a wide range of vocabulary and grammatical structures accurately and effectively.	Uses a variety of vocabulary and grammatical structures with few errors.	Uses limited vocabulary and grammatical structures, leading to frequent errors.
Fluency	Speaks fluently and maintains a natural pace, with minimal hesitation and repetition.	Speaks fairly fluently but may hesitate or repeat themselves at times.	Speaks with frequent hesitation and repetition, affecting the flow of the discussion.
Pronunciation	Pronounces words clearly and is easily understood. Accents do not hinder comprehension.	Pronounces words clearly, but accent may be noticeable and occasionally affects comprehension.	Pronunciation is often unclear, hindering comprehension. Accent makes understanding difficult.
Participation	Actively participates in the discussion, offering ideas, asking questions, and responding to others.	Participates in the discussion but may need encouragement to contribute more.	Participates minimally, rarely contributing ideas or engaging with others.
Content	Provides insightful and relevant contributions, showing a deep understanding of the topic.	Contributes to the discussion with relevant points but may lack depth or originality.	Contributions are superficial or off-topic, showing a limited understanding of the topic.

Rubric Video

Student's name: Hernández Garnica Johanna Esmeralda Date: 10/05/2024

CRITERIA	Excellent/Very Good	Good/Acceptable	Needs Improvement
Content	Provides thorough and accurate information about the chosen company's environmental initiatives. Demonstrates a deep understanding of the topic.	Provides relevant information about the chosen company's environmental initiatives. Demonstrates a basic understanding of the topic.	Provides limited or inaccurate information about the chosen company's environmental initiatives. Demonstrates a lack of understanding of the topic.
Language use	Uses a wide range of vocabulary and grammatical structures accurately and effectively.	Uses a variety of vocabulary and grammatical structures with few errors.	Uses limited vocabulary and grammatical structures, leading to frequent errors.
Fluency	Speaks fluently and maintains a natural pace, with minimal hesitation and repetition.	Speaks fairly fluently but may hesitate or repeat themselves at times.	Speaks with frequent hesitation and repetition, affecting the flow of the presentation.
Pronunciation	Pronounces words clearly and is easily understood. Accents do not hinder comprehension.	Pronounces words clearly, but accent may be noticeable and occasionally affects comprehension.	Pronunciation is often unclear, hindering comprehension. Accent makes understanding difficult.
Presentation skills	Engages the audience with clear and confident delivery. Uses appropriate gestures and body language.	Engages the audience with mostly clear delivery. Uses some gestures and body language.	Presentation lacks engagement. Uses few or inappropriate gestures and body language.
Use of technology	Effectively integrates technology to enhance the presentation, including images and other multimedia elements that enrich the content.	Uses technology to support the presentation, but images and multimedia elements may not always enhance the content.	Technology use is minimal or ineffective, detracting from the overall presentation.

