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"Una visión impecable en un camino de aprendizaje"

TRABAJO RECEPCIONAL

PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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Especialización de la Enseñanza y Aprendizaje

de Inglés como Lengua Extranjera

"A flawless sight on a learning path"

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EDUCACIÓN
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Se hace constar que el/la participante Alegre Romo Irma Itzia con matrícula 230926020 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "A flawless sight on a learning path", que es un requisito para la obtención del diploma de especialización.

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

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ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

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Introduction

Planning lessons are instruments for effective teaching in every field of study. I have learned that there are certain criteria that needs to be considered when selecting adequate texts for classroom use, such as the ones mentioned by (Mc Grath, l 2002).

I tried to adapt specific interests in a particular session. Also, creating some sessions with content that not only meets the standards and objectives of a certain educational program, but also considers the students' needs in their learning development.

Intrinsic interest of topics is not easy to create nowadays. In these particular lessons, the activities are keen on provoking intrinsic interest. Japan, United States, Canada are countries of their interest so, I hope they find them engaging and meaningful.

Learning English is not always a fascination by the students, because there are plenty of resources to know or get information, but the idea of being in that place and do the right thing, is a topic which everyone might find enjoyable.

Respect cultural traditions, customs, and habits from other part of the world, is now part of a daily life in these days. Topics like inclusion and respect others' way of living is a very important topic and it is not indifferent to students. Being sensitive and respectful are not unfamiliar topics for students.

Inclusivity works for them, with their family, classmates, friends, and their cultural context so, cultural appropriateness is included in these lessons as well.

Designing educational material or assessments by my own, it is not as easy as I thought. It is relevant to consider linguistic and cognitive needs in order to make activities more appropriate for the students. Otherwise, it could be boredom and lack of meaningful learning.

I designed accessible and usable materials which are essential for ensuring that information can be easily understood by the students. Length or the amount of content or duration of the task could be crucial to maintain the balance of the class. Keep the audience and interest is particularly important. Being clear, easy to use, and legible materials ensures comprehension.

Choosing quality in the materials, was an important target as well. The colors, the font and even the sound voice sound of the videos need to be pleasant in order to foster students properly.

Good resources or materials that can be used to exploit the learning were a challenge when I designed these classes. These tools could be manageable and can change according with other needs such as their level of complexity.

Now, talking about testing and assessment, could be stressful and complex sometimes for teachers nowadays. Not only we as teachers evaluate our learner´s advance, but we also evaluate our own work. Henry Fayol (1916) is known by his studies about his administrative thinking, and he says that "what is not measured cannot be improved". His studies and theories are related to engineering, but it can be related to education because every person needs to be evaluated in order to overcome in every aspect of his/ her life.

The evaluations included in the lesson plan, were focused on performance-based assessment, because in almost all the warm-ups are focused on constructed response. The students need to respond to open- ended questions and be able to express their ideas individually and in small groups. In most cases, they need to solve problems in order to achieve certain activities. They need to use authentic work because the requirements of the activities demand so.

They discuss in most of the sessions, and they give an oral report of their advances, they reflect likes and dislikes all the time and they create own interviews or conversations based on real situations.

Acknowledgments

The language learning experience started in my childhood. My parents gave an enormous blessing opportunity of giving me private education which was not as good as they thought it would be. This is my own personal point of view because every time a foreign relative came to my grandma's house, I was exposed to prove how well my English learning had been developed. It is well known that a shy person hates these things, but I did it anyway.

English learning improvement was not good enough until I finished high school, my father decided for me to live in United States and study English in a real context. I have relatives and my favorite cousin lives there; therefore, it was a really good and nice idea for me. This country was a totally different experience that I had ever had in my life. I traveled with my cousins, and they let me live for a year in their house. My learning became more meaningful when I started living the first week. My neighbors, the shopping visits, the cinema experience, bowling games, school and even the gas station was a full emerged experiences which helped me to get involved with English language more easily. The first day of classes, I decided to know the school which I was registered. My student's number had a lot of numbers, but it was my first steps as an adult, so I tried remembering almost 20 numbers at that time though. The University was full of foreigners, from different parts of the world and my perspective of being a stranger in a huge English country, became an ocean of opportunities to get approach to every single part of the world.

I had teachers from every continent. I had a wonderful Indian teacher who gave me grammar in level 4 and 5. Despite, her pronunciation which was quite difficult to understand, and her diction which was very different from other teachers, she was the best English I had ever known. She helped me to understand the "verb to be" in a totally different way I used to know. This situation encouraged me a lot because I was able to learn with any matter. Eventually, foreigner intonations and pronunciations had become more accurate day by day. I almost forgot another teacher who helped me a lot with my growth as well, his name was Mr. Thompson. He made me prioritize my pronunciation and intonation learning.

