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**ENSEÑANZA DE LAS HABILIDADES DEL IDIOMA INGLÉS
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EN CUENTA LOS FACTORES INTERCULTURALES DE LOS
ALUMNOS Y SIGUIENDO EL PROGRAMA NACIONAL DE
INGLÉS.**

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“Teaching productive and receptive skills using ICTs in a Public Secondary School following the National English Program taking in consideration intercultural aspects.”

by:

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Dedication

I want to dedicate this Project to my dear parents, Maritza and Juan José, whose always I have received a lot of love and support, I Love them!

Miss Lore, this project is for you. I wish after reading this project, you can receive an idea about how you can improve and how you can always be the best; you have been an important part of the development of this project.

A fundamental part of my life has been my aunt and uncles María del Pilar, Miguel Javier, José Ricardo, José Luis, Rodolfo, Roberto, this project is for you!

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Some angels oversaw this project and although I could not see them,
I could feel their presence, this project has been written in their memory,
thanks for all the love they gave me in life!

In memoriam

María Luisa (†)

Cesar Edmundo (†)

Teresa (†)

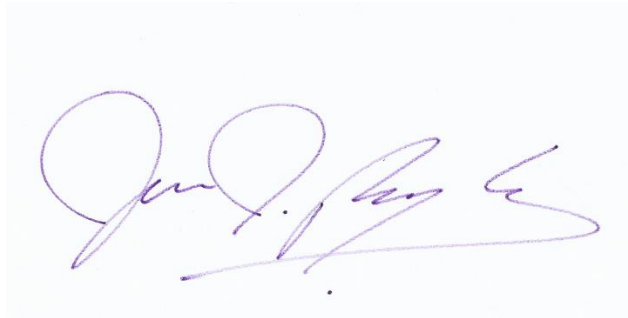
Juan José (†)

DECLARATION

I, Juan José Pérez Rivero García Sedano, declare that the following final project:

“*Teaching productive and receptive skills using ICTs in a Public Secondary School following the National English Program taking in consideration intercultural aspects.*”

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: *Juan José Pérez Rivero García Sedano*

Date: August, 2020

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Introduction

In the globalized world where we live, as teachers we found different students' necessities and diverse socio-cultural background, each student is special, and they attend to the school to learn. In the last 30 years, one of the biggest challenges for teachers and schools have been the implementation of new strategies; that allow participation and engagement of all the students in the classroom, and all the strategies conclude that cultural diversity must be promoted and celebrated by each member of the school community in order to create a good learning rapport in the class in which inclusive education takes place.

In this project the author-researcher will analyze and discuss the model of intercultural competence, use of ICTs in the learning process and cultural awareness and he will develop a series of lesson in which he can engage all the students in the lesson in order to develop a good learning rapport and the accurate learning of English Language Skills.

In the first part of the assignment, the author has included an introduction about his own teaching philosophy and how it has been modified through the specialization, in the second chapter, the teacher included the theoretical context for this lessons including Second Language Theories, ICTs and Interculturality; in the third part, the author have developed some lessons in which he implement a communicative activity based on the intercultural aspects of the students and the uses of ICTs in the learning process. In order to finish the assignment, the author reflects about the success of the lesson and improvement areas, in the last part of the project, the author will discuss the outcomes and provide a possible action plan for further improvement.

Chapter 1. Teaching Philosophy

1.1 Language Learning Experience

Language learning experiences have been an integral part of the life of the author, and he considers it has been meaningful because he has learnt with excellent and experienced teachers. His first language learning experience was in kindergarten, he attended to Busy Children School and he took lessons with Ms. Angeles Flores. He enjoyed this experience because he got the English Excellence Medal by the end of this stage, as he was a kindergarten student, his teacher used the Total Physical Response approach, because she set an activity or an action, and students were required to represent or realize that action; In elementary school he continued studying in this school and in some grades, he felt demotivated because he considered his teachers were working only to get money, not to teach. The language learning strategies were quite poor because everything was repetition and memorizing, he got few knowledges in this stage.

In the secondary school he took lessons with more experienced teachers. He reminds Ms. Patricia Alcorta, who encouraged him to always improve his English and she taught with meaningful strategies that the author currently uses in his teaching practice, the author considered that her teacher used the Grammar- Translation Method, because in most of the activities, the students were required to translate into their L1. In this stage he improved his language awareness, in this phase he was placed in the advanced English class. In the high school he took English lessons in the advanced classroom, his teacher was Ms. Esther del Campo and he achieved the C1 level in the last scholar year. He worked with the textbook series Bonner M. (2008) "Focus on Grammar" by Pearson Ed. And he took the TOEFL exam, getting 614 points. As a first degree, the author studied Gastronomy and he took English lessons the first three trimesters, his teacher was Mr. David Barcnas who encouraged him to start teaching English because he considered that the author could develop a good teaching practice,

that teacher was younger than the other teachers and he used the Task Based Learning Teaching approach, the teacher set an activity and took the monitoring role while students developed the knowledge by themselves.

1.2 Teaching Experience

As mentioned above, the author was encouraged to start teaching English by his university English language teacher. He started teaching to university students at “Colegio Libre de Estudios Universitarios DF- 2”, he taught in this school for 2 semesters. Then he started teaching at “Centro Escolar Martinique” in the secondary section, by the school necessities he concluded teaching in the whole school, including kindergarten and language center. He got exhausted because he worked 12 hours by day, and he did not enjoy teaching nursery students. After that experience, the teacher started working in “Colegio Salesiano Domingo Savio” in which he taught two elementary school groups, two secondary school groups and one high school group. In this school he got “Dictamen 10” by UNAM and he got experience managing teenagers; by the end of the second year, the teacher started working as a coordinator. But he concluded the relation with this school because there were important changes in the administration. It is important to mention that in this period the author took the first exam to start teaching in the public context, he got a positive result and he started working in two secondary schools where he is currently working, one is a general secondary and the other one is a nocturne school.

After working in Domingo Savio’s school, the teacher started working in the Bridgehill Elementary School of Today (BEST) where he taught 5th and 6th elementary grades. When he finished on that school, he got the full time at SEP where it is the place in which he is currently working teaching English for secondary students and working as academic sub principal.

1.3 Methodology implemented in the classroom

During his teaching experience, the author has implemented different methodologies in his practice. The most common methodology he has implemented is the PPP (Presentation, Practice and Production) but the author-researcher has discovered that methodology does not fit with all his students. He has also tried Task Based Learning methodology and he has found that this methodology is suitable for some students in his teaching context, and he has worked focusing on that methodology; he likes that his principal role is the monitoring of the learning acquisition in his students.

For further lessons, the author-researcher is interested to implement new methodological trends in his classroom. He would like to implement lessons focusing on experiential learning in which students develop knowledge focusing on their own experiences. In addition, he would like to implement Total Physical Response in his classroom in which he can implement comprehension and kinesthetic activities in order to develop new knowledge activating all the senses of the students.

1.4 Autobiography

The author was born in 1992 in Mexico City. He has been working as an English Language Teacher for 7 years. He holds a degree in Gastronomy and a degree in English Language Teaching. He took the COTE/ICELT course in 2017 and he is currently studying a Master's in arts in English Language Teaching. His favorite hobbies include listening to music, walking and reading, he enjoys drinking coffee and tea. His favorite music is rock music and English music; his favorite band is "Bee Gees". He enjoys learning and getting teaching experience because he considers that the real improvement takes place by oneself.

1.5 Teaching Context

This assignment has been developed in the teaching context of the author; he currently works at "Secundaria General #38 *Josefa Ortiz de Dominguez*". Which is a secondary school in which learners attend to classes 5 days, 7 hours by day in the morning or afternoon shifts. The students are intended to finish their secondary school in 3 scholar years, the author has taught in this school for four scholar terms, he started teaching first and second graders and in this moment he is teaching third graders, his actual groups are

comprised around by 25-35 students each one, and their English Language level is A1, as the students are teenagers, they are not at all interested into learning English as a foreign language.

In the school there are around 50 teachers, all of them are required to hold a bachelor's degree in order to teach their subjects, as this is a Public schools, teachers are hired not by the principal, they are hired by the Education Ministry according the services' necessities, talking about the English subject, there are 3 English Language teachers counting the author, the other two teachers studied at "Normal Superior" in order to get the B.A. in Education, the author has noticed they are not interested to continue growing up, because they have studied only the basis to teach but they do not want to achieve a higher grade.

