

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**DESARROLLO DE LAS COMPETENCIAS COMUNICATIVAS PARA ESTUDIANTES
DE EDUCACIÓN MEDIA SUPERIOR: A TRAVÉS DE CONTEXTOS FAMILIARES
DESDE UN ENFOQUE INTERCULTURAL**

TRABAJO RECEPCIONAL

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

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Ciudad de México a 21 de junio de 2020.



NATIONAL PEDAGOGICAL UNIVERSITY

AJUSCO CAMPUS

A PEDAGOGICAL INTERVENTION PROJECT

**‘DEVELOPING COMMUNICATIVE COMPETENCE FOR HIGHER LEVEL
SECONDARY STUDENTS:**

BRINGING THE FAMILIAR THROUGH THE INTERCULTURAL APPROACH’

TO BE ABLE TO OBTAIN THE DIPLOMA

SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE ONLINE MODE

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Mexico City, June 21ST, 2020

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INTRODUCTION

New knowledge has been built and evolved thanks to the analysis, critics, discussions, research of important linguistics, sociologists, psychologists, anthropologists over the years. Those contributions have influenced the way how learning and teaching languages are delivered nowadays. In the past, students played a passive role in their learning process whereas teaching a language was instructional. The introduction of the communicative competence shifted the methods of teaching and learning a language is focused on developing communicative and cultural competence rather than studying the formal aspects of the language.

As part of proving best practices in Teaching and Learning English, teachers all over the world pursue teaching professional development. In Mexico, the National Pedagogical University offers the specialization in Teaching and Learning English as a Foreign Language on line mode. This document has the purpose to reflect what has been learnt during the specialization in the teaching practice context of this teacher. For that reason, it is shown the design and implementation of a pedagogical intervention project.

During the specialization three important challenges were faced by this student. First of all, it was to get familiar with the platform while adapting to become a student again with the variation that this time it was learning as an online student. The main difference noticed between an online and school student was that the first one required to be more independent and organized. It was not always easy for someone who studied with traditional methods.

The other challenge was always a tight schedule because it offered a full time teaching job almost at the beginning of the specialization. The school work required time to analyze complex theories to take in an important number of concepts and theories in a short period as well as the extension of the written document to produce. Finally, arrived the covi-19 lockdown, in which teachers and students had to adapt to new ways of teaching and learning. The change was very challenging and more time-consuming than ever. This situation impacted negatively the delivery dates of the documents.

This project was organized in five chapters following the academic specifications given in the specialization. In the first chapter it presented the theoretical foundation of the final project that involves learning and teaching the English language. One of the language characteristics is that it is social. In other words, language is not for one individual as it has to be shared between people. Language is a network system as well. For human beings the language not only contains formal aspects such as grammar and functions to express needs, express opinions, emotions, regulate society, interact or imagine a new world, but also to transform their own environment.

Language teachers as individuals have also their own concept what is language, learning and teaching. These thoughts and beliefs shape the teacher's teaching philosophy and the way how it delivers teaching in the classroom and all what it is around it. Therefore, this project integrates this teacher's reflections in the Teaching philosophy section taking into consideration aspects about teaching, methods, competences, roles, materials, the use of technology and assessments to mention some.

In the second chapter, methodology and practice. The reader will find the description of a lesson plan which the main aim is to develop students' four skills through familiar everyday situations in their hometown with a central topic from market to table from control to freer activities. There is also the purpose to integrate the intercultural competence with the purpose to broaden students' cultural horizons comparing similarities and differences with their own and foreign cultures in particular the British.

There is also included a detailed explanation about the topic, the main purpose, the conditions in which the lessons took place, the reasons why, the topic and the methodology, approaches, procedures and activities were set up in that way and the outcomes of the lessons. Being the communicative approach prioritized during the lessons. Besides the strategies encouraged and the materials.

The third chapter named Experience Report involves a critical analysis of the results after being executed, the activities through google classroom. The analysis focuses in revising the activities performed in the lesson plan. With a critical eye the activities are analyzed looking for answers when the goals were reached or what might have been missing or needed to make

the activities work out. At the same time the assessment tools were analyzed and their effectiveness in the learning process.

In the fourth chapter, after this teacher has walked all the way along this path. She has come to some conclusions about what she considers relevant thoughts, beliefs, experiences and attitudes which are written in the chapter. All together they have helped her to shape her present and future teaching career. Finally, in the last chapter the reader will find the appendixes and the references used in the project. In the appendixes are the lesson plan links and in the reference section is presented the bibliography.

CHAPTER 1: Philosophy and theory

1.1 Teaching identity and philosophy

1.1.1 Language, learning and Teaching

Language is an arbitrary system of communication, but also complex ideas, feelings and reflective thoughts that is shared by a group or community who understand the meaning. The group or community can belong to the same culture or others. Language is expressed through verbal and nonverbal symbols and it is focused on functions and social interaction among people. Language is universal in terms of acquisition and learning.

Learning is a complex process in which many factors take part. In learning not only knowledge and skills are acquired, but also it requires analysis, practice and experiences that allows a change of behavior in the individuals who play an active role and determination in their own learning process. Learning a language is not a straight path as there are many variables that affect the process of acquiring a new language, besides the reinforcement for the limitation to remember what has already been seen. The end product of mastering the language is not only the reward, but the whole process of learning. As it gives the opportunity to meet people. The capacity to exchange ideas, experiences and feelings with the others. It pushes the boundaries to know the unknown like encountering amazing places and cultures as well as testing our determination.

Teaching is an endless discovery of learning, methods, materials and challenges. It is to guide and facilitate students to learn in a friendly atmosphere. To enable the learners to acquire knowledge, skills and attitudes that allows them to transform their own life and their society in the present and future. Teaching is not only to be with the learners in terms of attending their needs and interests, but also to assess the learning and teaching process with the main aim to improve them. Besides creating the conditions to promote learning that provokes happiness and satisfaction for the learners.

Teaching gives a great responsibility as it impacts the students' lives whichever, positive or negative. It is true that teachers in Mexico face a considerable number of obstacles, but this teacher is not giving up. As she does not want to miss the opportunity to be with the learners and rebuild the society together. It is always a privilege to be in front of a classroom where there is a space of passing and receiving knowledge and experiences. Both learning and teaching are surprising and rewarding experiences as it is difficult to know beforehand what is next.

1.1.2 Definition of Good teaching and teaching goals

1.1.2.1 Definition of Good teaching

Good teaching enables students to acquire knowledge, skills, competences, broaden their lives' horizons and change attitudes for their own benefit and the society in which they are immersed. Student-center learning is the core of good teaching. Once that premise is clear, the rest is easier. That means that everything done such as class content, methods, approaches, materials, techniques, strategies and activities are around the students which have to be adequate according to the level of English proficiency, characteristics, needs and students 'interests. Assessment takes place as part of the learning process. In order, the teacher can get the best out of each student.

1.1.2.2 Teaching goals

Language, teaching and learning are endless paths in a language teacher's life. However, here is mentioned some achievable goals for this teacher.

- To wider the choices in the use of technology in learning and assessment according to resources available in my context that can impact positively acquiring the English language.
- To incorporate a richer variety of types of materials that matches students' needs and interests.
- To broaden students' role in assessments participating in the elaboration of their own assessments
- To Include more fun activities in the lessons such as games and role plays.

1.1.3 Students' motivation and considerations in good teaching

Students study English for different motivations, some not necessarily for the right one. Nevertheless, there is a possibility that any student can change their mind for good or for worse. Students value a well-planned class and most of them would like to communicate in a foreign language. Then, including communicative activities it is paramount. In order students are able to develop their communicative competence along the process. It is necessary to balance out the four skills in a context. It is not less important that in the class the students have discipline as well as the students become responsible for their own learning. It is necessary they set their own goals and work on them.

Also good teaching builds a bridge between the past and present. For that reason, the teacher activates the students' prior knowledge to connect their experiences to facilitate the acquisition of the new language. The Teacher promotes creative activities in which students have the opportunity to use the language interacting with their peers in 'real-life' situations in a relaxed atmosphere. The activities are always performed in a context that students can feel related.

The Teacher also includes XXI skills in the lessons to equip students to face the future. In the classroom, the teacher proposes various strategies to foster critical thinking and communication competence to enable students to use the language, interact and express their points of view and feelings. As well as creating the opportunities to solve problems outside the box working collaboratively in teams in which the teacher has observed students like to interact among themselves.

1.1.4 Intercultural side

The teacher not only provides the opportunity to analysis and discuss about their local culture, but also bring along cultures from around the world. Students are encouraged to go through topics that they can related to them. A subject that connects with their reality allows them to explore and have a deeper understanding with their own language, culture and others. As well as seeing the English language as part of another culture that in order to facilitate the communication it is necessary to have the right attitude to be open and curious towards the unknown.

1.1.5 Teaching context

This teacher works in the Cetis which is a public school that delivers higher secondary education. It is located in the town of Tequisquiapan, Queretaro. The school follows the syllabus established by the Ministry of Education (SEP) for initials in Spanish. However, syllabus can be adapted to the school's context thanks to the faculty that local academies have. Academies are groups of teachers that share the same field of knowledge that meet periodically to discuss and analyze what is related to the learning process and they are able to make decisions on the subject's present and future.

The Cetis 142 is equipped with the most basic facilities such as a cafeteria, bathroom areas, sport facilities, an auditorium, a library and one science, accountancy lab and two computing labs for those students who have chosen a specialization as this school delivers technical education as well. However, it is important to mention that these buildings meet the minimal standards of quality. In the school, the internet connection is unstable in the classrooms.

The classroom size is on average from 35 to 45 students per class. The age group is from 15 to 18 years old. Around 25 % of the student population work on weekends. Some students come from the center of Tequisquiapan, but others from isolated villages in the surroundings.

It seems that most students have not much experience learning the English language in the communicative approach. Nor have they received the right amount of exposure in the target language. Furthermore, some students seem to be disengaged with the language as they do not understand the importance of learning a language in their own environment.

With covid-19 lockdown the form of delivering classes changed dramatically from the classrooms to google classroom. Around 70% of the students were able to follow the lessons asynchronously mainly using smart phones although some students had access to computers. Synchronously teaching was out of hand because of the internet connection speed in the area with the limitation that some faced financial problems in paying their telephone services.

1.1.6 Teacher's role

The role of the teacher is crucial in learning English. The teacher is the facilitator who does not only give answers to the students, but the person who inquires all the time in order students who make the most of their potential. Also the teacher is the prompter who promotes critical thinking skills to make the most of the learner inquisitive characteristics. The teacher plays the manager role because she prefers that students are the main actors rather than taking over the class. The teacher is also the controller who creates a friendly atmosphere in which students who are free of criticism, but respect.

