



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
UN ENFOQUE INTERCULTURAL EN LA ENSEÑANZA
DEL INGLÉS**

TRABAJO RECEPCIONAL

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

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Chapter 1: Philosophy and theory

Teaching identity and philosophy

First, a comment on the differentiation between identity and philosophy would be adequate. Due to the philosopher background of the writer of this work, he tends to be very critic with the terminology in the discourse. He finds the word 'identity' better than the word 'philosophy' to describe 'his way of teaching' because the term philosophy involves other aspects that are not necessary related with methodologies and approaches, so in the further dissertations he will choose the word 'identity instead of 'philosophy'. With no further preparations, let's begin with the discussion about the teaching approaches.

The teaching identity has changed during this specialization. It is not that it changed dramatically but the specialization has provided tools (theoretical and materials) so the teacher could be able to reach his goals that were present in the teaching philosophy since the very beginning. If we remit to my first project from module 1, we also saw a variation and some changes in the teaching practice. We mentioned some modifications regarding the role of the teacher and the role of the student, pointing without notice to a more communicate approach in English teaching. The specialization states, "When we are in the process of interacting with others, we use the conventions of the language in a generative and creative way, co-constructing meaning with the people we are interacting with." (Communication Strategies, 2019) That is why we try to do with our students: encourage them to create language in a cooperative way, not only receiving information being passive elements of the learning process. This is clear in the lesson plan that will appear in the chapter two of this work, when it comes to the speaking skill. The teacher only provides certain questions in the form of a questionnaire in order for the students to create their own dissertations and ideas about certain topic. The teacher is only a facilitator and does not provide any 'knowledge' besides the activity of propitiate the awakening of previous knowledge.

We stated that we had seen a big modification in the role the teacher sued to play in the first classes and the role he plays today. In the first classes, he was the knowledge source, the one who had always the right answers and the figure to the students have to listen. Nowadays he plays a less protagonist role. He presents the topic via questions. If the main topic of one unit is Art I asked: 'What do you think art is?' 'Do you consider yourself an artist?' 'What concepts that you know could have a relationship with art?' This aspect is once again seen in the speaking activity and now in the reading skill on the lesson plan.

The reading activity presented in this lesson plan involves that only by the title; the students could guess what is going to be the reading about. This involves the awakening of previous knowledge because they have prior concepts that can be displayed here. This is into the schema theory that states: "Schema 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." (Fundamentals of Reading, 2019) As we have seen, on the speaking skill fall the concepts and theories of communicative approach and schema.

In this way, the students are the ones who actually begin with the topic presentation. The teacher encourages them to practice with their classmates, to make their own discourse with the grammatical tools he presents to them. He is more like a guide or facilitator than a figure of ultimate knowledge. He even tells his students he could be wrong sometimes and they can 'help' in the learning process, in the teacher's own learning process.

The students are not anymore the passive receptors of knowledge, now they are active subjects in the learning process. They generate their own and personal discourse and they help each other in that construction. They come to the teacher only when they cannot resolve their confusions or cannot get an agreement in the negotiation of meaning. As we saw in the readings, Negotiation of meaning "is a process that speakers go through to reach a clear understanding of each other and the circumstances."(Negotiation of Meaning, 2019) The negotiation of meaning is a process in which people communicate and share information in order to agree on the meaning of what is being said. Therefore, they discuss the meaning of what they are trying to express and discuss the way in where they will present it. Nevertheless, if after many negotiations they do not get an agreement they come to the teacher so he can be 'the final judge' of the discourse. This is clear on the writing skill technique presented on the lesson plan. They gather in pairs in order to get a single utterance about traditions in their country or city and their characteristics. Even the assessed product is a writing utterance; the students also present their conclusions orally. They get to consensus in a collaborative way helping each other and creating their own discourse without much teacher's intervention.

As we can see, the 'teaching philosophy' or in a better expression, the approaches, methodologies, and techniques applied in the past classes have changed through the

practice. The teacher can see now how his first classes were not good enough. Even when he tried to get the best of him and his students, he felt something was missing or lacking. He did not know anything about pedagogical approaches or schools of thought so he was improvising all the time (today improvisation still play a representative role in the teaching practice, but now he has the basis and can implement different techniques that were not planned in a more accurate way). In that improvisation, he did what he thought was the best for the class but without the formal and academic knowledge of what was he doing. This Specialization has shown the teacher that all the techniques he was putting on practice have a name and a formal structure, with authors, research, methodologies, etc.

On another regard, the conceptualization of language presented in this work is very similar to the one presented in the specialization; language not only as a system but also as a tool for communication with others. We must focus our attention more on what we do with the language instead of what is language. (What is reading? 2019) This has to be with the idea that language are not only letters putting together to create 'objective' words, but that behind those letters there is a hidden intention. The philosopher John Austin (Austin 1962) developed this perspective. In this path we encounter other aspects of language that go beyond just what is said and deal with how it is said, when it is said, etc. In other words, the context and the intention behind the utterances, and these are called language functions. (Speech Acts, Language Functions and Discourse Analysis, 2019)

The center of attention should be communicative goal or how to interpret the communication of others; "learning a language includes not only learning the system of a language but also learning procedures to determine or create the meaning of things said and written." (Comprehension Strategies, 2019) We need to understand the context if we want to express the right utterance: "In order to decide what to say or write, to whom and in what circumstances we need to implement comprehension strategies." (Comprehension Strategies, 2019) This perception makes that we concentrate on the use of the language and that our students can use it in meaningful situations for them.

Following the latter, the teacher should always try to present meaningful English input to his students, so it can transform into intake. Intake is the input that they actually understand and internalize. (Intake, 2019). This is seen in the listening technique when they hear an audio about three festivities around the world, Mardi Gras, Bastille Day and Tsagaan Sar and also in the reading technique on the lesson plan when they are

introduced to a reading about three different international celebrations, Ramadan, Chinese New Year and Bolivar's birthday. This input is not only interesting to them but it is also directly related with the topics that appear in the curricula. With this input they can put in practice what they have seen through the lesson plan with motivating in an engaging context.