1.6 Critical statement about how the specialization has influenced the teaching practice of the author?

As previously has been mentioned, this assignment has been developed in the afternoon and morning shift. Because the author considered that he was required to adequate and implement new techniques and strategies for the English language learning process. Because students attended to school by a different socio-cultural background and the author needed to join all the differences to create a positive language learning environment in which all the students took place to learn and to express opinions. He also considered that in those classrooms, he could not teach following approved international standards proposed by different universities and famous linguists.

Since the beginning of this specialization, it has been a challenge the adaptation of new contents into the author's teaching experience. Because in the first module, the author consolidated important theories about Second Language Acquisition which have encouraged him to look for new strategies to be implemented in the public secondary school. He considers that Krashen's S (1987) five hypothesis have helped him to create a learning environment in his own classroom because he implemented lessons focusing on "The Affective Filter hypothesis" that says that teachers also need to pay attention to affective necessities or outside's classroom situations of the students; in order to create a

positive learning environment in which students can learn English as a pleasure, not as an obligation.

During the second module of this specialization, the author understood different techniques that can be implemented in a classroom in order to teach English language skill using technology. He also dealt with little troubles about how to encourage students to use technology not only for pleasure purposes, also for academic ones. And he modified the school curricula setting one extra learning hour about technology as a curricular autonomy workshop. Taking in consideration technology and language skills, the author could notice that students had felt better encouraged to learn using electronic devices and technological resources.

During the third module of the specialization, it has been a little bit more complex the understanding of the contents. Because this is the first contact of the author with theoretical information and practical implementations about Interculturality, Byram's M (1997) and his model of intercultural competence has been an important resource to understand how the teacher can exploit and implement the socio-cultural background of the students into their language learning process.

1.7 Technology in the classroom

Since the beginning of this specialization, the author has implemented different technological resources that has been discovered with his peers during the course. He has tried to implement a scholar platform provided by Google Classroom and he has noticed that the students feel confused to surface into it, because they do not know how to get the knowledge or the suggested activities. He has also used Prezi for presenting his lessons using a projector and students feel impressed when they observe the contents of the presentation, they have expressed that it is a funny way to prepare lessons, especially for the designment of the presentation.

He has also found interesting and enriching the use of different TED talks to provide meaningful learning, not only focusing on the academical contents; also, in the soft

skills of the students which is important to nowadays be developed because they support students with tolerance, teamwork, and work under pressure. They also develop English Language Skills.

In order to finish, the author has created and familiarized students in a virtual learning community using “iDoceo” different applications. Students can share their doubts, their feelings, and this space has been created focusing in the "Affective Filter Hypothesis" suggested by Krashen S. (1987). They can send messages with their emotions, their feelings, their positive and negative experiences not only at school, also outside it, and it also provides interculturality because in different forums. The teacher asks for some experiences of the students, they express their experiences and their peers reply with their own ones. The teacher always monitors the forums and he also take place of the discussions.

It is important to mention that Byram M (1997) Model of Intercultural competence takes place because the author has focused on Intercultural attitudes in which students feel curiosity and openness to discover new cultural aspects of their peers.

1.6 What is a good teaching?

In the author-researcher’s opinion, a good teaching is the one that allows a positive learning environment, and in which all the classroom members feel comfortable learning. The teacher has always intended to involve all the students in the learning environment, and he has always tried to develop lessons according the own students’ necessities. Because he has believed that the stablished program is not interesting for the students and they feel bored while they are taking English lessons. A good teacher is also the one who is able to understand the students, sometimes they have familiar or social problems and they attend to school only as a distraction; the main objective in this situation is to develop strategies to tutoring students to get engaged into different lessons.

It is also important to mention that a good teaching practice is the one in which the teacher continues developing in professional aspects, as other subjects, teaching is always changing and as knowledge facilitators, the teachers need to continue developing and researching strategies that can be implemented in different lessons, students are different every day , they change and react different according their background context, but the teacher needs to adequate the lessons providing meaningful strategies in which learners feel better engaged in order to achieve the lesson aims.

1.7 Evaluation aspects in the classroom

The author has always believed that assessing is not the same as testing, and he has considered that testing is not always necessary in order to assess the learning process of the student. He thinks that he is required no only to focus on language skills, he also needs to take in consideration soft skills in order to support students in their learning process.

It is important to mention that the author researcher prefers to assess the students' performance implementing alternative assessment, he always conducts to reflection in order to evaluate students and he develops portfolios with all the evidences of the students' activities.

Talking about testing and formal evaluation, he does not like to implement written tests. He develops expositions in which students present an oral exposition and a written activity, implementing that, the teacher is able to judge the English language performance not only considering skills or systems, also he evaluates blended skills.

1.8 Conclusion about Chapter # 1

The teaching philosophy of the author has been changed through the years. In this specialization, the author discovered how to improve his own teaching practice. The main attention of the author was during modules 2 and 3; during the second module, he

developed strategies to implement ICTs into skills learning, because he considered that students could feel better engaged into lessons in which he implemented different ICTs. And in module 3, he developed strategies in which he would be better able to implement the concept of interculturality in all the lessons, but he also discovered alternative assessment methods that can fulfill in a better way the assessment of the students' performance.

Chapter 2. Theoretical Context

Introduction

The purpose of English Language Teaching in Basic Education is for students to get the necessary knowledge to engage in social practices with spoken and oral language to interact with native and non-native English speakers by means of specific competencies with the language. This is to say, through competencies that involve production and interpretation of oral and written texts –of familiar, academic and literary nature– students will be able to satisfy basic communication needs in different every day, familiar, and known situations. Thus, students need to learn to use language to organize their thoughts and speech; analyze and solve problems; and gain access to different cultural expressions from their own and other countries. Besides, it is essential that they identify the role language plays in the construction of knowledge and cultural values; students should also develop an analytical and responsible attitude to face the problems that affect our world. Competence in the English language does not stem from mere repetition or exposure to it for a very long time. It is necessary to have a variety of individual and collective experiences that include different ways to participate in oral exchanges and in texts reading and writing.

Part 1. Language Acquisition and Methodology

2.1 What is Second Language Acquisition?

Second Language Acquisition has different meaning, researchers have found different ways to research and improve this area, in a general sense; Second Language Acquisition is a term to describe the learning of a second language, it is the way in which people acquire or pick up a second language. In addition, it is a process which happens while researchers focus in communication with second language, and how formal language education helps us learning language in a conscious process.

2.2 Different Second Language Acquisition Theories

Second Language Acquisition theories are intrinsically related to a wide variety of disciplines, such as: applied linguistics, sociolinguistics, psychology, neurology and education, various theories and models have emerged through the years to study the process of language acquisition.

Three main schools provide theoretical paradigms in language acquisition:

1. Behaviorism (By Skinner)
2. Innatism (By Chomsky)
3. Model/Monitor theory (By Krashen)

2.2.1 Behaviorism

It is a second language acquisition theory developed by Skinner, the language learning is concerned by a set of habits that can be thought as any other discipline. The teaching practice should be done through conditioning and consequences to determine behavior

As a conclusion, learning is the result of imitation, practice, feedback and habit formation.

2.2.2 Innatism Theory

This theory was proposed by Chomsky N. (1959) he stated that Language is an innate capacity. A child's brain contains special language learning mechanism at birth. Human brain is ready innately for language in the sense when children are exposed to speech, certain principles for discovering and formulating language, automatically starts to operate.

2.2.3 Monitor/Model Hypothesis

“Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill.” (Krashen S. 1987)

“Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.” (Krashen S. 1987)

Krashen’s theory of second language acquisition consists of five main hypotheses:

1. The Acquisition-Learning hypothesis
2. The Monitor hypothesis
3. The Natural Order hypothesis
4. The Input hypothesis
5. The Affective Filter hypothesis

According to Krashen, there are two independent systems:

1. The acquired system is the product of a subconscious process. It requires meaningful interaction in the target language.
2. The learned system is the product of formal instruction and learning. It involves a conscious process which results in conscious knowledge about the target language.

2.3 Stephen Krashen Hypothesis

Stephen Krashen and Tracy Terrell developed the “Natural Approach” in the early eighties (Krashen and Terrell, 1983), based on Krashen’s five theories on second language acquisition. “Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill.” “Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.”