Moreover, the teacher as an agent of change that facilitates students to embrace other cultures apart from their own. The person who promotes a set of values that helps students to be global citizens, have a better understanding of the world and equip them to participate in the development of their communities. In order that people can live a more tolerant, more equal and more fair world in the future.

Besides the teacher is the friend who is there for the students in the classroom and outside. Listening to them, getting to know them encouraging them, be respectful and open with them and have a good laugh with them. has to have the right attitude and not to be overtaken by everyday problems or issues related to paperwork or when things do not go well in the classroom. Be flexible and calm is always the answer.

1.1.7 Technology and learning English

Teenage students enjoy using technology in their everyday lives. They watch videos or movies, text their friends, record themselves and play videogames, for example. Nowadays, technology offers a great choice for learning English. However, students are not necessarily familiar with these tools. As a teacher it is important to integrate the technology available in the language classroom or for setting activities outside the classroom. Even when the teacher has a lot to discover and learn. It is noticeable that technology is beneficial for students and can facilitate the teaching process. Technology seems to make learning more appealing and motivating for students. Furthermore, technology encourages their autonomy which is indispensable in learning a language because it is impossible to learn everything in the classroom.

1.1.8 Materials

When teaching materials are selected, adapted and designed, the teacher has in mind the students profile, needs, interests and the right level of language. The teacher considers that variety in the use of materials is key to keep the students motivated. Besides that, materials facilitate the development of skills and competences as well as acquiring knowledge making it more enjoyable. Nowadays, technology is opening up other alternatives to facilitate learning a language. For example, the use of mobiles in the learning can be an alternative in the teacher's context. Furthermore, variety includes the use of authentic materials in order students are exposed to real world situations.

1.1.9 Assessment

Assessment is not always objective, as it should be. However, anybody who takes a course expects to be assessed. Assessment becomes part of the learning process and not as a separated process. Formative assessment is necessary to consider because it has to do with everyday students work in the classroom. It creates in the students' mind the idea of doing regular work. Also it would allow them to receive constant feedback to reflect on their own learning process. On the other hand, summative assessments are usually tests. For examples exams at the end of a period. In real life, students would face a similar situation such as getting a job. Students need to be ready to face the stress and the demands of the outside world.

There are two types of assessments: the traditional and the alternative assessments. In general, teachers use assessment to measures particular knowledge and what the students can do with the language. Since the teacher learned the importance of alternative assessments she considers that they offer a real option to consider in a communicative approach and not just limit the assessing to numbers. Assessment and goals require congruency. Therefore, developing communicative competence matches well with alternative assessments. The reason is that the latter encourages students to produce language.

Even though balancing out the two type of assessment is necessary to consider as both have strengths and weaknesses. The essential element of assessments is to promote learning and fairness. According to the teacher's experience students who play a more activate role

participating in self and peer assessment learn better because they have the opportunity to reflect on their own learning. Therefore, the teacher needs to be critical in selecting the right instrument according to the purpose, the weight of the assessment and to decide the roles that the parts are playing.

1.1.10 The importance of training

This teacher believes that everybody has the right to access high quality education, it does not matter their background. Consequently, training and updating become essential in a teaching career in order to ease learning for the students. At the same time students can enjoy the advances made in the field and have fun. The teacher will be leading towards two main topics. One is the use of technology for learning English and the other one in writing and producing her own materials. This is due mainly for two reasons. The first reason, she is very new in exploring and trying technology to get out the best, therefore she needs more time and dedication. The other reason is that in her teaching context there are not many resources available or affordable for her students, but enough to keep trying.

Summary

This teacher works in the Cetus which is a public school that delivers higher secondary education in Tequisquiapan, Queretaro. The school's facilities meet low quality standards including the internet connection, although most students can access the internet through their phones. In order that language takes place it has to be shared in a community that understands the meaning. Learning is a process whereby the individuals acquire knowledge, skills and competence apart from generating attitudes of change. Teaching and learning are linked together. The teacher facilitates the process of learning and promotes an active role in the students. Whereas good teaching is based on student-center learning in which everything is around the students' needs and interests. The materials are engaging and use various types, including the authentic ones. Because most of the learners want to communicate in the L2. The teacher provides communicative activities in which the peers interact in real life situations. Additionally, the use of technology is brought for learning the language to facilitate learning and boost motivation. Assessment is considered as part of the learning process. Students not only learn a language, but reflect on their own and others cultures with open and curious attitudes.

1.2 Theory underlying your teaching practices and identity

1.2.1 Theory of language

There are three relevant views that influence the way language is taught and learnt nowadays. These ways come in theories, approaches and methods. There has been a lot of interest in improving learning and teaching languages since the middle of the last century up until now. The challenges and needs have enriched the teaching and learning languages. Linguistics, sociologists, anthropologists such as Ferdinand de Saussure, Roman Jakobson, Noam Chomsky and Michael Halliday among others have contributed in terms of how language, learning and teaching is understood nowadays.

In this section is presented how the main theoretical views that has changed how the English language has been taught. The most traditional is the structural view in which “language is a system of structurally related elements for the coding of meaning... The target language learning is mastery of the elements of the system”. These elements are the grammatical, phonetical and lexical units. (Brown, 2000, p.17).

In anthropology or literature structuralism is “an approach that interprets and analyses its material in terms of oppositions, contrasts, and hierarchical structures... especially as they might reflect universal mental characteristics or organizing principles”. (Mathews, 2001, p.1).

According to Saussure language has two dimensions the synchronic, the descriptive point of view in the linguistics, this means that language is part of “a self-contained system of communication at any particular time”. (Robins, 1976, p.206) Diachronic is the change that language suffers treated historically. For Saussure “parole constitutes the immediately accessible data, the linguistics’ proper object is the langue of each community, the lexicon, the grammar and phonology implanted in each individual” (Robins, 1976, p.206)

The second view is the functional linguistics. This theory “emphasis the importance of the semantic and communicative dimension”. The importance is given to the categories of meaning and function instead of the grammar. Communication has a purpose and an intention in different social contexts. Halliday, the main important representative of this theory, describes

language as a network of systems in which every grammatical structure has a choice to make meaning. It is also motivated and determined by the society's needs. Whereas, in the structuralism grammar is autonomous and independent of meaning.

Finally, the third view is the interactional view in which the language is the means to establish relationships between people, interactions, negotiations, etc. These theoretical views are part of a framework to create models of language, but they need to be complemented by the theories of language learning.

1.2.2 Theory of language learning and Teaching

Second Language Acquisition (SLA) is a discipline that is interested in analyzing and debating how a second language is acquired. The differences that people present in acquiring the language and the effects that instructing have in acquisition. This section is presenting briefly three perspective of the school of thought. a) behaviorism and structuralism b) generative linguistics and cognitivism c) sociocultural theory

The behaviorists believe that a normal child that produces spoken language during an exchange with a competent speaker would make the answer back better as the competent provides a feedback. In that moment the normal child would be acquiring the language. The stimulus received could be positive or negative to form a habit. They thought that a new set of habits is acquired through stimulus-response-reinforcement process.

Although behaviorism sounds out of date nowadays. It is important to remember that there are still some concepts which are valid such as the role of feedback in learning a language. Teachers can give positive and negative feedback that can affect positively or negatively in the performance of students in learning a second language.

Both behaviorism and structuralism describe the language. With the difference that structuralism sees the language like a complex structure. Additionally, the structuralism is focused on phonology, syntax and morphology.

The constructive analysis hypothesis is based on finding similarities and differences between L1 and L2 to predict errors. Once the possible errors are identified, then it is possible to learn without errors and set new habits in the learner. The key word of this hypothesis is classification. Certainly that it has been observed that there is pattern in making mistakes according to the learner's mother tongue. However, it is impossible to prevent mistakes.

This hypothesis is relevant for English teachers in the sense that they can analyze aspects of the language from grammar structures to pronunciation in order to find similarities and differences between the target language and the mother tongue. For example, for Spanish native speakers it is likely students pronounce /study/ like /Estudy/ or 'Vet' like /bet/.

It has been mentioned that from the constructive analysis point of view error could be prevented. However, it introduced the concept of fossilization which is "a mechanism the learner interchange stops developing, apparently permanently" was explained by the tutor Potengowski in a videoconference online in 2019. The error becomes deeper in different aspects of the language such as the phonological, morphological, syntactic and pragmatic. Therefore, it can be concluded that errors will remain with non-native speakers in many cases forever, but this does not mean the communication process can take place in compressible input. This theoretical aspect gives

Another theory that came across was the cross linguistics. A moderate side of the constructive analysis of the hypothesis in which the focus is on mistakes. For these theorists it is not about habits, but new structures. Today, language teachers include the study of grammar structures to analyze the form of the language. The structures are used in contexts and when they are used.

Stephen D. Krashen (1982) claims in his acquisition & learning dichotomy that acquisition and learning are two different processes. Acquisition is a subconscious process in which L2 pick up the language through exposure in which meaning is more important than form. On the other hand, learning is a conscious and a formal process. In order that acquisition takes place the input has to be "comprehensible, slightly above the learner's present level of competence, interesting or relevant, not grammatically sequenced, in sufficient quantity and experienced in low-anxiety contexts".

There are very interesting points that are still part of the teaching now. One is to deliver comprehensible input, teachers are very keen in make themselves understand using visual materials, mimics, concept check questions in order to assure that students understood the meaning in order the learning process takes place. To the point that if the teacher considers it necessary to make themselves understood they would make more use of the mother tongue.

Following another Krashen's findings, many teachers aim to reach is to create a proper atmosphere in the classroom where the students feel safe to express themselves. A place where mistakes are part of the learning process. In sum, the classroom or the learning space would be free of anxiety in order learning takes place. Zero anxiety = learning.

The generative linguistics argues that it is not possible to explain language through stimuli-response. The main representative Noam Chomsky argues that from a series of rules any grammatical structure is generated. According to Chomsky "every speaker of a language has mastered and internalized a generative grammar" (Chomsky, 1965, p. 8). It means that shows their knowledge of that particular language. His interest goes to the syntactic or grammatical aspects of the language rather than the needs of communication. From this perspective it is inferred that English teachers have to put all their efforts in teaching grammatical rules. As mastering a language was about learning the linguistic grammar structures and vocabulary.

Chomsky coined the concept of linguistic competence which was defined as the "speaker-hearer knowledge of his language" (Chomsky, p.4) refers to the knowledge of grammar and vocabulary. However, it was argued that this premise was not all true. Even though learners put all their efforts in learning grammar, they were not able to communicate as they would expect it.

