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**PROPUESTA DE INTERVENCIÓN EDUCATIVA
DESARROLLO Y EJECUCIÓN DE PLAN DE LECCIÓN
PARA INCREMENTAR LA COMPETENCIA LINGÜÍSTICA
COMUNICATIVA EN EL IDIOMA INGLÉS**

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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Especialización en Enseñanza y Aprendizaje de Inglés
como Lengua Extranjera (EEAILE)

Specialization in English Language Learning and Teaching as a
Foreign Language offered by Universidad Pedagógica Nacional,
Centro de Enseñanza y Aprendizaje de Lenguas (CEAL)

PROPOSAL FOR EDUCATIONAL INTERVENTION

DEVELOPMENT AND EXECUTION OF A LESSON PLAN
TO INCREASE COMMUNICATIVE LINGUISTIC
COMPETENCE IN THE ENGLISH LANGUAGE AND
TEACHING.

RECEPTION WORK TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN TEACHING AND LEARNING ENGLISH
AS A FOREIGN LANGUAGE, ONLINE MODALITY.

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Chapter 1: **Philosophy and theory**

1.01 Teaching identity and philosophy

Instructing students in the development of communicative language proficiency of the English language has been a very rewarding experience for me. This opportunity has allowed me to help students develop confidence in their ability to communicate in English, as well as to grow professionally and continue developing my skills as a teacher. As an English teacher, my goal is to raise students' level of communicative language skills, through the development of knowledge and skills in writing, reading, listening and speaking English, as well as helping them raise their level of awareness of the importance to develop their intercultural competence in order to communicate more efficiently with people who speak that language and even those who use the language as a lingua franca. I believe that one of the main points that as a teacher I always have to maintain is the motivation and enthusiasm for teaching, as this will allow a positive attitude to be transmitted to my students and thereby create a context of motivation and openness to learning language. In the same way, I let them know my intentions and my expectations about their performance. One of the phrases that I use most to break the ice is the following "Sometimes you win and sometimes you learn." Encouraging them to see the challenges as opportunities to learn is important. When the students face an activity that could be difficult, one should ask them to broaden their perspective and see that activity not as something difficult or challenging, but as an opportunity to learn something new and gain the benefit of experience and learning. I ask them to be willing to make mistakes. No one is born knowing and if we are afraid of making a mistake, fear paralyzes us, and we will lose opportunities to learn and grow. I ask them to be active members of their learning by asking questions. A fool is not the person who asks, but a person who remains with doubt, so something that I allow in class is to ask open questions and give answers that allow them to understand the reason or the answer to that question, thereby fostering critical thinking. Finally, I encourage the students to be kind and apply the golden rule, that is, don't do what we would not like to be done to us, thus fostering a warm atmosphere where students can feel comfortable taking risks, making mistakes and asking questions. After letting them know what is expected from them, I let them know what they can expect from me as their instructor. First of all, a teacher should inform them that they will be the one in charge in order to generate an environment of respect. In the same way, a teacher should express that they can be counted on being flexible in situations or contingency problems and that their priority is to be aside of their professional success and the culmination of their professional career.

Carrying out the implementation of diverse pedagogical methods based on these beliefs about teaching and learning is used to develop the communicative linguistic competence and to reach the learning objectives for each one of the skills to be developed to achieve English language proficiency in my students. First, before presenting any new topic, I inquire about the pre-existing knowledge of the students, since as we know the students have a cumulus of previous knowledge that serves as a basis for the acquisition of the new learning, having the advantage of the domain of the L1 by the student, bring to the student's awareness that information in their own language creates a link that facilitates understanding to acquire new knowledge. That is, I carry out a diagnosis on the

previous or pre-existing knowledge in the student to have a general starting point for the whole group and from the general or group knowledge to reach the particular or individual. This is extremely important for the development of the didactic strategy, since within the same group we have students with different origins, interests, and levels of English proficiency, with this reflection and analysis I can detect the strengths and weaknesses of the particular topic and thereby make adaptations to aboard those weaknesses. To help my student increase their initial skills, I give them a variety of activities and learning experiences that help them reach the level that the curriculum has determined that particular subject or topic. I also ask students to critically examine and share their ideas about the diversity of topics included in the syllabus, as this is vital for the development of oral competence, conducting peer dialogues, audio or video presentations, examples of writings, participation in blogs and chats and the use of authentic materials such as podcast or ted –talk. In other words, one must rely on external resources, not only the textbook.

The discussion is certainly an important role in language learning. Strategizing, talking, explaining and exchanging ideas with peers helps the student collect information and encourage the development of critical thinking which allows the student to identify gaps and previous misconceptions in their knowledge based on the result of the new acquisition. The participation of the students is essential for my teaching philosophy, that's why I must do all that is within my reach to encourage students to commit to the material, with the topic and the activity that must be developed. These practices allow me to continually assess the learning process or methodology of the learning process. They allow me to determine whether the learning strategies that I am using are giving the expected result. In addition, the student by himself / herself will develop new ways of seeing and understanding his performance. In the moments in which the planning of the lesson allows it and we carry out a group discussion, my main role is to be a guide and facilitator, encouraging the students to accept the responsibility of their own learning by participating actively in the discussion and encouraging a connection between the topic and the actual world in which they are living. This way learning occurs in all members, as a teacher I learn from the students, and the students learn from each other, thereby this way we develop the intercultural competition. I usually offer feedback to students' comments to facilitate them the development of linguistic and communicative competition, this type of feedback is a type of continual assessment to help students improve understanding of the issues. Most of the time the system establishes that written evaluations that should be carried out, in which the four language skills are usually evaluated. However, in addition to these evaluations, a portfolio of evidence is also developed, in which the students perform activities that carry out the practice of a learned topic to make it a more realistic representation of the language in context.

I know I still have a lot to learn about what the meaning of being an effective teacher of English is, that is why I'm currently studying this specialization and I am aware that mastering the English language at a level of expertise, is something that I should develop continuously. Regarding the learning of my own teaching, I analyze various proposals for educational strategies and methodologies to make the necessary changes and adjustments to continuously improve my

teaching practice, achieving with this my contribution as a person and a professional to provide my students with the achievement of competence that helps them to be successful global citizens.

