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EL USO DEL PRESENTE PERFECTO PARA HABLAR DE
EXPERIENCIAS DE VIDA.**

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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MÉXICO, DF. A 3 DE JULIO DEL 2021.

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

VALENTINE'S DAY AROUND THE WORLD USING THE PRESENT PERFECT TO TALK ABOUT LIFE-EXPERIENCES.

RECEPTION WORK

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

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MÉXICO, CITY. TO 3rd, JULY, 2021.

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INTRODUCTION

“Education should contribute to every person’s complete development – mind and body, intelligence sensitivity, aesthetic appreciation and spirituality. All people should receive in their childhood and youth an education that equips them to develop their own independent, critical way of thinking and judgement so that they can make up their own minds on the best courses of action in the different circumstances in their lives”.
Jacques Delors.

For a long time, we have heard that students have to receive an integral education, which help them to develop knowledge, skills, attitudes and values.

Actually, education system in Mexico is focused on a competency-based model, the 4 pillars of education purposed by Jacques Delors, developing socio-emotional skills, education for life, etc.

People who are dedicated to educate, have to be clear which is the purpose of education: to train free, participatory, responsible, informed and critical citizens, people who have the motivation and ability to achieve their personal, academic, work and family development, improve their environment and continue learning throughout life, in a complex world, globalized and constantly changing.

In high school, these aspects are specified in categories, generic, basic and extended disciplinary competences and their attributes, of which I would like to highlight: expresses and communicates (focused on oral and written expression, with effectiveness and efficiency both in L1 and in L2, logical-mathematical thinking, science, technology, argumentation and autonomy), knows and respects himself (focused on identity, self-reflection, empathy to relate to other people and cultures, work in team, decision-making, social awareness, values, attitudes, etc.), other competences are focused on the appreciation of culture and the arts, care for the environment, among others, and there I consider that the Interculturality is implicit, however, it has not been considered in a formal way, that is, there is no subject or a specific program to develop intercultural competence, there are no standards of its

development, Therefore, this development has not been carried out according to the needs of the students, their culture and much less directed to other cultures, or perhaps it has, but it has been in an informal way that there would be no way to quantify or qualify to what extent we have managed to develop intercultural competence in our students.

As English teachers, we have a very important job, to develop intercultural competence in our students, using L2 to talk about L1 culture, using L2 to talk about L2 culture or another culture, to make contrast between them in a positive way, focusing on the similarities that unite us and in the differences, but in a respectful and empathetic way, but to achieve this we must be intercultural teachers, capable of guiding, facilitating, providing, and supporting students in the development of such an important competence, not only to students as individuals, but as part of Mexican society and as citizens of the world, to recognize and share our culture and learn about and learn about other cultures.

In Mexico, teaching and learning of English represents a challenge for English teachers and students. Specifically, in High School, the SEP programs refers that during high school students have to pass of A1 to B2, this, according to Common European Framework of Reference for Languages (CEFR), which is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language, but it is not attached to reality.

In high school, the English classes are 3 hours per week, in which we have to attend everything, to cover the SEP program, participate with students in different projects, workshops, extracurricular activities, teaching English based on grammar and vocabulary, to develop in our students communicative skills, attitudes and socioemotional skills, which, represents a challenge that has been criticized for a long time.

As I said, in high school, according to SEP's programs, students start in A1 level, and when they are in sixth semester, they have to be B2, but this is not realistic. Most students are A1 and just a few of them are in A2 or B1 according to requirements of CEFR, so, choosing the best methodology, approaches and more theoretical foundations to guide my teaching process is difficult as well as choosing the best strategies, techniques, activities, resources, etc. because as a teacher, I have to adapt each one according to the real level of my students, and not only suppose that they can do everything.

We have to design and apply different method, approaches, techniques, strategies, activities and more to develop in our student's communicative skills and prepare them to communicate successfully in English in the classroom and in the daily-life situations.

According to the previous information, is what I decided to focus my final project on the intervention project: Valentine's Day around the world.

This final project represents the conclusion of a scholar year. It is a compilation of all knowledge I got while I was studying this specialization, the knowledge that I had and I reinforce it, but the most important, is how I mixed new and previous knowledge to improve my teaching practice and my students' performance in English language.

First, in the chapter 1, I present my teaching philosophy and identity, some authors, theories, approaches and key concepts that are part of it. Then, I am going to present a remembrance about the theoretical foundations of SLA, language, language learning, language teaching, theories, approaches, characteristics of communicative skills, strategies to develop communicative skills, intercultural approach, theoretical foundations about testing and assessing and more information that we reviewed in the specialization, which are part of my teaching philosophy, my identity and my teaching model.

The chapter 2 is about the methodology and practice, in this section, I present a practical and useful lesson plan where I describe the school context and the external context of my students. I show the lesson planning that I designed for this intervention project, which had a duration of four weeks focus on the topic: Valentine's Day around the world; after the lesson planning, you could see the materials and resources I used during my classes, the assessing and testing tools I elaborated and its theoretical foundations because I chose them; I will share the link of a video where you can see the development of my lesson planning and all the elements that were part of it; finally, I share my lesson planning evidences and the application of the tools for assess and test that I designed.

For the chapter 3, I show the results obtained during and after the application of my lesson planning to my students, I describe which aspects worked well or not and what skills and attitudes wanted to develop in my students with each one according to my AIMS, expected learning/ outcomes and if I got it or not.

Finally, in the chapter 4, I am going to present the conclusions of this project.

CHAPTER 1 PHILOSOPHY AND THEORY

The first chapter is about my teaching philosophy, identity and theoretical foundations. Talking about my teaching philosophy and identity is very exciting for me, because during this specialization I confirmed some aspects of my teaching that I have been doing well, but at the same time, I have learnt new aspects which make me reflect and improve my teaching practice. About my identity, I think I have kept because until now I keep thinking that I am a responsible, creative, hard-working, committed to my work and my students, I like to continue learning and improving to provide my students with the necessary tools for higher education and for life according to their and my possibilities.

I believe that as teachers, we lead by example, not with words, therefore, I try to reflect my personality in everything I do at an academic and professional level to

help train students who not only have knowledge and skills in the English language, but also, have values, positive attitudes and study habits and healthy for life.

Regarding the theoretical foundations, I have to say that I have learnt a lot during this specialization, for that reason, in this chapter I talk about concepts for SLA, acquisition and learning theories, Stephen Krashen's hypothesis, Vygotsky's Sociocultural theory, Michael Byram's Model of Intercultural Competence, theoretical perspectives of the communicative approach, Kolb's experimental learning model, Jacques Delors' the four pillars of education, taxonomy of learning Domains, evaluation model, the interactive model of reading, schema theory, strategies for understanding vocabulary, the importance of cross-cultural awareness and the different activities and strategies for communicative skills are important to be mentioned before the lesson plan I designed for working with my students.

1.1 Teaching philosophy and identity.

In my life I always have had a life plan, but sometimes I have had to change to take new opportunities, and working in high school and studying this specialization were two of them, which I enjoy and appreciate.

I would like to start saying that my mother was a teacher in an "Escuela Normal. It is like a university focused on preparing future teachers, so, I grew up watching her, and I can say that she really loved her work, their students admired her, their colleagues respected her and admired her too. She was very punctual, she always prepared her classes with so much dedication, so I always think that I want to have a job that I was as passionate as she was and I would like to be as my mother.

For that reason, since I started to work as an English teacher my work has been largely influenced by her, but also by some of my teachers, particularly my high school and university English teachers. I am not teacher by training, my B.A is in sports training because all my life I have practiced sports and I really love them, so, when I had to decide which B.A. I was going to study I decided to study a B.A. in sport training, but at the same time I started to study English because I needed it for

my B.A. and as result of this, I fell in love of English, so I studied for almost four years and then I started my training as a teacher.

As an English student, I had very good experiences and I liked that a lot but I had very bad experiences too. For that reason, I have looked for different ways to train as such and to be a good teacher. I do not have much experience giving classes, but my philosophy has changed a lot over these almost six years and I am sure it will continue to change; this happens to me every time I read a new book, take a course, a training or talk with teachers who have more experience than me, I like to learn and put into practice everything I learn almost immediately, but also more ideas and more questions arise about how I can improve my classes and myself as a teacher. I have always told my students that I teach as my teachers that I admire taught me or I teach as I would have liked to be taught.

As I said, I do not have a lot of experience as English teacher, but I consider that I have had different kind of experience which have done that I want to improve and to be a better teacher. I consider as successful experiences when my students enjoy my classes, when they really learn even a little, when they change their idea about English language and now think English is useful and interesting, when they ask me for helping because they are taking particular English classes and they do not understand very well any topic or when they need to practice more to present a certification, etc. but I have had bad or sad experiences because my students do not want to learn it does not matter that I do my best they have a bad attitude and it complicate the teaching-learning processes for whole groups.

In addition to that, one of my best experience as English teacher, which motivated me to study this specialization, was in 2019, I had the opportunity to get a scholarship for Mexican English teachers and I travelled to the USA at the University of South Carolina, Columbia, and the experience was amazing: first class facilities, smart classrooms, a lot of technology, relax, friendly but demanding educational environment, foreign teachers, an education system very different from the one in

Mexico, small groups, classes organized by levels and focus on 2 or 3 skills but connected among them, all the activities done were based on immersion and inclusion, and now I can say, based on intercultural approach too, because the students and the teachers in USC come from different countries, had different cultures and although they used English to communicate among them, their accents were very different too, definitively that experiences changed to me in a positive form.

When I started this specialization, I felt motivated to learn in terms of approaches, methodology, techniques, strategies, management and implementation of technology in my classes, grow as a teacher, improve my teaching practice and apply what I have learned for the benefit of my students. Now, at the end of this learning experience I feel that I really have learnt about everything I thought and more, and my teaching philosophy has changed too.

My teaching philosophy was based on motivation, creativity, organization, trust, empathy, respect and planning. In terms of approaches, at the beginning of this specialization I considered constructivism and the communicative approach as the bases of my teaching philosophy, but during this time my opinion has changed.

I keep the idea about motivation, creativity, organization, trust, empathy, respect and planning; I like to promote in my students self-sufficient, autonomy and freedom in their learning processes and at the same time the collaborative work. I think that knowing my students' context, their likes, preferences and life-experiences have allowed me to understand them and they have taught to adapt me, make decisions and solve the situations that arise in order to perform my job as well as possible, but now, I consider that since this moment I will base my teaching philosophy in the intercultural approach because it is like the evolution of communicative approach. In communicative approach teaching-learning processes are based on developing communicative skills (speaking, reading, listening and writing) to be used in real-life situations, which it is excellent, but the intercultural approach means take a step

beyond communicating, the intercultural approach purposes people of different cultures engage in interactions with each other, for that they share knowledge, ideas and values and as a consequence of this, they develop strong relationships.

In the intercultural approach, students learn about another cultures, but also, they learn to identify their own cultural values, understanding how these may be different to other people and appreciating these differences in a positive way while they interact in daily-life situations. For this reason, actually I consider that the intercultural approach is going to guide my teaching practice because with this approach, my students develop linguistic and communicative skills to use it successfully in real-life situations with English native speakers or non-English native speakers while they are sharing their culture and they are learning about others and not only they are learning grammar, vocabulary, speaking, reading, listening or writing separately.

A year ago, I considered that as an English teacher I had to teach the English language with all its elements: grammar, vocabulary, pronunciation, and to develop in the students the communicative skills (speaking, reading, listening and writing), but now I know that it is not enough, I have to take into account that I have to develop in my student's intercultural competence too.

Other aspects which are important in my teaching philosophy are the collaborative work and social interaction, according to Vygotsky (1896) who explains in his sociocultural theory that learning and the acquisition of knowledge results from social interaction, is that in my teaching practice, I use collaborative work to have my students work together for a goal, in this sense, I use the zone of proximal development when I organize my students in groups mix beginners and lower-intermediate for they can share their knowledge and to build new knowledge or confirm the information they already have.

Project-based learning, the use of technology (cellphone, tablet, computer, projector, apps, digital platforms, websites, etc.), social networks (YouTube, WhatsApp, Facebook, etc.), authentic materials (audios, videos, post casts, movies, videoclips,

digital newspapers or magazines) or another kind of materials (photocopies of books or articles, maps, graphic organizers, blogs, photographs, books, exercises online, print exercises, pdf and word documents, etc.) are fundamental part of my teaching practice which have opened many possibilities to work with my students in their learning processes of English as second language.

Another author who is an important part of my teaching philosophy is Frida Díaz Barriga, who explains the term: “*situated teaching*”, which said that it is to lead the students to acquire meaningful learning where they find meaning and utility in what they learn in the classroom. For that reason, the knowledge that they attend are based on what the students are really going to know, be able to do and wants to know about their real life, using themes of interest, everyday situations, in real contexts, help to get meaningful learning for they really feel identified and get involved in it.

Nowadays, my students use social networks to interact among them and with me, we have to use platforms, websites, TICs because the situation requires it, in my classes online I speak in Spanish 50 or 60%, but in the past the contact was face-to-face and I speak in English 50 or 60% depending of my students and their English level. I love to tell them “you can gossip or talk if you do it in English”, or “we can play a game if you tell us the instructions correctly” or “you can go out for food and eat in the classroom if you ask for permission in English” and they feel motivated to try to speak in English, another thing that I enjoy to promote collaborative work are games, “missions” and rallies. I have worked in High School since 2015, in that period of time I have gotten experience teaching and I try to use different methods, approaches, techniques, strategies, activities and exercises that I choose according to the goals, objectives and skills I have to develop in my students. But now, I have had to adapt these kinds of dynamics or activities to do it online and sometimes are not as fun as face-to-face classes.

Other aspects that are important for me are how many students I have in each classroom, the resources that school offers us, the extra areas that we can or cannot

use for classes, the size of the classrooms, etc. because I think this affects the students because they cannot move free or it is difficult to organize to work in pairs, teams or play into the classroom, for that reason I like to play outside it. Technology is part of the infrastructure, or should be, but it is not enough to be used by us and the internet is a problem too because it is not free, so, if I want to use technology and internet in my classes I have to get it and I do it, because technology is part of my daily practice.

The students' external contexts and the socioeconomic situation of my students are important because sometimes they do not have enough money for transportation, food and materials, the student's book is a little bit expensive for somebody and this affects their performance in different ways.

In my personal opinion the context, our teaching philosophy and motivation are part of the learning processes of our students and it can be positive or negative, in case of motivation, most of my students have had bad experiences with their English teachers or with the subject: they think it is difficult, boring, etc. and it is difficult to change that idea; another factor is self-confidence and confidence in the teacher because if students feel comfortable, they work and participate although they make mistakes because they feel free in their learning processes; attitude is a factor because if they have a good attitude they are open to learn, if they don't, the learning processes are complicated. I think all these factors can affect negatively the students and make them feel uncomfortable, unmotivated, bored, worried or stressed because they make mistakes and they do not work or do not participate freely; but, these factors can affect positively too, and make students feel free, comfortable, sure of themselves, they work and participate with a good attitude, they are in with games, activities, practices, etc. and they can do their best although they do not have all the material things that maybe they would like to have.

The role that I assume as English teacher, is not only as English teacher, many times we have to be "todologos", and according to what I have read about the role of the

teacher in this specialization and my experience, I can say that I have been most of them.