These teachers marked my career's life and I really appreciate it. They gave a different perspective of how a teacher must be and give me a total freeway of manner that gives me more confidence to become what I am now.

In fact, my real teaching experience started was when I became a mom. When my first child was 11 months a friend of mine invited me to work in her kindergarten as an English teacher. I accepted greatly but I was not sure what I was going to do though. I used to lose my patience very easily plenty of times but little by little my confidence grew and helped me finish the whole school course. I just taught a school year but years after my family and I decided to come back to the teaching path three years later and I started giving classes

in a primary school; they were 6th graders, and my classes were awesome and very talkative. I truly enjoyed giving classes to kids that already know how to go to the bathroom or clean their own noses. However, I was pregnant of my second child, so I stopped my teaching journey once again.

Years later, we had to moved out to Jalapa. When we finally arrived, my teaching passion had come again into my life, and I started working in Papalote school. My own kids were my students, my son and my daughter showed me how to be a different person within the classroom and another person outside of the school. I got focused on the class instead of being aware of them as a mom. This experience enriched my life because I developed a certain competence of being a full teacher in my classes without preferences or situations around me.

Five years later, my family came to Cancun and our lives changed a lot again. This city is beautiful, and the sea experience were part of our weekdays. We were very content, and I was very keen on having a teaching experience in a school once again. So, I found a private school and then my experience with teenagers came back at once. I did not know how difficult it was going to be, but I accepted the challenge of giving classes to governors' or millionaires' kids. It is well known that in private schools we could find those types of students, but it was a very good experience because I learned how to manage, respect, and include students that were not as wealthy as some of them.

I taught subjects such as literature and, English in different levels. I have to mention that acting had been a strength so of course I taught theatre as well. The lack of experience with teenagers, wealthy and foreigners, started to increase in a higher level that, the principal offered me the coordination of the school. By the time I finished my first year as a teenager teacher, a new position was offered to me. Earnings increased and my commitment to teaching did it too. I studied a lot of certifications, workshops and English teaching courses which gave me the opportunity to travel to Canada twice. I learned about Gardner's styles (Gardner 1999) and I could understand much better the way my students could learn more and more. Gardner intelligences theory taught me to follow and respect the way each student has and learns. I got how the classes need to be in order to achieve the English learning.

After 5 wonderful years of teaching and coordinating this school, I decided to change my perspective and start a new life experience on the teaching field. The university world called TecMilenio offered me a job much better than I had so, I decided to try a different job. Online classes and the platform tools started to be part of my life in there. I was invited to design a course online and I was recognized by my participation. It has been one of the best sensations which I have ever experienced. After that, dynamic classes and online activities were my main focus which were very demanding 10 years ago.

Thanks to pandemic time, I worked as a coordinator and finished my degree in Pedagogy. It has been an important blessing that made me more awareness about students' and teachers' roles. My current job is in "Universidad Tecnológica de Cancún" is a very huge University with a lot of foreign students from many parts of the world, and I love it so much. I work in Tourism division.

Teaching identity

The language teaching theory from Jerome Bruner (1996) is my inspiration which I feel very relate. Bruner says that individuals become what they are only by learning the essence of the culture in which they live, and this essence of culture has a potency to motivate children. He says that "The essence of creativity is figuring out how to use what you already know in order to go beyond what you already think. This quote is my favorite because he emphasizes that children learn better when they know the essence of the English culture such as its music or certain command made in specific situations. Also, the structure of a discipline would facilitate the learning process which allow students to be active participants of their own learning and make lessons meaningful. When it is active learning, the knowledge comes more easily.

My teaching philosophy is reflected on how my students are the center of every class since I am a teacher, no matter if there is a class of 40, the real issue is to guide them as individuals and make them think how to solve problems and develop their own skills. Their learning styles, even their way of living, their background and their preferences are totally different, but I want them to go beyond in every class. I have learned during my teaching

path that written texts need to be coherent, easy to read and be understood for an audience. The fact that receptive skills are easier to learn, it does not mean that students learn less if they make mistakes. It means that speaking and writing competences take more time and require more patience in them and in me, as it has been through all these 20 years.

Generations have changed and learning styles is not only the only difference among them, their nationality and self-preferences have become part of my students' learning and I have to be more aware of it. All these years made me a better person, teacher and even a better mom, including their likes and dislikes when designing classes and discern when it is just a free time to listen to them as a human being.

