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CELEBRATIONS AND FESTIVITIES AROUND THE WORLD: AN INTERCULTURAL PERSPECTIVE.

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PARA OBTENER EL DIPLOMA DE

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PRESENTA:

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Atentamente,

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4

Table of contents

Abstract

The project "Celebrations and Festivities Around the World: An Intercultural Perspective" focuses on teaching English as a foreign language through an intercultural lens, using global celebrations as a thematic axis to foster the development of linguistic and cultural competences in high school students. This work integrates key second language acquisition theories, such as Vygotsky's Sociocultural Theory and Stephen Krashen's hypotheses, with pedagogical practices aimed at promoting effective communication and intercultural understanding.

Throughout the project, lesson plans are presented to develop listening, speaking, reading, and writing skills in English, while students explore and compare local and foreign celebrations. The activities are complemented by evaluation tools such as rubrics and observation guides, which systematically measure learning progress.

The results show significant improvements in students' language skills as well as in their appreciation of cultural diversity. The project concludes by emphasizing the importance of an integrated approach that combines theory and practice, and that values both the cognitive and social aspects of learning a foreign language, with the goal of preparing students to communicate effectively in global contexts.

Key words: Interculturality, English Language Teaching, Second Language Acquisition, Cultural Diversity, Intercultural Perspective.

Introduction

The acquisition of a second language, such as English, is a complex process that requires a deep understanding of linguistic theories and practical teaching methodologies. This project is a detailed exposition of my teaching philosophy, methodologies, and experiences as an educator in the field of English as a Second Language. Through this project, I aim to provide a comprehensive view of the theoretical frameworks and practical strategies that underpin effective language teaching and learning. The work is structured as follows:

Chapter I: Philosophy and Theory serves as the foundation of this project, elaborating on the core principles that guide my teaching practice. This chapter begins by outlining my teaching context, which includes the educational environment, the social context of the students, and the specific challenges and opportunities present in my teaching setting. Next, I present my teaching philosophy, which is based on the belief that language learning is both a cognitive and social process, and my teaching identity, which reflects my commitment to fostering an inclusive and supportive learning environment.

The chapter further explores key concepts in second language acquisition. Central to this discussion is the Sociocultural Theory, which emphasizes the role of social interaction and cultural context in language learning. Additionally, the chapter delves into Stephen Krashen's influential hypotheses, such as the Monitor Hypothesis, which suggests that conscious learning serves as a monitor for what is subconsciously acquired; the Natural Order Hypothesis, which posits that grammatical structures are acquired in a predictable order; the Input Hypothesis, which highlights the importance of comprehensible input slightly above the learner's current level; and the Affective Filter Hypothesis, which explains how emotional factors can affect language acquisition. The concept of the Zone of Proximal Development (ZPD) is also discussed, emphasizing its relevance in providing appropriate support to students as they develop new language skills.

Chapter II: Methodology and Practice offers an in depth analysis of the practical application of language teaching theories in my instructional practice. This chapter is divided into several sections, each detailing different aspects of my teaching methodology. It begins with an overview of the language teaching theories that inform

my practice, followed by a detailed lesson plan encompassing a variety of activities designed to enhance linguistic and cultural competencies.

The lesson plan includes sessions focused on culture and interculturality, where students explore and compare local and foreign festivals to foster cultural awareness. The Use of English session emphasizes interactive presentations and oral practices to improve students' speaking and listening skills. The Listening session is designed to develop selective listening skills through pre-listening, listening, and post-listening activities. The Reading session aims to enhance reading comprehension and critical thinking skills through pre-reading questions, individual reading, and error correction activities. The Writing session focuses on developing students' written communication skills by practicing the use of future tense structures in meaningful contexts.

Assessment tools are a critical component of my methodology, ensuring that students' progress is systematically monitored and evaluated. This chapter discusses various assessment techniques, including direct observation, observation guides, checklists, and rubrics, each serving a specific purpose in the comprehensive evaluation of students' language skills.

Chapter III: Experience Report offers a reflective account of the teaching sessions conducted, providing detailed descriptions and analyses of each session. The report includes an explanation of the activities implemented, the methodologies employed, and the observed outcomes. For example, the Use of English session involved interactive discussions and oral practices that significantly improved students' pronunciation and listening comprehension. The Listening session required students to identify festivals and their countries of origin from audio recordings, enhancing their selective listening skills. The Reading session engaged students in reading comprehension exercises and error correction activities, reinforcing their understanding of grammatical structures and textual content. The Writing session focused on composing emails using future tense structures, helping students apply grammatical rules in practical communicative contexts.

The results of each session are meticulously documented, highlighting the progress made by students in various linguistic domains, such as cultural understanding, research skills, pronunciation, listening comprehension, reading proficiency, and written communication. These reflective insights not only underscore the successes and

challenges encountered during the teaching process but also provide valuable lessons for future instructional practices.

Through this structured approach, this project aims to demonstrate how an integrated methodology that combines theoretical principles with practical application can effectively enhance students' understanding and use of the English language. By fostering a collaborative learning environment that addresses both the cognitive and social aspects of language acquisition, students are better equipped to apply their language skills in real world communicative contexts.

Chapter I Philosophy and Theory

As a linguist and educator specializing in English language instruction, my philosophy on second language acquisition (SLA) is informed by foundational theories that elucidate the intricate process of language learning, particularly in the context of acquiring English as an additional language.

1.0 My Teaching Context

For this project, work will be done with high school education students at the *Preparatoria Oficial Número 89*, which is a public institution belonging to the schools of the State of Mexico. The school is located in the municipality of Huixquilucan, bordering the Cuajimalpa de Morelos district in Mexico City.

The school has a total of 12 groups, with around 55 students in each group. I have been assigned to four of these 12 groups, all of them correspond to the third year of high school (3rd I, 3rd II, 3rd III, and 3rd IV).

The students at the school have access to various spaces to facilitate their learning, including a library, an auditorium, a computer room with internet access, a laboratory, two sports fields, and a courtyard. The classroom is equipped with internet, television, and speakers where we practice the four communication skills in English. On some occasions, we use the computer room to carry out activities on various online platforms to reinforce what we learn in class. Additionally, we sometimes go to the courtyard to engage in dialogues or team activities.

The *Secretaria de Educación Pública* requires a B2 level or higher in English language instruction to develop in the students the four English language skills and enable them to communicate effectively. My class is mostly conducted in English to help students become accustomed to the sound of the English language, but occasionally, I have to use my native language, which is Spanish, to translate certain instructions.

The profile of students at *Preparatoria Oficial Número 89* is quite diverse, as some students come from various socioeconomic and cultural backgrounds, creating a diverse classroom environment. Most students are local residents of the community, but some come from more distant areas.

The age range of third year students is from 17 to 19 years old, reflecting the typical stage of high school education in Mexico. The student population at this school is diverse in terms of family and social backgrounds; some students come from families with limited resources, while others have a medium socioeconomic status. Some come from singl parent families, while others have both parents. There are few students whose parents have a college degree, while others have only completed high school or secondary education.

Regarding language proficiency, students display a variety of skills and levels of language mastery. Some have previous experience in learning English in primary and secondary education, while others are starting from scratch. My primary goal as an English teacher is to help all students develop their language skills and achieve a level of communicative competence that will be useful in their future education and careers.

It is essential for me to provide inclusive education that addresses the individual needs and abilities of students, promoting equal opportunities and respect for diversity. I also strive to foster a collaborative and motivating learning environment that allows my students to actively participate in their language acquisition process and reach their educational and personal goals.

1.1 My Teaching Philosophy

My teaching philosophy is based on a comprehensive understanding of language teaching and learning, especially in the context of Mexico, where language programs have been implemented, and the teaching of social language practices and communication competencies is valued.

I believe that learning is an active process, and students should be at the center of education. This involves adapting my pedagogical approach to the individual needs, interests, and abilities of my students. Every student is unique, and it is essential to recognize and respect their differences. I cannot teach the same way I was taught ten years ago because everything is constantly changing. I firmly believe that in these times, we must adapt to the students. For example, I cannot play them a song from ten or more years ago; it should be relevant to their context and interests. Therefore, it is crucial to get to know them from the first day of class.

I consider that the primary purpose of learning a language is effective communication. Therefore, my teaching is based on real life situations and the development of listening, speaking, reading, and writing skills. I encourage interaction in the classroom and activities that reflect everyday situations where students can apply what they have learned. In my opinion, students construct their knowledge through experience; that is why I strive to make classes meaningful so that they can acquire and enrich their learning. I present challenging activities where they work on all four English language skills, taking into account the diversity of learning styles, fostering an inclusive environment where no one is left behind.

I try to apply my knowledge of linguistics to teaching English so that students can efficiently acquire the language. I emphasize collaborative activities where they practice syntax, phonetics, phonology, pragmatics, among others.

In summary, my teaching philosophy is centered on creating a student centered learning environment that promotes effective communication, values social language practices and communication competencies, encourages intercultural awareness, and uses formative assessment for feedback to improve my teaching practice and enhance my activities to ensure that all students learn. My goal is to prepare my students not only to master the language but also to become global citizens who can effectively use their language skills in a variety of contexts and situations.

1.2 My Teaching Identity

I have a degree in linguistics and a master's degree in humanities (Linguistics). I am a passionate teacher of English and Spanish with an extensive background in teaching at various educational levels, both in private and public institutions. My career as an English teacher began in the field of elementary education, specifically at the primary level while completing my master's degree.

I initially worked in a public school, teaching students from first to sixth grade, with a total of 24 groups, providing one hour of English per week. Later, I worked in a private school, teaching all grades, where there were only six groups, one for each grade and I also taught preschool children at the same institution. During these years, I had the opportunity to introduce children to the world of English in a playful and creative manner. It was a rewarding experience to see how the youngest students acquired their

initial knowledge of the language and developed an early interest in learning. They always looked forward to English class, eagerly awaiting my arrival.

Due to the pandemic, I was not renewed in my contract at the public school, but I continued at the private school and had to adapt to the new situation caused by the coronavirus so I had to teach on line. I had to learn to use different platforms for practicing English and develop PowerPoint games to make my classes more dynamic.

As my career progressed, I decided to expand my horizons and move to the secondary education level. Three years ago, I took the exam to earn hours in the Secretaría de Educación Pública. Here, I continue working with adolescents who are at a crucial stage of their development, and my goal is to help them develop strong skills in both English and Spanish that will be useful in their academic and professional futures.

It is an exciting challenge to adapt my teaching methods to meet the changing needs of my students, as each generation is different. However, I strive to do so in the best way possible to immerse them in the world of English learning and teach them the usefulness of acquiring a new language.

Finally, I made the leap to higher education, where I have been teaching English for the past year. At this level, I encounter young people who are about to enter university or the workforce, so my role is to prepare them to communicate effectively in English in academic and professional situations. It is a privilege to help my students acquire a high level of English proficiency and understand the importance of this language in a globalized world.

Mexico has implemented a new educational model called the "Nueva Escuela Mexicana", which has brought about many changes in English education as well as the topics covered in both elementary education and high school education. In elementary education, these are referred to as "Procesos de desarrollo de aprendizajes (PDA)" while in high school education, they are known as "Progresiones".

The "Nueva Escuela Mexicana" aims to modernize and improve the quality of education, emphasizing inclusion, equity, relevance, and the comprehensive education

of students, preparing them to face the new challenges of the 21st century and contribute to the development of Mexican society[1]

Throughout my career as an English teacher, I have learned that teaching is a constant journey of learning and adaptation. Each educational level presents unique challenges but also opportunities to inspire students and contribute to their personal and academic growth. My passion for English teaching and my commitment to education remain the driving force that motivates me to continue growing as a teacher and making a difference in the lives of my students.

1.3 Main concepts about Second Language Acquisition

The acquisition of a second language (ASL) is a complex process that involves a series of key concepts that help us understand how individuals learn and develop proficiency in an additional language apart from their native tongue. Here are some of the main concepts that are essential for comprehending ASL.[2]

Input: It refers to the exposure an individual has to a language. This exposure can be oral (listening) or written (reading). Input is crucial for ASL as it provides the material that the student will process and learn from.