I think as teacher, I have to be professional, because we have to take many courses about different topics such as planning, methodology, new educational models, etc. and this role is important too, because in the new educational model there exist teaching competences which refer that as teachers, we have to take courses, to study graduate degrees, etc. Being analyst and curriculum and material developer, is important because is my obligation to know our English program and make the adaptations according to the students' contexts, needs and real time we have in classes; as material developer, I can and have to create and design my own materials to teach and use authentic materials too; I have been a counselor teacher, because if students feel self - confident and feel confident with the teacher they have a good attitude, participate, do the activities, etc. in some cases as teachers we listen to many problems of our students, and we can advise and assist our students who are having trouble and make a little difference in them.

I do not know how is the experience in other schools and levels, but in the schools where I work, we do not have a mentor, usually the sub-principal and principal are who give you a very short explanations about how the school works and you have to learn by yourself and your experience and maybe learn of any partner who wants to help them, finally, I think that all of us have to learn to be researchers and make a reflection of our practice, being open to listen our colleges and our students, to read and to learn more about the language and the learning – teaching processes to improve our performance.

For all those reasons I consider that motivation, creativity, organization, trust, empathy, respect, planning and promote in my students self-sufficient, autonomy and freedom are essentials in my teaching practice.

Other part of my new teaching philosophy is the blended learning. In the past, I used to implement apps, websites and technology as part of my classes into the classroom, if I wanted to do a quiz, a test, a game, etc. I did it during my classes time and that's all, but now, "with the new normality" in schools because the pandemic, I had to learn to implement different platforms, apps, websites and more to develop my classes outside the classroom in remote, virtual and online models, because in the practice, I have been worked with a hybrid model which include different aspects of each model not only is used one.

For that reason, when we back to schools, I want to combine the face-to-face teaching and virtual teaching in my English classes. My expectations are that I continue using technology and TICs inside my classroom in my face-to-face classes, but to implement different resources online as websites and apps to support my students to reinforce their knowledge and practice to develop their communicative skill. I want to check the attendance list with a question in classroom where my students can choose "I'm here" or "I'm at home" to say they are taking my class, or they do and send their homework on a platform, or that my students do writing compositions or speaking activities and send their evidences on a platform, or let them information made by me because they can review it after my classes, even I want to do my test online, in a computer in my classes time, etc.

According to this information, I consider that the "blended method" is going to be part of my teaching philosophy, because this method combines the face-to-face teaching and virtual teaching to create a learning method more effective which put together the best characteristics of face-to-face teaching and virtual teaching.

Definitely, this specialization has opened my eyes for a new vision of my teaching philosophy and as consequence of my teaching practice, I feel that I have grown considerably because I have learnt a lot theories, approaches and interculturalism; I have confirmed some ideas I had which are well but now are better because all the information that I have learned in this specialization.

From my point of view, I really have learnt because I have taken theory and apply to my practice, but I have taken my teaching experiences to relate them with the theory I have read during this year, and the lesson planning that I designed for this project really, they are proof of my growth as a teacher and are a reflection of my previous experience and the application of the new knowledges that I have got in the specialization.

For me, as English teacher, we teach knowledge and abilities, but at the same time attitudes and values. Our job is to teach English language with all its elements: grammar, vocabulary, pronunciation, developing in the students the communicative skills (speaking, reading, listening and writing) and integrate them with the develop intercultural competences using different theories, approaches, strategies, etc. according to expected learnings described in the curriculum and program of the subject, and the goals of the school. But too, according to the Common European Framework of Reference.

As an English teacher, I always try to be my best, looking for new activities, creating games, applying strategies, techniques and activities that are of interest for my students. With my students' diagnostic, I have the opportunity to learn about their interests, preferences and then, I can use it in my classes when I design or choose activities or materials for it.

The "social practice" is very important, because, I like it when my students feel that English is useful, they pay attention, participate and learn. Although that my context has many limitations like the students' socio-economic situation, the conditions of the school, the time given for the English class is not enough, etc. I try to focus the learning of my students in real situations and everyday life, using problem-based learning, task-based learning, collaborative work, the sociocultural and intercultural approaches, the blended method, different strategies and techniques, authentic material, social networks, etc.

Maybe I am a dreamer, but for me, it is more important to practice, practice and practice as much as possible than to solve a lot of pages in a book, although I do it because it is necessary in my job as evidence that I teach and my students learn.

1.2 Theoretical foundations.

1.2.1 Theoretical basis about language, language learning, and language teaching of my model.

Throughout our school life we live various experiences that, together with our life experiences in general, shape our personality, character, help us define our tastes, interests, attitudes and aptitudes, etc. In the case of us as teachers, all of this contributed or continues to contribute to our teaching philosophy and therefore to our teaching practice.

As students and now as English teachers, we live different ways of teaching, based on methods, theories, approaches, strategies and activities that have been changing over time.

Although, previously a typical English class involved having a class focused on the study of grammar, acquiring formal language, solving printed exercises, an abstract class talking about abstract structures and decontextualized words, demonstrating tools for specific situations, without developing real communication or linguistic skills, without promoting meaningful learning and positive attitudes and focused on completing a study program, where interculturality was not taken into account, today and perhaps a little forced by the pandemic situation that we are going through worldwide the classes have changed, and what to say about the English classes, where we as teachers have sought and created all the resources and materials necessary to adapt to this teaching modality for the benefit of our students.

As I mentioned before, studying this specialization has made me know more theoretical foundations of the language and that I want to apply them in a practical way in my teaching practice.

Without a doubt, the intercultural approach seems to me an alternative to help students develop knowledge and skills of the second language, in contextualized situations in real life situations, as well as develop attitudes and values that allow them to be part of a society world, exchange ideas, experiences, etc. to share our culture with others and receive other cultures, and in the company of other theoretical foundations such as new approaches, methods, strategies, techniques, use of TICs, specifically sociocultural theory, situated teaching, the Blended method, PBL, collaborative work, to mention a few, are part of the theoretical foundations that are addressed in this document.

1.2.1.1 Concepts for second language acquisition (SLA).

1.2.1.1.1 Differences between acquisition and learning theories.

Learning and Acquisition can be better explained when we make reference in learn a language. The inborn capacity to learn languages is a human characteristic that distinguishes us from other species, for us, communication is the ability to make others understand our ideas and feelings by using signals or sounds in an arbitrary method, but also, it is the ability to combine sounds to produce meaningful words and sentences. Over time, linguists have made differences between the way we acquire and the manner in which we learn languages. Mostly it is the mother tongue that is acquired while second languages are learnt.

The acquisition is when every child learns his/her mother tongue. In acquisition is not taught grammar the manner he is given lessons when he ultimately goes to school, but it is easy to see that, without any instructions, children learn the native language and do not make grammatical mistakes during conversations. They learn the language through a subconscious process where they know nothing about rules of grammar but know intuitively what is right and wrong or learn through a trial-and-error method. Constant communication is what makes acquiring the lessons of the mother tongue easier for kids.

Children learn the language as communication is a must for them to survive. They are helped in this endeavor a great deal by the innate capacity of human beings to acquire a language. Though parents never explain the concepts of grammar, the child learns and masters them on his own with the help of exposure to communication in the language. The basic tool needed for language acquisition is a source of communication that is natural.

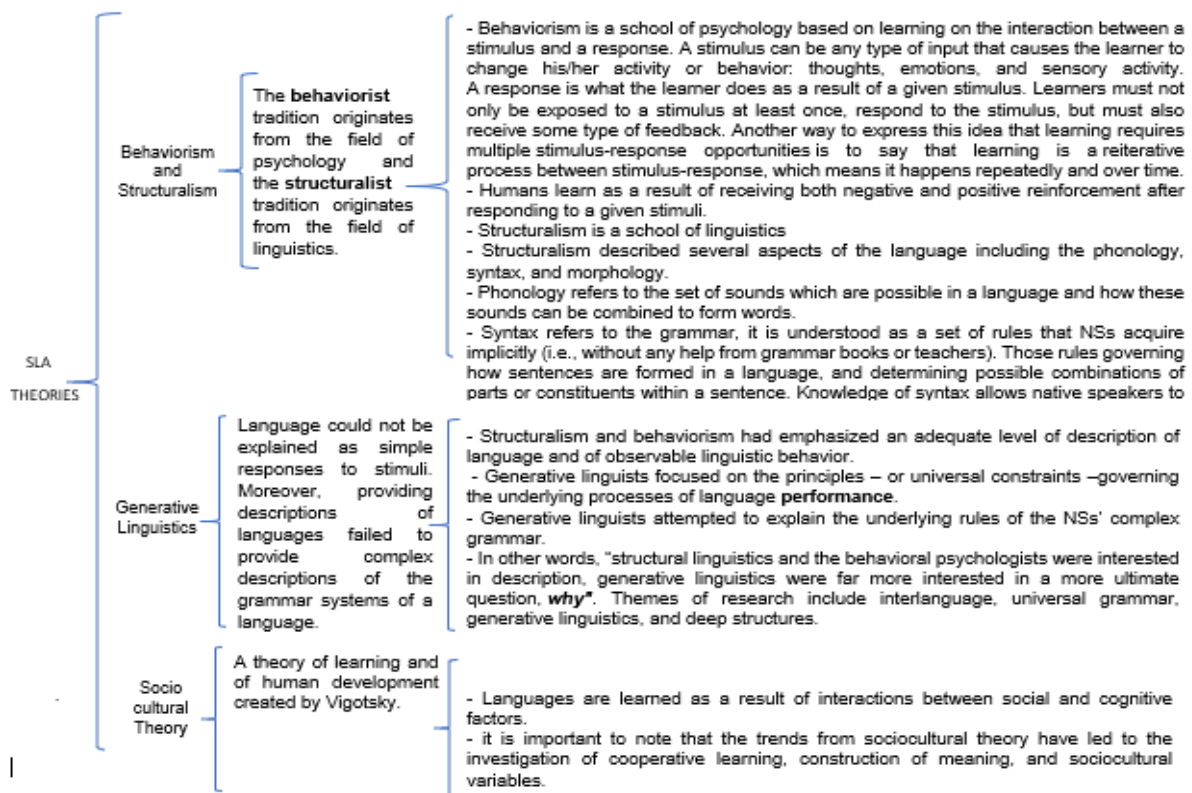
By other hand, learning of a language is the formal teaching methodology that can be seen in the form of instructions explaining the rules of the language. Here, the emphasis is on the form of language rather than text and the teachers are seen busy explaining grammar rules to students. Students are happy that they are getting a command of the grammar, and they can even take grammar test in the language they are learning. However, it is seen that knowing grammar rules is not guarantee of a good command over spoken language though the student might qualify language tests that are standardized.

The difference between Learning and Acquisition is that acquisition of a language requires meaningful communication in the language which is also called natural communication. During acquisition, a child is not aware of grammar rules and he intuitively learns what is right or wrong as there is constant meaningful communication. Acquisition is subconscious, here, learner focuses more on text and less on form, while learning of a language is based upon less communication and more explanation of grammar rules, it is conscious and deliberate, and it focuses on form alone in the learning process. Mother tongue is acquired while second language is mostly learnt.

1.2.1.1.2 Different Second Language Acquisition Theories.

Second Language Acquisition studies how second and foreign language learners develop that competence (EEAILE 2011).

When we talk about SLA, we can identify three schools of thought, which have been influenced by researchers from the field of linguistics and from the field of psychology, they are: behaviorism and structuralism (behaviorism is a learning theory which explains that humans learn as a result of receiving both negative and positive reinforcement after responding to a given stimuli and Structuralism is a school of linguistics concerned with describing several aspects of the language like phonology, syntax and morphology); genitive linguistics (it explains the underlying rules of the NSs' complex grammar) and Sociocultural theory (it is a theory of learning and of human development, which is based on the Vygotsky's idea about languages are learned as a result of interactions between social and cognitive factors). We can see the different Second Language Acquisition Theories in the next figure:



Elaborated by Gema Ariana Carrillo Nava.

1.2.1.2 Stephen Krashen's hypothesis.

According to Contrastive Analysis Hypothesis, which refers to a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned. In other words, having described language learning as the acquisition of a set of habits, it follows those learners use their previously acquired habits (L1) to help them acquire an L2. According to these theorists, it is an overreliance on the L1 which leads learners into making errors, due to *interference*. The main criticism of CAH is that it places the L1 at the center of language development and consider that languages are sets of habits, but now, we now know that languages are not merely sets of habits.

Against the idea that learners' errors can be predicted based exclusively on a comparison between L1 and L2 is that in the process of (first or second) language learning, learners produce forms –usually ungrammatical –that they are not likely to have picked up from the environment, so, this is an evidence that learners are not just imitating and learning through stimulus-response. For the linguists, languages are not learned by imitation, languages are made up of sets of rules which develops over time as a result of input and output, it means, learners process the information and generate new forms of the language, they acquire new structures, not habits and definitely, not imitating.

In relation with CAH, Cross-Linguistic Influence encourages teachers and researches to investigate the role of previous and different linguistic knowledge, but not talking about predicting the errors, but focusing on the influence the other language can have on the morphology, the phonology, and the syntax on the target language.

In addition to this, is important mention the Monitor Model, which consists in five hypotheses. A first hypothesis of the Monitor Model is the acquisition/learning dichotomy. According with Krashen, there are two ways of developing knowledge of a second language: the acquisition which is a subconscious and incidental process

where learners pick up language implicitly by being exposed to it and learning, which is an explicit, conscious and intentional process. The difference between them is that, "learners can develop language incidentally and implicitly (acquisition) or intentionally and explicitly (learning). When our learners produce language, they are drawing on their "acquired" knowledge. That is to say, at the stage of production, learners are more concerned with conveying meaning than they are with focusing on grammatical form". (EEAILE 2011).

The second hypothesis explains that, learners, on the other hand, also use their learned knowledge to test or verify the grammaticality of their language once they have produced it (i.e., monitor); when our learners produce utterances that are target-like that conform to the rules of the L2, they show evidence of having learned that part of the linguistic system. In this sense, Krashen proposed that what learners have learned can serve as a monitor of their production, by monitoring their language production they are able to modify their output. But the monitor cannot be used at all times. For that reason, Krashen suggested that two conditions have to be met: 1) focus on form (for the monitor to be active, the learners need to be focused on the form of the target language implying that the form is more important than meaning), 2) knowledge of the grammatical rule (learners must know what grammar points are using, 3rd person, verbs in present simple, etc. for the Monitor to have an effect) and a third condition has since been added, namely: time (learners need time to think about the rules in order to be able to use them).

A third hypothesis is the Natural Order Hypothesis. This hypothesis explains why our students sometimes have difficulty learning certain morphemes or grammatical features. no matter how often you remind your students, they have difficulty doing so. The researches and its preliminary results indicated that children acquiring English as an L2 also showed a "natural order" for grammatical morphemes that according to several studies morphemes are acquired in a specific order, thus, knowing the order of acquisition of morphemes can help us to identify on why our learners may be having difficulty acquiring a specific structure, because It is thought

that if the learners have not acquired a simpler structure yet, they will not be able to acquire a more complex one or one that naturally comes later in child and adult L2 development.

The Input Hypothesis is closely connected to the Natural Order Hypothesis. The Input Hypothesis “can help us answer this question. Krashen suggested that language is acquired through exposure to comprehensible input. Comprehensible input is (written or spoken) language which is either at or just beyond the speaker/hearer’s current linguistic development. To capture this idea, Krashen defined the learner’s current level of development as i and the level just beyond that as $i+1$. Comprehensible input, which is the kind that learners should be exposed to, is given by $i+1$. Anything below that level, the learner has already acquired, and anything above that is cognitively too demanding for the learner”. (EEAILE,2011).

