



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**LEARNING A SECOND LANGUAGE AND
INTERCULTURALITY**

TRABAJO RECEPCIONAL

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

PRESENTA:

LAURA RAMIREZ ALFARO

ASESOR: ALMA DELIA GARCIA SALAZAR

México, DF. a 21 de junio de 2020.



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INTRODUCTION

Learners from a second language must develop some communicative skills so that they can get a more integral knowledge and a more fluent performance.

Reading and Writing are two important abilities that language learners must develop to understand information from any text in a correct way, as well as expressing efficiently their own ideas.

Reading and writing complement each other, and we can teach them at the same time, but it is necessary to develop well organized lesson plans that include several techniques and activities that direct students to obtain these skills.

Listening or aural skill is one of the most complicated aspects to develop, real speeches or conversations are on a fast way and sometimes words are mixed, cut down or unknown. Even we can confuse the pronunciation or the intention.

Speaking employs more generic or vague vocabulary than writing. A lot of spoken language is idiomatic, filled with ready-made phrases, fillers, hesitations and false starts. The most aspect is to produce an intelligible speech.

The activities, Techniques and Methodologies employed in the didactic sequence are very important to achieve the learning outcome in order to verify and measure the results we need to implement some assessing or evaluating tools.

The purpose of this work is to reflect on the new acquired knowledge within the teaching practice by designing and implementing a pedagogical intervention project.

To start it is placed a first chapter to state the teaching philosophy and identity, and the theoretical foundations that are part of the new teaching style.

After that, a methodology and practice chapter for a practical and useful lesson plan with the description and analysis of the procedure of the learning activities.

Then a chapter to reflect and analyze the results and another for conclusions.

Finally, the appendixes and references.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

Language is a social and cultural phenomenon because by means of this process people can communicate their ideas, feelings and other information, that's why since the beginning humans have tried to create diverse communication forms.

Besides, language is learned since we are babies by observing, listening and imitating our parents, family or other close people and it is full of cultural aspects as customs, intention, education, habits, etc. Later from childhood to youth other strong influence on language are school and teachers, these ones are in charge of teach them a formal language.

Each person has a different way of learning, because as individuals can perceive a same situation in a distinct sense, and education must go with emotions and motivation in order to gain a significative Knowledge.

Language teaching is a process which includes a series of aspects like planning, methods, technics, assessment and feedback among other. Also, it is relevant to know the students' requirements, study context and de different types of learning.

For that reason, it is needed to implement diverse methods and techniques of teaching to help students to develop the skills for learning a second language and they can use it in an adequate form into its real context.

Currently, to cope with our current Mexican Teaching needs it is used to make a diagnostic test and a questioner at bout learning styles to all the students in order to identify the necessities and to take de best decisions, all this at the beginning of the course and take courses to improve the teaching activity.

Another related aspect is that teachers must select, use or design materials according to the topics that students have to learn, but trying to choose a variety of activities and resources considering the different ways of learning and the interests and context of the learners.

Nevertheless, it is also needed to consider other elements at creating materials as they should be authentic, simulate interaction, focus students on formal aspects, encourage students to develop learning skills and to apply them outside the classroom.

1.02 Theory underlying the teaching practice and identity

To selected reading activities, it has been considered the information provided by some authors as follows:

The Interactive model of Goodman (1981) is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary.

This aspect considers the information that students get through the resources they are provided with and what they can learn about that after the reading in this case.

That's why readings used in the session plan are related to the main topic "inventions", and the first reading is performed in a collaborative way, at the end they must answer some questions about the reading as an output.

About the Strategies to understanding vocabulary of Sánchez (2004) we can mention a) reflecting upon the word learning task, b) asking questions about words, and c) taking context into consideration when determining the meaning of words. He also argues that reading has three stages: decoding, making inferences and critical reading.

In this situation Students need to read and/or explain the paragraphs. They ask and search the meaning of the remained unknown words, so they can explain them or give examples with them as part of the reading activities.

Schema, explained in the UPN virtual platform for EEAILE, is knowledge about the topic that individuals have already acquired through various experiences. These experiences and knowledge are activated when reading can help the reader to connect previous experiences to the content of the text.