Output: Output refers to the active production of language, whether speaking or writing in the target language. Output production is essential for practicing what has been learned and developing communicative skills.

Motivation: Motivation is the internal or external drive that leads a person to learn and acquire a second language. It can be intrinsic (personal motivation) or extrinsic (external motivation, such as rewards or external pressures).

Interaction: Interaction refers to active communication in the target language. This includes conversations, debates, and any form of bidirectional communication. Interaction is essential for developing effective communication skills.

Vocabulary: Vocabulary refers to the set of words an individual knows and can use in a language. Expanding vocabulary is an important part of ASL.

Grammar: Grammar refers to the rules and structures that govern the construction of phrases and sentences in a language. Understanding and applying grammar is essential for language comprehension and production.

Communicative Competence: This concept refers to an individual's ability to communicate effectively in a language. It includes not only grammatical and lexical knowledge but also the ability to use language appropriately in specific social and cultural situations.

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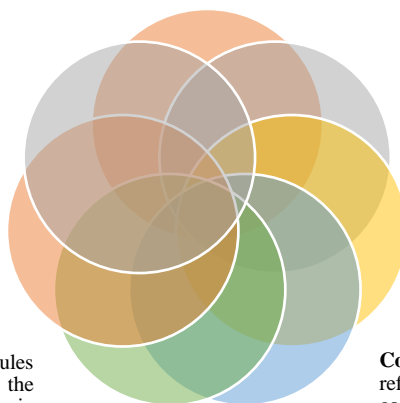
[1] For more information review the next document: **La Nueva Escuela Mexicana** (NEM): Orientaciones para padres y comunidad en general. Subsecretaria de Educación Pública, disponible en: https://educacionmediasuperior.sep.gob.mx/work/models/sems/Resource/13634/1/images/La%20Nueva%20Escuela%20Mexicana_orientaciones%20para%20padres%20y%20comunidad%20en%20general_(Documento).pdf

[2] These ideas were obtained through the lessons of Unit 2 of the English Language Teaching Specialization (2023).

1.3.1 Sociocultural Theory

The sociocultural theory, developed by the Russian psychologist Lev Vygotsky, has been applied in the study of second language acquisition (SLA) to understand how the social and cultural environment influences the process of learning a second language. This theory places a special emphasis on social interaction and the cultural context in which learning takes place.

One of the key concepts of the sociocultural theory is the Zone of Proximal Development (ZPD). It refers to the gap between what a student can do independently and what they can achieve with the assistance of an instructor or a more competent peer. In SLA, this means that students can greatly benefit from interaction and collaboration with native speakers or more advanced peers. This topic will be further elaborated upon in section 1.4.

1.3.2 Stephen Krashen's hypotheses in the second language acquisition

Stephen Krashen's hypotheses in second language acquisition focus on the idea that learning a new language is more effective when it occurs naturally and meaningfully. Krashen proposes several hypotheses, including the Input Hypothesis, the Affective Filter Hypothesis, the Monitor Hypothesis, and the Natural Order Hypothesis.

1.3.2.1 Monitor hypothesis

Stephen Krashen's Monitor Hypothesis is a well-known theory in the field of second language acquisition (SLA). This hypothesis focuses on the relationship between conscious learning, which I believe refers to explicit knowledge of grammar rules, and the unconscious acquisition of language competence because second language learners can monitor the grammaticality and ungrammaticality of their linguistic production, showing that they have learned part of the language's linguistic system. However, when trying to monitor their linguistic production, they may modify it. This theory is based on the following conditions:

1. Focus on Form: For the correction mechanism to be active, students must pay attention to the structure of the target language. Their ability to use this mechanism depends on their attention to the formal aspects of the language. This condition implies that, in the learning process, grammatical form is more relevant than meaning.

2. Knowledge of Grammar Rules: Learners must know the grammar rules of the language they are studying in order to apply them in various syntactic contexts. This implies knowing the language's structures, such as knowing that a morpheme that only occurs in third-person verbs should be added or the change from adjective to adverb, among others.

3. Time: Students need time to reflect on the rules and be able to apply them effectively in their speech. The ability to use the correction mechanism requires a certain amount of mental processing time.

1.3.2.2 The natural order hypothesis

Krashen's Natural Order Hypothesis is an important concept that helps us understand how students acquire a second language, such as English.

According to Krashen (1982), when students learn a second language, they tend to follow a predictable natural order in the acquisition of grammatical structures. This means that there are some grammar rules that students will learn first before others. For example, students tend to learn basic structures like the simple present before moving on to more complex verb tenses like the present perfect.

This process is similar to how children learn their native language. Children first learn the simpler structures before progressing to the more complicated ones. In English teaching, this suggests that we should be patient and understand that each student has their own pace of learning. Some students may learn certain structures faster than others.

As teachers, it is important to present the content gradually and ensure that students are ready to learn new structures. We should not rush to teach advanced concepts before students have grasped the fundamentals.

1.3.2.3 The input hypothesis

Stephen Krashen's Input Hypothesis, also known as the Comprehensible Input Theory, is a central part of his theory on second language acquisition.

Krashen (1982) argues that for second language acquisition to occur, students must be exposed to "comprehensible input." This means that the language they are exposed to should be understandable to them, even if they do not understand every word or

structure. Comprehensible input is essential because it challenges students to go beyond their current level of language competence.

Krashen also introduces the idea of "i + 1," which represents the next level of language competence for the student. The input should be slightly above their current level ("i") for effective learning to take place. This involves presenting structures and vocabulary that are slightly more complex than what the student already knows.

The challenge as educators in applying Krashen's Input Hypothesis is to balance comprehensibility and challenge, adapting to the individual needs of students, and creating a motivating and effective learning environment.

1.3.2.4 Affective filter hypothesis

Stephen Krashen's Affective Filter Hypothesis is another important part of his theory on second language acquisition. This hypothesis focuses on how emotions and psychological factors can influence the process of acquiring a second language.

Krashen (1982) introduces the term "affective filter" to describe the impact of emotions on the second language learning process. This affective filter can be high or low, depending on the student's emotions and attitudes toward language learning. Motivation plays a significant role in the Affective Filter Hypothesis. Students who are motivated to learn a second language tend to have a low affective filter. This means they are emotionally engaged and willing to take risks in their learning. Another crucial aspect of this hypothesis is that motivation can stem from personal interests, professional goals, or simply the desire to communicate in another language. Additionally, the learning environment and the relationship between the teacher and students can influence the affective filter. A supportive and encouraging environment can help reduce anxiety and promote positive self-esteem when learning a new language.

1.4 Zone of Proximal Development

The Zone of Proximal Development (ZPD) is a key concept in the sociocultural theory of the Russian psychologist Lev Vygotsky, who argued that learning occurs through social interaction and how an individual's cognitive abilities are influenced by their social and cultural environment.

The ZPD refers to the gap between what a student can do independently and what they can achieve with the support of an adult or a more capable peer. The key points to understand this theory are:

1. Level of Actual Development (LAD): This is the ability or knowledge that an individual has already acquired independently. It represents what they can do by themselves without additional help.

2. Zone of Proximal Development (ZPD): The ZPD is the difference between the LAD and a person's developmental potential with the assistance of an adult or a more capable peer. In other words, it is the space where the skills the student is close to achieving but cannot yet do without assistance are located.

3. Level of Potential Development (LPD): This is the highest level of skills that an individual can reach with appropriate guidance and support. It represents a person's maximum potential for development

The importance of the ZPD lies in highlighting the crucial influence of social interaction and guided teaching on an individual's learning and development. Teachers can identify a student's ZPD and design activities and tasks that are within this zone, providing the right level of challenge and support to foster growth and learning.
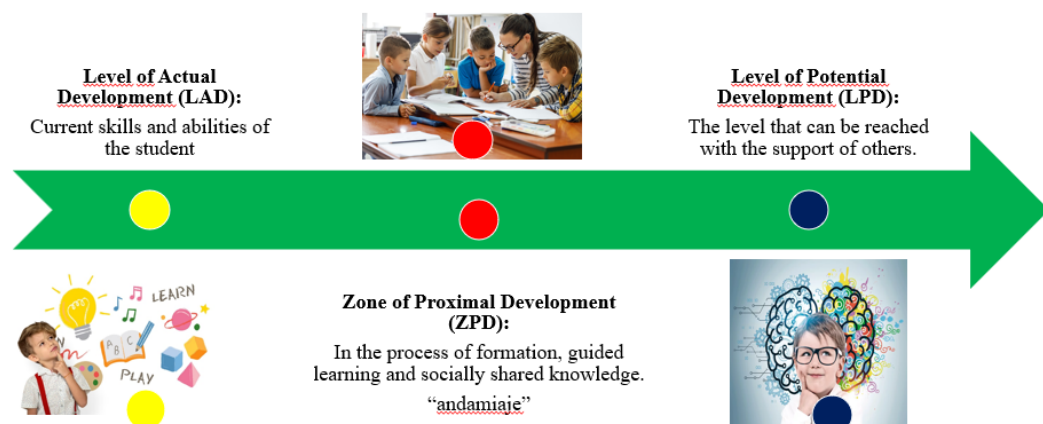

Diagram about the Zone of Proximal Development created by Jorge Morales[3].

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[3] The images about the children and teacher were obtained from the internet.

Chapter II Methodology and Practice

In the realm of language acquisition, the methodology employed plays a pivotal role in shaping learners' linguistic competence and proficiency. As a linguist and educator, my approach to teaching English as a second language (ESL) is anchored in a robust methodology that integrates theoretical principles with practical application, ensuring comprehensive language development among students.

2.0 Language Teaching Theories Used in My Practice

As an English teacher, my pedagogical approach is based on a comprehensive understanding of various linguistic theories, including the influential ideas of Noam Chomsky and other prominent linguists. Chomsky's ideas, particularly regarding language acquisition and grammar, have had a significant impact on how I approach English language teaching, as have Stephen Krashen's concepts about the use of English in various contexts.

Chomsky (2004) is well known for his theory of linguistic innatism, which posits that humans have an innate predisposition to acquire language. This theory emphasizes the importance of generative grammar, a set of rules and structures that underlie all human languages. In my practice, I recognize the significance of generative grammar when teaching my students the fundamental rules and patterns of English. For example, I present a sentence like (1a) and explain that verbs require arguments to convey meaning, to form a negative statement, we need to insert a negative particle (sometimes accompanied by an auxiliary verb, which serves only to provide meaning to the negation) as shown in (1b), and to create a question, we simply need to rearrange the elements in the sentence, as demonstrated in (1c).

(1)

    a. He is a teacher.

    b. He is not a teacher.

    c. Is he a teacher?

To help students understand these concepts effectively, I provide them with additional examples and, once they grasp the concepts, I introduce structures that serve as rules for generating a multitude of sentences, as seen in (2).

(2)

    a. Subject + verb to be + complement.

    b. Subject + verb to be + negative + complement.

    c. Verb to be + subject + complement + question mark.

Once students acquire these structures, it becomes easier for them to construct sentences without needing to think about the grammar. They occasionally make errors, I encourage them to self-correct and reorganize their sentences. Once I see that students have mastered the structures, we practice through dialogues and reading exercises with the aid of listening comprehension.

However, as a linguist, I understand that teaching grammar rules alone is not sufficient. It is essential to use language in context so that students can effectively acquire English through linguistic competence. The idea that context is crucial for language learning is supported by some linguists and pedagogical theories. One of the foremost proponents of context-based learning is Stephen Krashen (1981), whose theory is known as "input comprehensible." He argues that to acquire a second language effectively, students must be exposed to language input that is comprehensible yet slightly more advanced than their current level of competence to facilitate natural language acquisition, I encourage my students to socialize in English, even if they make mistakes. I strive to create a safe and encouraging atmosphere by reassuring them with the phrase "If I make a mistake, I can correct it, it's okay." We engage in various activities throughout the school, simulating different situations to practice a variety of sentences. For instance, we might plan a hypothetical party next Saturday, which involves applying what they have learned about syntax (using future or "going to" constructions), phonetics (pronunciation), morphology (vocabulary), semantics (meaning), and pragmatics (speech acts).

