



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“DEVELOPING PRODUCTIVE AND RECEPTIVE SKILLS THROUGH
INTERCULTURAL COMPETENCE AND ICT’S TO INNOVATE MY TEACHING
PERFORMANCE”

TRABAJO RECEPTACIONAL

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

PRESENTA:

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ASESOR: GERNOT RUDOLF POTENGOWSKI

México, DF. a 21 de Junio 2020



UNIVERSIDAD PEDAGÓGICA NACIONAL

CAMPUS AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

“DEVELOPING PRODUCTIVE AND RECEPTIVE SKILLS THROUGH
INTERCULTURAL COMPETENCE AND ICT’S TO INNOVATE MY TEACHING
PERFORMANCE”

TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN TEACHING AND LEARNING
ENGLISH AS A FOREIGN LANGUAGE, ONLINE
MODE

PRESENT:

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June 21st Mexico City 2020



Campus Ajusco

Centro de Enseñanza y Aprendizaje de Lenguas



Especialización en
Enseñanza y aprendizaje de Inglés como Lengua Extranjera
Specialization in English Language and Teaching as a Foreign Language

Final Project: “Developing productive and receptive skills through intercultural competence and ICT’s to innovate my teaching performance”

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June / 2020

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INTRODUCTION

In this project, the author has reflected about her newly acquired knowledge, she has put into practice and implementing a pedagogical intervention in a lesson plan designed for secondary learners. “Developing productive and receptive skills through intercultural competence and ICT’s to innovate the teaching performance” is a proposal that tries to match the areas of knowledge in which this specialization is conformed.

This project is meaningful for the author because it is her first project realized with formal teaching training, it suggests that during this specialization the author has faced some important challenges that allows discovered her weaknesses and strengths for instance: her English level needs to continue improving, some occasions was hard to her understand teacher or mates’ ideas, like so express her with proficiency. Likewise, her digital literacy and the familiarization with online learning was difficult, she never had taken a training online in order to it results stressful and challenge for her. By other hand, find a balance between her school job, family and study triggering health problems. However, all this challenges the author has the wish to be constant with her professional continuous development.

In the first chapter, the teacher gives a brief learners scholar context description where the lesson plan was applied, after that the teacher establishes her teaching identity as well as the theory underlying this project.

In chapter two, the author included a description of the procedure of learning activities a lesson plan designed with a didactic sequence and different stages depending on the skill to work, is included the tools to assess.

By another hand, this chapter contains a recording of the activities of the most representative moments of the lesson, supported with a brief video script to its better comprehension.

In chapter three, the teacher reflects about the results of carrying out the activities, detecting stages and/or activities to improve.

Finally, in chapter four, as a manner of conclusion, the author looks back at her performance, applying specialization learning. By the other hand in chapter five, you can find extra materials, links, and bibliographic references.

1. PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

ENGLISH LEARNERS TEACHING CONTEXT

The Official Secondary School 1062 “Mariano Matamoros”, with work centre key 15EES1593Z, it is an institution that belongs to the academic subdivision of Zumpango in the State of Mexico. The secondary school is part of the educational infrastructure of a housing unit named Ex hacienda of Santa Ines, located in Nextlalpan, Mexico. (Appendix1). Its approximate age is 10 years, so it has had continuous growth, the institution is divided into 21 classrooms to serve four groups per grade, it has an address, its school administration, a teachers' room, a yard, two courts, one with a roof arch, a parking lot, green areas and toilets for teachers and students, two cubicles for the orientation area, two computer laboratories, a library, a science laboratory, a thematic classroom for mathematics, arts and English.

The English classroom is formed by 45 chairs, each of one are plasticized, there are curtains from London in the windows, the door is labelled as a London phone booth, there is a 55-inch screen, a speaker, a desk, a whiteboard, there is a bookcase, inside it, there are didactic games as memory games, bingo, flashcards, dices, balls, also there are 40 dictionaries. The classroom is set with different posters of numbers, fruits, adjectives, verbs, parts of body, house, expressions, etc. This classroom has been designed according to as English teacher desires; it has contributed to feeling so comfortable because it has part of her personality (Appendix 2).

SOCIO-CULTURAL LEARNERS CONTEXT

Secondary learners of housing unit Ex hacienda of Santa Ines comes from different states of the Mexican Republic, for instance: Veracruz, Puebla, Chiapas, Guerrero, etc. And surrounding municipalities as Tultitlan, Tlalnepantla, Ecatepec and Cuautitlan or Colonies of the Mexico City as Iztapalapa and Gustavo A. Madero. Thus Santa Ines' people are immigrants who constantly live a "Transculturation" process, where change and assimilated culture and social aspects, according to the communication and relations established in the community.

The English teacher needs to move from her domain to the institution for about an hour and a half, which also adds to the cultural and social differences given inside the classroom. Likewise, is important to creating and promoting intercultural competence between learners.

The study community comes from low-income families, they are used to being alone during the day or with them brothers, sisters or any familiar, their parents need to go out to work outside the community, exist a considerable per cent of absences, some of them don't have a future vision from their life, their interests are focused on socio-emotional aspects, the use of technology to support learning and teaching is complicated due to, most of them do not have the necessary equipment to work.

Learners' background about English contact is so limited, most of them have their first contact with the language in secondary, it has implied that learners consider this subject as hard and impossible for them. For this reason, has been developed an internal strategy, it involves that Students, during 1st grade are familiar with the language, developing receptive and productive skills through easy tasks as identity, describe, ranking, then in 2nd grade, the complexity increase realized tasks to develop language skills plus thinking skills as inferring, contrasting, summarized, etc.

Finally, in 3rd Grade, students use the language to communicate, apply for participating in cultural and own interchanges and recognize as behavior regulator. This internal plan has

as the theoretical foundation the Bloom's taxonomy. However, this plan could not be applied as teachers' desires due to the pandemic situation. This new cycle will be retaken.

To develop this lesson plan was necessary to contact learners with the necessary equipment, it was a challenge due to only five students had the possibilities. It is a hard but real Mexican context in which technology is an indispensable tool.

TEACHING IDENTITY AND PHILOSOPHY

Before boarding my teaching philosophy concept, I would like to make a brief reflection about what implies to be a "teacher"?

In my view, I strongly believe, this profession implies to be aware that every day we interact with humans and their feelings, beliefs, social and cultural contexts (learners), in a physical place called "school", it is regulated by norms and laws, for its proper operation.

Moreover, teachers and learners, in this place interact with the administrative and cleaning staff. The consequence is that every reaction-action triggers an effect. They could be nice or nasty for our learners and own teaching experiences. This suggests that it can influence the teaching identity and philosophy.

From my point of view, being a teacher is a person characterized by Humanism, being approachable, love, comprehension, empathy, mutual respect, humility, and continuous training, inspires students and renews herself as professional. To put it simpler, being a teacher not only includes theoretical knowledges but also personal and socio-cultural context.

Given, my Teaching Philosophy "a self-reflective statement that describes both what you believe and provides concrete examples of what you do in the classroom to support those beliefs."¹ Has a guiding axis, "**Learn, update, apply, practice and improve being eclectic**

¹ [1] <http://www.celt.iastate.edu/teaching/document-your-teaching/writing-a-teaching-philosophy-statement> (recuperado el 11 de Noviembre 2019)

in a dynamic and technological world". After a hard-personal experience in my life. I have comprehended and felt that every day of my life, I need to enjoy it. I am here to upgrade my teaching performance, go forward, enjoying, learning, taking opportunities. Although sometimes being a teacher, represents a challenge, it is a "gift". This profession increases your learning, injects you with life.

Professionalizing teaching performance allows transmitting knowledge in an appropriate and timely manner, giving a real use and thus meet one of the author's goals, help to train, learn, apply, to get the common good.

Aware of learners have different needs, realities, abilities, able to be successful not only on linguistics, mathematics or politics, and strength, that they are unique and different, the *teaching philosophy* should be eclectic, taking into account useful aspects of approaches, theories or methodologies, involving students in their active learning process, tutoring them through knowledge.

Fostering their cognitive, linguistic, communicative, cultural, technological competence, and their self-esteem, collaborating with citizens' training in a globalized society (ICT'S), as well as, identifying and valuing different cultural and social experiences, accepting and respecting, it allows reinforce learners' identity. (Intercultural competence)

1.02 THEORY UNDERLYING TEACHING PRACTICE AND IDENTITY

Over time, teaching and learning English as a dynamic process, have come away through different approaches: Behaviorism, Structuralism, Constructivism, Humanistic, Communicative, etc. Methodologies and techniques: Grammar translation, Direct Method, Audiolingual Method, Total Physical Response, Active experimentation, between others. Within psychology, linguistic, philosophical, and socio-cultural influences. The purpose has been improving learning and teaching English in an eclectic way.

Nowadays, teaching and learning English implies not insolate linguistic pieces of knowledge, currently, it contributes to form an integral citizen where "mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality" (J.D UNESCO) Are matched to complement meaningful learning.

It allows, helps learners to develop **linguistically** (vocabulary, graphemes, phonetic, syntaxis), **pragmatic** (proper relation between speakers, taking account the context where the communication is produced) and **communicative and intercultural competence** (the social and cultural context), to be an intelligible citizen, with the main purpose, “Communication”. Apart from that, ICT’s (Information and Communication Technologies) in education have an important and necessary role, it is new learning and teaching trending. According to with UNESCO, ICT’s “can complement, enrich and transform education for the better”², it suggests that integrate teaching and learning through ICT’s requires to enhance teachers’ role, this is the main reason to upgrade the teaching literacy. The pandemic has mobilized the development of educational proposals through information and communication technologies to face the current conditions of the society around the world. To give an illustration of that, this research in the begin was designed to be carried out in person, however, the emerging situation promoted its modification and a quick digital literacy of the teacher. This project is an English educative proposal to learning and teaching Language skills and Intercultural competence via ICT’s.