Offer the students meaningful input that is related to the topics seen in the curricula is not only important for the comprehension and internalization of the information, but also for the motivation. In this specialization, the teacher saw how maintaining the students motivated is very important in the teaching process. However, from all the different kinds of motivation we saw in the lesson 8 from module 1, the intrinsic motivation was the one is found the interesting. (Intrinsic motivation, 2019) If we achieve that, our students feel an interest on what is being taught and that is a huge goal. In this way, the students will not need extra motivation by any needs. However, in order to accomplish this we need to know our students interests and know more about them and then provide them with meaningful and interesting input and activities so they can create meaningful and interesting utterances. The intrinsic motivation is seen through all the lesson plan and techniques presented in this work due to the knowledge that our students wanted is related with international and intercultural perspectives. That is why the whole lesson is about intercultural aspects in an English class environment.

The teacher also used to create many activities that involve conversational situations. In this way, the students could talk with each other and create an original and meaningful output. We saw that this kind of activities were interesting and provide the students with feedback and real-time English interaction with peers. Little or nothing the teacher knew about collaborative learning and negotiation of meaning (Negotiation of Meaning, 2019). He just did these techniques without having this in mind; however, the specialization has taught him that behind these activities were theories that sustain the importance of collaborative learning. According to Rey and Rosado (Empowering the EFL/ESL class through e-mail activities), collaborative learning appears in activities such as in e-mailing exchange programs. Collaborative learning shows in various ways and many times, it appears when peers help each other through the correction between them (Why set up emailing exchange program, 2019). With this information, the teacher has been able to improve these activities and implement them, like the speaking technique stated in the

lesson plan of this work where through negotiation of meaning the students get a collaborative learning via the dialogue between peers.

Another aspect of the teaching that was unknown for the teacher was the Contrastive Analysis Hypothesis. He tends to explain to his students some similarities between English and Spanish and in this way, they understand in a better way the English grammatical structure and rules. He did not know that this strategy has a name and neither is it a research field in the language-teaching field. (What are the Contents of the Contrastive Analysis Hypothesis? 2019) The specialization states that this hypothesis (CAH) is useful in some cases but it has also some drawbacks at the moment of the full implementation in the classroom. (Critique of the CAH, 2019) One of the biggest threats of the CAH is that the L1 is placed as the main language, instead of the L2. Before the specialization, the teacher was worried about this in his English teaching practices but now that he has seen the advantages and disadvantages of the CAH he thinks he is more capable of implementing it in the right way during classes.

Another of the contributions the teacher received by the specialization is the difference between interactive and non-interactive listening situations. (The Nature of Listening, 2019) In classes, he tended to have my students doing conversations among them and he played the audios from the textbook that appears in the listening exercises. However, he did not realize that both situations were listening situations. Obviously, he thought that the audios were part of the listening practice but not the conversation. Now it is clear that conversations are opportunities not only for the development of speaking skills but also of listening skills. In the non-interactive scenario, they are exposed to one-sided circumstances and "in these situations, we rarely have the opportunity to request clarification, slower speech or repetition". (The Nature of Listening, 2019) Meanwhile, in the interactive situation, the action is face to face and we need to talk and listen alternatively. (The Nature of Listening, 2019) The non-interactive situation is presented on the listening skill technique on the lesson plan, where the students are exposed to an audio and they cannot ask for repetitions or a slowdown in the fluency; they are in a more receptive role. The interactive scenario is present on the writing skill technique on the lesson plan. Even the evaluated skill is writing, the students gathered to discuss their ideas and get to a consensus and common conclusion. In this situation, they are hearing a peer and can interact with him/her in an active and dynamic way.

The previous were examples of how the teacher used to have certain good practices but he was not aware of the theoretical weight behind them or how he modified a little of the techniques with the help of the specialization. In the next section the focus will be on things that have changed in the teaching practice in a more deep way; how the specialization has changed the teaching philosophy.

Changes in my teaching philosophy

One thing I had not realized is the importance that I gave to accent in language proficiency. I used to give big importance to the 'elimination' of accent and I tried that my students reach a native speaker accent or at least an accent that is very close to that. During this specialization, I discerned that is not a very important aspect, in fact, it could be an undesirable goal when we are teaching English. Instead of focusing on the accent, the center has to be the intonation. Intonation and stress are very important aspects of the spoken discourse due to they reflect the meaning of the utterances. According to Paul Grice (Logic and conversation. In Syntax and Semantics) when we interact, we do not exchange sentences, we exchange intentions and we co-construct meaning. Under this perspective, the intonation and stress point out if we are saying a question, a statement or an order, for example. The intonation, on the other hand, expresses the emphasis on what is said; the important part of the utterance. That is why the teacher should work on those aspects and in a language-in-use approach during the classes. (Spoken Discourse, 2019)

One aspect of the teaching practice I surely have changed is the implementation of authentic materials. Authentic materials are ones that are not produced with the intention of teaching. (Nunan, 1988) Before I enrolled in the specialization, I hardly used materials beyond the official textbook. However, now that I have studied and seen the benefits of using authentic materials (Authentic Materials, 2019) I try to use them more frequently. I have noticed that every time I use authentic materials the students are more engaged and interested in the lesson, maybe because they are eager to confront other English input besides the one presented in the textbook. An additional factor that could help in the interest and engagement is that I always try to present them authentic materials that are related with the topic of the lesson but most important that is attractive for them; contemporary and appealing subjects presented in an innovative way. Unfortunately, for this lesson plan the authentic materials are not present due to some time and practical limitations. It was the first time I taught that unit and in those occasions the I follow the

book only, this is to be acquainted with the topic and exercise. However, for further occasions I will implement authentic materials for this specific unit.

In this regard, the use of technology has been very useful. The specialization states "Technology has the potential to make the development of listening skills more meaningful, interesting, and fun for our students." (Technology and Listening, 2019) I have used already Youtube Downloader, however the specialization reminded me about this tool and I have been using it in my classes providing students with interesting and appealing input, making the classes more dynamic and interesting for them and this mark an evolution on the teaching practices. (Technology and Listening, 2019)

Following with authentic materials, the specialization sensitized me about how authentic materials could provide an excellent opportunity for students to be in touch with real life aural input. If we follow only the traditional materials provided by the textbook then we are limiting our students to commercial and focused materials. They are not, by any means undesirable; on the contrary, they are very helpful with specific topics seen on the lessons. However, the authentic materials provide more aspects of real life speaking that traditional materials do not, for example slang, false starts, a natural rate of delivery and intonation, reduced forms and abbreviations. (Authentic Materials for Listening Comprehension, 2019)

Another change in the teaching practice has been the implementation of the awakening of previous knowledge from the students. Is a common sense issue that we all have prior information and understanding of any topic due to our cultural background, maybe because my philosopher training, but I was not aware or conscious that this feature of our cultural and cognitive condition could be applied in the teaching practice. It was until I saw the schema theory that I was aware of that and it was a wondrous discovery. The schema theory states that "Schema 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." (Fundamentals of Reading, 2019)

Now every time a new topic or units are seen I always begin with a preview activity. I vary the different techniques, sometimes it could be a semantic field, a Q&A session, brainstorm or other exercises. This could be seen on the speaking skill technique on the lesson plan. In this regard, I ask the students to brainstorm ideas and examples for

Mexican and Foreign festivities. I also create a questionnaire in order to encourage the students to the awakening of previous knowledge on national and international holidays.