Rubric Video

Student's name: Hernández Ruiz Ernesto Emilio Date: 10/05/2024

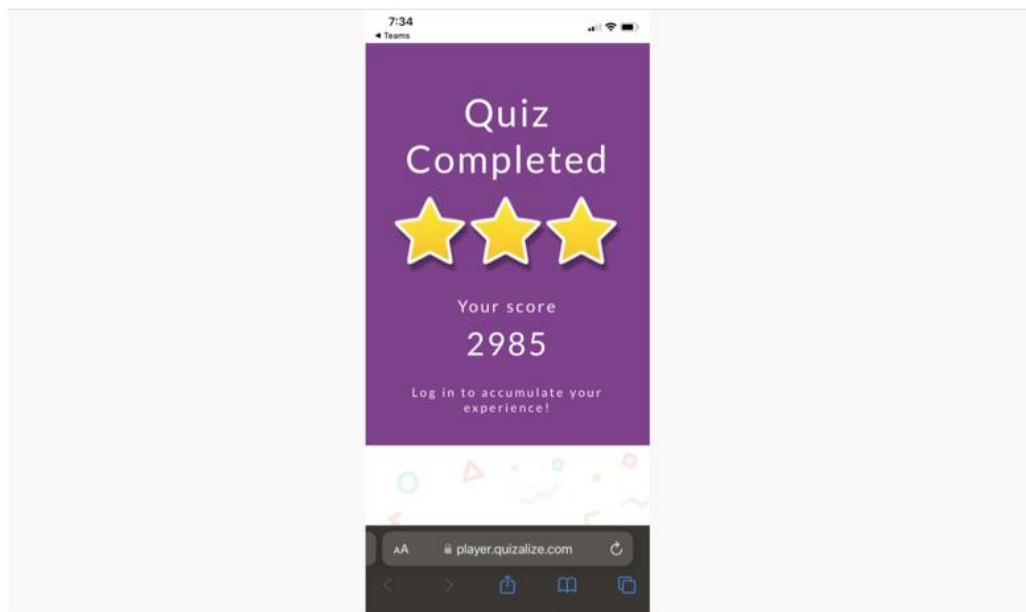
CRITERIA	Excellent/Very Good	Good/Acceptable	Needs Improvement
Content	Provides thorough and accurate information about the chosen company's environmental initiatives. Demonstrates a deep understanding of the topic.	Provides relevant information about the chosen company's environmental initiatives. Demonstrates a basic understanding of the topic.	Provides limited or inaccurate information about the chosen company's environmental initiatives. Demonstrates a lack of understanding of the topic.
Language use	Uses a wide range of vocabulary and grammatical structures accurately and effectively.	Uses a variety of vocabulary and grammatical structures with few errors.	Uses limited vocabulary and grammatical structures, leading to frequent errors.
Fluency	Speaks fluently and maintains a natural pace, with minimal hesitation and repetition.	Speaks fairly fluently but may hesitate or repeat themselves at times.	Speaks with frequent hesitation and repetition, affecting the flow of the presentation.
Pronunciation	Pronounces words clearly and is easily understood. Accents do not hinder comprehension.	Pronounces words clearly, but accent may be noticeable and occasionally affects comprehension.	Pronunciation is often unclear, hindering comprehension. Accent makes understanding difficult.
Presentation skills	Engages the audience with clear and confident delivery. Uses appropriate gestures and body language.	Engages the audience with mostly clear delivery. Uses some gestures and body language.	Presentation lacks engagement. Uses few or inappropriate gestures and body language.
Use of technology	Effectively integrates technology to enhance the presentation, including images and other multimedia elements that enrich the content.	Uses technology to support the presentation, but images and multimedia elements may not always enhance the content.	Technology use is minimal or ineffective, detracting from the overall presentation.

Rubric Video

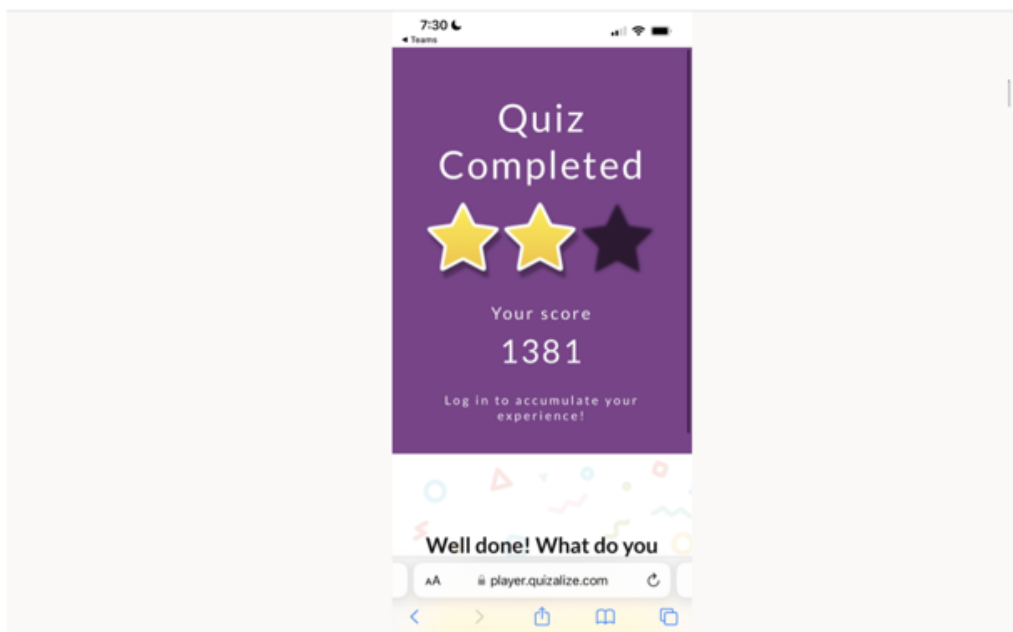
Student's name: Lamadrid Cornejo Luis Fernando Date: 10/05/2024