Krashen developed the difference between acquisition and learning because some linguists believe that there is a difference between learning and acquiring a language. The author has thought that understanding this difference is an important aspect for anyone who wishes to learn a language, language acquisition is a passive process, while language learning is an active process.

Acquisition	Learning
It is a product of a subconscious process	It is a product of a formal learning process
It takes place in informal situations	It takes place in formal situations
Depends on attitude	Depends on aptitude
Uses grammatical feels	Uses grammatical rules

Chart # 1 Differences between Acquisition and Learning.

2.3.1 The Monitor Hypothesis

This is the relationship between acquired and learned language. It is a correcting function that should be used sparingly “to give speech a more polished appearance.”

2.3.2 The Natural Order Hypothesis

Krashen concluded that independent of age, L1, and conditions of exposure L2 learners will learn grammatical structures in a predictable order almost 100% of the time. However, Krashen rejects grammatical sequencing in instruction.

2.3.3 Input Hypothesis

This only deals with acquisition of L2 not learning. A learner improves when they receive input one step beyond their current competency.

2.3.4 Affective Filter Hypothesis

Motivation, self-confidence and anxiety play a major role in L2 learning. Learners with high motivation and self-confidence, with a good self-image, a little anxiety best equipped for L2 learning.

2.3.5 Acquisition- Learning Hypothesis

Learned-Knowledge gained from formal instruction, grammar of the L2 is picked up this way.

2.4 Zone of Proximal Development

The Zone of Proximal Development is the difference between what a learner can do without help and what he or she can do with help. It is a concept developed by Vygotsky L. (1896 - 1934). Vygotsky stated that a child Zone of Proximal Development follows an adult's example and gradually develops the ability to do certain tasks without help or assistance.

2.5 Input & Intake

Input refers to the exposure learners have to authentic language in use, for the lesson the author analysis, the provided input includes the use of the textbook, and some authentic materials such as songs and videos. The author considers that L2 learners need massive amounts of input in the form of listening and reading. In second language acquisition research, input is said to provide opportunities for both incidental intentional learning.

“If learners do not receive exposure to the target language, they cannot acquire it.”
(Ellis, 2014, p.38)

Intake is just what students are able to internalize; in other words, intake is what they do learn in the class.

2.6 Language as a social practice

Social practices of the language represent the core referent in the definition of NEPBE's contents. This decision complies with the approach for language teaching adopted by the Ministry of Public Education, as stated in the syllabuses of subjects, such as Spanish and Indigenous Language.

Social practices of the language are patterns or ways of interaction, which, in addition to the production and interpretation of spoken and written texts, include several activities linked to them. Each practice has a specific communicative purpose and a history linked to a particular cultural situation. For instance, nowadays, the spoken language

practices used in dialogs vary quite often. The dialogue is established or kept according to social and communicative conventions of the culture where the exchange takes place.

Part 2.3 Information and Communication Technologies

2.3.1 What are the ICTs?

The act of teaching is essentially a constant processing of options for teacher decides to do something, or to do something else, or not to do anything at all; due to, becoming a better teacher implies being aware of as many options as possible (Scrivener, 2005). Currently these options include a wide variety of technological resources which can be included in the concept of ICTs. According to Elston (2006), ICTs stands for Information and Communication Technology; similar to IT, Information Technology. The communication part has been adopted by educational establishments.

Among a wide variety of definitions of IT, the simplest form for IT to be defined is “The technology used to manage information”, and ICT as “The technology used to manage information and aid communication”, in practice the two terms are interchangeable to talk about several devices such as video, recorders, phones, calculators or computers (Elston, 2006).

2.3.2 How are ICTs related to education?

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers’ profession through which they can use it to facilitate learner’s learning. With technology as part of everyday life, it is necessary to integrate it into the curriculum and aim to embed technology into teaching to support the learning process (Ahmadi, 2018).

In addition, it is important to mention that students are digital natives, they’ve grown up with technology as part of their life due to one of the basic skills in the 21st century that students will need in school and the workplace. However, using technology in the classroom is about anything that facilitates an interaction between teacher and student (Himmelsbach, 2019).

According to Goodrum (2019, quoted in Himmelsbach, 2019), digital education is generating new learning opportunities as students engage in online, due to it is necessary to

modify the structure of courses in order to make them hybrid ones. Furthermore, 21st century view of learner success requires students to be thoughtful consumers of digital content, but effective and collaborative creators of digital media.

Taking into account previous information, digital resources can be considered as current tools, part of new learners' common contexts.

2.3.3 Overview of ICT's in Mexico

Current government in Mexico has encouraged teachers of all the subjects to implement ICT into their pedagogic practice to improve teaching and learning in their own classrooms. New generations of students enjoy learning using technology with educative purposes instead of learning in an old-fashioned way with board and notebooks. Some schools have implemented the use of different electronic devices in the classroom such as tablets, computers or cellphones which help students in their learning process, because they feel encouraged to study and they also learn in a better way the new knowledge. The use of ICT's is also important because it is an ecological way to encourage students to be friendly with the environment, using these devices, learners are not required to use printed materials or they are reduced in their use.

Part 2.4 Interculturality

2.4.1 What is culture?

Many authors have described culture as specific manifestations of human intellectual that has been developed in a collective way but as researcher, I consider that culture not only include that. I believe that culture includes costumes, arts, social institutions, and achievements for some nations or social groups. According to Balogun G. (2009) defined culture as the integrated patterns of human behavior that are influenced by social groups, and all the social groups can be differentiated by gender, race, class, sexual orientation, ideology, nationality, language, religion or other factors.

2.4.1.1 Characteristics of culture

In order to define culture, it is important to mention that culture has five main characteristics: According to Minkov M (2013), culture shares social knowledge, culture emerges of a specific context, environment or history and changes as a result of contextual factors, also culture is learnt from parents, family from one generation to another and culture is also learnt since we born, as a conclusion, it can be said that:

- Culture is shared
- Culture is contextual
- Culture is dynamic
- Culture is learned
- Culture is unconscious

2.4.2 What is interculturality?

As previously, the author defined culture, it is important to mention what happens when 2 or more cultures join together. But the definition can be deeper, Byram M. (1997) says that interculturalism includes the support for cross-cultural and challenging segregation tendencies within cultures, as teachers it is important to consolidate the

definition of interculturalism, because it provides the interaction of the students from different cultural perspectives and backgrounds.

2.4.3 Communicative Competence

This term was developed by Dell Hymes in 1966, it refers to how a language user implement grammar knowledge of syntax, morphology and phonology and how that user implements the utterances in an appropriate way in a social knowledge. Also, it refers to verbal and nonverbal communication knowing the sociolinguistic rules of the target language; Communicative competence is necessary in order to understand communication, to understand different cultures getting awareness of them, and it involves skills, motivation and knowledge.

Communicative competence is constructed of 4 competence areas; Linguistics, sociolinguistics, discourse and strategy, the first two concepts are related of communication aspects and the other two aspects reflect the accurate use and applications of a linguistic system.

2.4.4 Model of Intercultural Competence

As teachers, we need to include in the language curriculum, the Intercultural Communicative Competence, if we want to help our students to develop appreciation for language and culture we need to emphasize on self-awareness, openness and transformation. In order to develop that aspects, Byram M. (1997 - 2008) developed a model of Intercultural Communicative competence involving five main aspects:

2.4.4.1 Intercultural attitudes

Students and teachers feel curiosity and openness to discover the new culture, in this aspect, students and teachers accept others and also, they feel curious to discover the new cultural aspects.

2.4.4.2 Knowledge of social groups

In this aspect, students and teachers become aware of their products and practices.

2.4.4.3 Skills of interpreting and relating

Students and teachers are able to interpret a document or event from another culture.

2.4.4.4 Skills of discovery and interaction

The students and teachers are able to acquire new knowledge of a culture and cultural practices, they establish relationships and mediate interaction.

2.4.4.5 Critical Cultural awareness

In this stage, learners are able to evaluate their own culture perspectives and practices in a critical way, also about other cultures and countries.

2.4.5 Deeper analysis about Intercultural Attitudes

As previously mentioned, with intercultural attitudes students feel curiosity to understand different context that takes place in the classroom because each student attend to school with a different socio-cultural background. Taking it into consideration the intercultural component is present when students are curious and ready to learn about their own culture and a different culture in an open and nonjudgmental way. Because it is common that students start judging the cultural differences of the classmates and this kind of judgement is opposite of what Byram (1997) means, he considered that intercultural attitudes take place when students and teachers are opened to difference and newness accepting, being curious and learning about each culture.