Here students, as a prereading activity, talk about their finding about some interesting and useful inventions, answer the questions orally and discuss their answers.

Writing aspect in this lesson plan is mark by the next contributions:

Weigle (2002) explains that Learning to write involves a specialized version of language that is already known by students, “this specialized language differs in important ways from spoken language, [...], but builds upon linguistic resources that students already possess”.

That means that writing activities must be more accurate, taking about grammar, vocabulary and mark punctuation, than speaking and students have to learn and use that in an adequate form.

To achieve this aim, in one part of the session plan’s writing section it is stated this: students analyze the structures presented, discover their patterns and reflect on the use.

Some of the Brown (2007) Principles in Teaching Writing are:

1. Learn and use the habits of ‘good’ writers.
 - a) focusing on a goal, b) spending some time planning to write, c) letting first ideas flow, d) soliciting and utilizing feedback from others, e) revising the work several times and making changes if necessary.
2. Balance process and product.
3. Account for cultural literacy backgrounds.
4. Connect reading and writing.
5. Provide opportunities for as much authentic writing as possible.

Those enumerate the tips for students develop a good writing activity and they need to be told about them as the same as teacher must considered them to provide an effective guidance. So, they are utilized in this lesson plan.

Listening and speaking development have their basis in these theoretical foundation:

Rost (2002) says that Listening comprehension encompasses the following stages: attention, perception, word recognition, syntactic parsing, comprehension and interpretation. EFL teachers are responsible for giving students guided practice and meaningful activities that will help English Language Learners to achieve their goals in each of these phases.

That underlines the importance of provide students with significative topics, materials and technics to realize listening activities for example in this lesson plan two activities implemented are:

- Students listen to a track and identify some advantages and disadvantages about modern Technology.
- Students watch a video about passive voice and inventions.

Kolker (2008) states that Listening comprehension can turn very difficult when teachers expect students to understand everything they listen to.

That is why is very important to be realistic about the expectations about the students' development and in this lesson plan is being considered the students learning context.

Richards (2008): The listening texts used can be used as the basis for speaking activities, making use of noticing and restructuring activities.

That is a way of relating these two basic skills and the speaking activities, this plan picks up the previous listened information for example.

- Teacher motivates a discussion based on the issues dealt.
- Students state and debate their ideas with arguments and respect.

The matter of interculturality is guided by the next citations:

Kramersch (1983) said "It's important to point out that each element in a language classroom, starting with the student him/herself, conveys representations of the culture, that is, it is not enough to think of the cultural object, but the meaning that is communicated or constructed about the object."

In this case as the main topic of the session plan is the inventions it is possible to analyze the objects in the classroom as important inventions and students can investigate about it and others previously to the other activities.

The activity is: Students take to the session information in English about the topic of the reading with their sources searched previously.

Kolb's (1984) states that it is not enough to read or listen about other cultures for becoming intercultural. It is also fundamental to confronted with new and unknown situations.

As the intercultural component of the lesson plan mention, students must reflect on the impact of some inventions, that among other things, are been an important part of human and world evolution and development.

For other aspects of interculturality Byram, Gribkova & Stakey (2002) developed a Model that consisted on the next aspects: Intercultural attitudes, Knowledge of social groups, Skills of interpreting and relating, Skills of discovery and interaction and Critical cultural awareness.

For that purpose, students will compare Mexican inventions with inventions around the world.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A practical and useful lesson plan

The topic of the lesson plan is “Inventions”, I work in a middle superior level school with teenagers from fifteen to eighteen years old and this lesson plan is for a sixth semester class in an urban school.

The topic of inventions was chosen because it is an interesting issue for teenagers and they can investigate, get and provide information, make descriptions and reflect about curious or common objects.

The activities, Techniques and Methodologies employed in the didactic sequence are very important to achieve the learning outcome, verify and measure the results.

Structure of the lessons and rationale

This lesson plan is implemented in two sessions, one of two hours long and another of one hour long.

It consists in three sections, the first one for the identification cell (author, educational stage, title, learning objective, etc.).

The second section it is about the introduction of the lesson in which are stated the teacher and students' activities for activation before (session information in English about the topic) and during the lesson (creation of context through questions).

As the same as setting the objective or competences of lesson (Teacher writes the learning purposes of the lesson and have students read it and comment).