1.02 Theory underlying your teaching practice and identity

"What do we teach when we teach a foreign language, in this case English?"

This question has allowed me to reflect about that teaching English not only refers to an aspect of language in a unique and separate way, but on the contrary it has allowed me to understand that language is a complex system where different theories, methods, and approaches have made that this subject in question to be something unique and interesting.

Knowing that language is the way we use to communicate, also requires understanding of what the functions of the language are, to understand that it's not only what is said, but also the way how it is said, it implies being even more aware of what the language involves and how it should be used.

Seeing the language as a social practice, helps to contextualize the language and see it from a global perspective that allows seeing all the angles that entails its complex expression. Likewise identifying the components of language seen from a text or a speech, broadens the vision and perspective of language management.

The use of dialogues that are very close to situations that are so similar to the students, allow that the student to express thoughts, intentions or feelings easily. These dialogues provide a communicative approach, showing the sociolinguistic theory, where the person who speaks, what was spoken, and how it was spoken, are important factors for students to understand the complete context of the language, it means to understand and practice the use of language function.

For a good understanding of what it means to teach the English language it is important to know that the language is integrated by a form, meaning and use and that these factors should be considered at the time of carrying out the class.

According to the Diane Larsen-Freeman's model of Form, Meaning and Use, the "Form" in Larsen-Freeman's perspective refers to the actual "shape" of the language and the rules that are applied in the lesson plans through the grammar exercises. Pronunciation and spelling will fall under that aspect of language. "Meaning" helps to account for the meaning of words, phrases, and even larger levels of language. Finally, "use" helps us focus on the context and intention of the expression.

The Jakobson's Model of Communication shows that a sender formulates a message to a receiver using a channel and a code in a context, and each one of these elements is important because they play a role in what is communicated, elements that are basic and must considered in order to develop the communicative competence.

Of course, knowing the characteristics of the language such as arbitrariness and creativity, the polysemic feature, conventional feature and the language variation will help to get a better understanding of language at the time of being taught and learned.

Method is a series of steps to reach a result. Determine the process or method to follow, facilitate or put difficulties or even deviate us from reaching the desired result. Therefore, the application of the indicated method or methods is undoubtedly important for the achievement of the educational results presented. Brown, H.D. (2007)

There are several methods for teaching foreign languages:

The traditional or Prussian method, which is also called the grammar and translation method, whose main linguistic objective is to train students to read and analyze the literature of the target language. This method considers language as a set of rules that must be observed, studied and analyzed, its procedures based on the deductive analysis of grammar, lexical memorization, morphology and syntactic. Among the main deficiencies that this method presents are that it does not favor the development of oral skills or interaction, as well as the use of language in a decontextualized way. Larsen-Freeman, D. (1986).

The direct method, responding to the lack of didactics that will help promote oral communication, this method takes the teaching of grammar to a secondary level, giving more importance to vocabulary, dialogues and oral interaction, using an inductive procedure. However, this method also presented negative aspects, such as the use of dialogues that students would hardly experience in real life.

The audio-oral method, which assumes that the study of language seeks the formation of habits that culminate in phonetic repetition and in the establishment of grammatical structures through written exercises. It is based on linguistic theory of structuralism and behavioral psychology. The teaching of grammar occurs inductively. Rivers 1981, cited in Omaggio Hadley, A. (2001)

The situational method, also known as Oral Approach or Situational Language Teaching, is based on imitation and reinforcement, to improve the deficiencies of the previous methods. This method made use of the selection, grading and sequencing of the lexical contents and grammatical. The theory of language on which this method started is the British structuralism and is based on behavioral theory. It gives more importance to structures, so grammar is important, and students are asked the maximum grammatical correction.

The foundations of the natural approach were elaborated by Terrel and Krashen in 1983. Their main contribution is that for them there is a clear difference between acquisition and learning. Whose main objective is the understanding of meanings, its most important theory is that the exposure is more important and immersion to the target language than the written production of the students. The theory of acquisition on which this method is based is the innateness. So that the students will have the leading role, the grammar is used to the minimum, there is no repetition of structures, no gap exercises and practicing grammar is done outside of class.

The communicative approach's origin dates to the 70's of the last century. The objective of language for this method is communication and teaching must be given from the notions and functions. The

teaching is focused on the student and their needs should promote real communication in real situations. The activities are communicative and given through the completion of tasks. The grammar is focused on functional criteria and useful for students. The purpose is that the student can use the language and can communicate. Therefore, the grammatical content is subject to the functionality and relevance that has to meet the communication objective. Nunan, D. (1991)

As mentioned above, methodological perfection does not exist, but the combination of knowing the methods, applying them and adapting them constantly, that is to say, developing class lessons taking into account the methods, theories, approaches and teaching-learning styles.

The objective of teaching foreign languages is for students to be able to communicate naturally in real contexts, so the communicative approach serves as the ideal methodological framework of my teaching performance. The purpose as a foreign language teacher is that students reach a full communicative linguistic competence, which implies taking into account the context where communication takes place and the characteristics of the students, their needs, learning styles, conditions and communicative intention.

Chapter 2: **Methodology and practice**

2.01 A practical and useful lesson plan.

The lesson plan planned and designed was developed taking in consideration the topic: **Music is changing their lives**, as well as the process on which the activities were developed to practice the skills of writing, listening, speaking and reading the English language.

The group to which the class was directed is a group made up of students of TecMilenio university located in the city of Cancun, Quintana Roo. This group is made up of students from different specialties, such as the specialty of nutrition, graphic design, commerce, marketing, hotel management and tourism, law and software development. These are new students who underwent a placement test to determine their level of English and thus were placed in the English course corresponding to the level of domain they presented at that time. The purpose of the course is that they present the OET (Occupational English Test) and that they can take the subject "Effective presentations workshop" which is scheduled to take place in the 4th semester of the specialization syllabus.

For the development of the course the university provides the syllabus that must be carried out in the course, as well as the way in which the subject will be evaluated, the textbook used is English file third edition: elementary, whose author and editorial is Oxford University Press.

