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PROPUESTA DE INTERVENCIÓN EDUCATIVA:

IMPLEMENTANDO UN ENFOQUE INTERCULTURAL EN LAS CLASES DE ESL COMO UN COMPLEMENTO DE PRÁCTICAS COMUNICATIVAS:

Uso de las TIC para estudiantes de inglés de secundaria.

TRABAJO RECEPCIONAL

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

PRESENTA:

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Ciudad de México, a 9 de junio del 2019

SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

FINAL PROJECT

IMPLEMENTING AN INTERCULTURAL APPROACH INTO ESL CLASSES AS A COMPLEMENT OF COMMUNICATIVE PRACTICES:

Using ICT for High School English students.

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CONTENT

INTRODUCTION

Learning another language is not only learning different words for the same things, but learning another way to think about things.

Flora Lewis-.

As a teacher I have always considered important to reflect on is the development of the professional practice we perform. On one hand, the role that the professor plays in the classroom, on the other hand the important that being prepare to answer the questions of the students, although most of the times the profession of teachers is considered difficult, poorly paid and demanding.

It is possible to say that I am continue and still learning, considering the important role that we play at the moment of work whit students, as professor it is almost mandatory to be prepare, and nowadays it is not just about understand technology or the students' needs, work as a teacher is meaning of having every day the opportunity of change lives.

Along this document you will find the process of the work developed during the last month with teenager students, who attend English classes three times to week in a public secondary school called "Repùblica de Paraguay" Nº 78.

It is important to mention as a brief background, that the project was already planned to implement with only one group from the four with that I work but only in the beginning, after that I considered applying in all my groups and I began considering the incorporation of the intercultural competence into the English Language Classroom, as a part of something really important to understand the relevance of learning and openness to new cultures.

Under this idea, I propose to "Understand Culture" around English speaking countries, framing a project called " Culture around the world." centering the attention to different topics as food, traditions, music, celebrations, etc. with the purpose of provide a general idea of the differences and similarities of countries as United States and Mexico, in addition to promoting in the students the interest for their own culture and the others, with this creating a respect and learning atmosphere and also, to point out the importance of teaching culture as an integrative part of EFL.

An extra consideration was the use of technology; nowadays this factor takes presence at the moment of teaching, on one hand as a part of the globalization, and on the other as the process of learning that students demand to being competent for life.

Chapter 1, is divided into two different sections, the first one is related to the statement of my teaching philosophy and identity, considering the understanding that I take during module 1. The second section considers the theoretical foundations, principles, hypothesis, approaches, methods, techniques that are part of my teaching style; I take into account for this part to organize them according to the skills that the lesson plan includes.

In chapter 2 it is mentioned the methodology and practice developed along the project, starting whit the lesson plan adapted to context and needs presented. The lesson plan already includes a detailed description and an analysis of the procedure of the learning activities, mentioning what the students and the teacher will be doing, as well as the expected outcomes on processes and attitudes. Also evidences of the procedures, the materials and resources for learning, and the assessment tools for the activities.

Chapter 3 is related to an experience report in which I reflect and analyze the results carried out with the activities contrasted with the expected outcomes.

As a teacher it is important to mention "responsibility" at the moment of planning a meaningful lesson, as a professional it's not only about work with learners, it is about understand that they are humans that deserve not only a simple class, it is to be empathic at the moment to considering a teacher as a student, interchanging the roles, it is possible to say that probably following that role the teacher can understand the student and vice versa, obtaining a comprehension.

1.1   Identity and teaching philosophy

I believe that the role of a teacher should be based on a commitment with education, we know that time has changed and nowadays we pay more attention to the difficulties instead of thinking about what we can do in order to attend the diversity, when I look to myself I definitely want to find solutions instead of problems. We must be act as guides and facilitators, not as defenders of a methodology, or technique in which if it does not fit the students, they are not able to learn anything.

Something I have learned throughout my career as a teacher is that there are always things to know, without a doubt each and every one of the contexts in which I have worked have different, private and public schools totally opposed and in which the ways of facing are essential to mark an alternative to the challenges that arise.

In spite of this, student's role is changing, in order to function not just as a receiver of information, but as a transforming agent, by understanding that in their hands they can have as many solutions as they want, and not just one because that is the teacher said; They must be able to develop many options.

Then, this commitment and responsibility is understood as the respect towards the work of the other and with the students in the sense of looking for alternatives for the different styles of learning that they present, under this same idea there is talk of meeting the educational needs of each one, so to feedback that allows to identify both what they are learning and those areas of opportunity that require work.

I consider myself a responsible teacher, I like to give myself the opportunity to plan the sessions that I develop in the classroom, I try to incorporate dynamic activities in order to attend the characteristics of the students I work with, throughout my professional practice.

I have realized that I just do not have the same learning style, I do not know how to teach the same way successful, because it is necessary to consider multiplicity of variables. I enjoy my time inside the sessions, since I know that it is a moment in which I am contributing to the development of other people and in which I like to offer not only a good experience but also a moment of learning in a respectful atmosphere.

Making a self-reflection about my teaching practice could say that I have no preference for using a particular method or technique, I believe that if they had not been tested in other times the number of people who speak English would not be the same, they have simply responded to contexts and under different research, making English an international language.

Ludwig Wittgenstein said "The limits of my language means the limits of my world."

It is said that language is a human need, since the beginning of the times the human beings try to generate interactions to understand different points of view. According to (R. Hickey) the purpose of language is primarily functional, language is used to convey information or to express emotions, for example, but there is a strong social component to language as well. It is used to maintain social relations and to identify with a certain section of society.

As a need the language in a global society nowadays represents a constant in which it is important to be prepared to promote and collaborate by networks. The world is changing but in general the language it is the same, by understanding that it is necessary to generate a common agreement in the models and process looking for can be achieved.

As a teacher I have always considered important to reflect on is the development of the professional practice we perform. On one hand, to be part of different courses, workshops and even in this specialization it make me appreciate the role that the professor plays in the classroom, not only as a facilitator, but also as a guide in the sessions, rather than playing the main role in a show, and with this what I want to say is that undoubtedly the times have changed and we have gone from being the ones who showed up in class to give students the opportunity to experiment with the knowledge acquired and therefore appropriate it.

On the other hand, as a teacher, I have realized the big responsibility of forming students who can later become Engineers, Doctors and why not also Teachers. It is not just about giving a good impression, I think without any doubt that part of the philosophy that characterizes me as a teacher, is the commitment to educate and provide students a good learning experience.

We are people that time and experiences have formed, I can not say that as student I always had good experiences, but I can tell that I had teachers who left a deep impression and shaped in me the desire to become a Teacher one day, following their steps.

A teacher that I met in the Escuela Normal Superior named Mr. Enrique Chombo once told me that "when you decide to become a teacher, there may be different reasons why such an important decision changes your life, some perhaps are found in your family, of people who also dedicated to teaching, others who perhaps did not have an option as in the case of teachers whom I have worked with and others, like in my case, that when we were younger we had an experience through which the learning we acquired was so significant that we wanted to become teachers, looking for improvement in each one of the steps we take in order to be as good as our former teachers, and leaving in our students experiences as good as those they left in us.

I cannot tell for sure that these classes made me decide about becoming a teacher, but were experiences that undoubtedly built up ideas in me about how I would I want my classes to be like if I were a Teacher.

I started studying English since I was in Preschool, there was a short period of time in which English did not have great relevance, it was during Secondary School and High School when I started again to study English as I have already mentioned in my first experiences with the language.

There was a lapse in my life in which many things were adapted, so I began to take classes in a more seriously way at CELEX, in this courses I had experiences in which the use of English was more than necessary. After two years of studying English in the CELEX, I took a private course with an American native teacher in order to improve my language level, after that I had the chance to studied the bachelor degree at Escuela Normal Superior de Mexico called "Licenciatura en Educacion Basica con especialidad en Inglès" where I formed as an English teacher.

Something that is important to mention and that was very relevant for me since it made me realize consciously that I was passionate about teaching, is that during the bachelor degree, from the second semester, we did teaching practices in Secondary schools in the city of Mexico, which allowed me to be in contact with the educational realities but above all this allowed me to get to know myself and start building myself as a teacher.

Just after finishing the bachelor degree, I received a job opportunity at CELEX and then I did the SEP opposition exam and I became an English teacher in a public secondary school.