1.03 WHAT DOES MEAN TEACHING ENGLISH ONLINE?

Teaching online represents a challenge since teachers do not have digital literacy, fortunately, there are many MOOC’s Massive Open Online Courses (unlimited, easy to enroll, via the internet with a specific subject). To support you, they are created to prepare you, learn from peers around the world, familiarize to the topic, etc.

After applying this lesson plan the teacher detected that was necessary to enroll to a short MOOC to familiarize with the ICT’s tools and continue developing her digital literacy. However, the teacher without previous digital training developed this project with the support of Zoom Platform, What's App group, Google forms, Talk App, Social Media (Instagram), Venagge Editor, Youtube videos, etc.

1.04 Communicative Language Teaching (CLT):

² <https://en.unesco.org/themes/ict-education> Recuperado el 08 de Junio 2020.

“This approach prominent as it proposed an alternative to the then ubiquitous systems-oriented approaches, such as the Audiolingual method. That means that, instead of focusing on the acquisition of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach aimed at developing the learner’s competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations”.³

The communicative approach arose from the search for a methodology where the interaction and communication receive priority, rather than grammar. It means the use of the language appropriately, taking into account what is said but also implications, explicit and implicit meaning, how the social, cultural and psychologist rules determine what is said.

The communicative approach reveals that linguistic competence is not enough to learn a language also is necessary for the ability to negotiate meaning.

“Principles of the Communicative Approach”

1. Language learning is learning to *communicate* using the target language.
2. The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style.
3. Communicative activities are essential. Activities should be presented in **a situation or context** and have a **communicative purpose**.

Typical activities of this approach are games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.

4. Learners must have constant interaction with and exposure to the target language.
5. Development of the four macro skills — speaking, listening, reading and writing — is integrated from the beginning, since communication integrates the different skills.
6. The topics are selected and graded regarding age, needs, level, and students’ interest.
7. Motivation is central. Teachers should raise students’ interest from the beginning of the lesson.
8. The role of the teacher is that of a guide, a facilitator, or an instructor.
9. Trial and error are considered part of the learning process.

³ <https://www.whatiselt.com/single-post/2018/08/23/What-is-the-Communicative-Approach> Recuperado el 2 de Mayo 2020

10. Evaluation concerns not only the learners' accuracy but also their fluency.”⁴

With this approach students to have the opportunity to develop a sense of autonomy.

1.06 INTERCULTURAL COMPETENCE

MICHAEL BYRAM is [GRP1] a British language educator, he proposes a model of intercultural competence for teaching a language “The **intercultural competence approach** is where people of different cultures have engaging interactions with each other. ... It is more than just learning about another culture, it's about identifying your own cultural values, understanding how these may be different to other people and appreciating these differences”⁵.

It describes how and what a learner must to know for obtaining an effective communication and the impact of her/his behavior [GRP2]. It implies not only linguistic aspects but also cognitive, social and cultural contexts.

This perspective considers that the students in a classroom are multicultural, it means diversity, according to my teaching context there is a variety of social and cultural contexts because students and teacher come from different communities.

In light of the multicultural context, Intercultural Competence approach, helps teachers to provide different tools and cover this variety, fostering collaboration, respect opinions, a regulator of behavior, etc. A student must be autonomous and critical of their own and different minds, taking account different social, economic and cultural realities to interact in harmonic coexistence.

Foster Intercultural Competence, during learning English process is important because this language plays a role as “Lingua Franca”, it means that English is used for communication between groups that speak different languages from different contexts, countries, or cultures. It refers that English is the language to interact with the rest of the world to be intelligible to others.

⁴ <https://ontesol.com/communicative-approach/> Recuperado el 03 de Mayo 2020

⁵ <https://libguides.melbournepolytechnic.edu.au/culturalawareness/interculturalapproach> Recuperado el 12 Agosto 2020.

Cultural input, is necessary to set the conditions for negotiating, meaning and attitudes. The Intercultural approach shows us how important is work not only with target language also with social and cultural context.

How can intercultural communication be developed and promoted in the classroom? Students from Mariano Matamoros school is a community with different socioeconomic strata, indigenous background, as the teacher mentioned they come from distinct places, moreover, teacher's culture and social context influences in the environment class, it implies that when she works cultural and social aspects some of them show confused because is new or no common for them, in addition to their contact and interaction with other cultures and the language is so limited.

Here is where I can use English as a tool for teaching, learning, and knowing not only linguistic aspects but also technological, social and cultural information. Leaning on the use of ICT's, using authentic materials, realia, etc. To improve the teacher's performance and student's learning.

It suggests that learning and teaching English as a foreign language implies:

- **Use:** the language to communicate
- **Apply:** for participating in cultural and own interchanges
- **Recognize:** as behavior regulator, between others.

Teaching English in the pandemic context has promoted changes in educators and students, the use of ICT's in the academic field allows innovate and support the continuous teaching performance development, in light of the use of ICT's is necessary develop and create effective strategies for locating appropriate digital tools and platform for achieving learning outcomes. From my point of view when a teacher use technology promote autonomy in students' learning, responsibility and discipline, in a formal environment (school in their house), besides use ICT's to learning improve and develop digital skills which are necessities in current citizens. The effectiveness of the use of ICT's depends on educators, they need to explore and exploit digital resources how they are using them in their context. Online teaching is a hard task, it suggests that educators need to develop some key skills they need to suit in the digital environment, establish clear learning goals, clear aim for the lesson, clear context, instructions, establish a rapport, extra sense of patient, empathy, dynamism, etc. It means that educators need to take digital literacy to complement the professional development that the current context requires.

The author with this project pretends a cohesion between theory, language, culture, ICT's, this proposal arose from the current situation as a strategy to support teaching English through ICT's that allows innovating, refresh, and strengthen her teaching performance.

After this specialization the author has designed a project under communicative approach as support to teaching language where it is used within a specific social context, by another hand the Intercultural competence, promote the ability to understand cultures and their own, for communicate with people from different contexts successfully, the ICT's support the development of digital literacy it means the ability to use technological material and resources presented via online to work in the current requirements. The author as an educator is awareness about the importance of improving her teaching performance in lights of current challenges.

2. METHODOLOGY AND PRACTICE

2.01 LESSON PLAN IDENTIFICATION CELL



LESSON PLANNING

Date & Place: México D.F. 2020

Lesson plan identification cell	
Author	Miriam Gabriela Gonzalez Cervantes
Educational Stage	Second grade, Intermediate Level
Title of your Lesson plan	" Developing productive and receptive skills through intercultural competence and ICT'S to innovate my teaching performance" "Traditions and Costumes around the world"
Learning Objective of the plan / Competency	Language Purpose: Develop listening, reading, writing and speaking skills in the English student through, communicative approach, intercultural competence and the use of ICT'S: Talk app, What's app, You tube videos, Venngage Editor, Prezi, Google forms Intercultural Purpose: Know some traditional celebrations around the world, to identify cultural and social differences.
Communicative skill considered	Reading, writing, listening, speaking
Functions	Exchange information, compare, and share experiences with the use of ICT's
Main grammar structure	"be + used to + ing"
Brief description of the plan	The theme "Developing productive and receptive skills through intercultural competence and ICT'S to innovate my teaching performance" was chosen because it allows exchange, interaction and communication, respect, between students who have different cultural and social contexts, as they come from different communities. By using the ICT's that suggest interest and enjoying by this lingua franca, moreover, this is a strategy to

	deal with the actual situation around the world. Taking classes from student' home. Respect to the language to reinforce the present tense, the use of "be + used to + ing", to refer to the actions that are customary everyone according to his or her cultural and social context.
Number of sessions	7 sessions. Each of one 50 minutes
EEAILE tutor on line	Gernot Potengowski.

2.02 A PRACTICAL AND USEFUL LESSON PLAN

The following lesson plan is designed to carry out via Zoom platform. The communicative approach and intercultural competence as the main axis, supported by ICT'S, to face the present global situation (pandemic). Each lesson has a didactic sequence, to generate the most favorable cognitive processes to achieve the learning objectives or competences



ENGLISH LESSON PLAN



Socials Practice of Language:	Environment:	Achievement:	Class profile:
Understand and produce oral changes in recreational situations.	Family and Community	Exchange information	2o A Intermediate level 6 students
Approach and techniques:	# of Sessions- time extend:	Teaching-aids:	Assessment:
Communicative Approach Intercultural competence	7 sessions 50 minutes	Laptop Virtual Links Zoom Platform Microsoft Office Talk app Venntage App Google forms	Rubric Direct Observation Quiz

2.03 RECEPTIVE SKILLS READING SKILLS

ENGLISH LESSON PLAN

Reading				
Step of Lesson	Teacher activities	Students activity	Materials	Session 01
Warm up Time: 10''	<ul style="list-style-type: none"> Teacher greets students and asks how they feel. Teacher asks a volunteer to mention date. Teacher spells a word and encourage students to identify the topic. Teacher shares screen and eliciting students to discuss, what culture is. 	<ul style="list-style-type: none"> Students greet the class and express briefly how they feel. Students listen and discover the topic. Students comment their opinions 	<ul style="list-style-type: none"> Laptop Zoom Platform Power point presentation 	
Activate schema Time: 5'' Pre-reading Time: 10 ''	<ul style="list-style-type: none"> Teacher shows some pictures, then encourages students to guess which countries these festivities take place in. Teacher encourage students to guess what the words in bold mean, then whole class participate, sharing their knowledge. If there are unknow words, teacher invites to look for them in the dictionary or google tool. 	<ul style="list-style-type: none"> Students look at the pictures and discuss. Students inferring vocabulary Students take notes 	<ul style="list-style-type: none"> Power presentation (Appendix 3) Handout # 1 "Cultural differences between Japan and USA" (Appendix 4) Notebook Pen 	
While-reading Time: 25 ''	<ul style="list-style-type: none"> Teacher asks students to read the text. 	<ul style="list-style-type: none"> Students read and participate answering literal and inferential questions. 	<ul style="list-style-type: none"> Notebook Pen 	