Howard Gardner (1983) mentioned that every child learns differently and has diverse ways of learning processes. These help us to know how to focus our classes and incorporate different activities based on their type of learning. They are considered areas that the students feel free and comfortable when learning comes.

It has been considered a must within private schools that "dynamic classes" are part of planning on regular basis. These experiences encourage our students to reach their full potential. However, the classes may become out-of-control time. This may have a not satisfactory consequence if the colleagues do not pay attention what types of dynamic classes they are given.

I am included in this type of warning, that is the reason the word "Teaching" means a lot of things to me, because everything starts with us as format of example. In order to expect the best learning from our students, we have to start being well prepared, and be aware of the times we are living through.

This journey called life has not been done for me yet, but I have recognized when to move on and change when it has to be. I am happy who I am now, and I am working on the person I will become.

Teaching context

TEACHING CONTEXT	DETAILS AND FEATURES
School's name	*Universidad Tecnológica de Cancún*
Group number	*H044*
Type of school	*Public school*
Student's profile **General background**	*The 98% of the students started studying English in high school. Their lack of vocabulary and grammar structures are proven in a diagnostic test.* *Average of the diagnostic test= 5.5/10*
General level of English	*A2 according to CEFR (Common European Framework).*
Current quarter	*5th quarter / 10 Quarters.*
Career	*Hotel services*
Average age	*20 years old.* *30 students (20 women, 10 men)*
Outstanding students	*2/30 student.* *DT results = B2-CEFR*
School's year/term	*Year period (3-2024).*
Effective days of school	*12 weeks per quarter*
Days off	*3 days of the 5th quarter (1st, 5th, 15th of May).*
Autonomy hours	*12 hours per evaluation (3 evaluations/quarter)*

Culture in teaching

Byram Nichols, & Stevens affirm that it is not the role of the teacher to change learners' values, but "to make them explicit and conscious in any evaluative response to others."

There is nonetheless a fundamental values position which all language teaching should promote: a position which acknowledges respect for human dignity and equality of human rights as the democratic basis for social interaction.

Now, I am going to state the reasons why culturality takes place in this lesson plan.

First, culture is shared because in the whole sessions they listen to different knowledge and identify the similar values and beliefs. These will help them to interact and create significant learning. Similarity includes the time and space of the final project including the objects involved, and the structure of the conversation. Also, in every session, they shared the way they could ask for something in a specific situation. In my personal opinion, the values and concepts of life are very similar to them because they study in a public school and their knowledge from around the world is limited in certain way.

Then, the culture is contextual and reflected all the time in this lesson plan, because as I mentioned, the environment they are used to is shown in how they perceive a service in a restaurant according to their social and economic context.

Culture is dynamic in this planning because the different activities allow them to make changes according to their own familiar culture. Not everyone in the classroom will have a personal device, therefore the "leader of the group" will be the one who possesses the technology, and the final work will be different from others. This generation has a different pattern of doing things and if a student does not have this advantage tool, they could help each other. Technology learning from peers within the classroom.

As I mentioned, the culture is learned from others, from family and school. This planning will reflect how the students may imitate what they see from others, because teenagers is their way of doing things, but far beyond that, is for being accepted. Students are a very active participants in creating their own world.

Finally, I am going to finish saying that culture is unconscious in these lessons. I love when my students discover that they are learning through fun, through activities which involve actions and different things to do. The way they act, they make judgments from their own or other work is amazing because they are immersing in the language without knowing they are learning. Being a student is the most precious time for them, opportunity to be more aware of their capabilities to make decisions in a very close future.

Interculturality in teaching

In this lesson plan, I focused on giving the students the learning experience from other country such as Japan, Canada, etc. using technology and videos. The knowledge that I wanted them to get is from their own culture and other cultures around the world.

I am aware of the responsibility as a teacher I have because my attitude toward the sociocultural factor is related to an understanding of where the students come from, who they are, their background, their history and make them understand, accept and even appreciate their ability of learning as much as anyone else.

Being an agent of change, it is my duty to facilitate learning by giving input to understand the world through different sources we have. My job is to foster awareness to make them understand other cultures, rules, perspectives by building a nice respectful learning environment such as the Japanese.

The transformation is little by little, unfortunately I work with a group of students just a quarter and the school system makes us to rush in time sometimes.

These lessons will be just a small part their whole interculturally learning experience, my role as teachers has changed since many years because I have seen that knowing my students is an important clue to have success during quarters, semesters or even school years.

Theoretical concepts

One of the main approaches that I used in this lesson plan, was Task-Based Language Teaching (TBLT). This approach is based on the use of tasks as the core unit of planning and instruction in language teaching (Willis 1996).