I have always believed that as a teacher it is necessary to be in a constant professional development, updating our skills, is always necessary as well as having an opened mind to changes, John Cotton Danna states that: "Who dares to teach must never cease to learn", after concluding the Bachelor of Secondary Education and having already working with teachers; it was necessary to take different English courses, achieving different certifications including TKT 1,2,3 and YL & KAL, CENNI and the Cambridge FCE, I have attended to various courses and seminars offered by different publishers and twice, I have had the opportunity to participate in workshops in MEXTESOL, Rassias® Method and in American School Foundation, undoubtedly more than ever it is necessary to be updated and give ourselves the opportunity to continue learning about new technologies and resources that can support our teaching practice.

Talking specifically about teaching, I started not so many years ago in August 2014, I started to work in CELEX courses six months before I had presented my knowledge test to accredit the Degree in Secondary Education, and two months later I knew of having accredited it, with a job proposal where I was required to start working immediately at the SEP.

In summary, Clay Patrick Bedford once said: "You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives". My enthusiasm and confidence encourages students to continue this exciting journey, to expand their horizons and strive for greater achievements.

Students learn foreign languages for many reasons; nevertheless, the ultimate goal of learning is to be able to use a foreign language either in the everyday communication or in particular life aspects.

I focus to select communicative activities or design them myself to ensure that every new language form or function is easily transferred from the classroom to the outside world. My lessons incorporate different types of activities introduced in logical sequence.

Whenever my students learn something new I stress how much they have achieved so far rather. During my teaching experience I have observed that a confident learner progresses more quickly than a discouraged one.

As an ESL teacher I am always interested in the new methods and technological innovations because I search for new ways to facilitate the learning process.

I stimulate the learners' interest by introducing activities that appeal to their personalities and backgrounds; I often raise a topic of general interest to address their intrinsic motivation.

I think that my way of teaching is positive and encouraging, something that I use to do is put myself in a students' position and review each activity from their point of view, the reason is that English is my second language and my personal learning experience helps me to anticipate the troubles.

To be an English teacher has provided me the opportunities for my professional and personal growth. I teach and learn at the same time, whenever I prepare a lesson, I have a chance to perfect my knowledge and my students teach me lessons like cultural differences, psychological issues, cognitive barriers, interpersonal communication, etc.

I believe that learning is more than acquiring new knowledge; it changes your inner and outer world and as one Chinese proverb says: "Learning is a treasure that will follow its owner everywhere".

1.2 Theoretical Foundations

All teaching practices are different according to the management developed by the teacher, during my four years of teaching experience, I could realize that despite being in the XXI century the theories about language acquisition have not been modified and to a certain point we continue to rely on Krashen and grammar translation to mention some. With this, I would like to point out that although it is evident that we have not innovated in terms of theories, the guidelines that we as teachers chose when teaching a session have.

Within the sessions that we developed with the students, today we have an opening that did not exist years ago at the time of teaching.

From the analysis of the sessions that I impart to my students I could notice that to a greater or lesser degree I make use of different theories, methods and approaches that allow me to focus on the development and acquisition of language.

Talking about language it is possible to find may perspectives, but specifically to language learning and language teaching it is important to pay attention to the two most important participants: student and teacher. In my personal point of view, it is really important to take into consideration models of teaching as the experiential learning model, or the communicative approach
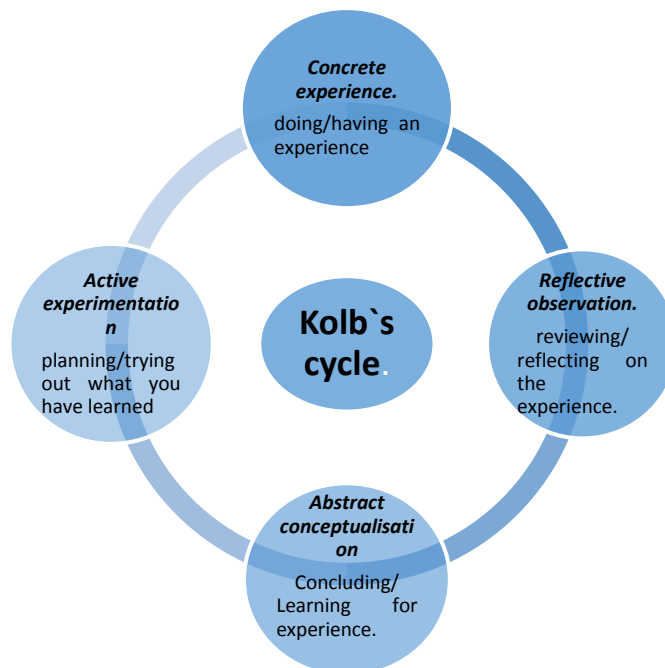
Experiential Learning Model. (2018)

In order to talk about the Experiential Learning Model, it is necessary to mention that it is based on Constructivist and Sociocultural principles:

- Inspired by the work of psychologist Lev Vygotsky.

- Theory of learning and human development.

- Languages are learned as a result of interactions between social and cognitive factors.

- Looks at how the environment and the mind interact to shape language development.

- Include concepts as cooperative learning, construction of meaning and sociocultural variables.

Proposed by Kolb, (1984) this model use four stages:

1.	Concrete experience. Where the learners get involved in a participatory activity.

2.	Reflective observation. -Reflection thought observation of the principal activities.

3.	Abstract Conceptualization. Concrete experience to make generalization, which means, students are able to use in other circumstances. Learner's use one may logically extract and specific rules. Kolb define this stage as prehension.

4.	Active Experimentation. In this stage occurs the plan of concrete experience.

Concrete experience.
doing/having an experience

Active experimentation
planning/trying out what you have learned

Kolb`s cycle.

Reflective observation.
reviewing/ reflecting on the experience.

Abstract conceptualisation
Concluding/ Learning for experience.

The concrete experience and abstract conceptualization stages are prehension activities, and, reflective observation and active experimentation are transformation activities.

The experiential learning model is based on the human development and the constructivist orientation; the role of the teacher consists in leading students through the four stages

Specifically, it is possible to observe a sequence of continuity in the activities that arise during the sessions in order to follow a clear process, in which students are able to build their knowledge based on interaction with their peers.

Communicative Approach

Finally, regarding to the theoretical basis on which my teaching practice is based, I will write about the communicative approach, without any doubt it is a key part in which I base my sessions on, and is founded on two principles:

The Communicative View of Language, SIL International (1999.)

- The semantic and communicative elements of language are emphasized more than the grammatical characteristics, although these are also included.

- The target of language learning is to learn to express communication functions and categories of meaning.

The Interactional View of Language, SIL International (1999.)

- Sees language primarily as the means for establishing and maintaining interpersonal relationships and for performing social transactions between individuals.

- The target of language learning in the interactional view is learning to initiate and maintain conversations with other people.

Also Nunan (1991, págs. 279-295)emphasized five points that in my personal point of view base the sessions that I carry out.

1. An emphasis on learning to communicate through interaction in the target language.

2. The use of authentic texts in the learning situation.

3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.

4. An enhancement of the learner's own personal experiences as important elements that contribute to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.
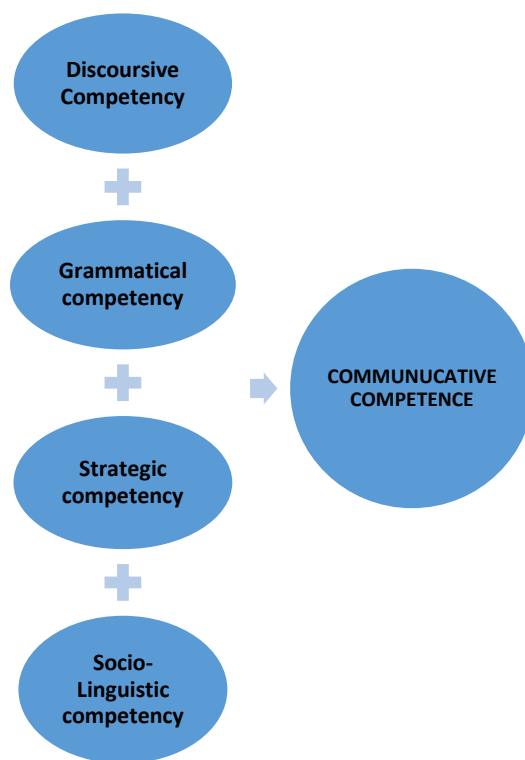
Undoubtedly, having knowledge about the different theories, methods and approaches gives you as a teacher the opportunity to extend actions that you apply to the class sessions that you teach, but also the experiences that you acquire along your practice as a teacher, personally I think that sometimes the theory is far from the reality inside the classrooms, it is possible to dominate theories by memory and when applying find situations that were not previously counted for its development.

