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UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD 092, AJUSCO

SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING AS A FOREIGN LANGUAGE

TITLE
TEACHING ENGLISH FROM AN INTERCULTURAL PERSPECTIVE

RECEPTIONAL WORK

TO OBTAIN THE DIPLOMA ON SPECIALIZATION IN ENNGLISH LANGUAGE TEACHING AND LEARNING AS A FOREIGN LANGUAGE

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MEXICO CITY, JUNE 2024

UNIVERSIDAD
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NACIONAL

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PROGRAMA EDUCATIVO

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA

TÍTULO

TEACHING ENGLISH FROM AN INTERCULTURAL PERSPECTIVE

OPCIÓN DE TITULACIÓN
TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE:

ESPECIALISTA EN LA ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA

PRESENTA:

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CIUDAD DE MÉXICO, JUNIO 2024

EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA

SECRETARÍA ACADÉMICA
CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS (CEAL)
ESPECIALIZACIÓN EN LA ENSEÑANZA
Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

Ciudad de México, 18 de septiembre de 2024

DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Rivas Muñoz Omar con matrícula 230926067 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Teaching English from an Intercultural Perspective", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

Elin Emilsson Ingvarsdottir

Director	Elin Emilsson Ingvarsdottir
Lector/a	Alma Delia García Salazar
Lector/a	Alma Daniela Otero Sosa

ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

C.c.p Miguel Ángel Vertiz Galván-Coordinación de Posgrado
Asesor/a de trabajo recepcional
Gabriel Flores Reyes-Departamento de Titulación
Sustentante

Abstract

"Teaching English from an Intercultural Perspective" focuses on integrating cultural awareness into language instruction to enhance students' communicative competence and global understanding of different cultures in the world. This approach not only improves linguistic abilities but also fosters a deeper appreciation of diverse cultural norms and practices. By exploring important birthday celebrations, different greetings, and daily routines worldwide, educators can create a rich, engaging learning environment that resonates with students from various backgrounds. Birthday celebrations are a universal phenomenon, yet they are observed differently across cultures. Teaching English through the lens of these celebrations provides students with insights into the values and traditions of different societies. For instance, in Mexico, the quinceañera marks a girl's 15th birthday with a grand celebration, symbolizing her transition into womanhood. By discussing these customs in the classroom, students can compare and contrast them with their own experiences, enriching their understanding of cultural diversity and broadening their perspectives.

Greetings are fundamental to social interaction and vary significantly from one culture to another. Teaching students about different ways people greet each other around the world can enhance their intercultural communicative skills. In Thailand, the "wai" is a traditional greeting that involves pressing the palms together and bowing slightly. In contrast, in France, a common greeting involves a kiss on both cheeks, known as "la bise." In some Middle Eastern countries, people greet each other with a series of questions about family and health, reflecting their values of hospitality and community. By practicing these greetings, students not only learn new vocabulary and phrases but also gain an appreciation for the social norms and values that underpin these customs.

Daily routines offer a window into the everyday lives of people from different cultures. Teaching English through the exploration of several daily routines helps students understand how cultural contexts shape everyday practices. For instance, in Spain, the concept of "siesta" reflects a cultural value placed on rest and

relaxation, with businesses closing in the afternoon for a midday break. In contrast, in South Korea, students often have long school hours followed by additional private tutoring, emphasizing the cultural importance of education and hard work. When discussing these routines, students can reflect on their own daily lives, recognizing both similarities and differences, and developing a more nuanced understanding of how culture influences behavior.

Incorporating an intercultural perspective into English language teaching enriches the learning experience by connecting language acquisition with cultural awareness. By examining important birthday celebrations, different greetings, and daily routines, educators can create a dynamic and engaging curriculum that promotes both linguistic proficiency and intercultural competence. This approach not only prepares students for effective communication in a globalized world but also fosters mutual respect and understanding among individuals from diverse backgrounds. Through these cultural explorations, students become more empathetic and informed global citizens, ready to navigate and contribute to an increasingly interconnected world.

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Introduction

One of the reasons why I decided to apply for this specialization program is to make a difference here for my students while doing what I love to do, teach English. Another of the reasons is that I want to be as good as an English teacher could be. I want to be a better teacher for my students, a better version of myself, a better human being for society.

I have one life and one chance to make it count for something... My faith demands that I do whatever I can, wherever I am, whenever I can, for as long as I can with whatever I have to try to make a difference. <u>*Jimmy Carter*</u>

The paper you are about to read contains my very essence as an English teacher. It is a compendium, the result and a product of my journey in this specialization program. As you read you will be able to witness the evolution of my ideas on language, teaching language, what I believe to be true regarding teaching. In chapter 1, my philosophy teaching is presented and a comparison between what I used to believe and what I believe now will be made, too. Hopefully, the reader will agree that this has evolved and changed for good. This does not mean that the writer is perfect, no one is; but we all are perfectible.

One cannot affirm something to be true if no evidence is shown. Just the same, there are now some theories, methods, approaches, hypotheses and so on that support my teaching philosophy. These will be also discussed in detail in the following chapters. The intention is to show the reader that there is a solid foundation for what I believe teaching English is and that the authors that provide the theoretical foundation to my beliefs are highly respected among the TESOL community and their ideas are widely accepted by English teachers all over the world. The reader will be able to notice that this teaching philosophy is not based on one author or method; rather, it is an eclectic view of English teaching.

In chapter 2, the reader will find the lesson plan that was designed as part of the first assignment in module 3, as well as read a detailed report of how the

lesson went. The outcomes of this lesson, both expected and obtained will be discussed there, too. The reader will look at some pictures that, hopefully, will help understand more about the lesson plan. The link for the recorded lesson is also included. The assessing tools to evaluate the lesson are described as well as the theory behind them explained. Also, the evidences have been included.

In chapter 3, the reader will find a complete report of how the lessons went and what the outcomes of the lessons were. This chapter is perfect to make an analysis of the lesson, weighing in that which did not work and the reasons behind the failure are mentioned as well. This is also a good place to think on solutions to the problems experience.

Finally, in chapter 4, the conclusions about this project are presented.

Chapter 1. Philosophy and Theory

1.1 Teaching Context

I am currently working for Escuela Secundaria Jorge José Sabines Gutiérrez in Salto de Agua, Chiapas. My school is new (it was created one year ago) and small. It only has six classrooms. My school is one of the many middle schools that belong to SEP. Salto de Agua is a small town inhabited by people who speak Spanish and some of them speak Ch´ol. It must be clear that the majority of my students come from rural areas or communities near Salto de Agua, therefore, most of my students have Ch'ol as their first language; thus, they use Ch'ol as most of their classmates use it, too. My students' communicative competence in Spanish is better than that of their parents. However, it still causes some miscommunication problems both in Spanish and English. I have learned to avoid using certain words in English as they are either funny or dirty words for them in Ch'ol. Words like eat, cat, choose, shoe and so on have heavy sexual connotation. Whenever I use these words in classes they start laughing and look at each other with a funny face. Of course, that is not that bad as I can use my grumpy-serious teacher mode to deter students who might take advantage of the situation and be disruptive in class. By doing so, they behave more seriously, do not laugh anymore and pay more attention.

I have four groups, first grade 1A (20 students), 1B (20 students) and second grade 2A (23 students), 2B (24 students). We have enough new seats for all of our students. We just got new whiteboards in each classroom, as well. There is enough space in class to carry out our activities. Sometimes we have very small groups as we are a new public institution that is not well-known yet but I am sure more people will soon know more about us.

Salto de Agua is near the jungle, for this reason the weather is quite unstable, mornings are usually very warm, it gets hotter at noon (really hot), afternoons are hot, evenings are warm and nights are sometimes hot, sometimes really chilly that we cannot sleep, besides, there are many mosquitoes. It gets really hot in the classrooms by noon, students are sometimes packed so they

sweat and that makes them feel uncomfortable, bored and sometimes sleepy. They get distracted very easily. Most of my classes are after 9 AM, and that is not good for me as my students find it hard to focus on the subject, so do I. There are a couple of fans and one air conditioner in each classroom but that is not enough to cool down the place because the heat is very intense, especially in April, May, June and July.

Students who have been with us for more than a year, especially the ones in second grade, they already know how they will be tested and assessed; however, they get involved in class, participate and show a bit more interest in learning. However, students in first grade were new to the school, they did not participate in class a lot and most of the time were reluctant to get involved in class as they had no previous knowledge of English. All of them come from elementary schools where they did not have any contact at all with English. Teachers there do not teach English because they argue they do not know the language. It was a pretty challenging task for me to change these students´ mentality so that they could feel motivated and interested in learning the new language. I must also mention I do not speak Ch´ol and therefore we sometimes have difficulties communicating with my students.

In addition to this; students who come from different communities usually complain about lights going out, their transportation to get to school is not good so they are not on time at school, they have no internet at home and as a consequence they do not do homework. What is more, when it rains in the morning they do not go to school because the road gets muddy.

1.1.2 Teaching Identity

I am the kind of person who believes in the transformative power of language to inspire critical thinking, empathy, and self-expression in my students. I like to create a dynamic and inclusive learning environment where all of my students feel valued, supported, and empowered to engage with diverse activities in the classroom. Through collaborative discussions, creative writing assignments, and close textual analysis, I encourage my students to explore the complexities of

the human experience and develop their language skills. I am an enthusiastic as well as dedicated person committed to help my students to take advantage of their capacities. I can assure that I do know how my students feel when it comes to learning English since I also come from a small rural community where I lacked many things such as internet connection, cell phones, computers, transportation was not good, school was far away from home and many other things during my English learning process. On the other hand, I do know they have the tools to change their situation if they are willing to overcome the difficulties they face every day.

In my experience, which I consider very short, I have worked with students with different backgrounds and different cultures as well. These aspects have shaped my teaching identity to make the teacher I am today because they have represented a great opportunity to broaden my horizons in order to understand my students´ learning process and attitudes. I try to emphasize my classes in student-centered learning so that I can have active participation from my students and create a great atmosphere where students feel comfortable.

Nowadays, I try to implement technology in my classes as much as possible since I have experienced that students feel engaged in classes when they see images projected on the board, when they watch videos and listen to some audios. I think my classes are a bit more interactive if I implement new things in my lessons. Of course, I also try to be updated by taking courses, workshops, and right now studying this specialization makes me feel with more tools in order to make more meaningful, interesting and dynamic classes for my students.

1.1.3 Teaching Philosophy

You are what you believe yourself to be. You become that which you want to become (Bhagavad Gita, Hindu Epic Mahabharata). I think this phrase summarizes it all when it comes to English teaching. It is the teacher's beliefs that determine the way he plans a lesson, it is his beliefs that determine which activities, resources, competences and attitudes he will include in his class. It is the teacher who leaves out certain activities because they are not that important for him; or

overemphasizes a language skill because in his opinion that is exactly what his students actually need. That is sometimes referred to as Teaching Philosophy. Teacher's teaching philosophy is not a static knowledge; rather, it changes, it must somehow change. Throughout this specialization, many theories have been revised, old habits and vices in teaching have been reviewed and traditional and well-accepted practices (not necessarily good ones) have been debunked. So, the teaching philosophy of the participants have indeed changed, too.

The teaching philosophy is believed to have 3 main dimensions: cognitive, affective and behavioral.

1.1.3.1 The cognitive dimension of my teaching philosophy. In my very opinion, I believe English is quite important, it has always been. It is the world's lingua franca. It is the language that is going to open up doors for us, it is the language that one must learn in order to get a well-paid job; it is the language that allows us to communicate with more people around the world, even if they come from different linguistic backgrounds; it will make us more tolerant as you will be able to get a first-hand account of others' customs, tradition, beliefs, and so on. That is what I firmly believe.

I should mention I have given this speech a number of times as I introduce my class. That being said, I must confess, very few of my current middle school students showed a positive reaction to my speech. However, the majority of them did not show any interest or even a positive reaction to my speech at all so I did notice they are not willing to learn this beautiful language.

Also, I think English should be taught to be used in real-life situations. I am this kind of person who loves to challenge students to come up with situations they may face, in which English will be the means of communicating and having things done. That is why I love communicative activities since it seems to me, they are very effective. I also like to use task-based activities as I believe they help students measure their own progress.

I do not like grammar-focused classes much because I have realized students find them a little boring. So, sometimes, I do not stick to the textbooks, and sometimes, too, I have been reprimanded by senior teachers for not sticking to the program. However; I have been able to make some changes in my current job as I am allowed to do so.

1.1.3.2 The affective dimension of my teaching philosophy. As an English language teacher, I very often feel discouraged by my students' attitudes towards English. In my previous job, I was used to people who would pay $1,600 for an English course, so they were interested as well as motivated in class, participative, eager to learn and always pressing and asking for more. My classroom had some technological resources such as multimedia projector, a flat-screen television, a DVD player, not to mention that a couple of classrooms were air conditioned. Besides, we had extra resources available to help students grasp the lessons such as posters, flashcards, puppets, balls, and board games. We also had an American teacher who would help students to develop speaking skills through chat clubs.

I have been working for about two years in a public middle school where I do not have any of those resources. As a matter of fact, the school just received our new building a year ago; so, before we did not have a real, what we might call, classroom. Before, teenagers did not get the opportunity to go to middle school. Some of them would go to Cancún, Campeche or Palenque to work after graduating from elementary school, some others would get married, have children and stay here to work as local farmers.

Learning English is new to them. All of this is new to me as well. I am an English teacher who had never gone through this situation. This situation has changed my Teaching Philosophy somehow. I need to be honest I sometimes do not feel motivated to teach English anymore. I am fully aware that this must change. I agree with everything you guys have expressed on this forum. We, teachers, are to make a difference, we must find the way to get our students' attention, to get them involved in class. However, I still struggle to find the way to

change my students' attitude towards English. This actually represent a real challenge for me and for my students as well.