I have picked up and planned activities that involve plenty of communication as the essential language learning. There are activities in which language is used for carrying out meaningful tasks promoting learning. Also, meaningful language that supports the learning process.

The tasks are useful vehicles for applying the knowledge from the syllabus and the main purpose of the school period, which I already mentioned, it is only for a quarter in this

University. The tasks are focused on process rather than product and they also emphasize communication and meaning.

Pupils are going to learn by interacting communicatively and purposefully while engaged in the online activities and tasks. I can say that, because are activities that they might need to achieve in real life.

Obviously, the difficulty of the tasks depends on the group and plenty of factors including previous experience of the learners and the degree of them. My students have different schemas according to their career. Even though they have different schemas, the tasks improve learner motivation and therefore promote learning. This is because they require the learners to use authentic language, they have well-defined dimensions and closure which involves partnership and collaboration.

The tasks try to foster processes of negotiation, modification, rephrasing, and experimentation that are the heart of the second language learning (English).

Communicative competence is another goal which I tried to include in the lesson plan. Such as, the information gap that is a type of communicative activity which each student in the activity holds some information other participants do not have and all the participants have to share the information they have with others in order to accomplish the task or solve the problem.

The role play (in a video), which is part of the final project, involves a highly familiar structures, functions to use in the required task. Of course, all these planning selections depend on the whole achievement of my students.

I think it may have certain errors, but anybody knows how a class is going to work until it takes part.

Talking about Traditional Assessment and Performance Based Assessment, their format, and the way they assess is to revise the student' learning. However, the traditional one is very old-school in my personal point of view. This is, because formats do not reflect the truth in their student's learning, and it could be very monotonous and lacks real life meaning. According to Bailey (1998), traditional assessments are indirect and inauthentic. She also added that TA is standardized and for that reason, they are one-shot,

speed- based, and norm referenced. During the second part of the assignments, I needed to get focused on the performance assessment due to the activities which are involved in my lessons plan.

These lessons plans are focused on the learner's language to put their knowledge in solving problems or using the language in real situations. O'Malley's states six characteristics which were taken into account, such as: constructed response every time the teacher or classmates made some questions and they need to express their ideas, higher order thinking when they need to solve certain situations to complete the tasks, authentic assessment because their work is authentic and reflects their likes and dislikes, integrative assessment with the last project to deliver, process and product when they needed to contrast their work with others,

Improved version of the lesson plan

LESSON PLAN IDENTIFICATION	
Author	T. Irma Itzia Alegre Romo
Educational stage	University
Title of the lesson plan	Intercultural competencies in the English Language Classroom
Learning objective of the plan	The student will be able to identify, how to order meals in a foreign country and he/she will be able to classify and formulate questions in order to in a restaurant.
Communicative skill considered	How to order food in a restaurant applying "Cultural awareness".
Language functions	Ordering food in a foreign country.
Main grammar structure	Modal verbs Would like. ´d like, wouldn´t like.
Other grammar structures	Can, can´t uses. Likes and dislikes review.
Hours/ sessions of the plan implementation	1 hour and a half.
Number of sessions	4
Contents required for the lessons	Internet access Computer, projector, speakers. Applications: spin the wheel, Wordwall, Kahoot, etc.

LESSON PLAN overall view

Lesson's steps	Teacher activities	Students' activities	Session number
Skills: Listening, reading, speaking, and writing. **Topic: Ordering food in a restaurant.** a) Warm up b) Activation prior knowledge c) Content d) Practice (I/C) e) Assessment f) closure	a) T projects a video of dining out in Japan. b) T asks specific questions to activate the Ss' knowledge. c) T plays small talks between waiter and customer. d) T asks to identify the type of speech. e) T asks to compare answers. f) T requires a piece of paper of the notes own-graded.	a) Ss pay attention to the video, listen, and read the subtitles. b) Ss answer with personal experiences and their own pov. c) Ss listen to the small conversations and take notes. d) Ss classify the information taken from audios. e) Ss share their ideas and povs. f) Ss write the info classified and hand their notes in to the T.	1
Skills: Listening, reading, speaking, and writing. **Topic: Ordering food in a restaurant.**	a) T projects pictures and asks to read vocabulary words b) T projects a video of a customer in a restaurant.	a) Ss read the vocabulary projected. b) Ss listen for gist. c) Ss identify vocabulary known, and the new one.	2