1. Lesson plan identification cell.	
Author	Araceli Alejandra González Ramírez
Educational stage	First Semester of University, Elementary Level
Title of your Lesson plan	Music is changing their lives
Learning Objective of the plan/Competency	Through activities carried out on a lesson plan that allows developing the communicative and intercultural competence to raise the awareness level about intercultural and at the same time cover the lesson plan that has been designed according to the curriculum.
Communicative skill considered	Listening /Speaking/Reading/Writing
State of the following options	Music
Functions	Talk about music tastes
Main Grammar structure	Reviewing Present Simple Be and Do/Does
Other Grammar structures	Review of LIKES AND DISLIKES
Brief description of the plan	The topic to be developed is entitled: Music is changing their lives, the linguistic competence focuses on reviewing the use of be and do, learning vocabulary related to the theme of music, carry out an interview (questionnaire) read an article about an orchestra conductor and his musical project in Venezuela, and listen an audio about a rapper.
Hours of the plan implementation	2
Number of sessions	1
Contents required for the lesson	Video/ Audio/ Reading/
Link of the content	https://www.youtube.com/watch?v=wiF8YIKNx4g https://youtu.be/CZy2VuyH5sU https://breakingnewsenglish.com/1706/170619-jay-z-4l.html https://breakingnewsenglish.com/1706/170619-jay-z-spelling.htm
EEAILE tutor on line	Norma Susana Rivera Herrera

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
<p>Activation</p> <p>Before the lesson</p>	<p>Get copies of the readings for the students.</p> <p>Write on the board date, topic and purpose of the class.</p> <p>Give the instructions to students about the activities that they will do.</p>	<p>Students will be actively participating during the class to accomplish the activities planned for the lesson.</p>	<p>09</p>
<p>Set the objective or competencies of the lesson</p> <p>By the end of this lesson, the student will be able to interact with classmates to request information and express tastes about music.</p> <p>By the end of this lesson, the student will be able to recognize the vocabulary about music styles and musical instruments.</p> <p>By the end of this lesson, the student will be able to recall audios in English describing different styles of music.</p> <p>By the end of this lesson, the student will be able to ask information using the present of the “to be”</p>			

<p>verb and the auxiliary “DO”.</p> <p>By the end of this lesson, the student will be able to express LIKES AND DISLIKES to give personal opinions about music.</p> <p>By the end of this lesson, the student will be able to write an informal e-mail to talk about personal information.</p> <p>By the end of this lesson, the student will use reading comprehension strategies to get meaning by context and specific information.</p>			
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3. Communicative skills development.

Listening					
Step of the lesson	Teacher's activities	Students' activities	Materials	Session number	Evaluation
Identifying different styles of music.	To open the lesson, display the video: https://www.youtube.com/watch?time_continue=136&v=6uikJTnmtgw	Students will listen and complete the spelling activity.	Audio and video equipment to project the videos and listen to the	09	
Use of previous learned	After listening and watching the video asking if students know who the singer is.				

kwodledg e.	Elicit some answer.		audios as well as the textbook and blackboard		
1st practice	<p>Explain to students that they will listen a record, the will hear some facts about the previous singer: https://breakingnewsenglish.com/1706/170619-jay-z-4l.html</p> <p>After listening the audio ask questions about comprehension to check the understanding.</p> <p>Read the transcript all together of the audio.</p>	Students will listen and take notes about what the hear.	Pc and speakers.		
2nd practice or Social interaction	<p>Play the audio twice, so students listen to each word twice and stop the audio to complete the spelling activity.</p> <p>https://breakingnewsenglish.com/1706/170619-jay-z-spelling.htm</p>	Students will write in the white boxes the words they hear.			Fill in the gaps.

Speaking

Step of the lesson	Teacher's activities	Students' activities	Materials	Session number	Evaluation
Eliciting students to talk about what they know about music and what they	<p>Get students to watch a video, https://www.youtube.com/watch?v=wiF8YlKNx4g pausing after each excerpt and ask individual students if he/she has ever heard this kind of music.</p>	Students watch the video	Music Quiz	09	Through the resolution of the music quiz.

<p>have learned about the video.</p>	<p>Create the context based on the previous activity that the students just did and go over the following questions:</p> <ul style="list-style-type: none"> • Do you know this kind of music? • What kind of music is it? • Did you like it? <p>Encourage them to answer with the verbs: I love it, I do not mind it, I hate it etc.</p> <p>Tell students they will listen to an audio and number the kinds of music from 1 to 9.</p> <p>Explain that R&B stands for rhythm and blues.</p> <p>Play the audio once, pausing after each extract and get students to number the types of music in the order they hear them.</p> <p>Get students to compare with a partner, and then check answers.</p> <p>Ask students if they can you name any other kinds of music in English.</p> <p>Elicit any other kinds of music that students know, e.g. pop, rap, funk, and write them on the board. Many of these words will be “international”.</p> <p>Divide the class in pairs and give students a minute or two to talk about different kinds of music they like and do not like.</p> <p>Focus on the instruction and the example.</p> <p>What kind of music do /don´t you like?</p> <p>Get some feedback from the class.</p> <p>Give students copy of the music quiz in order to answer it in pairs.</p> <p>Focus on the quiz. Go through it, especially making sure students know how to</p>	<p>Students will answer the questions using like + (verb + -ing).</p> <p>Students listen to an audio and label the exercise.</p> <p>Students compare and check their answers with a partner.</p> <p>Student name any other kind of music that they could know.</p>		<p>Formative evaluation</p>
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	<p>pronounce the names in 1, e.g. Jay-Z, and that they understand the word soundtrack (=the music for a film) in question 3.</p> <p>Check answers.</p> <p>Find out which pair got the most answers right.</p> <p>Get some feedback from the class on their opinion of the singers and musicians mentioned; ask if they have seen any of the musicals, etc.</p>	<p>Students talk about different kinds of music they like and do not like.</p> <p>In pairs, students answer the quiz.</p>			
Students will practice reading for gist and specific detail.	<p>Give students 10 minutes to read the music questionnaire and complete the gaps in the questions.</p>	<p>Students focus on the music questionnaire.</p>	<p>Music Questionnaire</p>		<p>Through the resolution of the questionnaire.</p> <p>Formative evaluation</p>
<p>1st practice</p> <p>a) Read music questionnaire. Complete the questions with are or do. Complete question 6 with the names of musicians/bands you either</p>	<p>Tell them not to answer the questions yet.</p> <p>Check the questions with the class.</p> <p>Make sure they understand and can pronounce the words "download" and "lyrics".</p> <p>Before students interview each other, go through the Giving Opinions box.</p> <p>To demonstrate the language ask students their opinion of a male musician, a female musician, and a band, and elicit responses.</p>	<p>Students participate and answer questions asked for the teacher.</p> <p>Students complete the gaps of the music questionnaire.</p>			