I apply this not only for readings but also for every new topic that is going to be introduced in the course. I have found that this kind of activities helps the students a lot in the comprehension of the further information that is going to be presented. They also feel confident of themselves when they realize they know several things about topics they thought they do not know anything about. This has been one of the most relevant issues that I have applied in my classes since the enrollment in the specialization.

Another thing that I am more aware of is the lesson and course planning. Of course, I was aware of planning classes, but the specialization taught me about the specific aspects of lesson planning and how to improve them. Following Raimes (Ten Steps in Planning a Writing Course and Training Teachers of Writing) I learned that planning a course “requires reflection on specific purposes and teaching strategies. The first step is to think about what our students need and what they are able to achieve based on their context and language level.” (Teaching Writing, 2019) Now the lessons are more specific and I modify them according to my groups and students, something that I did not use to do.

One more factor that I did not use to realize is on the listening dimension of the language. First, the differentiation between processing sound and processing meaning (The Nature of Listening, 2019) was new. I saw that many students from all levels struggled with the listening comprehension and I had not a clue on how could he help them. When I was introduced with these two aspects of the listening process, I was able to focus on them and help the students in the listening comprehension exercises. Knowing that listening is divided into two main domains, sound and meaning, helped me to understand the listening process better. By this I could help my students providing them tools for listening comprehension. One thing that I have applied since I noticed this is the schema theory, trying to awake the students' previous knowledge of certain topic they are going to listen before they actually hear it or by preparing them for what they are about to hear.

However, later on the specialization, other two different aspects of listening were presented and I realized that actually it was not the schema theory the one that play a role in this approach, but the top-down processing. The specialization states that there are two other ways in which the listeners comprehend an aural input, bottom-up processing and top-down processing. (Listening Strategies, 2019) In this aspect, the focus is on the top-

down processing due to its impact on the teaching philosophy. “*Top-down processing* refers to the use of background knowledge or previous information of a specific topic in order to understand the meaning of a message; that is, while bottom-up processing goes from sound to language to meaning, top-down processing goes from meaning to language. Top-down listening skills, for example, make our students produce questions they expect to hear on a specific topic.” (Listening Strategies, 2019) As can be seen, it is very similar to the schema theory, nevertheless this responds in a more specific way to the listening comprehension via preparing the students before the listening with previous knowledge. If the vocabulary we just saw is from personal information such as full names, addresses, phone numbers, etc. I prepare my students, so they could know that the aural information will be about personal information. The preparation for the students with new vocabulary is on the listening skill on the lesson plan. On the listening skill, I present new vocabulary and concepts that are going to be present on the audio, in this way the students understand the prior the hearing and are prepared for what is coming; they know already what they are going to hear. We could say that these approaches have improved a lot the listening activities and the students’ listening comprehension skills.

Nevertheless, the most relevant change in my teaching practice was the grading and assessment regard. Without any doubt, the weakest feature in my teaching practice came when was the time to grade the students. It was not because I did not apply reliable tests or assessments. It was that they were not sufficient because they only evaluated speaking and writing/grammar leaving listening and reading behind. Another deficiency was that all of them were formal and summative. To understand this we will extend a little more in the assessment and testing aspect.

Assessing is a crucial aspect of our teaching because it shows, somehow, if we are doing a good job as teachers, there are four kinds of assessing that could be grouped in two because of their similarities. The formative/informal is a way of assessing that changes along the time and the feedback teacher-student is crucial. We think, following Brown (Language assessment: principles and classroom practices) that with this kind of assessing we are able to adjust the techniques in a more personalized and specific ways depending on our groups and even our students individually. Examples of formative example are diagnosis tests, that outcome specific information about what one student’s knowledge. (Formative and Summative Assessment, 2019)

On the other hand, we have Summative/formal. This kind of assessing focuses on specific outcomes that are expected from our students in a specific period. Even we can adjust them to our classes and students' specific needs they tend to be more rigid and not as an ongoing process as the Formative/informal assessing. However, for this they are not lacking importance, it is fundamental that we as teachers know if the goals are being reached by our groups, in a general way to see how is our teaching going. (Formative and Summative Assessment, 2019) Most of the times this kind of assessing comes in a bimonthly testing, but not in the teacher's case which is every time a lesson is finished or even when the teachers think is the right moment to apply it.

The assessment has some characteristics that are important and that are recommended to be present, which are: validity, pragmatic aspects and positive and relevant impact on students. (Characteristics of Techniques 2019) The first feature refers to be sure the assessing method is valid and reliable and we evaluate the right knowledge. The second one refers to the creation and implementation of assessment techniques that are economic in time, effort and money for the teachers and the students. That means we do not apply a 50 pages test for one lesson, for example. Finally, it refers to make sure the assessment is significant for our students and it not only implies a bad and stressful time for them. One crucial aspect of assessing is that it must be more formative with all that implies a more flexible, full with feedback and personal way of assessing.

There are other important aspects when assessing. The first one is the scoring method. (Characteristics of Techniques 2019) I have reflected this in the overall assessment techniques after this specialization. The university where I teach is very lax on that matter; the teacher has the freedom to evaluate their students as they like. We are not under SEP oversight so we are not obligated to respond to their requirements. However, I have seen that there must be some characteristics when assessing that he did not apply. One of them is the scoring method. Now I understand that the activities that are assessing during class and the tests themselves have to be related to the general goal that the lesson pursues. That is why all the assessed exercises must be relevant to the knowledge acquisition. This is a desirable outcome of the lesson plan presented in this work.