a) Warm up b) Activation prior knowledge c) Content d) Practice (I/C) e) Assessment f) closure	c) T requires to recognize words and forms of each statement. d) T asks to write a small conversation with a partner e) T requires a recording of their conversation. f) T elicits a pair of small talks, plays them, and gives feedback.	d) Ss state the grammar and vocabulary knowledge in their notes. e) Ss reinforce pronunciation and send the recording to the teacher. f) Ss compare their work and identify their errors and share their likes and dislikes.	
Skills: Listening, reading, speaking, and writing. **Topic: Modal verbs.** a) Warm up b) Activation prior knowledge c) Content d) Practice (I/C) e) Assessment f) closure	a) T gathers knowledge and opinions about their last work done in the last session. b) T reminds the structure for asking and ordering food using ppt slides with gaps missing. c) T gives a link where it is an exercise to solve. d) T asks to create a Venn diagram with the info given in trios. e) Pending f) T asks for advances.	a) Ss express their pov, and doubts of the last activity. b) Ss reflect their learning using grammar and vocabulary practices. c) Ss accomplish the task from their phones or computers and upload the activity in a platform. (I) d) Ss plan, prepare and present their work. (C) e) Pending f) Ss give state their advance.	**3**

Skills: Listening, reading, speaking, and writing. **Topic: Modal verbs and final project.** a) Warm up b) Activation prior knowledge c) Content d) Practice (I/C) e) Assessment f) closure	a) T projects a video from restaurants around the world b) T asks to exemplify certain situations, using the info from the video to the whole class. c) T gives time to imagine a visit to one of the restaurants in trios. d) T provides a link to upload their ideas. e) T leaves a project (Role-play video) plan their ideas, using the correct questions, vocabulary, and pronunciation. f) T elicits the advanced ss to share their plan of the video.	a) Ss watch and listen carefully the info given in the video. b) Ss share their povs from the restaurants and state their preferences to the whole class. c) Ss argue, take notes, and complete the conversation. d) Ss establish and reflect their knowledge from the function. e) Ss establish their teams to work with, plan the strategy to do and decide a general idea to the video. f) Ss share their plans for the monthly speaking project,	**4**

Testing and assessment tools

Session 1

- Graphic
- Paperwork for each student.
- Instructions:

Listen to small conversations and choose the best answer for each one. Share with a classmate your answers, discuss about your choices, and write a conclusion of your pair work.

Conversation 1, 2, 3.

Speech	*Formal*	*Informal*
Restaurant features	*Elegant*	*Common*
Interaction	*Friendly*	*Unfriendly*
Greetings and goodbyes	*Done*	*Not done*
Food features	*Explicit*	*Not explicit*

Conclusion: _____

Teacher's rubric

Aspects	*Excellent*	*Good*	*Satisfactory*	*Needs improvement*
Content	Ss show a full understanding of the topic. S state opinions and give reasons.	Ss show a good understanding most of the topic. S state some opinions.	Ss show a good understanding of some parts of the topic. S state short opinions.	Ss do not seem to understand the topic. S avoid opinions.

Comments: _____

Session 2

- Recording checklist
- Work in pairs.
- Instructions:

After watching the video, create a small conversation between you and a waiter/waitress, asking for your favorite food in a fancy restaurant. Try to include the vocabulary seen and the use of Modals. Finally, record yourselves reading it and upload it in the school's platform.

Teacher's recording checklist

Points	Achievements
▪ 20	*Greetings*
▪ 15	*Intonation in questions*
▪ 15	*Intonation in answers*
▪ 20	*Vocabulary seen*
▪ 30	*Modals use*
_____	***TOTAL***
Observations:	

Session 3

- Ordering food conversation
- Work in trios.
- Instructions:

Read and complete the conversation between a waiter and a customer. Solve the exercise at your school's platform and share your answers with a different group. Create your Venn diagram with similarities and differences between your work and others'.

Waiter: _____, welcome to our restaurant. Here are the menus for _____. Can I get you started with something to _____?

Customer: Yes, I'll have a _____, please.

Waiter: Certainly. And for _____, have you decided what you'd like to order?

Customer: I think I'll have _____, please. And can I also request that _____ be cooked without any _____ or sauce?

Waiter: Not a problem, we _____ for you. And for your _____?

Customer's guest: I'll have the chicken _____, please.

Waiter: Great, I'll put those orders in for you. And _____ to pay separately or together?

Customer: Together, please.

Waiter: Noted. I'll bring the bill over once you're finished with your meals.

Waiter: Here's the bill for you. _____ with cash or card?

Customer: Card, please.

Waiter: Alright, I'll take care of that for you. And would _____ you the receipt?

Customer: Yes, please.