The third section is about the communicative skills development and is divided in Reading (past participle verbs vocabulary, match sentences, brainstorm about the reading, collaborative reading, specific information about the reading, etc.)

Listening (a track about Modern Technology, identify advantages and disadvantages, select true or false, a video about passive voice and inventions).

Speaking (give opinion about an invention, debate ideas, use seen vocabulary and structures.)

Writing activities (correction of mistakes, analysis and reflection of structures, writing sentences with seen vocabulary, writing about their favorite invention and summarizing the lesson).

Lesson plan

| 1. Lesson plan identification cell. | |
|---|--|
| Author | Laura Ramírez Alfaro |
| Educational stage | High school |
| Title of your Lesson plan | Inventions |
| Learning Objective of the plan/Competency | <p>Language Purpose</p> <ul style="list-style-type: none"> • Students develop skills to learn the English language in an intermediate level. • Identify the key ideas and direction of a reading, in English language, and infers conclusions from them. • Communicate in an appropriate form. • Produce logical writing in a foreign language. • Use information and communication technologies to do research, process and interpret information. • Listen to and interprets information that is relevant to the context. |

| | |
|----------------------------------|---|
| | <p>Formative intercultural Purpose</p> <ul style="list-style-type: none"> • Lead students to reflect about some inventions and their effects in life through the identification of verbs in past participle new vocabulary and specific information for the communicative competences in the language. • Elicit students to compare some Mexican inventions and inventions around the world. |
| Communicative skill considered | Reading/Writing/Speaking/Listening. |
| State of the following options | Recycling topic |
| Functions | -Talking about some facts in the past and present. -Describe some objects. |
| Main Grammar structure | Passive voice |
| Other Grammar structures | Present perfect |
| Brief description of the plan | The topic of inventions was chosen because it is an interesting issue for teenagers and they can investigate, get and provide information, make descriptions and reflect about curious or common objects. |
| Hours of the plan implementation | 3 |
| Number of sessions | 2-hours session and 1-hour session. |
| Contents required for the lesson | Material about inventions |
| Link of the content | https://sites.google.com/a/g.upn.mx/eeaille8_7Iramirez |
| EEAILE tutor on line | Alma Delia García Salazar. |

2. Introduction to the Lesson.

| Step of the lesson | Teacher activities | Students activities | Session number |
|--------------------------|---|--|----------------|
| Activation | Teacher requests students take to the session information in English about the topic of the reading with their sources searched previously. | Students take to the session information in English about the topic of the reading with their sources searched previously. | 00 |
| Before the lesson | | | |
| During the lesson | <p>The first day of the lesson, teacher writes on the board date, topic and purpose of the class.</p> <p>Teacher welcomes students to the class.</p> <p>Teacher reviews briefly the topics seen the previous lesson.</p> <p>Teacher checks that students brought the assignment requested the previous session.</p> <p>Teacher creates the context based on the assignment that the students did and go over the following questions:</p> <ul style="list-style-type: none"> • What inventions are interesting? • What inventions are more useful? • When were they invented? • Where were they invented? | <p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the previous class.</p> <p>Students proof they did the assignment requested.</p> <p>Students talk about their finding about some interesting and useful inventions, answer the questions orally and discuss their answers.</p> | 01 |

| | | | |
|---|---|---|----|
| | <ul style="list-style-type: none"> • What are they used for? • How are they made? | | |
| 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. | 01 |

3. Communicative skills development.

| Reading | | | | | |
|---|---|--|--------------------------------|--------------------|---|
| Step of the lesson | Teacher activities | Students activities | Materials | Step of the lesson | Teacher |
| Vocabulary introduction <input type="checkbox"/> Exercise II | <input type="checkbox"/> Teacher ask students to look for a table verbs in their student book. <input type="checkbox"/> Teacher asks them to identify the verbs and write them in past, past participle and their meaning on the corresponding column. <input type="checkbox"/> Teacher | A. Students find the table in their book. B. Write the requested information in the right columns | Exercises about passive voice. | 01 | Exercise II of the grammar and vocabulary |