CRITERIA	Excellent/Very Good	Good/Acceptable	Needs Improvement
Content	Provides thorough and accurate information about the chosen company's environmental initiatives. Demonstrates a deep understanding of the topic.	Provides relevant information about the chosen company's environmental initiatives. Demonstrates a basic understanding of the topic.	Provides limited or inaccurate information about the chosen company's environmental initiatives. Demonstrates a lack of understanding of the topic.
Language use	Uses a wide range of vocabulary and grammatical structures accurately and effectively.	Uses a variety of vocabulary and grammatical structures with few errors.	Uses limited vocabulary and grammatical structures, leading to frequent errors.
Fluency	Speaks fluently and maintains a natural pace, with minimal hesitation and repetition.	Speaks fairly fluently but may hesitate or repeat themselves at times.	Speaks with frequent hesitation and repetition, affecting the flow of the presentation.
Pronunciation	Pronounces words clearly and is easily understood. Accents do not hinder comprehension.	Pronounces words clearly, but accent may be noticeable and occasionally affects comprehension.	Pronunciation is often unclear, hindering comprehension. Accent makes understanding difficult.
Presentation skills	Engages the audience with clear and confident delivery. Uses appropriate gestures and body language.	Engages the audience with mostly clear delivery. Uses some gestures and body language.	Presentation lacks engagement. Uses few or inappropriate gestures and body language.
Use of technology	Effectively integrates technology to enhance the presentation, including images and other multimedia elements that enrich the content.	Uses technology to support the presentation, but images and multimedia elements may not always enhance the content.	Technology use is minimal or ineffective, detracting from the overall presentation.

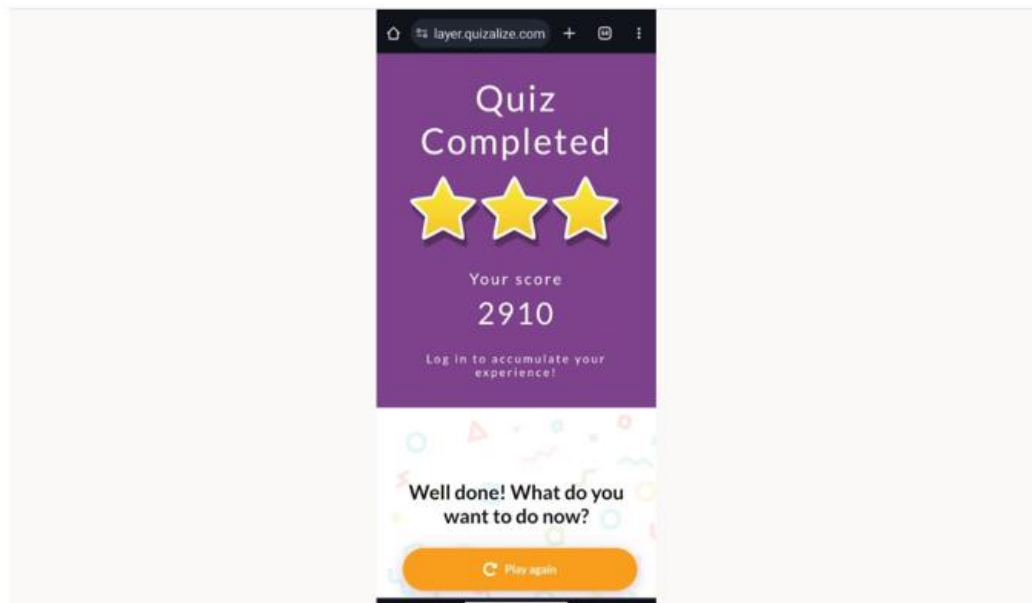
Aguirre Davalos, 4348472 - Leonardo Farit



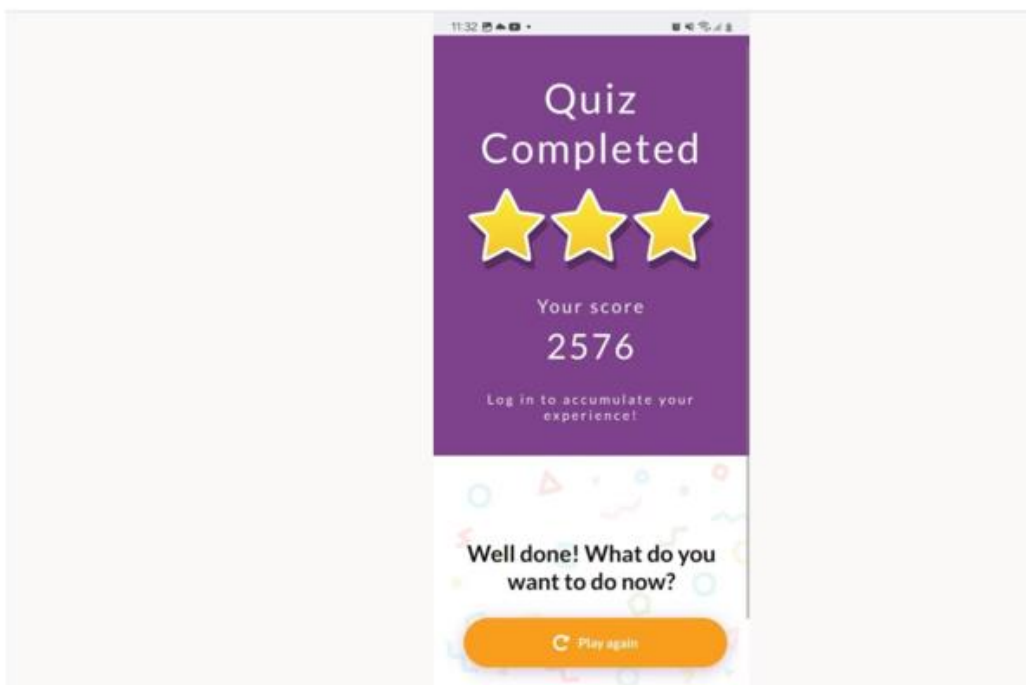
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Chávez Contreras, 4348389 - Samuel