   1.1.3.3 The behavioral dimension of my teaching philosophy. As I said before, our beliefs determine the way we behave. I am an enthusiastic teacher, always trying to challenge my students to use real English as I believe that textbooks sometimes focus too much on the grammatical aspect of the language and very often ignore the students' real needs when it comes to learning English. I love English. I call or text my friends very often to practice my English; I follow many English-speaking public figures on Facebook. I like to be immersed in the language. I wish my students did that, too; but they just do not do it.

   That is my teaching philosophy. I know it must be constantly changing or evolving. Our teaching philosophy should be determined by the circumstances, by our students' interests and needs, not our own opinion.

1.1.4 My Re-Shaped Teaching Philosophy

   Module 1 helped me understand more about the process or processes that take place when Vygotsky's (1978) Zone of Proximal Development was revised. My idea of forming groups has changed. My idea before reading Vygotsky's (1978) work was that of random groups with little or no thought about the impact this had on my students' performance, and more importantly, their development. In my class, there are a couple of students who really enjoy English, two of them, would like to become English teachers and others would like to work in touristic places. So, now they are my assets in class, they help me help others develop their language skills. In this module we also revised different theories in Second Language Acquisition.

   I believed that whatever happened in class would eventually help learners learn. Big mistake! Krashen´s (1985) hypotheses taught me that profound phenomena happens in the classroom when we are teaching/learning a language. This author also placed a big emphasis on the learners' role in the learning process. I learned the importance of comprehensible input ($i + 1$), the importance

of intake and also of the affective filter. I must say that I also learned not to intimidate my students by gesticulating whenever they made mistakes. In fact, Long (1996 in Ritchie, W. R. and Bhatia, T. J. (eds) taught me three great ways of providing my students with feedback when making mistakes.

Module 2 provided me with a major insight in understanding what learning processes take place among my students and how it is that they actually learn and what my role should be. Revising every language skill has given me a better insight of what each of them is, what lays at their core and how to teach them and integrate them in my classroom, depending on my students´ needs, context, and language proficiency level.

Module 3 has also had a huge impact on my teaching practice. As a university student, I took a class called Evaluación de los Aprendizajes. We were taught to design both written tests and oral tests, we were also taught about assessment. However, I do not recall my teachers being going as deep as in this specialization program. Even though we used Brown's Teaching by Principles book as our textbook, we never went this deep. Learning the difference between testing and assessment (which I used to use interchangeably) has changed my attitude towards the very purpose of my class.

We can say that at the very beginning of this journey, probably the teaching philosophy that everyone lived by was the one they had inherited from their English teachers in middle school or high school, perhaps was the one that a fellow teacher taught them at the very beginning of their teaching career. No doubt, most of them were good; yet with no theoretical foundation. In other words, doing something because they had been told to; not because such ideas had originated after a thorough analysis of their teaching context, students' needs, students' learning styles, Second Language Learning theories, teaching methods, approaches and so on. That is something that the authors of this specialization program have included to form specialist in English teaching, to shape those teachers' teaching philosophy so as to have a direct impact on the way classes are taught. Putting others' experiences and teaching styles aside and taking a moment

to think on our teaching philosophy is something every English teacher should be willing to do.

1.2 Theory Underlying your Teaching Practice and Identity.

1.2.1 Theories on Second Language Learning

The field of second language teaching has undergone many shifts and trends over the last few decades. Numerous methods have come and gone. One of the goals of this section is to review some language teaching methods that have had recently an impact on the Second Language Acquisition field.

Second Language Acquisition has been defined as the way people learn a language other than their mother tongue (Ellis, R., 2000). The research in this field is relatively new. However, people speaking two or more languages is not a new phenomenon at all. Richards, J. & Rodgers, T. (1986) state that it has been estimated that some sixty percent of today world's population is multilingual. In fact, the same authors suggest that bilingualism and multilingualism has been the norm rather than the exception from a contemporary and a historical perspective. In other words, learning a second language has always been a practical concern, present ever since biblical times (the babel tower story). Linguists, experts and teachers, then, developed approaches and methods to explain, describe and facilitate the learning process.

Another author, Krashen (1982), states that adults have two distinct and independent ways of developing competence in a second language.

Why is this important for teachers? English teachers tend to think of students learning English as if they were learning Geography, History and so on. History teachers want their students to memorize important dates; Math teachers want their students to memorize formulas; in the same fashion, English teachers seem to want students to memorize structures as if they were learning Mathematics.

What this author proposes is that there are two ways of learning English; unconsciously and consciously. The first way is language acquisition, a process

similar, if not identical, to the way children develop ability in their first language. This tells us that sometimes students use the language for communication rather than with the intent to master certain structure, yet they are learning. It is crucial that teachers be made aware of this. For example, two students speaking in English about a movie they watched the day before while the teacher is teaching the simple future structure does not mean that the students are not learning. Rather, it means they are probable acquiring new vocabulary, getting and giving feedback, and correcting their speech. As Krashen (1982) put it, the result of language acquisition, acquired competence, is also subconscious. In other words, students are generally not consciously aware of the rules of the languages they have acquired. Instead, they have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if they do not consciously know what rule was violated.

The second way to develop competence in a second language that this author proposed is by language learning. This can also be referred to as conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. This is known to most people as "grammar", or "rules". Teachers tend to think only about this second way as the only one and thus overemphasize on grammar and mastery of structures (Linguistic competence).

1.2.2 Krashen's Hypotheses on Second Language Learning

There is another author, whose ideas have been briefly mentioned in previous assignments, that is now fundamental in my teaching practice, his name: Stephen D. Krashen. This author's hypotheses on Second Language Learning have debunked many long-accepted practices in the classroom such as pressing students to learn new verbs for the next class, or punishing them for not taking their English books to the class, and so on. Another vice that hopefully has been eliminated is that of not correcting students or even worse correcting them the wrong way. In his work, Principles and Practice in Second Language Learning (1982), Dr. Krashen discussed his hypotheses. In the following paragraphs, these 5 hypotheses will be briefly described.

1.2.2.1 The learning-acquisition hypothesis. Krashen (1982) defines the two concepts, learning and acquisition, differently as he defines language acquisition as being very similar to the process children use in acquiring first and second languages. He also added that it requires natural and meaningful communication in which speakers are more concerned with the message than with form; we do not find error correction or explicit teaching of rules as these are not necessary in the acquisition process as children are not aware of the rules they possess (Brown and Hanlon, 1970, as cited in Krashen, 1982).

On the other hand, he sees learning as a conscious process in which error correction and presentation of explicit rules is crucial for successfulness. He states that learning is the product of formal instruction and it comprises a conscious knowledge 'about' the language, for example knowledge of grammar rules (Krashen, 1982) and according to this linguist, learning is less important than acquisition.

He proposed four more hypotheses on the issue: the monitor hypothesis, the natural order hypothesis, the input hypothesis and the affective filter hypothesis. Let us see in more detail this author's ideas on the matter.

1.2.2.2 The monitor hypothesis. This hypothesis is about learners using their learned knowledge to test or verify (monitor) the accuracy of their language once they have produced it (as cited on the platform). Krashen (1982) believes that what learners have learned can then be used to measure and modify their production. The relationship between acquisition and learning can be observed here, as well as the influence of learning on acquisition. For example, if a learner has already learned the rules of pronunciation for past –ed endings, and he/she is telling his/her teacher about last night and he/she says: "Last night, I watch a movie". Since the learner knows already the grammatical rule, then he/she is also aware of the form, he/she is able to modify their production. So, the learner might say: "No, no, no, I watched /t/ a movie". The monitor, then, acts in a planning, editing and correcting function only when three conditions are met, namely Focus on form, Knowledge of the rule and Time.

Krashen (1982) also suggests that there is individual variation among learners with regard to monitor use. He distinguishes three types of learners regarding this aspect, namely Over-users, Under-users and Optimal-users; been the over-users those who monitor all the time, under-users are those who have not learned or prefer not to use their conscious knowledge; and, optimal-users, those who use the monitor appropriately.

1.2.2.3 The Natural Order Hypothesis. The natural order hypothesis is based on the findings (Dulay & Burt, 1974; Fatman, 1975; Makino, 1980 as cited in Krashen, 1982) which suggests that acquisition of grammatical structures follows a 'natural order' which is both predictable and fixed. In other words, there is a pattern when acquiring the language. After reading this statement, I thought I had found the problem with Middle School syllabus since it is not based on the logical order the authors suggest. However, after reading more about the matter, I was surprised to find out that Krashen rejects grammatical sequencing when the goal is language acquisition.

In conclusion, there is a natural order, as several studies have demonstrated (Dulay & Burt, 1974; Fatman, 1975; Makino, 1980 as cited in Krashen, 1982). However, we should not advocate for our syllabus to be based on those findings. Rather, its pedagogical implications are limited to understanding why our learners may be having difficulty acquiring a specific structure and, thus, coming up with activities that will keep our students focused on learning English.

1.2.2.4 The Input Hypothesis. This theory, probably the most important of all 5, it is an attempt to explain how learners acquire a second language or how this process takes place. One interesting fact about this hypothesis is that it is only concerned with acquisition, not learning; and we must remember that these two are defined differently in Krashen's (1982) work. This author coined the term comprehensible input (i + 1) and defined it as language which is either at or just beyond the speaker's current linguistic development.

The author weighs in the following idea, "given the correctness of the natural order hypothesis, how do we move from one stage to another?" (Krashen, 1982). In other words, what is it that enables us to move to the next stage? How is this process accomplished? All of them are also valid questions. In the author's opinion we move from stage 3 to stage 4 only when we understand language that contains structure that is "a little beyond" where we are now (Krashen, 1982).

The input hypothesis debunks ideas about first learning a structure and then producing language using that specific structure, which is still the way many English teachers teach. Rather, this theory advocates for learners to be exposed to language which is beyond their current linguistic development where they have to rely on their current linguistic development but, at the same time they are being "challenged" to go for more, for meaning in this case as they do not know the structure they are being exposed to. As a result, according to this theory, learners will acquire the new structure they have been exposed to.

Apparently, modern syllabus follows this idea as students are expected to learn a simpler grammatical structure and then proceed to learn a more complex one. However, the author states that for the comprehensible input to be effective, communication must be successful and i + 1 must not be deliberate but natural (Krashen, 1982).

1.2.2.5 The Affective Filter Hypothesis. The fifth hypothesis by Krashen (1982) is the affective filter hypothesis which, putting it simple, that attempts to explain how affective factors relate to the second language acquisition. Even though the term was not originally coined by Krashen (1982), but by two linguists, Dulay & Burt (1997, as cited in Krashen, 1982). Krashen (1982) takes on this concept to describe how affective variables relate to success in second language acquisition. He made a difference between low and high levels of affective filter.

Krashen (1982) suggests that learners with low affective filters, that is to say, with high motivation (a concept that will be discussed in more detail later on), self-confidence, a good self-image and low level of anxiety are more receptive to

the input they are being exposed to and better equipped for success in second language acquisition. Just the opposite, having high levels of affective filter, that is to say, learners who are worried about something, anxious or not comfortable will not be receptive, and even if they understand the lesson, the author suggests it will be temporary as the input will not reach that part of the brain responsible for second language acquisition.

This is important for us to know because it sheds light on a situation we face in our daily teaching practice, attitudes towards English. If our students are nervous or anxious, their affective level is high, and no matter how good the activities are or how meaningful the tasks you planned on are, all of that input will not be acquired because students are not being receptive as there is something else occupying their thoughts. We must seek to create comfortable language learning contexts to ensure the input students will be exposed to will be internalized.

1.2.3 Theory on the Communicative Language Teaching Approach

Even though multiple methods and approaches have been proposed, one has attracted the attention of the writer of this project and that is the Communicative Language Teaching approach (CLT). The Communicative approach has domineered the SLA's landscape for the last decades. This approach encompasses eclectic ways of teaching that are borrowed from other methodologies (Brandl, 2008). CLT has become popular among EFL and ESL teachers. Most of them agree that the CLT is one of the best approaches to teaching English. However, they might have just picked CLT as their favorite one as it seems to be the contemporary approach. Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice. However, when pressed to give a detailed account of what they mean by "communicative," explanations vary widely (Richards, 2006).

The influence of the CLT is perceptible in our schools. Even the definition of language has been adapted to match this approach's principles. The Secundaria Program for English in Mexico defines language as a complex object that serves

not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the world and integrates him/herself into society.

Secundaria English programs' goal is for students to learn to communicate in the target language, for them to be competent in English. So, what is communicative language teaching and what is communicative competence?

Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

According to Richards (2006), Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. CLT sets as its goal the teaching of communicative competence, a concept by far more complex than grammatical competence.

Larsen-Freeman (2000) goes beyond and in her work Techniques and Principles in Language Teaching, she offers the following definition if CLT:

> *"The goal is to enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form call often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient." (p.128).*

This definition summarizes what I believe to be truth when it comes to teaching English. Despite my communicative preferences in teaching, my teaching practice was nothing compared to what now I have learned in this program.

Larsen-Freeman (2000, p. 125-128) compiled a list of underlying principles in CLT:

- Use of authentic language.
- Teach students to figure out the speaker's or writer's intentions.
- The target language is the vehicle for classroom communication, not just the object of study.
- The emphasis is on the process of communication rather than just mastery of language forms.
- Coherence and cohesion when speaking is also dealt with.
- The use of games (with purpose).
- Students are given the opportunity to express their ideas and opinions.
- Errors are tolerated and seen as a natural outcome of the development of communication skills.
- Teachers are to establish situations likely to promote communication.
- Communicative interaction among students is favored.
- The social context of the communicative event is essential in giving meaning to the utterances.
- Learning to use language forms appropriately is an important part of communicative competence.
- The teacher acts as facilitator in setting up communicative activities and as an advisor during the activities.
- Teach students not only what to say but also about how to say it.
- The grammar and vocabulary that the students learn follow from the function, situational context and the roles of the interlocutors.
- Students should be given opportunities to listen to language as it is used in authentic communication.