| | | | | | |
|---|--|---|--|--|--|
| <p>□ Reading continuation</p> <p>□ Exercise V. Comprehension skills</p> | <p>Teacher asks students to answer individually the exercise V. Comprehension skills of the reading.</p> <p>Right after, she has them exchange their answers. Then, she asks a student to read a question and to another one to answer it.</p> <p>She asks the class to confirm if the answer is right. Once they have the right answer, she asks everyone to mark the exercise V. Comprehension skills, making corrections if needed.</p> | <p>Students read and/or explain the paragraphs.</p> <p>They ask and search the meaning of the remained unknown words, so they can explain them or give examples with them.</p> <p>Students answer the questions individually. They mark and correct their classmates' answers, using a different ink color.</p> | | | <p>Students complete Exercise V. Comprehension skills.</p> |
|---|--|---|--|--|--|

| | | | | | |
|--|--|--|--|--|---|
| <p>□ VI. Inferring ideas</p> | <p>Teacher encourages the students to discover the mistakes by themselves and correct them.</p> <p>Teacher asks students what ideas they can infer from the reading.</p> | <p>Students suggest sentences that may summarize the content of the reading as secondary ideas. They write them on the exercise VI. Inferring ideas.</p> | | | <p>Students complete Exercise VI. Inferring ideas</p> |
| <p>□ VII. Moral.</p> | <p>She guides the discussion and asks a student to write the ideas on the board.</p> <p>Teacher asks the students to come up with a sentence that summarizes the whole text. She verifies that the ideas represent the text.</p> | <p>Students make a consensus in order to build a sentence that states the main idea of the text.</p> <p>One student writes the idea on the board and then on the exercise VII. Moral of the reading.</p> | | | <p>Students complete Exercise VII. Moral.</p> |

| Listening | | | | | |
|--|---|---|---|----|-------------------------|
| VIII. Identification | Teacher records track 12 and asks to students to identify specific information about modern Technology. | Students listen to the track and identify some advantages and disadvantages about modern Technology. | Exercises about modern and old technology . | 01 | Students participation. |
| IX. Comprehension | Teacher records track 13 and asks to students to comprehend information about old Technology. Teacher ask to students to watch a video about passive voice. | Students listen to the track complete sentences and select true or false. Students watch a video about passive voice and inventions. | | | |
| Speaking | | | | | |
| 2nd practice or Social interaction <input type="checkbox"/> Reflections. | X. Teacher motivates a discussion based on the issues dealt. She always shows objectivity and makes sure the ideas exposed have bases and argumentation. | Students select an invention and give opinion about it. Students state and debate their ideas with arguments and respect. | | 02 | Students participation. |

| | She does not allow any lack of respect. She encourages the use of the new vocabulary and the structures seen. | They use the vocabulary & structures just seen. | | | |
|---|--|---|-----------|----------------|------------------------|
| Writing | | | | | |
| Step of the lesson | Teacher activities | Students activities | Materials | Session number | Evaluation |
| <p>Grammar Focus</p> <p><input type="checkbox"/> Feedback</p> <p><input type="checkbox"/> Grammar focus</p> | <p>Teacher gives students a feedback about the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. She leads them into detecting & correcting the mistakes by themselves.</p> <p>Teacher writes an example of the used structures. She asks students to <i>discover</i> the patterns.</p> | <p>Students go over their mistakes in the debate. They correct them and clear doubts.</p> <p>Students analyze the structures presented, discover their patterns and reflect on the use.</p> | | 02 | Students Participation |

| | | | | | |
|--|---|---|--|----|--|
| <p>2nd practice or Social Interaction</p> <p>□ XI. Use of language.</p> | <p>Teacher has students do exercise XI which includes vocabulary and Writing.</p> <p>Teacher asks students to write about their favorite invention and tells them about the Brown's Principles in Teaching Writing.</p> | <p>Students write sentences with the vocabulary seen according to the exercise VIII.</p> <p>The students write about their favorite invention following the Brown's Principles in Teaching Writing.</p> | | 02 | Students complete Exercise VIII . |
| Summary | <p>Teacher elicits the highlights of the lesson since it started.</p> <p>She emphasizes important aspects and clear doubts</p> | <p>Students summarize the lesson. They emphasize important aspects and clear doubts.</p> | | 02 | Students participation |

4. Intercultural component: The freer activities of this lesson, where oral & written communication are the focus, the teacher will insert the intercultural component, based on the social and cultural context of the inventions, that reflect, among other things, an important part of human and world evolution and development. For that aim, students will compare Mexican inventions with inventions around the world.