	<ul style="list-style-type: none"> Encourage students to identify specific information (differences and similarities) and complete a comparative chart. 	<ul style="list-style-type: none"> Students prepare a comparative chart. 	
Post-reading Time: 1”	<ul style="list-style-type: none"> Teacher assesses comprehension by picture cued task. 	<ul style="list-style-type: none"> Students look at the pictures and choose the best one that explains the text. 	<ul style="list-style-type: none"> Pictures (Appendix 5)
Self-assessment Time: 9 ‘	<ul style="list-style-type: none"> Teacher shows a small rubric to reflect about their performance. 	<ul style="list-style-type: none"> Students assessment task individually 	<ul style="list-style-type: none"> Rubric “ How good am I at reading?” (appendix 6)



a) LISTENING SKILLS



ENGLISH LESSON PLAN

Listening				
Step of the lesson	Teacher Activities	Students Activities	Materials	Session 02
Warm up 15”	<p>Teacher contextualizes a situation creates the context based on the assignment by means of the following activity:</p> <ul style="list-style-type: none"> Teacher greets students and asks how they feel. Teacher requires a volunteer to mention date. Teacher reproduces a tongue twister audio about a specific celebration “Halloween” Teacher helps them with pronunciation. Teacher plays again if it is necessary 	<ul style="list-style-type: none"> Students greet the class and express briefly how they feel. Students listen and practice tongue twister 	<ul style="list-style-type: none"> Laptop Zoom platform Virtual link (Appendix 7) https://rhinospike.com/audio_requests/Adelinerenoux/51996/ 	

<p>Pre-listening 10''</p>	<ul style="list-style-type: none"> - Teacher activates knowledge following next questions. - In Mexico, Halloween is celebrated? - When is it celebrated? - Do you use to celebrate it? - What do you use to do? • Teacher shares her personal experience with this celebration supported with some images for a better understanding. "I am used to going out with my family and ask candies". "I am used to teaching funny scary songs". "I am used to practicing tongue twister with my students". 	<ul style="list-style-type: none"> • Students answer <ul style="list-style-type: none"> - Yes - November 1st or October 31st - Yes / No (possible answers, it dependences religion, it is a bad tradition) - Go out and ask candies • Students attendance 	<ul style="list-style-type: none"> • Power point presentation (Appendix 8)
<p>While – listening 20''</p>	<ul style="list-style-type: none"> • Teacher establishes the purpose for the listening, In USA "What does people use to do during this celebration?" • Teacher sends a quiz by Whats App link, gives instructions, and encourages students to listen for specific information. 	<ul style="list-style-type: none"> • Students open link • Listen and choose for specific information. 	<ul style="list-style-type: none"> • Cell phone • Google forms • Quiz Link (Appendix 9) https://forms.gle/reqVtiLhk6muNE3c8 • Audio link (Appendix 10) https://englishdaisies.com/listen-to-english-halloween-in-the-united-states/
<p>Post-listening 15''</p>	<ul style="list-style-type: none"> • Teacher assesses student's comprehension by Listening comprehension format, selective task. 	<ul style="list-style-type: none"> • Students choose and mark with a tick on the screen, the information required. • Students activates their screen tools to interact. 	<ul style="list-style-type: none"> • Listening Comprehension format: Selective task, Handout #2 (Appendix 11) • Zoom platform

Listening				
Step of the lesson	Teacher Activities	Students Activities	Materials	Session 03
Warm up 5''	<ul style="list-style-type: none"> Teacher greets students and asks how they feel. Teacher requires a volunteer to mention date. Teacher encourage students to play hangman, discovering secret celebrations topic. "Bonfire Night" 	<ul style="list-style-type: none"> Students greet the class and express briefly how they feel that day. A volunteer comments date. Students says a letter to identify secret celebration. 	<ul style="list-style-type: none"> Zoom platform "Bonfire Night Presentation" (Appendix 12) 	
Pre-listening 5''	<ul style="list-style-type: none"> Teacher introduce to the topic by the following activities <ul style="list-style-type: none"> Top-down strategy, shows some pictures activating previous knowledge about that celebration. 	<ul style="list-style-type: none"> Students look at the pictures and think in a possible relation between pictures and topic. 	<ul style="list-style-type: none"> "Bonfire Night" pictures (Slide #2) 	
While - Listening 20''	<ul style="list-style-type: none"> Teacher sends a document by what s app. Teacher uses Bottom up /Top down strategies with an intensive task, encourages to focus attention on missing words to gap fill. Teacher reproduce twice or three times. Teacher encourages students to share main information heard. As where, when, why, what, etc. 	<ul style="list-style-type: none"> Students open link. Students listen and focus attention on missing words meanwhile they are listening-reading and writing to gap fill the audio script Students shares their understanding 	<ul style="list-style-type: none"> Audio script " Bonfire Night" (Appendix 13) Word processor. Cell phone or lap top 	

Post-listening 20"	<ul style="list-style-type: none"> Teacher asks students, write a brief Bonfire Night description, and share with their classmates on the What's App group. 	<ul style="list-style-type: none"> Students write their own brief description, draw some images and share. 	<ul style="list-style-type: none"> Notebook Pen Colors Cell phone
Assessing 10"	<ul style="list-style-type: none"> Teacher uses comprehension questions "multiple choice" to assess. 	<ul style="list-style-type: none"> Students show their comprehension, choosing the correct option. 	<ul style="list-style-type: none"> Cell phone or laptop Power presentation "Bonfire Night, slide #5"

ENGLISH LESSON PLAN

Grammar Interactive Practice

Step of Lesson	Teacher activities	Students activity	Materials	Session 04
Warm up 15"	<ul style="list-style-type: none"> Teacher greets students and asks how they feel. Teacher asks for date "Two truths and a lie" Teacher shows some sentences, there are lies and truths. <ul style="list-style-type: none"> Teacher invites students to read them and decide which sentences are lies or truths. Teacher encourages students to produce their own truths or lies. Teacher select at random 2 students. One of them comment their productions, the other one listen and guess truths or lies. 	<ul style="list-style-type: none"> Students greet their classmates and express briefly how they feel. Students read and decide truths or lies. Each student comments some truths or lies. Meanwhile other one guesses. 	<ul style="list-style-type: none"> Electronic Device Internet Connection Zoom Platform Prize presentation (Appendix 114) 	
Starting Presentation 5"	<ul style="list-style-type: none"> Teacher uses a PPP to introduces the structure "Be + used to + ing" = To be accustomed to.. Teacher gives a brief grammar presentation about its language function; when some situation is not strange or new for you. Something 	<ul style="list-style-type: none"> Students attendance grammar focus Students take some notes if they consider it is necessary 	<ul style="list-style-type: none"> Electronic Device Prize presentation 	

	<p>that you are accustomed to do.</p> <p>Teacher gives some examples:</p> <ul style="list-style-type: none"> - I am English, I am used to driving to right side. - She is a dancer, She is used to having dancer competitions. - They are from japan, They are used to wearing kimonos. 		
Developing Grammar Practice 20''	<ul style="list-style-type: none"> • Teacher uses a web page to interact and encourage students to practice. • Teacher shares a link. • If some students finish earlier, Teacher gives one more link to continue. 	<ul style="list-style-type: none"> • Students go to the link and practice. • Students ask doubts • Some students continue practicing. 	<ul style="list-style-type: none"> • Link 1 https://www.perfect-english-grammar.com/used-to-exercise-3.html • Link 2 https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-18091.php (Appendix 15)
Closure Production 20''	<ul style="list-style-type: none"> • Teacher invites students to use a word processor and make a brief description about a world celebration, where it is celebrated, when, why, and what they are used to doing. • Teacher asks students share their descriptions on what's app group. 	<ul style="list-style-type: none"> • Students gather necessary information • Read and select specific information, focusing on the determined data. • Students write and share their brief descriptions 	<ul style="list-style-type: none"> • Laptop or Cellphone • Word processor

Assessment	<ul style="list-style-type: none">• Teacher assesses the three-dimensional grammar (structure, meaning and pragmatic) with a quiz. It will be done after our session.• Teacher sends a link.	<ul style="list-style-type: none">• Students take a grammar quiz.• Students sends their answers.	<ul style="list-style-type: none">• “Be + used to+ ing” Quiz (Appendix 16)• Google forms
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2.05 PRODUCTIVE SKILLS

SPEAKING SKILLS

LESSON A

ENGLISH LESSON PLAN



Speaking

Step of Lesson	Teacher activities	Students activity	Materials	Session 05
Warm up 15"	<ul style="list-style-type: none"> Teacher greets students and asks how they feel. Teacher requires a volunteer to mention date. "Throw dice" Teacher asks students download a virtual dice. Teacher shows twelve sentences with a requirement, each of one has a number. The requirement will be done. 	<ul style="list-style-type: none"> Students greet the class and express briefly how they feel. A volunteer shares date. Students download the app and one per one throws their dice. Student, she or he does the sentence's requirement, according their number showed by the dice. 	<ul style="list-style-type: none"> Virtual dice Sentences 	
Starting 10"	<ul style="list-style-type: none"> Teacher introduces an app to practice speaking skill, reproduces the instructional video. Teacher invites students to download "English Speaking Practice" app 	<ul style="list-style-type: none"> Students watch the video and takes notes if it is necessary. Download the app 	<ul style="list-style-type: none"> Instructional Video "English Speaking Practice" (Appendix 17) Cell phones Internet connection . 	
Developing 30"	<ul style="list-style-type: none"> Teacher asks students choose the category "Beginner English Conversation" Choose a topic for example, "Complaints, feelings and Opinions" Teacher asks them to listen whole conversation Teacher invites to take the short quiz 	<ul style="list-style-type: none"> Students select the given category Students listen whole conversation and take the quiz Students choose a partner and practices 	<ul style="list-style-type: none"> Cell phones "Talk App" 	