love or hate.					
2nd practice or Social interaction b) Take turns to interview a partner with the music questionnaire. c) Ask for more information.	Put students in pairs and get them to interview each other. Encourage students to ask for and give more information where possible. Demonstrate by asking individual students some of the questions. Monitor and correct. When time is up, focus on the question: Do you have similar musical tastes? Moreover, elicit some answers.	Students interview each other. Students ask for and give more information where possible.			
Grammar Focus	Revision: Be or Do?				
Reading					
Step of the lesson	Teacher's activities	Students' activities	Materials	Session number	Evaluation
	As an open class question ask the following questions and teach any musical instrument vocabulary that students may require. Do you play a musical instrument? What instrument? Do you enjoy playing it?			09	
Vocabulary	Get students to watch a video https://youtu.be/CZy2VuyH5sU	Students will watch the video to	Audio equipment to play		

<p>introduction</p>	<p>Key Vocabulary and Phrases Musical instruments and terms Guitar / bass / drums / piano / violin / trumpet / saxophone Tempo / beat / rhythm / pitch / note Music styles Rock 'n' roll / pop / rap / jazz / country / classical / blues / folk / reggae / techno Materials Ask students to say the name of the music for the following genres of music and any additional genres students would to know Rock 'n' roll / Pop / Rap / Jazz / Country / Classical</p>	<p>learn musical instruments vocabulary</p>	<p>music recordings for the class</p>	
<p>1st practice</p> <p>b) Read the article.</p> <p>c) Look at the highlighted words.</p>	<p>Set a 10-minute limit for students to read the article once and answer the question. How is music changing the lives of young people in Venezuela?</p> <p>Get students to compare with a partner, and then check the answer.</p> <p>Tell student to look at the highlighted words and, in pairs, to try to guess their meaning.</p> <p>Check answers, either explaining in English, translating into student's L1, or getting students to check in their dictionaries.</p> <p>Check students can pronounce the new words, e.g. orchestra and conductor.</p> <p>Deal with any other new vocabulary.</p>	<p>Focus on the article about Gustavo Dudamel and El Sistema.</p> <p>Students read the article once and answer the question.</p> <p>Students compare their answer with a partner.</p> <p>Students look at the highlighted words and try to guess their meaning.</p>	<p>Article Book</p>	<p>Through questions of reading comprehension.</p> <p>Formative Evaluation</p>

2nd practice or Social interaction d) Answer the question	Do this as an open class question Do you know any other projects to help poor children?	Students participate and answer the question asked for the teacher.			
Grammar Focus	Present Simple Be and Do				

Writing

Step of the lesson	Teacher's activities	Students' activities	Materials	Session number	Evaluation
	<p>Focus on the title and explain the meaning of informal (=friendly), so and informal email is one you write to someone who know well or as a friend.</p> <p>Teach the opposite formal and explain that this is more serious, e.g. a business letter/email.</p> <p>Go through the introductory text with students.</p> <p>Explain what a pen friend is, and tell students that there are many websites on the Internet where learners of English can find pen friends to practice their English.</p>	<p>Students learn about the differences between a formal and an informal email.</p> <p>Students will write an informal e-mail using a pre-establish format.</p>		09	<p>Through the writing about an informal email and following the rubric criteria.</p> <p>Formative evaluation</p>
1st practice a) Read the email.	Focus on the beginning of the email. Teach the meaning of the headings From, To and Subject.	Students read the email example.			

<p>Then cover it. Can you remember what information Chiara gives in the three main paragraphs?</p> <p>b) Look at the six underlined spelling mistakes. Can you spell these words?</p>	<p>Tell students that Chiara is writing her first email to Stefan, a pen friend she has found on the internet.</p> <p>Give students time to read the email. Tell them not to worry about the spelling mistakes.</p> <p>Then ask them to cover the email and elicit Chiara gives in each paragraph.</p> <p>In pairs, students correct the six spelling mistakes.</p>	<p>In pairs, students correct the six spelling mistakes.</p>			
<p>2nd practice or Social interaction</p> <p>c) Write a similar email to your teacher. First, take notes about the following information.</p> <p>d) Now write</p>	<p>Ask the students to write an informal email.</p> <p>Focus on the instructions and go through the informal emails box with the class.</p> <p>Tell students that they can also begin an email with Dear, but Hi is more informal language.</p> <p>As well, mention that contractions are common in informal language.</p> <p>Focus on the end of the email.</p> <p>Teach the meaning of Please write soon and Best wishes and tell students they are useful expressions to put at the end of an email to a friend.</p>	<p>Students write an informal email.</p> <p>Students check their emails for mistakes.</p> <p>Students swap their email with a partner and read each</p>			

<p>your email. Use your notes and the language in the information box. e) Check your email for mistakes.</p>	<p>Students now take notes for their own email. Using their notes from C, students now write their email. Give students at least 15 minutes to write the email in class. Tell students to set their email out in paragraphs like in the model email. Give them time to check their emails for mistakes. They could swap their email with a partner and read each other's emails.</p>	<p>other's emails.</p>			
<p>Grammar Focus</p>	<p>Present Simple Be and Do</p>				

4. Intercultural component. The student will become more aware of cultural differences and how he/she can become adaptable in intercultural interactions. Cultural awareness is all about recognizing and understanding that we all have different values shaped by our diverse cultural backgrounds. What we consider to be 'normal' behavior in one country can be entirely different in another. By being respectful of others and accepting people's opinions, rights and feelings – even when they are different to our own – we allow ourselves to develop more successful personal and professional relationships and benefit from cultural diversity, since having different thoughts generate new and creative ideas for the benefit of the entire community. The situation described leads us to develop intercultural competences that favour intercultural communication and dialogue. Clouet, R. (2012).