Larsen-Freeman (2000) compiled this list of principles after observing a class which was taught under the CLT approach. She mentions the use of authentic language. Most books have a limited use of verbs and vocabulary as they cover what it is referred to as Standard English. Making students aware that there are a bunch of phrases to greet someone, for instance, is something teachers may do in class. The use of English to teach English is another thing I do in my classes. Even though the use of L1 and translation is acceptable, teachers should keep this to the minimum. The author also wrote about emphasizing more the process of communication rather than just the mastery of structures. This is not a concession to completely ignore grammar or having students talk about anything; rather, this is what also is mentioned above about teachers being responsible for creating communicative situations. Teachers must be aware that they are both facilitators and advisor before and during communicative activities, respectively.

In a different list, Finocchiaro and Brumfit (1983, cited in Richards and Rodgers, 1986) contrast the major distinctive features of the Audiolingual Method and the Communicative Approach, according to their interpretation:

In CLT,

- Dialogs, if used, center around communicative functions and are not normally memorized.
- Language learning is learning to communicate.
- Effective communication is sought.
- Drilling may occur, but peripherally.
- Comprehensible pronunciation is sought.
- Any device which helps the learners is accepted – varying according to their age, interests, etc.
- Attempts to communicate may be encouraged from the very beginning.
- Judicious use of native language is accepted where feasible.
- Translation may be used when students need or benefit from it.
- Reading and writing can start from the first day, if desired.

- Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).

- Teachers help learners in any way that motivates them to work with the language.

- Fluency and acceptable language are the primary goal: accuracy is judged not in the abstract but in context.

- Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings. (p.67-68)

In previous paragraphs, a term has already been used and has even been partially defined by the author mentioned above: Communicative competence. Hymes (1972), as cited in Richards, J. & Rodgers, T. 1986) coined the term communicative competence, in his view, a person who acquires both knowledge and ability for language use with respect to appropriacy, context and so on. He coined the term in order to contrast a communicative view of language and Chomsky's Theory of competence. One must remember that Chomsky (1965) advocated for linguistic competence. His linguistic theory was "concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shift of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance. (p.3)

According to Richards (2006), communicative competence includes the following aspects:

(a) Knowing how to use language for a range of different purposes and functions

(b) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

(c) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

(d) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

CLT puts the focus on the learner. Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence (Savignon, 1983). Hence, we can affirm that communicative competence goes beyond memorization of patterns, it is a holistic definition. Whereas some teachers think of CTL as a speaking-only approach, one that ignores grammar and is more concerned with fluency, the truth is that one of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view (Littlewood, 1981).

Despite all of the afore-mentioned, clearly, CLT is not the panacea as some studies have made it clear that sometimes, this methodology is useless or its efficiency is limited. A group of South Korea middle school English teachers perceived difficulty in adopting CLT, a study revealed that the difficulties had their source in the differences between the underlying educational theories of South Korea and those of Western countries (Li, 1998). As a result, South Korean teachers agreed on the necessity to develop English teaching theories more suitable for their context.

To sum up, it is worth mentioning that the CLT is not a method per se as there is no content, syllabus or teaching routines clearly identified (Richards, J. & Rodgers, T. 1986). As mentioned above, the CLT has borrowed ideas and techniques from other methodologies. Activities in this approach must be done in real life situations, or at least, situations learners are likely to face in the real world, a new type of activities, different from the traditional approaches. The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that

were based on a cooperative rather than individualistic approach to learning (Richards, 2006). As suggested by the same author, teachers had to assume new roles as well, the authoritative, know-it-all person standing in front of the class had to adopt roles of facilitator and monitor.

1.2.4 The Zone of Proximal Development

The following section deals with Vygotsky's (1978) theory on learning. He came up with a very important hypothesis that was first thought from the psychological perspective and to be applied to the learning process. Since learning a second language is clearly a psychological process, linguists took on the concept to help second language learners develop their L2 abilities. Vygotsky coined the term zone of proximal development and described it as the "distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" Vygotsky, (1978).

To determine the actual developmental level, it is necessary to provide our students with a certain task, or in Vygotsky's (1978) own words, we must give learners "a battery of tests or a variety of tasks of varying degrees of difficulty" and whatever they are able to solve by themselves is what we must take as their actual level. When the teacher (or a more competent peer) guides students by offering leading questions or show how the task is to be solved and students successfully accomplish it, we will have taken learner to another stage known as zone of proximal development.

Even though, our students may not have taken formal English classes before, it is very likely they come to the classroom with that previous history, as the same author affirms. Kids who watch TV, use internet, apps, Facebook and so on have been exposed to English sometime before; so, they are not blank pages at all. Words or chunks of language such as thank you, hello, bye, we did it, and so can be heard in a variety of TV shows or cartoons for kids.

Vygotsky's concept, although apparently simple, has proven to be effective. Students who have similar levels of developmental level will not contribute with much to each other. On the other hand, students aided by more competent peers, that is to say, peers whose actual developmental level is higher, will take weak students along with them in the learning process. The ZPD could also be described as an interactive activity, learning has always been a social process, what Vygotsky did was to use that interaction to help increase the level of success among second language learners. Knowing what the ZPD is can shed some light for us to come up with activities to help build our students' level in our classrooms.

1.2.5 Teaching the Four Language Skills in an Integrative Way

Another aspect that changed dramatically after modules 1, 2 and 3 was my approach to working with the four language skills. Before taking this specialization program the emphasis in my classes was on the speaking skill. However, my teacher talking time was excessive and students were not given much time for them to practice. The reason behind this was thinking that students needed to listen to a model first and then after listening for extended periods of time, they would be able to express themselves. Of course, this thinking was wrong. It was only Module 2 in which each of the four language skills were revised and an integrative approach was proposed, that this teacher talking time idea faded away. Below, the new teaching philosophy and approach to the four language skills will be briefly revised.

In traditional teaching, the emphasis tends to be on the students doing reading and writing, probably because it seems to keep them quiet and it is easier to organize, or maybe the teacher does not know how to approach the rest of the language skills, namely listening and reading. Sadly, that is the case for many learners nowadays. However, language learners should be taught the four language skills (Reading, Writing, Listening and Speaking). In real life, it is not so easy to separate these four skills as they are interdependent. Language skills are preceded or followed by a different skill. Furthermore, it is important that both teachers and learners understand and practice this integration (Introduction to the

Four Skills, n.d.). Failure to do this will surely cause many problems in the developing of our learners' language skills and thus limit our students' success with English.

1.2.5.1 Listening and Teaching Listening. Listening is a major component in language learning according to Brown (2000). Brown (2006), acknowledges that listening in another language is a hard job, but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and so on.

Learning a language requires that learners develop communicative skills, e.g. the set of abilities that will enable us to express information so that it is received and understood. Research has drawn attention to the importance of input in a second language. Krashen (1982), stressed the significance of comprehensible input, or the aural reception of language that is just a little beyond the learner's present ability. Researchers have also stressed the significance of the mental processes involved in students converting input into intake. This all implies the fact of a speaker and a listener interacting, the one providing input and the other converting that input into intake. In the following paragraphs, each of these actors will be briefly discussed.

Characteristics of the Speaker and the Listener

The Speaker

The speaker or the person producing input will use redundancy when speaking. That sometimes might be helpful as the listener could confirm or discard his/her understanding; sadly, for our students that sometimes can be confusing and frustrating as vacillation or hesitation, pauses and uneven intonation can affect negatively how the listener interprets what is being said.

The speaker's persona plays also an important role, Fang (2008) pointed out that the speaker has also background knowledge and linguistic knowledge, that is, complex sentence structures and colloquial words and expressions. Having

knowledge about these may enhance comprehension, ignoring them may cause serious difficulties when trying to understand the message.

Teachers are the primary voice that students hear. Hence, we must first become good speakers as we are so often imitated by students, let them have a good model to follow. In the classroom, teachers are the speakers, thus, they should seek be good at speaking which may include taking pronunciation and oral communication courses. Students could also be provided with listening materials other than the textbook's and our own voice; however, these materials should be short, authentic and appropriate. This last statement leads us back to what has been already described as comprehensible input.

The Listener

McErlain (1999) proposed three main stages a listener goes through in constructing a message out of information he/she hears: perception, decoding and, prediction and selection.

During the perception stage, the listener identifies and tries to recognize the intonation and sounds, it is here when what he/she hears will or will not make sense for him/her. It is important then that the input be clear and meaningful for the listener.

During the second stage, decoding, the listener tries to create some kind of understanding of a message by taking chunks rather than just sentences. This to me sounds like a top-down process since the listener must use his/her previous knowledge to try and make sense of what he/she is hearing.

On the third stage, prediction and selection, predicting or making guesses about what comes next allows the student to listen without needing to understand every word, whereas selection is being able to filter information do decide what is important and what is not.

Other authors have proposed a more complete scenario, Brown (2000, adapted from Clark & Clark, 1997 and Richards, 1983) notes that eight processes are all involved in comprehension.

(a) The hearer processes "raw speech" and holds "an image" of it in the short-term memory (phrases, clauses, cohesive markers and so on).

(b) The hearer determines the type of speech event being processed (conversation, a speech) and the appropriately "colors" the interpretation of the perceived message.

(c) The hearer infers the objectives of the speaker through consideration of the type of speech event (is the speaker trying to persuade, to request, to affirm, to deny, and so on).

(d) The hearer recalls background information (schemata, a term that we have previously seen in other units) relevant to the particular context and subject matter.

(e) The hearer assigns a literal meaning to the utterance. This means that, depending on the context, an utterance may/may not have a literal meaning.

(f) If the former step does not apply, then the hearer assigns an intended meaning to the utterance. The listener's background knowledge plays an important role here.

(g) The hearer determines whether information should be retained in short-term or long-term memory. It will all depend on the hearer and the situation.

(h) The hearer deletes the form in which the message was originally received. Instead, the important information is retained.

1.2.5.2 Speaking and Teaching Speaking. From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as "Listening/Speaking" courses. The interaction between these two modes of performance applies especially strongly to conversation (Brown, 2000, p. 267).

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills (Bailey and Savage, 1994, p. vii). If that is true, what is it that makes it difficult? Brown (2000) mentioned a number of features that make speaking a challenging skill. To start with, fluent speech is clustered, which the author affirms can either facilitate or make it difficult for learners. Redundancy will also be a problem, too many empty words. It also contains reduced forms such as contractions, vowel reduction, and elision. The use of slangs and idioms is, too, common in the fluent speech according to the author. The author observed that unless learners work on these aspects of the spoken language, they will learn a bookish English.

Perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one's own contribution, producing that contribution, monitoring its effect, and so on.

According to Celce-Murcia (2001), oral skills have not always figured so central in second and foreign language pedagogy. But with the advent of the theory of communicative competence (Hymes, 1972 in Richards, J. & Rodgers, T. p. 69) and the practice of communicative language teaching (Savignon, 2001 in Celce-Murcia. pp.13-28), the teaching of oral communication skills as a contextualized sociocultural activity has become the focal point in many ESL classrooms.

Teaching speaking is, without doubt, a challenge. Principled oral practice activity design rests on knowledge of our students (their needs, their actual level of competence –that is, their strengths and their weak points and so on), our institution, our curriculum, time constraints, other types of constraints, etc. It also rests on our ability to handle a range of techniques from which we can choose to give our students practice that is both meaningful and relevant.

To work with the speaking skill in the classroom, Littlewood (1981) suggested we work with pre-communicative activities, whose aim is "for learners to

practice using acceptable language with reasonable fluency, without being concerned to communicate meanings effectively"

The second stage described by this author is known as communicative activities, which can be subdivided into functional communication activities and social interaction activities. The purpose of the former is to prepare and enable learners to get their meaning across effectively, and the main measure of success is the students' ability to cope with the demand of the immediate situation. Whereas, the purpose of the latter is for the students to develop sensitivity towards the social meanings ascribed to certain forms.

1.2.5.3 Reading and Teaching Reading. Reading is more than just having students read out loud in class, it goes far beyond than learning pronunciation. Reading is defined as "an active, fluent process which involves the reader and the reading material in building meaning" (Anderson, 1999). According to this definition, there are two factors involved in the process, the person who reads (the reader) and the text (the reading material). Reading is both a conscious and unconscious process where the reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. He/she does this by comparing information in the text to his or her background knowledge and prior experience (Mikulecky, 2008).

Based on what the two authors mentioned previously, our students play an important role in this process as it is their prior knowledge which triggers the meaning of texts and interprets the author's intention. Thus, our learners reading habits, general knowledge and phonics will determine how successful they can be. Successful readers engage in several cognitive processes, Lozano (2004) argues that reading has three stages, namely decoding, making inferences and critical reading.

During the decoding stage, readers interpret symbols, they translate these symbols into sounds or visual representations of speech. During this process,

readers are aided by some cues that may include semantic and syntactical knowledge and some others. (pp. 6-11).

The second stage requires readers to use previous knowledge and experiences to comprehend the text; the background knowledge of the subject, and the knowledge of how English works also play an important part in enabling the reader to comprehend a text (Gibbons, 2002). The third stage described by Lozano (2004) is critical reading, here the reader attempts to reach a global understanding of the author's intended meaning and seeks to identify the authors underlying intentions.

Becoming a good reader in a foreign language takes time and practice. It is a difficult task for teachers to teach reading; in addition to this, Mexicans' reading habits are poor. Luckily, works led by Goodman (1970 cited in Brown, 2000), the distinction between bottom-up and top-down processing became a cornerstone of reading methodology.