In my classroom, I aim to provide authentic English content that is comprehensible yet challenging, fostering an environment where students can naturally and meaningfully acquire new language skills.

In summary, my English teaching practice draws from a variety of linguistic theories, and by combining these approaches, I endeavor to offer my students an enriching

educational experience that enables them to effectively acquire and use English in a globally diverse and culturally rich context.

2.1 Lesson Plan

In planning sessions focused on interculturality and English language skills under the theme "Celebrations and Festivities Around the World," activities were designed to promote the development of students' cultural awareness and language competencies. Each session will center on a specific English language skill: Use of English, Listening, Reading, Writing, and Speaking. The primary objective of these sessions is to develop students' cultural awareness.

By encompassing the four language skills: Listening, Reading, Writing, and Speaking, students are provided with a comprehensive learning experience that enables them to develop all fundamental language areas in a balanced and effective manner.

Integrating the four English language skills within the context of cultural celebrations fosters the development of authentic and relevant communicative skills for real-life situations. Students not only acquire linguistic knowledge but also learn to apply it effectively in intercultural contexts.

Focusing on the theme of celebrations and festivities around the world provides students with a unique opportunity to explore and understand different cultures and traditions. This not only enriches their understanding of the world but also enables them to develop a deeper cultural awareness and appreciation for cultural diversity.

2.1.1 Culture and Interculturality

Culture and interculturality represent two complex terms addressing the diversity of human expressions, both in terms of beliefs, values, social practices, and in the manifestation of linguistic and symbolic forms. From a linguistic perspective, culture is manifested through language, with language being a central point for the transmission and construction of cultural meanings. As Sapir (1956) points out, "Language not only reflects culture but also constructs and reproduces it, being an essential component in the interaction and negotiation of cultural meanings in intercultural contexts."

Interculturality, on the other hand, refers to the interaction between different cultures and how these interactions influence the construction of individual and collective

identities. In this sense, linguistics plays a fundamental role in addressing intercultural communication and the processes of teaching and learning foreign languages.

In the study of culture and interculturality, it is essential to recognize linguistic diversity as an intrinsic component of cultural diversity. According to Crystal (2003), "linguistic diversity reflects the cultural diversity of the human species." Each language embodies the unique values, beliefs, and perspectives of a community, and its study provides insight into the understanding of the culture that underpins it.

The influence of culture and interculturality on language is a complex matter that affects both the structure and the use of language in various communities. As Saville-Troike (2003) asserts, "Language and culture are inseparable, and understanding a language also involves understanding the sociocultural contexts in which it is used."

2.1.2 Use of English (Session I)

From an intercultural perspective, the main objective of this session is to foster students' cultural awareness by exploring and comparing local and foreign festivals. As noted by Byram (1997), "intercultural competence involves the ability to interact effectively and appropriately with people from different cultures." In this session, students have the opportunity to reflect on cultural diversity through the study of festivals from different countries, enabling them to broaden their understanding of the world and develop an appreciation for cultural differences as depicted in Image I.

Image I

TOPIC: Introduction to Cultural Festivities					
Expected Learning Outcomes	Understanding the importance of interculturality in global festivities.				
Linguistics skills	Use of English	**Sub linguistics skills**	Grammar and Vocabulary	**Time**	50 minutes
Session	**Strategies in didactic sequence activities**			**Teaching resources and materials**	**Digital support resources**
	Beginning	**Development**	**Closing**		
1	The students will recall and list local and foreign festivities, identifying them according to their cultural significance. Then, they will compare and evaluate the similarities and differences between these festivities. The teacher will write down the festivities on the board.	A PowerPoint presentation will be used to showcase a variety of festivities from different countries, requiring students to observe and recall the presented information. They will be asked to jot down relevant vocabulary in their notebooks. Next, the use of the future tense in English will be explained in the context of festivities, followed by exercises allowing students to practice and apply this grammatical structure. To conclude the activity, students will be tasked with locating the mentioned festivities on a world map.	They will watch a video with a variety of festivities, allowing students to recall and recognize relevant information. Following this, a feedback session will be conducted where students will share their impressions about what they have learned. During this discussion, emphasis will be placed on vocabulary and grammar related to the festivities. The teacher will provide general feedback on the students' performance.	1. Notebook. 2. Board. 3. World map. 4. Audiovisual material on festivities. **GRAMMAR:** • Future simple tense and future going to **VOCABULARY:** • Countries • Festivities • Verbs related to festivities. • Words related to cultures.	1. YouTube: Short videos on global festivities. 2. PowerPoint presentation on interculturality. 3. Dictionary app

However, it is important to consider potential issues that may arise during the session. One of them could be the lack of participation from some students due to unfamiliarity with foreign festivals or difficulty in relating them to their own culture. To address this issue, the teacher can foster an environment of openness and respect towards cultural diversity, encouraging students to share their own experiences and cultural knowledge.

Another potential issue could be difficulty in understanding and applying the grammatical structure of the future tense in English within the context of festivals. To mitigate this problem, the teacher can provide clear and practical examples, as well as activities that allow students to practice and apply the grammatical structure in relevant and meaningful situations.

Regarding vocabulary, some students may face challenges in remembering and retaining vocabulary related to festivals and foreign cultures. To help students overcome this challenge, the teacher can utilize vocabulary teaching techniques such as repetition, the use of images, and associating words with personal experiences.

2.1.3 Listening (Lession 2)

This session aims to foster students' cultural awareness by exploring the diversity of festivals around the world. As noted by Deardorff (2009), "intercultural competence requires an ongoing process of self-assessment and self-reflection on one's own identity and cultural influences." In this session, students have the opportunity to reflect on festivals as cultural and social expressions, allowing them to develop greater self-awareness and awareness of others as depicted in Image II.

Image II

TOPIC: Exploration of diverse festivities around the world.					
Expected Learning outcomes	Getting acquainted with various cultural festivities and their traditions.				
Linguistics skills	Listening	**Sub linguistics skills**	Listening for gist ☐ Listening for detail ☐	**Time**	50 minutes
Session	**Strategies in didactic sequence activities**			**Teaching resources and materials**	**Digital support resources**
	Beginning	**Development**	**Closing**		
2	The session will begin with a brief review of the previous session, allowing students to recall relevant information.

Subsequently, an introduction to the diversity of festivities will be conducted, where the teacher will explain the significance of these celebrations in various cultures and societies. During this activity, students will be encouraged to participate actively to enrich the discussion. | An audio describing various global festivities will be played, allowing students to listen and recall vocabulary and grammatical structures. Before playing the audio, students will be provided with a worksheet to complete based on the information they hear.

We will address any possible doubts that arise, especially related to the vocabulary on the worksheet.

We will play the audio three times to make sure students fully understand it. Once we finish the audio activity, we'll have a brief discussion about the mentioned festivities. | A group reflection will be conducted where students will share their impressions and experiences with the previous activity.

The teacher will provide feedback on the students' participation and understanding. | 1. Audio about festivities.
2. Worksheets with texts and questions.
3. Notebook.
4. Board.

GRAMMAR:
• Future simple tense and future going to

VOCABULARY:
• Countries
• Festivities
• Verbs related to festivities.
• Words related to cultures. | 1. Festivities audio for playback in th class.
2. Online resources to expand information about the mentioned festivities.
3. Dictionary app |

It is important to consider potential issues that may arise during the session. One of them could be difficulty in understanding and retaining the vocabulary and grammatical structure presented in the audio. To address this issue, the teacher can provide a worksheet with exercises to help students practice and apply the vocabulary and grammar in context.

Another potential issue could be the lack of participation from some students during the discussion of the festivals mentioned in the audio. To address this problem, the teacher can foster an environment of openness and respect towards students' opinions, encouraging them to share their impressions and personal experiences related to the festivals.

2.1.4 Reading (Session 3)

This session presents a valuable opportunity to develop students' reading comprehension skills, as well as their intercultural awareness. Following Grabe's ideas, comprehensive reading is a complex process that involves the integration of prior knowledge, linguistic skills, and comprehension strategies. Therefore, in this session, students have the opportunity to apply these skills to read and comprehend texts about previously unmentioned festivals, allowing them to expand their knowledge about different cultures and traditions as depicted in Image III.

Image III

Topic: Reading and Comprehension of Cultural Festivities.					
Expected Learning Outcomes	Enhancing reading and comprehension skills while exploring the diversity of festivities in different cultures.				
Linguistics skills	**Reading**	**Sub linguistics skills**	Scanning ☐ Skimming ☐	**Time**	**50 minutes**
Session	Strategies in didactic sequence activities			**Teaching resources and materials**	**Digital support resources**
	Beginning	**Development**	**Closing**		
3	We will start with a brief review of the previous session, allowing students to recall relevant information.	Worksheets with texts about two previously unmentioned festivities will be distributed, requiring students to observe and remember the provided information. Next, we will explain how to approach comprehensive reading and identification of relevant information in the text. Students will individually read the texts and answer comprehension questions.	A group reading will be conducted so that all students participate in evaluating the comprehension questions. Any doubts arising during this session's work will be addressed.	1. Worksheets with texts about festivities. 2. Pencils or pens for note-taking during reading. 3.Notebook. **GRAMMAR:** • Future simple tense and future going to **VOCABULARY:** • Countries • Festivities • Verbs related to festivities. Words related to cultures.	1. Television for projecting the reading. 2.0 Dictionary app.

It is important to consider potential issues that may arise during the session. One of them could be difficulty in understanding the vocabulary and grammatical structure presented in the texts about previously unmentioned festivals. To address this issue, the

teacher can provide additional explanations about the meaning of unfamiliar words and complex grammatical structures, as well as encourage active student participation in identifying and discussing these difficulties.

Another potential issue could be the lack of participation from some students during the group reading and evaluation of comprehension questions. To address this problem, the teacher can foster an environment of collaboration and mutual support, encouraging students to work together to solve the questions and share their ideas and perspectives on the texts.

2.1.5 Writing (Session 4)

This session provides an opportunity to explore linguistic and cultural interactions within the educational context. By focusing on drafting a text about a festival and on interaction among students during peer feedback, active language use and the construction of shared meanings are promoted. As Holmes (2013) points out, "sociolinguistics focuses on how language use reflects and constitutes social and cultural relationships" as depicted in Image IV.

Image IV

Topic: Creation of a blog about a cultural festivity.				
Expected Learning outcomes	Developing writing skills while delving into a specific festivity.			
Linguistics skills	Writing	**Sub linguistics skills**	Spelling ☐ Punctuation ☐ Coherence and cohesion ☐ Layout ☐	**Time** 50 minutes
Session	**Strategies in didactic sequence activities**			**Teaching resources and materials**	**Digital support resources**
	Beginning	**Development**	**Closing**		
4	We will start with a brief review of the previous session, allowing students to recall relevant information.	A worksheet will be provided, including an example email, in which students will identify and place some missing words to complete the reading. Next, students will be asked to answer questions that will serve as a guide for drafting their own writing. Students will write about a festivity using the information obtained from the answers to the previous questions. During this process, the teacher will provide individual guidance to assist students in planning and structuring their writing.	After completing their writings, students will share in small groups to conduct peer feedback. Some selected students will have the opportunity to read their writing in front of their peers. During this process, the teacher will be present to address any possible doubts that arise. As homework, students will be asked to create an infographic about a festivity from a country they would like to visit.	1. Worksheet . 2. Notebook. 3. Board. **GRAMMAR:** • Future simple tense and future going to **VOCABULARY:** • Countries • Festivities • Verbs related to festivities. • Words related to cultures.	1. Dictionary app

It is important to consider potential issues that may arise during the session. One of them could be a lack of understanding of the instructions or the vocabulary used in the provided example email. To address this issue, the teacher can provide additional examples and clear explanations about the content and purpose of the activity, as well as encourage collaboration among students to solve difficulties together.