Chapter 3. Methodology

3.1 Exploratory Action Research

The author has chosen an Exploratory Action Research Method to develop this project. Exploratory Action Research is a process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time, Smith R. and Rebolledo P. (2015) consider that this method is “A fancy way to study what is happening in the school and the decisions to make it a better place”, also, Exploratory Action Research is a process which teachers can study their problems and the way in which they can be improved, providing specific solutions.

The main purpose of an Exploratory Action Research method is the development of the practice of teachers, analyzing the existing practice and the identification of elements for change, Glickman S. (1992).

3.2 Exploratory Action Research Phases

In order to conduct a project following this methodology, there is a cycle to be conducted to reach it; the first step is the Observation Phase, in which the teacher monitor and describe the problem to be studied; in the second step, the Reflection Phase, the teacher is allowed to interpret the previous observations in order to confirm the correct understanding of the necessities; in the third step, the Planning Phase, some actions are proposed to address the problem; finally, on the Action Phase, the previous plan is implemented and the cycle starts again.

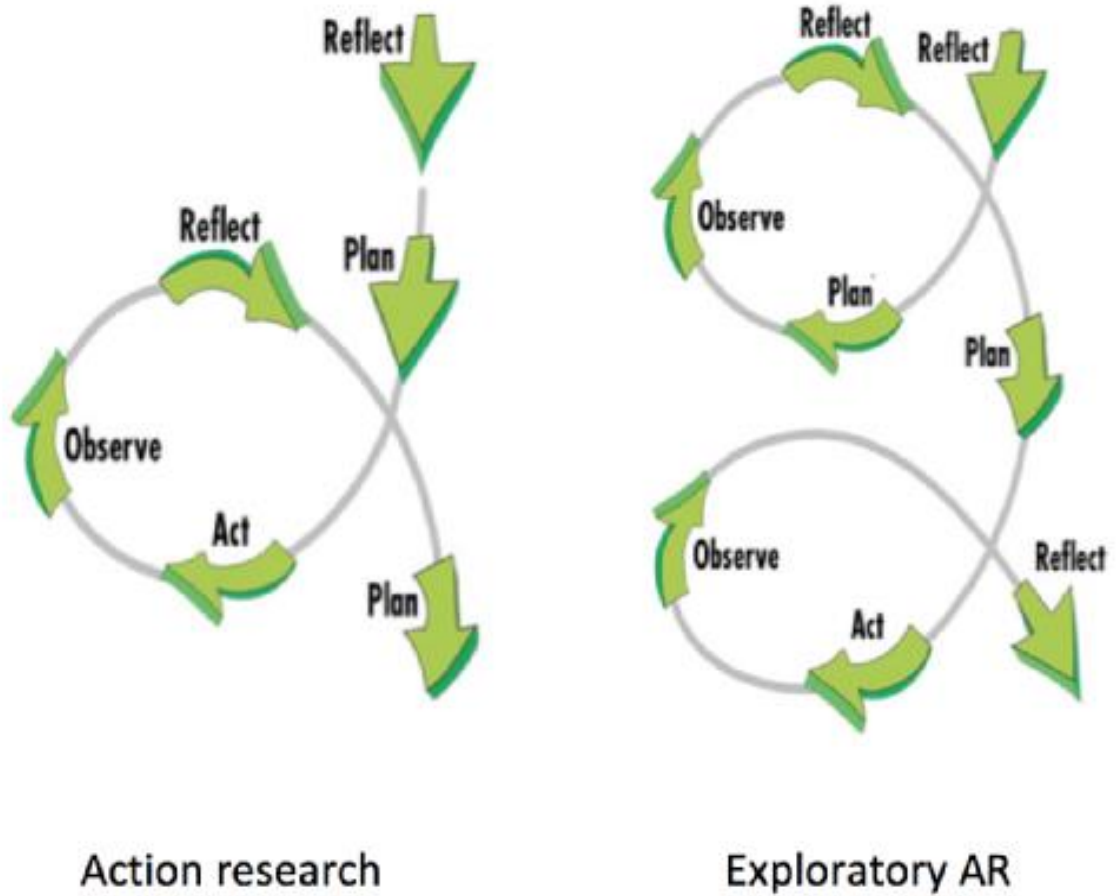


Diagram 1: Phases of Action Research and Exploratory Action Research
 Retrieved from Smith, Connelly and Rebolledo (2014)

3.3 Advantages and Disadvantages of Exploratory Action Research

There are advantages and disadvantages to conduct this kind of project, in Table 3, the teacher has investigated the most common advantages and disadvantages to conduct it.

Advantages and Disadvantages of Exploratory Action Research	
Advantages	Disadvantages
1. Exploratory Action Research encourages reflection of one practice	1. It can be viewed as a structured plan

2. It promotes change and development	2. It can be taken with a degree of ownership
3. It promotes the sharing of knowledge with other colleges	3. The provided results can be focused on outcomes
4. It can be relevant for people on a real world.	5. It is unknown and unaccepted by many educational researchers

Table 3. Advantages and Disadvantages of Exploratory Action Research.

Adapted by Burns A (2010:08)

3.4 Rationale

The teacher chose Exploratory Action Research to conduct this project, because he wants to reflect and improve his teaching practice, observing the classroom situations that needs improvement.

“Action Research is an important recent development in the broad territory of teacher’s professional development” Lewin K. (1890 - 1947)

Chapter 4. Development of the Project.

4.1 Introduction

In this chapter, the author-researcher will explore the development of the proposed project, he will include relation of the topic with methodology, ICTs implementation, Interculturality and Second Language Acquisition theories and hypothesis.

4.2 Rationale

The main topic of this project is how to develop productive and receptive skills in a public secondary school following the National English Program and taking in consideration intercultural aspects. He has considered that this topic is nowadays relevant because we in the moment of the development of this project, the world has been living a different situation. The SARS CoV-2 pandemic situation and all the education processes have suffered modifications in order to adequate the way in which new learning took place. Li C. (2020) mentioned in her article about the new education challenges that learning process are suffering modifications because the whole world is living a transformation moment in which education cannot stop and learning have to continue. That is why the author has continued working with the program he has been required to cover in order to accomplish in the students the minimal knowledge to be accredited for the studying the next scholar year.

4.3 Background of the Research

During the first months' of 2020 year, the world started a new sanitary emergence, SARS CoV-2 started as a potential virus that impended to change the normal routines. This virus started on December of 2019 in Wuhan China and in a faster way, it infected the whole world. On March of 2020, it was declared as a pandemic by the World Health Organization and Mexico declared a quarantine situation since March 20th, 2020 without a

probably date for finishing that situation. Schools were required shut off their doors because they could be an infection point about amongst the population and the school authorities decided to provided distance learning in order to continue achieving the learning of new knowledge without many troubles.

4.4 Description of the Research Context.

The author is currently working at General Secondary # 38 “Josefa Ortiz de Dominguez”, it is a public school located in Mexico City. The school is comprised by 2 shifts and the author works in both of them; The morning shift is comprised by 18 groups, six by each one, and the population of the school is more than 600 students, the author currently teaches the six first secondary groups; The afternoon shift is composed by twelve groups, five of first grade, four of second grade and three for third grade, and in this shift, the author teaches three first secondary groups and one second secondary group, he is also the tutor of first grade group “B”.

4.5 Description of the Population

In the morning shift, each group is comprised by 45 students, some of them are having their first contact with English and other students had English lessons in their elementary school. Overall, the groups have acquired a A1+ level according to the Common European Framework, in each group different cultures are present, some groups include foreign students, students with a different background or different live characteristics and all of those cultures enriches the acquisition of different knowledge in the classroom.

The afternoon shift is so different, groups are integrated by no more than fifteen students, as in the morning shift, most of the students are having their first contact with English Language but as groups are shorter. The teacher can provide a personalized accompaniment to the students and students have accomplished a A2 Language level according to the Common European Framework; it is important to mention that these

groups are also heterogeneous because studying in the afternoon shift provide opportunity to work through the morning or helping their relatives to do some commercial activity

4.6 Objectives of the Project

In order to accomplish the project, the author has set the following goals to be accomplished by the end of it:

- ⇒ To encourage students to implement ICTs in their learning process.
- ⇒ To develop productive and receptive skills in a distance way.
- ⇒ To allow intercultural aspects on the provided activities.
- ⇒ To create a positive learning environment focusing on the necessities of the students.
- ⇒ To foster reading literature in the students.
- ⇒ To develop strategies for further improvement after the research.