Other assessment characteristics are the rubrics. (Characteristics of Techniques 2019) Before I enrolled the specialization, I did not explain to the students the rubrics of the oral tests and I realize now that was a big mistake. They need to know and understand in a

very clear way what is expected from them so they can perform in a better way. Now I always take the enough time to explain the rubrics and why they are important.

Another technique that is getting more relevance now is the portfolio (Characteristics of Techniques 2019) and I must admit I do not use it in the English classes. However, when I teach Taller de Lectura y Redacción in the other university I do apply it. I have seen that with specific exercises it is a very good grading and assessing method. I plan to use it in the English classes next semester now that I have the expertise from the other classes.

As you can see, the participation in the course has changed a lot my teaching practices; all of the changes have been to improve the classes. Some of them have been not that deep and others have modified the teaching a lot. At this point one thing is clear, I am not the same teacher I used to be in the past. I have improved the classes but I know I have a long way to go yet, so I will continue preparing to become a better teacher.

However, we are not always on the right track when it comes to teaching practices. If the Specialization has shown that the techniques that were implemented in the class have a name it also has shown one approach we are currently applying and want to continue applying, it also demonstrated that we are far from being perfect teachers. Kolb's model of Experiential Learning is one approach that called my attention immediately. However, I did not get deep into it. This is one debt I have with myself. For what I read, I think that this school of thought and its methodology could be great at teaching practice and that is one lack of knowledge and ability.

As a final conclusion, we can state that the progression of this Specialization has shown a lot of ideas and practices we have no idea existed and has opened the outlook to what teaching is, how is my current teaching practice and how can we improve it. Now we would like to present a lesson plan where we implemented all this theoretical content into practice in a class.

Chapter 2: Methodology and practice

Part of the lesson plan presented in this work was video recorded. The video is on this link

<https://www.youtube.com/watch?v=3IZ8B9AZGAQ>

Lesson plan identification cell

Author	Samuel Ricardo Espinoza Venzor
Educational stage	English 8 th level in a university
Title of your lesson plan	Holidays and traditions around the world
Learning objectives	<p>Students will:</p> <ul style="list-style-type: none">• Identify different holidays and traditions in their own country.• Identify different holidays and traditions around the world.• Describe those holidays and traditions.• Identify characteristics of holidays around the world.• Identify the origin and reasons behind those events.• Classify holidays and traditions from their country and holidays and traditions from other countries.• Compare the similarities and differences between national and foreign holidays and traditions.• Use adjective clauses with subject relative pronouns <i>who</i> and <i>that</i>.
Communicative skills considered	Speaking, listening, reading, writing.
State of the lesson	Introduction of a new topic.
Main grammar structure	<ul style="list-style-type: none">• Adjective clauses with subject relative pronouns <i>who</i> and <i>that</i>. <p><i>Examples:</i></p>

	<p><u>a.- Thanksgiving is a celebration that takes place in November.</u></p> <p><u>b.- A Mariachi singer is someone who sings traditional Mexican music.</u></p>
Brief description of the plan	This lesson plan is based mainly on multicultural aspects. The students are presented with several traditions and holidays around the world, so they can know how people from different places celebrate certain events.
Hours of the plan implementation	2-3 hours.
Number of sessions	One single session from 2 to 3 hours long.
Contents required for the lesson	Reading, audio.
EEAILE tutor online	Norma Susana Rivera Herrera

Communicative skill development

Introduction to the lesson and speaking

Objectives:

- Talk about different holidays and traditions in their own country.
- Talk about different holidays and traditions around the world.
- Recognize the origin and reasons behind those events.
- Identify the similarities and differences between national and foreign holidays and traditions.

Step of the lesson	Teacher's activity	Students' activities	Materials	Session number	Evaluation
Activation of prior	1. The teacher writes the	1. Students brainstorm	A board and a	1	The students

<p>knowledge</p>	<p>words <i>holidays</i> and <i>traditions</i> on the board and asks the students what they know about traditions and holidays.</p> <p>2. Then he writes on the board the following two categories: <i>Mexican holidays and traditions</i> and <i>Foreign holidays and traditions</i>. He asks the students to brainstorm the board with Mexican festivities they know and when that is done on those festivities; he asks to do the same with the foreign activities.</p>	<p>national and foreign festivities.</p> <p>2. The students answer to the questions asked by the teacher.</p> <p>3. Students tell differences and similarities between foreign and national festivities.</p>	<p>marker.</p>	<p>are evaluated based on their responses to the questions asked by the teacher*. In this case, there are not right or wrong answers but the students' fluency and intonation is the evaluated aspect.</p>
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	<p>3. After that, the teacher asks <i>when</i> they are celebrated, <i>how</i> they are celebrated and/or <i>what</i> the reason is behind those festivities.</p> <p>4. Finally, the teacher asks if they could see similarities and differences between the national and foreign festivities.</p>			
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*These are the questions asked by the teacher:

What do you know about this festivity?

When is celebrated?

Where is celebrated?

Have you gone to it?

Did you like it or not? Why?

What are the differences you noted between Mexican and Foreign festivities?

Do you think Mexican festivities are *better* than the Foreign? Why?

Do you think Foreign festivities are *better* than the Mexican?

Assessing and grading

Assessing tool: questionnaire.

The assessing in this technique depends on how the students can express the relationships (in similarities and differences between the different cultures festivities). The idea here is that they realize even we know some basic information about festivities around the world many times we ignore how they are linked between them. The focus is to encourage participation so they can develop their opinions further in the lesson. Therefore, the aspects that are in play here are the participation and the awareness of interculturality. The feedback are comments from the teacher about their participation.

Rubrics for speaking

<p>The student can express his ideas with clarity and in a fluent way using the right intonation exploring and mentioning the main aspects of the festivities and the reasons behind them. Also the similarities and differences between them.</p> <p>3 points</p>	<p>The student can express his ideas with some doubts and second thoughts. He commits some mistakes in intonation and sometimes is not very fluent. He mentions some aspects of the festivities and some reasons behind them. Also some of the similarities and differences between them.</p> <p>2 points</p>	<p>The student cannot express all his ideas and the ones he could say are with several hesitations. He is not fluent and has plenty mistakes in intonation. He does not mention more than two aspects, reasons and similarities/differences of the festivities.</p> <p>1 point</p>	<p>The student cannot participate at all.</p> <p>0 points</p>
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Outcomes

For most of the cases, the students could identify different holidays and traditions in Mexico and other countries. In this regard, they showed a high proficiency but we have to make clear they were only mentioning the holidays and traditions in isolated words.