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. This approach requires a sophisticated knowledge of the language itself as the reader must be able to select the signals that make some sense, that cohere, that "mean". This approach is then known as data-driven (Brown, 2000).

Whereas the bottom-up approach is more language mastery-focused, the top-down approach requires readers to rely on their intelligence and experience to understand a text. Of course, knowledge of the language is still important, however, previous knowledge and experiences play a crucial role. Christine Nuttall (1996, cited in Brown, 2000) compares bottom-up processes with the image of a scientist with a magnifying glass or microscope examining all the minute details of some phenomenon, while top-down processing is like taking an eagle's-eye view of

a landscape below. For the latter approach to take place, students/readers must be awoken to the text.

However, more recent research on the field has shown that a combination of top-down and bottom-up processing is almost always a primary ingredient in a successful teaching methodology as the two processes are important, this has been called interactive reading. Nonetheless, as the author affirms, ideally, a reader continually shifts from one focus to another.

1.2.5.4 Writing and Teaching Writing. Writing is another important mode of communication. Just as oral communication, this can also be further divided into formal and informal varieties. Business letters are examples of formal written communication. These days, informal written communication takes place in the form of e-mail (Four Skills for Communication, 2014). Writing can also be defined as "the process whereas a person selects, develops, arranges and expresses ideas in units of discourse" (Hyland, 2002). However, the ability to express one's ideas in writing in a second language and to do so with reasonable coherence and accuracy is a major achievement; many native speakers of English never truly master this skill (Celce-Murcia, 2001).

Within the communication framework of language teaching, the skill of writing enjoys special status – it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers (Celce-Murcia, 2001). This, of course, should remind us of the interactive process which takes place between the reader and the writer.

According to Celce-Murcia (2001):

"The writing process in comparison to spoken interaction, imposes greater demands on the text, since written interaction lacks immediate feedback as a guide." The writer has to anticipate the reader's reactions and produce a text which will adhere to Grice's (1975) principle. According to this principle, the writer is obligated (by mutual cooperation) to try to write a clear, relevant, truthful, informative, interesting, and memorable text.

Thus, Celce-Murcia (2001) pointed out that the writing assignment is a key component of all writing classes, lending it a rhythm that may be referred to as a "life cycle". In any given term, the writing course consists of a series of assignments that are targeted and undertaken in a sequence of steps followed by a similar round until the timespan of the course is over. In other words, that was a writing course should be. The author also states that "the types of assignments presented to students must be carefully constructed to assure their success and their contribution to promoting the goals of the course" (Celce-Murcia, 2001). She goes beyond as to suggest some guidelines for the preparation of successful writing assignments (adapted from Reid and Kroll, 1995). She mentions the context, the content, the language, the task, the rhetorical specifications and the evaluation criteria.

This should remind us of that planning a writing course requires reflection on specific purposes and teaching strategies. This implies taking into account our students' needs and interests and what they are able to achieve based on their context and language level. Our writing lessons should be inspired by and revolve around our students' needs. Raimes (2002 cited in Richards, J. C. and Renandya, W. A. pp. 306-314) argued that besides taking into account students' needs, there are other aspects which should not be ignored such as institutional constraints, the theoretical principles, the material selection, and reflecting on the teacher experience, which adds up to the course in the sense of learning a lesson from a class on the teacher's part. The other elements proposed by Raimes (2002) were left out on purpose as I considered them to be similar to the ones described by Celce-Murcia (2001).

1.2.5.5 Integration of the Four Skills. Once the four language skills have been described as well as some authors' ideas on how to teach each of them presented, we will now go on to discuss the integration of these skills in the language classroom. It is not healthy for a class to be focused on one skill only. Unless, it is an advanced class where learners are looking for complete mastery of a particular skill over the others. However, since we teach middle school or high

school students, our class should seek integrate all four skills and present them in such a way that students find them appealing. Being our student teenager only adds up to the challenge.

Some may argue that the integration of the four skills diminishes the importance of the rules of listening, speaking, reading and writing that are unique to each separate skill. Such an argument rarely holds up under carefully scrutiny of integrated skills courses (Brown, 2000). The author implies that this is an invalid argument; as a matter of fact, he states, "rather than being forced to plod along through a course that limits itself to one mode of performance, students are given a chance to diversify their efforts in more meaningful tasks" (p.233).

According to Brown (2000), the integration of the four skills is the only plausible approach within a communicative, interactive framework. He made the following observations (adapted from Brown, 2000. p. 234).

(a) That production and reception are quite simply two sides of the same coin.
(b) Interaction equals to sending and receiving messages.
(c) Written and spoken language are often (but not always!) related.
(d) For literate leaners, this relationship between written and spoken language is a window to culture and society.
(e) The focus should be on what students can do, first. Then, based on that, the language skills come second.
(f) Skills are intertwined, e.g. we learn to speak, in part because we imitate what we hear. We learn to write as we examine what is written.
(g) Integration it is a natural phenomenon in the real world.

Brown (2000) also discussed five integrated-skills approaches, whereas Celce-Murcia (2001) presented 4 integrated approaches which will be briefly mentioned in the following paragraphs.

Both Brown (2000) and Celce-Murcia (2001) described the Content-Based Instruction approach in their works. Also known as "content-centered" this approach advocates for the integration of the learning of some specific subject-

matter content with the learning of a second language. The contents reviewed in any given subject are dictated by the nature of the subject, being English a medium to convey informational content. Swain (1985, 1993 cited in Celce-Murcia, 2001) suggests that in order to develop communicative competence (Hymes, 1971), learners must have extended opportunities to use second/foreign language productively. Thus, in addition to receiving comprehensible input (Krashen, 1982), they must produce comprehensible output. Both Brown (2000) and Celce-Murcia (2001) believe that content-based instruction can provide these opportunities for students to learn to produce language which is appropriate in terms of both content and language.

Theme-based instruction provides an alternative to what would otherwise be traditional language classes by structuring a course around themes or topics (Brown, 2000). In Celce-Murcia's (2001) words, it "is a type of content-based instruction in which selected topics or themes provide the content from which teachers extract language learning activities". (p.306). Brown (2000) concedes that there is a fuzzy line between theme-based instruction and "traditional" language instruction, though; however, what should be relevant in his own words is to put principles of effective learning into action (p. 236).

McKay (1982 cited in Celce-Murcia, 2001) argues that using literature as content provides three major benefits for the learner: (1) it demonstrates the importance of authors' choice of form to achieve specific communicative goals, (2) it is an ideal resource for integrating the four skills, and (3) it raises cross-cultural awareness.

Closely related to and overlapping content-based and theme-based instruction is the concept of experiential learning which can be found within the context of the Communicative Language Teaching –CLT – (Brown, 2000, Celce-Murcia, 2001). This approach includes activities to engage both left- and right-brain processing, that contextualize language, that integrate skills, and that point toward authentic, real-world purposes (Brown, 2000. p. 238). Eyring (1991 in Brown, 2000) wrote that what experiential learning highlights for us is giving students concrete

experiences through which they "discover" language principles (even if subconsciously) by trial and error, by processing feedback, by building hypotheses about language, and by revising these assumptions in order to become fluent (p. 238).

Oller (1983 cited in Brown, 2000) wrote that "Text (i.e. discourse in any form) will be easier to reproduce, understand and recall, to the extent that it is structured episodically". By this he meant that the presentation of language is enhanced if students receive interconnected sentences in an interesting-provoking episode rather than in a disconnected series of sentences. (p.240).

McGroarty (1998 in Celce-Murcia, 2001) mentions some bilingual approaches. She concedes that although "programs are labeled bilingual for a variety of reasons, only some of [them] reflect the actual language of instruction…" She also states that most bilingual program types combine considerations of the language of instruction with the age of the students involved. Hence, it is common to see somewhat different types at elementary, secondary, or postsecondary levels.

The last approach discussed by Brown (2000) is Task-Based Teaching. Briefly put, this approach highlights the importance of organizing a course around communicative tasks that learners need to engage in outside the classroom. All of these approaches that have been mentioned advocate for the integration of the four language skills in the classroom rather than approach each of them individually. Vernier et al (2008) said it best when they affirmed that:

> *"Perhaps one of the most suitable images used to describe the task of teaching English as a foreign language (EFL) is that of Rebecca Oxford's (2001: 1), a renowned scholar in the field of language learning motivation, learning strategies, and instructional methods, who claims that teaching EFL conjures up the image of a tapestry. As a tapestry is woven from many strands, which must be interwoven in positive ways to produce a strong and colorful piece, so are the strands of the tapestry in EFL teaching made up of*

the characteristics of the teacher, the learner, the setting, and the relevant languages, in this case, English and the students' mother tongue". (p. 4)

1.3 Culture in the Classroom

A lot has been said about the importance of teaching culture in the language classroom. In fact, Genc and Bada (2005) state that the dialectical connection between language and culture has always been a concern of L2 teachers and educators. However, this connection has not been always a positive one as teachers' opinion has swung against or for teaching culture in context of language teaching.

Larsen-Freeman's (2000) description of the grammar-translation method includes one principle of this method which dealt with the teaching of culture. However, the author makes it clear that this was often limited to the target language's literature and fine arts. To put it another way, this method covered only one feature of the vast field of culture; though probably students did not gain much of it since there was not any interaction with real people, rather all the exposure to the target culture was found in books. This does not mean that reading literature is useless but that is not enough.

This author, also refers that the direct method dealt with culture, but focused on "the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of the language" (Larsen-Freeman, 2000, p. 29). In the audiolingual method, teachers go beyond literature and the arts, it is concerned with the everyday behavior and lifestyles of the people who use the target language. Here, the role of the teacher was to present information about culture.

Culture played also a major role in the communicative language teaching method. Despite being mainly focused on developing communicative competence, it also dealt with everyday lifestyle of people since it purported to use language in real or close-to-real situations. The use of non-verbal communication, according to Larsen-Freeman (2000), could also be found in this method. As we have seen,

culture and language have been intertwined to such extent that one of my university professors would say: "we can't teach English without teaching culture just as we can't teach culture without teaching English" (A.J. Girón, Personal communication, April, 2014).

According to the Huber & Reynolds (2014), culture itself is a composite formed from all three aspects. Now the term competence will be defined.

"Competence is understood not merely as a matter of skills which are applied in a given context, but as a combination of attitudes, knowledge, understanding and skills applied through action in any relevant situation. Competence is the capacity to respond successfully to types of situations which present tasks, difficulties or challenges for the individual, either singly or together with others." (p. 16).

As we can observe, competence encompasses attitudes, knowledge, understanding   which will enable us to successfully respond when we are faced with certain situations. Let us now go deeper in the definition of intercultural competence. In the paragraphs below, we will discuss what really intercultural competence is, what its importance is and how it is related to linguistic competence and communicative competence, a term used by Hymes (1971 in Richards, J. & Rodgers, T. p. 69).

Huber & Reynolds (2014) provide a definition. Intercultural competence is therefore a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

(a) understand and respect people who are perceived to have different cultural affiliations from oneself,
(b) respond appropriately, effectively and respectfully when interacting and communicating with such people,
(c) establish positive and constructive relationships with such people,
(d) understand oneself and one's own multiple cultural affiliations through encounters with cultural "difference".

How is this related to English teaching? In Second Language Acquisition theories, we have revised linguistic and communicative competences. The former is described as the knowledge of forms and their meanings, in other words master linguistic structures (Larsen-Freeman, 2000). Later, Hymes (1971) realized that communication required more than linguistic competence; he thought it required communicative competence which he defined as knowing when and how to say what to whom.

However, nowadays, it is a widely known fact that teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary, and syntax (Chlopek, 2008). Sadly, there are still many English teachers who only focus on grammar and some who only teach students translate songs from English into Spanish; for instance, there is this teacher who feels his students are learning only if they are able to memorize and recite the rules for the structures.

Hymes' (1971) revolutionary ideas helped change this approach to teaching and learning English (although as mentioned above, there are still some teachers around who focus only on the mastery of structures). Larsen-Freeman (2000) claims that most curriculums' objectives and goals were adapted to Hymes' (1971) theory, the communicative competence, which goes beyond the mere mastery of structures.

As discussed in previous paragraphs, cultured has always been considered as a major component in the language classroom. In fact, the contemporary models of communicative competence show that there is much more to learning a language, and they include the vital component of cultural knowledge and awareness (Bachman 1990; Council of Europe 2001). In other words, to learn a language well usually requires knowing something about the culture of that language. Communication that lacks appropriate cultural content often results in humorous incidents, it is the source of serious miscommunication and misunderstanding, or worse, causes social problems like the ones faced by minorities in America and Europe.

According to Chlopek (2008), learning culture is easier in English as a Second Language (ESL) contexts, where students live and are immersed in the culture of the English speakers. But that is not true for English as a Foreign language students. In fact, another author, Krieger (2005) states that in an EFL class, students are usually monolingual and they learn English while living in their own country, which makes it extremely difficult for them to learn the target culture. In this case, where students are already bilingual (Spanish-Ch'ol), teaching the target culture is tricky as they seem to have their very own culture and are struggling to learn the only-Spanish-speaking people culture.

Some paragraphs mentioned above included certain strategies and activities to cover culture in the classroom. But, no one had explained to what extent it was crucial to include culture in the curriculum until Byram (1997) coined the term intercultural competence.

1.3.1 Intercultural Competence

Unlike other authors who came before him, who only focused on the culture of the people where the target language was spoken, Byram's work proposed the need of, at least, two cultures: the learner's own culture and the target language culture. As seen in lesson 1 Module 3, intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts. To put it another way, that idea of learning what people eat, how they dress, how they address others was no longer the only important aspect in culture; rather, why they do it and how that is related to my own culture was more important.