Another potential issue could be a lack of participation from some students during peer feedback. To address this problem, the teacher can create an atmosphere of trust and mutual respect, encouraging students to express their opinions and providing guidance on how to offer constructive and helpful feedback.

2.1.6 Speaking (Session 5)

This final session focuses on practicing oral skills and reflecting on the importance of understanding and appreciating different cultures, promoting active language use through peer interaction as depicted in Image V.

Image V

Topic: Oral presentation on cultural festivities.					
Expected Learning Outcomes	Enhance oral expression skills and share knowledge about festivities.				
Linguistics skills	Speaking	Sub linguistics skills	Fluency ☐ Using Function ☐ Pronunciation	Time	50 minutes
Session	Strategies in didactic sequence activities			Teaching resources and materials	Digital support resources
	Beginning	Development	Closing		
5	A comprehensive feedback session will be conducted on everything covered in the previous sessions, allowing students to recall and evaluate all they have learned. Questions about the importance of interculturality and why it is relevant to know will be posed. Students will reflect on the importance of understanding and appreciating different cultures in a global context.	Students will be asked to organize into teams of four members. They will be provided with a sheet containing a map with images and a triggering question to practice their speaking skills. Next, teams will be given a specific time to organize and practice their oral presentations. Each team will deliver their oral presentation, discussing the assigned festivities while highlighting cultural aspects and traditions.	Students will be asked to explain their infographic as a group. It is expected that students use future tense and vocabulary during the explanation of their work. Subsequently, the teacher will provide feedback and conclude the activity, emphasizing the most interesting aspects of the presented festivities, thus reinforcing understanding and appreciation of cultural diversity.	1. Flashcard sheets. 2. Student infographics. **GRAMMAR:** • Future simple tense and future going to **VOCABULARY:** • Countries • Festivities • Verbs related to festivities. • Words related to cultures.	1. Television for image projection 2. Dictionary app

It is important to consider potential issues that may arise during the session. One of them could be a lack of active participation from some students due to shyness or lack of confidence in their oral skills. To address this issue, the teacher can create an atmosphere of support and mutual respect, encouraging students to express themselves freely and providing constructive and positive feedback during oral presentations.

Another potential issue could be a lack of understanding of the instructions or information provided on the worksheet. To address this problem, the teacher can provide clear examples and detailed explanations about the content and purpose of the activity, as well as encourage collaboration among students to solve difficulties together.

2.2 Assessment Tools

Assessment is an essential process that goes beyond the simple grading of knowledge; it is a tool to understand students' progress, identify areas for improvement, and adapt

teaching practices to meet individual students' needs. Stufflebeam and Shinkfield (1995) consider assessment as a complex yet inevitable process. It becomes a positive force when "it serves progress and is used to identify weaknesses and strengths, and to strive for improvement."

Assessment tools are instruments and methods used to collect information, measure performance, and analyze results in different contexts. These tools may vary depending on the evaluation objectives, the type of data to be collected, and the characteristics of the participants or subjects being assessed.

The development of assessment tools for evaluating activities within a teaching plan is crucial to ensure the effectiveness of the teaching and learning process. These tools provide a framework for measuring students' progress, identifying areas for improvement, adjusting teaching strategies as needed, and providing successful feedback. As Stufflebeam (2000) mentions, "assessment tools are the means by which the necessary data are collected and organized to evaluate established objectives and standards."

2.2.1 Direct Observation.

Direct observation is an assessment method that involves systematically observing and recording behaviors, interactions, or performance in real-time. This approach allows evaluators to gather firsthand information about individuals' actions, skills, or abilities in authentic settings. As Martinez (2010) mentions, "direct observation gives us the opportunity to gather detailed and accurate information about human behavior in real life situations.

For the listening skill activity, direct observation will be carried out because this approach provides a unique opportunity to assess students' ability to comprehend and process auditory information in real-time.

Table 1. Assessment for listening skill.

ASSESSMENT				
Expected outcome	Description of the expected outcome	Assessment instrument and criteria	Evidence of selected learning for integration into assessment	Weighting
• Participation in guided discussion. • Completed worksheet.	The student will share their opinion on the importance of diversity. The student will complete their worksheet with the help of the audio.	Direct observation and recording of contributions. Review of answers and listening comprehension.	Completed worksheet glued in their notebook	10

Note: This table shows the activities that teacher will assess.

Direct observation allows us to capture not only the accuracy of comprehension, but also aspects such as processing speed, the ability to follow instructions, and the identification of key details in oral discourse. Additionally, it enables us to assess how students respond to and engage with auditory content, providing a more comprehensive insight into their ability for active and effective listening.

2.2.2 Observation Guide

The observation guide, as an evaluation tool, plays a crucial role in the systematic and objective collection of data on behaviors, interactions, and performance in various contexts. As Cohen, Manion, and Morrison (2013) mention, "systematic observation is a data collection technique that involves planned and structured observation of behaviors, events, or phenomena according to predefined guidelines."

An observation guide may include rating scales or categories to record and quantify observed behaviors or events. In the words of Baehr and Lambert (2012), "rating scales in an observation guide allow for a more objective and standardized evaluation of observed behaviors, facilitating comparison across different observers and moments."

For the reading skill activity, an observation guide will be implemented due to its usefulness in gathering detailed and objective data on students' performance in this specific area.

Table 2. Assessment for reading skill.

ASSESSMENT				
Expected outcome	Description of the expected outcome	Assessment instrument and criteria	Evidence of selected learning for integration into assessment	Weighting
• Worksheet with completed activities.	The student will complete their worksheet and practice their reading skills by answering comprehension questions.	Observation guide during the completion of their texts.	Worksheet glued in their notebook.	10

Note: This table shows the activities that teacher will assess.

The observation guide will provide me with a systematic structure that will allow me to record and analyze key aspects of the reading process, such as text comprehension, reading speed, ability to identify relevant information, and application of reading comprehension strategies. Additionally, the observation guide will facilitate

the identification of strengths and areas for improvement in students' performance, enabling me to adapt my teaching strategies and provide individualized feedback to promote effective development of reading skills.

Table 3. Assessment for speaking skill.

ASSESSMENT				
Producto esperado	Descripción del producto esperado	Instrumento y criterio de evaluación	Evidencia del aprendizaje seleccionado para integrar a la evaluación	Ponderación
• Oral presentation about a cultural festivity.	Students will explain their infographic using the vocabulary and grammar covered in previous sessions.	Observation guide and rubric.	Oral and group presentation.	10

Note: This table shows the activities that teacher will assess.

The observation guide allows us to gather detailed information on students' fluency, pronunciation, vocabulary, grammar, and other relevant aspects of oral discourse. Furthermore, this technique provides us with the opportunity to identify strengths and areas for improvement in oral communication, facilitating individualized feedback and the design of personalized teaching strategies.

When assessing the speaking skill, it is important to consider several key aspects:

1. I will evaluate the fluency and coherence of the discourse, observing if the student can communicate smoothly and naturally, maintaining a logical sequence of ideas.
2. I will pay attention to pronunciation and intonation, aiming for proper articulation of English sounds and appropriate use of rhythm and emphasis on words.
3. I will assess the vocabulary used by the student, ensuring they employ an appropriate range of words and expressions to effectively convey their ideas.
4. I will consider grammar and sentence structure, evaluating if the student correctly employs grammatical structures and if their sentences are well-constructed.

2.2.3 Checklist

The checklist is a fundamental tool in the evaluation process, especially when assessing students' performance in specific areas. As Wiggins (1990) mentions, "checklists are

effective tools for breaking down assessment criteria into more manageable and observable elements."

This tool consists of a series of items or performance criteria listed alongside a checkbox to indicate whether each item has been achieved or not. As noted by Arter and McTighe (2001), "checklists enable objective and consistent evaluation by providing clear and specific criteria for determining the attainment of learning objectives."

For the use of English skill activity, a checklist will be implemented due to its effectiveness in evaluating and providing feedback on student performance.

Table 4. Assessment for use of English.

ASSESSMENT				
Expected outcome	Description of the expected outcome	Assessment instrument and criteria	Evidence of selected learning for integration into assessment	Weighting
• World map colored with the names of the festivities.	The student will locate on a map the festivities projected at the beginning of the session, and write down the name and country of origin.	Checklist	Colored map	10

Note: This table shows the activities that teacher will assess.

The checklist will provide me with a clear and specific set of evaluation criteria that will allow me to observe and assess students' use of English in various linguistic contexts, such as grammar, vocabulary, spelling, and coherence in written or verbal expression. Additionally, the checklist will facilitate an objective and systematic evaluation of students' progress, enabling the identification of strengths and areas for improvement in their language proficiency.

The checklist designed to evaluate the proposed activity includes a series of criteria that summarize the learning objectives expected to be achieved by the students. These criteria encompass the identification of festivities, the identification of continents, grammatical usage, and presentation and organization. Each of these criteria is composed of several specific indicators that allow for a precise and detailed assessment of student performance.

Table 5. Check list to assess the activities

Assessment Criteria	Yes	No
1. **Identification of Festivities:**		
a. The student correctly located all festivities projected at the beginning of the session on the map.		
b. The student used the appropriate vocabulary to name each festivity.		
2. **Country Identification:**		
a. The student wrote the name of the country of origin next to each festivity.		
b. The student correctly identified the country of origin for each festivity.		

Note: This table shows the assessment criteria and the indicators.

The checklist[4] is an effective tool in the evaluation process, providing clear and specific criteria for assessing students' performance in various educational contexts. By using checklists appropriately, teachers can obtain an objective and consistent assessment of students' progress and provide relevant feedback to promote effective learning.

2.2.4 Rubric

Rubrics are valuable tools in the evaluation process as they provide clear and specific criteria for assessing students' performance in various educational activities. A rubric typically includes a list of evaluation criteria and a rating scale describing the performance levels associated with each criterion. According to Wiggins (1998), "rubrics provide a clear guide for students on performance expectations and assist teachers in providing more effective feedback."

In addition to providing clear evaluation criteria, rubrics can also promote self assessment and self regulation in students. According to Brookhart (2013), "rubrics encourage student reflection on their own learning by providing specific criteria for self assessment."

For the writing skill activity, a rubric will be used due to its ability to provide clear and specific criteria for evaluating students' performance in writing production.

Table 6. Assessment for writing

ASSESSMENT				
Expected outcome	Description of the expected outcome	Assessment instrument and criteria	Evidence of selected learning for integration into assessment	Weighting
• Worksheet with completed activities.	The student will complete their worksheet and write a composition.	Rubric.	Completed worksheet glued in their notebook.	10

Note: This table shows the activities that teacher will assess.

Rubrics allow for a more objective and consistent evaluation by establishing clear achievement standards for different aspects of writing, such as content organization, clarity and coherence of the text, proper use of grammar and spelling, among others. By using a rubric, students have a clear understanding of what is expected of them in terms of writing quality, and teachers can provide precise and constructive feedback to help improve their skills in this area.

The rubric[5] designed to evaluate the proposed activity includes a series of criteria that summarize the learning objectives expected to be achieved by the students. These criteria encompass content, vocabulary, organization, language use, and mechanics (syntax and semantics).

Table 7. Rubric to assess the activities

Aspect	Excellent	Good	Poor	Very poor
Content	The presentation of content is clear, comprehensive, and relevant. Ideas are well-developed and supported with adequate evidence. 3 points	Most ideas are clear and relevant, but there could be more development or detail in some points. 2 points	Content is limited or confusing. Ideas are not fully developed or lack sufficient evidence. 1 points	Content is confusing or incoherent, and evidence is insufficient or incorrect. 0 points

Note: This table shows the assessment criteria and the indicators.

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[5] See the complete rubric in appendix VIII.