	<ul style="list-style-type: none"> • After that, teacher asks to practice the audio with a partner given by the app. • Teacher asks them to record their practices. 		
Ending Assessment 5"	<ul style="list-style-type: none"> • Teacher asks record students' speaking • Teacher assess the skill with a rubric. 	<ul style="list-style-type: none"> • Students share their speaking practice 	<ul style="list-style-type: none"> • Headphones • Cellphone • Rubric

LESSON B

Speaking				
Step of Lesson	Teacher activities	Students activity	Materials	Session 05
Warm up 5"	<ul style="list-style-type: none"> • Teacher greets students and asks how they feel. • Teacher asks for date • What does your name mean? Teacher gives instruction, they write their names on top down way. Using a dictionary or google, to find, and write down an appropriate adjective that begins with each letter of their first name. 	<ul style="list-style-type: none"> • Students greet the class and express briefly how they feel that day. • A volunteer shares date • Students write their names in top down way and write an adjective with each letter 	<ul style="list-style-type: none"> • Electronic Device • Internet connection • Zoom app 	
Starting 15"	<ul style="list-style-type: none"> • Teacher asks order letters to discover the topic. "Stereotypes". • Teacher activates previous knowledge about the topic, eliciting "Stereotypes" definition. • Teacher shares a document by what's app. • Teacher gives instructions. 	<ul style="list-style-type: none"> • Students order letters • Students discuss its meaning • Students open the document and match possible nationality-stereotypes relations. 	<ul style="list-style-type: none"> • "Nationality-Stereotype" Handout # 4 (Appendix 18) • Cell phone 	
Developing 25"	<ul style="list-style-type: none"> • Teacher uses a communicative activity to practice speaking "Role Play". • Different handouts are sent, from Student A and Student B, in order to, they work in couples. • They must practice questions and answers about stereotypes "pictured cued" 	<ul style="list-style-type: none"> • Student A: Observe pictures and Realice a question, supporting them with images and clue words. • Student B Listen and answer. • Students role play 	<ul style="list-style-type: none"> • "They are used to / No They aren't used to.. Hand out A Hand out B" (Appendix 19) 	

	<p>For example: STUDENT A:  / to wear / elegant hats = Are Germany people used to wearing elegant hats? STUDENT B:  / special occasions = they are used to wearing elegant hats in special occasions.</p> <ul style="list-style-type: none"> • Teacher monitor and praises or help them, modeling. • Teacher assess their speaking practice uses a rubric. 		
Ending 5"	<ul style="list-style-type: none"> • Teacher encourages students reflecting about Stereotypes: Are they real? How should you deal, If you are facing a stereotype? Stereotypes not always are true, they can give us a predisposition about something, so is important to inform, to know. 	<ul style="list-style-type: none"> • Students give their opinions 	<ul style="list-style-type: none"> • Stereotypes' power point presentation, slide # 5
Assessing	<ul style="list-style-type: none"> • Teacher encourages students to reflect about their speaking practice with a rubric, in order to Teacher complements student's assessment. 	<ul style="list-style-type: none"> • Students reflect about their performance with a self-assessment 	<ul style="list-style-type: none"> • Handout # 6, Rubric "My Speaking performance" ("Appendix 20)

ENGLISH LESSON PLAN

Writing				
Step of Lesson	Teacher activities	Students activity	Materials	Session 07
Warm up 10"	<ul style="list-style-type: none"> Teacher greets students and asks how they feel. Teacher asks for date "Disappearing the sentence" Teacher shows a flashcard with a block of information about some celebrations around the world by five seconds, then Teacher hide it, a volunteer should remember the sentence. 	<ul style="list-style-type: none"> Students greet the class and express briefly how they feel that day. Students focus attention on the block information. Students remember them. 	<ul style="list-style-type: none"> Flashcards (Appendix 21) 	
Starting 5"	<ul style="list-style-type: none"> Teacher eliciting her/ his students comment a traditional celebration for England people. Teacher asks students to answer "What are English people used to doing in this celebration? To activate previous knowledge. 	<ul style="list-style-type: none"> Identify the celebration "CHRISTMAS" Students mention, their costumes and traditions (if they know some of them) 	<ul style="list-style-type: none"> Prize Presentation 	
Developing 35"	<ul style="list-style-type: none"> Teacher plays a video about Christmas celebration and traditions in England. 	<ul style="list-style-type: none"> Students watch the video. Students create their mind-map, extracting relevant information. 	<ul style="list-style-type: none"> Video taken from (Appendix 22) <p>https://www.youtube.com/watch?v=6bWpcTBltmM</p>	

	<ul style="list-style-type: none"> • Teacher uses “Mind-map” strategy to extract relevant information about this celebration. • Teacher reproduces the video once or twice if it is necessary. 		
Closure 10”	<ul style="list-style-type: none"> • Teacher encourages students to shows and share their information. • Teacher praises them. 	<ul style="list-style-type: none"> • Students share their mind-map Christmas celebration. 	<ul style="list-style-type: none"> • Notebook mind-map
Assessment	<ul style="list-style-type: none"> • Teacher assess writing skill with an infographic. • Teacher uses a rubric to evaluate it. 	<ul style="list-style-type: none"> • Students choose a special celebration around the world. • Select information from videos, audio, text • Students Identify and write what people are used to doing specially during this celebration • Students create an infographic, use the free Editor • Then share in our social media. 	<ul style="list-style-type: none"> • Venngage Editor https://infograph.venngage.com/edit/2389dff8-7bba-43d9-856b-154bb212d31e • Rubric “What are people used to doing...”

2.06 OUTCOMES ON PROCESS AND ATTITUDES

Once the teacher has applied this English Lesson Plan, the students and the teacher realized the importance of Information and Communication Technologies to learn and teach in the current socio-cultural context, besides, to be useful via to promotes disposition, cooperation and interaction in the academic field. It suggests that learners develop and practice receptive and productive skills through innovate experiences.

Apart from that, learners are aware of cultural and social differences and the importance to respect them for a harmonic coexistence. Students identified how the English as “Lingua Franca” around the world is used. As well as, they had the opportunity to exchange their productions by social media.

Insight of, this was their 1st online class experience, the teacher works to establish a good rapport through: Personalize lessons, encourage and praise, small chat before and after the lesson, be friendly, smile and encourage learners to get to know each other, the reason is that the zoom group were conformed from different groups due to, most of them do not have the equipment. Students learning via Zoom platform, showed curiosity, their ability to use the technology and disposition to know, practice and learn in a different set.

2.07 DESIGNING OF NECESSARY TOOLS TO ASSESS

Assessment is an integral permanent process, which should not be assumed as an isolated event, that occurs at the end of a certain period, “assessment is defined as an ongoing process that encompasses a much wider domain [than testing]. Assessing student performance can be done via the use of tests. However, teachers are constantly evaluating their learners whether the form of evaluation is incidental or intended (target test). After assessing learner performance (incidentally or intentionally), teachers can later use that knowledge about their learners to inform their teaching instructions.”⁶

To do that, the assessment process allows collecting information through different tools, to give an overview of students’ performance following by the feedback and reflection about teachers’ performance to improve them.

⁶ https://www.planprogramasdestudio.sep.gob.mx/descargables/biblioteca/basica-ingles/1LpM-Ingles_Digital.pdf Recuperado el 29 Mayo 2020

There is a possibility, to confuse testing and assessment, however, between them, you can find some differences:

Assessment	Testing
<ul style="list-style-type: none"> • Permanent- ongoing process. 	<ul style="list-style-type: none"> • Method of measuring a person’s ability
<ul style="list-style-type: none"> • Incidental / Intended 	<ul style="list-style-type: none"> • Product
<ul style="list-style-type: none"> • Informal / Formal 	<ul style="list-style-type: none"> • Five principles <ul style="list-style-type: none"> - Practicality - Reliability - Validity - Authenticity - Washback
<ul style="list-style-type: none"> • Formative / Summative 	<ul style="list-style-type: none"> • Planned
<ul style="list-style-type: none"> • Monitor students’ progress 	<ul style="list-style-type: none"> • Gives a snapshot student know (given moment)

Assessment and testing, ongoing process and method of measuring are complementary strategies in order to do that, testing is part of the assessment to help teachers to demonstrate acquiring learning in the classroom.

INFORMAL AND FORMAL ASSESSMENT

Constantly in our teaching performance, we are used to using “Informal assessment” because we praise our students during the learning process, telling our students what they are doing well and what they need to work. By other hand Brown explains that formal assessments are “systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement”⁷ For instance rubrics, tests, presentations, portfolio, poster, etc. For this assignment, I have used informal and formal assessments as Praise students, quizzes, self-assessment rubric and poster (infographic) as the final product.

⁷ http://eeai.ee.upnvirtual.edu.mx/pluginfile.php/4688/mod_resource/content/1/M3_L4 Recuperado el 29 de Mayo 2020.

FORMATIVE AND SUMMATIVE

Both assessment help teacher to verify students' academic progress, however, summative assessment is given at the end of the unit or certain time, it is used to calculate student's grade, by another hand formative assessment, is given during the process, provides feedback and doesn't affect their grading.