Byram (1997) proposed a five-factor model of intercultural competence comprising the following:

(a) Intercultural attitudes (*savoir être*): Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

(b) Knowledge of social groups (*savoir*): Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.

(c) Skills of interpreting and relating (*savoir comprendre*): The skills of interpreting and relating, describes an individual's ability to interpret, explain, and relate events and documents from another culture to one's own culture.

(d) Skills of discovery and interaction (*savoir apprendre/faire*): Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

(e) Critical cultural awareness (*savoir s'engager*): The last factor, critical cultural awareness, describes the ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Chapter 2: Methodology and Practice

2.1 A Practical and Useful Lesson Plan

Both assignments 2A and 2B were quite challenging but taking this Specialization has been an incredible opportunity for me to grow as an English teacher. This assignment was product of countless nights of dedication, hard work, reading, analysis, and willingness to learn more about what being a good teacher implies and willing to make a difference in my classroom.

To begin with, in the first part the lesson plan, corrected and augmented is included. The activities therein were designed based on my teaching philosophy, my teaching goals and my teaching context. The reader will be able to observe the attempt to include grammar in the lesson. Whether or not this attempt has been successful will be determined by the reader. Hopefully, at the end of this work, the reader will agree with me that the general objective was met.

Of course, the theoretical framework that supports both the lesson plan and the assessment tools are included. Throughout Modules 1, 2 and 3 new methods, hypotheses and approaches to teaching English were revised. These cannot be used in the classroom where this lesson was carried out as the effectiveness of the new knowledge is limited or enhanced by the teaching context. In this part, the teaching philosophy has changed as new contents have been revised and learned in this specialization program.

Since the core of assignment 2B was the assessing part, the assessment tools are also included here. A brief description of each can be found as well as the outcome or results of the implementation of the lesson plan. Finally, the conclusions on the matter are presented.

1. Lesson plan	
Teacher	- Omar Rivas Muñoz
Educational stage	- Third grade middle school
Title of your Lesson plan	- Let´s celebrate!
Learning Objective of the plan/Competency	- Students will be able to talk about birthday celebrations in their country (Mexico) and other countries around the world. - Students will learn be able to talk about different greetings around the world. - Students will be able to talk about their daily routines.
Communicative skill considered	- Listening/Speaking/Reading/Writing with an emphasis on Interculturality.
Functions	- Talking about one's cultural habits and other´s and celebrations. - Talking about greetings. - Giving information about one´s routine and someone else´s.
Main Grammar structure	- I love _____ because…/ I like _____ because/ I dislike _____because… - I usually _____, we always, you sometimes _____. - I get up at _____, then I take a _____, after that I have _____.
Other Grammar structures	- Adverbs of frequency (sometimes, usually, often, always) - Sequence adverbs (first, then, next, after that, finally)
Brief description of the plan	This lesson plan is aimed at helping students talk about their birthday celebrations, to discuss how they think people from other states or countries celebrate birthdays. In addition to this, students will talk about greetings around the world and their daily routines.
Hours of the plan implementation	4 hours
Number of sessions	4 sessions (50-minute long each)
Contents required for the lesson	Reading: audio/video/flashcards/worksheets/Other.
EEAILE tutor on line	Elin Emilson Ingvarsdottir
Link for the video of the lesson	

School: Jorge José Sabines Gutiérrez **Location:** Salto de Agua	**Teacher's name:** Omar Rivas Muñoz	**Course/level:** English III
# Students: 24 **Male:** 10 **Female:** 14 **Topic:** Celebrations and cultural habits! **Grammar structure**: Review of present simple and going to.	**Time:** 4 hours (50 minute long each class) **Skill (s):** Speaking, Listening, Writing, and Reading **Main objective:** Interpret and relate the activities of different cultures with the students' own culture. (Level 6, Bloom's Taxonomy). To raise students´ awareness of the different activities people from different countries do to celebrate birthdays and cultural habits.	**Important considerations:** It's a bilingual class (Ch´ol). They often switch to this language either to discuss about subject-related things or just to chill out. Girls are usually quiet, maybe due to the women's assumed role in this community. Their vocabulary repertoire, even in L1, is limited. Most families cannot afford to buy a TV set, so students´ exposure to other cultures is virtually nil. A few of them have traveled to Cancún and/or Playa del Carmen, which limits their exposure to other cultures.

Listening Lesson Plan – Session 1								
STAGE	**OBJECTIVE**	**PROCEDURE**	**MATERIAL**	**SKILLS**	**INTERACTION**	**TIME**	**POSSIBLE PROBLEMS**	**POSSIBLE SOLUTIONS**
Warm up	To establish the context and to attract ss' attention	-T will ask students if they remember the ordinal numbers, days of the week and the months of the year. T will elicit ideas from students -T will project the months of the year and ordinal numbers from 1 to 31. -T will randomly choose one student in order to write the corresponding	Markers Whiteboard	Speaking Listening	T – S T – S	10 minutes	Students may not remember the ordinal numbers	T will project ordinal numbers from first to thirty-first.

		date of the class.						
Pre-listening	To get students involved in the activity	-T will play track 42 and ask students to listen to it very carefully as they are going to tell the teacher what the track is about. (the tack is about months and ordinal numbers) -T asks students what they understood from the audio (students are expected to respond according to what they heard while	Laptop computer Pictures Whiteboard	Speaking Listening	Pair work	10 minutes	Students may not pronounce correctly what they say	T will give help with pronunciation as he walks around the class.

		the teacher elicits responses). -T will project 3 pictures on the board and ask students to guess what they think these people from the pictures are going to do in the future. -Students will get in pairs and discuss among them. T will monitor the activity by walking around the class and he will not make any comment.						

		-Then, T will ask students say aloud what they discussed with their classmates about the pictures. T will elicit responses from them.						
While-listening	To encourage students to use the language they know spontaneously in new situations.	-T will project on the board page 116 from the book and ask students to look at it for some seconds and then he will stop projecting. -T will play track 43 and tell students to listen to the track carefully.	Laptop computer Speakers	Listening	T-Ss Individually	15 minutes	Students may still not be able to answer this activity.	T will play the track as many times as needed.

		-T will ask students if they understood something from the track. (T elicits responses) -T will project page 116 from their books again and this time he will play the track for the second time so that students can see the script of the 3 short dialogues. -T will tell students to pay attention to the dates of the events as they are going to do a fill in						

		the gap activity.						
Post-listening	To encourage oral responses to the dialogues they just heard.	-T will give students a worksheet to fill in according to what they listened to in the previous activity. -T will play track 43 again in order to help students complete the worksheet. -T will check the activity with the whole class. -T will correct and give help if needed.		Listening Speaking	Pair work	15 minutes	Students may be fearful to participate	T will provide the first answer of the activity.

Speaking Lesson Plan – Session 2								
STAGE	**OBJECTIVE**	**PROCEDURE**	**MATERIAL**	**SKILLS**	**INTERACTION**	**TIME**	**POSSIBLE PROBLEMS**	**POSSIBLE SOLUTIONS**
Warm up To establish the context and to attract ss' attention	The goal of this activity is to heighten cross-cultural awareness, celebrate cross-cultural knowledge, and to say "hello" in many different languages. For ss to start using L2 To raise students´ awareness	Activity 1: "Hello in different languages" T challenges the group to come up with as many different languages for "hello" as possible. When somebody volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group who then repeats what the volunteer says. T asks students who volunteered to try and give equivalents for	None (Mimics). Board Markers	Listening speaking	T – S T – S	5 minutes	Students may not know how to express/spell dates in English.	Ss may use L1 Then after students´ ideas have been written up on the board, T could spell them in English.

		the phrases below. Hello...Goodbye Hello, my name is...? Hello, how are you? Yes...No Please...Thank you Do you speak English? Numbers 1-5 or 1-10 Activity 2: T starts by saying he's very excited about next weekend as he and his siblings prepare to celebrate their brother's birthday and they are going to make mole and tamales and they are going to invite					

		some relatives to celebrate. T then asks students to participate and share with the rest of the class how they celebrate their birthday. T writes up on the board students' ideas.						
Pre-Speaking To revise previously taught vocabulary or structures.	To start using the language that will help them complete the speaking task To learn new vocabulary	T will project some pictures on the whiteboard so that students can start getting familiar with the new vocabulary they are going to use in the next speaking activities. T writes up on the board the following	Textbook Pictures Projector Markers	Reading Speaking Listening	Pair work Individual work Pair work	5 minutes 8 minutes	Students may not know anything about traditions in other countries. Ss may have problems with some vocabulary	Use L1 if necessary, after all our main objective is to make them aware of culture(s). T writes the words on the

		questions: (ss share their answers in pairs)	Handout	Reading and speaking		4 minutes	Students may still have problems to associate the spelling in English with the sounds.	whiteboard ss have difficulty with
		- How old are you?						Choir Repetition as suggested by Judith Gilbert video (You tube).
		- Do you get any presents on your birthday?						
		- How many birthday cakes do you get?						
		- Do you and your friends hit a piñata?					Students may find it difficult to do this activity	Give them more time and answer 2 questions as an example.
		T monitors.						
		Word game (crossword puzzle) After hearing the track, students complete a						

		crossword puzzle related to birthday celebrations.						
Speaking To encourage students to use the language they know spontaneously in new situations.		T plays a video called "Birthdays Around the World" T asks students to pay close attention and watch the video. T asks ss to give their impressions on the birthday traditions they have just watched. T makes it clear that they will be	Lap top computer Projector	Listening Speaking	Individual work Group work	8 minutes 10 minutes	Students may still have problems to associate the spelling in English with the sounds. Students may still have not understood the video.	T hands out a transcript. Give them more time Play the video a second time

		allowed to use L1 to express their opinions and share with the rest of the class.						
Post-speaking To encourage written responses to everyday situations.	To express their reactions to the video	Ss will have to react to what they have just watched (they can use their transcript) T gives students a handout (Comparison Table). T will ask students to share their answers aloud with the whole class. Students fill in the comparison table according to what it is being asked.	Transcript Handout Piece of paper Lap top computer projector	Speaking Writing	Team work Individual work T – S	10 minutes 10 minutes	Students may be fearful to participate Students may have forgotten what they saw in the video. Not enough time	T demonstrates the activity and encourage students T projects some pictures to help them remember The presentation will be projected later during the week.

		Students share their ideas with the rest of the class. T and Ss discuss their ideas. If necessary, T teacher mediates between possible stereotypes or prejudices students may come up with. T then comments on the differences in celebrating birthdays in the countries mentioned in the video.						

Reading Lesson Plan- Session 3								
STAGE	**OBJECTIVE**	**PROCEDURE**	**MATERIAL**	**SKILLS**	**INTERACTION**	**TIME**	**POSSIBLE PROBLEMS**	**POSSIBLE SOLUTIONS**
Warm up	To establish the context and to attract students´ attention	-T will say good morning and greet a few students with a fist bump. -T will ask Ss to greet each of their classmates in order to see how they do it (handshake, hug, bow, cheek kiss). -T will just allow students do the activity and observe. -T makes sure everyone participates in the activity.		Speaking	Team work	5 minutes	Students may not be willing to greet everybody.	T will decide who will greet who in order to make them feel comfortable.

| Pre-Reading | To learn new vocabulary and get students involved in the next activity. | -T will project some pictures on the whiteboard about people greeting each other.

-Then, T will write the names of these greetings on the board so that students can match each picture with a greeting.

-T will ask students if they ever greet like this or if they had ever seen people greeting like this before.

-Students are expected to | Laptop computer

Projector

Pictures | Speaking

Listening | Individually | 10 minutes | Students may have problems with some vocabulary, they may not know the meaning of some words. | Use L1 if necessary, after all our main objective is to make them aware of culture (s) in this lesson that we have already revised. |

		response to this question and teacher will elicit their answers. -T will give students a worksheet. -T will ask students to look at the title, people and images. T will ask students what they think the reading is going to be about according to what they see.						
While-Reading	To make students use reading strategies in order to understand what they are reading.	-T will ask students to read the worksheet (Greetings around the world) in silence.	-Worksheet	Reading	In pairs	20 minutes	Students may still have problems with vocabulary or not	T gives them more time or the meaning of the unknown words.

		-T will walk around the class to make sure everyone is reading. -T will tell students to use some of the reading strategies they have worked with (top-down, bottom up, determine the meaning of the words from context, scanning, skimming). -T will help students with unknown words.					enough time.	
Post-Reading	To make sure students understand what they	-T will give students some questions about the reading	Questions	Reading Speaking	Individually	15 minutes	Students may be	T will answer one question and

| read while applying reading strategies. | activity they did before.

-T will ask students to answer some yes/no questions about greetings.

-T will make sure everyone understands the activity.

-T will check answers with the whole class. | | | | | fearful to participate

Students may have forgotten what they read about. | encourage students

T will allow students to read the worksheet again. |

Writing Lesson Plan – Session 4

STAGE	OBJECTIVE	PROCEDURE	MATERIAL	SKILLS	INTERACTION	TIME	POSSIBLE PROBLEMS	SOLUTIONS
Warm up	Get students ready for what is coming. In order to set the context of the lesson and activate schemata or their prior knowledge.	-T will greet students as they enter the classroom and have the board ready with some verbs written on it to elicit the topic of the lesson. -T will ask students if they know what the verbs and phrases on the board mean and he will elicit answers from students (students are expected to participate).	Whiteboard Markers	Listening Speaking	T – S T – S	5 minutes	Students may not know what the verbs on the board mean and their pronunciation either.	Use a dictionary to look them up and their pronunciation. Write down examples on the board to guess meaning from context.
Pre-Writing To introduce new	To learn new vocabulary about daily routines/habits.	-T will play a video clip (4 mins 28 secs). -T will ask students to	Laptop computer Projector	Listening Writing	Individually	10 minutes	Students may not remember the rules of	T will explain once again the grammar structure of

| vocabulary or structures. | To allow students to encounter the verbs for the first time in a managed and accessible way and provide the opportunity to develop writing skills about daily routines. | identify and write down the verbs which indicate the action people do in the video.