Chapter III Experience Report

The methodology employed has proven effective not only in broadening students' cultural understanding but also in enhancing their English language skills through the integration of interactive presentations, oral practices, and clear grammatical explanations. This comprehensive approach ensures that students not only acquire theoretical knowledge but also can apply it practically in real communicative contexts.

3.1 Use of English (Session I)

From an intercultural perspective, the main objective of this session is to foster students' cultural awareness by exploring and comparing local and foreign festivals. As noted by Byram (1997), "intercultural competence involves the ability to interact effectively and appropriately with people from different cultures."

During the first session, an exhaustive exploration was conducted on the topic of festivities that students were already familiar with from their own country. This exploration not only served to introduce the theme of festivities but also to assess the level of familiarity and understanding among students regarding this cultural topic.

In a second stage, a detailed PowerPoint presentation was delivered on a selection of festivities from various countries around the world. This presentation included relevant information about the country of origin, traditions, and customs associated with each festivity. Students were encouraged to take notes in their notebooks to facilitate their understanding and retention of the information. Additionally, oral practices were carried out to allow students to become familiar with the correct pronunciation of words related to these festivities.

In a third stage, the topic of future tense in English was addressed, specifically the difference between the use of "will" and "going to". It was emphasized that although both are used to talk about future actions, they have slightly different nuances of meaning. Grammatical rules were explained, and contextualized examples were provided to help students understand how to correctly use these two verbal constructs in different communicative situations. This explanation was based on previous sessions before the recording where the grammatical structure of the future tense had been introduced.
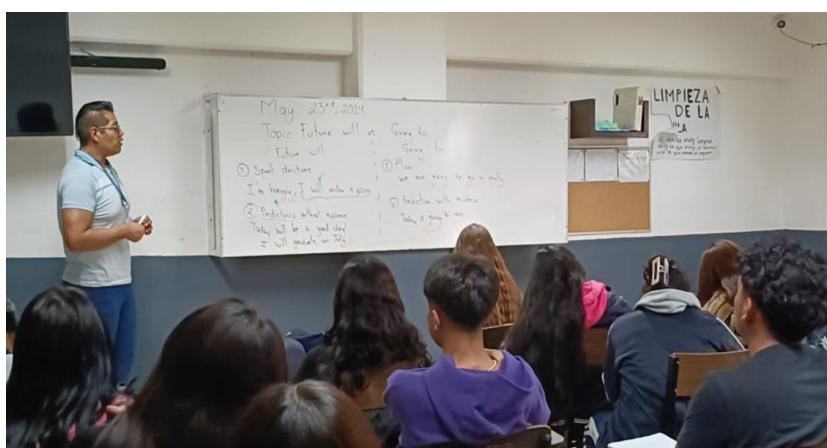

3.1.1 Results of Session I

The results of this first session indicate significant progress in cultural understanding, research skills, pronunciation, oral comprehension, as well as comprehension and application of key grammatical concepts. These achievements establish a solid foundation for the ongoing development of students' linguistic and cultural skills in future sessions.

The results of this first session can be described as follows:

1. Students have expanded their cultural understanding by exploring festivities from different countries, allowing them to appreciate cultural diversity and

recognize the similarities and differences among festive practices in various parts of the world.

2. Students have developed research skills by taking notes during the presentation and engaging in discussions about the festivities. This activity has helped them synthesize information and organize it meaningfully in their notebooks.

3. Oral practices have contributed to improving students' pronunciation and listening comprehension. By repeating and practicing the pronunciation of words related to the festivities, they have strengthened their English oral communication skills.

4. The explanation of the difference between "will" and "going to" has enabled students to understand and apply grammatical rules more effectively in context. They have been able to identify and correctly use these two verbal constructs in appropriate communicative situations.
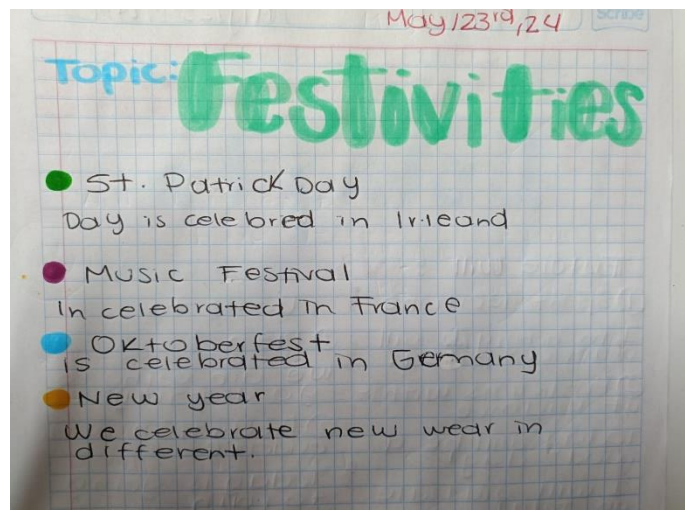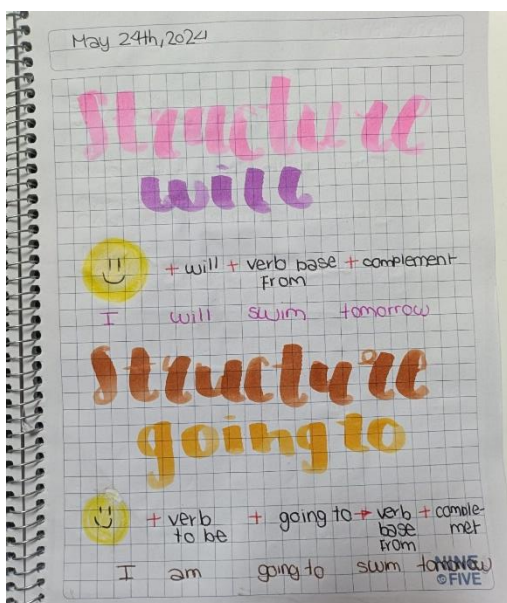
3.2 Listening (Session II)

This session aims to foster students' cultural awareness by exploring the diversity of festivals around the world. As noted by Deardorff (2009), "intercultural competence requires an ongoing process of self assessment and self reflection on one's own identity and cultural influences." In this session, students have the opportunity to reflect on festivals as cultural and social expressions, allowing them to develop greater self awareness and awareness of others.

In the second session, the focus was on developing students' listening skills. To start, a preliminary question was posed as a pre-listening strategy. This question explored what activities people engage in during festivals, allowing students to reflect on the topic and activate their prior knowledge.

In a second stage, the main listening activity took place. During this phase, students were challenged to identify both the festival presented in the audio and the associated country of origin. This activity fostered selective listening, as students needed to pay attention to recognize key words that would help them identify the requested information. The audio was played three times to provide students with the opportunity to familiarize themselves with the content and improve their listening comprehension.

Finally, a post-listening activity was implemented. In this final segment, students had to listen to the audio again and complete sentences with the relevant information they had captured. This activity not only consolidated their understanding of the auditory content but also provided them with the opportunity to practice integrating the information heard into specific linguistic contexts.

3.2.1 Results of Session II

The results of this second session indicate significant progress in students' listening skills, as well as their ability to apply active and selective listening strategies in authentic communication contexts. These achievements provide a solid foundation for the ongoing development of their linguistic skills and communicative competence in English.

The results of this second session can be described as follows:

1. Students have demonstrated an improvement in their ability to listen to and comprehend auditory information. Through the task of identifying the festival and the country of origin in the audio, they have developed selective listening skills and shown greater attention to linguistic details.

2. Students have applied effective listening strategies, such as identifying key words and using context to understand the information presented in the audio. This suggests progress in their ability to use active and selective listening techniques in real communication situations.

3. The post-listening activity, where students completed sentences with the correct information, shows that they have been able to integrate auditory information into a broader linguistic context. They have demonstrated a solid understanding of the information presented in the audio and have been able to apply it effectively in linguistic production.
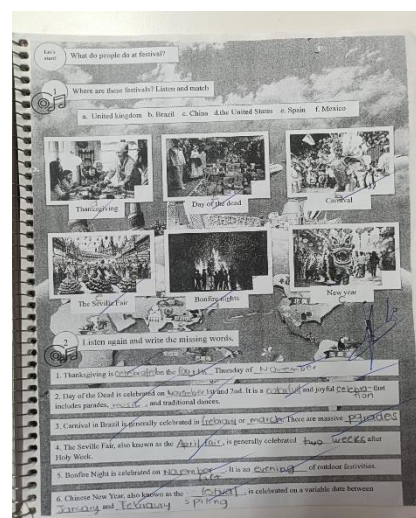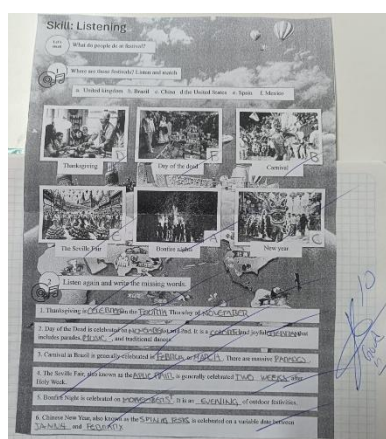
3.3 Reading (Session 3)

This session presents a valuable opportunity to develop students' reading comprehension skills, as well as their intercultural awareness. Following Grabe's ideas, comprehensive reading is a complex process that involves the integration of prior knowledge, linguistic skills, and comprehension strategies. Therefore, in this session, students have the opportunity to apply these skills to read and comprehend texts about previously unmentioned festivals, allowing them to expand their knowledge about different cultures and traditions.

In the third session, the focus was on developing students' reading skills. Initially, the text to be read was presented, starting with a preliminary question designed to help students anticipate the content of the text. This pre-reading strategy helped activate the students' prior knowledge and prepare them for reading. Next, the teacher read the text aloud, allowing students to become familiar with the correct pronunciation and intonation, thereby facilitating auditory comprehension of the textual content.

In the second stage, the teacher asked the students to read the text individually. Subsequently, the students answered a series of open-ended questions related to the text, specifically designed to practice future tense grammar. This activity not only assessed their understanding of the text but also promoted written production in a meaningful context. After completing the questions, a group discussion was held where students shared their responses, fostering the exchange of ideas and mutual correction.
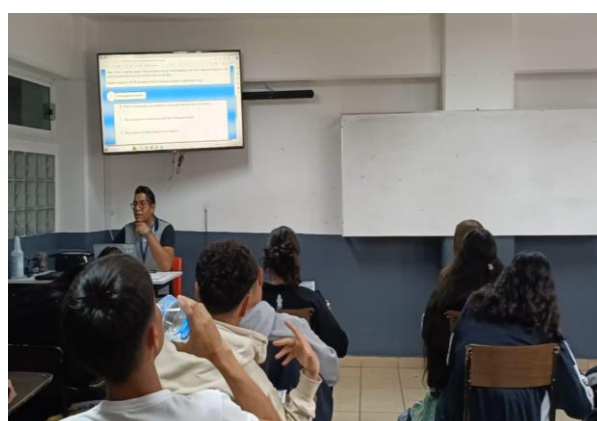
In the final part of the session, the students participated in an error correction activity. They were given several sentences containing errors based on the text's content, and their task was to correct them. This activity aimed to reinforce detailed comprehension of the text and improve grammatical accuracy. Once the students finished, the responses were reviewed as a group, allowing for discussion of the corrections and clarification of any potential doubts.

### 3.3.1 Results of Session III

The results of this third session indicate considerable progress in students' reading, grammar, and detailed comprehension skills. These achievements provide a solid foundation for the continuous development of their linguistic competencies and their ability to apply critical reading strategies in academic and communicative contexts.

The results of this third session can be described as follows:

1. Students demonstrated a significant improvement in their ability to read and comprehend texts in English. The pre-reading strategy, along with the teacher's read-aloud session, helped students familiarize themselves with the content and pronunciation, facilitating a better overall understanding of the text.

2. Through open questions related to the text, students were able to practice and apply future tense grammatical structures. This not only reinforced their grammatical understanding but also allowed them to use these structures in meaningful and communicative contexts.