For this assignment, I have taken as reference the document "Lengua Extranjera. Ingles. Educacion Basica, Plan y Programas de Estudio, Orientaciones Didácticas y sugerencias de evaluación". Where the perspective to assessment foreign language, is formative. It consists in evaluating didactic situations, organization of work, kind of materials, etc.

Taking into account those aspects is possible to identify weakness and strengths that could modify or reinforce our performance. From this perspective, the performance is evaluated, not the student. Hence the assessment process does not have a stressful character, but rather helps to make decisions in favour of our teaching performance.

Formative assessment demands the use of instruments to collect qualitative and quantitative information, to obtain evidence and follow up student learning.

TRADITIONAL ASSESSMENT – PERFORMANCE BASED ASSESSMENT

Performance-Based Assessment, according to O'Malley and Valdez Pierce's definition saying that PBA "consists of any form of assessment in which the student constructs a response orally or in writing"⁸. By another hand Traditional Assessment according to Natalie Khulman, An Introduction to Language Assessment in the K-12 classroom, TA "Tend to focus more on finite knowledge and so-called facts, than on how that knowledge is used"⁹ After reading both definitions, and according to my teaching experience, I consider that is necessary implement and use both approaches, the reason is that if we combine TA+PBA we can assess: Bits of knowledge/Use, Receptive/Productive, Product and Process.

⁸ http://eaile.upnvirtual.edu.mx/pluginfile.php/4697/mod_resource/content/1/M3_L5
Recuperado el 29 de Mayo 2020

⁹ http://eaile.upnvirtual.edu.mx/pluginfile.php/4697/mod_resource/content/1/M3_L5
Recuperado el 29 de Mayo 2020

QUADRANTS FOR COLLECTING INFORMATION

I have taken from reference the information given by the training specialization when collecting information, Khulman suggests 4 basic quadrants:

Observation of Process, the teacher collects students' evidence performance during a certain period, the purpose is to show students' progress, where they are, what they need to improve. It would be possible through

Observation of product, the purpose consists on focus attention at the final product, for my project it consisted in the present an infographic, presentation or video with information about some typical celebration around the world, where my students realized an oral presentation, explaining briefly costumes and traditions, things that people are used to doing during those festivities.

Classroom Measures: Consists of collect language products, final semester test, homework, etc.

Decontextualized Measure: Assessment coming from external sources. Maybe could apply to my project when students post their infographic, and other teachers can see and make some observations to improve the work.

2.08 ATTACHED EVIDENCE

ASSESSING RECEPTIVE SKILLS

ASSESSING LISTENING SKILLS

To assessing Listening skills, is necessary considering micro and macro skills to be very specific what we want to assess.

MICRO SKILLS	MACRO SKILLS
<ul style="list-style-type: none"> • Bottom – up process • Interpretation, intonation, stress, etc. 	<ul style="list-style-type: none"> • Top- down process • Listening for specific information
<ul style="list-style-type: none"> • Recognition of functions 	<ul style="list-style-type: none"> • Obtaining gist • What is being said
<ul style="list-style-type: none"> • Recognized reduced forms of words • Speech at differences rate of delivery. • Etc. 	<ul style="list-style-type: none"> • Use listening strategies: guessing from context, asking for help. Etc.

According to my project goal, I want to develop receptive skills in my students, through Intercultural competence and ICT's to do that, this occasion I want to assess some macro listening skills, because in agreement with to the topic of this lesson "Celebrations around the World - Bonfire Night and Halloween" I need that students recognize specific information about those traditional festivities

There are two possible testing formats for listening comprehension:

TESTING FORMATS TO LISTENING COMPREHESION	
Listening Comprehension Format: Selective Dictation, Transcription	Listening Comprehension Format: Gist Comprehension Questions, Translation, Making decisions.

Hence, I have created two listening comprehension format: Gist, to do that, comprehension question through a multiple-choice format and selective listening task.

MULTIPLE CHOOSE FORMAT

UNDERLINE THE CORRECT OPTION

- Bonfire Night is also known as:
 - a) Guy Fawkes Night b) Gundpower Night

- Guy Fawkes was hiding in:
 - a) In the entrance b) Basement of the Houses of Parliament

- "Penny for the Guy" is when children:
 - a) Ask for money b) Ask for clothes
- * People are used to watching firework display at:
 - a) Home b) Parks
- People are used to eating:
 - a) Paking Cake b) Apple Pie

SELECTIVE LISTENING TASK

What are American people used to doing in Halloween?

MARK WITH A TICK, THE ACTIVITIES THAT AMERICAN PEOPLE ARE USED TO DOING DURING HALLOWEEN CELEBRATION

Americans are used to celebrating Halloween on October 31 st .	()
American people are not used to wearing scary costumes.	()
Children are used to going out from their house and say "Trick or treat"	()
Adults and children are used to making a "Jack or lantern"	()
American people are not used to sitting on a wagon Filled with hay.	()
Americans are used to having scary parties.	()

ASSESSING READING SKILLS

As for speaking, writing and listening skills assessment, is necessary taking into consideration, micro and macro reading skills as well as “identify the genre... being evaluated; and choose carefully among the range of possibilities from simply perceiving letter or words [decoding] to extensive reading [inferring, interpreting, reading critically].”¹⁰ As well as the task for bottom-up or Top-down processing.

Under this perspective and according to my students’ English level as well as the topic for this lesson, “Cultural difference between Japan and the USA”, I have decided to select a bottom-up task to do that, first, they infer vocabulary, then through skimming technique answering literal and inferential questions. Finally, a tool to assess this skill (reading), “Pictured cued task” which helps to verify and internalize meaning and comprehension.

Picture Cued Task

- Look at the photos and mark (X) the ones that best illustrate the essay



By another hand, Alternative assessment “allows teachers and students to gather evidence regarding how learners approach, process, and complete [authentic] tasks in the target

¹⁰ http://eeale.upnvirtual.edu.mx/pluginfile.php/4706/mod_resource/content/1/M3_L6 Recuperado el 29 de Mayo 2020.

language.”¹¹ It represents a no standard assessment, more than an administrative goal, it refers to the pedagogical purpose. According to my interactive classes through a platform, I chose a “Self-assessment” as an alternative. Tudor (1996) through self- assessment “learners are encouraged to analyze various aspects of their learning, such as their difficulties in completing a task”¹² Self-assessment, can provide a washback, generating a positive effect, due to learners focus on their learning.

SELF-ASSESSMENT RUBRIC FOR READING SKILL

Criteria	I can do it very well (2.0)	I can do it with some difficulties (1.5)	I can do it with many difficulties (1.0)	I am unable to do it (0.5)
Anticipated the meaning of keywords				
Recognize the topic of the text				
Identify specific information in the text				
Answer questions to infer cultural differences				
Stablishes a link between text and image				

¹¹ http://eeaille.upnvirtual.edu.mx/pluginfile.php/4706/mod_resource/content/1/M3_L6 Recuperado el 29 Mayo 2020.

¹² https://americanenglish.state.gov/files/ae/resource_files/using_self-assessment_-_forum_articlepdf.pdf Recuperado el 30 de Mayo 2020.

ASSESSING PRODUCTIVE SKILLS

“Developing productive and receptive skills through Intercultural Competence and ICT’s to innovate my teaching performance” is a project that could not omit the process of assessing four macro-skills of the language. Since formative assessment approach.

ASSESSING SPEAKING SKILL

Before establishes an assessing technique for speaking, is important taking account that for this skill is prevailing interact with another person, moreover, included no verbal language, body language, language variations (accent, expressions). Because they can lead us to assess appropriately. Besides, is necessary to keep in mind micro and macro skills to create an effective tool for assessment.

For this assignment, I have taken to support the rubric given by the training specialization, adding, or omitting other aspects as well as the communicative approach as the main axis. On my lesson plan, I have designed two sessions where students can develop “Speaking” skill. One is through a communicative activity, I employed a “Role-play”, where the students with the assistance of a picture cued task, I elicit speech students how to formulate and answer questions. Ongoing this process I used a rubric and finally I show it to students and give feedback for his/her improvement.

By the other hand, students download an interactive app called “English Speaking Talk”, where they practice English speaking using interactive conversation.

This app can help students to feel confident with their pronunciation, intonation, and their motivation. To do that, this app represents for students a current and no conventional tool to develop this skill.

From my point on of view, use an app as an interactive tool to develop speaking skill could be a good option to refresh our typical performance and motivate our students to be persistent.

However, speaking skill needs as well real interaction face to face between two or more speakers, where is possible use appropriate registers, pragmatic conventions, sociolinguistic features, use facial features, kinesics, body language, express a particular meaning in different grammatical forms, produce speech in natural, etc. Hence, I make allowance for assessment speaking skill, current interactive tools plus traditional tasks.

RUBRIC TO ASSESSMENT SPEAKING SKILL

Criteria	Limited (1.0)	Developing (2.0)	Adequate (3.0)
Pronunciation/ Diction	Shows difficult to understand and respond	Some errors but can be understood	Easy to understand few errors
Fluency	Cannot communicate in any situation	Can communicate in most situations	Effectively communication in different contexts
Word choice	Uses unrelated words	Uses simple words to express simple ideas	Uses appropriate words to express meaning.
Usage	Frequent mistakes in grammar and structures, making speech difficult to understand.	Some mistakes but is possibly understand.	Minor error in grammar and structure can be understood.
Facial and Body language	Never does eye contact, feels shy and does not use body language to convey meaning.	Some occasions do eye contact, uses simple body language to convey meaning.	Does eye contact, feel confidence, convey meaning through corporal movements.
Online resources	Cannot and never uses electronic-online resources to practice speaking skills.	Occasionally uses online resources and attendance practicing process.	Always uses online resources, practicing process according steps, showing engaged with him/her performance

ASSESSING WRITING SKILL

Writing skill could be assessed with a rubric since two perspectives, “Holistic and Analytic”. According to my lesson plan, I will only consider “Analytic rubric”, due to it consists of assessing specific aspects of writing domain. According to O’Malley and Valdez Pierce present an analytic rubric for mechanics, organization and composing, it could be adapted to teacher’ interests and needs.