-T will play the video once.

-T will remind students that these verbs and phrases from the video are very similar to the ones he wrote on the whiteboard at the beginning of the class.

-T will monitor the class by walking around and making sure everyone is working on the activity. (Students are expected to | Video | | | | the simple present tense | the simple present and he will provide some examples on the board. |

		write the phrases/verbs on their notebooks.)						
While-Writing	To encourage students to use the language they know in spontaneous situations.	-T will ask students to write down in their notebooks phrases they heard from the previous video. -T will play the video once more for students to write full sentences. -T will tell students these phrases are quite similar to the activities/habits they do every morning before going to school.	Laptop computer Projector Video	Writing Listening	In pairs	15 minutes	Students may find it difficult to understand the video says as the person in the video speaks fast.	T will play the video with lyrics and pause the video after each phrase is being said.

| Post-Writing | To apply/put into practice the vocabulary they have worked with regarding daily routines and habits. | -T will ask each student to use the phrases from the previous activity in order to write about their daily routines.

-T will explain to students they can use phrases such as first, second, third, after that, then, and finally in order to follow a sequence in their writing.

-T monitors the activity around the class and gives help as needed.

-Once students are done with the activity, T | Students´ notebook and pencils | Writing | Individually | 20 minutes | Students may be fearful to participate because they may have different routines

Students may not finish the activity in the classroom | T demonstrates the activity by writing some daily habits he does and encourages students to do so.

T will assign this writing activity as homework. |

		will ask students to swap their pieces of writing with their classmate next to them to compare how different their routines are. -T will ask students to share their writing composition with the whole class.					

2.2 Description of the Development and Outcome of the Activities

2.2.1 Listening class

For the warm up activity, I started by asking students whether they remembered the ordinal numbers, days of the week and months of the year. Most of the students responded as expected as they began to mention what they were asked. Then I did ask them to say aloud the date of that day when the class was carried out and most of the students responded as expected as well. Then, I asked one student to pass to the front and write the date on the board. I just elicited answers from them. This activity worked really well as it was not difficult for them to do.

In the pre-listening activity, I told students to pay close attention as they were going to listen to track 42 of their books. Students were told to close their books as they were just going to listen to the track and then ask some questions. Then, I played the track for the first time, some students looked a little confused because they did not understand at all what the track was about, so I decided to play it one more time for them to gain more confidence and know what the track talks about. After the second time, almost everyone understood it. I asked students to say what they had understood from the track and, as expected, they started to mention it was all about days of the week and ordinal numbers. After that, three pictures were projected on the board and students were asked to think about what they think these people were going to do (future with going to), I helped them with the vocabulary as I wrote on the board "graduate, go skydiving and get married". Few students said, they go to school, they get married and go skydiving which was not correct as they needed to use the future tense with going to. A review of future with going to had to be made for students to remember and use this tense to carry out this activity. Students got in pairs and discussed for a while about these three images but this time they used the correct grammar structure. I asked them again what these people from the images were going to do and they replied, she is going to graduate, he is going to go skydiving, and they are going to get married.

In the while-listening part, books were closed. I projected on the board page 116 from their books and told students to look at it carefully for some seconds then I stopped projecting. Next, I played track 43 and asked students to listen carefully. I played the track twice so that they did not have any doubt about it and could fully understand the track and know what it was about. I then asked students to tell me what they understood from the track. Some students said the track was about the picture that was projected before the track, some others said it was about ordinal numbers and others said it was about important events in the future. I did not make any comment at all, I just elicited ideas and kept going with the class. After that, I projected the picture again but this time I played track 43 once again for students to see the script of the track. In the picture that was projected students looked at three short dialogues. I told students to listen for specific information (dates) that were mentioned in the dialogues as they would need that information to do the next activity.

In the post-listening part, I gave students a worksheet for them to fill in with the information they understood from track 43. After some minutes, I realized some students were not writing much as they did not remember the information from the track. Thus, in order to help students I played the track one last time for them to complete the worksheet. I walked around the class as they were writing the answers. Finally, I went over the activity and students were participating when I asked them to do so.

2.2.2 Speaking class

In the warm up activity for the speaking class, I said good morning to students and I asked them if they knew how to say "good morning" in another language. I modeled the activity by saying "Bonjour" in French. They said, "Buenos días" in Spanish and Ch´ol, "Bom día" in Portuguese, "Good morning" in English, and "Buongiorno" in Italian. After each student mentioned each of these greetings, the rest of the class was repeating aloud alongside with the teacher. Students said they learnt these greetings from cartoons, movies and books. This activity went well due to the knowledge students have about other countries around the world.

Then, I told students I was happy because I was going to celebrate my brother´s birthday next weekend so I was excited about it as we were going to make mole, tamales, and we were going to invite some friends. I asked students how they celebrate their birthday and how they think people around the world celebrate it, too. I was writing down on the board their ideas. Some students used Spanish when speaking.

In the pre-speaking part, I projected some pictures such as candies, piñata, cakes, candles, money, ballons, and clown for students to get familiar with the vocabulary they were going to use in the next activities. Students were pronouncing each word after I pronounced them aloud. I made sure everyone was repeating after me. Then I wrote on the board the following questions: how old are you? Do you get any presents on your birthday? How many birthday cakes do you get? Do you and your friends hit a piñata? Students got in pairs and discussed these questions. Then, I asked random pairs to share their answers with the whole class. This activity was smooth because students feel more comfortable when they speak with their classmates. Their pronunciation was not excellent but it was satisfactory as they are beginners and their level is not that good yet. After that, I gave students a puzzled for them to complete with the vocabulary related to the pictures I projected before. Students did well in this activity as they were able to remember and fill the puzzled which was about birthday celebrations.

In the while-speaking activity, I projected a video about birthday celebrations around the world and told students to watch it carefully. I then asked students to tell me their impressions. Some students could not answer because they were not able to identify the names of the countries that were mentioned in the video. In order to help students understand the video, I wrote on the board some countries such as China, The United States, Mexico, India, Denmark, Argentina, and Sweden. In the video there are more countries that are mentioned but the ones I wrote on the board are the ones students were going to be working with. I told students to get in pairs and discussed their impressions about the celebrations in the video. In their discussion students said there are some similar things we have

in common with other countries when it comes to celebrating birthdays, for instance, a cake, food, guests, music and presents of course. Students loved this activity as they said they are about to celebrate their birthdays.

In the post-speaking activity, the video was played one last time but this time I included the transcript of the video. Students watched it carefully. Then, I provided them with a worksheet (comparison table) for them to actually compare the traditions about how some countries celebrate birthdays. Students worked on it individually while I was playing the video. In the end, students shared the differences and similarities between these countries with the whole class, the rest of the class would agree or disagree. There was something that got students´ attention, the fact that in Mexico we sometimes have a clown in a birthday party meanwhile in other countries they do not. I made it clear that we cannot stereotype that when people around the world celebrate birthday must have a clown or they are going to celebrate as we do in Mexico because that is not true. They have learnt that every community, state or even a country has its own way to celebrate and that we must adapt to the place we are.

2.2.3. Reading Class

For this class, in the warm up activity I started by saying good morning to students and I greeted some students with a fist bum. They were surprised and were not expecting me to do that as I do not usually do this in class. Then, I asked everyone to stand up and greet each of their classmates the way they usually do it. Some students just shook hands and others greeted with a fist bump as I did at the very beginning. I was just monitoring and making sure all of my students participate in this activity. They greeted at least two different classmates.

In the pre-reading activity, I projected on the whiteboard some pictures of people greeting each other and at the same time I wrote the names of these greeting (handshake, hug, bow, cheek kiss) in order to introduce the vocabulary about greetings. Students looked at the people from the picture and went to the front to match each of the pictures with their names. Then, I asked students whether they had ever greeted someone like that or if they had seen people greet

like this. Most of the students said they often greet their friends and classmates with a fist bump or a handshake. Other students, especially girls, said they usually greet their friends and classmates with a hug. One student said she has seen people greeting with a bow or cheek kiss on TV and that she sometimes greets her mom with a cheek kiss and a hug. It was an interesting activity for them.

In the while-reading activity, I provided students with a worksheet. I asked them to look carefully at the tittle, people and images from the worksheet. I then asked them what they thought the reading (worksheet) was going to be about. A couple of students said it would be about different greetings people use every day in different countries. I told students that in order to know if their answer was right, they would have to read the worksheet in silence. As students were reading, I was walking around the class in order to make sure everyone was reading. I asked students to use some reading strategies such as top-down, bottom-up, scanning, skimming and determine the meanings of words from context in order to make the worksheet easy to understand. I should mention that I had already worked these reading strategies with my students in previous lessons, so it was not new for them. It was a great opportunity to see how well students use these strategies when reading.

In the post-reading activity, I gave students a worksheet with some questions about what they had just read in the previous activity. The questions were "yes/no questions" where students had to show their reading comprehension. Students had difficulties with some unknown words so I explained to them with some definitions and examples using the word they did not understand at all. I think this activity went well because students´ responses were right and their performance during the class was satisfactory.

2.2.4 Writing class

For the warm up activity, I started the class by greeting students and I wrote some verbs and phrases on the board. I wrote on the board phrases such as "wake up, get up, take a shower, have breakfast, get dressed, brush your teeth, go to school". Then, I asked students whether they knew what these phrases mean. Few

students said, wake up means "despertar", take a shower means "bañarse" and go to school means "ir a la escuela". Some students said these phrases could be used every day because it is something we always do.

In the pre-writing activity, I played a video (4 minutes long) in order to introduce the vocabulary students were going to be working with. I asked students to carefully watch the video as they were going to identify as well as write down the verbs/phrases that indicate the action people do in the video. I made special emphasis when I told students that these verbs were exactly the ones I wrote on the board at the beginning of the class. I just wrote some phrases on the board, but in the video, there were more for students to write them down. I had to pause the video after each phrase was said so that students could take notes in their notebooks. I also encouraged students to repeat each phrase after the video was paused.

In the while-writing activity, I asked students to watch the video one more time and I also asked them to write full sentences according to the video and notes they took in the previous activity. Students wrote down sentences such as I wake up at 6 am, I get up at 6:20 am, I take a shower, I get dressed, I have breakfast, I go to school, I do homework, I go to bed at 9 pm, and so on. After writing these sentences, some students realized that these habits are the ones they usually do at home. One student even said it was his routine as he does these activities every day from Monday through Friday. I told the class their classmate was right; it was basically their routines but they do not do these habits in the same order and that was the reason why I wrote some of those phrases on the board at the beginning of the class.

In the post-writing activity, students were instructed to use the sentences they wrote in their notebooks in order to write a short paragraph about their daily routines or habits. I also told students they can use adverbs of sequence such as first, second, third, after that, then, and finally in order to follow a sequence in their writing as well as to make it more interesting for the reader. I was monitoring the class and giving help whenever students had any question about the activity. After

students finished the activity, I told them to swap their pieces of writing with one of their classmates in order to compare and know how similar or different their routines are. Students seemed to be a bit curious about their classmates´ routines and know what they do.

With each class, I aimed to engage students in interactive activities while reinforcing language skills and cultural understanding.

2.3 Designing of Necessary Tools to Assess/Test the Progress of Students

Each of the four areas of language proficiency involves a variety of macro-skills and micro-skills. These skills are often overlooked by teachers as an area of instructional focus; however, students may need direct instruction and time to use the skills in order to fully participate in the classroom lessons. (Adapted from Brown, 2000).

2.3.1 Assessing Listening

For the listening activity I decided to use a listening comprehension format: selective. Selective listening tasks involve listening for selected bits of information in a listening passage. In my lesson plan, I included a listening passage about special dates for some people. Of course, before doing this activity, students were introduced to the vocabulary to be used. We practiced the vocabulary and they had to listen to the listening passage and fill in the blanks with the words they heard. I consider these listening activity and evaluation are good for the level of my students as they are beginners.

It can be noticed that the actual responses are not being evaluated here. Rather, the process students go through is being evaluated as well as their attitudes towards the activity.

2.3.2 Assessing Speaking

Kuhlman (2008) observed that speaking is an observable skill, thus it is easier for us to assess our students in a speaking activity. He also noted the use of body movement and non-verbal communication to accompany speech. Speaking is a productive skill, therefore the use of this rubric that considers the evaluation of

the acquisition and performance of Micro and Macro-skills is of great help for monitoring the development, performance and achievements of each of my students in the class.

In lesson 7, we revised some Micro and Macro-skills for assessing this skill. Although as acknowledged by the specialization authors, not all of the aspects mentioned are applicable for beginners.

It was decided that the following would be used:

Micro-skills:

(a) Produce fluent speech at different rates of delivery.
(b) Use grammatical word clauses (nouns, verbs, etc.)

Macro-skills:

(a) Use facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey meanings.

In this case, the use of a holistic rubric such as the one presented in this work and which was adapted from Authentic Assessment for English Language Learners by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company. This rubric considers the evaluation of the observable performance of this productive skill (speaking). In this sense, the use of the model presented was considered since the evaluation tool covers the observation, monitoring and control of various communicative variants, such as the fact that the aspect of speech includes non-verbal language such as body movements, facial expressions that help the speaker to get the message across. This speaking activity may be evaluated including aspects such as intonation, pronunciation, grammar, speed, and hesitation. This rubric is based on Performance Based Assessment (PBA) and I hope it can be effective when it comes to assess my students´ language production.