2.02 Designing of necessary tools to assess/test the progress of students.

Evaluating Listening Skill

The main objective of a Listening Evaluation is to evaluate listening comprehension, this level of understanding of a student will depend on his / her ability to discriminate phonemes, recognize the patterns of accent and intonation and thus be able to retain what he /she has heard.

As well as the application of the evaluation should be used to obtain real domain information that students have this receptive ability at the moment of differentiating sounds, accent, rhythm, intonation, and connection of words of vocabularies, structures and functions analyzed with advance in class.

Among the listening comprehension tasks that can be applied in an evaluation are true and false, complete information, question - answer, comparison, sequence, short answers, following instructions. For this lesson plan the instrument used was a checklist.

Listening Checklist

Skill: Listening	Yes	No
Activity 1: Text		
When the student listens to the text or the audio, it relates the content of the sentences with the questions.		
Listen carefully and understand the text message.		
The student understands the oral text to do the activity.		
Identify the questions.		
Establish differences between the questions.		
Elicit the correct answer.		
Activity 2: Comprehension		
When listening to the words the student makes an analysis of them.		
The student understands the words that the speaker repeats slowly.		
The student is able to determine which options give meaning to the sentence.		
Select the appropriate option.		
Do the homework without the teacher's support.		

Evaluating Speaking Skill (Oral expression)

It is a productive ability, which allows using the language to transmit ideas orally; communicating a message implies to pronounce adequately and clearly when intervening in conversations and speeches. Oral expression tasks allow students to solve real life communicative activities, provides expression strategies and tools to speak according to a specific situation, helping to reduce the fear that communicating in another language can cause.

Various activities are focused on the development of speech such as conversations, tasks in pairs, role play, interviews through this is intended to achieve efficient linguistic communication. For this lesson plan the instrument used was an interview, the students asked and answered the questions, following a model of the material presented in the text. The questions were elaborated to generate the debate, the purpose of employing interview is to use and develop expressiveness.

Music questionnaire	
1	<input type="text"/> you a big fan of a singer or band? <input type="text"/> you a member of a fan club or forum?
2	How often <input type="text"/> you...? <ul style="list-style-type: none">• go to concerts or gigs• go dancing• watch MTV (or other music channels)• download music• look for song lyrics on the internet• sing karaoke
3	How <input type="text"/> you usually listen to music? <ul style="list-style-type: none">• on the radio• online• on your iPod/MP3 player• on CDs
4	What kind of music <input type="text"/> you like listening to when you are...? <ul style="list-style-type: none">• sad• happy• stressed
5	<input type="text"/> you listening to a particular song or piece of music a lot at the moment?
6	What <input type="text"/> you think of...?
	Male musicians
	<input type="text"/>
	Female musicians
	<input type="text"/>
	Bands
	<input type="text"/>

Evaluating Reading Skill

The purpose of reading comprehension is to generate meanings of written information of texts, this ability allows students to acquire new knowledge and aspects of English culture. Reading comprehension will be fostered with the knowledge that the student possesses, according to the activities and objectives of the reading. The most used strategies to develop reading comprehension are skimming, to look for specific information in the text and scanning, to obtain the main ideas.

Text with comprehension questions is the most appropriate evaluation for reading. Students read a text or article and answer the questions either by completing the space or with multiple option questions; as well as the student can respond using his / her personal criteria.

Music is changing their lives

Inside the **concert hall** a top orchestra
 is playing brilliantly. Their young
conductor, Gustavo Dudamel, is one of the
 best in the world. But he was not in New
 York, London, or Vienna. He was in Caracas,
 the capital of Venezuela. The orchestra is
 the Simón Bolívar Youth Orchestra, and its
 conductor and young musicians come from
 the poorest families in the country. They
 are a product of El Sistema ('the system') in
 Spanish, a project started in 1975 to save poor children from
 crime and drug addiction through classical music.

Today more than 270,000 young Venezuelans from the poorest
 areas in Caracas are learning to play instruments. They
practice Dudamel and Beethoven instead of learning to read and
 write. Cecilia, aged 11, says 'I am learning the **violin** because I
 want to escape from the streets. In Venezuela now it's easier to
 find 'strange' music.' Felipe, 22, who plays in the orchestra,
 says 'sometimes when we finish late I stay in town - it's
 dangerous to go home at that time. But now instead of my friends
 we have. We are a family as well as an orchestra.'

Dudamel is now also the Musical Director of the Los Angeles
 Philharmonic, one of the USA's top orchestras. But he returns
 frequently to Caracas to conduct. 'I miss my orchestra, but I will
 never leave them. They're family,' he says.




Evaluating Writing Skill

The production written in English is an oriented process that begins by copying words, completing sentences, writing according to a guide until reaching the most creative expression. This ability allows the student to transmit ideas and communicate messages that are meaningful to him.

Writing is the last skill to be developed, which implies having models or structures that allow the student to write with sense and order. Many of the writing assignments can be completed by a sequence of activities focused on a process consisting of phases such as pre-writing phase, free writing, drafting, revising, editing, final phase.

Below is the rubric to evaluate the activity of writing an email:

Evaluation	Excellent = 100	Outstanding = 90	Acceptable = 80	Enough = 70	Insufficient = 60	Total Points
Criteria	Equivalence: 20 points	Equivalence: 18 points	Equivalence: 16 points	Equivalence: 14 points	Equivalence: 12 points	100
Content : The student generates ideas and provide supporting details	The student provides complete element (paragraph 1, 2 and 3) and easy to understand	The student provides almost complete element (paragraph 1, 2 and 3) and easy to understand	The student provides fairly complete element (paragraph 1, 2 and 3) and fairly easy to understand	The student provides quite complete element (paragraph 1, 2 and 3) and quite easy to understand	The student does not complete and difficult the activity and did not understand	20
	Equivalence: 20 points	Equivalence: 18 points	Equivalence: 16 points	Equivalence: 14 points	Equivalence: 12 points	
Organization : The student expresses ideas effectively, clearly and cohesively and well-organized	Well organized and utilize effective use of cohesiveness	Fairly well organize and utilize effective use of cohesiveness	Loosely organized but main ideas clear, logical but incomplete cohesiveness	Ideas disconnected, lack of cohesiveness	Lack organization, and does not utilize cohesiveness	20
	Equivalence: 30 points	Equivalence: 28 points	Equivalence: 26 points	Equivalence: 24 points	Equivalence: 22 points	
Language use: The student uses correct grammar.	No errors in the use of the present tense	Almost no errors in the use of the present tense	Some errors in the use of the present tense	Many errors in the use of the present tense	No mastery of the present tense, dominated by errors in the use of the present tense	30
	Equivalence: 20 points	Equivalence: 18 points	Equivalence: 16 points	Equivalence: 14 points	Equivalence: 12 points	
Vocabulary : The student uses effective word/idioms	Very effective choice of words and idioms	Effective choice of words and words forms	Adequate choice of words but some misuse of vocabulary and words forms	Limited range, confused use of words and words forms	Very limited range, very poor knowledge of words and words forms	20
	Equivalence: 10 points	Equivalence: 8 points	Equivalence: 6 points	Equivalence: 4 points	Equivalence: 2 points	
Mechanics : The student uses correct English writing	Well organized and utilize punctuation: periods, commas, semi colons, quotation, and marks and initial capital letter.	Well organized and utilize punctuation: periods, commas, semi colons, quotation, and marks.	Occasional errors of punctuation: periods, commas, semi colons, quotation, and marks.	Frequent errors of punctuation: periods, commas, semi colons, quotation, and marks.	No mastery of convention, dominated by errors of punctuation: periods, commas, semi colons, quotation, and marks and initial capital letter.	10

2.03 Evidences of designed tool to assess students.

Tick the music you like

classical	
easy listening	
heavy metal	
hip hop	
jazz	
R&B	
rap	
rock	
salsa	
traditional	

Match instruments and pictures

accordion	piano	
drums	saxophone	
flute	tambourine	
guitar	triangle	
harmonica	trumpet	
organ	violin	

MUSIC QUIZ

1 What kind of music are these people famous for?

- a Beyoncé
- b Louis Armstrong
- c Jay-Z
- d Yehudi Menuhin
- e Queen
- f Bob Marley

2 Where are they from? Match the singers and bands to their countries.

a <input type="checkbox"/>	Coldplay	1 Germany
b <input type="checkbox"/>	Rihanna	2 Ireland
c <input type="checkbox"/>	Placido Domingo	3 Britain
d <input type="checkbox"/>	Black Eyed Peas	4 Barbados
e <input type="checkbox"/>	U2	5 Spain
f <input type="checkbox"/>	Fools Garden	6 the USA

3 Whose music do you hear in the soundtrack of these films / shows?

- a We Will Rock You
- b This Is It
- c Yellow Submarine
- d Amadeus
- e Mamma Mia!

2.04 Recorded video about the lesson plan.

https://drive.google.com/file/d/135mUKw8pujM65B7zQg_2I2v2_md7WUfo/view?usp=sharing

Chapter 3: Experience Report

The development of intercultural competence has as its main objective that the student is open to know and learn about the cultures that are around him specifically in the development of communicative competence of English, which seeks not only the development of communication itself, but the understanding of the ways of handling the language to develop a sociolinguistic means of communication by the speaker towards the cultural context of the listener.

The ability to perform the intercultural model in class allows each of the skills to be developed to complete the intercultural competence to develop, which is why it is a very useful tool to take into consideration when developing the lesson plan.

DIDACTIC METHODOLOGY

FIRST STAGE OR CLASS INITIATION

The first action that took place was to make known to the students the expected objectives for the term of the class in order to have well established the purpose or meaning of the same. Making students aware of the objectives to achieve helps them predict or anticipate the activities or experiences in which they will be participating.

Afterwards, asking to students briefly about the subject that was discussed in the previous class, help them to remember and give continuity to the content and activities of the class.

To start with the development of the topic, the lesson started with the activation of previous learning by asking and writing on the blackboard about the artists and musical styles that are the favorites of students, asking them to use the grammatical term for LIKES and DISLIKES.

SECOND STAGE OR DEVELOPMENT OF THE CLASS

The first activity was the presentation of vocabulary related to the types of music and musical instruments through videos. To evaluate the acquisition of this new vocabulary they were asked to listen to an audio and complete a small musical questionnaire where they would have to relate the type of music with the concept or definition of that type of music according to how they were listening to it.

The second activity was to put into practice the ability of speaking, by filling a questionnaire (in which a review was made about the use of the present simple and the DO auxiliary was for the grammatical part) and subsequently use part of the questionnaire to carry out an interview with a classmate. The last question of this questionnaire is carried out in a group manner, promoting the development of intercultural competence which was one of the objectives of this lesson, since do questions like What do you think of ...? has openness to establish a debate on the opinions, tastes, beliefs of students, thus achieving the goal of interculturality that is tolerant and respectful of the opinion of others.

The third activity was the practice of reading ability, where the focus was reading an article to understand vocabulary through the context of that word, as well as to look at the words that were underlined in the text and that together with a partner guess the meaning of that word.

The fourth activity was the practice of writing ability, where students were asked to write an informal email. Based on a pre-established text the student was to carry out the development of their own email, which had to include general information such as their age, name, where they live, etc. At the end of their email a classmate verified and corrected the mistakes could connect in it.

The fifth and last activity was to practice the listening skill, which consisted of listening to a story about the rapper Jay-Z. Once the audio was finished they were asked to carry out a spelling activity where the students had to write the word who listened in the blanks.

The didactic equipment used for the development of the previously activities were the audio and video equipment to project the videos and listen to the audios as well as the textbook and blackboard.

Reflecting about the lesson previously described; As one may notice these lessons were designed not to teach English or the target language as a system but as an instrument to develop the intercultural communicative competence. They also apply the formal aspects of the language, but the emphasis is on the communication, as well as the development of the four competencies that have to be developed according to the Common European Framework.