In agreement with my lesson plan, students watched a video, I selected this authentic material due to is possible engage our teenager students with the topic (for this lesson the Topic was “Christmas in London) representing a great opportunity to see the target language in a natural setting, too, this activity allows refresh and innovates my teaching performance. Meanwhile, they were watching the video, they extracted main information to build up a mind-map. Which will be assessed with next analytic rubric.

ANALYTIC RUBRIC TO ASSESSMENT WRITING SKILL

Criteria	Limited	Developing	Expanding	Proficient
Develop a logical paragraph/sentence (Organization)	Does not communicate, no organization	Some Ideas are linked	Loosely organized but main ideas stand out	Ideas clearly, well organized, Logical sequence.
Use of capitalization, punctuation, spelling (Mechanic)	Misspells every simple and complex word	Some common error with spelling, capitalization, and punctuation.	Mostly effectiveness uses of spelling.	Effective use of capitalization, punctuation and spelling always.
Grammar	Never using grammar statements	Sometimes uses grammar statements	Often uses grammar statements	Always uses of grammar statements
Focuses on central idea (Composing)	No shows a clear idea	More than one idea is sketchy	Central idea but not sufficiently elaborated	Focus on central ideas with an organized and elaborated text.

ASSESSING VOCABULARY AND GRAMMAR

Current National English Program for Basic Education is developed with the perspective of Social Practices of Language and Communicative approach, under this idea the goal of learning English implies communicate in any social or cultural context. A good communication process involves learning vocabulary and grammar.

“Vocabulary is required to build blocks of language, and grammar is necessary for the process of creating larger structures such as sentences, paragraphs, and whole texts.”¹³ In this assignment, I have used stored vocabulary, although ongoing process students have the opportunity to acquire necessary meaningful words.

By the other hand, grammar defined as “set of norms and standards operating at levels below and above the sentence, speech and in writing”.¹⁴ Are patterns that guide ideas, help students to understand and build up sentences to communicate accurately. According to Larsen Freeman, it can be considered through three-dimensional grammar framework:

- Form/ structure
- Meaning / Semantic
- Pragmatic/social context

From this perspective, grammar not only gives us structure-function, also involves meaning in a context for its appropriate use.

ASSESSING GRAMMAR:

In the real process of communication, grammar and context are related to, it involves a balance between structure, function, and formal properness. For this project I have elaborated a small quiz as a tool for assessment three-dimensional grammar, with Google forms, it was sent to my students by our what's app group.

<https://docs.google.com/forms/d/1Z7Di3QliYnT5yRjvHpOrS3cNURPLQHMYVhouPa9wt4/e/dit>

¹³ http://eeaille.upnvirtual.edu.mx/pluginfile.php/4729/mod_resource/content/1/M3_L8 Recuperado el 29 de Mayo 2020.

¹⁴ http://eeaille.upnvirtual.edu.mx/pluginfile.php/4729/mod_resource/content/1/M3_L8 Recuperado el 29 de Mayo 2020.

Once answered they must send me to verify their progress. Is important comment that it is one of my new strategies to update my teaching performance, before the actual situation, I have never used ICT's with my students.

Use online resources can help us to refresh, launch and save time in our teaching and learning performance. As the app to practice the Speaking skill, it was a great tool to assessment grammar, to do that, my students accepted it as a new and fun experience for them.

Due to in our scholar context is not allowed, use ICT's outside school schedule (keep in mind, that in my scholar community we had terrible experiences about internet uses, because some students left their homes after school, explaining that cause was the use of the internet for some activity required by a teacher, happening sad events.) This time was possible because we had some virtual classes, that allows experimenting new ways for learning and teaching.

2.09 RESULTS OF CARRYING OUT THE ACTIVITIES

The strategies adopted by the teacher, helped students to be aware of what they had learnt and what they had to improve. By another hand, the teacher was aware of assessment purpose as part of the learning process, being eclectic taking elements from different resources, methods, strategies to improve. So that, after applying these activities, the teacher has identified a resource to improve assessing stage, via online, Zoom platform has a feature called "breakout room" where pupils can work in pairs, this tool could help the teacher to encourage students to assess peers, promoting an interactive dialogue, collaborative learning and self-regulation.

The teacher, through the teaching English online experience has discovered her needs, it suggests that according to her teaching philosophy she will continue learning, taking pieces of training, to improve her daily performance to face current situations.

2.10 PERFORMING AND RECORDING THE ACTIVITIES

A video is defined as “Visual multimedia source that combines a sequence of images to form a moving picture. The video transmits a signal to a screen and processes the order in which the screen captures should be shown. Videos usually have audio components that correspond with the pictures being shown on the screen”¹⁵ For this project was employed the video maker called “Camtasia Studio 9” is an all-in-one screen recorder and video editor for Windows PC. The author chose it because this application allows you to record and create professional-looking videos with ease. In the following video the educator only shows the most significant activities from the lesson plan, they, were selected due to, learners have an active participation on them.

This English educational project is designed with the purpose to develop receptive and productive skills through intercultural competence and ICT’s, besides, to improve and innovate the author’s teaching performance in her scholar context. Initially, this project was thought to be carried out in face to face classes. However, the international situation that prevented its application (quarantine for health emergency) the lesson plan was modified and applied through virtual classes with the use of the zoom platform. Nevertheless, there was a challenge: Contact students with the necessary equipment at home. Due to this, the academic community has limited resources.

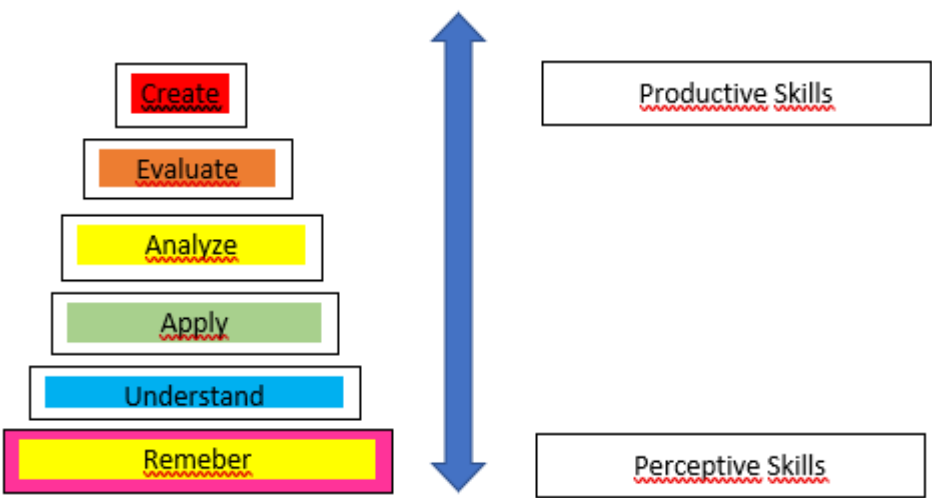
The topic chosen for the lesson plan is “Celebrations and traditions around the world”. This suggests that the author tries to match language skills, culture plus information and communication technology. The lesson plan is composed of seven classes each of one with 50 minutes, by a week. Each lesson has a didactic sequence, to generate the most favorable cognitive processes to achieve the learning objectives or competencies, it has been organized integrating receptive and productive language skills, according to with the Bloom’s taxonomy “Key tool to structure and understand the learning process of people. It is not possible to understand a concept if it is not first remembered and similarly, knowledge and concepts cannot be applied if they are not understood..”¹⁶ It means that is necessary hierarchizes thinking skills to support the learning process.

¹⁵ <http://www.businessdictionary.com/definition/video.html> Recuperado el 21 de Junio 2020

¹⁶ http://formacion.intef.es/pluginfile.php/32862/mod_imsdp/content/3/taxonoma_de_bloom_y_pinterest.htm Recuperado el 15 de Agosto 2020

This taxonomy has been updated along the time, in 2009 Andrew Churches took into consideration digital skills according to the current context, adding verbs to each category related to the use of technology.

Bloom's Taxonomy:



Following the National English Program for Basic Education and Bloom's taxonomy, the lesson plan designed by the author, has a starting point, perceptive skills. Reading is the first one, it was divided into three stages they are pre-reading, where the educator familiarize, lead in the students with the text, "Cultural difference between Japan and the USA" the educator used a bottom-up task to activate schemata and connect past experiences to the new information, due to learners' English level is low so that the educator needs that they feel confident with the language, with this methodology learners try to understand language by individual meanings or grammatical characteristics of the most basic units of the text, then they move to understand the whole text. As you can see in the video learners try to guess meanings of unknown words. While-reading, the methodology applied is top-down, once learners have developed expectations about what they will read, the author pretends that the learner will be the active reader to have a meaningful comprehension and engagement with the text, the task answering literal questions allows identifying specific information, to learners have a guide in the text. Post-reading, in this stage students, can evaluate what they have comprehended about the text, the picture cue task allows reinforce their understanding through images to support their self-confidence with the language, learners can connect pictures with the reading, to teacher fosters a learning environment.

According to Bloom's taxonomy, with those activities, students have developed lower thoughts, it refers to the first levels of its hierarchy, to continue then with the learning process.