However, when they had to describe those festivities they struggled more. This is due the higher complexity of describing than identifying or mentioning. Two thirds of the class could get this task done with 3 points.

At the moment of mention and description of some similarities and differences between festivities, the results were better than the actual description of them alone. Most of them could mention several similarities and differences.

The conclusion in this point is that when they are facing a topic for the first time they feel insecure and do not have a high performance. However, when the first scenario is passed, the next step is easier because now they have the complete perspective of what are we talking about.

Writing

Objectives:

- Use adjective clauses with subject relative pronouns *who* and *that* describing festivities.
- Classify different holidays and traditions in their own country.
- Summarize those holidays and traditions.
- Summarize the origin and reasons behind those events.

Step of the lesson	Teacher's activity	Students' activities	Materials	Session number	Evaluation
Exercise 1: writing	1. The teacher presents the next chart*.	Students complete gather in pairs, discuss some	Textbooks.	1	The evaluation criteria

	<p>2. The teacher asks the students to gather in pairs so they can complete the chart together with information about traditions in their country, state or city. The idea here is that they conclude in a consensus about the information of festivities.</p>	<p>ideas and then complete the chart.</p>			<p>for this technique falls in the right choice of vocabulary, right syntax and correct spelling.</p>
<p>Exercise 2: speaking</p>	<p>The teacher asks the students to pass and present what they have in their charts, asking them to read the least they can.</p>	<p>Students present their chart orally.</p>	<p>Textbooks.</p>	<p>1</p>	<p>Due to in this activity speaking is not evaluated this section is not graded.</p>

*

A special type of clothing	Explain when it is worn
A type of music	Explain when is it played
A special dish	Explain when it is eaten
A traditional dance	Explain when it is danced
A special event	Explain what happens

Assessing and grading

Assessing tool: a chart

They have to complete a chart in pairs about how are different festivities celebrated: characteristics, dates, what is done, what is eaten, etc. The assessing here is based on the correct use of vocabulary, syntax, and spelling but mainly the communicative dimension, that is, they could express in a simple and clear way the main features of the festivities so anyone who reads English could get the main core of their ideas. Also, the correctness of this technique has to be with the negotiation of meaning and collaborative

learning. Here the feedback is important because they are writing their answers on the board and the corrections made by the teacher help the other students to understand not only the mistakes of the classmates that are presenting their answers but future mistakes they could have too.

Rubrics

<p>The student can write his ideas in a simple and clear way using the right vocabulary, syntax and spelling.</p> <p>3 points</p>	<p>The student writes his ideas with some detours and commit some mistakes in the using of vocabulary, syntax and spelling.</p> <p>2 points</p>	<p>The student writes his ideas with many detours or not going to the core. He commits several mistakes in the choosing of vocabulary, syntax and spelling.</p> <p>1 points</p>	<p>The student cannot write his ideas at all.</p> <p>0 points</p>
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Outcomes

The students were able to describe the features of the festivities with some problems at the time to implement the use of adjective clauses with subject relative pronouns who and that. We assume that this is due to the restrictive structure the students were exposed. They had to make descriptions by using adjective clauses with subject relative pronouns who and that and many times this is not so practical. We are going to make corrections in this regard for future classes. Only one third of the class accomplished the activity with 3 points and the rest three thirds got 2 points.

Listening

Objectives:

- Use adjective clauses with subject relative pronouns who and that to describe different festivities around the world.

- Identify different holidays and traditions around the world.
- Describe those holidays and traditions.
- Discover the origin and reasons behind those events.
- Categorize holidays and traditions from other countries.

Step of the lesson	Teacher's activity	Students' activities	Materials	Session number	Evaluation
Vocabulary	Teacher presents the vocabulary about ways to commemorate a holiday.	Students listen to and repeat the vocabulary	Textbooks	1	Due to this activity evaluates listening this section was not graded.
Listening	<ol style="list-style-type: none"> 1. The teacher presents the following chart*. 2. The teacher explains three types of holidays: <i>religious</i>, <i>historical</i> and <i>seasonal</i>. 3. The teacher explains they will hear three different explanations 	<ol style="list-style-type: none"> 1. Students see the chart. 2. Students hear the audio and complete the chart. 3. Students check the right answers. 	Textbook and audio.	1	The evaluation falls in the capacity the students had to understand the main features as well as the similarities and

	<p>about holidays around the world and that they have to fill the chart according to what they hear.</p> <p>4. Once the three types of holidays are clear and the students have seen the chart the teacher plays the audio (http://www.english.com/topnotch3e/topnotch3e.html?page=topnotch3 4:07 Unit 7, Lesson 1, Pg. 077, Ex. C Listen to activate vocabulary)</p> <p>5. The class as a whole checks the answers.</p>			<p>differences of the different festivities they heard. In this case, there are right and wrong answers so the evaluation is 'simpler' in this technique.</p>
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Place	Type of holiday	What people do to celebrate
Mardi Gras (U.S.)		
Bastille Day (France)		
Tsagaan Sar (Mongolia)		

Assessing and grading

Assessing tool: a chart

What we want to evaluate is the capacity of understanding what they are hearing in a controlled and restricted situation: certain festivities around the world and their characteristics. That is why it is important to activate prior knowledge so they can be aware of what to expect in the hearing. If they know what specific vocabulary, grammar, and context the aural information is going to be presented, they are more capable of understanding it. The assessing is very simple and consists of checking if they fill a chart with the correct information that they heard. All using adjective clauses with subject relative pronouns who and that. The teacher gives the feedback of wrong and right answers. If the answer is right, the teacher complements the information and asks some questions to the students, inviting them to contribute with the answer. If the answer is wrong then the teacher explains why is wrong or ask some students to say the right information. In this way, the students can tell why they got the wrong information and what the right one is.

This is a reinforcement activity because it contains information such as vocabulary and grammar saw previously in the lesson, so this also helps the students to know how well they understood and gained the past activities.