5. Evaluation: Being that this lesson is immersed in Competencies, based on a rubric, a self-assessment and a check list, it will be marked the development in students' knowledge, abilities and attitudes.

6. Conclusion: The Conclusion will be divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural). So, students will verbalize what they learned and how they did it, but also, they will state what they can and will apply in their own lives related to the reading.

7. Follow up activities: After the teacher reviews her students' writings and gives them a feedback, students make a final version of their products in a PowerPoint presentation, which are presented to their classmates.

2.02 Designing of necessary tools to assess the progress of students

About the assessing and testing mater some authors have provided important contributions and I base my assessment or testing model on the next:

Ramírez (1995) for his Theory of Receptive vs. Productive skills and his statement that it is possible to use combinations of various stimulus and response formats.

Brown (2004) for the Alternative Assessment and the Informal and Formal Assessment, and Hughes (2003) for the Self-Assessment, among others.

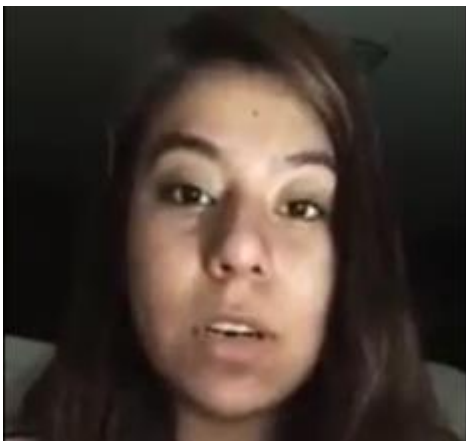
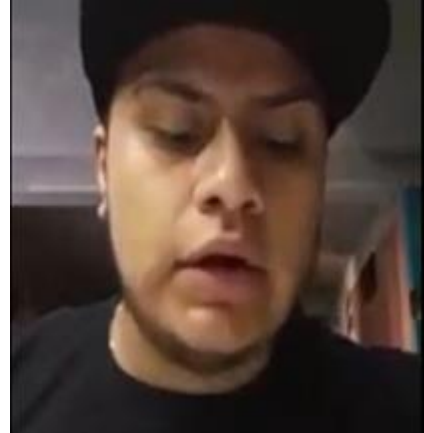
Richards (2008) comments that Meta cognitive strategies are ways to manage cognitive strategies like the ones we use for assessing the situation, monitoring, self-evaluating, self-testing.

This is that we must design the necessary instruments to collect the necessary information to measure the students' developments, give correct feedback and make decisions.

Considering this, For the assessing process of the activities designed in this lesson plan were implemented:

- a rubric for the writing activities.
- a self-assessment for the listening and reading activities in order to make students reflect about their performance.
- a check list for the speaking activities.

2.03 Evidences



2.04 Tools to assess activity

Rubric for the writing activities

| Aspect | Excellent | Good | Fair to poor | Very poor |
|------------------|---------------------------------------|---|---|--|
| Content 20% | Substantive knowledge of subject. | Adequate range of knowledge of subject. | Limited knowledge of subject | Does not show knowledge of subject. |
| Organization 20% | Well-organize and logical sequencing. | Logical but incomplete sequencing. | Lacks logical sequencing. | Does not show logical sequencing. |
| Vocabulary 20% | Effective word choice and usage. | Occasional errors of word. | Frequent errors of word. | Little Knowledge of English vocabulary |
| Language use 30% | Effective complex constructions. | Effective but simple constructions. | Major problems in simple constructions. | Not enough to evaluate. |
| Mechanics 10% | Demonstrates mastery of conventions. | Occasional errors of spelling or punctuation. | Frequent errors of spelling or punctuation. | Not enough to evaluate. |

Check list for speaking

| He or she... | Yes | No |
|--|-----|----|
| answers the questions orally. | | |
| discusses the answers. | | |
| expresses opinions briefly. | | |
| brainstorms about the contents. | | |
| uses right pronunciation, stress and intonation. | | |
| explains with his or her own words. | | |
| asks for meaning of unknown words | | |
| states and debates his or her ideas. | | |
| arguments with respect. | | |
| uses the vocabulary and structures seen. | | |