Wilkins debated Chomsky had a revolutionary idea. For him language learners needed to understand and express rather than to focus on grammar and vocabulary concepts. He brought two new categories known as the notional and the functional. The notion category was about time, location sequence and the second was about the function of the language such as complain, describe, ask for things. These concepts are still considered to teach a language these days as teaching and learning a language is more about communication.

1.2.2.1 Important points of some approaches

From theories to methodologies, from methodologies to approaches. Approach refers to “the theories about the nature of the language and language learning which are the source of the way things are done in the classroom and which provides reason for doing them” (Harmer, J, 2007, p.62). In this section it is exposed some teaching approaches that influenced the lesson plan for this educational intervention.

The Situational language teaching approach adds a new important feature to the way teaching is delivered nowadays. It focuses on the need that grammar sentences have to be presented in a situation. It is underlined that when people acquire the mother tongue. They do not have to learn grammar rules for being able to speak. They learn through the behavior in a context. (Halliday, 1964). It is inferred, the importance of practicing the language in a situation.

The audiolingualism followed the behaviorism, in which the priority is to create habits in order students learn the grammatical structures through drills and repetition. The context is not considered. From the audiolingualism is derived the presentation, practice and production known as the PPP approach is used in the classroom to teach grammar, but it does not take into consideration the context. As well as drills have been evolving. There is a wider choice of them. The purpose is to practice and repeat the new language. They can be very useful for beginner students.

The experiential learning approach

Kolb states that in order to learn about intercultural competence it is necessary to have experiences as books can only deal with the cognitive process. Therefore, we need to interact with people and experience different types of feelings over an unknown situation. He proposes experiential learning spiral that goes from concrete experience to reflective observation to abstract conceptualization to active experimenting (Kolb, 1984).

In this approach students work in teams in which they have some time for reflection. Through reflection is when the students learn in order to apply the knowledge to their everyday life.

2.2.2.2 Communicative language Teaching approach (CLT)

In the decade of the 70's, learning and teaching English suffered a transformation through the communicative language Teaching approach. This approach is conceived from the analysis and criticism of Hymes to Chomsky theories and the contributions of other theorists. As It was referred previously, Chomsky theory competence is based on the ability to produce grammar correctly.

However, Hymes considers that the concept is not complete, because it is missing the communication and culture aspects. Dell Hymes (1971) proposed a new concept of communicative competence which is defined as “the learner’s ability to understand and use language appropriately to communicate in authentic rather than simulated in social and school environments.” (Communicative competences, n.d.). He defines that a competent language speaker is someone who has the knowledge and the ability to use the language appropriately according to the contexts and situations. as well as using the right strategies to overcome breakdowns. In sum, Hymes brought to the discussion table the importance of the social dimension of the language.

Later on, Canale and Swain (1980) widened the communicative competence concept in four dimensions. Grammatical competence, it is the domain of grammatical and lexical capacity, sociolinguistic competence refers to an understanding of the social context in which communication takes place. Discourse competence is about the interpretation of individual message. Strategic competence is all the coping strategies that are used from start to finish in communication.

John Austin introduces a new perspective of the language. He claims that language is not restrictive only to say things about the world, but to do things with the language. Language allows it to transform the world. This idea is complemented by the Jacobson (1960) who also refers to the notion of language functions as the things people do with the language

Communicative competence shifted the teaching practices. Teaching language has to be delivered in meaningful contexts in order to provide authentic opportunities for the learner. This

means that teachers cannot limit themselves to grammar patterns, but consider the reality. It answers the question of how the language occurs in contexts and situations.

In the communicative language teaching it has the goal to develop the communicative competence, therefore integrates the four skills and highlights the importance of interdependence of language communication.

2.2.2.3 Model of Intercultural Competence

Nowadays, it is well known that language learners apart from developing linguistic and grammar competences requires them to develop intercultural competences that would allow them to interact effectively with people from different backgrounds in order to be successful speakers. Michel Bryram and his research group proposed this model for developing intercultural competence. This model is divided in five components:

The first component is the attitudes which is the “curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own. This means a willingness to relativize one's own values, beliefs and behaviors, not to assume that they are the only possible and naturally correct ones, and to be able to see how they might look from an outsider's perspective who has a different set of values, beliefs and behaviors. This can be called the ability to 'decentre' ”(Byram, M., Gribkova, B., & Starkey, H., 2002).

The second component is “knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction.” (Byram, M., Gribkova, B., & Starkey, H., 2002) It can be inferred that knowledge acquisition of social processes helps understanding as well as knowing how other people perceive the other.

This knowledge can be acquired when interaction takes place between people. For instance, traveling gives the chance to interact with people of different backgrounds. Something as simple as buying a quesadilla in the state of Queretaro can be learnt, which is not necessarily the same say as buying a quesadilla in Mexico City. Quesadillas fillings in Queretaro are only made of cheese. Quesadilla in Spanish comes from the word ‘queso’ in English its cheese.

However, in Mexico City it is also called quesadilla even when the fillings are not necessarily from cheese. Another good example is the variety of types of dancing. It changes in the north, central and south of the country. It can be said that the more knowledge there is, the more understanding people become.

The third component is the skills of interpreting and relating as the “ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own” (Byram, M., Gribkova, B., & Starkey, H., 2002). In other words, it is the capacity to see an event from the other point of view as it were their own. This can be illustrated with this example. This teacher used to visit her friends without previous notice in Mexico. So when she recently arrived to the UK. She did the same until someone told her that If she would not mind coming back later or another day. At first, even when she was asked politely she took offence, because she felt rejected. Over time, she realized that some people prefer to do what they have planned for the day before they can sit and relax. People think differently.

The fourth component in Byram’s model is to develop the skills of discovery and interaction which it is the “ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction”. (Byram, M., Gribkova, B., & Starkey, H., 2002). Individual experiences with people from different cultures allow to acquire knowledge. Greetings are a good example of that as there are a great variety of them.

Finally, the last component is the critical cultural awareness an ability to evaluate, which is defined as “the ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries”. This point refers that even when some people embrace different cultures, there are some situations that is difficult to accept or agree totally. In this teacher’s case, for example, she loves food and can eat almost everything. However, if she were invited by a Peruvian to eat hamsters, she does not think she could do it.

Cultured can be defined as “learned patterns of behavior and attitudes shared by a group of people” (Martin & Nacayama, 2010, p.84); but also it is refinement,

mannerism, civilization, the arts, dominant culture. Culture is extensive. It offers to the teacher a great opportunity to bring the topic into the English classroom. One alternative is to discuss culture's characteristics. These features are the following: culture is shared, culture is contextual, culture is dynamic, culture is learned as a pattern of learning, culture is unconscious

2.2.2.4 Approaches to working with culture in the classroom

The Cultural Criticality Approach and cultural Dialogism

The Critical approach studies when communication takes place. This approach "focuses more in macrocontexts, which are the political, social and historical situations, backgrounds and environments that influences communication. Their ideal is to impact everyday life communication". (Nacayama & Martin, 2010, p.65)

This approach is interested in identifying differences that in the future can damage the communication. However, some followers of this approach think that a way to close the cultural gap it is to understand the barriers and differences. Through a process of sensitizing that claims it is better to find coincidences rather than differences. One possibility that brings people together is music. It does not matter the language or the background, but people can share the same taste in music.

Cultural dialogism sees communication on a world-wide scale. It encourages cross-cultural communication raises self-awareness and with other cultures. This awareness will help to avoid misunderstandings.

The dynamic approach

In this approach are the students who play the role of researchers. Culture is seen as dynamic. It means cultures are changing for example when a new electronic gadget is introduced on the market, it possibly changes a group of people's behavior. The role of the teacher is to provide the necessary tools in order students analyze social processes and its results with a critical eye

in three levels: national, group and individual. Culture “it is a mélange of what each individual brings of their social ethnic and even international experiences to the communicative event” (Humphrey, D, 2002). Culture is not monolithic, everyone has something to collaborate to enrich the culture.

Chapter 2. Methodology and practice

2.1 A practical and useful lesson

This project is about developing communicative competence through familiar contexts in which students can relate themselves with similar situations on how to develop the communicative competence in English as well as allowing them to broaden their horizons outside their hometown providing information in order they can acquire knowledge and reflect about similarities and differences with their own and a different culture based on the intercultural approach.

The primary reason to select this topic is to attend to the students' needs. During this course, students have shown many difficulties in communicating in English as it seems they have been taught by the grammar translation method in the past, although there is not enough evidence that the method has been followed accurately. The fact is that the students expect the teacher to use their mother tongue rather than the target language as well as the translation of every word from English into Spanish.

Moreover, students have shown a lack of connection between L2 and their everyday lives. Many of the learners live in closed-minded societies in which they do not interact much with the surrounding cultures less with a foreign one. A second reason is to follow the syllabus established by the Ministry of Education for this course in which established the development of competencies: communicative and cultural in order the students have the possibility to immerse in a diverse variety of educational and working environments.

Since the Covi-19 lockdown the school work has been done in asynchronous distance education. Google classroom, WhatsApp and email have been the tools that has kept the lines of communication open. In this pedagogical educational intervention was planned a lesson plan for about six hours last. In order students worked on the lesson plan proposed they were grouped in threes and were given a guide to follow through google classroom. They received tutoring in the google classroom dashboard as well. According to the syllabus, the students receive 3 hours of English a week. Therefore, these activities were carried out during 2 weeks.

2.1.2 Teaching sequence

<https://drive.google.com/file/d/1GKIUI-1B0SA-dHrWBTOzWs9cYfB5zSI/view>

2.1.2.1 FIRST LESSON

In the first integrated skills lesson plan (1 hour). Students practiced the vocabulary in a fill in-gap exercise. The exercise is a paragraph related to the topic the learners read and wrote about markets in the UK and Mexico. Students were introduced to some key words that they would face in the reading. They performed the three reading stages: pre-reading, during reading and post-reading. They used the top-bottom strategy.

One of reasons that the first lesson is focused on two skills, it is with the purpose students develop one receptive and one productive skill. The skills are reading and writing. The reading is aimed at students become more familiar with reading strategies that facilitates the understanding of the text rather than depending on translators all the time. During the process of mastering the strategies the students might find reading more interesting and motivating as they can develop and use their abilities.

In this context strategies would play a relevant role because of the students' past experiences in learning a language. Most students had passed the English language subject looking up words in the translators. When the students have met with a text in English the easiest and best known way to understand it is using a translator. Nevertheless, the students needed to be faced with a challenge in which they are taught how to approach a text developing their own abilities. To use a translator does not imply any challenge or make the task interesting. Teenage students enjoy challenges to keep the level of interest high.