The fifth hypothesis is the Affective Filter Hypothesis. Learning an L2 is a complex process. L2 learning may take place through adequate exposure (in quantity and quality) and practice, that enables learners to learn the structures of the target language. but, in addition to processing language structures, individual factors need to be accounted for which also affect our learners’ degree of success acquiring an L2 as they impact how learners process language.

Krashen proposed various factors that are bound to influence the learning process in both positive and negative ways: motivation, attitude, confidence, and anxiety, that according with him, all these factors affect how we learn an L2, for that reason, he proposed the Affective Filter hypothesis. He believed that when students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired. On the other hand, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that your students receive can be readily learned, so, to lower the affective filter, teachers need to create comfortable language learning contexts.

In addition to the above, is important to remind the 'Input Hypothesis' which states that students learn best when they receive input that is just at their level or slightly above their level ($i + 1$). To help our students make sense of the input we can modify our input and use language and structures that our students will understand having as result a Modified Input.

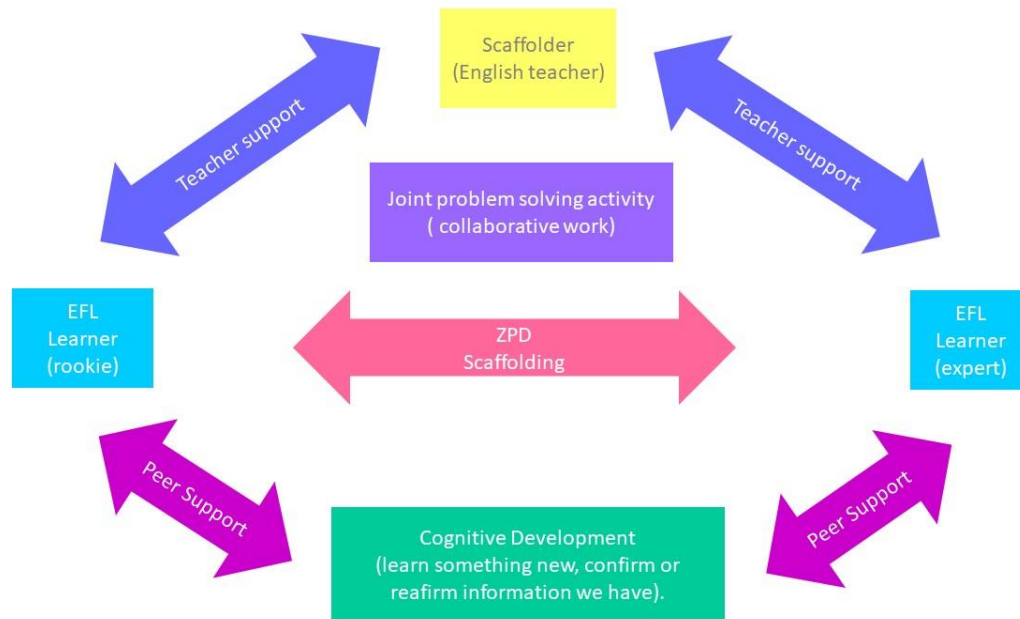
On the other hand, intake, which makes reference to that part of the input that students can internalize and learn thus intake is consider the critical part of input. We have to remind the different kinds of interaction modification that we reviewed in the module one of this specialization: confirmation checks, reformulations, and recasts.

We also reviewed the Interaction Hypothesis, which states that learners have the chance to negotiate meaning (usually during communication breakdowns), important grammar issues become important and this helps learning. This process of negotiation and interaction is critical for foreign language development because when students they practice the language but also, they keep learning it. The combination of interaction modification like confirmation checks, reformulations, and recasts with negotiation is an excellent way to approach language learning.

We reviewed Swain's output hypothesis, who said that output takes on a much more central role in learning, and it is not just a product, but the opportunity for students to notice gaps in their interlanguage, test hypotheses about language, and think and reflect about language (metalinguistic function).

1.2.1.3 Vygotsky's Socio-cultural theory and Zone of Proximal Development.

For me, sociocultural theory and ZPD are very important, because it is an essential part of my teaching practice. And it could be explained in this figure.



In general terms, sociocultural theory understands the individual and the learning process from an evolutionary perspective, that is, how the individual changes (from novice to expert) and how he reacts to a changing environment (Zone of proximal development). It takes into account the instruments and signs that regulate the process of social interaction (the influence of interpersonal relationships) and the development of the individual's language (what is learned through social interaction). In addition, it considers that the understanding of cognitive development is only possible if the culture in which the individual operates is addressed, but with an external orientation that provides information on how to do something collaboratively or independently. It also explains that thought patterns respond to a social construction and not to an innate condition of the individual.

By other hand, talking about non-linguistic factors implies talking about individual differences like age, sex, aptitude, affective factors, personality factors, attitudes and motivation, learning styles, cognitive styles, language learning strategies, mental and physical actions and previous experience with language, which are not independent from each other, change over the course of time and over the course of a given activity. These non-linguistic factors interact and influence each other in different contexts, for example in High school where I work and change in a primary

or secondary school, even among high schools, even among children, youngers and adults because each group has advantages and disadvantages of learning a second language according to the non-linguistic factors we mention before.

According with the previous information, the input hypothesis says that students learn best when they receive input at their level or slightly above their level; this is expressed in $(i+1)$, to help or support our students make sense of the input we can modify our input and use language and structures that our students will understand and the result of this process is modified input.

I think that the hypothesis $i + 1$, is used in the learning processes of my students when we are in the classroom or in online classes, in my case, I try to use the communicative language teaching approach mixed with others, so, in this case it is important to explain to them the activities to do in a level of language that they can understand easily and introduce them some new words or structures step by step, I always tell them that I do not have to show off that I know English by speaking fast or with difficult words, I always tell them that the most important of speaking in English is to teach them and that they are in contact with it to learn. Another way which I apply the hypothesis $i+1$ is when I choose material for work in my classes, for example, if I know my students are in the first year of high school, I consider that they are beginners because most of them studied in public school and they do not have enough time to learn and acquire an advanced English level, so, when I start to work with them and I want to develop listening, speaking, reading or writing skills, I choose a very easy material, maybe material designed to learn English, for example a reading comprehension to learn the verb to be and a technique as frame dialogue to teach grammar, then, when my students are growing I can give them an authentic material with a higher level than they have in the moment because with it, they learn new knowledge and develop any skill step by step but without stopping.

The concept intake refers to the part of the input that students can internalize and learn, for language learning, intake is the critical part of input.

According to intake I feel a little confusion because sometimes my students internalize the language and they show it, for example, when I make some questions at the beginning or at the end of the class and they feel free and confidence to answer, maybe they make a few mistakes, but their answers are good in general; when I teach vocabulary about introducing yourself, or verb to be, etc. and I make questions and they are able to answer with their own information or their own ideas; but on another hand, I think that sometimes they do not learn and obviously do not acquire the language, they just memorize, repeat and imitate but they do not really understand the point of grammar or vocabulary or other that I tried to teach them, so it is so frustrating because I feel that we lost 2 hours in a class working with a grammar structure focus in some real situations and they really did not understand or they did not know what to do with the things that they learnt in that class, so, I totally agree that intake is the most important and the most difficult part in learning and acquiring a language.

I learnt about the different kinds of interaction modification: confirmation checks, reformulations, and recasts. I also learnt about the Interaction Hypothesis, which states that learners have the chance to negotiate meaning (usually during communication breakdowns), important grammar issues become important and this helps learning. This process of negotiation and interaction is critical for foreign language development, because when students have to talk among themselves or with others, they are practicing the language but also, more importantly, a way to keep learning the language using a combination of interaction modification as confirmation checks, reformulations, and recasts, which with negotiation is a powerful way to approach language learning.

In relation to the kinds of interaction modification, I think my students use all of them, maybe in a low level because most of them do not have a high English level, but, they use it when they are working in pairs or teams or in whole groups because when somebody says anything and the others do not understand they say “el quiso decir”, o “are you saying that...”, or they say “John wants to say that...” or something like

that that help to classmate for the others understand him/her; and in other situations it occurs between students and me as teacher, because I help them using the interaction modification to correct the mistakes, or check information, or more. Unfortunately, they cannot use it with foreign people, or not during mi classes, because we cannot have the opportunity, but if they want and if they have the possibility to meet people of other countries who speak English, they can practice and they will be exposed to interaction modifications to be correct the by the foreign people to improve their language.

About the concept of modified input, I can remember that it is defined as the result of people talking differently around non-native speakers to make the message more comprehensible: one result of modified input is called foreigner talk. Noticing plays an important role in how well students learn a second language. According to the modified input I think that I do not apply this concept in my classes because my students are not in contact with foreign teachers or people who helps them with this process.

I read about some reasons why students might not notice some forms when they are communicating- e.g., when it doesn't interfere with communicating the basic idea; some forms are not critical in order to be understood and it is important to know which type of input will be harder for learners and to find ways to guide them into noticing the target linguistic forms.

About of the role of output in language acquisition. input is very important (in the Input Hypothesis and the Interaction Hypothesis), but input alone was not helping in all areas of L2 development. Output was also needed, so that learners could learn to produce language accurately. The traditional view of output was as a way to practice what was learned, but it is also a way to learn as well as to practice, and should be incorporated into classes not just for practice but for active learning.

In Swain's output hypothesis, output takes on a much more central role in learning –it is not just a product, but the opportunity for students to notice gaps in their

interlanguage, test hypotheses about language, and think and reflect about language (metalinguistic function).

This conceptualization of output fits in well with Vygotsky-inspired Sociocultural theory-mind, which sees language as the epitome of the symbolic tool, through which we self-regulate both our physical and mental activity, including language learning. Output is an important part of the learning and acquisition processes of language, in my classes I try to develop this concept in my students when I ask them for activities when they have to produce speaking or written activities, for example when they have to create a dialogue, or they have to have a conversation with other students using the knowledge they have, or when they have a doubt and they ask me; in case of written activities when have to write a short paragraph or a small text about a topic for example introducing themselves, talking about future plans, talking about a past event, etc. I think that output is an excellent opportunity and necessity to practice the language, to make mistakes, and to make a feedback to support my students, to develop the communicative skills and to help them to improve the English level.

According to the sociocultural theory created by Vygotsky, I think that I apply it when I make my students work in pairs or teams because I try to divide them up by students with high or medium English level with beginners with the purpose that they share their knowledge with the others, they learn by the others, they improve their English level, that they have a feedback in a positive environment.

In case of the concepts that I have not applied in my classes with my students, maybe I can plan a videocall or videoconference with some people who speak English and try to my students talk with them, could be an expert in any subject or just a friend to practice with my students; another things that I can do more, because I do it, it could be use social networks to meet a famous people or a foreign people, but with some rules to be this experience a secure experience; another idea could be to organize or to ask to students make a visit a library, for example here in Mexico they can visit the United States Embassy library in CDMX, or when we can go out

normally again, they can do a tourist visit to any place, I think that are some activities I can plan and I'm planning for my students can practice English and they can be correct them using the interaction modifications in a natural way and by different people not only me or their classmates.

Talking about motivation, it is the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. My students have different kinds of motivation. Some of my students have intrinsic motivation, I can notice that because they are students who do not need to be checked every time, they are interested in learning in the correct form, they ask for more information, they are students who are focused on their performance and they feel comfortable, confident, relaxed and happy with the English class. I think when students have this kind of motivation, it is very easy to work with them because they have a good and positive attitude, they are open to learn and to listen to feedback to improve their own English level and they have success in it.

On the other hand, resultative hypothesis, is part of my students too. It explains that learners who do well, will continue to work hard, those who do not will be discouraged and try less hard, and sometimes this occurs with my students, when my students "do not know English" and they start to take classes with me they pay attention when I check their activities, when they get good grades they feel happy and continue working and giving their best, but sometimes, some of my students that not receive as good grades as the others feel unmotivated and they left to try or only they do the enough to pass the class but they do not do their best, so, in this kind of motivation, students who keep trying will get success, but if do not, they will not get it.

In case of the instrumental motivation refers to external influences and incentives will affect the strength of the learner's motivation. I have seen this kind of motivation in some of my students, sometimes when I ask them an activity which is "difficult" for them some students ask me "¿Cuánto vale para la calificación?" and if they think that it is not important they do not do, but if I tell them that is an extra point or something

like that they do it; something similar occurs between parents and sons or daughters, I have heard some parents say to their children “if you get good grades I’ll buy you a new cellphone”, or “I have already told that pay attention or you are not going to travel, or I’m not going to give you (anything they want), or I’m going to tell your father, etc. sometimes it works and students pay attention and work, sometimes it does not work and students do not do anything in the class and they go to extra evaluation and something like that, so this kind of motivation does not work to students to be success.

In addition to this we have the integrative motivation, I have many students who want to travel to another country as Canada, USA, London, Italy, Germany, China, etc., other students want to get a scholarship and study part of their B.A. in another country and other students feel more motivated to learn English because they want to go to another country for working and living. So, if my students wish to move to an English-speaking country as I mentioned, they have integrative motivation. I think that when my students have this kind of motivation, they can be success in the learning and acquisition of language.

In my personal opinion I think that motivation could be positive for my students if they have a good attitude, if they really want to learn, if they feel comfortable and self-confident and if the socio-economic situation is good too, but in some cases, motivation could not be enough because the socio-economic situation is difficult, students feel uncomfortable or pessimistic or they have a lot of problems and they cannot feel motivated to study and learn English.

In this moment, I am working in virtual and online classes, so it was so difficult to apply some knowledge with my students and in my classes but I’m trying to do my best.

In case of the filter hypothesis to promote a better learning environment, I have to plan some activities for my students to cover the 3 hours per week that we have

according to a normal schedule, so, I have decided to organize activities for work 2 hours, normally I give them some links with videos, tutorials or written information according to the topic that we have to check, sometimes I send them audios in which I explain the topic for them or I make presentations in power point or something like that to explain the topic; then I ask them for some activities for example, to take notes in their notebooks, to make an organizer, a foldable, a waterfall card, with information of the topic, do exercises online, do exercises on word documents, do audios or videos where they do a speaking activity, etc. I try to be in contact with them to solve their doubts and that they feel accompanied in their learning process, I try to ask them how do they feel about the rhythm of the work, how they feel with the instructions and activities, how they feel in general, etc. and I see them 1 hour per week by Google Meet, in the video conference I try to ask them the same questions, make jokes with them, explain some doubts that they have had during the week, make a feedback of the topic and if it is possible to make that they participate in the class.

To apply the input hypothesis, I decided to work with my students of last year, although they are in the senior year their English level according to the diagnostic test that I did them. So, when we started the course, I did a video introducing myself and then in the first videocall that I had with them I introduced myself in English, as part of the propaedeutic period I have to talk to them about basic vocabulary as greetings and farewells, giving and asking for personal information, elements of speech, etc. I left them very basic activities, but essentials to learn the vocabulary referred and as product of the propaedeutic period I asked them to make a video introducing themselves. In that video they had to use the vocabulary that we have been checking and more if they want, I checked the fluency, pronunciation, intonation, grammar and vocabulary, they have to do a written activity and use that information to do the speaking activity, I asked them this activity as example of $i+1$, because although is an easy vocabulary and function, they had not done an speaking and writing activity before so, it was $+1$, to do an activity with higher level than the activities that they usually do.