4.7 Research Questions

The Questions that the author has stated to improve his teaching practice based on theoretical and practical support are the following:

- ⇒ What are my expectations when teaching a language skills lesson?
- ⇒ How can I engage my students in the lessons following the National English Program?
- ⇒ How can I implement the use of ICTs on the learning of my students?
- ⇒ Why is important to develop productive and receptive skills on my students?
- ⇒ How can I promote interculturality on my lessons?

4.8 Rationale behind the lessons

In order to continue developing the National English Program, the author decided to continue working with the annual lesson plan he developed since the beginning of the scholar year. The author developed five lessons in which students developed language skills and products for the first four lessons and in the fifth one, students presented their products and received feedback.

The Unit that teacher implemented during this project was Unit 2 “Reading Classical Tales” in which students developed as a Social Practice the literary expression, and as a communicative activities’ students read and develop products about Classical Tales. The goals for this set of lessons includes rewriting, expression of key events, understanding general sense and main idea about text and the appropriate selections in order to be reviewed about Classical Tales.

The Final Products were the creation of a Story book and the expression of different opinions about Classical Tales.

4.9 Lesson 1 & 2

In the first two lessons, the author intended to develop Reading as a receptive skill and Writing as a productive one, this was an online lesson in which students worked in trios, and the teacher followed a Task-Based Learning Approach.

In the lead-in the teacher asked if students had ever read a classic book and students discussed their opinions and experiences. In addition, interculturality took place when students discussed their own experience and other students showed respect with others opinion, when it was necessary, students replied opinions showing respect.

The aim for this lesson included opportunity to choose a book and summarize it and students worked in trios, it is important to mention that trios were chosen using Classroom

Teammates, which is an application developed by iDoceo corporation in which students were randomly selected to realize the activity.

Students were required to elaborate their activities using ICTs without the teacher's guidance, because he considered it was important to know how students were familiarized with different technologies to be applied in the learning process.

The teacher used for this couple of lessons Vedamo app in order to provide synchronous communication and live sessions with the students, also students used different programs to develop their activity.

4.9.1 Assessment for Lesson 1 and 2

4.9.1.1 What is a Checklist?

According to the National Capital Language Resource (NCLRC, 2003-4) a checklist is the tool that:

- Provides a more detail measurement of the quality of students' performance and it is based on an established criterion.
- Are normally used when assessing learners' oral or written production, however, it is possible to create a generic rubric to be used with both speaking and writing tasks.
- Teachers sometimes edit or adapt rubrics to ensure that their assessment is more accurate and are more fitted to tasks to assess considering the goals and objectives of an institution.

4.9.1.2 Implementation in the classroom context

Nowadays, checklists have been used too much in the language teaching context because teachers can measure the quality of their students by using them regularly in class. A checklist can be a great help to know student's performance because as it is based on an established criteria, the teacher cannot do any adjustment just because he/she wants to do it with every student it means that, all the students must be measured with the same criteria.

Checklist also describe expectations for a specific skill that can be generalized across assignments.

4.9.1.3 Checklist implementation in the lesson

- Once I have chosen the activity, I always do the following:
- First, I set the task, it could be written oral.
- Then, I explained my students what they have to do.
- After that, give them the corresponding checklist in order to make them feel sure about their activities to be done and the corresponding scales and dimensions to be graded for the task to be presented. Scales outline what a student needs to do to get a certain score for a certain dimension
 - Finally, I ask my students if they have any questions about the task to be done and of course about the scales and dimensions, because from that point they will have an excellent performance during their presentations of tasks.

4.9.1.4 Advantages and disadvantages of using Checklists in the classroom

context

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> • There is feedback for the students 	<ul style="list-style-type: none"> • This individual advice can take long
<ul style="list-style-type: none"> • Students perceive themselves more competent. 	<ul style="list-style-type: none"> • Students may feel frustrated when watching the other's performance.
<ul style="list-style-type: none"> • Students can make activities more accurate and precise. 	<ul style="list-style-type: none"> • Students may not like the performance judgments.
<ul style="list-style-type: none"> • There is qualitative feedback of student's strengths and growth 	<ul style="list-style-type: none"> • The feedback cools quickly

4.9.2 Self-Reflection

4.9.2.1 Definition

It is a roadmap of the learning process and therefore, can have two protagonists, both the teacher and the student. Through which you can judge your student's abilities within the framework of a discipline or subject of study More than a way of evaluating can be understood as a way of understanding the process of appropriation of knowledge in a reflexive way.

A self-reflection It is a way to gather the information that demonstrates the abilities and achievements of students, how they think, how they question, how they analyze, synthesize, produce or create and how they interact in their intellectual, emotional and social environment. The use of this resource allows monitoring the evaluation of the learning process in such a way that changes can be introduced in it.

4.9.2.2 Implementation and functions

According to Pitarch Monferrer and Álvarez (2005), The portfolio basically fulfills pedagogical functions with the objective of achieving student autonomy as the unification of criteria by the institutions.

4.9.2.3 Pedagogical Functions

- Clarify the learning objectives.
- Identify competencies.
- Encourage self-assessment.
- Increase student responsibility.
- Increase critical and reflexive thinking.

The work with the self-reflection has many didactic implications that have a positive impact on the learning process of the apprentices, among them, we mention the multilingualism and the autonomy of the apprentice when learning to learn.

The use of the self-reflection for learning and evaluation is becoming increasingly common at all educational levels. This increase in its use is due to the need of teachers to enhance the autonomy of students through reflection on the processes of their learning.

4.9.2.4 Implementation in the lesson

The incorporation of this technique in our educational practice has meant a particular methodological change in the development of the Spanish subject and its corresponding evaluation. During its application, we have proceeded as follows:

Choosing tasks Several tasks related to learning objectives and competencies must be selected. In our case, the number of students is restricted, so the number of assignments had to be enough so that we could devote each student the necessary time and find out their progress correctly. We had to be both realistic and prudent.

Definition of the reflection criteria: the reflection criteria must be clearly defined. The tasks must be evaluated according to the criteria established previously and known by the students.

4.9.2.5 Advantages and Disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none"> • Offers extensive information about the student's learning process 	<ul style="list-style-type: none"> • Lack of security at first not knowing if it is being done well: There is little evidence on the

<ul style="list-style-type: none">• Allows a wider and deeper vision of what the student knows and can do.• It allows students to write their performance over time• The results can be shared in a didactic way with classmates and teachers: So sharing and applying the evaluation criteria in different educational contexts can provide us with an understanding of how this internalization occurs.• It promotes student autonomy and critical and reflective thinking, ensuring the minimum necessary and allowing to increase it based on individual possibilities and the richness of the sources: Students must take an active attitude towards teaching and learning, both of them as of his companions.• Provides good cognitive and social habits of the student: The ability of students to internalize these criteria, which are, after all a tool to learn.• The self-reflection is a personalized product, being	<p>reliability and validity of the results.</p> <ul style="list-style-type: none">• The difficulty of teachers to assume it and fully integrate it into the teaching-learning process, given its novelty and the preparation work it requires, making it easier to follow the traditional teaching and evaluation model: It is difficult for some teachers and students because of the differences significant with conventional ways of learning and teaching.
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<p>difficult to have two equals: A type of supervision or teaching more personalized, more focused on the skills of student learning.</p>	
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4.9.3 Evaluation of the tools

The proposed tools have fulfilled the requirements for the established activities, because they have conducted students into critical reflection in order to develop a further action plan for improvement.

In the self-evaluation questionnaire, students were able to express their feelings about working with others, they expressed what they liked and what they disliked, but as further improvement, the author considered he needs to include another question in which students share in a freely way their feelings or emotions, they can propose other actions in which intercultural aspects take place in the classroom.

Talking about the proposed rubrics, the author considered that he completed that forms with the students, feedback was included, and students proposed action plans for further improvement for their activities focusing on the objectives of them.