3. The group discussion following individual reading promoted an environment of collaboration and shared learning. Students were able to exchange ideas,

mutually correct their responses, and enrich their understanding through dialogue with their peers.

4. The error correction activity allowed students to apply their understanding of the text in a critical and detailed manner. By identifying and correcting errors, students demonstrated an improvement in grammatical accuracy and greater attention to linguistic details.

5. By correcting incorrect sentences based on the information from the text, students showed a deeper and more detailed understanding of the content. This activity also helped reinforce their ability to identify and correct common errors, thereby improving their overall competence in the English language.
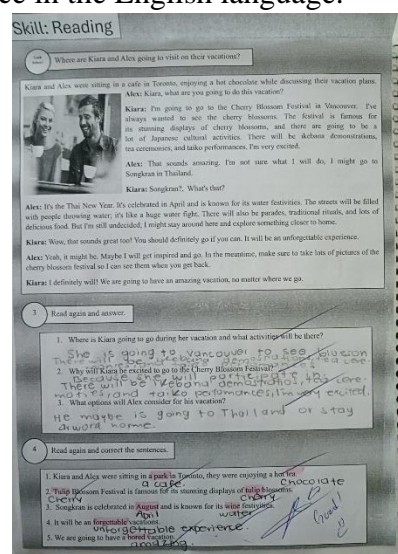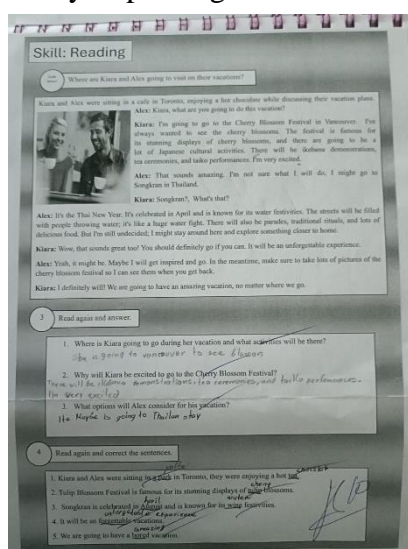
3.4 Writing (Session 4)

This session provides an opportunity to explore linguistic and cultural interactions within the educational context. By focusing on drafting a text about a festival and on interaction among students during peer feedback, active language use and the construction of shared meanings are promoted. As Holmes (2013) points out, "sociolinguistics focuses on how language use reflects and constitutes social and cultural relationships"

In the fourth session, the focus was on developing the students' writing skills. The teacher began by explaining that the session would concentrate on written production and outlined the structure of the activities to be carried out. In the first segment, the students read an e-mail and were instructed to respond using the structures "will" and "going to" to ensure content coherence and cohesion.

In the second part of the session, a series of questions were distributed to the students, aimed at discovering which place and festival they would like to visit in the future. This activity allowed the students to practice future tense grammar in a personal and meaningful context. Additionally, it encouraged reflection and the expression of their preferences and aspirations, which is crucial for the development of authentic communicative skills.

To conclude the session, the teacher asked the students to write an e-mail to a friend, using the answers from the previous questions. The task involved describing their future plans, integrating the "will" and "going to" structures they had learned. This activity not only reinforced their grammatical understanding but also promoted the practical application of these structures in a realistic communicative format.

3.4.1 Results of Session IV

The results of this fourth session indicate a significant progress in the students' writing skills, as well as their ability to apply grammatical structures of future tense in written and communicative contexts. These achievements establish a solid foundation for the continuous development of their language competencies and their ability to express ideas clearly and coherently in English.

The outcomes of this fourth session can be described as follows:

1. Students demonstrated a notable improvement in their ability to compose texts in English, specifically emails. The practice of reading and responding to emails allowed them to become familiar with the format and facilitated more coherent and structured writing.

2. Through activities involving writing with "will" and "going to," students were able to apply these grammatical structures correctly and appropriately. This not only reinforced their understanding of grammatical rules but also enabled them to use them in meaningful and realistic contexts.

3. The questions about places and festivals they would like to visit in the future encouraged personal reflection and expression of individual preferences. This activity not only enhanced their ability to use the future tense but also promoted self-expression and the exchange of personal ideas.

4. The combination of individual and group tasks promoted both autonomy and collaboration among students. Individual email writing followed by group feedback allowed for shared learning and enriched the educational experience of the students.

5. Students demonstrated greater accuracy and coherence in their writing. By receiving feedback from the teacher and their peers, they were able to correct errors and improve the clarity of their texts, which is essential for their communicative competence in English.
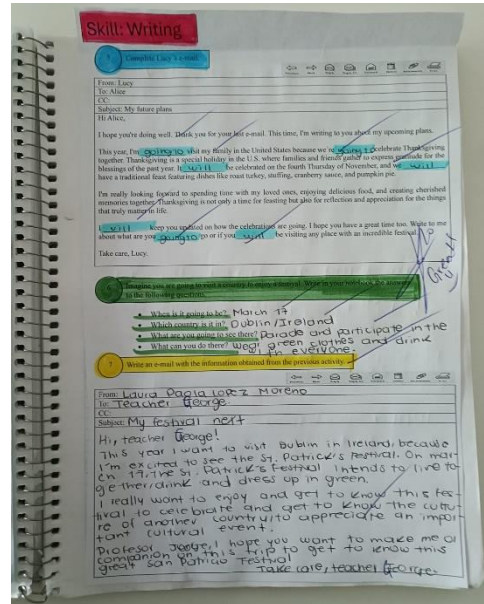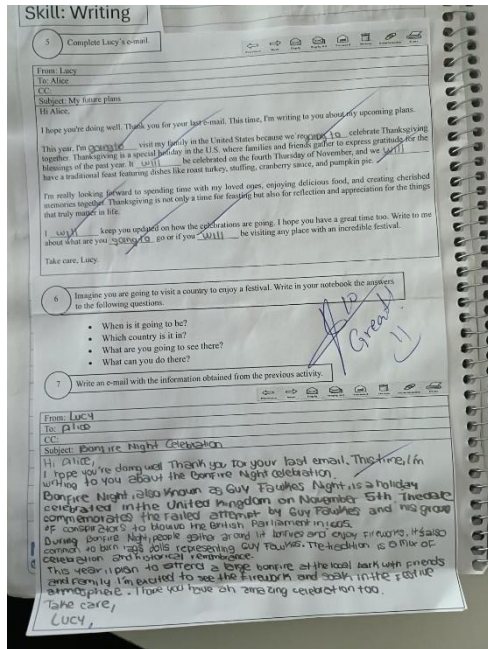
LINK VIDEO:

https://drive.google.com/drive/folders/1giV72FHFSYtPCzqeaP9dPDD_FW_taC0a?usp=sharing

Chapter IV Conclusions

In conclusion, the complex process of acquiring a second language, particularly English, requires a harmonious combination of linguistic theories and practical teaching methodologies. This project has provided a comprehensive examination of the fundamental principles, teaching philosophies, and methodological practices that underpin effective English language instruction. Through a detailed exploration of my teaching context, philosophy, and identity, as well as the incorporation of key theories such as Sociocultural Theory and Stephen Krashen's hypotheses, this project underscores the importance of an integrated approach to language teaching.

The detailed analysis presented highlights the importance of integrating interactive presentations, oral practices, and clear grammatical explanations to enhance students' linguistic abilities. By focusing on cultural awareness and intercultural competence, students can not only appreciate the diversity of global festivals but also make meaningful comparisons with their own cultural experiences. The structured lesson plans, encompassing listening, reading, writing, and speaking activities, demonstrate how theoretical principles can be effectively applied in practical and communicative contexts.

Evaluation tools, as discussed, play a crucial role in the systematic assessment of students' progress. The use of direct observation, observation guides, checklists, and rubrics ensures a comprehensive evaluation of students' linguistic competencies, providing valuable feedback for continuous improvement.

The reflective experience report illustrates the outcomes of the implemented methodologies. The documented progress in students' pronunciation, listening comprehension, reading competence, and writing skills validates the effectiveness of the integrated approach. Insights gained from these teaching sessions not only highlight the successes achieved but also offer critical reflections for refining future educational practices.

Overall, this project emphasizes that successful language acquisition is both a cognitive and social endeavor. By fostering an inclusive and supportive learning environment, educators can better equip students with the skills needed to navigate and communicate effectively in diverse real-world contexts. The integration of theoretical frameworks with practical applications not only enhances students' linguistic abilities

but also promotes a deeper cultural understanding, preparing them for meaningful interactions in an increasingly interconnected world.

This comprehensive approach to teaching English as a second language, detailed in this project, serves as a testament to the profound impact of well founded teaching philosophies and methodologies on students' language learning journeys. Through continuous reflection and adaptation, educators can ensure that their teaching practices remain dynamic, responsive, and effective in meeting the evolving needs of their students.

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Appendix I

LESSON PLAN

GENERAL DATA									
Subsystem	**Bachillerato General**		**School**	**Escuela Preparatoria Oficial Núm. 89**			**Shift**	Morning	**CCT**	**15EBH0178A**
Teacher's Name	Jorge Luis Morales Pérez		**Subject**	English VI			**Percentage of Subject Failure**		Not applicable
Semester	6ᵗᵒ		**Period**	February 01st to july 09th, 2024.					

Hours of Essential Learning	**C**	**H**	**T**	**Hours of Expected Learning**	**C**	**H**	**T**	**Tutorial Hours**	**C**	**H**	**T**
	9	*9*	*18*		*9*	*9*	*18*		*2*	*2*	*4*

Number of sessions	5	**Period to cover the content (date)**	
Learning block or axis	**Celebrations and Festivities Around the World**		
Disciplinary competencies CDBC	1. Evaluate a text by comparing its content with others, based on prior and new knowledge. 2. Produce texts based on the normative use of language, considering intention and communicative situation. 3. Identify and interpret the general idea and possible development of an oral or written message in a second language, drawing on prior knowledge, non-verbal elements, and cultural context. 4. Communicate in a foreign language through logical, oral, or written discourse, congruent with the communicative situation.		
Purpose of the block or axis	🇺🇸 Explore and understand the various celebrations and festivals that take place in different cultures and societies around the world. This topic aims to foster intercultural awareness among students, allowing them to learn about and appreciate the traditions, customs, and festive practices of diverse global communities.		
Expected learning	🇺🇸 That students acquire not only knowledge about celebrations and festivals worldwide, but also intercultural and linguistic skills that enable them to interact effectively in an increasingly globalized and diverse world.		

TOPIC: Introduction to Cultural Festivities					
ASSESSMENT					
Linguistics skills	Use of English	**Sub linguistics skills**	Grammar and Vocabulary	**Time**	50 minutes

Session	Strategies in didactic sequence activities			Teaching resources and materials	Digital support resources
	Beginning	**Development**	**Closing**		
1	The students will recall and list local and foreign festivities, identifying them according to their cultural significance. Then, they will compare and evaluate the similarities and differences between these festivities. The teacher will write down the festivities on the board.	A PowerPoint presentation will be used to showcase a variety of festivities from different countries, requiring students to observe and recall the presented information. They will be asked to jot down relevant vocabulary in their notebooks. Next, the use of the future tense in English will be explained in the context of festivities, followed by exercises allowing students to practice and apply this grammatical structure. To conclude the activity, students will be tasked with locating the mentioned festivities on a world map.	They will watch a video with a variety of festivities, allowing students to recall and recognize relevant information. Following this, a feedback session will be conducted where students will share their impressions about what they have learned. During this discussion, emphasis will be placed on vocabulary and grammar related to the festivities. The teacher will provide general feedback on the students' performance.	1. Notebook. 2. Board. 3. World map. 4. Audiovisual material on festivities. **GRAMMAR:** • Future simple tense and future going to **VOCABULARY:** • Countries • Festivities • Verbs related to festivities. • Words related to cultures.	1. YouTube: Short videos on global festivities. 2. PowerPoint presentation on interculturality. 3. Dictionary app

TOPIC: Exploration of diverse festivities around the world.