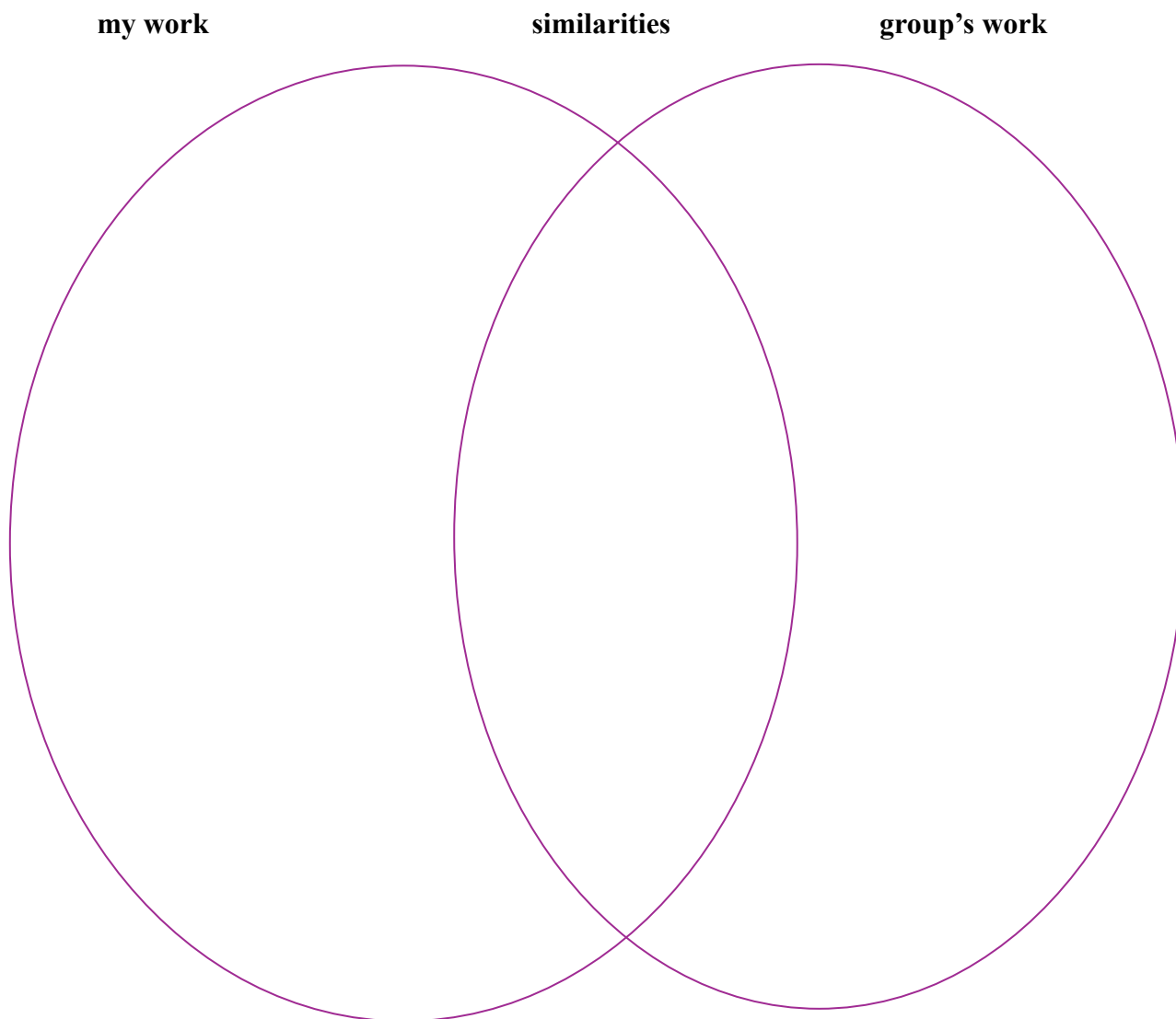**Waiter:** Here you go. Thank you for _____ and have a great _____.

Customer: _____, it was a great _____. _____ be back.

Venn diagram

Names: _____, _____, _____.

Group: _____

my work	similarities	group's work

Session 4

- Project of Ordering food in a foreign restaurant

- Work in trios.

- Instructions:

After watching the videos, write in groups the following information.

Features of an American restaurant	
Features of a British restaurant	
Features of an Asian restaurant	

After that, choose your favorite type of restaurant and write a conversation ordering food for you and your friend in that place. Make a video including the whole grammar and vocabulary seen in this unit. Share your link of the video in the school's platform.