A good teacher does have knowledge to help solving situations but also having empathy with the students to respond to the needs that each one has, without any doubt the realities that we live inside the classrooms are not based on what the theories present, it could be said that it depends on the answers we are capable to generate.

1.2.1. READING

I decide to start with reading, in order to talk about this specific skill, it is necessary to consider the interactive reading model that recognizes the interaction of bottom up and top-down processes simultaneously throughout the reading process. It attempts to take into account the strong points of both processes. (Amstutz, 2018)

- Bottom Up: Is the piecing together of smaller elements of language. These elements include graphemes (the letters), grapheme-phonetic (letter-to-sound) relationships, phonemes, syllabic structures, morphemes (prefixes, roots, suffixes), words, and sentences. (Dechant, 1991)

- Top Down: consists essentially of moving from overall general meaning down to examining the written code. This model suggests that processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. (A.U. Chamot, 1994) .

- The combination of both, bottom up and top down processes provides an opportunity to focus on the real motivation that a students has to read, for the readers under this sense is going to be easy to retain the information if they have an interest in what they are reading (Ruddell, 1994).

Also it is important to consider schema that is knowledge about the topic that individuals have already acquired through various experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text. In the literature, a

distinction is made between three types of schema knowledge. (Schema Theory, s.f.)

- Content schema, refers to previous general knowledge we have about a particular topic. (Content Schema, s.f.)
- Formal schema or rhetorical patterns on the other hand, refer to the knowledge we have about the different organizations of text (Meyer, 1975).
- Linguistic schema refers to the linguistic information we have stored in our mind in order to decode words and their meanings (Singhal, 1998).

1.2.2. WRITING

For writing according to (Hyland K. C., 2002) an expert on L2 writing defines it as "the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse", also suggests considering the following six approaches at the moment of teaching writing.

- Language structures: Refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. (Hyland K. C., 2002)

- Discursive structures: Each genre has its way of organizing its ideas, in line with its communicative function, such an encyclopedia, a business letter, a song, a Twitter message, etc. Longer texts need to be divided up into smaller parts to be manageable for readers. (Hyland K. C., 2002)

- Creative expression: Writing can be transformed into a process of self-discovery and a way of sharing personal meaning. Students can express personal experiences and opinions without pressure to follow the rigid practice of a more form-oriented approach (Hyland K. C., 2002)

- Writing processes: A priority of teachers is to develop their students' ability to reflect on the strategies they use to write (metacognitive awareness) (Hyland K. C., 2002)

- Content: Writing activities are often organized around social issues which students know something about; also they can select their own topics to write about, but it is important to considered that the materials and activities should be adapted to students according to the different proficiency levels by varying the amount of information provided or required.

- Genre and contexts of writing: Genres can be such text types as jokes, anecdotes, advertisements, biographies, menus, tickets, prescriptions, poems, songs, etc. (Hyland K. C., 2002).

1.2.3. LISTENING

For listening the theories I considered are basically the next three (Kolker, 2008):
- The Input Hypothesis, Natural Approach and Total Physical Response: This methodologies view listening comprehension as key to acquiring a second language. By providing a listening input that is appropriate and ensuring that this input is comprehensible.
- Attention Theory: Uses consciousness-raising activities to increase learner awareness of grammatical structures when they listen.
- Conversation Theory: Emphasizes the importance of second language listening since it is not possible to fully participate in a conversation, also take advantage of conversational feedback without understanding what your classmate is saying.

1.2.4. SPEAKING

Finally talking about the speaking lesson, during module two we were asked to think about integrated skills. While I am reflecting on my own practice I discover that speaking as a skill is integrated in every lesson, probably not as the main aim of the lesson, but as a link to understand the rest of the skills.

Most of the times teachers use oral language to communicate with the students, even at the very beginning they are not able to communicate with us they have an interaction with the language, and as a part of this reflection we need to understand that we are providing them with an opportunity to comprehend and connect ideas.

On one hand some technique that are used at the moment of teaching speaking are called manipulative, and include choral repetition, cued substitution drills, dictation, and reading aloud. On the other hand we have activities that allow for open-ended, unpredictable responses, these activities include brainstorming, storytelling, role-plays, and so on (The Controlled-Free Practice Cline, s.f.)

There are divided opinions about the use of the manipulative techniques because some professionals feel that this kind of activities are mechanical, in my experience it is going to depend on what you are focusing the lesson and the style you use for your class, there are not good or wrong practices, we have a variety of them and students could fit to them or not.

1.2.5. Intercultural Competence.

In the 21st century, with the development of global economy, people are becoming increasingly interconnected with the whole world, and need to understand the people whose background is quite different from their own. To communicate effectively with people from different cultures needs to cultivate people's intercultural communication competence.

The lack of intercultural awareness is a common problem in the cultivation of intercultural communication competence, which would lead to misunderstandings of other cultures. Thus the intercultural activities in the English class is very important for students is to improve their intercultural awareness and cultivate their intercultural communication competence in language learning.

As English has become an international or global language, it is often referred to as a lingua franca. A lingua franca has been defined as "a language that is used primarily for communication purposes.

In fact, intercultural competence is quite different from communicative competence. Communicative competence involves two cultures: your own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts.

It will be recovering concepts as linguistic, grammatical, communicative and intercultural competences, and also I will be considering them together as a whole.
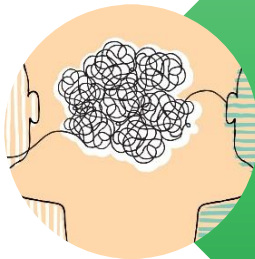
Linguistic Competence

Porposed by Noam Chomsky in 1965, it refers to the linguistic knowledge possessed by native speakers of a language. Chomsky was referring to knowledge of language, not language in use.

Grammatical Competence

Often refers to knowing the grammar of a language but notknowing the social context or when to use particular words or structures.

Communicative Competence

Dell Hyme's (1971), asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately, refers to both verbal and nonverbal communication.

Involves two cultures: your own and the one you are learning (the target language culture).
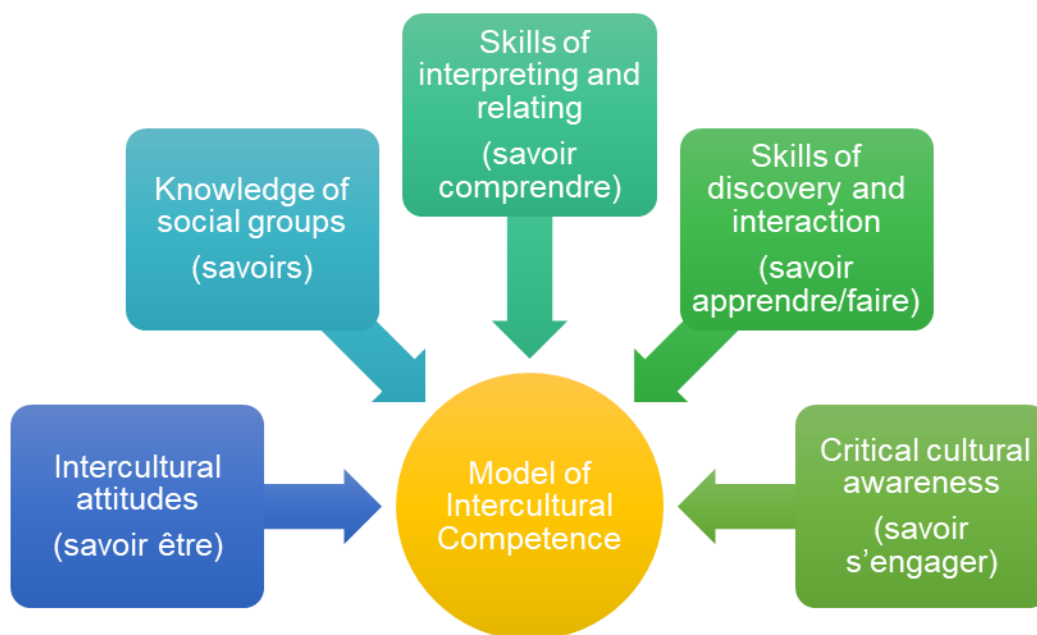
Intercultural Competence

Is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts. (Spencer-Oatey, 2009)

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http://eeaile.cealupn.net/mod/scorm/player.php

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In order to have a deeper understanding of the intercultural competence it is important to include the next aspects into consideration.