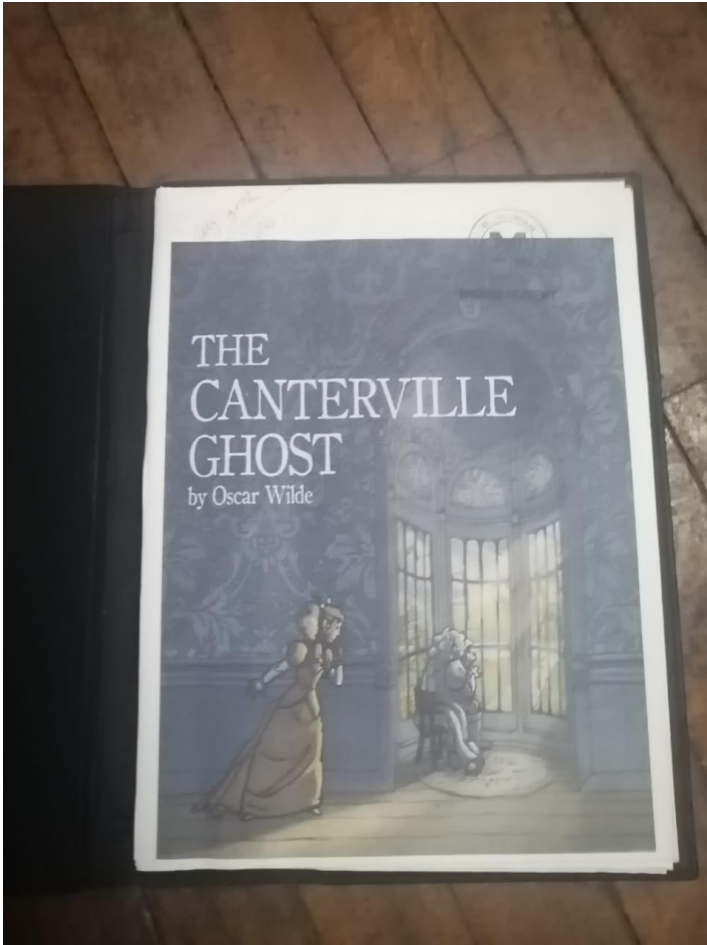
The author has always considered that he needs to assess students providing oral and written feedback, and he has also considered that anxiety of the students can increase if he does not follow that assessment scheme, he prefers expositions and written words instead of written tests, because he can better measure the progress of the students in terms of language skills and soft skills, both of them are important to be assessed in the second language classroom.

4.10 Developed Assessment Methods for Lesson 1 & 2

Aspect	Evaluation	Observations
The student read and understood a classic tale?		
The student identified the key events in a story?		
The student contributed to rewrite a story?		
The student created illustrations?		
The student was able to read aloud?		

1. How did you feel working with your team members?
2. Was it easy to decide how to divide up the work?
3. What do you find difficult about working in team?, why?
4. Did you prefer working in a team or alone?
5. Did you prefer writing or illustrating the book?
6. What did you learn working with different peers?

4.11 Implementation of ICTs during Lesson 1 & 2



Esta app solo está disponible en App Store para iPhone y iPad.



Classroom Teammates 4+

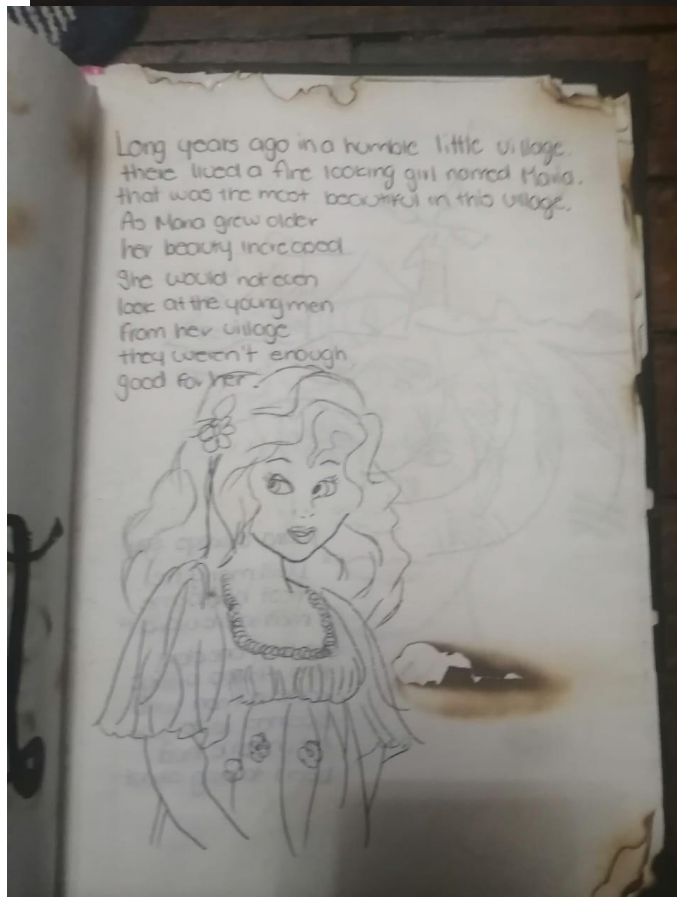
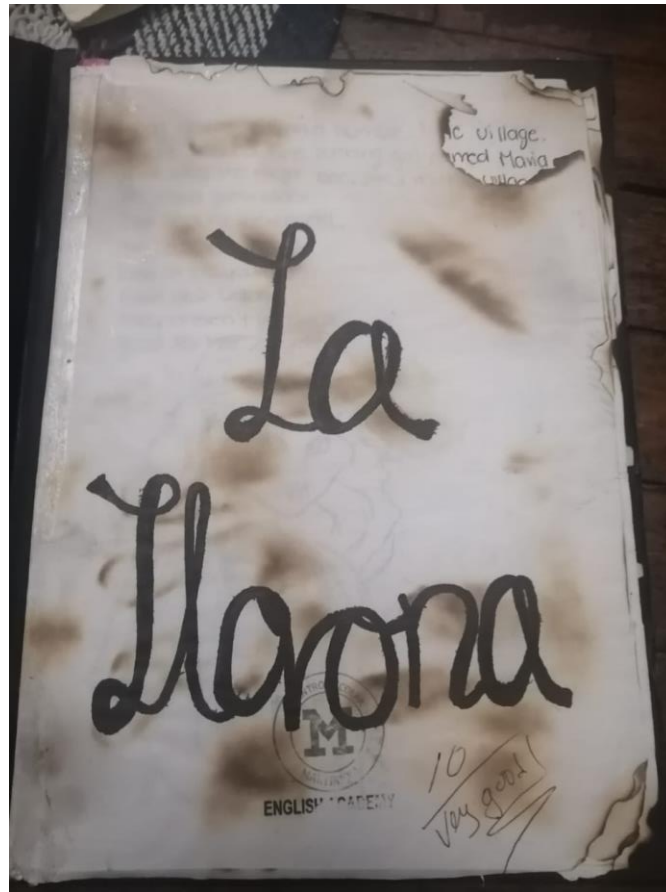
Generador grupos by iDoceo

[Bert Sanchis](#)

★★★★★ 3,8, 67 valoraciones

2,29 €

4.12 Final Products of Lesson 1 & 2



4.13 Lessons 3 & 4

During lessons 3 & 4, the author intended to develop speaking as a productive skill and reading as a receptive one, for this couple of lessons, as the previous ones, the lessons were developed in an online way, and the teacher-researcher promoted the use of ICTs in the educational context using an online platform called “Schoology” in which the author set the activities and students submitted their products.

For these lessons, students had required to read an English book that they could have at home, if they did not have a reading English book, they could use the provided reader with its textbook or they could search an interesting article on the internet.

Students developed a one-minute video in which they read a certain paragraph and expressed their opinion about why they considered relevant that text or how did it can be implemented in their daily life.

Interculturality took place because in a synchronous session, students could watch the videos giving their overall opinion about the books, students were opened to curiosity and new ideas about the reading tales that their peers shared. It is Important to mention that most of the students that did not have an English literature book at home, looked in the internet and discussed relevant topics for teenagers such as music, fashion, addictions and prevention, and the students who had a literature book, selected relevant tales for teenagers. The author researcher could observe that most of the chosen tales were appropriate for this kind of students because they included stories of John Green, Stephen King or J.K. Rowling, but also they were able to participate with historic books such as “Titanic” or “The Hindenburg” or “Chernobyl”.

The discussion about different Tales were so interesting because students were able to express their opinions, but also students got new knowledge about historic moments that probably they were not in touch before the class, participation of the students enriched the lesson because each member of the class shared own experiences that helped interculturality on the class.