1.2.1.4 Michael Byram's Model of Intercultural Competence.

The Michael Byram's Model of Intercultural Competence could be summary in the next figure:



1.2.1.5 JACK DELORS' FOUR PILLARS OF EDUCATION.

Learning to know	Learn to be	Learn to do	Learn to live together
<ul style="list-style-type: none"> • It refers to understanding, knowing, discovering and mastering knowledge. If we have knowledge, we can understand the world and communicate with others. 	<ul style="list-style-type: none"> • It refers to developing critical and autonomous thinking, with attitudes and values that allow us to integrate into society and satisfy our individual and collective needs. 	<ul style="list-style-type: none"> • It is closely related to learning to know. • It refers to developing skills and competencies to put knowledge into practice by adapting it to your daily life. 	<ul style="list-style-type: none"> • It refers to integrating the knowledge, skills, attitudes and values to interact and coexist with others to achieve the maximum development of the individual and achieve a common goal.

From my point of view, Byram's model and the Jack Delors' four pillars of education have a connection between them, because both make references to as humans we need knowledge, skills and attitudes to get our individual goals, but we need it too, to interact with other people and learn new knowledge, develop new skills and attitudes, values and habits to live together and get our collaborative goals. In education, Byram's model and Jack Delors' pillars are a big support to the sociocultural theory and intercultural approach to get our students receive an integral education and they learn to be citizens of the world.

According to Byram's ideas, someone who has intercultural communicative competence is able to interact with people from different countries and different cultural or social backgrounds. So, if we really get our students to be communicative and interculturally competent, they will know how to communicate and interact with people of different origins to learn from other people and to share what they know and represent, which, connecting with the ideas of Delors', it means learn to live together, it implies collaborative work, social interaction, good or positive attitude and an open mind (learn to be), general knowledge (learn to know), and communicative skills to express ideas, feelings, etc. (learn to do), all these aspects are part of my teaching practice because the plans and programs of High School are based on development competences divided in six categories that make reference to self-determination, to self-care, to express and communicate, critical thinking and reflection, autonomous learning, collaborative work and responsible participation in society, so, as I said before, as an English teacher I not only teach English, I teach attitudes, values, habits, culture, to avoid stereotypes, to be a citizen in a globalized world and a constantly changing society.

1.2.1.6 Theoretical perspectives of the Communicative approach.

Learning a second language has derived in a variety of methodologies and approaches which have changed over the time according to the necessities and experiences.

The approach in the educational field is the theoretical framework or paradigm that supports or explains the orientation of a teaching-learning model, for example the approach by competencies, in turn, the methodology is the didactic path that guides the way of teaching according to the approach and the concept of the student, for example the communicative or intercultural approach; The didactic strategy is the didactic plan or structure proposed by the teacher considering the approach and the methodology, for example project work, collaborative work, problem-based learning, etc. and the technique derives from the previous ones, this is the set of procedures to be developed to achieve learning, the techniques in general have names and specific procedures such as debate, panel, grids, Philips 6-6, frame dialogue, etc.

Every method and approach have different characteristics of the teaching process, teachers' goals, teacher's role, student's role, interaction, emphasized skills, role of the native language and an evaluation form. In appendix 1 (methods and approaches comparative chart). I present a chart, that I made some time ago about the methods and approaches in the teaching of the English language.

The communicative approach pretends learners use the ability to use the language appropriately focusing in functional learning as well as form analysis; the main objective of communicative approach is that learner gets a similar proficiency as in the first language. The dynamic of the class changes for teachers who are more advisors and for learners who have an active role of communicators, self-responsibilities in their learning.

The communicative approach is based on that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

In the classroom, classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels.

As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials. In my classes, I use this approach mixed with others like intercultural approach because for me is more important students practice and develop communicative skills than limit them to learning just grammar or vocabulary by heart without any application in real contexts or daily life-situations.

1.2.1.6.1 Kolb's Experimental Learning Model.

A theoretical basis for the communicative approach has the foundation in the Experimental Learning Model developed by Kolb, to create a model in which four stages are presented to engage learners to an experience that becomes meaningful learning. The stages are cyclical in the following order: Concrete Experience (a participatory and emotional activity), the Reflective Observation of the learner (it consists of taking the learner's wish of knowing more), Abstract Conceptualization, it is the deep analysis of the language, and Experimentation, the stage where the learner produces by a concrete experience.

Kolb's Experimental Learning Model is used with my students starting with a concrete experience focused in feeling created by an authentic material which represent an emotional experience like the first impression, then a reflective observation centered in watching what learners are aware of the experience it means thinking and analyze before acting; after that, abstract conceptualization, which is characterized by the reflection where learners create intellectual concepts to comprehend new ideas beyond the concrete experience, here not only think in their experiences, but in their knowledge they have got to comprehend the world, and finally the active experimentation where the learners apply all the previous ideas that they caught, thought, analyzed to finally apply to the world, it means, students finally are centered in producing the second language.

1.2.1.6.2 Taxonomy of Learning Domains.

Another contribution for CLT is in the Taxonomy of Learning Domains originally proposed by Bloom (Norman Herr, 2007) and adapted by Clark (EEAILE, 2011) which shows six hierarchical steps have to be set one by one in the following way:

1. Knowledge or Remembering: it is the remembrance of earlier learned input. Learning is taken when the student memorizes an aspect of English, like vocabulary, a specific grammar structure, etc. They can repeat or they can have some clues of the language.
2. Comprehension or Understanding: it consists of comprehending the input. The learner can put the material in their own words. it is a process more complex for students to understand the meaning of what they are learning. In this case, we can refer to deductions that students do about the meaning or anything that demonstrates that they are not just memorizing but comprehending and be preparing for the next step.
3. Application or Applying: The use of the learned input in new circumstances. The learner can use and make an abstraction of the material in a concrete context. It means, students have to practice, have to apply what they learnt in the previous steps.
4. Analysis or Analyzing: It means fragment the input in the components to be able to comprehend, analyze and describe every component of the element we are talking like a movie, song, conversation, text, etc.
5. Evaluation or Evaluating: the learners can make judgments based on their knowledge, making a critical reflection and giving a personal opinion based on their own experiences that they got when they were reading, listening, tasting or writing about anything.
6. Synthesis or Creating: it refers to put all of the fragments of the intake together to practice.

In my teaching practice, I am still using the Bloom's and Marzano's taxonomy, which are very similar to the taxonomy of learning domains because this taxonomy is based on Bloom's taxonomy. Taxonomies help us to organize our ideas and design

our expected learning/ outcomes, according to different performance level that we want to get in our students.

1.2.1.7 competency-centered approach

The Competency-Based Approach focuses on acquiring life coping skills while developing the language to perform these skills. In this approach, language skills and grammar and vocabulary are sequenced according to the learner's needs, translation is used only if necessary for communication, learner's context is used as much as possible to help him/her deduce meaning, in addition to this, is important the use of authentic materials and like in the communicative approach, the competency-Based Approach based its activities on interaction and for achieve it, this approach use pair or group work and the learners are encouraged to practice the language in real life situations. According to this, the approach is grounded in specific, useful tasks which cover a wide range of skills as well as language.

In my teaching practice, I use this approach because is according to the plans and programs of high school that are focus on competences students have to develop during their studies of high school. This approach takes into account grammar, vocabulary, pronunciation, the communicative skills, the attitudes of the students, the implementation of authentic material and social interactions, collaborative work and put it all together to get the expected learning / outcomes.

1.2.1.8 Cultural awareness and intercultural competence in my English Teaching

Studying culture in English language classes is very important, because we have the opportunity to teach not only English language, grammar, pronunciation, develop linguistic and communicative skills in our students, but also, teaching culture, our own culture or cultures from other countries while we teach and our students learn English.

Customs, traditions, gastronomy, arts, celebrations, typical clothes, history of each country, historic places, etc. are part of the legacy of a language, it because each word has symbolic references associated with the culture of a country.

Language is linked to culture, for that reason is important knowing the elements of the culture in which words are related to learning a new language, avoiding breakdowns, any type of conflict or misunderstanding during a conversation and not only are focused in to have a good grammar or phonetic.

Experts about these topics consider that cultural learning is a bridge between two ways of living and thinking about the world, thus, if we develop in our students communicative, linguistic competences and intercultural competences we help them to be familiar with the "culture shock" for that they can get to see the world from a new perspective, called by some authors a third culture.

In real-life our students and ourselves as English teachers, use or we are going to use English to interact with native speakers of English or with other non-native speakers of English but use English as the common language. If we take into account kind of people with, we are going to interact, we need to know sociolinguistic rules that these people use, and we need to know something about their culture too, to communicate us competently. I mean, if we speak with an American or British speaker, we have to use their norms, if we speak with an Italian, Chinese or other speaker, we have to use their norms and not use the same norms as American or British people.

To carry culture to language classroom is a challenge, because culture as the world is in constant change, so as teachers we are in constant change too about our teaching, we use approaches, methods, strategies, activities, different kind of resources and materials like internet, apps, websites, videos, music, jokes, pictures, photos, games, audios, magazines, cultural curiosities, etc. for a properly immersion of our students.

According to this, we have to take into account what are the differences between linguistic, communicative, and intercultural competences.

The term linguistic competence make reference to the unconscious knowledge of grammar that allows a speaker to use and understand a language.

Noam Chomsky and other linguists explained that linguistic competence is not an evaluative term, but the innate linguistic knowledge that allows a person to match sounds and meanings. According to the Chomsky's Theory of Syntax, linguistic competence only functions "correctly" in ideal conditions, which, theoretically remove any obstacles of memory, distraction, emotion, and other factors that might cause even an eloquent native speaker to make or fail to notice grammatical mistakes. Th is tied to the concept of generative grammar, which argues that all native speakers of a language have an unconscious understanding of the "rules" governing the language.

In words of Chomsky, linguistic competence is unconscious, thus, when we are learning our first language, we are not conscious of learning the rules (e.g., sounds, structures, words). We just naturally begin speaking because we are "wired" to speak, but, when we are learning a second language linguistic or grammatical competence refers to knowing the grammar of a language (rules, sounds, structures), but not knowing the social context of when to use particular words or structures, what we called breakdowns, that is when probably speaker has excellent grammar, vocabulary, and pronunciation and yet still not get the correct meaning.

Talk about communicative competence is talk about Dell Hyme, who explained that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately.

When students of English interact with people who speak English interact in a social context determinate for the language used; the context or situation, the relation

between speakers and sociolinguistics rules determinate what we said and how say it.

Therefore, communicative competence refers to verbal and nonverbal communication, to knowing the sociolinguistic rules of target language, the language that we are learning, in this case, English.

According with the theory, nowadays, we are using a communicative competence model of language acquisition so that our students could use language in real situations. Whereby, as teachers we have to look for textbooks with a setting, with a real situation in which we can apply the grammar rules, vocabulary, pronunciation, etc. in a whole, not separated, not only memorized, but integrated in a communicative purpose, for example: asking for permission, make future plans, ordering food, travelling, talk about similarities, differences, looking for a job, etc.

Finally, intercultural competence is the ability to communicate with people of different cultures. Intercultural competence explains the interaction between two or more individuals without any of them being above the other, thus favoring harmonious coexistence between them.

The purpose of teaching intercultural competence is to develop an intercultural speaker, capable of understanding the other and negotiating the intercultural relationship, so that it is appropriate for both, not only for the native speaker.

Intercultural competence is at the same time multicultural, since it considers the culture of the target language, the culture of origin and other cultures, or as some authors call it, the third culture.

The contents of the teaching of intercultural competence consist of cultural knowledge, the inclusion of attitudes and skills to discover and interpret cultural elements, therefore promoting autonomy in cultural learning.

According to the concept of intercultural competence, one of the most popular models of intercultural competence in language education has been developed by the British language educator, Michael Byram.

Byram's (1997) model of intercultural communicative competences is explained as follows:

Knowledge (knowing) refers to knowing the practices and beliefs of the social group to which one belongs and that of the interlocutor, as well as knowing the processes of individual and group interaction in one's own culture and in the culture of the target language.

Attitudes (knowing how to be), refers to relativizing one's own and giving value to what does not belong to us, implies maintaining curiosity and having an open mind, as well as questioning trust in one's own culture and mistrust in other cultures.

Interpretive ability (knowing how to understand), this aspect is about interpreting symbols and events of another culture, be it the target culture or not, to later know how to explain and relate them to one's own culture.

Interaction ability (knowing how to do) refers to the ability to acquire knowledge of cultural practices and apply what has been learned in real communication to achieve effective and assertive communication.

Finally, critical cultural awareness (knowing how to get involved) refers to the critical evaluation of practices and products of one's own culture and of others from different perspectives, identifying evaluation criteria.

As we can see, linguistic competence focuses on learning the language itself without taking any culture into consideration. Communicative or sociolinguistic competence

focuses on learning the language and learning the culture of the target language, particularly as the culture relates to personal interactions. And, intercultural competence can be taught in students' L1 (Spanish) or L2 (English) or may use a combination of the two. The model we checked in this unit recognizes that English has become a lingua franca, thus many English language learners will use English with other English language learners and not with native speakers of English, at the same time, this model puts forth particular attitudes, knowledge, skills that contribute to students' abilities to function well in intercultural interactions because it considers that the cultures of all people in an interaction are important.

Culture is a very broad term, but a definition simple of it says that: culture is shared language, beliefs, values. The characteristics of culture are:

Culture is shared. A culture consists of a group of people who share social knowledge, similar values and belief systems that enable they can to interact successfully with each other including concepts time, space, artifacts, structure of homes and communities, ideas about personal relationships and families, and language.

Culture is contextual. A culture emerges out of a specific context, environment and history. The context determines what people eat, the construction of their houses, and even what they talk about. Also includes political, economic and social forces.

Culture is dynamic. Cultures change as a result of contextual factors such as the internet, the economy and television. Cultures not stay the same, the cultures of our parents, grandparents and we are different among them, one major difference between these generations is the use of technology, but also music, dance, social networks, lifestyle, etc.

Culture is learned. Children imitate what they see others doing, for that reason I love to say: "se predica con el ejemplo", because culture is learned from parents, family and friends from one generation to another, schools, churches, work places and

other institutions provide culture to children too, and although are often corrected if they do something considered wrong, as children get older, they can accept or reject parts of it because they are active participants in creating themselves and they have to make their own decisions.

Finally, culture is unconscious. From the time we are first born we unconsciously learn our culture through seeing, listening, doing and responding to what is around us. Unconsciously, we learn what is acceptable or unacceptable behavior and we make judgments of what is right and wrong based on what we learn. As we get older, if we study culture and visit other cultures, culture can become more conscious and we are more aware of our capabilities to make decisions.

As we know, we learn culture unconsciously, but also, we learn consciously when we decide to read, watch movies or listen music, etc. for getting new knowledge. Even, when we decide study any B.A. which are focus in language, literature, etc.

However, when we are learning culture, we are in contact with aspects as ethnocentrism, judging, icebergs, cultural norms of the target language, prejudices, stereotypes, etc. which, sometimes are a problem to learn culture and to develop intercultural competences.