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http://eeaile.cealupn.net/mod/scorm/player.php

An example of the intercultural competence, could be find during our classes, taking into account that we are promoting learning that engages students into a different culture of the one that they have been growing up.

At the moment of my teaching practice I try to motivate students in a positive way, the intercultural competence consider attitudes, encourage curiosity and openness at the moment of being in touch with a different culture, this is important because we are going to receive external impulses, probably not all of them are going to be about the things that students like, then, most of the times we need to be open to new ideas and different perspectives, understanding that there are a variety of cultures in which is possible to find another kind of wealth.

Inside language classrooms most of the time as a teacher I conscious about the differences of my students, even living in the same country we have a variety of thoughts that deserve respect. It is said that "language teachers need to be able to adapt their roles and responsibilities to the new requirements" (Garrido, 2006), the world it is in a continuous change, in language teaching as a teacher I understood the importance on being competence in innovation in order that students have the necessary skills to exploit their abilities, needs, interests, challenges, and skills in the field of learning culture and in the acquisition of intercultural competence.

In the classroom where there is no apparent cultural diversity, we will find students who will bring up their own cultural paradigms and background that is different from their peers, and this might be remarkable not only in how they picture their lives, but also in their L2 learning. (Multiple Roles of the Intercultural Language Teacher, s.f.)

Something true is that as a teacher I am not only a guide, but also a facilitator where I try to act as:

mediator

etnographer and researcher

agent of change

learner

mentor

I have to set the conditions for negotiating meaning, attitudes, and classroom interchange with the students and with the context that is set in activities. (Multiple Roles of the Intercultural Language Teacher, s.f.) with frequency I pay attention

to the topics provided by the syllabus, and when I am planning I contemplate the needs and likes of my students, in that way I create meaningful situations that help students to gent engage with the topic

As an ethnographer and researcher teacher should encourage knowing the students' needs, cultural, and economic backgrounds, and personal worldviews in order to inductively link their present knowledge to the new knowledge. (Multiple Roles of the Intercultural Language Teacher, s.f.) In class I consider important to provide students with different activities that motivate in them a deep desire for learning, in that way also I incorporate the use of different skills that make them able to use the new knowledge through their contexts in real life.

Referring to the teacher as an agent of change we facilitate student learning by giving input to "understand the world and to communicate across linguistic and cultural boundaries and to play an active role at many levels in the world." (M. Kelly, 2002). Also I understand this role a one of the most important because I am responsible of the learnings that students are taking and as a role model, it is mention by   that teachers who see themselves as agents of change are also culturally responsive teachers fostering "construction of knowledge, building on students' personal and cultural strengths, helping students examine the curriculum from multiple perspectives, using varied assessment practices that promote learning, and making the culture of the classroom inclusive of all students". (Lucas, 2002)

As learner, from my personal point of view I resume this role with a quote from John Cotton Dana: "Who dares to teach must never cease to learn." Part of our life it is continuous preparation, certification and assessment that provide us with a clear idea of what it is mandatory to improve. We are learners for life.

And I agree with the idea of (P.Franklin, 2009) that in an intercultural class, a teacher can become a learner by realizing how students develop cultural awareness through a variety of activities, projects, and tasks. Students and teachers-as-learners "can also develop their cultural awareness through cultural connotations of vocabulary which may draw different pictures for people from

different cultures", we prepare learners for life and to use the tools learned in real contexts.

Finally talking about teacher as a mentor it includes a deep understanding as real leaders. For this idea I like to present an example of what I conceive, for the last 3 years I have been a mentor of some students that come from United States to get in the secondary school where I work and at the same time I am the mentor of a specific group that have some academics and behavior troubles.

From my personal vision, it gives to the opportunity that I have to present no only the diversity of the place I am living, also the opportunity to build up confidence and acceptance by promoting a positive environment for intercultural classes, by providing opportunities to prepare and develop lesson plans related to cultural awareness using a variety of strategies and authentic materials, because even I am not with them in the classrooms they are in touch with Mexican students that have the opportunity to being in touch with a totally different culture, functioning as a chain and a good example of acceptance and role model.

1.2.6. Technology in the classroom.

As a teacher I consider the importance to recognize the use of existing theories by making them present during the sessions we develop, since they are the basis that support the practice, the use of language and materials that help the students learn is undeniable a constant that is necessary to maintain in order to support the learning of students, but in the analysis of practice is necessary to incorporate elements that meet their needs, either by adding techniques that we had not considered or elements such as the use of technologies which did not exist years ago, but that currently provide additional support to what we do.

Personally, I believe that we are in a world that changes in a very fast way and in multiple contexts, including education, traditional methods are undoubtedly helpful and provide us with a very clear idea of how languages have been taught throughout of time, the truth is also that these methods have not innovated, which is why they are still used, but teaching has also begun to move towards areas that perhaps we never imagined for example online education, being necessary to update ourselves in it, facing the challenge that this implies.

The specific moment to prepare materials, my classes make me recognize the importance of the use of the technology, that it is related to the next point, but also as a part of my reflection about my teaching practice, answering with responsibility commitment about the learning process in our students.

For the lessons, I choosed to work with two different apps, the first one is call it out Prezi, is a web-based tool for creating presentations, the second one called Plickers a simple tool that collect information in real–time, YouTube is a website designed for sharing video, Padlet is a simple way to create a collaborative online slate, Google Classroom is a free collaboration tool for teachers and students, and Kahoot! is a free platform that allows the creation of evaluation questionnaires, a tool by which the teacher creates contests in the classroom to learn or reinforce learning and where the students are the contestants. (Kahoot, s.f.)

Without a doubt, implementing technology in the classroom represented a great challenge for me, because in the public school where I work, sometimes the spaces are not available to be able to include them efficiently, however in my desire to propose the use of these I took to look for the suitable technologies and to show that you can make use of these technologies.

Chapter 2 Methodology and Practice.

2.1 Lesson Plan, Applications and Procedures.

As a teacher I consider the importance to recognize the use of existing theories by making them present during the sessions we develop, since they are the basis that support the practice, the use of language and materials that help the students learn is undeniable a constant that is necessary to maintain in order to support the learning of students, but in the analysis of practice is necessary to incorporate elements that meet their needs, either by adding techniques that we had not considered or elements such as the use of technologies which did not exist years ago, but that currently provide additional support to what we do.

Personally, I believe that we are in a world that changes in a very fast way and in multiple contexts, including education, traditional methods are undoubtedly helpful and provide us with a very clear idea of how languages have been taught throughout of time, the truth is also that these methods have not innovated, which is why they are still used, but teaching has also begun to move towards areas that perhaps we never imagined for example online education, being necessary to update ourselves in it, facing the challenge that this implies

During the activities proposed I try to vary every session with the idea providing students with a lot of situations that probably they are going to face the real world, probably it looks like a fairy tale, but also it is possible to provide meaningful experiences in which the learners feel motivate to learn more about.

I consider that as a part of a reflective practice, as guides we should be honest, because there are not perfect practices. As a teacher we have to learn from the steps we take every class, and if the activities were working that would be great, the question is that if we are able to do good practices every day.

Place & Date: _____ Mexico City May 2019 _____

1. Lesson plan identification cell.	
Author	Itzel Alejandra Solis Estrada
Educational Stage	Secondary school- Basic Level
Title of your Lesson Plan	Culture around the world.
Learning Objective of the Plan Competency Intercultural Competency Vocabulary	Learning Objective: Strengthen the student's listening, reading, writing and speaking skills, trough short literary essays in order to compare cultural aspects form English Speaking countries and Mexico. Competency: Understand and express differences and similarities between cultural aspects from Mexico and English speaking countries. Intercultural Competency: To familiarize students with the culture of different English Speaking Language Countries. Vocabulary: adjectives describing places, features of a town, city, food & drinks, food preparation, adjectives describing food, famous people, types of holidays.
Communicative Skill Considered	Listening / Speaking / Reading / Writing

State of the Following Options	New topic- Recycle some topics.
Functions	To check short literary essays To understand the general meaning, main ideas and some details. To describe and compare cultural aspects.
Main Grammar Structure	Verb tenses: progressive forms, past, and present.
Other Grammar Structures	Adjectives, adverbs and nouns.
Brief Description of the Plan	In order to cover one of the favorite topics of the students and link it to the intercultural competence, I decided to create an experience in which the students, through videos, apps and interactive, know different English speaking countries and recognize our Mexican culture.
Hours of the plan implementation	6 hours
Number of sessions	5 sessions of 50 min, 1 extra session to a final presentation.
Contents required for the lesson	Readings / Videos / Presentations / Interactive
Link of the content	https://drive.google.com/drive/u/1/folders/1XfPgtAe95vHImlrCQyxkZd34Q8qkQNVK
You Tube video:	https://youtu.be/KnbASMEXx7o
EEAILE tutor on line	Gernot Rudolf Potengowski