Apart from that the students have expressed the willingness to learn English. The frequently question asked for them was how. Consequently, students not only needed to be motivated, but also they needed the tools in how to do it. Sometimes students wanted to keep on track with their tasks, but to use the translator all the time was time-consuming or boring. When the students develop the strategies properly, it would facilitate the task and at the same would make the tasks more interesting and satisfying.

The vocabulary was presented to enable the students to comprehend the article. Following Krashen's input hypothesis "a necessary (but not sufficient condition to move from stage i to stage $i+1$ is that the acquirer is focused on the meaning and not the form of the message" (Krashen, 2007). In other words, students have to be in the position in which understanding does not become a real struggle.

Also presenting vocabulary before the reading is to facilitate the students' activity and taking into consideration the students' context. In other words, to satisfy the students' concerns about knowing the meaning of the words. With the variation that a few words were selected as key or important words in order to understand the words. Instead of using the mother tongue to translate the words into Spanish, images were shown. The reason is to help students to focus in L2.

Before the reading started students performed an exercise. The reason was to give more practice to the students to learn the vocabulary as they have to solve an exercise in context in which they have to think what words fit better. Even when the exercise does not encourage production of the language the exercise would allow the students a built up language for communication. It was expected that students would finish the exercise answering accurately.

The model used was the top-down model, from the general to the particular. The pre-reading task was designed in order students activate their schemata as they surely had some experiences with markets. Some of the reasons why this stage is so important it is that the activation connect past experiences with the new knowledge. In order to make the experience of learning meaningful. Besides some students would realize that they know something. Possibly about the topic, or a grammar structure, or vocabulary. That would boost their confidence. The students are having an experience with the language and are observing and reflecting.

The activity was done through a guessing game form: Have these words and do something with them. Teenage learners love games. Gamification was used in order to engage students. It is also known that pre-reading is a key stage for students to succeed in their reading The next activity was to practice the skimming strategy in order students become able to identify main ideas. In their Spanish course they were also practicing the same reading stages and the

skimming and scanning strategies. Therefore, to bring the strategies to the English classroom might reinforce their reading abilities in both languages. The outcome was that students participated actively to reach understanding it all and producing as much as possible the language target.

During the reading students had to interact in teams to build their understanding of the whole text. In this exercise students played a more active role in producing language. They received input, but they also gave their output back. "An interactive model is one which uses input and has meaning as output. But the reader provides input too, and the reader, interacting with the text, is selective in using just as little of the cues from text as necessary to construct meaning." (Goodman, K, 1981).

When students work in teams they are socializing and building the knowledge together. In Modern times people work in teams to reach aims according to the market job demands, so the collaboration skill is necessary for learners to develop and be prepared for the future. This can be summarized with this statement: in order to learn I need the other. In addition, collaboration might make the students to share. From tasks to devices. In these times of Covid-19 it would reinforce values of unity and social commitment with the other. In a task as simple as sharing the understanding of a column in a text. The students were learning to help each other as well, when it was necessary for lacking language.

Further on, students had made an effort to avoid the communication breakdowns. So students needed to use all their resources they had available such as the body language. Finally, teenage learners need to interact and form part of a group. Working in teams facilitate the feeling of to be together in the distance. They have more fun. Therefore, they would feel more motivated than working on their own.

Also students solved a quiz in google forms to assess their knowledge. It was also an interactive activity using technology. This activity has the purpose students become more motivated, received feedback immediately and used technology for learning a language. At the same time, it allowed the teacher to evaluate the learning process not only for the students, but also for the teacher. The use of technology provided a tool to the teacher to do the task accurately and in less time. Particularly important when the number of the students is considerable.

The post-reading activity was with the purpose students analyze their own culture against the foreign one. Students had already a reference the British market text. So they might find it easier to think in their own culture and to prepare them for the next activity. The activity was short according to the students English proficiency. The activities were closed related. The activity was set with the purpose not only did the students learnt about other cultures, but they strengthened their knowledge and curiosity about their own. As well as students had time to consolidate their knowledge.

A second skill was included in the lesson plan to strengthen writing: Students punctuated a short article with the support of an audio. The audio was used to support the students to pay attention to the pauses in the audio. The task had the aim to work in writing micro skills. Not only was it about practicing the punctuation, but also the structure order sentence S+V+C. Audio and writing gave the students time to repeat the audio. Students were also able to pay attention in the phonetics.

The activity started with activating the punctuation marks' name and how they were used. The information was elicited in order students were able to bring their own experience. At the end of the activity, students completed a sentence exercise which also was related with their own experience. The idea of connecting learning with their own ideas is to generate reflection and then students had a proposal. With this we are considering the learning styles as the students learn differently. As well as promoting students less receptive in which they are only receiving information. In this exercise students had to end up their sentence with their own ideas. Students had to punctuate the text accurately in which they could identify the importance of punctuation. To identify sentence and question order. The readings also attempted to raise awareness in intercultural matters.

2.2.2.2 SECOND LESSON

In the second lesson (2 hours). Students practiced Top-bottom listening model. In this part of the lesson has much the same sequence than in the first lesson. The sequence was vocabulary, pre-listening-listening and post-listening. In this stage students identify the gist and specific information. The reason to use the top-bottom was to reinforce the order of the procedure, from the general to the particular. Practicing the same model, it is expected students

become more independent in a close future as they become more familiar. To follow the same sequence would facilitate the task for the students. Another reason is that when learners identify the main idea at first they are ready to predict and guess what they would listen to afterwards. Moreover, predicting would give a better chance to the students to become more successful readers.

Because it is important to surprise the learners in order students keep motivated in their English class; the teacher implemented a variation in the listening activity. It was the type of material. A video was selected rather than a recording. Also the purpose of the video was to provide visual support for understanding because the video was produced by a native speaker. This video also would give the learners the opportunity to listen to different accents. Therefore, they would gradually develop their comprehension listening skills in a variety of contexts.

One of the biggest challenges that beginner students face is understanding accents. They might get use to the teacher's accent and think that listening is all about understanding their teacher and classmates. However, language learners have to raise awareness that in real life people sound different than in the English class. Therefore, bringing authentic material to the class would benefit the students to develop their listening skills. In this video, students had to cope with accents and intonations as well. In the video the setting was a common place related to the series of topics. The video is a monologue although the speaker is talking to the audience. A monologue was chosen to lower the level of complexity. Finally, the video was short to try to keep the students focused.

Previously, students watched the video, students identify the topic and the setting to activate their previous knowledge. In order students had a concrete experience bringing their memories relating the previous experience to the video as well as creating an interest. The video's topic selected was very familiar were it did not matter the students' background they would surely had been through a similar experience. So they would be in the position to infer meaning from the context.

The following activity was a multiple choice to identify specific information during the listening. Firstly, they underlined the keywords in the multiple choice exercise to know in what to focus their attention to be able to answer. During the listening students filled out a multiple choice

exercise. It seemed students found this type of exercises not too challenging. These sorts of exercises provided cues. In a listening activity there were many variables students had to manage. They had to make decisions fast to choose the right answer from set questions. Another factor was the speed of the speaker delivering the message, the accent, the intonation for example. But the activity considered the level of English of the students. This exercise was aimed at students who would understand better and also strengthen other skills as the skills were integrated.

Then in the post-reading activity they discussed some questions about similarities and differences in food in Mexico and the UK. The activity had the purpose to raise awareness in a cultural aspect that people have different habits and preferences in other parts of the world. Besides. The idea to set up an activity like this was to create a need for communication. Students would personalize the information in order students produce language in a 'real communication'.

A grammar point was introduced making students discover when to use countable, uncountable nouns and quantifiers. The Teacher recorded a video to revise the grammar. In addition, students learnt the grammar, the secondary purpose was students develop their critical thinking skills. For that teacher encouraged students to react to the prompts in order they noticed the grammar and found the similarities and differences in the sentences. The prompts intended to create the need of communicating also to help the students to engage beyond the grammar structure.

The sentences were in the food context. It was not given a PPP or more traditional grammar approach because grammar can be seen for the students as the most important part of the language instead of the communicative competence. After that students practiced the grammar structures in controlled activities with filling out exercises in a dialogue. Then the students practiced the dialogues among themselves and a four-line dialogue in which they substituted the key words. The purpose was to practice them to achieve accuracy. The substitution drills use to give practice. These drills provide students confidence and practice in a safe environment.

The next activity was writing. Students went over vocabulary to facilitate the understanding of the information. This occasion the students classified the traditional British and Mexican in charts. In order they can remember the information better as well as organizing the information they had just reviewed. The classifying activity helps the students to reflect, analyze and evaluate the information. Consequently, they were developing the critical thinking skills.

After comparing the results, a song about vegetable was sung. This activity was set to create an agreeable atmosphere to prepare them for the follow-up activity. To ease the writing task as many students, struggle with writing. Music is loved by teenage students. So music is a way students can cater to individual interest. When music is played. It has been observed students stop worrying about how difficult it is to pronounce a stretch of language. They usually feel free and enjoy it. It has been said that learning and feelings are connected. Krashen for example claims that if a student is free of anxiety they would learn.

There were mainly two reasons the activities were set after brainstorming. Students selected a recipe and wrote a shopping list in teams for cooking for a British friend. The brainstorming is used to activate schemata and bring their knowledge and experiences to the lesson. When students had a concrete experience they are ready to reflect as in the Experiential learning theory premises establish. The task is collective in order students help each other making it less difficult and entertaining.

Outcomes: A classified chart with British and Mexican food, a multiple-choice comprehension listening exercise, spoken and written answers about the differences and similarities about the food, a spoken dialogue and a shopping list.

2.2.2.3 THIRD LESSON

During the third lesson (2hours). Firstly, the context is set through an image showing two people selling and buying in which students answered some questions to set the context. This is essential to help the student to have a reference as language is used in concrete situations. Besides students identify the language register and the language conventions. Using images also provides clues for the students to understand without the need of using the mother tongue.

After that, the learners practiced top-bottom reading strategies through an article about haggling. The reasons are, the same as the previous lessons, to encourage the students to apply reading strategies every time they are faced with a reading activity. In order they master the strategies and become better readers in both language, English and Spanish. Strategies enable students to identify the gist and the specific information, for example. Therefore, the reading comprehension would improve.

Besides the same strategy was used to avoid confusion as the teacher was not physically with them. It was a variant after predicting a topic, the student answered a diagnostic test with the purpose to find out what the students already know about it at the same time activate their previous knowledge. Finally, the students answered a typical true or false or it does not say exercise to assess understanding. The activity was centered in that students found specific information and used inferring subskills during the reading stage. The post reading aims to personalize the reading.

Students to a certain point are familiar with this type of exercise. However, the variation was the third column 'it does not say'. The variation was added to the exercise to create a bigger challenge with the intention students do not become bored and have to make an extra effort. The activity was set up to provide more opportunities to practice the reading strategies as well as students become more interested in knowing about other cultures and reflect on their own.