For example, ethnocentrism is when somebody believe that their culture is superiority to others, it results from judging other cultures by your own cultural ideals, is when a culture act as social codes to guide individuals' behavior as they strive to fit in and succeed in a particular cultural context. Thus, if people are ethnocentric, they tend to judge others in a negative way.

Awareness of ethnocentrism is an important part of Byram's model of intercultural competence. He said that if individuals were very ethnocentric, they would not have the important intercultural attitudes of curiosity and openness, they would not be interested in openly interacting and learning from people from another culture or

understanding culture from another person's point of view, because an intercultural competent speaker sees all cultures equally valuable and ethnocentric speakers see their culture as the best. As soon as a group perceives themselves as superior, the dangers of discrimination, confrontation and eventually conflict increase, for example: wars.

Another aspect to take into account is the type of uninformed judgment can build up in people and that it makes soon they develop or confirm their beliefs that they are more polite, more honest, more trustworthy, and just plain better than other groups although is not true.

A popular metaphor purposed for understanding the conscious and unconscious nature of culture is the iceberg. This metaphor establishes that culture is like an iceberg: the top of the iceberg can be seen above the water (culture in that we can see people behaving in certain ways), but the bottom larger portion cannot be seen (their motives, thoughts, beliefs and values which have deeper meanings and represent more fundamental and cultural values) and once we understand both our own and others' cultures, we become less ethnocentric.

As I said previously, dangers of ethnocentrism, emerges as soon as a group perceives themselves as superior and with it, the dangers of categorization, stereotyping and prejudice increase.

Categorization is an important cognitive process that helps us make sense of the world; it helps provide meaning to our lives. it is a process of putting objects, people, or experiences together in an appropriate group or category according to some specifications to be included. When our brains categorize something, we make predictions about it, sometimes it could be because of positive aspects but other times are because of negative aspects like stereotypes, which are any categorization of individual elements concerned with people which mark differences among those elements. Stereotypes could be positive (create unrealistic expectations) or negative

(discrimination), both can be learned by media, other people or negative personal experiences; and prejudices, which are negative attitudes toward a cultural group that is usually based on little or no experience and like stereotypes, we learn prejudices from our families, friends, media, etc.

Byram (1997), connected all previous concepts with his model of intercultural competence, explaining the importance of the knowledge of social and cognitive behavior. He said that, “knowledge of the processes of interaction at the individual and societal level” are part of intercultural competence. When an individual knows about the ways in which their identities have been acquired, how they are perceived, and how they in turn perceive their interlocutors from another group, that awareness provides a basis for successful, effective and assertive intercultural interaction”.

Language teaching is cultural teaching although often neglected in the language classroom, the reality is that foreign language teaching and learning is unlikely to be performed effectively without an appropriate understanding of its specific culture, because if we do it without , students only learn grammar and to develop communicative or linguistic competences and not intercultural competences, thus, as teachers we have to emphasize the input cultural in the teaching of a foreign language, as well as of analyzing the factors of failure in cultivation of students' capacity of intercultural communication.

Culture is in everything we only need to think in how to use it for teaching English, some cultural input is present in a language classroom could be students, we as English teachers, the context, activities into the classroom, the use of authentic material like newspapers, music, social networks, magazines, etc. which transmit culture and with this, a language classroom helps students overcome some stereotypes (positive or negative) about the target culture, as well as to understand aspects about their own culture to share with people of other culture.

We have to take into account our students come from different socioeconomic strata, and they have different experiences about the culture, for example: some of them know a theater or have travelled to another country, have been to concerts, or have taken particular classes and other students have not the same possibilities, or maybe, we can have students Indigenous backgrounds in the English classroom that may have learnt Spanish as a second language. For that reason, I try to be familiar with suitable educational approaches and coherent activities and materials I give my students with the means to access and analyze different and diverse cultural practices and meanings, whatever their origin. They have to have opportunities to know, analyze and reflect on their interactions, to identify and describe conflict areas and find opportunities to build stronger relationships, or change their own behavior and learn about people and the world.

The approaches that I have taken into account are the cultural criticality approach, the 'emic' and 'etic' approach, the dynamic, process approach and the experiential learning approach to guide my teaching practice.

Under this approach there is a dichotomy regarding intercultural communication theory of cultural criticism and cultural dialogism.

(EEAILE, 2011), "Cultural critics think that the potential barriers created by cultural differences require that students understand, respect and face such obstacles in order to avoid communication breakdowns", some authors consider that it would be better to focus on cultural similarities first. than the differences, because If we concentrate first on cultural differences, a rejection feeling could arise.

Cultural dialogism, by other hand, is a different perspective, it emphasizes internationalism, world-wide communication and humanism, focusing on developing cross-cultural communication skills through self and cross-cultural awareness which seeks to overcome differences between the cultures.

Talking about the emic and etic approaches is important too, both approaches are based on anthropological, sociolinguistic, and ethnographic research models.

The 'emic' approach studies cultures and behavior from the inside, as the members of the cultures understand them. Only one culture is examined and helps to understand how reality is organized within a particular cultural perspective; and the 'etic' approach studies culture and behavior from the outside, it examines many cultures, comparing them, thus is consider a culture-general approach.

The dynamic process approach considers that culture is a mixture of what each subject brings of their social, educational, ethnic, national and even international experiences to the communicative event, for that reason, is focus in one aspect of a multi-dimensional reality avoiding simplistic, ethnic, national and international culture explanations.

Finally, the experiential learning approach is based on Kolb's model, who said that is not enough to read or listen about other cultures for becoming intercultural, but also, is fundamental to be confronted with new and unknown situations, feelings and emotions which give benefits to students for they becoming intercultural people.

According to these ideas, is important to remember what does it mean to be intercultural, to be intercultural is to be a person who relies on values such as tolerance, respect, and dialogue to resolve any conflict. In this sense, interculturality refers to the interaction that occurs at the geographic level and in each situation of daily life such as school life, work, business, etc.

Nowadays, becoming an intercultural individual is one of the main objectives of us as teachers for our students, since we must provide them with the necessary resources to since interculturality depends on multiple factors, such as communication obstacles, the lack of policies, economic differences, even the same conceptions of culture. In addition, within the academic and work field this

characteristic is and will be highly valued in individuals because knowing how to socialize with people from other cultures without creating misunderstandings is vital for the personal, academic and work development of human beings.

In relation to be intercultural individual, as teacher is my mission to do my students being intercultural individual. I consider that the main idea is to do students make a reflection about their culture and other cultures, mainly the culture of the L2, but not only. For example, in High School, we have a program called “Contruye-T”, with 3 parts: conoce-T, relaciona-T and Elige-T, in the first one, we work with students self-knowledge, and in the second one we promote social awareness and collaboration, this program support a subject called “Habilidades socioemocionales”, which, in theory, are designed to help students to develop skills to interact with other people in assertive way. So, I consider this as part of intercultural communicative competence, it helps us to make our students reflect about their role in their own life and in the society and understanding that we need more than communicative skills to interact with people who has a different culture of us.

As English teacher, I think we are the link between L1 culture and L2 culture, when in our classes we use L2 to talk about L1 culture, when we explain important events or data of L2 culture, we are guiders when we do our students discover L2 culture by themselves and compare it with our culture in a positive way, when we use an speech inclusive to avoid stereotypes inside the classroom, when we are an example of respect to diversity; teachers and students are active members in the development of intercultural communicative competences, as in teaching and learning processes in general.

As teachers, we have to create a learning environment for teaching English, or any subject, in our case, it includes in creating an environment to foster the development of intercultural communicative competence across different strategies, techniques, activities and materials to get it, although we are not experts in target culture, we have to try to be because we are the model for our students, if the notice we are interested in learning of other people, other cultures, if we show respect and

empathy, if we look motivated to learn another language, traditions, etc. probably they follow our example.

For that reason, as teacher I assume different roles according to my students' necessities, sometimes I have to be a guider, facilitator, motivator, manager, researcher, and obviously, I have to be an intercultural teacher.

In addition to this, I review the role of materials and activities into the language classroom for my students develop linguistic, communicative and intercultural competences, through of different materials like realia, textbooks, authentic materials, the use of websites, apps, etc. and addition that include changes in attitude, knowledge and they improve their skills.

According to the information we reviewed before, I want to talk about the way in which teachers help our students develop attitudes, knowledge, interpretative skills and other aspects of intercultural competence, it means, how we can integrate intercultural competencies in the different aspects of education.

During this specialization, I read about knowing, knowing how to do, knowing how to be, knowing how to know, and I immediately thought in the four knowledge of education posed by Jacques Delors (1966), which are: learn to know, learn to be, learn to live together and learn to do. And as I said before, according to the author, these are the basic knowledge that human beings must have for the personal progress of a country and the world. These knowledges developed in the human being open the possibility of having a better world in which respect, consideration, empathy, solidarity, will, the desire to improve, and conscience, among others.

I consider that we can integrate these aspects with interculturalism in everything, starting knowing our students' context, their habits, routines, etc., doing some comments to motivate them, promoting collaborative work, developing linguistic competences and communicative skills.

Other opportunities could be when we talk about Christmas, Valentin's Day, Mom's Day, Father's Day, Mexican traditions, legends, the Day of the dead, etc. because we are using L2 to talk about our culture and then compare it with other cultures. Knowing to be is demonstrated when people have national identity, when they are proud to be Mexican, American, etc., we teach this when we talk with our students about our lifestyle as Mexican, traditions, culture, motivate our students to get use to good habits for studying, for healthy, to promote values and positive attitudes, etc. and then, they know their country and they are like ambassadors; knowing to do is connected to communicative skills and linguistic competences to express and understand ideas with people (we teach and learn speaking, listening, reading and writing); knowing to know are the knowledge that we use to interact with people around the world and finally, learn to live together is be an intercultural people, be respected, polite, emphatic, identifying the differences between people and countries and socialize based on the similarities and we teach and learn this with authentic material, debates in classrooms, using social networks, speaking with foreign people, etc.

As we can see, everything is connected with the purpose of my students get to be intercultural individuals and not only communicatively and linguistically competent.

For that reason, according to experts, I want to remember that Intercultural competence is the ability of the learner of a second language to function adequately and satisfactorily in the situations of intercultural communication that frequently occur in today's society. If we take into account this, we have to provide these "tools" in our students to get an effective communication in every situation with all people. Sometimes, we focus intercultural competence in understanding foreign people, but I think that we have to apply the same competence with Mexican people who speak dialects or indigenous language because dialects are not part of L1 and people who speak dialects deserves same respect, empathy, attention and inclusion.

If we consider, the new approaches, some of them mention that nowadays is very important educating for life, so, is not enough to learn knowledge from memory, or develop communicative skills, is necessary to learn to interact with others in an assertive way. We have to remember that educating for life is offering personal and social resources to function in a society in constant change, to adapt to multicultural contexts, because globalization, to deal adequately and with a critical spirit with new technologies in the information society and knowledge, to develop a sense of citizenship or responsibility for public affairs, to learn to live with difference, to face conflicts through dialogue, to develop critical thinking, to know how to handle oneself without being manipulated in social networks, to assume the conscience and responsibility of being part of society.

As I mentioned, in High School we have a subject “habilidades socioemocionales” and a program “contruye-T” which have the intention to develop attitudes, values and social skills to have self-knowledge, social conscience, etc. I respect and I agree with this idea, but it only works if teachers who teaches those subjects do their work seriously and well, but if they don’t do it, students don’t pay attention; for me, is very important that these subject and programs which were designed to provide to students of these skills, are part of the curriculum of our students, because, obviously, as English teachers we contribute to develop intercultural competence using different strategies, situations, examples, talking about other cultures and our own culture using different materials and resources like authentic materials, but an extra help is very useful too, and more in this stage, where students are created their personality, hierarchy of values, where students are taking decisions by themselves for their life and they are taking a position about their lifestyle, and they have to understand that all we need of all, maybe some of us need more than others, but we have to learn to be empathic, to socialize, to respect people and their ideas, to talk and to share our ideas correctly, not only speaking, listening, reading or writing well, but interact and communicate us with other people no matter if we are agree or not with their ideas, no matter their nationality, color, etc. we have to learn to avoid stereotypes, racism and other limitations that we have as global society so, to

develop intercultural competence is not only our work as English teachers, is work of schools, education system, parents and the other teacher too.

1.2.1.9 The Blended method

Blended method is defined as a formal education program that's made up of in-person classroom time as well as individual study online using e - learning software. It is a type of multichannel method that incorporates tutor-led activities, images, video, digital tasks and face-to-face discussion.

Courses that follow the blended learning model often take place in a real 'brick and mortar' classroom with a dedicated tutor, but offer additional learning opportunities by way of a digital platform. Digital learning elements are often open to self-pacing by each individual student and can usually be logged in to at any time and in any place.

According to the "new normal", the blended method has been more useful than in the past for my teaching practice, I used to use technology in my English classes like computer, projector, audios, movies, videoclips, songs, apps, websites, etc. to do some activities with my students, but now, this kind of practices are daily part of teaching practice.

For me Blended method is a method that I will use when we back to face-to-face classes, because I want to try to implement face-to-face classes, with a virtual and online activities, for example to testing or assessment online, or make simulations, or program continuous evaluations, or challenges to reinforce grammar or vocabulary, or design activities which, students can develop the communicative skills, etc.

1.2.1.9 The interactive model of reading.


The interactive Reading model is a reading model that recognizes the interaction of bottom-up and top-down processes, which are simultaneous in the reading process.

According to Rumelhart (1985), reading is an active process that depends on reader characteristics, the text and the reading situation.

Attempts to combine the valid insights of bottom up – and top-down models.

The interactive model of Reading is represented in the next schema:

Table 1- Bottom-up APPROACH TO READING



Process	Description	Examples
Sentence meaning	Lisa walks.	A person named <i>Lisa</i> is doing the action of <i>walking</i> .
Words and meaning	2 words	<i>Lisa</i> is the first name of a person <i>Walking</i> is an action
Morpheme	3 morphemes	Lisa + walk + singular/present marker (the 's' at the end of the verb)
Syllable	2 syllables	Li sa - walks
Phonemes	8 phonemes	[l] [i] [s] [w] [a] [k] [s]
Grapheme-phonetic		[l] voiced alveolar central approximant [i] high front tense vowel [s] voiceless alveolar fricative (and so on)
Graphemes	9 graphemes	l + i + s + a + w + a + l + k + s

EEAILE (2011).

According to the schema, and in relationship with my experience, I can say that teaching to read in English and Spanish is very similar and in case of writing too.

In my personal opinion, when we start to teach reading and writing we start with the easier and then with the most complicated, in Spanish we say “ir de menos a más”, so, first we teach the graphemes, if I connect them with pronunciation I mention the graphemes phonetic, which are vowels, semivowels and consonants; I try to explain

stress and intonation, I give my students examples about how is the correct pronunciation of a letter in a word, or a stress syllable in a word or a stress word in a sentence and at the same time the intonation and the intention when we say anything. I like to teach my students how to use the dictionary to check the correct pronunciation according to the apostrophe and read the phonemes in it.

Then I work with morphemes, lexemes, prefixes and suffixes, in this part we can include the elements of speech to learn and use when we start to write sentences; check the words and their meaning is very important to, mainly I start teaching the elements of speech until get they understand what is a noun and not only memorize some nouns and I do the same with the other elements; after that, my students and me work in the sentence meaning, what we want to express and which is the intention.