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2. Introduction to the Lesson.

|Specific Intercultural Objective: Generate in the students the interest in English Speaking Countries, from the use of technologies that allow their contextualization and contrast with their native city.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	The first day of the lesson, T, writes on the board date, topic and purpose of the class. Teacher welcomes students to the class. Teacher reviews briefly the topics seen the previous lesson. Teacher asks students to use Prezi to introduce the topic. "What is Culture" Teacher will write on the board the word "culture", and it will be asking for words related to it, as a brainstorm, after that, teacher explain that for the next lessons they are going to know different Culture aspects from English countries. Teacher provides information to introduce the different places and the term "culture".	Students greet the class and express briefly how they feel that day. Students practice what they learned in the previous class. Students gathered in groups of 5 will be ask to use Prezi by recognize the words related with the term Culture Students gathered in groups of 5 talk and participate about their findings in Prezi.	1

Set the objective or competencies of the lesson.	Teacher writes the learning purposes of the lesson and have students read it and comment.	Students read the learning purposes of the lesson, clear doubts and express opinions briefly.	1, 2, 3, 4

3. Communicative skills development.

Reading- Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher will ask students about the previous session. Teacher will write on the board Mexican Culture and ask the students to write on the board words in English related with this topic. Teacher will show the students a presentation about "Mexican Culture".	Students past in front and write the words.	Board PREZI Presentation	2	Students participation
Vocabulary introduction	Teacher will write on the board three sentences to students answer "True" or "False" according their personal opinion.	Students will answer.	Reading	2	Choose the correct information.

	Teacher will give copies of the reading to the class. Teacher asks them to identify unknown words. Teacher asks students to identify the important aspects, the main idea and underline. Teacher has student follow the instructions of the exercise.	Students will receive a copy Students highlight the important aspects and main ideas			
1st practice	Teacher put on the board a graphic organizer in which the students must to complete five important aspects about Mexican culture, using the reading.	Students will receive a copy of the graphic in order to complete. Students will use the reading.	Writing Graphic organizer copy	2	Chart
2nd practice or Social interaction	For the last reading students will order the images that describes the five important aspects.	Students gathered in teams will organize the different images from the reading.	Images	3	Organizati on of the images.
Grammar Focus	Teacher will provide common expressions and words like adjectives, adverbs, nouns and some grammar sentences	Students will practice and identify adjectives, adverbs and nouns.	Expressions	3	
Summary	Teacher will ask students to complete the handout in which they will write information about Mexican culture.	Students create a poster with the handouts in team of 5 and post the	Writing Poster.	3	Mind map.

	Teacher will ask students to participate in a padlet wall; they are going to mention their thoughts about the session and their learning's.	photo in the app google classroom. Students will write on the padlet wall their impressions about the session.	Google classroom. Padlet Wall		Padlet

Note: All resources are in Dropbox:

Reading: "Teens World" by Book mart Mexico.
Handout. https://classroom.google.com/u/0/h
Padlet: https://padlet.com/ittzel_solis/db1aatf55irj
Prezi: https://prezi.com/view/zSQJetXWfujRYMv7OLCv/

Listening- Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher will ask students about their favorite food. Teacher asks students for food that is typical form Mexico, and then from U.S. Teacher asks students to fill a two-column chart.	Students answer by brainstorming their favorite food. Students will fill a two-column chart, one with the food that is typical form Mexico, and the second one with typical food from U.S.	Notebook-Chart	4	Chart

Vocabulary introduction	Teacher will show students some image about food in order to students recognize the new vocabulary. Teacher will provide a crossword, by working in pairs, students will find the missing words.	Students participate using their knowledge and identify the vocabulary. Students gathered in pairs will answer the crossword.	Images Crossword	4	Crossword
1st practice [Describe the students activities to practice what was presented to them]	Teacher will present a video about American food. Teacher asks students to read the questions before they start. Teacher will play again the video, in order that students answer the questions	Students will pay attention to the video. Students will answer the questionnaire.	Listening Video. You Tobe Projector	4	Questionnaire
2nd practice or Social interaction	Teacher will play again the video, in order that students check their answers. Teacher will organize a debate with the students using the questions.	Students will debate about teacher questions. The group will be divide in two team. One students will be the moderator and other student will take note in	Speaking Questionnaire	5	Questionnaire

		order to give the conclusion.			
Summary	Teacher will ask students to participate in a padlet wall; they are going to mention their thoughts about the session and their learning's.	Students will write on the padlet wall their impressions about the session.	Padlet	5	Padlet

Note: All resources are in Dropbox:

Video: https://www.youtube.com/watch?v=vggVlsp-apk

Integrate skills					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher will ask students about the last classes. Teacher will read an article about Mexican and American Culture. Teacher will ask students to take note of words that they can recognize and understand.	Students will listen the article and take note of words that they can recognize and understand.	Article	6	
Vocabulary introduction	Teacher will provide students a word search with vocabulary about Mexican and American culture.	Students will work in pairs and find the vocabulary	Word search	6	Word search

1st practice	To start the conversation teacher will play a Kahoot to the students about American cultural aspects.	Students will play Kahoot!	Kahoot	6	Kahoot.
Grammar Focus	Teacher asks students to describe and compare cultural aspects.	Students will identify and understand cultural aspects.		7	Chart
2nd practice or Social interaction	Teacher will provide students a chart in which students compare and contrast Mexican and American culture.	Students will complete the chart.	notebook	7	Chart
Summary	Teacher will ask students to participate in a padlet wall; they are going to mention their thoughts about the session and their learning's. Final Assessment Teacher will do an assessment on all the topics seen in previous classes using the app Plickers.	Students will write on the padlet wall their impressions about the session. Students answer the questions.	Padlet Projector Plicker`s cards. cellphone	7	Padlet Plickers

Note: All resources are in Dropbox:

Kahoot! https://create.kahoot.it/details/05b65b87-c675-4650-a922-bdc7da3c76a7
Plickers https://www.plickers.com/classes/5cd23f0406794900044614d8

4. Intercultural component: Through presenting different facts about English-speaking countries, the intention is to insert the intercultural component, once being in contact with other cultures not only refers to knowledge of the language but also of the country itself.

5. Evaluation: Based on the different activities, making use of a "Participation Card" as an instrument of formative evaluation and the rubric has been considered in which skills, knowledge and attitudes are taken into account.

6. Conclusion: The Conclusion will be divided in two categories: language & personal development, according to the purposes of the lesson, in this case the apps Google classroom and Padlet will be taking an important part, considering that in this site students will write about their experience and new knowledge's.

Follow up activities: Making use of a "Participation Card", after the teacher reviews students' works and gives them a feedback, students will make a final version of their journals.

2.1.1 Evidences of Procedures

The following project "Implementing an intercultural approach into ESL classes as a complement of communicative practices: Using ICT for high school English students**."** was developed in the secondary school "Rèpublica de Parguay" # 78 with students of 2º grade, the group consists of 36 students between 13 and 15 years of age, during the first session with them I analyze that they are able to use:

•   Present Simple

•   Basic vocabulary about sports, food, adjectives and moods.

•   A simple use of structures like: I like, present and I will

The level of English they have based on The Common European Framework of Reference for Languages (CEFR) is B1.

For the development of the project I had to considerer that we are still working with the last syllabus (2011) but at the same time I must to consider the current one (2018) then, I decided to separate the time to work on it without affect the time provided for the class, and if there are some opportunities to combine them considering the topics, I made the corresponding adaptations.

The choice of theme and planning of this educational intervention was taking shape through knowing the interests of my students and my interest in integrating culture in my classes in a meaningful and common way using the technology, achieving an atmosphere of trust and motivation, this was also a reason for the students to develop their communicative skills in the classroom without feeling blocked or unmotivated. Achieving to develop their capacity to get involved in concrete experiences, without barriers or prejudices.

In order to cover one of the favorite topics of the students and link it to the intercultural competence, I decided to create an experience in which the students, through videos, apps and interactive, know different English speaking countries and recognize our Mexican culture.

The implementation of this project lasted 5 sessions of 50 min, 1 extra session for a final task.

Learning Objective was Strengthen the student's listening, reading, writing and speaking skills, trough short literary essays in order to compare cultural aspects form English Speaking countries and Mexico.