Teacher's rubric of the video

Content	1 Needs improvement	2 Satisfactory	3 Good	4 Excellent
Language use	It wasn't easy to understand them due to the incorrect pronunciation in vocabulary words and a lot of mistakes in modals use.	The students made some pronunciation errors in vocabulary words and some mistakes in modals use.	The students made a few pronunciation errors in vocabulary words and a few mistakes in modals use.	The students communicate their ideas correctly using the effective pronunciation in vocabulary words with no mistakes in modals use.
Intercultural knowledge	Lack of knowing the features of the foreign restaurant. Meals not from the place visited	Some mistakes on showing the features of the restaurant's culture. Some meals were not from the place visited	A few mistakes on showing the features of the restaurant. The meals and the concept were enough accurate.	Interpret intercultural experience from a pleasant perspective. The meals and the concept were accurate

Rationale of the lesson plan (each activity)

LESSONS	RATIONALE EXPLANATION
LESSON 1 *ORDERING FOOD IN A RESTAURANT*	➢ Appreciation of other cultures' duties and ways of living ➢ Express their opinions and respect others. ➢ Interact with peers fostering free talk. ➢ Reinforce ways of speaking (forms with intonation) ➢ Auto evaluation and self-improvement. ➢ Listen to native speeches and narrative ones.
LESSON 2 *ORDERING FOOD IN A RESTAURANT*	➢ Deduce and incentive imagination skills. ➢ Identification of different contexts. ➢ Analyze parts of speech. ➢ Use of technology to accomplish a task. ➢ Express and show respect to other's work. ➢ Judge and construct own perspective.

LESSON 3	
MODAL VERBS	➢ Summarize individual and collaborative activities. ➢ Compare and contrast ideas. ➢ Demonstrate knowledge of functions and grammar structures. ➢ Capable of using technology apps and device tools to join ideas. ➢ Reinforce self-confidence.

LESSON 4	
MODAL VERBS AND FINAL PROJECT	➢ Identify differences in cultures around the world. ➢ Suggest situations, decisions, and facts in certain contexts. ➢ Foster factual functions including others' point of view. ➢ Use technology apps and platforms to gather information. ➢ Precise plans of action. ➢ Sketch and appreciate others work, to decide their own path.

Probable problems and solutions

Problem 1: In every activity there is a risk of low learning students

Possible solution: Identify them and provide them with an advanced monitor classmate.

Problem 2: Electricity and web connection.

Possible solution: Download videos, talks, or provide transcripts. Create a ppt with photos of the online activity to show it and leave them as homework.

Problem 3: Opinions about likes and dislikes with different points of view. People from different communities setting their ideals.

Possible solution: Interrupt every time a discussion takes part and reinforce that the classroom is a respectful environment for everyone, and all the students are free to set up a point of view.

Probable problems and solutions in evaluations

Problem 1 : Confusion in how a friendly person must be in a fancy restaurant. Certain questions are only for friends and not for everyone.

Possible solution: Define exactly how formal and informal language is used in a public place. The restaurants in Mexico could be very friendly because of its cultural environment, but in a foreign restaurant, there are certain etiquette rules that they need to follow.

Problem 2: Indirect questions misunderstanding when they make their questions within the conversation. They will see that grammar aspect but is not the main goal this month.

Possible solution: Reinforce the questions with modal Would. The correct way of asking in certain situations even though the questions are between friends. Give them the opportunity to use can in certain situations.

Technology, resources, and materials

It is already known that traditional classes, students are kind of passive and their attention span go down after 15 or 20 minutes at least. Being a monitor and facilitator, is a commitment to show my students to be engaged in active learning rather than passive learning activities. (Chi, 2014).

Technological materials offer a lot of advantages in classes with teenagers. Make the tasks faster and efficient, and we can reduce paper and increase productivity. They can incorporate color and fun in every activity, giving a very dynamic class.

The resources which I include in these lesson planning are:

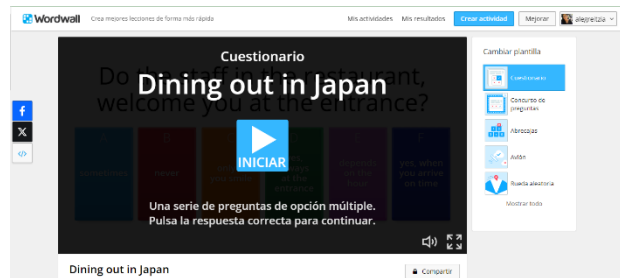| Technology	Resources	Materials	Purpose
➢ Online accounts ➢ internet access web (personal and/or from school) ➢ Interactive ppt slides ➢ School platform	➢ You tube videos. ➢ Wordwall app. ➢ Spin the wheel- random picker app. ➢ Access to the group in the platform. ➢ Google classroom access	➢ Computer ➢ Cellphones ➢ Tablets ➢ Projector ➢ Speakers ➢ Transcripts and photocopies	To emerge students to the Technology world, including different resources and materials in order to enrich their learning process, to make more fun classes and interactive tasks.