During the second and third lesson "Listening" skill is developed. Generally, it is worked within three stages as pre, while and post-listening on the pre-listening stage learners inferring some information matching a place, person, and thing, to discover the typical celebration. On the video you can see while listening stage, where the teacher has applied the methodology bottom-up/Top-down: Selective listening task, this time students filling gap, writing to complete an audio script, which students focus attention on missing words. This skill could generate anxiety and frustration due to, the nature of speech to was necessary repeat the audio several times, after having applied the activity, the author reflected about it, she discovered that a "live listening" could be a good strategy to decrease frustration in the students.

The chunk of Grammar: Although one of the communicative approach principles implies use language appropriately rather than grammar, the author has decided to integrate into her lesson plan a brief grammar stage, due to she considers it is a scaffolding to help learners to produce the language in a confident way, besides is necessary takes in consideration that all communicative process implied to be delivered with accuracy, too, is necessary taking into consideration the three-dimensional grammar framework (Larsen Freeman) Form-structure, Meaning semantic and pragmatic- social context so that in the video you can see a teacher's explanation using the methodology Presentation, Practice and Production. The teacher makes a presentation of rule, followed by an example to encourage students to practice and produce. The linguistic goal consists of talk about things that somebody is accustomed to, for instance, traditions that people around the world celebrate or maybe too to talk about the stereotype, etc.

Productive skills: Looking for a new form to develop speaking skill, the author integrates digital skills in this project, through the use of an app, it is called "Talk App", firstly was presented an introductory video to verify the instructions and clarify doubts, after that each student download to practice with it, their parents help the teacher to monitor and record their activity. With this app students have the opportunity to choose level and topic, then listen to a conversation focus attention in the context, pronunciation, intonation, after that, they take a quiz to verify comprehension, then they choose a practice partner, learners must practice the dialogue it was recorded, finally, learners listen to their speaking performance, reflecting about it through a rubric.

To continue developing speaking skill the educator employed a communicative activity “Roleplay” task, learners were organized in partners, the teacher sent different links for them, with a handout, it is supported with some clues to help them and practice producing questions and answers. In this moment of the lesson plan, the learners have started to develop higher thinking skills: Learners apply the expression “Used to + ing” to talk about traditions or common situations, no strangers for their context.

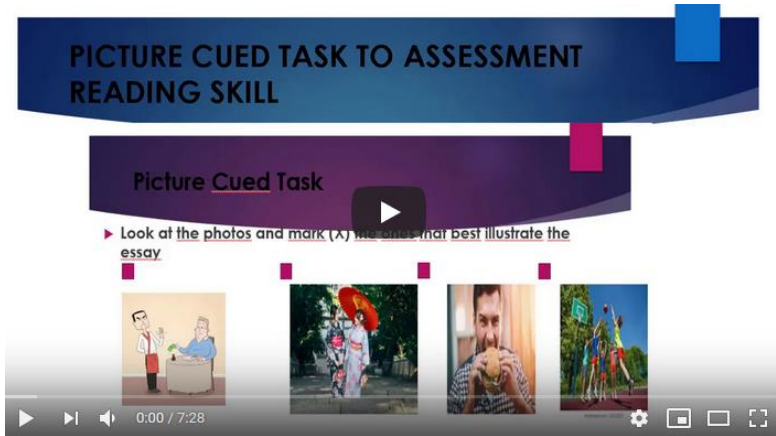
Writing: On this stage, the author starts activating previous knowledge, she gives some clues to identify one of the most popular celebrations in England. Then Students watch a video to extract information and build a graphic organizer (mind map), they distinguish what England people are used to doing during a specific celebration. Then, each of them present. On the video, you can appreciate some of their writing productions.

Finally, learners create an infographic, power presentation or video about some traditions or costumes in a specific celebration around the world. On this last step of the lesson plan, according to Bloom’s taxonomy learners have reached the higher category “Create” in addition to digital skills are added and necessities to elaborate the final product, for instance, use media tools to investigate, select, extract information, record, create and socialize their digital products on the social nets (Instagram).

For this project, I cannot use a portfolio or observation guide, between other assessment strategies, because of the conditions. However, I posted their productions in a gallery of my Instagram account to allow self-assessment and/or other teachers to observe and realize their feedbacks. Rubrics have been tools to evaluate their performances

VIDEO LINK

<https://youtu.be/IVB3xInh2EA>



2.11 VIDEO SCRIPT

This video has the purpose to highlight some of the most memorable moments of the virtual classes. Its structure consisted of the show the set in which it was developed, the language, intercultural purposes, and the competency.

Time Mark	Stage	Activity	Methodological Remark
0:59	Contextualized, activate previous knowledge	Brainstorm	Activate past experiences about the topic.
1:08	Pre-reading	Students inferred vocabulary, they guess meaning and take notes	Bottom-up task Activate Schemata, connect past experiences to the new information.
2:03	While-reading	Students read and answering literal questions.	Top-down reading and writing, identify specific information

3:10	Post-reading	Students choose the best illustration to represent the text.	Picture cued task, to verify the students' comprehension
3:29	While- Listening	Students filling gap task and writing to complete an audio script.	Bottom up/Top down : Selective listening task
4:18	Grammar Presentation	Teacher gives a brief grammar presentation	Presentation of rule, followed by example.
5:23	Role-play	Students practice questions and answers	Communicative activity, students interact between them, practice speaking skill.
6:09	Writing	Students watch a video and extract information then build a mental map.	Visual representation of knowledge, promoting writing production.
6:12	Final Product presentation	Students designed an infographic, slide or video to exchange information about celebrations around the world.	TIC'S in education cope of actual situation as via to share and interact with the rest of the world.

The musical themes chosen for this video are interpreted by a musical group called "Twenty One Pilot", they were "The hype", "Hometown" and "Level of concern", they were learner's recommendation, the teacher considered them because it was a collaborative work.

This video represents the teacher performance with quality that was structured to face the current global situation. The teacher likes it; however, she is aware that every intervention must be better than another.

3. EXPERIENCE REPORT

In this stage, the teacher makes a brief reflection on her online performance. She is aware that teaching English online, is a hard task, it suggests that is necessary a digital literacy, key skills, autonomous, responsibility, discipline as part of her continuing professional development to achieve success in her professional career.

After applying and reflecting on this project, the author has made a reflection about the main key skills to support teaching English through ICT's, some of them are:

- Sense of patient and empathy to establish a good rapport, with the purpose to create a comfortable learning environment, is so important due to, teach and learn through digital resources could be challenging for both.
- Add dynamism to decrease bored and engage students, due to, they are in their houses where is possible there are many distractors, it suggests that is necessary catch their attention to promote their disposition, use colorful slides, TPR, are good alternatives.
- Organizational skills preparing a digital library or folder, build a set of materials is necessary to avoid waste time.
- Computer skills to use a webcam, platform, record videos, etc. is important to verify their correct use and function before the session.
- Prepare technical assessing tools, a screencast app to provide accurate and productive feedback, giving proper feedback to students is an art, to do that, is necessary to provide a washback with a positive impact.

Doubtless, the pandemic has mobilized the teacher roll, motivating her to try new teaching sets supporting them with technology as new tends to tutor learners. Is important mention that students commented, that they had learnt more than staying in presential classes because they were motivated with the use of technology, comfortable and confident the reason is that they were few students, engaged, discovering digital tools, socio-cultural differences and language skills.

As far as, the experience is concerned the expected outcomes have been reached, developing receptive, productive skills and digital skills, showing a disposition, cooperation, and interaction with current learning styles through new experiences, generating in the educator a positive

attitude towards digital literacy. Besides the author had identified some important conditions and tips to teaching online:

- Planning: It is the key to have a successful class, taking into consideration the linguistic purpose, communicative function, familiar context, thinking skills, digital tools, English level, etc.
- Review the teaching materials beforehand, there are several online materials however is important to choose the appropriate resources according to learning purpose.
- Select tools are available for learners, applicable for their real context.
- Check that technology works previously.
- Understand the platform and practice using it.
- Less is more
- Work learner's digital literacy
- Personalize your slides, with interesting visuals.
- Use listening live, screencast.
- Keep parents informed about topics covered at least once a week.
- Relax, teachers are learning too.

This project is the prelude to the next modality in teaching, the pandemic has caused that the economy and education stopped, generating emotional, social and health damage in society, however education has sought alternatives to face this context, teachers have been modified, their strategies, leading to this one to do things that she had not imagined, the current teacher needs to continue with her training, to satisfy the needs that are present.

Digital literacy and ICT's are converted in an important and indispensable tool and strategy to achieve learning and teaching goals; however, the teacher roll has been valued due to the adaptability of teaching practice for the common good according to their learner's context.

The ICT's are so useful, but they are not functional without the engagement, love and dedication of a teacher, learners, parents and teachers are the core of education.

4. CONCLUSIONS

Before starting the specialization training, the teacher considered herself in a disadvantage in front of her work team in her scholar zone, she considered that most of the English teachers had professional training to teach English, however, she discovered the sad and disturbing reality, some English teachers in Public Education are not engaged to scope their daily contribution towards the learners. And it was then the author of this project looked for opportunities to improve her professional presentation. She did not have an idea about methodology, approaches, techniques, strategies to teach English in the correct form. Fortunately, this training is an excellent platform to update and encourage teachers to continue with their professional performance.

After going through the training process in the specialization, the author can conclude that teaching English as foreign language implies to develop macro and micro language skills, like reading, listening, speaking, and writing, likewise thinking skills as Use, Apply, for participate on cultural and Recognize as behaviour regulator.

It suggests that, when a student learns an L2, the English teacher must to help learners to develop linguistic (vocabulary, graphemes, phonetic, syntaxis), pragmatic (proper relation between speakers, taking account the context where the communication is produced) and communicative competences (the social and cultural context), to be a proficiency learner, with the main purpose, "Communication".

Moreover, the current global situation has mobilized the information and communication technologies promoting an adequation and adaptation with the online setting.