Rubrics

The student could identify	The student could identify	The student could identify correctly	The student could not identify correctly
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correctly the type of holiday and what people celebrate, in all the three festivities, using adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> . 3 points	correctly the type of holiday and what people celebrate, in two of the three festivities using adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> . 2 points	the type of holiday and what people celebrate, in one of the three festivities using adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> . 1 points	the type of holiday and what people celebrate on it, in any of the three festivities and did not use adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> . 0 points
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Outcomes

Most of the times the students struggle a lot with the listening exercises, however they did well in this activity. Three thirds of the class got the three festivities and their features right using adjective clauses with subject relative pronouns who and that. Meanwhile the rest third got two festivities right. Only two students got one festivity right.

The conclusion in this section is that it was easier due to the previous exposure to vocabulary and grammar (adjective clauses with subject relative pronouns who and that.) If they are acquainted with some topics it is easier for them to perform in a fluent English.

Reading

*presented in the evidences section

Objectives:

- Discover different holidays and traditions around the world.
- Summarize characteristics of holidays around the world.
- Recognize holidays and traditions from other countries and their characteristics.

Step of the lesson	Teacher's activity	Students' activities	Materials	Session	Evaluation
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				number	
Activate previous knowledge	<ol style="list-style-type: none"> 1. The teacher asks the students to read the reading title: <i>Holidays around the world.</i> 2. The teacher asks the students to guess what the reading is going to be about just by the title. 3. The teacher explains the students that they are going to see specific holidays around the world. 4. The teacher asks the students to see the three pictures on the book and tell what kind of holidays 	<ol style="list-style-type: none"> 1. Students read the title and guess what the reading is going to be about. 2. Students classify the three holidays just by looking and their pictures. 	Text provided by the teacher .	1	Due to this activity is focused on reading comprehension this section is not graded.

	<p><i>(historical, seasonal or religious)</i> are the ones presented in the reading <i>(Ramadan, Chinese new year and Simón Bolívar's birthday)</i> just by seeing their pictures.</p>				
Reading	<ol style="list-style-type: none"> 1. The teacher asks one student to read the paragraphs about one festivity, then another to read about the second and another to read about the third. 2. The teacher corrects pronunciation and intonation. 				Due to this activity focuses on reading comprehension and not speaking (intonation and pronunciation) this section is not graded.
Reading comprehension	The teacher presents the following chart* and asks the students				The evaluation in this

	<p>to add an X according to what they read on the reading.</p>			<p>technique focuses on how well the students understand the core features and the specific details of the festivities through the reading by their inferring skill. In this case, there are right and wrong answers, as well as incomplete answers. The grading goes in this</p>
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					respect, if they have right, incomplete or wrong answers.
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On this holiday, people...	Ramadan	Chinese New Year	Bolivar's birthday
Give gifts			
Wear costumes			
Pray			
Wish each other well			
Get together with their families			
Perform traditional dances			
Decorate their homes			
Celebrate for several days			
Give away money			

Assessing and grading

Assessing tool: a chart

The assessing of reading is not focused on pronunciation or intonation in this case. This activity is more focused on the reading comprehension than the speaking proficiency (even if speaking proficiency is part of the activity and the teacher provides feedback in that respect). The idea is to tell if the students can infer meaning on a reading by its context. Many times the readers are used to see explicit information and obtain it in an

easy and quick way, however many of the information is behind the evident text and we need to improve our inferring capacity. In this technique, the focus is on that; provide the students with exercises that encourage the use of the inferring skill.

Rubrics

Each student can get from 2 to 10 points depending on his performance.

The student got all nine answers complete and right. 10 points	The student answers one incomplete or wrong. 9 points	The student answers two incomplete or wrong. 8 points	The student answers three incomplete or wrong. 7 points
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The student answers four incomplete or wrong. 6 points	The student answers five incomplete or wrong. 5 points	The student answers six incomplete or wrong. 4 points	The student answers seven incomplete or wrong. 3 points
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The student answers eight incomplete or wrong. 2 points	The student answers nine incomplete or wrong. 0 points
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Outcomes

The vast majority of the students got the nine answers right. Four of them got one answer incomplete or wrong and only two got two answers incomplete or wrong. In conclusion, they could identify different holidays around the world and compare similarities and differences between different festivities.

Intercultural component

The intercultural dimension in this lesson is not even implicit, but in some ways explicit. The first part was about the different holidays and traditions students know around the world and from their own country. The first technique focused on determining the similarities and differences between their own country and other cultures. In addition, the questions about when and how are those events celebrated and the reason behind them encourage the students to explore and research more about other cultures and their traditions. The next activity is focused on exploring national celebrations and traditions from their own culture. In this way, they are more aware of their own cultural reality and background.

On the third activity, they are presented with three concepts that different kinds of festivities. These are seasonal, religious and historical types of holidays. They are also presented with vocabulary that explains different ways people commemorate holidays around the world. By seeing this vocabulary now the students are ready for doing a listening comprehension technique that focuses on different traditions around the world, how are they celebrated and what kind of holidays they are. Once again, they are exposed to different cultural aspects from foreign places.

Finally, they are exposed to a final technique, a reading practice. The reading focuses on three celebrations: Chinese New Year, Ramadan and Bolivar's birthday. In this case, they are reading about some other foreign celebrations and their cultural awareness is awakened. Therefore, as we can see, the intercultural aspect is always present in this whole lesson.

Chapter 3: Experience report

Expected outcome and real outcome

We as human beings tend to create expectations about our future endeavors and projects, however not all the time our expectations become reality. This is especially true for us as teachers; when we plan our classes and lesson we have in mind how are the techniques going to work with our students and how is the class going to develop from the beginning to the end, and sometimes we face the hard reality.

It is not strange that we set some specific outcomes or objectives that at the end of the class, lesson or course we do not reach. That is why we should set realistic outcomes according to our lesson plans, curricula, and our students' contexts. Nevertheless, that is easier to say (or write) than to apply in the praxis. In this section, I would like to mention some of my desired outcomes settled at the beginning of the lesson and the actual outcomes that came out after the techniques were applied.

Here are the expected general outcomes or objectives that were settled at the beginning of the lesson plan before it actually were applied:

Students will:

- Identify different holidays and traditions in their own country.
- Identify different holidays and traditions around the world.
- Describe those holidays and traditions.
- Identify characteristics of holidays around the world.
- Identify the origin and reasons behind those events.
- Classify holidays and traditions from their country and holidays and traditions from other countries.
- Compare the similarities and differences between national and foreign holidays and traditions.
- Use adjective clauses with subject relative pronouns who and that

I mentioned the actual outcomes separately by the four skills that were covered in the lesson plan: speaking, writing, listening and reading. Now I would like to stake out those outcomes and analyze if the original outcomes were accomplished and if they were not how can I improve my techniques to reach them.