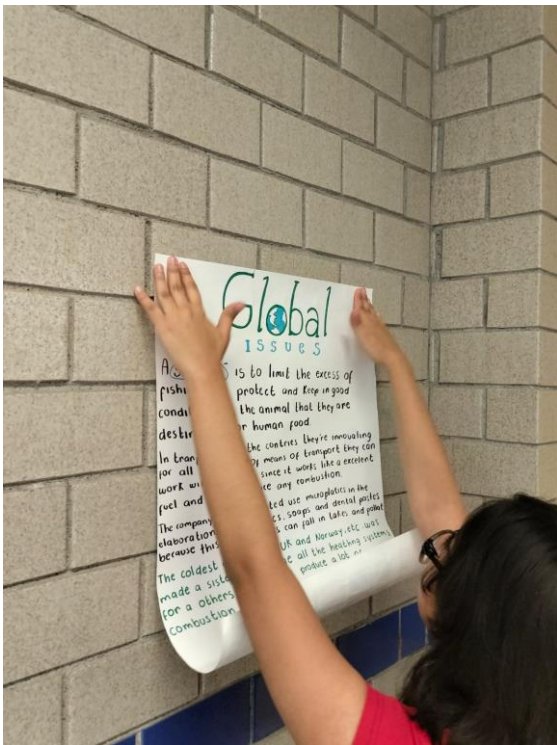
Perez Ortiz, 4348425 - Carole

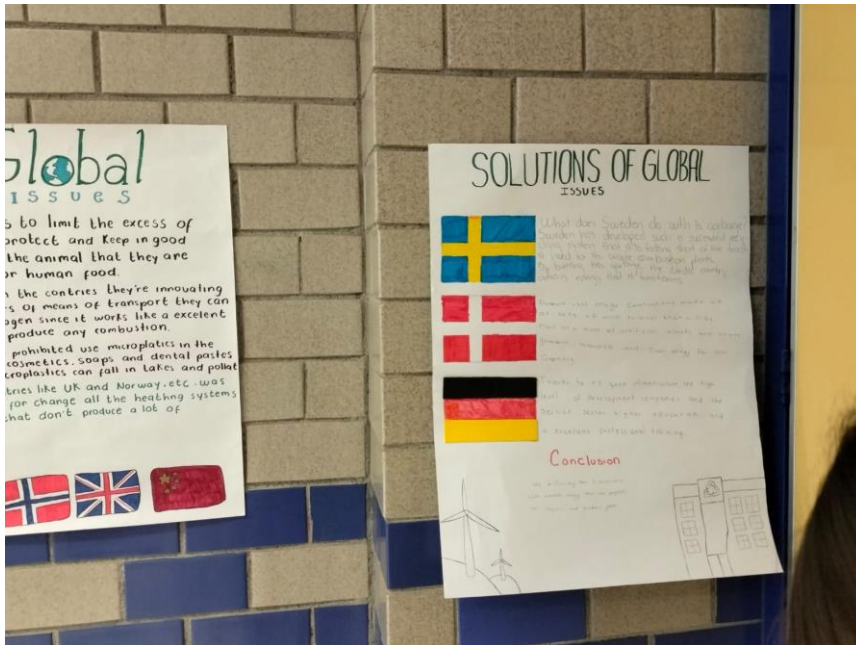












Link of the video

https://drive.google.com/uc?id=1rl0P_w36C6zfnK0deCHbueBM5MsuetCS&export=download

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