Self-Assessment for the listening and reading activities

| SELF-ASSESSMENT | | | |
|---------------------------------------|-----------|------|--------------------|
| Select the appropriate box | | | |
| I could... | Very good | Good | Need more practice |
| identify the key ideas of the speech. | | | |
| identify direction of the speech. | | | |
| complete the sentences. | | | |
| identify grammar mistakes. | | | |
| correct my mistakes. | | | |

What do you need to improve on?

2.05 Video of practice

Link for the video of practice: https://drive.google.com/file/d/1YNpoz14ypd3-ldVUXDA2uEqW_UteH14Z/view?usp=sharing

CHAPTER 3: EXPERIENCE REPORT

outcomes of the lessons

At putting in practice the lesson planning the activities were developed by the students with almost no difficulties; to achieve the purpose, I send them the instructions and all the resources needed.

At the beginning when they read the instructions, they had some doubts, but after I cleared them, they could realize all the activities and recorded themselves in action.

Most of the activities were carried out with good results, but as I see, the students had a more limited performance with the listening and speaking activities due to in the previous semesters they did not have enough practice for these skills.

Students' learning

From my point of view, at performing these activities my students have done good practices that help them to develop their learning skills about the English language at the same time that they reflect about a cultural topic.

The central subject are "inventions" that can be explained using passive voice and present perfect structures which are part of the syllabus for the sixth semester of additional language to Spanish at Conalep.

Also, are included some activities related to the use of TIC as the video about passive voice and inventions, and the elaboration of the PowerPoint presentations for the Follow up activities.

The most important aspects learned

I have learned that I need to implement more listening and speaking activities in order to my students can develop a litter more their skills about these ones without forgetting the other two.

Another important detected aspect is that social interaction is so important when developing oral practices, this way students can correct or complement each other, and they develop skills for communicating in socially acceptable forms.

I also realized that the intercultural component is basic when we are learning or teaching a second language as a foreign language.

Challenges faced in this Specialty

In this Specialty I have faced some challenges like the time I needed to develop all the activities required to get the learning and do the tasks applied in the platform at the same time I had to work and accomplish my personal and familiar duties.

Another situation I have to faced it was the national emergency for the covid19, where I have to learn and adapt to work in a virtual way not only as a student but also as a teacher, because I only had taught in a classroom.

So, I had to take extra courses, attend to webinars and virtual congresses, make reports and try to assist my students (implement and evaluate activities, give feedback and try to clear all the doubts that welled up in most of them and myself).

CHAPTER 4: CONCLUSIONS

The main purpose of realizing this activity is putting in practice the information provided in the three modules of this specialization postgraduate course, so that we can implemented these activities with our pupils in an effective way.

For this assignment is been elaborated a session plan divided in two sessions, one session 2 hours long and one session 1 hour long, which include activities related to the four learning a second language skills based on an intercultural issue.

It was developed a sequence of activities for reading, writing, listening and speaking tasks, and the central subject are “inventions” that can be explained using passive voice and present perfect structures which are part of the syllabus for the sixth semester of additional language to Spanish at Conalep.

Also, are included some activities related to the use of TIC as the video about passive voice and inventions, and the elaboration of the PowerPoint presentations for the Follow up activities.

The concepts related to the topic that were mentioned in this work are about the four skills for learners of a second language: reading, writing, listening and speaking, interculturality, and assessment or evaluation.

It was made a brief description of the development and outcome of the activities explaining why the implementation of lesson plan is adequate to the students for whom were designed according to their context of learning.

For the assessing process, it is included a rubric for the writing activities which consider next components: content, organization, vocabulary, language use and mechanics.; a self-assessment for the listening and reading activities in order to make students reflect about their performance; and a check list for the speaking activities.

At performing these activities students have done good practices that help them to develop their learning skills about the English language at the same time that they reflect about a cultural topic.

To finish it can be said that all teachers of a second language, as English is, must have a well knowledge of the strategies to be used with the objective of foment in their students the four skills, previously mention.

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