Expected outcome	Description of the expected outcome	Assessment instrument and criteria	Evidence of selected learning for integration into assessment	Weighting
• World map colored with the names of the festivities.	The student will locate on a map the festivities projected at the beginning of the session, and write down the name and country of origin.	Checklist	Colored map	10

Observations	The planning will be adjusted depending on the student's work pace, time, extracurricular activities, doubts, the cognitive level of the activities, exam administration, and feedback from the teacher.

Mtro. Jorge Luis Morales Pérez	
Teacher's Name and Signature	**Vo. Bo. Mtra. Brenda Barbara Soto Carrillo.**

Expected Learning outcomes		Getting acquainted with various cultural festivities and their traditions.				
Linguistics skills	Listening	**Sub linguistics skills**	Listening for gist ☐ Listening for detail ☐		**Time**	50 minutes
Session		**Strategies in didactic sequence activities**			**Teaching resources and materials**	**Digital support resources**
		Beginning	**Development**	**Closing**		
2		The session will begin with a brief review of the previous session, allowing students to recall relevant information.

Subsequently, an introduction to the diversity of festivities will be conducted, where the teacher will explain the significance of these celebrations in various cultures and societies. During this activity, students will be encouraged to participate actively to enrich the discussion. | An audio describing various global festivities will be played, allowing students to listen and recall vocabulary and grammatical structures. Before playing the audio, students will be provided with a worksheet to complete based on the information they hear.

We will address any possible doubts that arise, especially related to the vocabulary on the worksheet.

We will play the audio three times to make sure students fully understand it. Once we finish the audio activity, we'll have a brief discussion about the mentioned festivities. | A group reflection will be conducted where students will share their impressions and experiences with the previous activity.

The teacher will provide feedback on the students' participation and understanding. | 1. Audio about festivities.

2. Worksheets with texts and questions.

3. Notebook.

4. Board.

GRAMMAR:

• Future simple tense and future going to

VOCABULARY:

• Countries
• Festivities
• Verbs related to festivities.
• Words related to cultures. | 1. Festivities audio for playback in th class.

2. Online resources to expand information about the mentioned festivities.

3. Dictionary app |

ASSESSMENT				
Expected outcome	**Description of the expected outcome**	**Assessment instrument and criteria**	**Evidence of selected learning for integration into assessment**	**Weighting**
• Participation in guided discussion. • Completed worksheet.	The student will share their opinion on the importance of diversity. The student will complete their worksheet with the help of the audio.	Direct observation and recording of contributions. Review of answers and listening comprehension.	Completed worksheet glued in their notebook	10

Observations	The planning will be adjusted depending on the student's work pace, time, extracurricular activities, doubts, the cognitive level of the activities, exam administration, and feedback from the teacher.

Mtro. Jorge Luis Morales Pérez	
Teacher's Name and Signature	**Vo. Bo. Mtra. Brenda Barbara Soto Carrillo.**

Topic: Reading and Comprehension of Cultural Festivities.					
Expected Learning Outcomes		Enhancing reading and comprehension skills while exploring the diversity of festivities in different cultures.			
Linguistics skills	**Reading**	**Sub linguistics skills**	Scanning ☐ Skimming ☐	**Time**	50 minutes
Session		**Strategies in didactic sequence activities**		**Teaching resources and**	**Digital support**

	Beginning	Development	Closing	materials	resources
3	We will start with a brief review of the previous session, allowing students to recall relevant information.	Worksheets with texts about two previously unmentioned festivities will be distributed, requiring students to observe and remember the provided information. Next, we will explain how to approach comprehensive reading and identification of relevant information in the text. Students will individually read the texts and answer comprehension questions.	A group reading will be conducted so that all students participate in evaluating the comprehension questions. Any doubts arising during this session's work will be addressed.	1. Worksheets with texts about festivities. 2. Pencils or pens for note-taking during reading. 3.Notebook.	1. Television for projecting the reading. 2.0 Dictionary app.

GRAMMAR:

• Future simple tense and future going to

VOCABULARY:

• Countries
• Festivities
• Verbs related to festivities.
Words related to cultures.

Topic: Creation of a blog about a cultural festivity.				
Expected outcome	**Description of the expected outcome**	**Assessment instrument and criteria**	**Evidence of selected learning for integration into assessment**	**Weighting**
• Worksheet with completed activities.	The student will complete their worksheet and practice their reading skills by answering comprehension questions.	Observation guide during the completion of their texts.	Worksheet glued in their notebook.	10

Observations	The planning will be adjusted depending on the student's work pace, time, extracurricular activities, doubts, the cognitive level of the activities, exam administration, and feedback from the teacher.

Mtro. Jorge Luis Morales Pérez	
Teacher's Name and Signature	**Vo. Bo. Mtra. Brenda Barbara Soto Carrillo.**

Expected Learning outcomes			Developing writing skills while delving into a specific festivity.				
Linguistics skills	Writing	**Sub linguistics skills**	Spelling ☐ Punctuation ☐ Coherence and cohesion ☐ Layout ☐		**Time**	50 minutes	
Session	**Strategies in didactic sequence activities**				**Teaching resources and materials**		**Digital support resources**
	Beginning	**Development**	**Closing**				
4	We will start with a brief review of the previous session, allowing students to recall relevant information.	A worksheet will be provided, including an example email, in which students will identify and place some missing words to complete the reading. Next, students will be asked to answer questions that will serve as a guide for drafting their own writing. Students will write about a festivity using the information obtained from the answers to the previous questions. During this process, the teacher will provide individual guidance to assist students in planning and structuring their writing.	After completing their writings, students will share in small groups to conduct peer feedback. Some selected students will have the opportunity to read their writing in front of their peers. During this process, the teacher will be present to address any possible doubts that arise. As homework, students will be asked to create an infographic about a festivity from a country they would like to visit.		1. Worksheet . 2. Notebook. 3. Board. **GRAMMAR:** • Future simple tense and future going to **VOCABULARY:** • Countries • Festivities • Verbs related to festivities. • Words related to cultures.		1. Dictionary app

ASSESSMENT				
Expected outcome	**Description of the expected outcome**	**Assessment instrument and criteria**	**Evidence of selected learning for integration into assessment**	**Weighting**
• Worksheet with completed activities.	The student will complete their worksheet and write a composition.	Rubric.	Completed worksheet glued in their notebook.	10

Observations	The planning will be adjusted depending on the student's work pace, time, extracurricular activities, doubts, the cognitive level of the activities, exam administration, and feedback from the teacher.

Mtro. Jorge Luis Morales Pérez	
Teacher's Name and Signature	**Vo. Bo. Mtra. Brenda Barbara Soto Carrillo.**

Topic: Oral presentation on cultural festivities.					
Expected Learning Outcomes		Enhance oral expression skills and share knowledge about festivities.			
Linguistics skills	Speaking	**Sub linguistics skills**	Fluency ☐ Using Function ☐ Pronunciation	**Time**	**50 minutes**
Session		**Strategies in didactic sequence activities**		**Teaching resources and materials**	**Digital support resources**
	Beginning	**Development**	**Closing**		
5	A comprehensive feedback session will be conducted on everything covered in the previous sessions, allowing students to recall and evaluate all they have learned.

Questions about the importance of interculturality and why it is relevant to know will be posed.

Students will reflect on the importance of understanding | Students will be asked to organize into teams of four members. They will be provided with a sheet containing a map with images and a triggering question to practice their speaking skills.

Next, teams will be given a specific time to organize and practice their oral presentations.

Each team will deliver their | Students will be asked to explain their infographic as a group. It is expected that students use future tense and vocabulary during the explanation of their work.

Subsequently, the teacher will provide feedback and conclude the activity, emphasizing the most interesting aspects of the presented festivities, thus reinforcing understanding and appreciation of cultural | 1. Flashcard sheets.

2. Student infographics.

GRAMMAR:

• Future simple tense and future going to

VOCABULARY:

• Countries
• Festivities
• Verbs related to festivities. | 1. Television for image projection

2. Dictionary app |

and appreciating different cultures in a global context.	oral presentation, discussing the assigned festivities while highlighting cultural aspects and traditions.	diversity.	• Words related to cultures.

| ASSESSMENT				
Producto esperado	**Descripción del producto esperado**	**Instrumento y criterio de evaluación**	**Evidencia del aprendizaje seleccionado para integrar a la evaluación**	**Ponderación**
• Oral presentation about a cultural festivity.	Students will explain their infographic using the vocabulary and grammar covered in previous sessions.	Observation guide and rubric.	Oral and group presentation.	10

Observations	The planning will be adjusted depending on the student's work pace, time, extracurricular activities, doubts, the cognitive level of the activities, exam administration, and feedback from the teacher.

Mtro. Jorge Luis Morales Pérez	
Teacher's Name and Signature	**Vo. Bo. Mtra. Brenda Barbara Soto Carrillo.**

Appendix II

The slides employed during the instructional session aimed to enhance students' vocabulary acquisition pertaining to festivals celebrated worldwide. Additionally, they served as a platform for practicing the pronunciation of the lexical items covered in the lesson. These visual aids provided a structured and interactive approach to vocabulary instruction, allowing students to visually engage with the concepts while also honing their oral communication skills. Through the utilization of these slides, students were able to deepen their understanding of diverse cultural celebrations and refine their ability to articulate these concepts with clarity and accuracy.
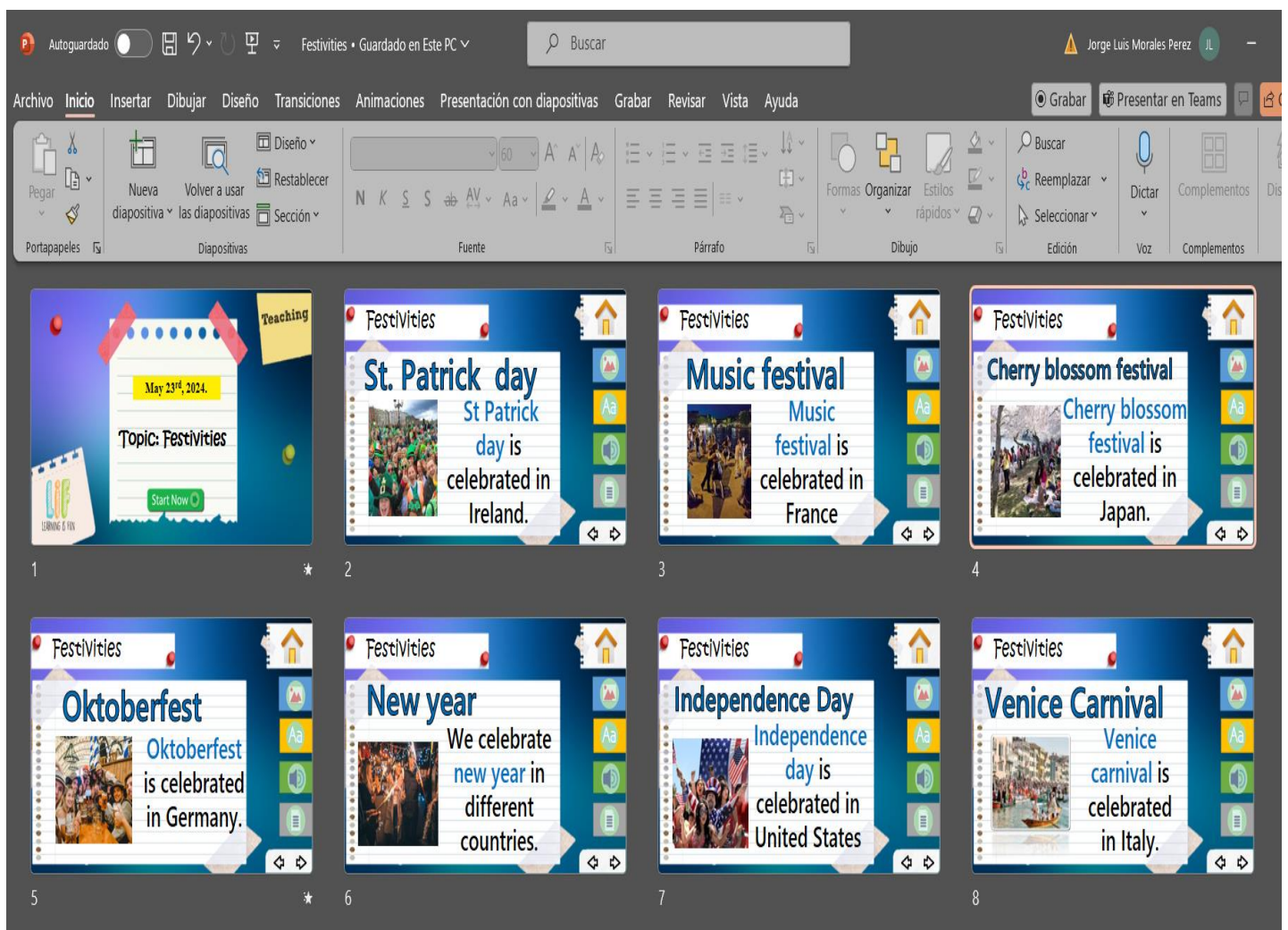
Appendix III

Skill: Listening

Let's start! What do people do at festival?