Although my students are placed in levels A1 to B1 in higher and lower quantity respectively, I try to apply this schema, mainly when they are beginners because if I give them good bases, then they do not have a lot of problems with topics that are more complex, so in my experience I feel that I use more bottom-up that top-down.

By other hand, top-down is useful too when we have students in intermediate or advanced level, because in this moment they have vocabulary and grammar structures and other elements well learned and now they have to understand the meaning of the words by the context and to avoid the wish of translate word by word. I think this schema is great for practice thinking in English, not thinking in Spanish and translate.

“The interactive reading model combines the characteristics from both bottom-up and top-down decoding. An interactive model 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.

To summarize, there are several models that seek to explain the cognitive processes learners use when reading. The three models are: bottom-up approach, top-down approach and interactive reading models.

1.2.1.10 Schema theory, distinguishing between content, formal and linguistic schemata.

As is mentioned in the unit 1 of the module 2 in this specialization, L1 and L2 have similarities and differences between them.

From my point of view, the similarities between L1 and L2 are: they both develop communicative skills, in case of reading, as I mentioned students do not have the habit of read and they do not have reading comprehension, is very difficult to get students remember the information they read, it does not matter if is in a short or long period of time; in both, when we start to read vowels, consonants, syllables, then we make words, then simple sentences, complex sentences, small paragraphs, short text and finally texts which represents a challenge, different kind of text, genres, etc. another similarity is that both make that the reader remembers some experiences and activate the schema according to the topic we are talking about.

As experts mention, the Schema theory confirms that background knowledge is important within a psycholinguistic model of reading. In the classroom, as teachers, we need to recognize the importance of building background knowledge and helping students activate the schemata, not only for reading, but also for classes in general, as teacher I do this using a warm up activity, a game or another technique to create an environment, to get the attention of my students and try to discover what they know about the topic we are reviewing; focus on reading, we can do it by implementing different strategies such as pre-reading, communicative pre-reading, vocabulary instruction, visual cues, questioning methods, comprehension instruction, and include a part in which students appreciate their culture and the culture of other countries.

According to the text in the EEAIL unit 1 module 2, exist 3 schemas: content schema, formal schema and linguistic schema.

Content Schema

- TOPIC, THEMAS, CONTENTS.
- Refers to knowledge about the subject matter or content of a text.
- Knowledge, values, beliefs and culture conventions are part of this schema.

Formal Schema

- STYLE
- It refers to the organizational forms and rhetorical structures of written texts.
- Refers to knowledge of rhetorical structures of texts and genres like novels, short stories, play, advertisements, letters, articles, journal, fairy tails, recipes, etc
- Readers use schematic representations of the text to help comprehend the text.

Linguistic Schema

- LANGUAGE
- Refer to readers' existing language proficiency in vocabulary, grammar and idioms.
- Using this schema, the reader can decode and comprehend a text.
- Refers to knowledge of language structure, vocabulary, grammatical inflections and cohesive structures

In my experience, I have applied these schemas, maybe I did not know exactly what it was, or which schema I was using with my students, so, I think that content schema is used for me in the warm up at the beginning of the class, some techniques I use to get the previous knowledge about a topic are: questioning roulette, brainstorming, guiding questions or a game. In case of reading, it is applied in pre-reading.

The formal schema and the linguistic schema, I consider that these schemas are activated during the reading activity, in this schema students focus their attention in the text, as teacher I try to choose different kind of text like news, comics, short stories, love or horror novel, letters, articles, etc. according to topics are interesting

for them. I think as teacher I apply this schema since the lesson plan when I choose the kind of text that I am going to use in class; another activities, techniques or strategies I apply during this process is read out loud, re-read the text, make pauses to check students understand the text, check vocabulary, show them pictures to support the comprehension of the text, etc. the linguistic schema is activated when students try to use all the information they know to understand the text, in this schema, their proficiency and knowledge in vocabulary, grammar and idioms help to students to decode and comprehend a text.

Finally, after reading we continue using these schemas, when we recapitulate or reconstruct the contents, or we obtain the grammatical structure that was used or if we focus on a particular vocabulary or apply the ideas of what we read to everyday life.

1.2.1.11 Strategies for understanding vocabulary

One of the most important goals for me as teacher is that my students acquired vocabulary, as many as they can. Mainly, I focus on my students learn verbs, putting emphasis in irregular verbs, but I like to teach vocabulary about different topics.

To get this goal, I use different strategies and techniques like matching pictures and meanings, synonyms and antonyms, the reader cube, word soups, crosswords, realia, presentation of statements, frame dialogue, four phrase drill, six step model of vocabulary introduction, songs, movies, etc.

In my work as English teacher I use realia, realia is used real-life objects with the intention that students make connections with their real lives and they try to make sense of new concepts and ideas. I use in with topics as food, quantifiers, clothes, parts of the house, vocabulary in the classroom, body parts, etc.

Presentation of statements is one of my favorite technique to teach vocabulary, it consists in show a picture about the topic and teaching new vocabulary,

pronunciation and a little of memorizing. In my classes I use it to show different words related to any topic and use elicit and repetition with the objective students identify new words, expressions, etc. and then, they include in written or spoken speech.

Frame dialogue or four phrase drills consist in to have a dialogue, practice pronunciation using elicit and repetition, check the meaning of the words and then use other words to re-write the dialogue or create a new one. At least I use it like that, at the beginning students spend a lot of time doing a short dialogue, but then, when they know more vocabulary, they try to use all and they create a long dialogue with an objective for example invitation to a party, make a reservation, go shopping, etc.

Six step model of vocabulary introduction is divided in six steps: first, the teacher explains a new word using the previous knowledge of students and pictures, second, students repeat or explain the new word with their own words in oral or writing form, after, students to create a representation of the word like a picture, then, students engage in activities to deepen their knowledge of the new word making comparison between words, classify terms, write their own analogies and metaphors, etc. Then, students discuss the new word and finally, students play to review new vocabulary.

In relation to strategies for understanding vocabulary are: semantic mapping or clustering, use inference and guessing, analyze vocabulary, distinguish between literal and implied meaning, capitalize on discourse markers to process relationships: Discourse markers, SQ3R referred in the unit 1, lesson 1 of the EEAILE, I include in my teaching practice word detective, semantic maps, word wizard, reader cube, word soups, crosswords, and word connect.

In my personal experience, I have used the SQ3R before, but I did not know the name, I suppose I did it in an empiric form, but now, I understand it better and I would like to apply it correctly with my students to improve their reading skills.

1.2.1.12 The different strategies for communicative skills.

As we have seen during this specialization, exists different strategies and activities to develop the communicative skills. Each communicative skill implies to develop micro and macro skills, including linguistic competences and intercultural competence. For that reason, this part is to talk about these strategies.

This “new normal” has implied to apply the Blended method, no matter if we know about it or not, we simply started to use it in our daily teaching practice, because Blended method implies the combination of face-to-face teaching and virtual teaching, so since the pandemic started we have had to adapt the teaching-learning processes to it, including different resources like internet, computers, cellphones, apps, websites, tutorials, videos, YouTube videos, PPP, exercises and test online, videocalls for giving classes, and the use of authentic material for develop reading and listening skills and then develop writing and speaking skills.

Ken Hyland (EEAILE, 2021) defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse” proposing six approaches to teach writing: 1. Language structures that refer to the arrangement; 2. Discursive structures, that consists of the genre; 3. Creative expression, where the student makes a self-discovery; 4. Writing processes, that consists of the awareness, 5. The content referred to social issues; and 6. Genre and contexts of writing, that refers to recognizing the propose.

In the discourse that considers writing as a manifestation of creativity, the author's expression, content and, above all, style are valued (Hyland, 2002). It is considered that the students learn to write by writing, from interesting and inspiring topics. That perspective carries with it a notion of natural learning. The teacher is a facilitator who makes attractive reading materials available to students. Students emerge as active individuals, interacting with the literate environment.

1.2.1.12.1 Reading strategies.

Throughout module two I read about reading strategies, in that module, it mentioned that an effective and efficient reader learn to use many approaches and strategies to read texts, as teachers is our mission to teach our students different strategies for support the to develop their reading skills including micro and macro skills.

Some reading strategies are:

- ✚ Identify a purpose for reading: If students clearly identify what they are looking for or why they are doing the reading, they will have a better chance of remembering the information than if they read with no purpose at all.
- ✚ Use graphemic rules: which is a phonics approach, and consonant and vowel patterns to aid in bottom-up decoding.
- ✚ Use efficient silent reading techniques for improving fluency: intermediate to advanced students, can increase their reading rate and comprehension efficiency by following silent reading rules.
- ✚ **Skimming (for main ideas):** Skimming is a type of technique that requires fast reading to get the main idea/ideas. It means to skim any text.
- ✚ **Scanning (for specific information):** Scanning, similarly to skimming, consists of moving quickly through a text, but the difference is that you are looking for specific information. When you scan, you are looking quickly to find key words or information.

I consider, reading strategies in L2 should involve personalization of information such as summarizing or making some diagram or graphic organizer; observation, collaborative work where novices and experts work to exchange ideas, learn or confirm knowledge and compensate for deficiencies when facing a task (sociocultural theory).

The reading strategies mentioned above are excellent, but the work of the micro and macro activities is also important if what is expected is to get in the students the reading comprehension that they need so much even in their L1.

Nowadays, according to the new normality in education system, we have had to implement different types of activities where reading is developed online, for example: Mutlu (The Role of Computer-Assisted Language Learning (CALL) in Promoting Learner Autonomy, 2013), defines Computer Assisted Language Learning involves any process in which technology is used to improve the learning of a new language. Nowadays CALL covers everything from computers to smartphones, tablets or consoles and works as an incentive for students who incorporate a foreign language using multiple tools.

According to Mutlu (2013), the advantages of using technology for language learning is that CALL is an effective method when applied in long-term classes to develop specific competencies. It occurs mainly because it allows the apprentice to be evaluated, to generate a habit of study and to increase the student's exposure to the language since he can experiment with different resources wherever and whenever he has it. On the other hand, it facilitates access to knowledge through any system that supports the Internet, although it is not always necessary to be connected to apply digital tools, as in the case of some mobile applications. In addition, it increases the motivation and confidence of those who use innovative tools to learn in different ways.

In my personal opinion I think that reading is a very important skill that we have to develop in L1 and L2, but for me it is very difficult to achieve it in my students. As I said before, I work in High school, it supposes that my students are intermediate but it is not real, most of them are beginners or lower intermediate, and as I said in a VC, they do not have a good reading comprehension in Spanish, so, can you imagine what happens with English? Well, with my students I begin to develop reading using topics that interest them, about football, music, singers, actors, fashion, technology, etc. I use stories, short texts, and in some cases only paragraphs of simple texts.

I start reading the activities with a warm-up, I show them some pictures and I ask them what they think of them, what is the title? What is the story about? sometimes I introduce new vocabulary, I always tell my students to try to understand the context of the words and not just look in the dictionary.

Then I read the text or the story, sometimes I show them the text on the board, on a screen or I give them a photocopy so they can follow reading, maybe underline words they don't understand or anything, then I review vocabulary with them, words that they do not understand and that they need to know for reading, in this part I ask them for examples about nouns, verbs, adjectives, the narrative tenses using in the text, etc., Then I ask them about the story, what happens first, second and finally, as they are beginners I ask them easy questions and I try to be expressive with my face, in this part I paste each sentence on the board to rewrite the story, and finally I do an exercise from true or false, multiple choice or complete a table to practice reading comprehension.

I think using audiobooks or e-books with pictures and text in digital or physical form is very helpful nowadays. Some apps and websites that I use to practice reading with my students are: reading worksheets, TOEFL Junior reading comprehension sample questions, English reading practice for beginners, and rong-chang ESL easy reading.

Reading is a very useful skill in L1 and L2, but I consider Mexican students, or maybe, my students don't have habits for studying, most of them say that reading is bored, is not interesting or they don't like it.

I think that as Mexican people we need more spaces and ways to encourage reading, first in Spanish, since childhood and to develop this habit in all our life, because a big problem with my students who are teenagers is they don't want to read instructions, they don't want to read anything and when they finally read, they don't have reading comprehension, they don't know what is a noun, a verb, adjective,

adverbs, etc. in Spanish, so, is more difficult for them to read in English and try to understand because they feel frustrating when they want to translate each word to Spanish or word by word and they cannot.

As an input skill or receptive skill as listening, reading refers to the processible language the learners are exposed to while reading. Reading helps us to get new vocabulary, to know about different topics, to be informed, and correct our misspelling.

In my personal opinion, our mission as teachers is to motivate to our students to read, in English and Spanish too. I consider that some options are to organize a “café literario”, o “el tendadero” when they talk about a book they have read, maybe start to read in class in reading out loud, using authentic material with topics they are interested; reading short text, short stories, and go step by step to avoid they feel frustrated. Another option could be start reading short books with pictures and short paragraphs, easy texts and raise the difficulty little by little.

I consider that social networks, movies and songs are good tools to develop reading in students and at the same time help them to get more vocabulary, pronunciation, listening, and then, they can use it which they learn in writing or speaking. In this point, I have seen that when students use, they things we do they learn, they feel good and they feel interest in learning because they are using it.

So, as teachers we must considered the motivations of our students for reading, be careful with the materials we choose to work with them, pay attention in the topics which they are interested, their socio – cultural level because in their homes the families don't have the habit to read is difficult to students get it, another aspect could be considered is the socio- economic conditions of students because sometimes they like to read but they don't have the resources to buy books for reading, or don't have money to go at any library, or they have to work and do not have enough time for reading.

1.2.1.12.2 Listening strategies.

Listening is a receptive skill as reading. It means that, in these skills students do not need to produce language, they receive and understand language. Listening comprehension has the mission of helping us understand everything we notice.

Into the EEAILE, interactive and non-interactive situations are mentioned; Interactive listening situations are face-to-face activities /real conversations and telephone calls, video calls, etc. in which students have to use listening and speaking, as listeners we are likely to ask for clarification, repetition, or slower speech from the speaker, de others are the non-interactive listening situations.

On the other hand, it is much more one-sided, and can include activities like listening to the radio, music, TV programs, movies, or lectures. In these situations, we rarely have the opportunity to request clarification, slower speech or repetition.

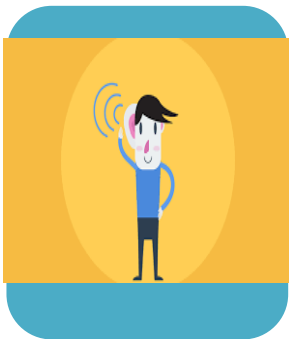
Listening comprehension is a function of the interplay between language and the brain does; it also needs the activation of contextual information and previous knowledge, it means, external stimuli, personal experiences and background knowledge and contextual situations that support the complex process of listening. According to the website Listen wise, we have to develop 8 skills related to Listening comprehension. Those are:



In listening skill the characteristics of the speaker and the listener are important for the listening processes, these characteristics are:



- The speaker has background knowledge and linguistic knowledge, that is, complex sentence structures and colloquial words and expressions.
- The Speaker gives a message.
- The speaker has to be an intention and the correct intonation for that.
- Good speakers need good listening skills to become good communicators.



- The listener:
- Hearing and attending
- identifying speech sounds they heard, trying to recognize the intonation and sounds.
- Interpreting and decoding the message
- Predicting or making guesses about that comes next.
- Choosing the most important information.