The language was written in an informal register according to the students' level of proficiency. In the article is described how people haggle in the UK. The topic of haggling was selected because it was a familiar topic for the students in which they could identify themselves. The text has also the purpose to raise intercultural awareness about similarities and differences. This activity aims at the students who are able to socialize properly "engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity" (Byram, Gribkova and Starkey, 2002, p. 5). This activity would increase the level of knowledge for the others and for themselves.

The teacher wrote this text taking into consideration the short articles characteristics in order students would identify articles read in their own language. Most of the reading articles were written by the teacher. The reason of adapting and creating materials was with the objective to

put into practice the knowledge acquired in this specialization in the materials section. The teacher tried to consider the length of the sentences, the format, the level of vocabulary. Moreover, the presentation in which the students would find the material attractive.

Reading also prepares students in developing the ability of communicating in spoken and written. Students interact with the text as they use their background to interpret and socialize with the text through the students' experiences. The text also contains linguistic details. The text has been written using mainly the past simple as the past is pointed out in the syllabus for the course of English two. The text together with the integrated skills would allow the students to express situations in the past.

The grammar activity was planned in order students recognized the formal aspects of the language. The grammar structure target was the use of 'Can I have..?'. This structure was integrated in the use of language. The teacher drilled the structure in a dialogue for asking for food. It followed the practice of a conversation, so the grammar was presented in context of buying food this time in a restaurant. As the students had to practice language in different contexts.

To a certain extent, this activity was related to some strategies from the audiolingualism approach because drills were used. However, the variation was that the drills were practiced in a conversation. The primary aim was to help students to identify the language how use to ask for food, after that to provide a lot of practice. This was due for the importance of memorization role plays in learning language, particularly in the beginner level.

Then the students practiced substitution drills in which they could replace the product for something else and at the same time to recycle the food vocabulary. The task was also interactive and it requires the participation of at least two to do it successfully. Interaction is essential for learning languages. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he thought that the community was necessary in the process of "making meaning."

In the next activity, the vocabulary was introduced to assure that students were ready for the listening activity. Vocabulary was elicited including phrases. The elicitation as in the past

activities is to bring up the knowledge of what students already know. Three listening stages were planned for this activity: pre-listening in which the students predicted the topic. During the listening they had to order the information which was a short transaction dialogue between the seller and the buyer. In the post-listening, they drilled a grammar dialogue. Finally, it was set up and a role play about haggling for food in the market.

The primary aim is to develop the listening skills from a text book audio. The secondary objective of the activity was to integrate grammar, listening and speaking. At the same time to give a reason why it is important to listen when they want to order food. To connect the language in 'a real situation'.

The aim of the role playing activity was that students can communicate in a 'real situation' integrating the skills in order students can perform a freer activity and be more enjoyable. Also students negotiate meaning and overcome breakdowns. In which the activity was itself negotiation. Students had time to prepare the activity that was completely interactive. In order they managed the activity well as they all had to contribute.

Outcomes: pre-reading multiple-choice quiz, a true-false and it doesn't say exercise, complete sentences for vocabulary, the ordered dialogue for listening and a role-play.

2.2.2.4 FOURTH LESSON

In the fourth lesson (1 hour). The teacher told a story tale in a video interacting with the students through questions. During the story students took notes of key words, then they had a preparation time using cue-visual cards. Then they retold the story tale in teams helping each other. In the post-listening stage, they posted their answers in a blog.

The story format was chosen for various reasons. Firstly, it has been observed various successful language teaching experiences for engaging students. Moreover, it provides variety in the lesson plan and also is a welcome activity for the students as most of them enjoy listening to any sort of stories. The teacher wanted to tell the story to create a bond with the students reminding them about the school days of their teachers.

The story was simple, but the plot attempted to connect the students with their location and raise awareness of the importance of their own place. Also the students would think about what is around them. In this case there were farms that export food thanks to international commerce. This might help them to reflect about the idea that local might become global. In this case, local producers had an international impact on people's lives in other countries. The reflection might provide the importance of learning foreign languages and cultures.

Even though when the story was told by the teacher. She kept asking questions to avoid the traditional teaching methodology in which students are only receptors. Apart from keeping the students focus on the story. With participation of everybody, the story is not 'the' but 'our' the students become part of it.

The listening activity was divided in the three stages, pre-listening, listening and post-listening. Before the pre-listening stage, students did some homework research about Mexico food exports. The purpose of the homework was that the students would gain more independence through researching information. Additionally, they would start getting ready for the task, so they would bring along their prior knowledge in the pre-listening task with how they would achieve the task successfully.

In the retelling of the story it was not expected students remember every detail of the story, but to develop fluency. Students had a story in their minds and the cue cards to produce their own version of the story. Cards help students with clues in order to keep the conversation going. Visual aids support fluency as students only have to concentrate in the language and not remembering as well the sequence of the story. Also the activity had the purpose to build up students' confidence and built value of working in a community in which they can help each other. Instead of making fun of the students who are left behind.

At the end of the story, it was mentioned the word mission. With this new topic, students would continue to develop the follow up activity which consisted in writing about their own mission in life. The writing activity aimed to focus more on the process of writing than in the final product. At the same time students made use of technology, a blog. Blogs opened up a new alternative to motivate students. A space where someone else is going to read what is written.

2.2 Designing of necessary tools to assess/test the progress of students

In this section will be revising some key concepts associated with testing and assessing. Secondly, will be presented the tools used to assess students during the lesson plan application together with an explanation of the rationale behind. Finally, there is a critical analysis of the assessing outcomes.

2.2.1 Assessing and Testing

There are two concepts that a simple sight can be seen like synonyms. These are testing and assessment. However, assessment has a much wider spectrum than tests. Tests are part of assessments. Testing is one type of assignment. According to Brown assessment are 'an ongoing process that encompasses a much wider domain than testing'. Whereas Testing is a 'method of measuring a person's knowledge, ability or performance in a given domain' (Brown, 2004, p.3). Tests are usually associated with established periods in the schools to measure the students' progress, students' stress, and in many societies tests represent the most important tool evaluate students' knowledge.

Assessments have basically two functions. Summative assessment measures the degree of achievement of the learners in a certain period of time. The scores will be reported to the parents and might be part of the school statistics. These assessments have to do more with the past rather than with the future. A typical example is a final test at the end of a course. By contrast, formative assessment provides constant information in what is happening in the classroom. Teachers assess all the time as part of the learning process. It is formative as "It evaluates students in the process of 'forming' their competences and skills with the goal of helping them in the growth process" (Brown, 2004, p. 6).

Therefore, assessments provide information to teachers about different aspects in the students learning process such as how much a student understood after a new given topic, identify students' strengths and weaknesses or what the students are able to do with the language. Similarly, assessments help teachers to reflect on their own performance and guide them to improve their future planning.

Teachers use mainly two types of assessment: traditional and alternative assessment. Both have advantages and disadvantages. The upside of traditional assessments is that they are easy to set up and score them. Also, some teachers might find them easier to design them for being more familiar to them. The downside side is that these sorts of assessments do not encourage producing any language. Moreover, it is argued that traditional assessments are not authentic which means that students do not face similar situations in a 'real life'. Browns states that 'standardized and tests tend to focus more on finite knowledge and so called facts than on how that knowledge is used'.

2.2.2 Performance based assessment

A performance-based assessment 'is open-ended and without a single, correct answer, and it should demonstrate authentic learning'. (O'Malley K and Valdez Pierce,1996) define PBA as 'any form of assessment in which students construct a response orally or in writing'. Both definitions are focused on what students can do with the language such as solving problems. This assessment might be more appealing to learners as it is more authentic than traditional exams. It measures the level of competence and prioritizes the performance.

According to O'Malley there are six characteristics to evaluate students: construct response, higher order thinking, authentic assessment, integrative assessment, process and product, deep over breadth.

2.2.3 Alternative assessment

A performance-based assessment 'is open-ended and without a single, correct answer, and it should demonstrate authentic learning'. (O'Malley and Valdez Pierce,1996) define PBA as 'any form of assessment in which students construct a response orally or in writing'. Both definition. This is because there is more interest in formative rather than only scores. Both teachers and students are included in the formation.

There is a great range of formats that goes from checklist to portfolios.

Portfolio

This alternative assessment is becoming more accepted and used for Mexican teachers. Gennese and Ushur (1996) defines portfolio as a purposeful collection of students' works that demonstrates ...their efforts, progress and achievements in given areas'. Gottlieb introduced an acronym to name 6 six features of this assessment:

- Collecting
- Reflecting
- Assessing
- Documenting
- Linking
- Evaluating

This acronym because it guides the teacher to make proper use of this tool. Firstly, it has to be what type of evidences will be gathered. It goes from a recording track to a selected piece of writing. Portfolios could contain a selection of classwork including the 4 skills of the language or it only includes one skill.

What is collected depends on the teachers' decision and the students when their opinions are taking into consideration. Reflection is necessary to identify the strengths and weaknesses. It also promotes motivation and improvements. Assessing is done over a period of time, so it might provide a good deal of importance to everyday work in which quality should be seen above to an over-night study exam.

Documenting provides evidence of the work done successfully during the course. It can link also the students to people outside the classroom. For teenagers it can be a good excuse for sharing their work with the school community, parents or authorities in the exhibitions organized by the school. Lastly to assign a grade to meet with the schools' requirements.

There are several reasons why traditional tests were chosen for this lesson plan. First of all, these assessments considered the students' needs. They as beginner students require support in dealing with the language because they have not had much exposure to the language. Therefore, the aim to build up language over time finding activities that have some challenge but that can be done. They also were designed to create opportunities in students to be

exposed to the language and the students find out how well they are performing. At the same time students gain confidence in the language.

2.2.4 Evaluation tools for Receptive skills: Listening and reading

2.2.4.1 Assessing listening

The opposite of speaking is listening. In contrast to speaking is a non-observable skill. For that reason, the assessment should be prepared carefully. Firstly, teachers have to identify what they want to evaluate. The purpose of the assessment. There are various types of assessments to measure comprehension. The choice of the assessments depends on the purpose. It is not the same to measure specific information or the gist in a conversation. In real life, people practice the same strategies in their mother tongue. The gist and specify information is done all the time without not knowing it.

For this project there were planned mainly two activities. In the first one. It was presented a listening activity in which students watched a video clip about a young lady shopping for food for different mealtimes. This activity had two aims. One was that students identify the gist of a listening comprehension and the second one was that students identify specific parts of the monologue through a multiple choice task besides applying top-down strategies.