On the speaking area, we could conclude that for most of the cases, the students could identify different holidays and traditions in Mexico and other countries. However, the majority of them could not describe those festivities in an efficient way. This is due the higher complexity of describing than identifying or mentioning. At the moment of mention and description of some similarities and differences between festivities, the results were better than the actual description of them alone. We could say that the first objective was

cleared (identify different holidays and traditions in their own country) but they could not describe those holidays and traditions. Nevertheless, their objective was reached and they could compare the similarities and differences between national and foreign holidays and traditions.

In conclusion, I could say that my students feel confident and are fluent when the time to speak about specific topics is. However, a few of them still feel ashamed of speaking in public and even more in a second language and they are facing a new topic. Nevertheless this issue has improved a lot since the first level and I have noticed that is due to the teacher constantly says to the students that they should not feel ashamed if they commit mistakes because we are there for learning. In addition, the most important aspect, they should not feel ashamed of their accent. The accent is a natural aspect of the language and it is not desirable to suppress that. Those ideas gave them the necessary confidence to speak in front of the class.

- Use adjective clauses with subject relative pronouns who and that.
- Identify different holidays and traditions in their own country.
- Describe those holidays and traditions.
- Identify the origin and reasons behind those events.

On the writing area, the students were able to describe the features of the festivities with some problems. Only a few students did not struggle when they had to describe the festivities using adjective clauses with subject relative pronouns who and that. We assume this is due to the restriction of using adjective clauses and this limited the students for a more complete description of the events. This is something to take in consideration for the next classes.

In conclusion, I could say that on the writing skill, they struggled the most. Maybe it is because of the grammar topic and its own complexity that they could not achieve the expected outcomes that were presented at the very beginning.

- Use adjective clauses with subject relative pronouns who and that.
- Identify different holidays and traditions around the world.
- Describe those holidays and traditions.
- Identify the origin and reasons behind those events.

- Classify holidays and traditions from other countries.

On the listening skill, they showed an unexpected good performance. Most of the times my students struggle a lot with the listening exercises, however they did well in this activity. Three thirds of the class got the three festivities and their features right using adjective clauses with subject relative pronouns who and that while the rest third got two festivities right. Only two students got one festivity right. On the listening skill, we could say that the students could identify holidays and traditions around the world, classify holidays and traditions around the world, and describe those holidays and traditions; the vast majority of the class accomplished the objectives.

- Identify different holidays and traditions around the world.
- Identify characteristics of holidays around the world.
- Classify holidays and traditions from other countries.

The vast majority of the students got the nine answers right. In conclusion, they could identify different holidays around the world and compare similarities and differences between different festivities.

Finally, on the reading regard of reading they did very well too. In this skill, the objectives were fewer and they have already seen all the vocabulary and grammar before. The vast majority of the students got the nine answers right. Four of them got one answer incomplete or wrong and only two got two answers incomplete or wrong. In conclusion we could say they reached the objectives with no much trouble.

Conclusion

This final project and the specializations in general showed how far we are to become the teachers we want to be. However, it also showed how great advances we have made in that journey. When I began as a professional, I did not have the academic formation of a teacher. My major and master were in Philosophy so I did not have any clue of pedagogical methods, approaches or techniques. That is why I wanted to enroll in the specialization, to become a better teacher and improve my classes; however, I had no idea that this course will show me all the weaknesses that I had as a teacher.

From the beginning I faced all these concepts, techniques, approaches, authors and theories that I had no idea existed. Without notice, I used some of those ideas and

exercises but in an unconscious way. I did not use to go deep in the teaching practice and only apply exercises in an intuitive way; I did what I thought was the best. In a retrospective, we could say some of those practices were in the right direction but some others could affect in a bad way the teaching and the learning process of the students.

I had no idea of how assessing and testing work, no idea of the outcomes or the Bloom's taxonomy, I did not use to plan the lessons with a clear idea of theories and methodologies. I applied techniques without caring about covering all the four skills: listening, writing, speaking and reading, I did not care about bringing authentic materials to the class or providing the right input to the students. Nevertheless, the more I was seeing in the specialization the more I was noticing mistakes and weaknesses. Little by little, the teaching practices were improving and I felt more confident but the most important think; I noticed my students felt more confident and even more motivated with the classes. I saw that they are eager to face intercultural aspects of the language and they are interested in other cultures.

In conclusion, now I know in a more clear way what I am doing right and what things I should improve; and the specialization has gave tools so I can improve my teaching practice. It has been a long journey full of learning and awareness of mistakes and weak points. As we stated in a few lines before, we are far to become the teachers we want but now we are closer than ever.

Evidences

LESSON 3 **GOAL** Exchange information about holidays

BEFORE YOU READ
WARM-UP Look at the photos and the names of the holidays in the Reading. How would you categorize each holiday—historical, seasonal, or religious? Are you familiar with any of these holidays? What do you know about them?

READING

Holidays Around the World

Ramadan, the Month of Fasting
 "May you be well throughout the year!" is the greeting during Ramadan, the ninth month of the Islamic calendar, a special occasion for over one billion Muslims throughout the world. According to Islamic tradition, Ramadan marks the time when Muhammad received the word of God through the Quran. The beginning of the month, Muslims fast—usually abstaining from food and drink from the break of dawn until the setting of the sun. It is also a time of increased worship and giving to the poor and the community. Ramadan ends with the festival of Eid al-Fitr—five days of family celebrations and eating.

their parents a healthy and happy new year and receive red envelopes with money inside. It is customary for people to give each other small gifts, give visits and request to visit other family members. In the streets, lion and dragon dances and sets of drums (negao kua) to drive away evil spirits.

On the last day, people dance in the street carrying a large cloth dragon.

Worshippers pray during Ramadan.