The Competency was Understand and express differences and similarities between cultural aspects from Mexico and English speaking countries.

The language functions were
- To check short literary essays
- To understand the general meaning, main ideas and some details.
- To describe and compare cultural aspects.

And the grammar structures were: Verb tenses: past, present, future, adjectives, adverbs and nouns.

Each lesson was thinking to guide and involve the student into development of communicative skills and in the process of reaching an intercultural competence. For this reason, the project had the following structure:

- Class 1. Introduction to the Lesson. Activities.
- Classes 2 and 3. Communicative skills development. Reading- Writing.
- Classes 4 and 5. Communicative skills development. Listening- Speaking. Activities.
- Class 6. Integrate skills. Activities.

2.2.2 Materials and Resources for Learning.

By doing this, as teachers we have the opportunity to provide students with a real contextualization about what we want to obtain from them.

All the materials used are included in a Dropbox, and also mentioned in the lesson plan, this is because most of them are developed in different apps. Related to the materials downloaded for the assessment process al the results will be also available in the same platform.

The specific moment to prepare materials, my classes make me recognize the importance of the use of the technology, that it is related to the next point, but also as a part of my reflection about my teaching practice, answering with responsibility commitment about the learning process in our students.

For the lessons I choose to work with two different apps, the first one is call it out Prezi, is a web-based tool for creating presentations, the second one called Plickers a simple tool that collect information in real–time.

Prezi is similar to other presentation software like Microsoft PowerPoint, but it offers some unique features that make it a good alternative.

There is also Plickers is a simple tool that lets teachers collect real-time formative assessment data without the need for student devices, with instructions with instant feedback.

Padlet is a simple way to create a collaborative online slate, an excellent option to save and share different multimedia content without complications with too many options. We can use it as a personal file or as a collaborative blackboard. (Padlet, s.f.)

Finally, Kahoot! is a free platform that allows the creation of evaluation questionnaires, a tool by which the teacher creates contests in the classroom to learn or reinforce learning and where the students are the contestants. (Kahoot, s.f.)

About using Kahoot! definitely is a really helpful app, students always feel confidence at the moment of using it, and something that we cannot deny is nowadays the use of technology represent a need.

I started using Kahoot a couple of months ago, as a teacher it results a really good experience because it doesn't matter if you are working with children, teenagers or adults, they always get engage with the activities and from my personal opinion this is one of the most important points because when you catch the attention of the students they get and extra motivation.

Being a participant provides the opportunity to face new challenges, not only because of the contents and having the opportunity to verify the acquire learning's, also to develop competencies related to social life, understanding that is just a game and you are learning through it.

Another thing are the characteristics that the app has, for example the chance to download the results helping us in the assessment process, having the opportunity of check every question and the performance of each student, knowing in which area our students need help as a part of the reflective process.

In addition, I like to share with you, it is that it's not about the apps that we are using in the class, it's about the tasks we do.

2.2 Instruments of Learning Assessment.

Assessment and evaluation are not the same. But what are the differences between assessment and evaluation in education.

Assessment is the systematic process of documenting and using empirical data on the knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve student learning. This is a short definition of assessment.

Evaluation focuses on grades and may reflect classroom components other than course content and mastery level. Evaluation is a final review on your instruction to gauge the quality. It's product-oriented. This means that the main question is: "What's been learned?". Finally, evaluation is judgmental.

It is important to consider different aspects, the traditional way of evaluating has changed, and it is not only based on exams, in my personal experience I take into consideration the participations that the students do during class, like oral, writing and listening skills performed, and not only a final test, something that I believe is that the process of learning involve a real acquisition of the language and not a memorization of rules, like John Holt mentioned "Learning is not the product of teaching. Learning is the product of the activity of learners."

I try to assess every single class, because in that way I know if my students are learning, also it represents a good opportunity to modify explanations for example if at the moment of explaining it result too complex to understand, you have the opportunity to clarify and find a good way to be understood for the students.

Something that works for me is randomly select some students and ask them questions or ask them to clarify what was explained or what they understood, doing this I have the opportunity to focus on them and to pay attention to their specific needs. At the same time, I use a "Participation card" in which each class keeps track of the activities that students have been completed or that they were not completed and the next class they must be delivered. At the end of the course

I have evaluated the whole group more than once, and the opportunity to give them a feedback in the most important points for developing their skills.

Something extra, is that nowadays we have the opportunity to use in a different context the technology, the use of apps like Kahoot or Google classroom, also Plickers, give you the opportunity to have already an evaluation during the development of activities, I would like to include the use of Padlet, this app does not give a final grade of the development of the student, but provides you the opportunity of evaluating their writing skills and to check what you as a teacher need to focus on.

A good teacher in my point of view also, need to consider a good organization, the assessment always is the moment of the teaching practice in where you have the chance to see what you need to improve not only with your students but also as a teacher.

2.2.1 Evidences of Tools to Assess Students.

Students learned that the way of life and the expressions of a society determine its culture and that culture is composed by our customs, our codes, norms, traditions, and the different artistic expressions, represent a vital fact for the human being, all of these through intercultural communicative activities using the technology, because of the classes were focused attention on the role that experience plays in the learning process. It means that I took into account that learning is the process through which we build knowledge through a process of reflection and "make sense" of experiences.

To evaluate this project as well as the students' learnings and achievements were used two types of evaluation formative and summative, starting from these I used different instruments and tools, such as:

- Attitude scale

- Students' Notebooks

- Graphic organizers

- Rubric

- Debate

- Questionnaires

It is important to mention that students each trimonthly, they make a "Participation card" where I registered their participation during the class, the activities completed during each class and the grades they obtain in their projects, exams, etc., in the back of it, there is an attitude scale where their behavior and disposition to the class is recorded.

I consider that one of the teaching activities that demands the most time is evaluation, for that reason I thought about using some applications that will help me to evaluate more efficiently their learning in an interactive and meaningful way, for this I use the following apps: Kahoot, Google classroom, Padlet and Plickers.

All of those evaluations instruments and tools helped me to giving students feedback on certain mistakes and errors. I think that giving feedback provided my students to certain amount of information to help them differentiate between what is right or wrong and it helped them to be aware of their own learning process.

2.3 Video.

After a bit more than a year and a half working with my students, we have discovered each other, not just to talk about the use of technology, something, that both (teacher and students) learn is it really helpful, also to understand that they can learn from others, and about other countries.

This experience reminds me why I decide to become a teacher, and the answer is simple, because when I decide to start a project like this I find myself and just like Joseph J'ouvert mentioned "To teach is to learn twice."

All the results and also the experience that we live could be founded in the video:

https://youtu.be/KnbASMEXx7o

- Class 1. Introduction to the Lesson. Activities. During this lesson student used their previous knowledge and read the learning purposes of the lesson, clear doubts and express opinions briefly.

- Classes 2 and 3. Communicative skills development. Reading- Writing. Students developed these skills through a reading of comprehension, select important information and translate into a graphic organizer the important ideas of reading.

- Classes 4 and 5. Communicative skills development. Listening- Speaking. Activities. The students began to develop these skills through the implementation of a video which mentioned cultural aspects of American culture and based on this the students gave their opinions. Pictures and games with words were included.

- Class 6. Integrate skills. Activities. The last session was designed to integrate the skills developed in a project in which they should compare and contrast the Mexican and American culture

I can say that we work, but more than that we recognized our culture and our identity, we learned to value the culture of others and understand the differences.

As far as is possible to analyze in the results of the rubrics and the comments of the students in Padlet, the learning objective was achieved, students strengthened their skills (listening, reading, writing and speaking), by understanding and identifying some simple grammar structures, inference of new vocabulary and obtaining specific information for the acquisition of communicative skills in the language.

The students begin to develop and face with the intercultural competency, students familiarize with the culture of different English Speaking Language Countries, and more than that they have the chance to be open to new experiences and knowledge's, they had fun by learning understanding that the process of learning a different language it is possible, and not just by memorizing also by experimenting.

For me it is important to mention that even if all students are from the same country, they are different, we have in our classroom an amazing diversity, consider their needs and their previous experiences always provide a good experience inside the class and it represents something necessary.

During the last unit he concept intercultural represented something very interesting for me, because probably in a practice it is important to talk about grammar and to give strategies that the students apply to develop their skills, part of being learning is to have the moment to give them an extra, to think about in the way they are learning and in what they are learning.

It represents a challenge, but I know that it represents what I love doing.