Characteristics of the speaker and listener in my classes are: as teacher, generally I am the speaker, but I try to use different kind of audio, sometimes into the students' book, and sometimes use authentic material with different kind of pronunciation and intonation. In case of listeners, most of the time are my students and sometimes me, because I do not know everything and my students less than me, so, we improve together. Talking about the kinds of classroom listeners I have students who are active listeners (participate fully in the communication process, listening attentively, providing feedback, and doing their best to understand and remember messages), I have some passive listeners (they can absorb information and learn effectively even if they do not contribute to the interaction) and some of them are impatient listeners (they may have short periods when they are active listeners but are easily distracted. They try to pay attention, but lose focus quickly).

In addition to kind of listeners, the department of humanities and social sciences, IIT Kanpur refers to another kind of listeners, which are:

- Non – listeners: These students do not listen at all because they are genuinely disinterested in the subject. These people pretend to follow the speaker while they are actually preoccupied with something else. So, they will fake attention, but they could easily be recognized by their blank stare, impatient and nervousness mannerisms. They might be suffering from rigidity of thinking and egotism. Their complete insensitivity and insensible nature make them incapable of understanding others. In fact, they do not even make an effort to hear what the other person is saying.
- Marginal Listeners: Impatient to listen to the main ideas, marginal listeners pay superficial attention, and are interested only in the bottom line. They hear the sounds of words, but fail to grasp their meanings.
- Evaluative Listeners: Generally, they use logic to understand the content, hence, they distance themselves emotionally from the subject. As a result, they do not show empathy or sensitivity to the speaker. They are mostly prejudiced and judgmental as they presume the meaning before actually the speaker completes a sentence.

In my point of view last kind of listeners are in my classes too, I think marginal students are many, sometimes because they do not have the resources to study, and other times because they do not have enough vocabulary to understand everything and they feel bad.

In case of non-listeners, they are students who dislike the subject, sometimes they only are not interested in it, but, in other cases, students have had bad experiences with the language, a “bad” teacher, bored classes, bad grades, lack of motivation, etc. so, is very difficult to fix the attitude they have for English classes, and as they only do the activities for passing not for learning, they do not learn.

Finally, about the Evaluative listeners, sometime I have seen how the students who know more English than the others presume, they are arrogant and think they know everything, and sometimes they are very rude with their classmates or with me although I am the teacher, so, I think that these kinds of people are the most difficult for working.

We have to take into account these elements to choose the best listening strategies and design our activities to develop listening skills, according to this, **listening strategies** are based the following information.

Listening comprehension is the result of the interaction between “bottom-up” and “top-down” listening skills which includes two processes very similar as reading comprehension:

Bottom-up processing refers to the usage of incoming aural input as the basis for understanding the message. It implies comprehend the received data through the analysis of sounds, words, clauses, sentences, and texts, and with it to receive a message, it means decodifying. Top-down skills involve using background knowledge to make inferences about what the speaker intended.

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.

These two processes generally occur alongside each other in the listening process, and the use of each of them, will depend on the familiarity the listener has with the topic and/or the contents of a text, the density of the information provided, the type of text, and the listener's purpose in listening. A representative listening lesson will

include a sequence consisting of pre-listening, while-listening and post-listening; always considering both bottom-up and top-down processing.

I think that it depends of each student how they feel comfortable, the knowledge they have to every topic, their experience with the language, etc. when they need to go tell us, and we go.

Listening fluency”; that is to say, the ability to recognize and understand English words and phrases as they are being said. Clearly, this is a skill that is built mainly through practice. As EFL teachers, we should always strive to make listening activities as comprehensible as possible. In addition, consider some aspects when developing listening strategies in the classroom.

In my experience, when I design strategies or organize listening activities, I have to use the audios in the students’ book, but sometimes I use another kind of audios in authentic materials as songs, interviews to famous people, quick dates, topics in which my students are interested, some listening to learn about culture, food, traditions, etc. and I really enjoy using technology to develop this skill with my students.

By other hand, Cognitive strategies are ways to remember better in both short- and long-term mental activities related to comprehending and accumulating input in working memory or long-term memory for later retrieval (comprehension, storing and memory process, using and retrieval processes). And the **Meta cognitive strategies** are ways to manage cognitive strategies like the ones we use for assessing the situation, monitoring, self-evaluating, self-testing. Both strategies imply memorize, and sometimes students do not have memory in long time, only they have a short time. Even, is very important to continue teaching English in class.

Another important part of teaching listening, is divide the listening activities in the pre- listening, listening and post- listening, because each part has different aspects

to be covered in there and obviously not all the resources traditional or technological work in all.

Listening skills are vital for your students. Of the communicative skills listening is the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice.

Is important to speak with an accent and a real language, using colloquial phrases and the formal too, another thing is that we have to keep the English level. We have to speak as close to natural speed as possible, although with beginners we have to speak slower because they are learning and because is important, they listen the correct pronunciation and intonation and they feel confident when they have to speak with another person in English.

Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.

There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen.

According to this, some activities that I do with my students are games like "simon says", I have a tik; activities give and follow instructions, rallies, practices with the color vowel chart, because students can practice the different sounds of the vowels and its pronunciation; fill in the blanks or practice pronunciation with an adaptation of the fly swatter game are good too.

So, in pre-listening is important to prepare our learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic, another option is using a website or online pages like mentimeter.com which students can create brainstorm, conceptual maps, semantic maps, etc. and with this we are developing listening in students and using technology; other activities could be fill in the blanks, or using songs which has common expressions for practice.

During listening, be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward; this is the most important part, students have to pay attention, listen and do the activities that help them to develop the listening skill.

As post-listening, is important to close with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, a tongue twister, a song, etc.

It does not matter which technique we are using; we have to consider: reduce distractions and noise during the listening segment, make sure that the DVD or CD, laptop, etc. are in good conditions and work well to be used, read or play the text a total of 2-3 times will reduce their anxiety about not catching it all the first time, ask to students to listen for different information each time through, talk about the content as well as specific language used, the material should be interesting and appropriate for the class level in topic, speed and vocabulary, recording your own tape, show a videoclip with the sound off and ask to students to make predictions about it, give students a listening task to do between classes.

Some guidelines for developing listening activities could be developing listening materials has been marginally dealt with in instructional materials. Until recently, little attention was paid to develop appropriate listening materials.

In the past, most listening materials were based on audio files used for developing oral production. Nowadays with the new normality that we are living, emerge the necessity to develop listening materials in this technology era, doing uses of TIC's.

Traditionally, the aim of listening, according to Brown and Newton, was to transfer information through one-way listening; for this reason, the use of monologues was in vogue in traditional listening materials. However, more contemporary views of listening favor two-way listening similar to every day interactions. As a result, recent materials focus on dialogues for their dynamicity and their interactive nature.

Brown (2001) and Rost (2011) propose more detailed classifications. These two classifications have many similar points in common. Brown (2001) suggests six types of classrooms listening performances: reactive, intensive, responsive, selective, extensive and interactive.

Rost's (2011) classification, very similar to that proposed by Brown (2001), consists of: intensive listening, selective listening, interactive listening, extensive listening, responsive listening and autonomous listening.

Nation and Newton (2009) propose four strands of language acquisition including meaning-focused input, meaning-focused output, language focused learning and becoming fluent in four skills. Intensive listening is considered as a good vehicle to practice language-focused learning. It involves deliberate learning of pronunciation, vocabulary, grammar, and discourse.

Rost (2011) further suggests different activities for intensive listening, such as dictation, elicited repetition, error spotting, and simultaneous interpretation. Brown

(2001) considers all these techniques as bottom-up skills that play an important role at all language proficiency levels. Selective listening, as Brown asserts refers to scanning the audio materials selectively to gather certain information. Rost (2011) considers selective learning as listening with a planned purpose in mind. That is, selective “listening is used to refer to attending to only what you want to hear and turning out everything else” Brown (2001) believes one major difference between selective listening and intensive listening is that the discourse used in selective listening is relatively. Authentic materials for listening comprehension.

According to the text of module two, unit three, lesson eight of EEALILE, we have different difficulties when teaching listening for example: Clustering slows down the process of our students when they are developing their listening skills; when writing, they are conditioned to attend to the sentence as the basic unit of organization while in spoken language due to memory limitations and our predisposition for “chunking” or clustering, we break down speech into smaller groups of words.

Redundancy; spoken language contrasting with written language presents a good deal of redundancy. This helps the hearer to process meaning by offering more time and extra information.

Performance variables; native speakers are conditioned to eliminate hesitations, false starts, pauses and corrections, whereas these can easily interfere with comprehension in second language learners.

Colloquial language; idioms, slangs, reduced forms, shared cultural knowledge are all manifested at some point in conversations, surprising those who have been exposed to “textbook” language.

Rate of delivery; learners will eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Unlike

reading where students can go back to check information, listeners may not always have the opportunity to stop the speaker.

Stress, rhythm and intonation; the prosodic features of ESL/EFL are very important for comprehension. Also, intonation patterns are not just for interpreting elements as questions and statements and emphasis but more subtle messages like sarcasm, rudeness, solicitation, etc.

Interaction; to learn to listen is to learn to respond and to continue a chain of listening and responding. Students need to understand that good listeners are good responders. They need to know how to negotiate meaning, that is, to give feedback, to ask for clarification, to maintain a topic so the process of comprehending can be complete.

In case of my students, they really live those kinds of difficulties. Most of them feel embarrassed or frustrating because stress, rhythm, intonation, are very different like in Spanish, the sound of the letters is different too, for example, in Spanish the “A” always sounds like “A”, but in English sometimes sounds like “A” in Apple, and others is going to sound like “ei” for example in train.

For my students learning colloquial language, common phrases, etc. is interesting, but when they have to use it not do it correctly. Talking about the difficulties when teaching listening, are a lot, some of them depend of us as teachers, and others depend of the students.

For example, as teachers we can motivate students to practice English, we can prepare dynamics, enjoy activities, with topic which they are interested, etc. but if they do not feel motivated themselves nothing works. Another difficulty that I have detected in my students is that, they want to understand every word they listen or translate every word in Spanish too and when they do not get it, they feel frustrating.

1.2.1.12.3 Speaking strategies

Talking about speaking, we have to remember that it is a productive skill, therefore, it implies linguistic competence, and a series of sub-competences like grammatical, discourse, sociolinguistic and strategic.

Speaking is made up of idea units that are thought group, and a single sentence may be made up of a series of thought groups. Speaking may be planned or unplanned, most daily conversations are spontaneous (unplanned) and informal, but in some cases is necessary planned our speech and use some materials to support it, the most common situation for planned speaking could be in collaborative presentations, interviews, conferences, etc. In addition to this, speaking implies a natural, vague and informal vocabulary, not as writing, so, the more students use the vocabulary the more they learn it and remember it and get communication situations with efficiency and short time. I consider I attend this aspect in my classes because I try to apply speaking activities with my students since the beginning it does not matter if they made a lot of mistakes or cannot speak a lot, for me, the most important part is motivating them and they practicing as much as be possible. With my students, I develop planned and unplanned situations, planned situations when they have to work in teams and make an exposition about any topic for example “describing famous people”, and for unplanned speaking my favorites are “burst the ballon”, “talk circle”, “three minutes talk”, etc.

Speaking employs fixed phrases, fillers and hesitation markers, ready-made phrases, at the same time, it includes slips, errors and mistakes because most of conversations are spontaneous, in real time and in short time, but we can notice it because we are so busy making sense of what we say and the listeners are so busy trying to comprehend what we listen; connecting speaking and listening imply reciprocity, we speak to people in formal or informal style, but always we expect a response or at least a cue of we are being attended.

In my own experience, I teaching to speaking but students have to develop their speaking by themselves with practice, they have to have social interaction with other classmates or other people for practicing and correct themselves because too much hesitation or fillers could cause breakdowns.

Having a conversation is partiality made up of routines, these routines correspond to fixed expressions which speakers use to accomplish certain specific moves in a conversation and social interaction with a purposeful or fulfill certain functions. It does not matter if the conversation is transactional where the main purpose is on the exchange of information or interactional, which interaction is focus on creating and maintaining social relations or talk as a performance, which consists in speaking involved in public speaking. Conversation needs at least 2 people talking in collaborative, usually y properly taking turns for listening and speaking, in the conversation the topic is introduced, picked up, dropped, avoided, etc. Nowadays conversations can be face to face, by cellphone or computer, by message, calls, videocalls, using different apps like snapchat, whatsapp or social networks and it has increased the possibilities to know more information in short time, these conversations can use a formal style which is more appropriate when speakers are not in the same status, and we can use informal style when the status of speakers is equal or similar. According to this, I always teach my students how to say something in formal and informal style and in which situations they can use each one, for example among classmates you can speak in informal style, but if you speak with the principal, your teachers, your boss, a people who is meeting for the first time, etc. is better idea use formal style.

As I mentioned before, for speaking is important focus on accuracy (clear, articulate, grammatically and phonologically correct), fluency flowing and natural language) and pronunciation.

Nowadays, language teaching learning strongly toward message orientation with language usage offering a supporting role. Many students and teachers take for

granted that the main goal of pronunciation is eventually to reach as close a native speaker's could be British or North American English, but being realistic it is almost impossible and demanding task for most learners to undertake and may easily lead to frustration, and eventually discourage learners from continuing to learn. According to contemporary approaches to pronunciation instruction tend to focus on the development of intelligibility rather than on achieving native-like pronunciation, which, may not be neither practical or desirable.

Making emphasis on intelligibility over accent-free pronunciation calls for a focus on suprasegmental features of pronunciation namely stress, it works in a word refers to syllable with lexical stress and in a sentence refers to some word or words in a sentence are given stronger emphasis or prominence; rhythm refers to the beat pattern of the spoken language given by the pattern in which stressed syllables occur in between reduced ones in connected speech, in this point I consider is most important teaching to students how to make emphasis in key words according to communicative intention; intonation refers to expressions, the patterns drawn by changes in voice pitch to express happiness, saddles, question, surprise, etc.

For speaking, strategic competence and communication strategies are so important for students, strategic competence refers to any speaker's ability to contribute in the interaction with other speakers to maintain the flow of the conversation by preventing breakdowns, as I said before, it refers too mastery of verbal and non-verbal strategies to enhance the effectiveness of communication (changes in pitch, speed or both for effect, and communication strategies are those strategies which L2 learners use to deal with communication problems. According my experience, we have to work with both for our students not only understand concepts of language, but at the same time students bring to their own meanings and value systems and to avoid breakdowns.

According to the previous information, is important that we designed oral practice activities based on the knowledge of our students, their needs, their actual level of

competence: their strengths and weaknesses, their interests and learning styles, our institution, our curriculum, limitations of time, other types of restrictions, etc. It also builds on our ability to handle a range of techniques to give our students hands-on practices that are meaningful (makes sense) and relevant (helpful in meeting the objectives set for the unit or lesson).

For speaking, it is important to determine whether the activities designed with a focus on isolated aspects of the conversation (formal or pragmatic aspects of the language), or whether the focus is on the conversation as a whole. To consider the transactional functions and interactions of the conversation is important too. The former, in which the focus is on aspects of conversational competence taken one by one, is known as pre-community activities and includes different types of simulations; the latter, which focus on the practice of communication in realistic situations, and these are communicative activities and include role plays, project work, discussions, etc.