The use of audios that are authentic material allow the student to express thought, intentions or feelings easily, as it was described in the language theories information. This way is to provide a communicative approach, showing the sociolinguistic theory, where who could speak, what was spoken, and how it was spoken. All these factors are important for them to understand the complete context of the language.

In the activity to develop the speaking activity through an interview, the student will be responsible to use the language to ask information from another student. (Giving and obtaining information), this way is developed the “social practices of the language”, which are turning materialized in “text types” in “written and oral” form. This allows the production of texts, knowledge of the writing system, the linguistic forms and the speaking system all of them necessities for the process of interpretation and production of the target language.

Also involved is the the Diane Larsen-Freeman’s model of Form, Meaning and Use, through the follow of the sequence of the lesson, because as it is mentioned the “Form” in Larsen-Freeman’s perspective refers to the actual “shape” of the language and the rules that in these lessons are applied through the grammar exercises. “Meaning” that helps to account for the meaning of words, phrases, and even larger levels of language in this case for example, in the listening and vocabulary activities the student will listen and use the words to complete the spelling exercise. Finally, “use” helps us focus on the context and intention of the questions. This is showed in the activity about speaking.

To improve the learning process of the lesson was also taken into consideration:

Input. Input are the forms of oral or written language to which students are exposed.

Intake. The Entrance or intake is what the student really learned. (An automatically generated result).

Interaction. Opportunity to practice the language that triggers interaction adjustment resulting in a modified entry (feedback, requests for clarification, confirmation checks, repetitions, reformulations) which final objective will be to obtain the desired learning.

Output. The traditional perspective of the exit is the practice or the development of an already existing knowledge.

However, the result is not only an opportunity for students to practice their language, but it is also an opportunity to learn language.

Nowadays authors design textbooks for teaching English language based on the input from the different theories and researches for learning L2 and take into account the use of greater amount of information that serve as a relevant and meaningful "entry" for the learning of the target language. The textbook that I am using for the delivery of the English class is called English File Student Book Third Edition by Christina Latham-Koenig, Clive Oxenden, and includes different types of entries, such as: videos, dialogues, conversations, readings, dictionary access, among others. If the student is exposed to a wide variety of inputs, it will result in the increase of the interest of the student in the approach to the L2. Now taking into consideration the concept of INTAKE, it is better to provide inputs in which not only a single physical sense is mixed, that is to say when we write we only use tact, or when we hear the sense of hearing, but if the student is exposed to an entrance in which they manage to mix the five physical senses. This will allow learning to be more digestible for the student, thus achieving a better and faster absorption of the same.

However, from the point of view of interaction, it is important, for example, that when a student is carrying out an activity, their own peers can monitor the student's performance, this way the teacher, and the students, must be aware that this interaction is an opportunity to have and give feedback helps generate greater awareness of the student's own performance.

Finally, as the hypothesis of output, points out, a positive result is what we traditionally look for as teachers, but that same output can also generate a new input and allow the learning process to take place again in the student. For instance, if the output result that generated interests for wanting to deepen the learning or inquire more about the uses of a certain concept, then that result is generating a new entry for the learning process.

After this analysis, there are some activities to implement in my teaching practice. To be more conscious and manage and find strategies that allow me to evaluate at the end of each class if the objective of learning process was in the class was achieved, that is to say, at the moment in which

it is taken into consideration that the student should really have an INTAKE. To raise and plan activities that help me corroborate that the absorption process had the desired result.

On the other hand, something that has to be considered indispensable to carry out even more in classes as part of the teaching methodology is the INTERACTION. This process of feedback on the part of the students that in this case with those who will be in charge of carrying out the interaction to a greater extent in the classroom, will bring as a consequence, the increase of self-confidence in both participants of this phase, the speaker who will be monitored and the interlocutor who will act as the monitor agent, and then make a change of roles that allows this internalization process to be carried out again in the student.

The concept of output, allows to ask the following question: because if the topic is usually started with a question, why not finish the class in the same way? , this concept has led to think that learning not only seeks the understanding of a subject as such, but also the search for new questions that help to expand and generate a greater interest in a particular or general concept.

Chapter 4: **Conclusions**

Teaching English is certainly complex. During the learning and development of this lesson plan I have been aware of aspects that should be taken into consideration when developing the lesson plan of the class and during the execution of this.

One of the most important conclusions is that a teacher's job is to help the student by providing the necessary tools so that they themselves learn, understand, develop and use the strategies that allow him to apply the knowledge learned in the specific class and the course in general.

As well as taking into consideration that although we are asked to use a general lesson plan for the class, I must not forget that there will be a customizing of it, which allows students with different levels of the language to reach the achievement of the objectives, but with different strategies and activities.

Also, to promote a better learning environment, one of the factors that Krashen mentions is part of a high filter hypothesis is the attitude. What I did to raise the filter was through the visualization of a TEDtalk YouTube video in a previous class that mentions the benefits of talking and dominating the English level. When a teacher helps students to be aware of what they are doing, this will help them in the sought of the objective to be achieved and will be easier for them to remain focused and motivated in meeting the desired objective.

To prevent mistakes and to improve activities one must be prepared, have documents, seek information more precise about the application and methodology about the techniques learned in this specialization and keep improving their teaching proficiency. All the information seen during this lesson has been an eye-opener, for me to act as a teacher. The fact that I know what I teach to understand how students learn, it has allowed me to understand different concepts that help me extend my perspective on what it implies to BE AN ENGLISH TEACHER AS A SECOND LANGUAGE.

In these years as an English teacher, as I mentioned I have learned some concepts and theories that I have applied empirically, if I can mention as this way, and it has been very helpful for me to get access to these materials and knowledge. I have found that these theories have helped me to improve and keep looking for alternatives to obtain a better delivery of performance in front of class. Having materials as books that are already designed under the research and development of theories that help to reach the learning process in a successful way have helped me for teaching English.

The most important thing has been raising my level of awareness about what the learning process involves and the learning of a second language, understanding and mix everything in a system that is complex but at the same time fascinating. I previously only saw the language as a form (rules, grammar , times, uses, etc.) , however now my perception has expanded to understand that the one who receives that information is influenced and affected by that information (input) and that it will produce something as a result. But in this result, we find several failures that form part of that

process, that is, what is acquired, how it is acquired, when it is acquired, in what conditions it is acquired, the agents that affect and modify what is acquired, etc.