To scope this dynamic and new tendency, L2 teaching needs link real communication tasks (communicative approach), intercultural competence and ICT'S giving to the teacher the opportunity to generate several kinds of activities, to design a class, decreasing boring between learners. In pedagogical language it is called "ritmos de aprendizaje", diversifying experiences for visual, kinesthetic and auditory students.

By the other hand, English as “Lingua Franca” allows being intelligible, in a global society, in sight of is necessary to complement learning with social and cultural issues. To, is possible to use the language in different settings, use it according to own interests and needs.

Around the world exists different cultures, languages, traditions, beliefs, etc. And the society cannot be isolated, humans need to interact, exchange opinions, negotiations, knows as part of our evolution. Learning English allows fostering the Intercultural competence, where is possible to mix different cultures it means to learn and teach in a cross-cultural context, diversifying experiences.

Learning to be intercultural, implies interpreting and matching, discovery and critical cultural awareness. It allows a successfully intercultural interaction to enrich learning in a pragmatic context.

Work interculturality in secondary represents a challenge, especially with a community where their background is so different, sometimes learners can reject different cultures the reason is that some cultural aspects are not common for them, are new or unusual, all things considered, that this lesson plan is a proposal to decrease rejection, to promote the interaction and respect, patient and tolerance towards different cultures.

On the other hand, the need to use technology in Education has energized her teaching performance, she is aware of the advantages and challenges that represent work with this important tool. To develop this lesson plan, the author had to interact with an unknown setting, teaching English online, consequently, she discovered several great opportunities to support her daily performance.

In conclusion, this lesson plan with the perspective of Intercultural competence, communicative approach and the use of information and communication tools, means a great opportunity to scope and improve the teacher’s performance in a new and challenging setting to work.

The teacher is aware more than ever about her weakness (digital literacy) and strongest (she likes training, learning), they suggest that her professional preparation should to continue updating to fulfil her teaching philosophy **“Learn, update, apply, practice and improve, being eclectic in a dynamic and technological world**

5. APPENDIXES

Appendix 1



Appendix 2



Appendix 3



interculturalidad.p
ptx

Appendix 4

CULTURAL DIFFERENCE BETWEEN JAPAN AND THE USA

Japan is one of the **coolest** destinations for Americans, but there are many different between the USA and Japan that can cause **cultural shock**.

One example is formality Japanese people are generally **more** formal and **less** friendly than Americans. For example In America it's common for **strangers** to chat in an elevator and for **waiters** to **ask** about your day or how you are **enjoying** your food. In Japan strangers don't usually talk to each other, and good service is formal and **discrete**. And in the USA it is important to **leave** a **tip**, but in Japan people do not tip, it can even be an **insult**. Things can be different in the home, too in the USA, it is very common for **young** people to move out of their parents' home when they finish school.

However, in Japan, people often live with their parents until **death** they get married.

One possible reason is that Japan is a **collectivist culture**, but the USA is more **individualistic**. In Japan, people generally find **pride** and **happiness** in the group they belong to, for example, their family, school, basketball team or the company they work for. This means that **loyalty** is important and **rewarded**. In the USA people find satisfaction in their own **achievements** and focus on their **own goals** and **ambitions**. They change jobs more often because it **suites** their own **goals** or plans. Of course there are also many similarities between japan and the USA, both are very modern countries with a lot of technology and they **share** food, fashion and entertainment more and more.

Task Picture Cued

► Look at the photos and mark (X) the ones that best illustrate the essay



Appendix 6

RUBRIC TO SELF-ASSESSMENT READING SKILL

Achievement	I can do it very well (2.0)	I can do it with some difficulties (1.5)	I can do it with many difficulties (1.0)	I am unable to do it (0.5)
Anticipated the meaning of keywords				
Recognize the topic of the text				
Identify specific information in the text				
Answer questions to infer cultural differences				
Stablishes a link between text and image				

Appendix 7

Session 2, Activity 1, "Tongue twister"



audio_2019_10_22_11928_214233.mp3

Appendix 8

POWER POINT PRESENTATION



halloween.pptx

Appendix 9

QUIZ LINK

<https://forms.gle/reqVtiLhk6muNE3c8>

Appendix 10

SESSION 2, ACTIVITY 1

<https://englishdaisies.com/listen-to-english-halloween-in-the-united-states/>

Appendix 11

ASSESSMENT BY SELECTIVE TASK

 What are American people used to doing in Halloween?	MARK WITH A TICK, THE ACTIVITES THAT AMERICAN PEOPLE ARE USED TO DOING DURING HALLOWEEN CELEBRATION
	Americans are used to celebrating Halloween on October 31 st . ()
	American people are not used to wearing scary costumes. ()
	Children are used to going out from their house and say "Trick or treat" ()
	Adults and children are used to making a "Jack or lantern" ()
	American people are not used to sitting on a wagon Filled with hay. ()
	Americans are used to having scary parties. ()

Appendix 12



Bonfire's
Night.pptx

Appendix 13

AUDIO SCRIPT

“BONFIRE NIGHT”

Welcome to _____ (1) and traditions. Today we are looking at the British tradition of Bonfire night. This is celebrated all over the _____ (2) on November 5th every year. It is also known as Guy Fawkes Night, and it is when the gunpowder plot is remembered.

What was the gunpowder plot? Open 400 years ago, during the reign of Kings James I, a group of people attempted to blow up the _____ (3) in London. Their plan was to _____ (4) the King and his government. Led by a man called Guy Fawkes, they hid barrels of gunpowder in the basement of the parliament buildings. But they plan never succeeded. On the morning of _____ (5) Guy Fawkes was waiting in the basement of parliament to start. Just as he was about to light the fuse he was discovered and arrested.

To _____ (6) the discovery of the plot, King James ordered that the people should have a great bonfire _____ (7). The tradition still continues in towns and cities all over the country and on the same day every year.

First a guy is made out of old clothes stuffed with _____ (8) or a straw. The guy is a reminder of Guy Fawkes. In some areas during the days before Bonfire Night, _____ (9) often take their home-made guys out on the street and ask for a _____ (10) for the guy. Sometimes, for fun the Guy is dressed as a famous celebrity or character from a story or film. The money is supposed to be used to buy fireworks for the party.

Then, on November 5th the guys are tied to stakes and placed on _____ (11) of big bonfire. There is a fireworks display to remind people of the plot to blow up parliament. People meet in parks for huge, public displays, or have small family celebrations in backyards. In big towns and cities, you can occasionally see torch-lit processions leading to where the bonfire and _____ (12) displays are.

The weather is rarely very nice in Britain in November. People _____ (13) warm _____ (14) or take umbrellas to stay dry in the rain. But there is always lots of traditional _____ (15) to eat. The bonfires are usually used to _____ (16) potatoes wrapped in foil and to heat up soup for the crowds. _____ (17), steaks, and other types of meat are cooked over the flames, and marshmallows are toasted in the fire. The traditional _____ (18) eaten on bonfire night is “Paking Cake” a sticky cake containing a mix of oats, _____ (19), treacle and syrup. It tastes _____ (20)!

Appendix 14

Grammar Presentation Prezi

<https://prezi.com/p/edit/bshr63-ouetn/>

Appendix 15

Link Interactive practice

- Link 1
<https://www.perfect-english-grammar.com/used-to-exercise-3.html>
- Link 2
<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-18091.php>

Appendix 16

Google form link

<https://forms.gle/xQfN8imE5twBxNSVA>

Appendix 17

Instructional video to use the app “talk”



WhatsApp Video
2020-05-10 at 6.10.2

Appendix 18

Stereotypes and Nationality

I. READ AND MATCH STEREOTYPE – NATIONALITY

- | | | |
|----------------------------|-----|-----------------------------|
| a) Romanian (Transylvania) | () | Eat sushi, every day. |
| b) Sweden | () | wear kilts. |
| c) Chinese | () | Speak Spanish. |
| d) Japanese | () | People is so harsh. |
| e) Italian | () | they are vampires. |
| f) Turkish | () | Tall, blonde, Vikings. |
| g) Chilean | () | Love rice |
| h) African | () | It's too hot. |
| i) Mexican | () | They are snake charmers. |
| j) Australian | () | They live with kangaroos |
| k) Egyptian | () | They have dark skin. |
| l) Indian | () | Go to school by camels. |
| m) Germany | () | wearing hats/ eat sausages. |
| n) Belizean | () | Love pasta and pizza. |
| o) Scottish | () | They eat turkey. |

Appendix 19

Communicative Activity

Role Activity



ROLE PLAY
STUDENT A.docx



ROLE PLAY
STUDENT B.docx

Appendix 20

RUBRIC TO ASSESSMENT SPEAKING SKILL

MY SPEAKING SELF-ASSESSMENT				
ACHIEVEMENTS	I CAN DO IT WELL (2.0)	I CAN DO IT WITH SOME DIFFICULTIES (1.5)	I CAN DO IT WITH MANY DIFFICULTIES (1.0)	I AM UNABLE TO DO IT (0.5)
Understanding topic & purpose (exchange information)				
Form questions about stereotypes around the world				
Tone				
Pronuntiation				
Confidence				

Appendix 21

FLASHCARDS

ENGLAND PEOPLE ARE USED TO EATING "PAKING CAKE" ON BONFIRE NIGHT.



Japanese people are not used to leaving a tip on a restaurant.



Appendix 22

VIDEO “CHRISTMAS IN UK”

- <https://www.youtube.com/watch?v=6bWpcTBltmM>





UNIVERSIDAD PEDAGÓGICA NACIONAL



Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I **Miriam Gabriela González Cervantes**, declare that the following, **Final Project: “Developing productive and receptive skills through intercultural competence and ICT’s to innovate my teaching performance”**, 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: **Miriam Gabriela González Cervantes**

Date: June 21st, 2020

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