4.13 Assessment for lessons 3 & 4

For this lesson, the author-researcher also developed a checklist in order to get information about if the students had accomplished the task, he included language skills aspects that he considered that students needed to fulfil the activity, but also he evaluated the applications and usefulness of ICTs through the activity, also the author included evaluation aspects about the appropriacy of the text according the personal and group necessities.

The checklist gave feedback to students and conducted to reflection in which students were able to criticize their own activity, and as in the previous activity, teacher and students developed ideas in order to guide students for further improvement.

Aspect	Evaluation	Observations
The student understands and identifies main ideas and implications of the source text ?		
The student ensures that pronunciation and use of stress and intonation maintain a reasonable level of intelligibility are helpful in emphasizing on key points?		
The student selects and presents relevant information to facilitate understanding ?		
The student adapts and adjusts information effectively to meet the needs and responses of the audience?		
The student is able to use ICTs in order to accomplish the activity?		
Overall Comments:		

Image: Developed rubric for Lesson 3& 4 assessment (Perez R. 2020)

4.14 Implementation of ICTs for lesson 3 & 4

ACTIVIDAD RECIENTE PANEL DE CURSOS

Publicar: Actualización Tarea Evento Más Más recientes ▾

Juan Pérez Rivero ▸ Lengua Adicional al Español 1 (Inglés 1): 1^A* 2019-2020

Actividades semana # 5

Buenas tardes estimados alumnos, deseo que se encuentren gozando de absoluta salud.

En el presente mensaje les adjunto las actividades correspondientes a esta semana:

Clase # 1,2 y 3 – Speaking and pronunciation:

Esta semana deberás de realizar las actividades solicitadas con cualquier libro, revista o recurso que tengas en inglés en casa, en caso que no cuentes con ninguno podrás utilizar tu libro de lectura "Got it 1", deberás de escoger dos párrafos a tu gusto y leerlo en voz alta, deberás grabarte en video o en nota de voz y enviarlo a tu docente para evaluar tus habilidades de pronunciación y comunicación, de igual manera deberás de tratar de decir en la misma nota o video en inglés, que fue lo mas que entendiste de la lectura con tus propias palabras o porque lo consideras importante para tu vida, tu video deberá de durar de 2 a 3 minutos.

Se trata de medir tu avance y de que manera se puede continuar trabajando para que mejores, en ningún momento se trata de juzgar si cometes errores, ¡ten confianza en ti y hazlo!

Actividades próximas Calendario

SÁBADO, 23 MAYO, 2020

Actividad semana 5 4

Aspect	Evaluation	Observations
The student understands and identifies main ideas and implications of the source text ?	10	The student selected an interesting text for presenting
The student ensures that pronunciation and use of stress and intonation maintain a reasonable level of intelligibility are helpful in emphasizing on key points?	8	The student can pay more attention on his own pronunciation, specially in vowels pronunciation
The student selects and presents relevant information to facilitate understanding ?	10	Student was able to express their own opinion facilitating understanding.
The student adapts and adjusts information effectively to meet the needs and responses of the audience?	10	Peers were engaged into the discussion
The student is able to use ICTs in order to accomplish the activity?	10	Student submitted the activity on time into the platform without hesitations
<p>Overall Comments:</p> <p>Dear Diego,</p> <p>Thank you for your presentation, your activity meets the overall requirements for the task, only pay attention in your own language production.</p> <p>Well done :-)</p>		

4.15 Final Products for Lesson 3 & 4



4.16 Conclusion about Chapter 4 and Summary video

During the class implementation, the author-researcher was able to identify how he could exploit ICTs and how he could take interculturality in consideration to improve the quality of his lesson.

The author has developed the following video in which you can watch a brief summary of the project including the class implementation and outcomes:

<https://youtu.be/k2e6k23QCio>

4.17 Video Description

In the following chart, the author has described the previously mentioned video in order to provide a guide for the reader answering the question, what the video is about?

Time	Description
0:00 – 1:00	In this part, the author introduces the observer and expresses the importance of the project guiding the reader into a sequence about how the video will be comprised.
1:00 – 2:13	The author has included theoretical context, about the project, he included information about ICTs, implementation on the lesson, Interculturality, how intercultural aspects take place in the classroom and the model of intercultural competence developed by Byram M (19977)
2:14 – 2:40	The observer will find the background of the research and the research questions the author stated in order to accomplish the project.
2:40 – 2:55	It has been included information about how the author has implemented the Model of intercultural competence in the project, the author included evidences about it
2:55 – 3:00	The author has included information about the social practice, communicative activities, goals and final products for the 4 lessons proposed on the project.
3:00- 4:15	Process and evidences for lessons 1 and 2
4:15: 4:40	Assessment tools for lessons 1 and 2 and evaluation of them
4:40- 7:50	Process and evidences for lessons 3 and 4
7:50 – 8:05	Assessment tools for lessons 3 and 4 and evaluation of them

8:05 – 8:55	The author stated outcomes of the research, conclusion and reflection about the project and the specialization.
8:55 – 9:15	Bibliography for the project.

Chapter 5. Experience Report

5.1 Introduction

In this chapter, the author-researcher will expose his own experience during this project, he will include how his expectations had been changed through the beginning of the project up to the end of it, he has also written the difficulties he found and chances in order to carry on the project.

5.2 Original idea of the project

In the beginning of this project, the author considered to develop the project in the nocturne context in which he is currently worked. He believed that he could find more intercultural aspects to include in the project, but he noticed that he did not have the opportunity to develop ICTs because the socio-cultural background of the students is very different, he intended to adapt the project but he found the first difficulty to run out the project.

5.3 Difficulties and odds for the project

As previously mentioned, SARS-COV-2 was the main issue for the accurate development of the project, as education started to be implemented on a distance way and the author was required to modify the whole plan but it provided an opportunity to include on a deeper way Interculturality and ICTs at the same time.

The author found difficult to get all students together at the same time. But he was required to engage students to participate into the class, as the situation was different for the general routine and he changed the way in which he report the official grade to the school authorities, all the students that were able to participate on the different online classes, they

received the maximum rate for the school and they also received a written distinction, that was an aware that encouraged the participation with their parents.

The author also sent an ethics statement in order to ask for permission to participate in the project, as students are young teenagers and they are less than eighteen years, the researcher was required to ask parents for the participation of the students in the project.

Ana Elizabeth De Alejandro García

para mí ▾

Buenas noches, disculpe la hora de contestar. Claro que sí puede usar los videos de Diego, semanas de clases.

Gracias por su tiempo.

atte.

Ana de Alejandro

Image: Authorization given by a parent

5.4 Outcomes of the Research

Answering the stated Research questions in the beginning of the project, the author found the following outcomes:

1. *What are my expectations when teaching a language skills lesson?*

Probably the author's expectations were higher because he believed that did students did not require a lot of support, but he did not considered at all that they were teenagers and they need scaffolding of the activities and support in order to accomplish the lesson objectives, the author also concluded that this project helped him to get strategies to engage students into the lesson because considering intercultural attitudes encourage students to participate into the class because they are open to listen and consider new opinions.

2. *How can I engage my students in the lessons following the National English Program?*

Students can be better engaged into the lessons adapting the contexts to their own interests, the author found that it is not necessary to change the National English Program, it is only required to be adapted in order to catch the attention of the students, he also found that students need free practice activities in order to develop autonomy feeling engaged in to the lessons.

3. *How can I implement the use of ICTs on the learning of my students?*

ICTs can be implemented in different ways and it is not necessary to include them in a complex way, with simple tools students can feel encouraged to participate in the English class, students liked the teacher's applications such as iDoceo or Team Members because they provide fun to the students, as teachers we are teaching new minds and we need to educate for improvement and openness for new technologies, also the implementation of a Learning Management System such as Schoology was relevant because students developed autonomy when they explored how to use or how to upload a homework, the video activity was meaningful because students learnt how to use a camera for an educational purpose-

4. *Why is important to develop productive and receptive skills on my students?*

It is important to develop all the second language skills because this is a language learning process and as in the students' mother tongue, they learnt how to speak, how to write, how to read and how to listen; in a second language this is the same because if a learner want to achieve a proficient second language level, they

need to consolidate all systems and skills, the four skills are equally important and as teachers we need to set objectives in which we can measure the students' progress and abilities using productive and receptive skills

5. *How can I promote interculturality on my lessons?*

Intercultural aspects can take place in each simple situation, it is related with the Affective Learning Hypothesis proposed by Krashen S. (1987) because if students are opened for new learning and new cultures, learning takes place in a better way.