Chapter 3: Experience Report.

3.1 Description of Hands-On Practice.

"Teaching that is not head to head, but heart to heart." By Howard G. Hendricks.

Undoubtedly, the realization of this project was taking shape as part of getting involved even more with the interests of the students, their learning styles and especially starting from the materials and supplies that I had at my disposal,

although the most important to consider is that at the time of being in the classes the students feel motivated and in an atmosphere of respect and learning.

Class 1. Introduction to the Lesson. Activities.

In the first class, the subject "What is Culture" was introduced using a presentation in Prezi. I used it to ask the students questions taking in count their previous knowledge and what they were learning through the slides, to motivate them, it was given extra participations.

Classes 2 and 3. Communicative skills development. Reading- Writing.

In these two classes were planned to develop the Reading and Writing skills. I used a reading about "Mexican Culture". As pre-reading teacher wrote on the board Mexican Culture and asked the students to write on the board words in English related with this topic. As while- reading students identified unknown words, then together, teacher and students highlight the important aspects and main ideas. As post-reading, students completed five important aspects about Mexican culture, using the reading.

After the reading, Students stared with writing. As pre-writing I used the last reading and students ordered some images that described the five important aspects. As while – writing students completed a handout in which they wrote information about Mexican culture. Then students gathered in teams of 5 created a poster following the handout`s information, and they post the photo in the app Google classroom. As post-writing, I asked students to participate in a Padlet wall; they mentioned their thoughts about the session and their learning's.

Classes 4 and 5. Communicative skills development. Listening- Speaking. Activities.

In these two classes were planned to develop the Listening- Speaking skills. As pre-listening I asked students about their favorite food, then I asked students for food that is typical form Mexico, and then from U.S.A. Students participated using

their knowledge and identified the vocabulary. Students gathered in pairs will answer the crossword. As while-listening students watched a video form You tube about American food. I asked students to read the questions before they start. As post-listening students will answer the questionnaire.

After the listening, students did a speaking activity. As pre-speaking I played again the video, in order that students check their answers. As a while- speaking students debated about American Food and some American cultural aspects.

As post-speaking, students will write on the Padlet wall their impressions about the session.

Class 6. Integrate skills. Activities.

In this last class the students to describe and compare cultural aspects. Students and I read an article about Mexican and American Culture. After that students played a Kahoot about Mexican and American cultural aspects. I provided students a chart in which students compare and contrast Mexican and American culture. Final Assessment: I did an assessment on all the topics seen in previous classes using the app Plickers.

3.2 Results of Hands-On Practice.

Class 1. Introduction to the Lesson.

This class was designed to use the students' previous knowledge to introduce the subject, and that this knowledge was a significant initial experience, able to arouse the curiosity and attention of the student.

Classes 2 and 3. Communicative skills development Reading- Writing.

This class was designed to students can observe and reflect from other points of view on Mexican culture and establish connections between what they already know and what they do not. It means, what they have already learned in other classes and what they have discovered in this class.

<u>Classes 4 and 5. Communicative skills development Listening- Speaking.</u>

This class was designed for students to manage the new vocabulary and aspects about American culture, in this way they integrated actions and reflections on their knowledge.

<u>Class 6. Integrate skills.</u>

This class proposed that students to link the new learning to their closest reality, to other contexts different from what was done in the classroom. Also get students to actively experiment with what they learned and apply in practice (Kahoot and Plickers) concepts and ideas in an active way.

3.3 Analysis of Hands-On Practice.

As I mentioned before, all teaching practices are different according to the management developed by the teacher, On the other hand, something that was fundamental for the application and the achievements obtained in this project was planning, which is undoubtedly one of the most important stages in the educational process. It is the first step to achieve the complete and effective learning of the contents that the students require. Moreover, with good planning the results are much more predictable and therefore augurs well for a satisfactory evaluation.

"Learning without thinking is wasting energy". By Confucius.

Planning is important for me, because it allows you to combine theory with practice. In this way, an appropriate planning implies that the teacher can resort to different tools and methodologies so that the programmatic contents reach the students in a better way.

Prior thinking of the classes allows the content to be sequenced and segmented, making it coherent and functional, which directly affects the students' ability to appropriate and assimilate the lessons in a global and integral way.

It is also necessary for planning to ask about the objectives, both general and specific, because only in this way can the results of teaching be analyzed, in relation to whether they are met in a good way or not. Thus, a planning based on objectives will guide and channel the sessions, allowing a more efficient ordering.

However, we must not forget that teaching is a dynamic process, influenced by many variants that sometimes escape control and planning. Therefore, planning should not always be seen as a rigid instance without the possibility of change.

It is important mentioning that the planning of the project went through before and during the application some modifications depending on the group, time at which it was applied and for some incidents that arose at the time, but that were solved thanks to the fact that the objective and purpose was known to be achieved.

Finally, it must be borne in mind that serious planning requires certain background information to help in the task, since the planning must necessarily take into account the conditions of the students, infrastructure, educational tools

3.4 Reflection.

There were many challenges that were faced during the project and specialization, although we had already done some online courses, the specialization represented for my following challenges:

- Know the platform and the way to evaluate.

- Have online classes every week and adapt to the proposed schedule.

- Learn to work in a team from home.

- Investigate the use of educational apps.

- Test the use of educational platforms and implement tasks from them.

- Use the internet with educational purposes.

- Teach class, at the same time be recording or taking pictures of what is being worked on and at the same time explain, qualify and maintain the discipline and attention of my students.

- Edit a video in 8 minutes of six classes. (50 minutes per class)

- Deliver assignments every month or every two weeks.

- Find the means to implement activities proposed in the specialization.

- Achieve confidence environments in the classes to make the students feel motivated and participate in the activities.

Also and I cannot exempt is the challenge of being sick, have social and familiar events or going through an unexpected situation and despite all continue and be aware of the specialization`s activities and tasks.

Conclusions.

This specialization has helped me to understand better how English language is learned, understood and taught; without a doubt, knowing in depth the terms, theories, methods, approaches and among many other aspects that surround the language it has allowed me to have a better training as a teacher but also as a person because I have become sensitive and reflective on my teaching practice, the context in which I am teaching classes and the students with whom I have put into practice different activities proposed in the specialization. It is to realize that if you want to put into practice activities that are not usually done, because you do not have knowledge, because you do not know of their existence or because you do not have sufficient resources you can do it. This specialization has forced me to find the way how I can do it and prove its efficiency, as well as prove myself and my personal skills and competences that I have developed.

During this specialization I have learned:

- Be aware and reflect on my way of teaching and what students learn.

- I have learned the importance of generating learning environments free of barriers and prejudices for language teaching.

- The importance of select the right teaching materials that help achieve the objectives of the class and the group.

- The importance of updating and researching the new technological tools that are available to us and have the willingness to test them to facilitate our work.

- Work self-taught

I would like to conclude this section by mentioning the importance of preparing a class and its materials, but further, in making a reflection that allows us as teachers continually improve, I consider according to my experience and not because it means that it is always so in that the daily life sometimes beats the responsibility, nowadays being a teacher refers not only to someone prepared and committed to his/her task but also aware of the needs he finds inside the classrooms, before the teacher it was a respected person, today however it is possible to find prototypes, which I do not think is either correct, beyond being able to correctly apply a theory or having knowledge of the whole history of education I speak of an empathy towards the student and a certainty that the work he/she will do must undoubtedly be the best he/she can do.

It is very easy to find a comfort zone and I have found in my life as a student with many teachers who are in it, I think without doubt then my reflection points towards it, towards how the teacher wants to be seen by the student, as someone for whom it is much easier to follow a program or really as someone who seeks to respond to the needs of the students.