One reason was the video was short, 2 minutes in length. The video was recorded in a real context in a supermarket. That would help students to connect with their own reality. It also meets one of the principles that is authenticity as the learner is expected to face a similar situation. According to Brown (2004) “authenticity of a test is met if the test includes natural language, present item in a contextualized manner and try to emulate real world tasks”.

Another reason was that a video provides visual cues for the students to perform the activity successfully considering that they are beginners. The purpose of the listening activity was to assess two comprehension aspects. Students have to identify the gist, in which students have to identify main idea from the whole information through general questions and the selective listening that allows students to focus in specific information for this activity students answered a multiple choice exercise.

Due to the fact that multiple exercises facilitate the task. It is not necessary to complicate the exercise more because beginners have to cope with various variables in a listening activity such as new vocabulary, accent, intonation and reading material. In the preparation for listening students read the questions. As a result, they know what is asked, so they can concentrate on that information. Also multiple choice exercise gives them more opportunity to the students to be right in their answers. As any choice would give them 33% chance of success. Students in beginner level need emotional support. They need to know they are doing well.

The other listening activity was to listen and order a conversation between two people buying food and drinks in a coffee shop. This activity has the purpose to use different strategies to develop comprehension listening skills. The strategies used were two identify the gist and specific information through a selective task format in which students have to identify short stretches of language. The assessment attempts to give practice to the students to predict the information allowing them to focus on the task. At the same time students and teacher would identify the strengths and weaknesses. Furthermore, the activity was planned under the principle of authenticity as it is very likely students face similar situations. Finally, this activity had also the aim to assess how much the students have learnt about the grammar and vocabulary reviewed previously.

The last listening activity assessed specific information. Students took notes and then they used the information to retell the story. They received cue cards. There other was the responsive listening. The students interacted with the teacher taking part in the story answering the questions. Students worked in teams to collect the information to complete their notes and be able to retell the story. The importance of the assessment was to measure if the students could identify the main and secondary ideas of the listening and how they could use the information to produce the language. In addition to assess the results of the students working together in a more complex task.

2.2.4.2 Assessing Reading

It is believed that teachers in order to elaborate proper assessments need to pinpoint the students' strengths and weaknesses. To plan the reading strategies to develop macro and

micro skills and then select the type of assessment. There are various standards formats to assess reading. A very well-known format is the cloze in which students fill out the blank information with the missing word. There are other similar types of tests such as the C-test. This offers to the reader a clue giving the first letter of the word.

The first reading assessment set in the lesson plan had the purpose to assess students' understanding to identify the main idea and specific information in a short text as well as identifying similarities and differences in another culture. The assessment was done giving an informal feedback in a group. The students had to communicate their reading to their team. Together build up the whole text. One reason that informal feedback was chosen to assess this activity was to create a relaxed atmosphere when the students produce speaking language. That also they would feel supported in their efforts to make themselves understand as in this activity the element to evaluate was the comprehension. One advantage that this activity would offer is to practice the language in a 'real situation. By contrast, one disadvantage would be that some students would find the task too challenging.

For the same reading, the students completed a quiz created in google forms. The assessment had a traditional approach as it was about how to complete sentences. The upside of type of this quiz is that students received feedback immediately and students focus on the details of the reading. Most students can manage the task well which is important for beginner students. Moreover, students enjoy using technology. The downside is that this sort of assignments does not give the opportunity for the students to produce language.

In the second reading, the first activity was a diagnostic assessment that had the purpose to activate the previous knowledge and identify how much the students knew about the topic. One reason to do this activity was to raise students' awareness of their prior knowledge because there is a group of students that they block themselves as soon as they see the information in English. At the same time, the importance of using reading strategies is to help them to understand a text.

2.2.5 Productive skills: speaking and writing

2.2.5.1 Assessing writing

Writing rubric mechanics students

For assessing one of the micro writing skills it was proposed a punctuation exercise. This writing exercise was thought to search for accuracy and minimize mistakes as well as promoting peer-evaluation. The exercise was designed and based on observing that some students present significant problems in identifying the right order in simple sentences and in questions. Additionally, the assessment task was with the aim to encourage students transfer their knowledge from L1 to L 2 in using the right punctuation such as capital letters and the use of commas.

The assessment tool used was a rubric, According to Andrade (2005).. a rubric “an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.” To assess the exercise an analytic rubric was designed to evaluate only one aspect in the mechanics of punctuation. The rubric helps the students to identify in what they are doing well and what they need to improve. Working in pairs has the advantages to do the same exercise twice, but from a different angle. To analyze carefully the mistakes. It might help to reinforce their knowledge. Apart from lightening the teachers work load. Furthermore, rubrics help students to reflect on their own learning process and when there is a peer evaluation involved they become more familiar with the assessment tool.

Also the students received informal feedback during the post-writing task. The purpose was to check if the students were able to identify the cultural differences and similarities in their own lives. At the same time, the feedback provided information about the teaching process.

Finally, the last written exercise was that students wrote was a shopping list. The writing was revised through a checking list which is a simple tool to design and use. The criteria are setup clearly; consequently, students can know immediately what is expected from them. They might use it to produce their own work. That means this instrument is not used at the end of the process, but even before it starts. The downside is that it is all or nothing there is not an intermediate point. The information can be too general for more sophisticated writing.

Another way to evaluate this type of writing could have been using the writing codes. Teachers use this tool to promote student critical thinking and independence. Teachers do not edit the students work, but they point out the errors or mistakes. Students need to know the code in order to identify the problem. This method is useful when students are drafting their work as they go back to rewrite their work. A problem that can arise for this type of assessment is that the teacher corrects too many aspects in one piece of work, so students can feel demotivate.

2.2.5.2 Assessing speaking

It is claimed that speaking possibly could facilitate the assessment as it is observable. Speaking not only produces stretches of language, but also speakers communicate through body language and expression to convey meaning. Also as a rule of thumb speaking cannot be assessed individually as interaction is required as it happens in 'real life'. In order to assess this skill objectively. It is important that teachers define what aspects they are assessing beforehand as well as considering the macro or micro-skills to be assessed.

Many use rubrics to evaluate speaking. In these instruments of evaluation, the criteria are setup according to the aspects to the language to be evaluated and the level of proficiency of the learner. It can be the fluency, the pronunciation, the use of the language for example for beginner or advanced student. The scores and the criteria work together. This tool helps teacher to assess students with the same deal of fairness for each student.

A rubric was used to assess the speaking activity that consisted in a role play in which students haggled in the context of a street market. It was not expected to have long stretches of language. The assessment tool was the use of holistic rubric. The rationale was that students identified what they were able to do and understand. The aspects assessed were usage of grammar aspects they could ask questions. Another aspect was to assess ideas/meaning; how students could get across their message. Finally, diction how clear they were. The rubric provided specific information of their performance in sub-skills. Although the rubrics are very useful documents as they provide specific information, the downside is that a time consuming in the classroom to apply it in large groups.

Additionally, there was the use of eliciting information from the students. The eliciting was given to the students through written questions. This technique was used in various stages of the class. It is practical and can be adapted to different moments when speaking is promoted.

2.2.6 Assessing grammar and vocabulary

2.2.6.1 Assessing grammar

In the three dimension by Freeman it is said that there are three components: the form, the meaning and the use. Therefore, teach only the form is one aspect. It is claimed that it is an effective way to enhance communication teachers should promote balancing out the three aspects “communication involves a balance between functional interpretation and formal aspects by giving students tasks that enhance the relationship between grammatical items and the contexts in which they occur. (Nuan, 1998)

The grammatical aspect was delivered with the purpose students discover the use and form. After the topic about nouns was presented through the show me app and students practice it with control exercises. It was planned out for a freer activity with a grammar transformation task using cue pictures. This task had two purposes. On one hand, it was evaluating the teacher’s performance in how the grammar has been presented. On the other hand, it was to identify and support those students who are struggling with a grammatical point. This activity offers the students the opportunity to practice the grammar in a less artificial environment and more enjoyable way even when it is a control activity. It also uses the visual cues to help the students to ease the tasks practicing the vocabulary as well.

In this activity, the teacher would provide informal assessment throughout feedback whether praising or correcting the grammar. The feedback delivery was asking questions to the students rather than giving them their answers. The reason is to develop critical thinking skills on the students. If the teacher gives all the answers students would not be given the opportunity to find a solution. For example, if a student says Is there any tomatoes? The teacher would say are tomatoes singular or plural? The teacher is looking for accuracy as it is a control task. The teacher would focus mainly in giving feedback in only one grammar point because of the number of students and to avoid discouragement.

2.2.6.2 Assessing vocabulary

Vocabulary or lexicon, is defined by some linguistics as “a mental dictionary’ in which the words a speaker knows are stored. It is necessary to bring vocabulary to the English classes at any level as students are required to make of use of it. Vocabulary is essential to communicate and build the language. “Vocabulary is required in order to build blocks of language, and grammar is necessary in the process of creating larger structures such as sentences, paragraphs, and the whole text.” (Read, J. 2002). Therefore, the higher the level of proficiency of the learner, the higher the amount of vocabulary and grammar the learner uses.

There was mainly two ways to assess vocabulary for this lesson plan. It was designed, a fill-in gap exercise providing a bank or word cloze format to measure the knowledge of vocabulary besides they found the new words in reading and listening stages of the class. It was important to recycle the lexis as new words require to be in contact with them. The rationale behind was to increase students’ awareness of the importance of learning new words as well as the importance of using them. Because lexis would allow them to build up the language and make them able to comprehend and express in the language target.

The second type of assessment to measure vocabulary was a rubric. It was adapted to facilitate and simplify the use of it according the students level. As well, it was used as a selective-comprehensive dimension in which “a specific number of words are the focus of the assessment.” One reason was to raise students’ awareness that it is not enough to see a new word once, but it is necessary to be in touch constantly with it whether through reading or listening or using it in speaking or writing.

In this learning process the students seemed to be motivated in performing the activities. However, the biggest limitation has been the discrepancy of the technological resources available. The lockdown brought more inequality to the English classroom and broaden the gap among the students who have access to the internet and those who do not.

Although the activities done were planned in order to develop the four skills and the cultural competence. An important number of the students have presented more problems in

performing the speaking activities. The delivery of audios has been a problem, not to mention the videos. The use of finding other alternative platforms to interact with the students have not been an option.

Students did better in the receptive skills. Generally speaking, it was well accepted on the cultural side. Some students did exceptionally well considering the circumstances they were into. Motivated students broke the lockdown in order to do their homework. Even when some students were able well to do their activities well by smart phones or computers, the internet connection was unstable in this part of the country causing frustration and stress to the students as the video calls kept breaking.