Links and material access evidence

https://www.youtube.com/watch?v=otF-b2seBjs (video in You tube)

https://www.japan-guide.com/e/e2040.html (transcript of the video)

https://www.youtube.com/watch?v=0IHlC8tx3TQ (part of the project)
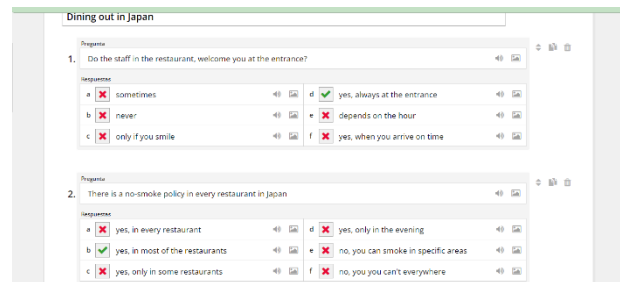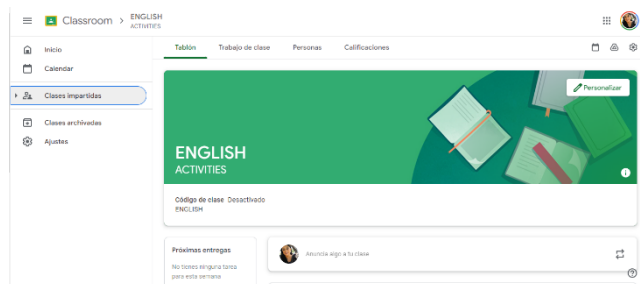
Spin the wheel.

Wordwall app

Online activity

Google Classroom

Results

The results are in general satisfactory. This is because there are some students that need to reinforce the grammar structure learned in this lesson.

I need to say that the book has plenty of activities in their own platform which can help to reinforce that learning. I know that I needed to create my own classes but in real life, we must adapt the book activities with our own material.

In general, the Universities set up a goal which is that we need to get focused on the students rather than the material. This is that we have the opportunity to adapt every lesson with our student's needs.

I am pleased with the activities planned and the results which I would like to achieve in them. However, in every class I need to recognize and be aware of those students that need to study more or need another way of explanation.

We need to consider that our students are learners of a second language, and the culture might be a little difficult to adapt to their culture. Even though this is a little difficult to achieve, we as teachers make our biggest efforts to adapt what is in the book of what it is really important.

Conclusions and Reflection

This has been a real challenge to combine and adapt various cultural context, because as a teacher, I am very used to follow what the student's book say to do or just follow what the school tells us to do.

This makes me be aware of my own cultural background, values, beliefs because these are reflected my classes. I do not know for certainty that whatever I do is good, but the respect and empathy have to be in my regular praxis more than ever. Being effective in my communication and include a nice tone every time, has to be part of my teaching philosophy.

Being flexible and adaptable in different settings is the extra work that nobody wants to do, but what a world we have if every person does whatever they want.

Intercultural competences are global competences which everyone needs to improve in their lives. It has become common and encourages better personal, professional, and societal relationships.

Middlebury language schools mentions in their web page, that when seen in a broader context, intercultural communication can shed light on a wide range of human experiences, from the process of defining the workings of the brain to the power of languages in bringing people together. The also mention that as the world gets more interconnected, the ability to communicate successfully across cultural boundaries is becoming more and more vital.

That's the reason of why my lesson plan and activities include something out of Mexican boundaries because more and more is necessary to know how to satisfy essential things when we travel to another country. It is really necessary to help our students to overcome the fear of being criticized when they try to do something out of their bubbles called life. I am keen on help them to know that there is a world they can reach in their classroom for now.

Applying the whole activities planned, was a real challenge. This is because every time we plan in advance, the mood of the students, the internet access or even the missing students could modify the flow I was expecting to have in the whole lesson plan.

As a monitor and facilitator, I know that I need to have a plan B or C to overcome the walls that I might face in my classroom.

Now, I recognize that not only a class is made up activities from the book, I need to go beyond with the activities planned in the scope because the students' needs are different due to the fact that we are a different culture, different people with different goals in life as well. Having different ways of living increases diversity and we need to have that in consideration with our Mexican students.

Learning a second language is a challenge to learn and to teach as well, it becomes from the bottom of necessity and the hunger of being good at knowing a language which is considered a worldwide need.

Having this experience, made me more conscious of being more realistic and better person. Letting my students to explore, learn but moreover to be a part of the wide learning space which needs to be good in our country.

VIDEO SESSION LINK

https://youtu.be/RzB9LYtF7L0

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