In lesson 7, we revised some Micro and Macro-skills for assessing this skill. Although as acknowledged by the specialization authors, not all of the aspects mentioned are applicable for beginners.

It was decided that the following would be used:

Micro-skills:

(a) Produce fluent speech at different rates of delivery.
(b) Use grammatical word clauses (nouns, verbs, etc.)

Macro-skills:

(a) Use facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey meanings.

This rubric was useful because it covers the micro and macro-skills that needed to be covered. This activity speaking was a very simple one; however, these students are basic users so it was challenging enough. Krashen' (1985) i + 1 hypothesis was taken into account when designing the activity. This rubric helped determine students' strengths and weaknesses.

2.3.3 Assessing Reading

I decided to use a true/false test assessment tool in order to assess reading comprehension because in the lesson 5 we saw that it is one of the best ways to asses reading comprehension in our students. In lesson 6, we were told to be specific about micro- or macro-skills(s) to be assessed keeping in mind what we want our students to do. Do we want them to simply perceive letters or words? Or do we want them to infer, interpret, read critically? In this case, I wanted my students to read for specific information, to recognize vocabulary and detect key words, such as those identifying topics and ideas Richards (1983, cited in Omaggio, 1986, p. 126).

Another thing I wanted my students to do was reading for information and argument. I like this traditional assessment tool since it can improve the learner´s

multiple skills such as logical thinking, critical thinking, problem solving and independent study skills.

2.3.4 Assessing Writing

Writing alongside speaking is a productive skill and, in the lesson, we read that this skill may be the most suitable to be assessed. This makes me think that it is true because we get real and concrete evidence when we assign our students a writing activity. One of the most common ways to assess writing is by using rubrics. Kennedy and Shiel (2022) found that rubrics allow "teachers and students to engage with the language of writing assessment and raise expectations about writing quality" (p. 1). I agree with these authors because by telling our students we are going to assess their writing with a rubric, they know that our expectations as teachers are high and that we want good writing from them. I like this rubric because it takes into consideration the aspects such as content, organization, vocabulary, language use, and mechanics. I consider this rubric is very complete to develop and assess writing from my students.

2.4 Attached Evidences
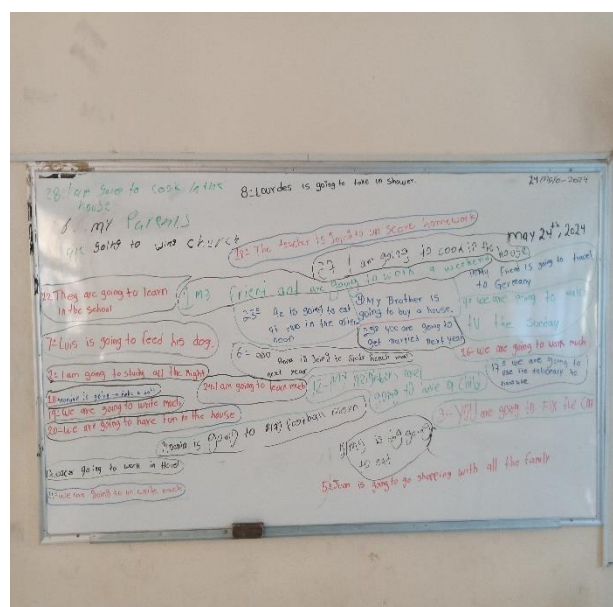
2.5 Link of the Lesson (10-Minute Lesson)

https://drive.google.com/file/d/1_DTFM-xjVE7--

CsaRsiysPoiHV0P4y3p/view?usp=drive_link

Chapter 3: Experience Report

It has been said before that teaching is a quite demanding job. Teaching English is even more demanding as we must teach a language which is not our mother tongue nor the students'. It implies many challenges. This specialization has helped me learn many theories, methods, hypotheses, best teaching practices and so on. Despite the limitations I have in my current job, I know I can make a difference here. And, if I get to get a new job somewhere else, I know I will be better equipped and more prepared to do the job. Below, I will describe what happened before, during and after the lesson plan was carried on in 4 days, 4 fifty-minute sessions.

Before taking on assignment 2A. I was a bit concerned, and I must admit I was afraid of what could happen. The tasks seemed so gigantic and to make

things worse, I was going to be required to implement the lesson plan and record a video so my tutor could grade my assignment. I had good reasons to be concerned. First, my students do not know much English. Most of them do not even like it. I could have designed a lesson plan having in mind an ideal class, maybe 15 or 20 students eager to learn, a nice classroom with a better air-conditioning, lots of materials available such as posters or flashcards, and so on. But the result would have been a mess if carried out in my context. Hence, from the very beginning I had in mind my class, my students, my classroom, my limitations but also my areas of opportunity. After coming up with an activity to teach each of the four skills, I found myself wondering the following questions: Is this too much for my students? Is it challenging enough? Is the cultural competence being properly included here? I really wanted to come up with something feasible in my context.

Once I submitted my lesson plan and was told to proceed with the second part, I panicked. I knew I had to demonstrate the activities in my lesson plan were feasible. I found myself wondering how to approach the guys and let them know they were going to be recorded, after all they are teenagers. Teenagers here are not like teenagers in the city. These guys are really respectful; but most of them are shy.

After each session was over, I knew things could have gone much better, however, I was glad with the outcome because I always bear in mind that my students are beginners. Students were very participative, they enjoyed the class and got really involved in the activities. I could see that not all my students participated the same but I think they have learned something.

When we did the listening activity, I believe they understood they do not need to get frustrated when they do not understand anything that is being said because not being able to understand does not mean they are not good enough; it only means they have not been exposed to the target language. They felt excited because they were able to guess what word was missing in the worksheet. I know that will not be enough to maintain a conversation with another classmate, a

teacher or even a native English-speaker. But at least they have learned something important. They can understand English if they are given the vocabulary previous to the actual activity.

I feel satisfied with the outcomes of these activities. Yes, it could have gone much better. It would have been great that my students had used English more often, yes, if only we had a better air-conditioning, if only I had more materials, if only they all liked English, if only... I could name many drawbacks. But I am satisfied with the outcome because my students learned at least 3 important things that will stick with them for the following English classes. Do I think they gained precious experiences with the language? Yes, I do. Now they know that:

(a) They will be able to identify words in songs and conversations as long as they have heard, revised, learned or used them before. Hopefully, this will motivate them to seek to learn more vocabulary in English.

(b) I do not expect them to speak English with a native-like accent, they can speak English with their very particular accent as long as they make themselves understood. Hopefully, this will motivate them to participate more in class. Most of them are probable afraid of speaking English because they do not sound like the people in the listening passages in their books.

(c) They need to be tolerant and respectful to others even when they do not share the same points of view.

Even though most of my students might not go to university, even though they may never run into a native English-speaker, even though they will probably forget the names of structures and so on, I know the seed has been planted to make them autonomous learners. When they take their books back home, they know they can open them at any page, and hopefully they will recall something, anything that we may have seen in class. They will be able to understand at least what is written there, use some sentences and understand some others. And, that for me is well worth it.

On the other hand, one thing that needs to be changed is the seating arrangement. It was really noisy and time-consuming that students had to move their chairs around to work in pairs. Since the classroom is big, the chairs could be placed by the walls. However, that would pose another problem, the distance between students and the board.

Another thing I must change is my teacher talking time. I thought that lesson was already learned. But I still talk just too much, it is the students who should be speaking more in class. I will work on that area as well. One more thing that I need to change is students working in pairs, thus next time they will be working in trios or even groups of four as I want them to have more interaction between them in classes.

Chapter 4: Conclusions

This specialization program has helped me in many different areas of my teaching practice as well as philosophy. Even though I am still far away from the ideal English teacher type some students would like to have, I now have the theoretical tools to identify my weaknesses, and work on them. When I first applied for this program, I made it clear that my applying for it responded to the strong desire to share more than just a language. I also wanted to develop values and attitudes such as collaborative work in a humanistic approach to transmit that to my current and future students.

After having witnessed middle school students' struggle with English, I felt compelled to do something about it. As a result, I had searched the internet a number of times to learn more about helping students thrive, many strategies and techniques had been taken to my classroom with little or no success at all. What is more, I saw my students succumb to the barriers they face, and saw them become demotivated. However, I was certain this program would provide me with the necessary tools to help me change my students' attitude towards English as well as to make a difference in my classroom. The reason to apply was my students, the reason not to quit was them, the reason to keep going was them because I wanted to make a difference in their lives.

The results of taking this program were made evident after the first unit in module 1. My concept of what language is changed it all. In my opinion English was a tool to be successful in the world, to have a better job, to be able to travel to English-speaking countries or at least to The United States, but English is more than that. Teaching English involves cognitive processes, attitudes, aptitudes, psychological phenomena that make it more than just a subject in the curriculum. My idea of language has changed, that has been already expressed in my teaching philosophy and the reasons have also been mentioned.

My methodology is different now, too. My opinion was that the Communicative Language Teaching Approach was by far the most effective approach to English

teaching. And, although it is not the panacea, it does work; however, my knowledge of the CLT was very limited. Most of the activities in my class were result of others' experiences. When I first started teaching in 2018, some fellow teachers shared their "secrets" with me. I had also surfed the internet to find best practices and I would download worksheets others had submitted and would give it to my students without making any changes. I used to look for activities for specific language skills on the web. None of them worked. I was not taking into account my context, my students, their needs, their interests. Everything was wrong since one of the fundaments of the CLT is the students' centrality in the learning process. Module 1 gave me the knowledge about what language is, helped me understand why I do what I do and gave me the theoretical foundation I needed to correct what needed to be corrected and to improve those practices that were correct but that were only copied from other teachers.

Thanks to the new knowledge, now I am able to look back at every class I teach. Now I think critically about my performance as a facilitator in the classroom. Making a critical analysis about my classes has helped me identify my weaknesses and my strengths, but also my students' weaknesses and strengths which allows me to design activities to help them improve.

Before module 2, I wanted my students to sound and pronounce like native speakers because I, too, wanted to sound like one. I used to think that was the goal of learning English. As a result, my classes were mainly focused in communicative activities which I thought were only speaking activities. But module 2 contents and the guidance of my tutor Elin, her comments on my assignments taught me that the best way to teach English was to take an integrative approach where the four language skills were included. During that module, we were given techniques to work with these skills using technology in the classroom. I must confess that the module was a real challenge because if there is something we lack in Salto de Agua, that is technology and technological devices. Although most students now have a cell phone that is useless in a place where reception is a problem. So, they use their cell phones to listen to music, to take pictures and so

on. Hence, I learned to adapt the contents to my teaching context. One thing that will always stay with me is precisely the need to have an integrative way when it comes to teaching English.

The days of dealing with only the American culture in my class are over. Module 3 taught me that culture plays an important role; but this culture inclusion is not limited to talking about customs and traditions in the US or the UK. In fact, it goes way as far as to a kind of competence I have never heard about: intercultural competence. This module shed some light on this area of teaching culture in the classroom. The theory presented in this module made me aware that we are working with the young minds of today who will be the global citizens of tomorrow. I also learned that the target language is not the only that should be seen in class; other cultures too and even our very own culture. This is because our cultural background plays a crucial role in how we treat people, how we react to others' actions and how we communicate or understand language.

The last part of module 3 dealt with assessment. My approach to assessing and testing was wrong and based on my own experience as a student and on institutional constraints. My idea of assessing and testing was that of checking the grammar, doing oral communicative activities and then, strangely, testing students' knowledge of the grammar with a written test in no communicative way, because now that I look back, the type of tests I would give my students was fill-in-the-blanks, cloze and underline the correct word or form of the verb. In other words, my teaching had no defined, logical and theoretically-sane purposes and the tests were completely the opposite to what I thought I wanted. I wanted them to be communicative competent, but in the end, the tests measured only their linguistic competence and in a very poor way. Module 3 taught me the difference between testing and assessing, gave me tools to design assessing tools that really assessed what needed to be assessed and what a good testing or assessing tool should be based on. That has been explained in more detail in the assessing tools section.

As a conclusion, I can say that I feel satisfied with the outcome of not only this project, but all that I have learned in this program. I wanted to enter this program to learn how to make a difference in my classroom as I was certain it would enhance my career in the field of education; today I can say my mission has been accomplished. I know I will continue to learn much more through experiences in the coming courses and classes as well.

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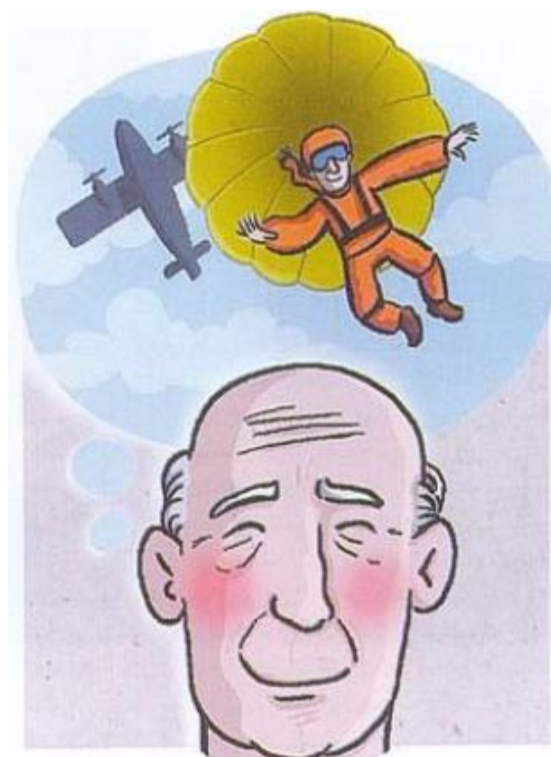
Appendixes

Listening class

April	May	June
October	November	December

eventeenth	**25th** twenty-fifth	
ighteenth	**26th** twenty-sixth	
ineteenth	**27th** twenty-seventh	
wentieth	**28th** twenty-eighth	
wenty-first	**29th** twenty-ninth	
22nd twenty-second	**30th** thirtieth	
23rd twenty-third	**31st** thirty-first	
24th twenty-fourth		

6th sixth	**14th** fourteenth	
7th seventh	**15th** fifteenth	
8th eighth	**16th** sixteenth	

I'm going to graduate from high school on June 8th. I'm going to start college in September.