2.3 Attached evidences

<https://drive.google.com/file/d/1D3acPWLu2sN7cRefGHzneG2hyFJcq5ST/view>

<https://drive.google.com/file/d/1TPfuPXxT1hmNOLin60eNZS88TYW6Kwx-/view?usp=sharing>

2.4. Evidences of the tools to access

<https://drive.google.com/file/d/1bWsBHPFeXhnBics8wGgUJR4gjVPsEvmH/view>

2.5 Video

The video concept is based on projecting the most important activities planned. One of the most important ideas was to include students with different abilities and students' profiles that would reflect the diversity of the class. Students are individuals with their own capacities and there should be a place for all in the classroom. For this reason, not always were selected those who performed best.

The activities selected are the most relevant of the lesson. They aim students to develop the four skills in an integrated way to enable them to communicate considering the cultural frame. As well as taking into consideration the sequence of the lessons. In this set of lessons, the

materials were chosen having in mind that they would meet technical quality issues such as the right volume in the speaking activities and sharp pictures. In the next chart is presented the general elements to produce the video.

Material	Description	time
Background music	General information: Student's name, project's name, group, tutor's name	1''
Slide with the detailed information	Aim and competences, students' profile and context	19''
Including audio	Lesson 1 Talking about markets	1'10''
Slide	Activating previous knowledge	1'15''
Slides with images including audio and fill-in gap exercise	Presenting new vocabulary & practicing	1'19''
Slide showing the London bridge to integrate the cultural aspect and slide with key words	Pre reading: predicting the topic	1'32''
Photos students reading	Reading in groups explaining each other to build a text and quiz (collaborative)	1' 36''
Slide with the questions used for analysis and discussion	Quiz to check understanding Post reading	1'49
Slide	Integrating skills reading & writing	1'50''
Audio students with the punctuation	Pre-writing: activating previous knowledge, predicting & eliciting information	1'51''''
Slide with exercise to correct punctuation and audio	Writing to correct punctuation with an audio to help students identify the pauses.	2'8''
	Lesson 2 Meal times	
Slide with key images	Pre-listening & predicting	2'19
Video taken on the internet (the video students watch and listen) Quiz to check understanding	Listening: video about meals	2'26''''
Food tables for classifying	Post listening Comparing similarities and differences Mexico UK meals (evidence)	3'9''
Slide	Integrating skills listening & writing	3'18''
Songs' lyrics projected Audio: students singing at the background	Song used a warmer up to bring along vegetable vocabulary already review.	3'19''
Slide	Brainstorming	4'3''

Student audio	a recipe	4'7''
Teachers video with show app	Grammar Section	4'31''
Teacher's video	Introducing vocabulary	4'57''
Article Do people haggle in the UK?	Pre-reading: predicting	5'43''
Checking box exercise	Checking understanding:	5'50''
Students' imagines & audio	Comparing answers	5'57''
Students' video	Presenting functional language	6'19''
Questionnaire and students 'video	Listening & speaking	6'33''
Slices & Student's video	Lesson 4 Activating previous knowledge & presenting vocabulary	6'49''
Teacher's video	Teacher telling a story	7'14''
Slides with the assessments	Assessment's instruments	8'14
Slides with	Using cue pictures for the speaking	8'25
Slide blog images	Follow up activities	8'35''
Slide	Slide Thanking for watching	8'41''

Link

<https://youtu.be/xW8L3NXpr10>

Chapter 3: Experience Report

The English II syllabus is designed to help students develop the four language skills (Reading, writing, speaking and listening), based in topics stated by the level A2 of the Common European Framework.

According to the new Educational Model, the level A2 goals have been divided to be part of the English II and III courses for the students to reactivate previous knowledge and obtain what they need in order to express themselves using different elements of grammar, vocabulary, and specific contents that will help them communicate in different situations. They must be instructed in such a way they “can learn to learn”, to think critically, to act and to live with others to achieve significant challenges, regardless of the area of knowledge they are studying (Prensky, 2013, as cited in SEP, 2019)

The lesson was planned following the English II syllabus. One of the reasons for its designed is to “help students develop the four skills (Reading, writing, speaking and listening)” (SEP, 2019, p.8) as well as taking the students’ needs and interests. Most of the students who arrive to the CETIS had nulls communicative skills in the L2. Therefore, in the English I course starts with elemental level.

This course started 4 weeks before the covid-19 lockdown. This situation brought great changes in delivering the classes. Google classroom was the platform where the instructions, activities and materials were posted. Teachers and students met with various problems that impacted the learning process. The first problem found with this situation was that not all the students had the devices to follow the class. A second was the speed connection that limited the choices to use a wider variety of materials and online conferences.

A third problem was the use of the target language Since the very beginning students received a guide with instructions, sequence and explanations and website links to do their tasks. Most of the material was in the target language. However, an important number found the whole situation too challenging. They found it very challenging, so the use of the native language was used more often. The students lost the opportunity to be exposure more to the L2.

Looking back, the instructions should have considered to include more visual aids like diagrams to follow instructions, codes or symbols. It was not that clear at the time as there was not much time to reflect. The teachers were bombarded with WhatsApp's students and the school leaders that provided us with so much information and the administration load given without previous notice. The to do was prioritized over reflection and teamwork. In this school every teacher faced the situation on their own. Also the feedback took time. This teacher had to revise over 300 students' work individually every week and send the report.

Finally, before the lock down, students very much depended on the teacher's role as the guide, as support, as the prompter as the tutor as the resource of information. When the teacher was not anymore with the students some students struggled and took longer to do the same load of work than in the classroom. The most motivated and independent learners did well from beginning to end.

3.1 FIRST LESSON.

In this context, students performed the lesson plan. It impossible to explain what did happen during the stages as the teacher was not in person. However, the teacher can reflect and analyze the activities. Students were grouped in teams of three.

The context was given through questions. The idea to provide vocabulary to ease the students understanding was right as the students needed support. In other circumstances, might have been an option to help them to deduce the meanings. It was pointed out in the colloquium the importance of game activities to promote engagement. So an alternative might have been to use the Kahoo app, instead of the fill-in gap exercise. Or the other choice could be that students find themselves a limited number of words among themselves search for meaning in a limited time like a game activity.

The reading took into consideration the three reading strategies. As well as promoting interaction and communication. In the classroom, it might have worked out better as the teacher could have given models with more advance students. Some students send their recording in which they demonstrated their complete comprehension of the text. However, the explanation

was in the native speaker's language. Considering the students have the same opportunities to practice speaking during the course. It also confirms the importance of using the language and the role of interaction. The goal of comprehension was achieved. Students also answer the google form comprehension exercise.

In the writing activity, the exercise was linked to the context and provided a reference to make comparisons with the first one reading that it was about a British market. It was also a previous activity in which they answered questions about the importance of the punctuation. A few students searched for information even when they were not asked. After the writing activity was identified still problems in the use of the full stop or period. The rubric was easy to use; it could make it a little more complex for other writing activities.

In future lessons a class could start with a similar exercise, but then as a post-reading stage a possible activity would be analysis the structure of a simple sentence. The difference between the use of a comma and periods. The activity could end up writing a short paragraph in teams using the right punctuation. To support the writing production, it can be projected from two to three visual cards related with the first reading. Then students could describe the scenes easily and recycle the vocabulary. Then students can share the stories and decide what they like most.

3.2 SECOND LESSON

In the listening activity was also considered the three-stages. The idea to provide visual clues to guess the topic seems to work. Most students answered the multiple question exercise well. The video had a lot of visual support as they managed well. Maybe after checking the answers. The next activity should have been to consider was an exercise that raises awareness in pronunciation. During the lessons, students have shown difficulties in pronunciation some questions like Did the girl speak fast? Was the girl relaxed or in a rush? How did she pronounce vegetables? How do you pronounce bananas when you are happy? To raise awareness of some pronunciation features like speed, stress and intonation.

In the post-listening exercise students did not have a problem in identifying the similarities and differences in schedules, types of food, traditional food. They searched for extra information

about the British food. This situation opens up another alternative for homework in which students can do some research about a new topic to be reviewed in the class. Then they have information to work on. Bringing part of the TBL approach instead of using homework only for reinforcement.

Whereas for materials. It is important students have access to a great variety of materials. It is necessary to include authentic material even in elemental levels. It can be short as keep calm and learn your verbs then they can make their own phrases and find their own.

In the grammar section, students reached acceptable results. There were points of confusion. Many did not consider to ask questions. Also some mistakes in identifying countable or uncountable nouns, for example words like bread. The feedback is an important element to correct in the classroom as it is easier to do the feedback immediately. The teacher can write the grammar issue on the white board and elicit from information. Another solution that the teacher brings more opportunities on this point in future classes or send some homework. They also can practice the grammar in short conversation, record themselves and share it and they can give feedback among their peers.

For the writing preparation students sang a song. They did send the recordings. Music has to be considered serious to introduce it in the class. Students enjoyed the activity that was the purpose. As writing is seen to be difficult for them. The writing activity was to solve a problem what to do cook for a British friend and what ingredients and how much to buy. It was planned students brainstormed their ideas before writing then they had to decide the recipe and write the shopping list with the quantities. The activity was planned more for a classroom. This example illustrates to students that solving problems activities can be carried out even in beginner level. The problem has to be set according to the students' abilities.

The activity met the goals to a point. they delivered the shopping lists after researching for recipes, when it was not part of the task. However, they delivered the task ingredients and quantities for traditional British or Mexican recipes. It seemed most students found a recipe, then they copied the ingredients rather than to go through the whole process. Their ideas were good some chose for the traditional British cottage pie others for enfrijoladas. For interactive activities, technology not always was useful as it kept breaking the connections according to

the students' comments. A solution for this activity was maybe to work in interactive document in google, but some students had only the phone and it was complicated for them. In the classroom interaction is more easy to set and use different interaction patterns. They read their shopping lists at the end in which the idea was to share their results. The check list is a good alternative to raise awareness next time the student should have it. Then they would know what to work for. Maybe that might stop them to copying.

3.3 THIRD LESSON

In the next reading activity, the students followed the same strategies. They were more organized. They asked less on how to do the activity. During the reading they answered true or false or it doesn't say. In the true and false exercise was not problem. However, in the "it doesn't say" question, they did not infer the information of the question. They answered according to the information that was specified written in the text. The reason might have been that this type of questions has not been done in the classroom. It was notorious that students lacked clear instructions about what was expected in that question. By contrast they showed more familiarity with the reading strategies to have the same strategy was a good choice.

Students guide the teacher how to improve. As soon as the student did not understand something they contacted the teacher for clarification. In that activity they did not ask because they thought they were doing the right thing. It is interesting to observe that the obvious does not always apply for everybody. The teacher has to consider in the planning if the activity had been done before or not because that might determine the amount of explanations or instruction to be delivered.