I know that I still need to master these techniques but also, I know that now I can consider them as tools that help me enrich and be more precise in my teaching performance.

One of the things I notice most often in students with intrinsic motivation or obligation is the fear of speaking the language, because of the fear of being wrong, not all people handle the error under the correct optic and refuse to speak for the fear of being wrong, this no doubt as we saw in the Krashen model, is up to the teachers to establish favorable environments so that the confidence of the students within the classrooms is carried out as a priority. And this is elementary because now, as we have seen the new tendencies towards English education, we look for the class to be with a focus on developing communication skills, but then how to achieve this objective if the student does not want to participate? Well, through the confidence environment.

The communicative approach is the one that aims at the development of communicative competence, the students not only acquire a linguistic system but are able to use it to communicate properly and effectively, that is, the emphasis falls on the processes involved in the use of language such as meanings, expression, understanding and negotiation during interactions. This approach also seeks an approach to the culture in which the language acts as a means of communication. The teaching is focused on the student and their needs both communicative and learning, so that the autonomy of the student is fostered, generating greater responsibility and participation in making decisions regarding their own learning process, so that the role of the teacher will be the facilitator of learning.

I have been able to carry out activities that use this approach such as dialogues, interviews, exhibitions about activities in which the student will have as a primary objective to communicate their research and make the results known in English to the class. I believe that, although it is true that these strategies encourage the student to use the English language, a factor that is extremely important for the success of the activities planned under this approach to be taken into consideration, is the number of students that make up the group. Since the activities must be evaluated by the teacher, so dedicating time to each individual student to determine factors such as fluency, pronunciation, use of grammar, intonation, as well as the use of the language in a meaningful way, will require about 5 minutes at least of the teacher's attention to the student. If they are large groups they will involve the use of a well-structured planning in terms of time management to achieve compliance with the didactic sequences.

The task-based approach seeks to turn the classroom into a scenario of real communicative processes, through the development of significant activities that result in a specific product, called "tasks", which are the focus of the teaching-learning process. The main characteristics of this approach are: these activities are carried out in the classroom and involve the understanding, production and interaction of the student. The student's attention is focused more on the meaning than on the form, looking for a similarity with activities carried out in the real life. Didactic topics

are chosen that are of interest to the student, these tasks or activities can be part of a sequence of tasks resulting in the development of a more complex project or product. These tasks can be evaluated by the student and by the teacher, and both the process and the result can be evaluated.

This task-based approach has helped me to maintain the interest of the students in carrying out the activities with good achievement results. Since the student is active in the process of completing the task, maintaining a dynamic participation in the achievement of the activity, in the particular case of the teaching of English classes at the university level, the course is divided into 3 modules with 5 topics per module, having at the end of each topic an activity or task called " challenge." It should be mentioned that it has been of great help for me as a teacher that the methodology of the course, as well as the planning of the course has been settled already, so I should only serve as a guide and supervisor of the activities, being sure of covering the points determined in the rubrics already established for that purpose. An observation that I can comment on this approach is that the activities present as their name indicates are a challenge for the student in terms of carrying out the activity and I have noticed that for students who have an adequate level of English to communicate the task or activity help them to reinforce their degree of motivation in the achievement of the product or result, which is more difficult to achieve in students with deficiencies in the use of English. To counteract this trend I have provided support to students in topics of grammatical structure and pronunciation to improve their performance at the time of performing the task.

The experiential learning model is named after the importance of experience in the learning process. David Kolb's studies focuses on exploring the cognitive processes associated with the approach and processing of experiences and on identifying and describing the different modes in which we carry out this process, that is, the different individual learning styles. For Kolb, effective learning is achieved through a process of four stages called the "learning cycle", these stages are: We do something, (concrete experience), we reflect on what we did (experience) making a relationship between what we did and the results obtained (reflexive observation), as a result of our reflection we generate conclusions or generalizations (abstract conceptualization), finally we put into practice the conclusion obtained, using it as a guide for our future actions (active experimentation).

And in the short term and planning a plan to be able to improve my teaching performance I would like to take into consideration the following points:

- a. Determine attainable goals and measure progress on a regular basis. I would like to find a methodology that would allow me to measure progress on a regular basis to maintain student motivation. That is, to have an objective measurement of the four skills of the language through evaluation.
- b. Be aware of the learning schedules. Learning English consistency is another key factor, since learning any language is a process that takes practice.

- c. Make available to the student multiple options to put into practice what they have learned, look for material that encourages meaningful learning in students, making use of resources such as television and films, Internet chats, and so on.
- d. Search recreational activities that involve learning and fun, like online games, quiz, audio series, considering levels, ages and viability in terms of time for completion of activities.
- e. Create a professional development plan. I am aware of the magnitude and responsibility that I acquire when presenting myself as an instructor of English language teaching, and this has motivated me to continue preparing and looking for personal growth alternatives, I would love to have a proficiency level in the use of the English language , and not only in the domain of language as such, but also in the teaching of it. I need to continue preparing to reach a level C 1, or why not a C2, because I know that this will be a professional and personal benefit.
- f. Find new ways to motivate students: That is, find methods to stimulate students and create a plan for new activities to use in class.
- g. Learn methods for identifying and correcting the student's mistakes: To make mistakes is part of learning, so learning about the causes and types of failures and master new techniques correction is extremely important, because many times, giving a correction inadequately can undermine the interest of the student to continue learning.

Finally, I would like to complement this conclusion by commenting that learning is a living and changing process, and that one never stops learning, so I must start to carry out the changes and improvements already proposed.

Chapter 5: **Appendixes and APA style references.**

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UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I ARACELI ALEJANDRA GONZALEZ RAMIREZ declare that the following "FINAL PROJECT: PROPOSAL FOR EDUCATIONAL INTERVENTION DEVELOPMENT AND EXECUTION OF A LESSON PLAN TO INCREASE COMMUNICATIVE LINGUISTIC COMPETENCE IN THE ENGLISH LANGUAGE AND TEACHING." 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.

Signature.



Araceli Alejandra González Ramírez

Date: 30/06/2019