1 Where are these festivals? Listen and match

a. United kingdom b. Brazil   c. China d.the United States   e. Spain   f. Mexico

Thanksgiving

Day of the dead

Carnival

The Seville Fair

Bonfire nights

New year

2 Listen again and write the missing words.

1. Thanksgiving is _____ on the _____ Thursday of _____.

2. Day of the Dead is celebrated on _____ 1st and 2nd. It is a _____ and joyful _____ that includes parades, _____, and traditional dances.

3. Carnival in Brazil is generally celebrated in _____ or _____. There are massive _____.

4. The Seville Fair, also known as the _____, is generally celebrated _____ after Holy Week.

5. Bonfire Night is celebrated on _____. It is an _____ of outdoor festivities.

6. Chinese New Year, also known as the _____, is celebrated on a variable date between _____ and _____.

Tracks:
https://drive.google.com/drive/folders/138ljkxS3jJZ7aDrTzNFZG1n6TZ9gc7LE?usp=sharing

Appendix IV

Skill: Reading

Look below! Where are Kiara and Alex going to visit on their vacations?

Kiara and Alex were sitting in a cafe in Toronto, enjoying a hot chocolate while discussing their vacation plans.

Alex: Kiara, what are you going to do this vacation?

Kiara: I'm going to go to the Cherry Blossom Festival in Vancouver. I've always wanted to see the cherry blossoms. The festival is famous for its stunning displays of cherry blossoms, and there are going to be a lot of Japanese cultural activities. There will be ikebana demonstrations, tea ceremonies, and taiko performances. I'm very excited.

Alex: That sounds amazing. I'm not sure what I will do, I might go to Songkran in Thailand.

Kiara: Songkran?, What's that?

Alex: It's the Thai New Year. It's celebrated in April and is known for its water festivities. The streets will be filled with people throwing water; it's like a huge water fight. There will also be parades, traditional rituals, and lots of delicious food. But I'm still undecided; I might stay around here and explore something closer to home.

Kiara: Wow, that sounds great too! You should definitely go if you can. It will be an unforgettable experience.

Alex: Yeah, it might be. Maybe I will get inspired and go. In the meantime, make sure to take lots of pictures of the cherry blossom festival so I can see them when you get back.

Kiara: I definitely will! We are going to have an amazing vacation, no matter where we go.

3 Read again and answer.

1. Where is Kiara going to go during her vacation and what activities will be there?

2. Why will Kiara be excited to go to the Cherry Blossom Festival?

3. What options will Alex consider for his vacation?

4 Read again and correct the sentences.

1. Kiara and Alex were sitting in a park in Toronto, they were enjoying a hot tea.

2. Tulip Blossom Festival is famous for its stunning displays of tulip blossoms.

3. Songkran is celebrated in August and is known for its wine festivities.

4. It will be an forgettable vacations.

5. We are going to have a bored vacation.

Appendix V

Skill: Writing

5 Complete Lucy's e-mail.

From: Lucy
To: Alice
CC:
Subject: My future plans

Hi Alice,

I hope you're doing well. Thank you for your last e-mail. This time, I'm writing to you about my upcoming plans.

This year, I'm _____ visit my family in the United States because we're _____ celebrate Thanksgiving together. Thanksgiving is a special holiday in the U.S. where families and friends gather to express gratitude for the blessings of the past year. It _____ be celebrated on the fourth Thursday of November, and we _____ have a traditional feast featuring dishes like roast turkey, stuffing, cranberry sauce, and pumpkin pie.

I'm really looking forward to spending time with my loved ones, enjoying delicious food, and creating cherished memories together. Thanksgiving is not only a time for feasting but also for reflection and appreciation for the things that truly matter in life.

I _____ keep you updated on how the celebrations are going. I hope you have a great time too. Write to me about what are you _____ go or if you _____ be visiting any place with an incredible festival.

Take care, Lucy.

6 Imagine you are going to visit a country to enjoy a festival. Write in your notebook the answers to the following questions.

- When is it going to be?
- Which country is it in?
- What are you going to see there?
- What can you do there?

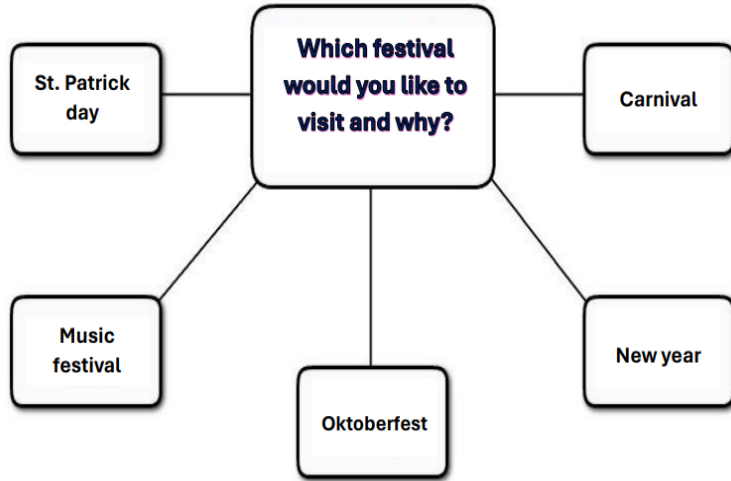**7** Write an e-mail with the information obtained from the previous activity.
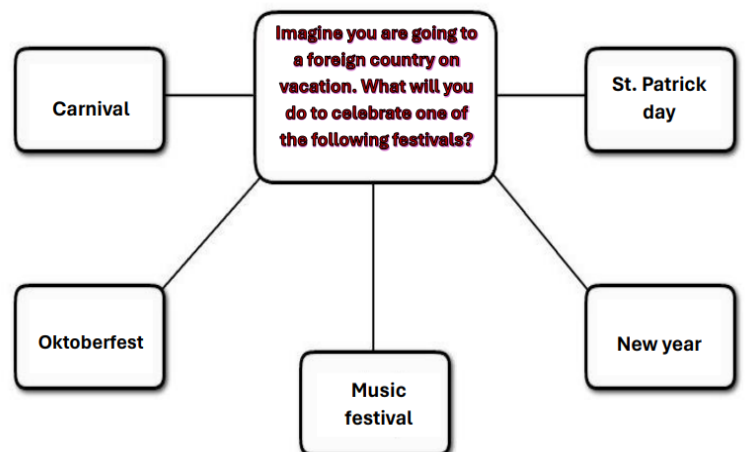
From:
To:
CC:
Subject:

Appendix VI

SPEAKING

St. Patrick day — **Which festival would you like to visit and why?** — Carnival — Music festival — Oktoberfest — New year

How will you prepare if you plan to attend these festivals in the future?

What plans are you going to make to enjoy the following festivals during your vacation abroad?

Imagine you are going to a foreign country on vacation. What will you do to celebrate one of the following festivals? — Carnival — St. Patrick day — Oktoberfest — New year — Music festival

What festival would you like to celebrate in the future, and how do you plan to participate in it? — St. Patrick day — New year — Oktoberfest — Music festival — Carnival

What plans are you going to make to enjoy the following festivals during your vacation abroad?
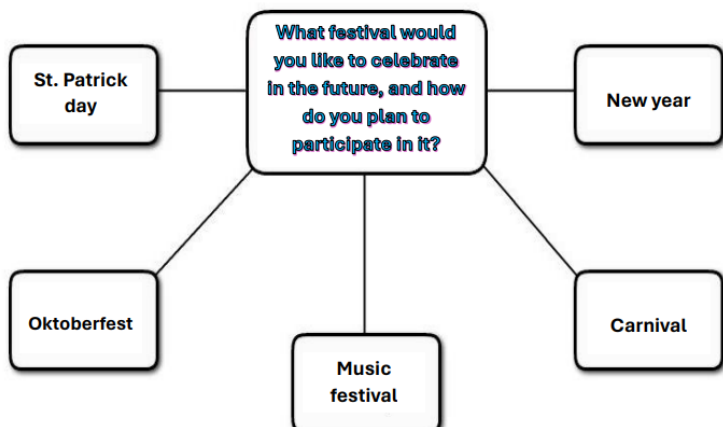
Appendix VII

Checklist to Evaluate Use of English Activities.

Teacher: Jorge Luis Morales Pérez

Stuudent name: _____   Grade: 3rd   Group: _____

Assessment Criteria	Yes	No
1. Identification of Festivities:		
a. The student correctly located all festivities projected at the beginning of the session on the map.		
b. The student used the appropriate vocabulary to name each festivity.		
2. Country Identification:		
a. The student wrote the name of the country of origin next to each festivity.		
b. The student correctly identified the country of origin for each festivity.		
3. Grammatical Usage:		
a. The student used the simple future tense correctly to describe actions that will occur in relation to the festivities.		
b. The student's statements about the festivities in the future are grammatically correct.		
c. The student used the "going to" structure correctly to express plans or intentions related to the festivities.		
d. The student's statements about future plans are correctly structured with "going to."		
4. Presentation and Organization:		
a. The map presentation and writing of the festivity names and countries are neat and legible.		
b. The information is clearly labeled and easy to understand.		

Appendix VIII

Rubric to Evaluate Writing Activities.

Teacher: Jorge Luis Morales Pérez

Stuudent name: _____   Grade: 3rd   Group: _____

Aspect	Excellent	Good	Poor	Very poor
Content	The presentation of content is clear, comprehensive, and relevant. Ideas are well-developed and supported with adequate evidence. 3 points	Most ideas are clear and relevant, but there could be more development or detail in some points. 2 points	Content is limited or confusing. Ideas are not fully developed or lack sufficient evidence. 1 points	Content is confusing or incoherent, and evidence is insufficient or incorrect. 0 points
Vocabulary	Uses precise and varied vocabulary. Words are well-chosen and contribute to the meaning of the writing. 3 points	Vocabulary is adequate but could have more variety or some words may not be the most precise. 2 points	Vocabulary is limited or inappropriate for the audience and purpose. 1 points	Use of vocabulary is confusing or incorrect. 0 points
Organization	Writing has a clear and logical structure. Ideas are effectively organized. 3 points	Organization is understandable, but there could be improvements in the sequence of ideas. 2 points	Structure is confusing or disorganized, hindering comprehension. 1 points	Organization is chaotic or nonexistent. 0 points
Language use and mechanics (syntax-semantics)	Demonstrates excellent control of language. Syntax and semantics are precise and effective. 3 points	Good control of language, but there may be some minor errors in syntax or semantics. 2 points	Notable errors in syntax or semantics that affect clarity. 1 points	Serious errors in syntax and semantics significantly impede understanding. 0 points