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APPENDIX 1 **RUBRIC TO ASSESS WRITING**

Performance				
Criteria	**Need to Improve**	**Could Do Better**	**Good Work!**	**Outstanding!**
Quantity	Write less than half-page most sessions.	Write less than a page but more than a half-page most sessions.	Write at least a page on most sessions.	Write more that a page every session.
Capitalization	Does not know when to use the capitals.	Gets confused as to when use the capitals.	Sometimes forgets the usage of capitals.	Perfect in the use of capitals whenever required.
Spelling	Does not have the knowledge of spellings of common words.	Gets confused with the spellings but tries to learn it.	Knows the spellings but sometimes makes/commits silly mistakes.	Has the knowledge of all the spellings and its appropriate usage.
Punctuation	Des not know the use age of punctuations.	Uses the punctuations wherever he/she likes,	Make few mistakes while writing punctuations.	Exactly uses the punctuations without any mistakes.
Grammar	Does not know the concepts of grammar.	Knows only the basic grammar and tries to learn more.	The grammar knowledge is known but sometimes it is incorrect.	Excellent grammar skills. Does not make mistakes with respect to sentence formation and tenses.
Writing Process				
Steps	**Need to Improve**	**Could Do Better**	**Good Work!**	**Outstanding!**
Planning /Brainstorming	No or limited key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Few key words/ideas were recorded and organized on paper/organizer but lacked parts to support this piece of writing.	Numerous key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Detailed ideas were listed and highly organized on paper/organizer to support this piece of writing.
First Draft/ Rough Copy	No or limited key words/ideas were used from planning stage. No or weak organization and structure in first draft.	Few key words/ideas were used from planning stage. Beginning to show organization and structure in first draft.	Numerous key words/ideas were used from planning stage. Most of first draft is organized and structured.	All key words/ideas were used from planning stage. Additional ideas were used too. First draft is highly organized and structured.
Revise	No or limited key words/ideas were added, deleted or rearranged in first draft. Details aren't specific and clear.	Few key words/ideas were added, deleted or rearranged in first draft. Details are beginning to be specific and clear.	Adequate key words/ideas were added, deleted or rearranged in first draft. Most details are specific and clear.	Numerous key words/ideas were added, deleted or rearranged in first draft. Details are specific and clear.
Edit	No or little attention to: • sentence structure • spelling • punctuation • capitalization	Some attention to: • sentence structure • spelling • punctuation • capitalization	Adequate attention to: • sentence structure • spelling • punctuation • capitalization	Full attention to: • sentence structure • spelling • punctuation • capitalization

Final Copy	The final copy wasn't written correctly. Sentence fluency is poor.	Parts of the final copy were written correctly. Sentence fluency is strong in some parts.	Most of the final copy was written correctly. Sentence fluency is strong in most parts.	The final copy was written correctly. Sentence fluency is strong through out.

Rubric to Assess Writing Process Retrieved from New Horizons English Institute (2016)

STUDENT SELF-ASSESSMENT TOOL

No knowledge					Expert knowledge
0	1	2	3	4	5
I have never seen the word before.	I have seen the word but am not sure what it means.	I understand the word when I see or hear it in a sentence.	I have tried to use this word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing.

Student self-assessment tool (Zimmerman, 2009)

RUBRIC TO ASSESS READING

Outstanding!	Demonstrates an excellent to very good understanding o the text and its relationships. Very good at identifying main ideas, supporting detail and specific information. Almost no problems in understanding inferences. No difficulty in recognizing vocabulary and structures.
Good Work!	Satisfactory understanding of the text and its relationships. Good at identifying main ideas, supporting details and specific information. Few problems in understanding inferences. Little difficulty in recognizing vocabulary ad structures.
Could Do Better	Fair understanding of the text and its relationships. Still able to identify main ideas, supporting details and specific information. Difficulty in recognizing vocabulary and structures.

Need to Improve	Fails to understand the text and its relationships. Unable to identify main ideas, supporting details and specific information. Many difficulties in recognizing vocabulary and structures.

Rubric to Assess Reading Retrieved from New Horizons English Institute (2016)

APPENDIX 4

RUBRIC TO ASSESS SPEAKING

Criteria	5 points	3 points	1 point
Pronunciation/ Diction	Student(s) is easy ti understad and makes few erros.	Student(s) makes many errors in pronunciation but can be understood.	Student(s) us very difficult to understand or responds L1.
Fluency	Student(s) can effectively communicate in different contexts.	Student(s) can generally communicate in most situations.	Student(s) cannot communicate effectively in any situation.
Word Choice	Student(s) uses appropriate words to express meaning.	Student(s) uses words or phrases to express simple meanings.	Student(s) speaks using unrelated words.
Usage	Student(s) makes minor errors in grammar and structure and can be understood.	Student(s) makes major or frequent mistakes in grammar and structure but it is possible to understad.	Student(s) makes major or frequent mistales in grammar and structure making speech difficult to understand.
Ideas/Meaning	Student(s) with connected vocabulary and language to express ideas. Response contains few errors.	Student(s) responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary

Kuhlman, N. (2008)

APPENDIX 5 Graphic organizer. Previous knowledge.

APPENDIX 6 Reading.

Christmas

The specialty of Christmas celebrations in Mexico is the procession called 'La Posada'. During the procession, 'the search for shelter by The Virgin', the mother of Jesus is enacted. The 'Flame leaf' or the Poinsettia holds great importance in the Christmas celebrations in Mexico. 'La Misa Del Gallo' is the term used for the midnight mass that takes place in Mexico during Christmas.

The customs and traditions followed Mexico are varied and diverse. Ther many interesting traditions that have forgotten with time. The siesta: It i action of closing the shops for a few in the afternoon (to have some rest).

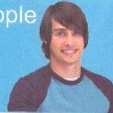e) Make a mind map using the information you read in exercise d.

Log on to:

buzzle.com

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APPENDIX 7 Compare chart

) Work with a group of classmates and use your previous information to complete the chart below.

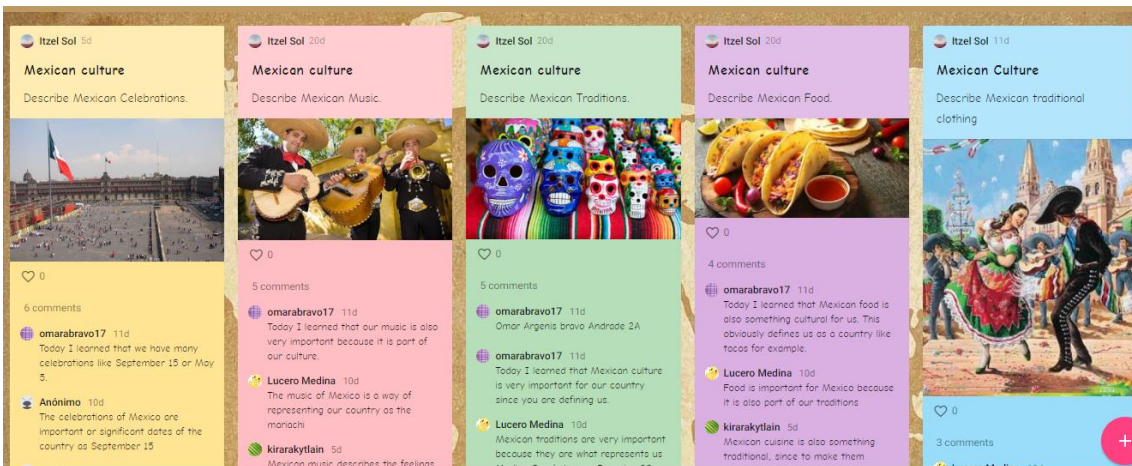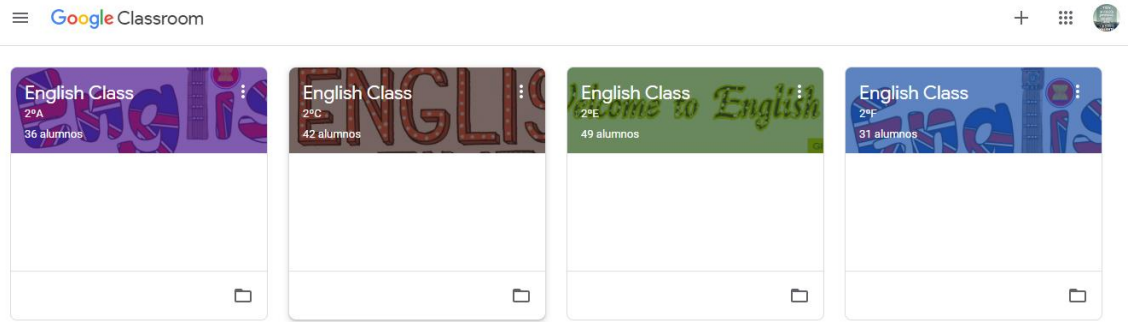| Aspect	Mexican culture	American culture
Food		
Traditions		
Music		
Celebrations		
People		

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55

UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I, Itzel Alejandra Solis Estrada, declare that the following **Final Project " IMPLEMENTING AN INTERCULTURAL APPROACH INTO ESL CLASSES AS A COMPLEMENT OF COMMUNICATIVE PRACTICES: Using ICT for High School English students."** 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: Itzel Alejandra Solis Estrada

Date of the submission. July 2, 2019.