The article provided knowledge to the students about other cultures. They learnt that haggling is not an exclusive practice of Mexico. Also that there are some conventions for haggling according to the type of shop. The reading was according to the students' level. Short sentences to keep the text simple. If the students enjoy the texts, they will continue improving the level of language. The topic was familiar to the students who have seen haggling around the area or themselves haggled. There are many familiar topics that can be used for the English class. It can be done taking into consideration different perspectives. For example, the

intercultural approach. English is not only about learning the language, but also expanding their knowledge and understanding of the world.

Next activity was successful the students like the drilling also the teacher recorded a video. One of the student sent a video recording himself doing the activity. He seemed to have a good laugh watching the video. In other sessions, the students were asked to watch other videos from other websites short and well produced. Many did not watch them, this was not the best by far, but it might have been important for the student to have the emotional contact with the teacher. The activity was fun also and easy to follow. Their pronunciation was clear. Students were accurate. At the end students could ask for coffee in a café. The form is important in language and in the beginner level the repetition is important, but teacher had to look for variety.

Then students were ready for the dialogue, and for the whole stages. It was very important as they seemed to facilitate the task. In classes previous to the Covid-19, students moved faster in the comprehension skill besides they showed more interest as well. They paid attention and were very successful in identifying the topic and ordered the exercise well. Specially those students who had a good teacher in the last course.

In the last activity was the role play. Few students sent a short video, but not many. Those who did had fun and did very well, but it is important for the strongest students. They also are the most self-confident. Even some dressed up for the occasion. The activity was not that complex, but it was a productive speaking activity. It was noticed that the role of the teacher is very relevant. The teacher was not there to provide immediate feedback and also the students benefited of interaction or to encourage the students who need more support. Some students can be quite shy.

Also during the covid-19 lockdown students did not have the same amount of communicative activities. It was noticeable they were making a big effort to perform the tasks when they were asking questions in the pre and post activities during this lesson plan. The students' pronunciation did not improve on the contrary got worse, particularly in the way to say the words. They were better with the intonation patterns. The solution would be to increase the interaction. If the education continued been delivered from home, then it has to be the way to use zoom, meet others alternatives or the blended system should be implemented.

3.4 Fourth Session

In the vocabulary required more attention, variety, game like activities and it can be tested in the same way. Bank of words, for example. The rubric in the vocabulary was important to raise students' awareness that students need to be in touch over 7 times. It is difficult to know if the rubric met its purpose as the teachers were asked to stop and delivered grades without previous notice.

Students possibly enjoyed the story. Students researched to find out about the food exports in that area export before. The idea to bring a story to the classroom more often can be positive for the future. Next time, it can be supported with sound effects, to make it more clear. To interact is also important to keep the students focus. Another choice can be to invite students to do themselves. It can be a different role the strongest students can do. It also brings variation to the class, it is another learning resource. The students have done the tasks well in this skills. However, this time the students had to take notes for retelling that were not relevant.

The reason was that most of the students who sent the retelling, read the story. It was a mistake in the material the story was included in the written material. Next time maybe, apart from the cue cards, it might be useful to include the key words, but not the story itself.

They participated in the blog. Most of them did not know what a blog was. The blog opened up another alternative to encourage writing. Next time they could work more in their drafts then post their best writings and use the blog as a portfolio. They could use a rubric to assess their peers. Only when the peer gives permission the student can post their work and who has a certain number of posts have a good mark. Games have rules that the students have to follow, if the evaluator does not do the job well, then it is a punishment.

The writing work has been left for homework, during the course students wrote a short paragraph about a specific experience linked with the topic in a journal. They exchange the journal every week. Some did well, others did just the minimal. Maybe because they need more method and encouragement in the classes as it has been observed that students found writing difficult. So the idea of the blog is very interesting because they can read for anybody.

Moreover, it is also a way to encourage quality. Set a schedule once a week, the students would know, so the teacher can play music in the background.

Chapter 4: Conclusions

This specialization course has taken this teacher through a gradual transformation in their formative process. It has allowed her to look at different perspectives of teaching. Before the specialization started this teacher did not have much knowledge about the theoretical foundation of the language, learning and teaching. There are diverse reasons that explain this situation. The complexity of the topic and the fact that training teaching courses focuses more in the teaching practices rather than in the theoretical aspects in this depth.

The conceptual side invites the teacher to philosophize. This teacher prefers to ask questions and understand reasons rather than following approaches' stages like a cooking recipe. It does not mean that teaching and learning have stopped once the specialization course finishes. It is the beginning as there are many concepts, theories, methods, approaches to go back to. At the end teaching and learning are endless processes.

Language has been reviewed by various theorists over time who have been attempting to explain what language is. Language has certain features that cannot be understood without them. It has a social dimension, consequently, language does not happen in isolation. It has the purpose to communicate, not only in everyday situations, but complex ideas, feelings, reflections on big ideas that can transform the reality. Although some theorists claim that in the animal kingdom language is used, it is not the same. Humans beings are the only ones who communicate ideas that later on become theories for example. Also language can be verbal and nonverbal.

The language concept guides a language teacher towards the right path. How to conceive a language teacher only focusing in grammar? When students wish to communicate in the Second Language. Language also widens students' horizons in their own culture and to other cultures Johann Wolfgang von Goethe quotes "He who knows no foreign languages knows nothing of his own."

Then comes a learning process that is not limited to acquiring knowledge and skills, but also analysis, discussions, reflection and practice. Learning and teaching walk together. Over the

years learning and teaching a Second language have been evolving. The behaviorism based on that all sorts of behaviors are conditioned to stimulus-reaction and reinforcement. Then Krashen differentiates acquisition and learning whereas acquisition is non-conscious and learning is conscious in which the learner has to learn rules. It also argues that in order to acquire the language it is necessary to understand and plus some challenge in order the learner can move forward in the language.

The zone of proximal development (ZPD). It is defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). That means that a child learns from someone who is more capable and knowledgeable. Learners build knowledge together.

These theories are complemented and evolve over the years. From Noam Chomsky who believed that in order to master a language, the speakers have to have control of the grammatical structure in the language. An opposite view was brought by Dell Hymes who claimed that grammar was not enough but the speakers needed to develop the communicative competence in which the learner would develop strategies to use the language according to the context. This thesis was extended from Canale and Swan. The concept of communicative transformed the way of learning and teaching.

The theories impact the classroom in a form of approaches. There were various approaches, from grammar-translation to direct method, from audiolingualism to communicative approach. Audiolingualism put a lot of emphasis on drills. The purpose was to habit-formation to develop accuracy. In the British Council Teaching website that learning happens when it is used in meaningful real situations and that the learner will be able to develop the language thanks to the natural skills”

Apart from theories and approaches, the teacher also develops the teaching philosophy that goes according to their beliefs and understanding of education. It is said that the teaching philosophy shapes what happens in the classroom.

This teacher believes that in the process of learning a language the teacher has to create situations of learning in which students interact to build up knowledge among their peers. That also students have the opportunity to experiment the language using it in all the situations possible according to the students' needs and interests. The student as the center of the learning Also the teacher has to do all that it is in her hands to implement strategies, bring technology to the classroom, topics and material that promotes learning.

Another, teacher has to play the role of facilitator, the person who inquires, guides, the role of agent of change who only complains, but does nothing to change the microenvironment. Also the teacher has to work with other teachers to make it possible. The teacher has to be updated an incorporate the assessment as a part of the learning process not only to assess students, but also herself to make the most of learning a language that it is to have experiences from other cultures. Therefore, students can learn intercultural competences like to be open and curious to the other. Acquired knowledge from other cultures in which to understand the differences and similarities for example.

In the second chapter it was presented the lesson plan which the main aim was to develop student's four skills through familiar everyday situations with a central topic from the market. it was clear that a simple topic can take different directions and connect the students with the language. The plan presented followed the requirements set for this course. The video was very challenging for the teacher for the circumstances of not having a classroom.

The aims set for this lesson plan were met partially. The receptive skills worked well. Three important considerations might have contributed. The first one is that if the students worked more in the receptive skills than in the productive. Therefore, students were able to do those activities set. The second factor that in order students benefited from different types of interaction. They need to do it. Interaction was difficult because the technology was not a great tool for the social conditions that not everybody can access quality internet connection.

The last one is the approaches students have used to learn a language. Before, the lockdown students found it already difficult. They needed encouragement and support to do it. The most motivated tried before and during the lockdown and they all tried in their own situation to learn. This lesson plan and situation showed how much interaction and communication are important

to learning a language. However, the teacher has to consider many situations to make it possible. It has to be enjoyable and motivating. The topics have to be relevant for the students or interesting for them. Variety also is another work tool.

Drills also were useful students performed and learn from it, although drills have been given a twist. Communicative approach is not the answer for all the students, some find it quite difficult to express, because of their introvert personality. Other students require more explanation. It has observed during the year that some students prefer to see the teacher in the front commanding the class and instructing as they come from this very traditional ways of learning. Also they found to be exposed to the language very difficult is when the importance of visual aids is necessary because it facilitates the understanding and facilitates the teachers' work.

When the intercultural competence was first introduced in the lesson plan students responded well. They did the pre and post-reading very well. They seemed very interested. It was interesting listening to them talking about other cultures in which they found similarities and differences in another world it seemed to be far away. One of the students mentioned she wanted to become an English teacher because it was amazing how people learn languages.

The google was a limited tool, that the main function was to keep the communication open: However, it needed to be complemented with other technological tools that allowed the students to interact. The other interesting tool was the telephone. Students preferred sending WhatsApp's to clarify their questions. Despite the problems and limitations faced, these tools have opened an alternative to teaching in the classroom. It has shown that it is possible to incorporate them., even when the conditions and the connectivity is not the best.

The lockdown also showed that not all the students were familiar with blogs, platforms, apps or even how to use their telephone for learning. So it is a mission to continue the new path that has been already started. This teacher has never used google classroom before, so in the reinvention process surely the teacher will find more choices to make teaching easier and appealing. Also to use technology would facilitate the way the teachers can do assessments.

During the specialization course there has been some challenges to face such as the amount of information to analyze and take in. Apart from family and work commitments. However, it

has always been very satisfying to acquire the knowledge and have more elements for improving the teaching practices.

Lastly, I would like to thank The National Pedagogical University for allowing me to be one of its students in this program. At the same time many thanks to my tutor Rudolf Pontengowsky for his knowledge, patience and encouragement.

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Attached letter for corrections




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DECLARATION

I Esther Morán Juárez, declare that the following Assignment/Project (Module 3, Proyecto final Corrections) is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

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Signature:

Esther Morán Juárez

Date: 21th June, 2020.