— Sarah

My eightieth birthday is on August 21st. I'm going to go skydiving for the first time. I can't wait!

— Walter

My boyfriend, Kenta, and I are going to get married on October 16th. We're going to have a big wedding.

— Mari

Danna Stefany rojas Diaz   May 13th/24

I.- Fill in the blanks with the correct missing information.

Speaker 1.- I´m going to graduate from high _school_ on _june 8th_. I´m _going_ to start college in _september_.   sarah ✓

Speaker 2.- My eightieth birthday is on _August 21st_. I´m going to go skydiving for the first time. I can´t wait!   walter

Speaker 3.- My boyfriend, Kenta, and I are going to get married on _October 16th_. We are going to have a big wedding.   Mari
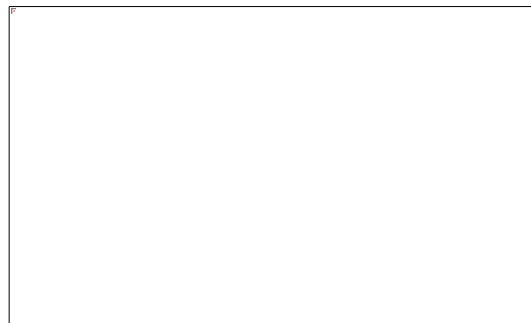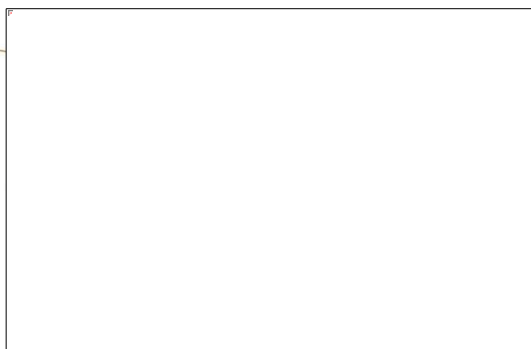
Walter   Mari   Sarah

1.- Listening rubric

Listening rubric	
Name: _____	Rating: _____

Rating	
5 Excellent	The student is attentive, courteous and sensitive to the ideas, intellectual curiosity, attention to the task, gets involved in the task, shows sensitivity to others, creates a productive environment in and for the group. The student is able to identify the missing words and writes them down without making spelling mistakes.
4 Proficient	The student is attentive and courteous, purposefully and confidently listens to the conversation. He/she is able to identify all the missing words and writes them down but makes some spelling mistakes.
3 Satisfactory	The student is courteous and willing to listen to others, pays attention and listen carefully. He/she is able to identify and writes them down but makes some spelling mistakes.
2 Limited	The student is easily distracted, lacks confidence, does not pay much attention, is not willing to listen carefully. He/she is able to identify some of the missing words and writes them down but makes many spelling mistakes.
1 Poor	The student is not involved in the activity and lacks courtesy. He/she is unable to identify the missing words.

Speaking class

Isaac Ruiz Mayo   May 8th, 2024

2 A

Happy Birthday!

	¹c	a	n	d	y

(crossword grid)

1 across: c a n d y
2 across: p r e s e n t s
3 across: m o n e y
4 across: c a k e
1 down: c a n d l e s
2 down: p i ñ a t a

ACROSS
1 In Mexico, kids receive little plastic bags full of _____.
2 I usually get lots of _____ on my birthday.
3 In Salto de Agua, guests give _____ to the birthday guy.
4 I love the food, but I love my birthday _____ the most.

DOWN
1 The majority of American children, celebrate birthdays with a cake topped with lighted
2 We hit a _____ on my birthday party.

Comparison table

What do they do to celebrate their birthday?	
Argentina	Pull on their ears.
China	Familia and friends eat noodles tugetto
India	they wear colorful dress to school
Mexico	People wear a blindfold and hit a Piñata
The United States	At my birthday party, I make a wish and blow out.
Salto de Agua	cake, food, presents, candy, and clown.

2.- Speaking rubric

Speaking rubric	
Name: _____	Rating: _____
Activity: _____	
Comments:	

Rating	Demonstrated competency
4	• Uses a variety of vocabulary and expressions • Uses a variety of structures with only occasional grammatical errors • Speaks smoothly, with little hesitation that does not interfere with communication • Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction • Pronunciation and intonation are almost always very clear/accurate • Uses non-verbal communication to help convey meaning.
3	• Uses a variety of vocabulary and expressions, but makes some errors in word choice • Uses a variety of grammar structures, but makes some errors • Speaks with some hesitation, but it does not usually interfere with communication • Stays on task most of the time and communicates effectively; generally, responds appropriately and keeps trying to develops the interaction • Pronunciation and intonation are usually clear/accurate with a few problem areas • Uses non-verbal communication but it is not helpful
2	• Uses limited vocabulary and expressions • Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors • Speaks with some hesitation, which often interferes with communication • Tries to communicate, but sometimes does not respond appropriately or clearly • Pronunciation and intonation errors sometimes make it difficult to understand the student • Uses non-verbal communication but it is confusing
1	• Uses only basic vocabulary and expressions • Uses basic structures, makes frequent errors • Hesitates too often when speaking, which often interferes with communication • Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly • Frequent problems with pronunciation and intonation • Uses Only verbal-communication
	Adapted from Authentic Assessment for English Language Learners by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company

Link of the video: https://www.youtube.com/watch?v=7jrTgtX8q9k

Speaking activity:

https://drive.google.com/file/d/1vdZvpYNgmP8gyL5BxMyj55KPtEzaIqPu/view?usp=drive_link

Reading class

Greetings Around the World

www.greettheworld.com

Touching is a crucial aspect you should learn about when greeting others and having a conversation. In the Middle East, Southern Europe, and Latin America, there is a lot of physical contact during conversations. In Spain, you can see men holding each other's arms or placing a hand on the other person's shoulder.

However, in Northern Europe, you must apologize if you accidentally touch someone. Germans, for example, do not appreciate touching at all. The Japanese are also culturally opposed to the touch of a stranger.

This may be clear if you analyze how they greet each other: with a bow. Muslims also have strict cultural rules about touching. Men and women cannot touch in public. Even married couples walking down the street cannot hold hands.

G p.135

Reading test

May 13th, 2024

Instructions: answer the following questions with the information you read from the worksheet *Greetings from Around the World.* Write T for True or F for False.
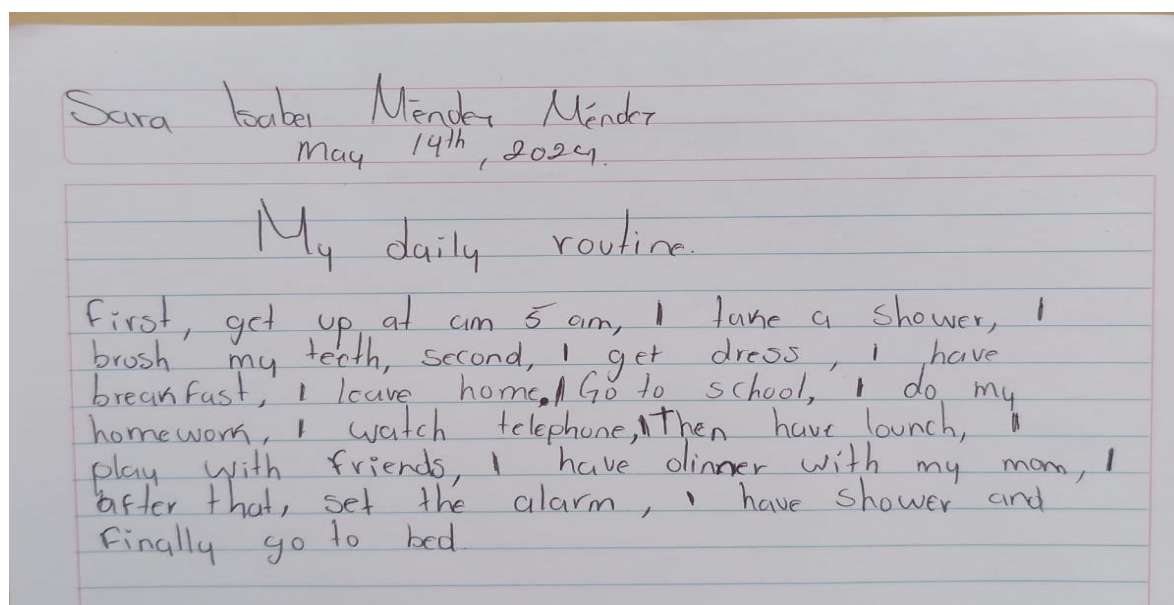
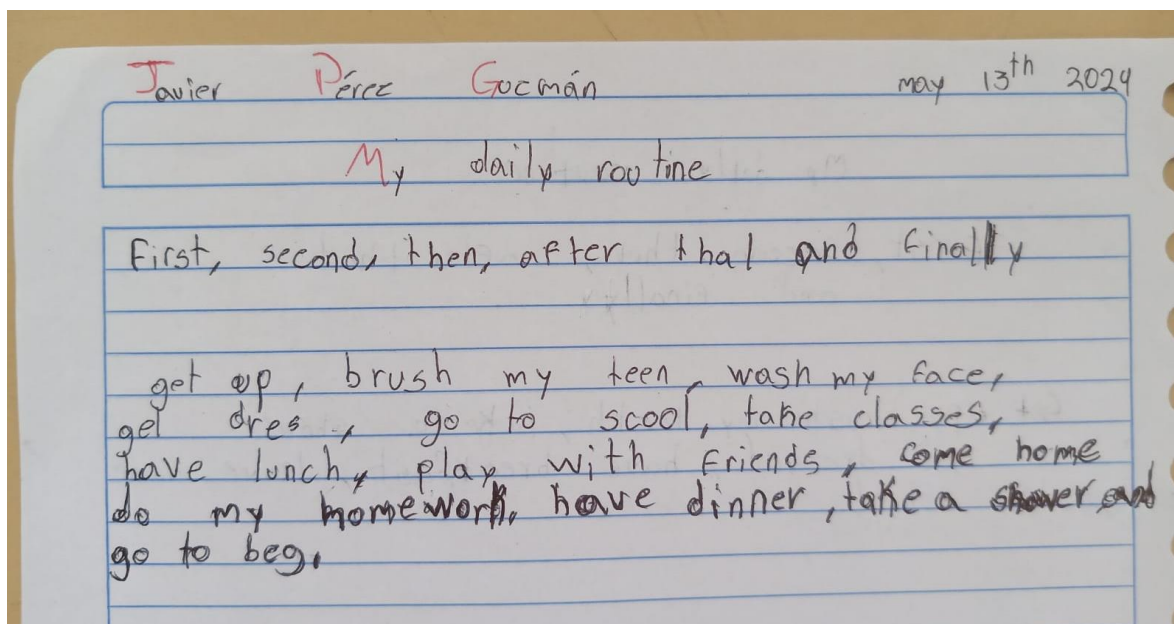1.- There is not physical contact in Middle East, Southern Europe, and Latin America during conversation. __T__

2.- In Spain you can see men holding each other's arms or placing a hand on the other person's shoulder. __T__

3.- In Northern Europe it is okay if you accidentally touch someone. __F__

4.- Germans do not appreciate touching at all. __T__

5.- Muslims can touch in public. __F__

Almo Ramirez 3-A

Writing class

Link of the video: (79) Kids vocabulary - My Day - Daily Routine - Learn English for kids - English educational video - YouTube

Javier Pérez Gucmán   May 13th 2024

My daily routine

First, second, then, after that and finally

get up, brush my teen, wash my face,
get dres, go to scool, take classes,
have lunch, play with friends, come home
do my homework, have dinner, take a shover and
go to beg.

Sara Isabel Méndez Méndez
May 14th, 2024.

My daily routine.

First, get up at am 5 am, I take a shower, I
brush my teeth, second, I get dress, I have
breakfast, I leave home, Go to school, I do my
homework, I watch telephone, Then have lounch, I
play with friends, I have dinner with my mom, I
after that, set the alarm, I have shower and
finally go to bed.

4.- Writing rubric

Student´s name:	Activity:
Date:	
MARKERS: **Excellent/Very Good: 10-09** Good/average: 8-7 Fair/poor: 6-5 Very poor: 4-0	**Observations:**
Content=30% Organization=20% Vocabulary=20% Language use=30% Mechanics=10%	Content Substantive development of a main idea Adequacy and relevance of supporting detail
	Feedback:
Organization Fluent expression of ideas; not choppy or abrupt Logical sequencing Cohesiveness Ideas not confused or disconnected	Vocabulary Sophisticated range with effective choice of words and idioms Meaning not obscured by incorrect words Word choice not limited by lack of vocabulary Appropriate word register, which is a level of formality appropriate to the topic and the audience
Feedback:	Feedback:
Language use Use of complex constructions Few errors of agreement, tense, number, word order, and function	Mechanics Mastery of conventions of spelling, punctuation, and capitalization
Taken from: http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=2396&chapterid=5092	

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Tipo:	✔ Trabajo recepcional ☐ Tesis
Presentado para obtener el grado de:	✔ Especialidad ☐ Maestría ☐ Doctorado
Programa de posgrado:	Especialización en Enseñanza / Tutor(a), Asesor(a) o Director(a): Elin Emilsson Ingvarsdotir
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