The Chinese New Year
 The Chinese New Year is celebrated by Chinese around the world and marks the beginning of the first month in the Chinese calendar. The celebration usually takes place in February and lasts for fifteen days. Before the holiday begins, families clean out their houses to sweep away bad luck, and they decorate their doors with red paper and big Chinese characters for happiness, wealth, and longevity. The night before, families gather together for a delicious meal. Outside, people set off firecrackers that make loud noises all through the night. In the morning, children wish

Simón Bolívar's Birthday

Simón Bolívar was born on Jan. 24, 1783, in Caracas, Venezuela. He is known throughout Latin America as "The Liberator" because he led the fight for independence from Spain. His armies freed Venezuela, Peru, Colombia, Ecuador, and Peru. He is memorialized in many ways, but two countries celebrate his birthday every July 24th—Venezuela and Ecuador. On that day, schools and most general businesses are closed, and there are military parades and government ceremonies. Here the malls are open, and people usually use the holiday to go shopping.

Bolívar led the fight for independence.

A special type of clothing suits are clothes that represent elegance.	Explain when it is worn People who wear suits usually are at weddings.
A type of music Polka is a music that is from north of Mexico.	Explain when it is played In parties that take place in Chihuahua, Nuevo Leon and Durango.
A special dish Menchudo is a plate that includes meat and grains.	Explain when it is eaten After parties, menchudo is great for people who like spicy food.
A traditional dance Jarabe Tapatio is a dance that involves two people.	Explain when it is danced It's danced in some celebrations in Jalisco. Dancers who want to be good dance Jarabe Tapatio.
A special event A quinceañera party is a celebration that celebrates a special birthday.	Explain what happens The family celebrates the step from a girl to a woman of a teenager. Quinceañera is someone who turns 15.

A special type of clothing A quinceañera dress is a dress that is used when a girl turns 15 and celebrates her birthday.	Explain when it is worn The dress is used in a party that is celebrated by the family.
A type of music Waltz is a dance that people do in formal occasions.	Explain when it is played. It is danced very two persons dance slow and together in a formal dance.
A special dish Capirotada is a dish that Mexican people eat.	Explain when it is eaten Capirotada is eaten in Semana Santa by Mexicans who are religious.
A traditional dance Mariachi is a Mexican music that is very traditional.	Explain when it is danced Mariachi is played in special events that are celebrated by Mexican people...
A special event A wedding is a special event that unites 2 people in holy marriage.	Explain what happens In a wedding the 2 people who are going to marry say their vows and then they have a party.

A special event	Explain what happens
A quinceañera party is a celebration that celebrates a special birthday.	The family celebrates the step from a girl to a woman of a teenager. Quinceañera is someone who turns 15.

Place	Type of holiday	What people do to celebrate
Mardi Gras (U.S.)	Religious	People that go to Mardi Gras give candies.
Bastille Day (France)	Historical	People who celebrate Bastille Day dance on the streets.
Tsagaan Sar (Mongolia)	Seasonal	People that celebrate Tsagaan Sar wear new clothes.

A special event	Explain what happens
A wedding is a special event that unites 2 people in holy marriage.	In a wedding, the 2 people who are going to marry say their vows and then they have a party.

Place	Type of holiday	What people do to celebrate
Mardi Gras (U.S.)	Religious	People who attend Mardi Gras throw necklaces and candies.
Bastille Day (France)	Historical	People who celebrate Bastille Day dance on the streets.
Tsagaan Sar (Mongolia)	Seasonal	People who celebrate Tsagaan Sar clean their houses.

event that Catholics celebrate
 a kid that comes from a religious family moves to the south to remain a Catholic

Place	Type of holiday	What people do to celebrate
Mardi Gras (U.S.)	Religious	People who celebrate Mardi Gras dance in a huge parade
Bastille Day (France)	Historical	People who celebrate Bastille Day set off fireworks
Tsagaan Sar (Mongolia)	Seasonal	People who celebrate it wear new clothes

A special type of clothing China poblana is a type of clothing that is colorful	Explain when it is worn It's worn in parties that take place in Puebla
A type of music Corridos is a type of music that people who live in the north of Mexico hear	Explain when it is played Corridos are played when people who are drinking drink to music
A special dish Turkey is a dish that people eat one time at the year	Explain when it is eaten It is eaten in Christmas and then in days after that it is called recalentado
A traditional dance Danza del venado that celebrates the hunting	Explain when it is danced It is danced in Oaxaca by persons that are going to hunt
A special event Primera comunión is an event that Catholics celebrate	Explain what happens In primera comunión a kid that comes from a religious family moves to the south to remain a Catholic

What are the differences you noted between Mexican and Foreign Festivities?

Do you think Mexican Festivities are better than the Foreign? Why?

Do you think Foreign Festivities are better than the Mexican? Why?

What are the differences you noted between Mexican and Foreign Festivities?

Do you think Mexican Festivities are better than the Foreign? Why?

Do you think Foreign Festivities are better than the Mexican? Why?

What do you think of this festivity?

When is celebrated?

Where is celebrated?

Have you gone to it?

Did you like it or not? Why?





On this holiday, people...	Ramadan	Chinese New Year	Bolivar's birthday
Give gifts		X ✓	
Wear costumes		X ✓	
Pray	X ✓		
Wish each other well	X ✓	X ✓	
Get together with their families	X ✓	X ✓	
Perform traditional dances		X ✓	
Decorate their homes		X ✓	
Celebrate for several days	X ✓	X ✓	
Give away money	X ✓	X ✓	

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On this holiday, people...	Ramadan	Chinese New Year	Bolivar's birthday
Give gifts		X ✓	
Wear costumes		X ✓	
Pray	X ✓		
Wish each other well	X ✓	X ✓	
Get together with their families	X ✓	X ✓	X ✓
Perform traditional dances		X ✓	
Decorate their homes	X ✓	X ✓	
Celebrate for several days		X ✓	
Give away money	X ✓	X ✓	

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On this holiday, people...	Ramadan	Chinese New Year	Bolivar's birthday
Give gifts		X ✓	
Wear costumes		X ✓	
Pray	X ✓		
Wish each other well	X ✓	X ✓	
Get together with their families	X ✓	X ✓	
Perform traditional dances		X ✓	
Decorate their homes		X ✓	
Celebrate for several days	X ✓	X ✓	
Give away money	X ✓	X ✓	

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Declaration letter

UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua
Extranjera

DECLARATION

I, Samuel Ricardo Espinoza Venzor declare that the following "PROPUESTA DE INTERVENCIÓN EDUCATIVA. UN ENFOQUE INTERCULTURAL EN LA ENSEÑANZA DEL INGLÉS. TRABAJO PARA OBTENER EL DIPLOMA DE ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA MODALIDAD EN LÍNEA" 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.  _____

Date: June 20 2019