It is not mandatory to develop complex lessons in order to include intercultural component in the lessons, simple lessons and simple questions can promote intercultural interaction among students, but it is mandatory to develop interesting lessons according to the students interests and it can be discovered implementing diagnostic tests and needs analysis questionnaires since the beginning of English Language courses

5.5 Further Action Plan for improvement and Professional Development

As the author is interested to continue developing in the professional and academic way, he considers he needs to continue identifying his own opportunity areas and creating action plans for further improvement, the next academic step is studying a PhD but he believes that he needs to continue developing lessons in which intercultural competent takes place.

He also considers he needs to continue working with Discourse Analysis. He needs to look for further strategies for understanding it and ways for implementing not only in his

own classroom, also in his own language production, and he considers a good way to improve this aspect can be reading what other authors have said about the topic.

Linguistics has been one amazing science to be studied but he has to improve his own understanding about some concepts and their applications, especially on pragmatics and genre analysis. He needs to continue working and developing strategies to be understood by himself and how to apply them in his second language classroom.

He also considers that he can get a better understanding of the Second Language Acquisition theories and hypothesis, getting a deeper study about them, he considers he can develop interesting lessons for the students in order to be engaged in the language classroom.

The author believes that learning new language theories can be helpful to increase learner's autonomy and understanding into the lessons. He wants to implement new language tendencies such as "Corpus" in order to engage students in a different way.

Final Conclusion

The teacher-researcher learnt through this project that students learnt on a better way using Information and Communication Technologies; they feel better engaged discovering and learning using them, and they look for solutions in order to submit the activities. Also, he discovered that intercultural aspects promote a positive interaction among students because they show respect when comparing their opinions. Talking about methodology, the teacher discovered that Task-Based Learning provides enough autonomy to the students in order to develop their activities, TBL fits in a public secondary context, because learners develop autonomy to choose and develop their activities.

Through this Specialization, the teacher has received a lot of input about traditional and new approaches to teaching, he received valuable tools for research, experimenting and being able to reflect in his own teaching practice, he also received strategies to improve his teaching practice. As teachers, we are required to promote cultural competence and the use of ICTs among learners, it is our obligation, during this specialization he learnt how the Byram M. (2008) models can provide effective support in order to create Intercultural Communicative competence and how ICTs can be implemented. He considers relevant to create opportunities to the students to discover new cultures that they can find in their own classroom, before the implemented lesson, some of my students did not know how they can use internet since their cellphones or how they can do the homework using the internet, it is also important to develop intrapersonal skills in the students in order to help them to contribute feeling curiosity to discover new cultural aspects, the teaching philosophy of the teacher researcher changed during the specialization, because he was able to consolidate and implement important language teaching concepts such as interculturality, or he also developed strategies to implement different ICTs in order to teach Language skills, but always following accepted international methods and approaches.

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Appendix 1. Lesson Plan

Teacher's Name	Juan José Pérez Rivero García Sedano
Educational Stage	1st. Secondary grade
School	"Josefa Ortiz de Domínguez "

CONTEXT:

"Reading Classical Tales"

Learning Objectives:

- Learners will be better able to select and review classic tales.
- Learners will understand general sense and main ideas.
- Learners will compare variants of pronunciation and writing.
- Learners will be better able express key events orally.
- Learners will rewrite key events.

Communicative Skills Considered:

Speaking – Writing – Reading- Listening

Communicative Activity and Social Learning Environment:

Interchanges about their own experiences.

Literature.

Main Grammar Structure and Functions:

Simple Past & Simple Present.

Students express their opinions.

Rationale for the Lesson:

The author has chosen this lesson in order to continue working with the National English Program providing distance learning for the students.

In addition, he has taken in consideration ICTs resources and the interculturality aspects that he found in the classroom. He has also used the Task-Based Learning in order to monitor only the students' progress and their curiosity and openness for new cultural context.

Hours of the plan implementation and number of sessions:

Preparation:

4 hours.

2 sessions of two hours.

Production:

1 hour for presenting.

1 session of one hour.

Materials for the lesson:

Computer, notebook, colors, printer, applications according the student's creativity.

EEAILE Tutor:

Gernot Rudolf Potengowki

Sequence

STAGE AND OBJECTIVES	TIME	INT’R	PROCEDURE TEACHER AND STUDENT ACTIVITY	Lesson
<p>Activation (before the Lesson).</p> <p>To set objectives about the lesson.</p>	N/A	N/A	<p>T prepares an online session using ZOOM or Vedamo.</p> <p>T plans and adapts the following video to be projected in the learning management system: https://youtu.be/DdARMY2LHU8</p>	00
<p>Lead – in</p> <p>To familiarize students with the content of the lesson.</p>	15 min.	Group work	<p>T welcomes students to the class.</p> <p>T creates the context of the lesson asking SS: “Have you read Classic Literature?” “Which is your favorite reading genre?” OCFB</p>	01
<p>Setting the objectives.</p> <p>SS will be familiarized with the objectives of the lesson.</p>	15 min.	<p>Individual work</p> <p>Group work</p>	<p>T shares in the screen the learning purposes and SS copy them on their notebook.</p> <p>SS read the purposes and will discuss with the teacher. OCFB</p>	01

STAGE AND OBJECTIVES	TIME	INT'R	PROCEDURE TEACHER AND STUDENT ACTIVITY			Lesson
Pre teaching Lexis	20 min.	Individual Work	T shares in the screen the following table, and SS copy and answer on their notebook			01
			English	Spanish	Picture	
			Literature Allusion Onomatopoeia Poetry Protagonist Culture Book Tale	Literatura Alusión Onomatopeya Poesía Protagonista Cultura Libro Cuento		
			<p>T clarificates the new lexis focusing meaning and pronunciation.</p> <p>T shows digital flashcards to reinforce vocabulary.</p> <p>T elicits pronunciation drills.</p> <p>T asks SS to describe the characters of their favorite tale.</p> <p>OCFB</p>			

Listening activity. To develop listening skills on SS.	15 min.	Group work	T shares in the screen the following video: https://youtu.be/DdARMY2LHU8 LISTENING T ask SS for their opinions and examples about the importance of literature in daily life. OCFB. SPEAKING	02
Grammar / Productive skills. To familiarize students in the learning of necessary grammar for the final product.	40 min. 20 min.	T < SS	T explains the grammar topic. He focuses on meaning, form and pronunciation. T sets the 1 st activity using Team Members App. SS are required to read individual and discuss their favorite book in group. SS need to create a story book summarizing the main points of the chosen book. SS use another session to discuss individual and T monitors. WRITING – READING OCFB	02

Speaking To engage students to participate in the class.	20 min.	T<SS	T introduces the class using his favorite book. T develops a discussion in which students are able to participate and expressing their opinions. OCFB	03
	25 min.	T>SS	T asks SS if they have ever read “The Little Prince” and opens a discussion about intercultural aspects. T sets the product for this lesson and provides opportunity for develop the product for lesson 4.	03

Speaking / Reading To develop the product for this lesson.	40 min.	SS - Individual Task Based	SS are required to read a paragraph of their favorite book and expressing their opinion (why the text is relevant). SS need to record a video and submit into the platform. OCFB	04
Consolidation class	50 min.	Group work	SS and T discuss the final products expressing their intercultural point of view. OCFB T and SS provide feedback and conduct to overall reflection. Wrap of for the lessons.	04

Intercultural Competent:

Students are able to express their opinion about their favorite books and the other students are opened to listen different ideas and experiences of their peers.

Evaluation:

In the two couples of lessons, students are evaluated with a rubric and also with a self-reflection questionnaire in which they can express their personal opinion. For these lessons, feedback is provided by teacher and peers, always feedback conducts to reflection.

Conclusion:

The conclusion is divided among content, language and intercultural aspects. Students will develop the conclusion by themselves because they express what have they learnt through the lessons. And also, they develop a plan for further improvement.

Follow up activities:


After teacher moderates the activities, students can find the activities into the platform in order to invite students to continue checking and improving their knowledge.

Materials for the lesson

☰ YouTube^{MX} 🔍


Definition of Literature

Literature represents the culture and tradition of a language or a people. The concept is difficult to precisely define, though many have tried; it's clear that the accepted definition of literature is constantly changing and evolving.



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