The pre-community activities are aimed at having students practice using acceptable language with reasonable fluency, without worrying about communicating meanings effectively; Structural activities focus on grammar, and include substitution exercises, where the teacher models a sentence, asks the class to repeat, and then students have to substitute the sign in the appropriate slot in the sentence; quasi-communal activities take the form of semi-fixed exchanges, some of which resemble natural dialogues.

Communication activities have the function of preparing and allowing students to obtain their meaning effectively, and the main measure of success is the student's ability to attend and solve the demands of the immediate situation.

Finally, social interaction activities have the function that students develop sensitivity towards the social meanings attributed to certain forms. Social interaction activities, are intended to help students develop skills to speak in social interaction, these activities are mainly: classroom as a social context and simulation and role play.

As regards classroom as a social context it refers to those techniques and activities that are drawn in the classroom as a social reality. Classroom chat in the target language, classroom language exercises, conversation groups, etc. make sense based on to that social entity where students share participation. Simulation and role play refer to those activities in which students assume particular social roles, take sides on a topic, act out a skit or play games, etc. These activities can take different forms such as controlled role play through cued dialogues, controlled role play through the situation and objectives or role play in the form of debate or discussion and improvisation.

From my point of view, as teacher I try to design and apply different activities to improve the four skills in my students. To create social interaction practices is useful for students, is important to attend with them the previous aspects that I mention because they are here for helping to students to have a good communication in every real-life situation. As I always tell my students, when you are speaking with any people you do not have time to think in Spanish, translate to English and then speak because the other people have activities to do, they expect any kind of response almost immediately and if you do not have it, they have to look for someone who has. Maybe most people are patient when they know that you are a student because they understand that as students need to practice a lot, but, when you are a “normal person” people are not too patient because the real-life situations are like that: fast, in a short time and with a specific intention.

In my teaching practice, I try to apply different strategies to my students, like language modelling speaking aloud and writing the ideas and concepts we are reviewing; practice fluency with focused read-aloud, doing activities choral speaking and reading, singing songs, practicing tongue twisters, doing mini sketches, acting and speaking to express anything, preparing debates or circle talks, etc.

1.2.1.12.4 Writing strategies

Some activities and strategies that I apply with my students are Controlled writing like order words to make sentences, order sentences to make questions, fill in the blanks, etc. which I have used in my classroom using pieces of papers. In online classes I have adapted these activities looking for websites with this kind of activities like: aula virtual UNAM, agendaweb.org, englishfirst.com, etc. I use crosswords in educaplay.com, short dictation exercises in a VC, I read for my students and they write and send me a photo for whatsapp at the moment about I read, dictation in the classroom or dictation game and describing photos or pictures.

I use some guided writing, for example: I only use a model text to students write something like this, in the text I include grammar and vocabulary that I want to my students practice and I adapted an activity I found in Spanish, I don't remember the name now, but it consist in write a text with some pictures and students complete the text with a word or words according to the picture, for example Once upon a time a 😊 _____ (picture of a noun) was playing with his (picture of a pet) _____ ... students have to write the correct word on the lines like boy and dog.

And Free writing like writing composition (I give students a topic and a number of words (30 to 50 words) and they have to write a short paragraph or text where they talk about the topic given), writing a film or book review, it might be in a piece of paper or in a blog, posting pictures in social networks: each student post a photo or picture and write a phrase or describe the picture and their classmates write some comments for he/she, all in English and "the reader cube" I created this activity to talk about books. Students read a short book or a short story, they with their own words they tell them. Each student has to make a cube of carton, paper, etc. and write in each side of the cube a part of the story, they can't write the title, only the author if they want and the most important write the story with own words, then they change the cube with a classmate, they read and make questions between them about the story to try to guess the name of the story an tell something about it to the other classmates.

About the performance level of my students and the SEP programs, I have had an existential issue, because it suppose that high school students are intermediate level B1, I mean, if we check the SEP programs, we can notice that they say that in 1rst grade they are in A1 and A2, in second grade B1 and in third grade B2, but it is not true, my students are in second grade and most of them are A1 or A2, just a small group is B1 (but, not exactly), so, I have to be very sincere with them and with me and choose activities according at their real level and not in the suppose level, so, most exercises I do are focus on use acceptable grammatical systems, because I think that tense, pluralization, patterns an rules are very important to get a good base talking about the language; another micro skill that I try to teach my students is the spelling and I give them examples about how a misspelling can change anything, and the last one is express a particular meaning in different grammatical forms, in this case I teach them the literal form like translation, I love to research about colloquial forms to say anything for example to say I´m having instead of Can I have... ? and my favorite is when we use idioms to express something. To explain idioms, I use pieces of papers or an exercise about match the columns to join the idiom with the correct meaning, I practice spelling with my students with dictation, playing bingo, or playing hangman. In case of the macro – skills I think I use only two, my work is focus on activities to get Appropriately accomplish the communicative functions of written texts according to form and purpose, and with Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

CHAPTER 2 METHODOLOGY AND PRACTICE.

In this Chapter I am presenting a practical and useful lesson plan, according with my scholar context, my students' context, their necessities and interests. It includes my lesson planning and the description its procedures with a deep analysis of it, the expected outcomes on processes and attitudes. Also, I am presenting the assessment / testing tools that I designed to evaluate my students' progress and the

theoretical foundations of them. Finally, I share the evidences of my lesson plan and assessment / testing tools.

As I said before, I the design of my lesson planning are the reflect of I have learnt during this specialization, what I knew before because of my teaching practice and studying and which, now I have modified in my teaching practice. I consider my lesson planning is a proof of my growth as a teacher and is a reflection of my previous experience and the application of the new knowledges that I have got in the specialization.

2.1 A practical and useful lesson plan

My lesson planning is based on intercultural approach, communicative approach, developing intercultural, linguistic and communicative competences, collaborative work, project-based learning, Blended method, Kolb's experiential learning model, Domain's taxonomy of learning, Vygotsky's sociocultural theory and ZPD, Frida Díaz Barriga's Situated teaching and assessment by competences, Krashen's hypothesis, Byram's model of intercultural competence, teaching principles in language teaching, in addition to all theory reviewed during the three modules of this specialization.

My intervention project consisted of the use of the present perfect to talk about life experiences, focused on the celebration of Valentine's Day around the world.

The project was carried out in an EPOEM (Official Preparatory School of the State of Mexico). It is a public institution of the upper middle level. The institution has a morning and evening shift, a principal, a subprincipal and scholar secretary who are the authorities, teachers and 15 groups with 40 to 45 students, and an enrollment of 675 students in the morning shift. This school has the following infrastructure: 15 classrooms, 3 projection rooms, 1 auditorium, 1 library (which does not have many resources in the English area), 1 sports area, 1 directive building, 3 orientation rooms, 2 computer centers, 1 science laboratory, 1 area of material resources and

internet service (the latter is not available for teachers or students). According to the conditions of the school, I decided use my personal computer and my own data plan to have internet and be able to carry out my classes exactly as I want; I like to make and / or buy teaching materials such as flash cards or board games in English, stamps to motivate my students, etc. which, I do gladly because I really enjoy my job.

Regarding the external context, the school is located in a town in a municipality considered urban, it has all the basic services, transportation, hospitals, shopping centers, public sports, private gyms, public and private schools of all levels close to the high school where I work, but also several private schools that offer individual or small group English classes. The town It has high rates of violence and crime.

The socioeconomic level of the majority of the population is medium - low, although there are several cases of extreme poverty. The parents' level of study is mostly secondary or preparatory, few are the parents who have a bachelor's degree and the minority have a postgraduate degree; The economic activities carried out in the municipality are formal and informal trade, industry, food and, to a lesser extent, livestock. Most households have two fathers and one to three children, few are households with single mothers and / or fathers. A third of all my students must work to help the household economy, many families live from day to day and it is very difficult for them to connect to classes in meet or upload their activities in the established time; When the classes are face-to-face, they sometimes cannot buy the workbook or some extra material.

The students with whom the intervention project was carried out with students between 15 to 17 years old, teenagers who are in the second year of high school, the class is English IV, their real English level is A1 or A2 and some of them are B1. I do not meet me personally with them, because of the pandemic I only know them through video calls, so creating links with them has been more complicated than when the interaction is face to face However, we have created a good work

environment and established a line of assertive coexistence and communication to the best of our ability.

Most of students want to study a B.A. in a public university as UNAM, UAM, IPN, UAMEX, TESE, etc. and others want to study in private universities as UVM or UNITEC. Some students have good conditions to be good students and they do not need work or do anymore, they only are focus on studying, most of these kinds of students are motivated to study, learn and go to the university, they want to work or study in other states of the Mexican republic or in other countries, these students are responsible, workers, compliments, participatory and do their best. But others only go to school because they do not want to stay at home or they do not want to work, so these kinds of students are very difficult for working because they do not pay attention, do not work, etc. they are lack of motivation, and finally, I have students with precarious conditions, sometimes they have to work or take care any member of their family and they arrive at school tired, hungry, etc. what they make feel them unmotivated when they really want to study, because they do not have the possibilities as others, or they do not have enough time to study or enough money to get all the materials they need for school, etc.

I consider our teaching environment plays an important role in our decision-making process before, during, and after class. Before, because we have to take in account the context of our students, during, because we can plan our classes but, in the practice, we sometimes have to do some modifications according to our students' level and their characteristics of learning and working and after, because we have to make reflections about what is working and what not in our classes to modify them to improve our teaching practice and the students' performance.

Identifying the physical characteristics of the school, the materials and resources that it has, the characteristics of the students, the living conditions they have, their linguistic and cultural origins are important because this will affect the design, development and achievement of our planning of lessons.

The reason for choosing this topic was that it is part of the study program provided by the SEP for the aforementioned subject, and according to the semestral planning of the contents that I elaborate at the beginning of each semester this topic was the one that fit in temporality.

On the other hand, the present perfect is one of my favorite subjects where I consider that students can recognize English as a useful element and that it has application in real life and their application in the real-life situations is clear. In addition, it is a broad topic, us very useful to motivate to students for practice English, present perfect allows students to get to know each other through sharing experiences among classmates and with the teacher, it catches the students' attention, that students express their emotions, feelings and ideas about love with enthusiasm and getting a dynamic session.

I chose to focus the perfect present to talk about life experiences in the celebration of Valentine's Day because for students of this age love and this celebration are important in their stage of development as teenagers, so they get excited, they are interested and these factors are very useful for the teaching and learning processes, the development of communication skills and intercultural competence.

This project was developed over four weeks, each week is a session with three hours per week, which is the workload corresponding to the subject of English in high school. I applied my lesson planning taking into account the real level of my students and the conditions of the teaching-learning processes because the pandemic. Now, I am going to present you my lesson planning.

2.2 Lesson Planning

The AIMS for this lesson plan were Intercultural competence, reading, listening, speaking and writing skills and collaborative work.

The learning outcomes or expected outcomes planed in this lesson plan were:

1. Students will be able to identify the use of present perfect tense to talk about experiences.
2. Students will be able to talk about their life-experiences and giving opinions.
3. Students will be able to make comparisons identifying how Mexico and other countries celebrate valentine's day
4. Students will be able to tell short stories of love in written or oral form.
5. Students will be able to reflect on the importance of knowing other cultures.

Session 1

TIME: From May 3 to May 7, 2021.
High School: EPOEM N° 22 Shift: Morning Class: English IV Group: 2 nd Grade. Semester: 4 th . Level: Beginners – lower intermediate. Teacher's name: Gema Ariana Carrillo Nava. School year: 2020 – 2021.
TOPIC: VALENTINE'S DAY AROUND THE WORLD AIM: intercultural competence, Reading, Listening, use of English.
AIDS: internet, students' cellphones or computers, color papers, color pens, markers, notebooks, etc., teachers' computer and cellphone, YouTube tutorials, power point presentations, google classroom, google meet, google forms, WhatsApp, Microsoft office, websites: www.mentimeter.com , , www.quizizz.com , www.englishfirst.com , www.britishcouncil.com , others; kahoot, social networks, English songs, reading comprehension exercises, listening exercises online, writing composition, oral presentation, etc.
PREPARATION: Teacher teachers vocabulary, verbs in participle and grammar about present perfect for 2 weeks before this lesson planning.
STRUCTURE: Present Perfect. VOCABULARY: verbs in participle, love, dates, celebrations, valentine's day, countries, culture, etc.

PROCEDURE:

1. Warm up: teacher prepares a brainstorming in mentimeter.com to introduce the topic making some questions to students about their experiences with love, e. g. What do you think when you listen “valentine’s day”? What are the best presents for valentine’s day? Students Have you ever fallen in love? What things have you given when you are in love? Etc.
2. Students answer in their notebooks these questions in English: How was your first date? Have you ever been in a quick date? Have you received a kiss in your first date? Have your receive flowers in valentine’s day?
3. Teacher saves some questions to continue in the VC and ask to students answer it speaking.
4. Teacher shows to students a video about the history of Valentine’s day, teacher makes some pauses to check vocabulary and if students are understanding the topic.
5. After they have seen the video, students answer some questions about the history in a google forms.
6. Teacher asks students if anybody wants to tell us their love story, they have to do it in English.
7. Teacher makes some comments about their stories.
8. Teacher shows to students a presentation in power point about present perfect to explain them: meaning, uses, structures and examples.
9. Students take notes in their notebooks or take photos, at the end of the VC teacher shares the presentation with them.
10. Teacher gives to students a vocabulary list about love, dates and valentine’s day.
11. Students participate in an online game in educaplay.com to practice vocabulary.
12. Teacher makes emphasis in verbs in participle.
13. Students look for information about verbs form and they do a waterfall card with the different verb forms.
14. Students do some exercises online for practicing verbs in participle.
15. At the end of this week students do a quick test about verbs in participle in quizizz.com
16. Students do a foldable about present perfect tense and adverbs with the information they got until now.
17. Students do some exercises online to practice present perfect tense in affirmative, negative and interrogative form.
18. Students read about valentine’s day celebration in different parts of the world in this link: <https://traveltriangle.com/blog/valentines-day-traditions-around-the-world/>, then they make comparisons between Mexico and

<p>other countries, e. g. in Italy love date are in Venice, drinking wine, travelling in the gondolas, etc. but in Mexico we go to Xochimilco or travelling in a balloon in Teotihuacan, drinking wine, we have a delicious lunch or dinner, etc. but in France, people go to the bridge of padlocks to put a padlock for a forever love, etc.</p> <p>19. After to read, students answer some questions about the text and complete a chart with specific information.</p> <p>20. Teacher shares with students a video about the history of valentine's day in this link: https://edpuzzle.com/media/6053168e340740428742c7ab , Students listen and watch the video; they have to answer the questions in there.</p>
<p>SUGGESTIONS: keep in touch with students during the development the session.</p>
<p>PRODUCTS: written participation in menti.com, google forms questionnaire answered, waterfall of verbs, foldable of present perfect, alphabet soup game in educaplay.com answered, test of verbs in quizzizz.com answered, exercises online, reading comprehension activity and listening activity answered.</p>
<p>EVALUATION: Checklist. Quick test Formative evaluation.</p>

Session 2

<p>TIME: From May,10 to May, 14, 2021.</p>
<p>High School: EPOEM N° 22 Shift: Morning Class: English IV Group: 2nd Grade. Semester: 4th. Level: Beginners – lower intermediate. Teacher's name: Gema Ariana Carrillo Nava. School year: 2020 – 2021.</p>
<p>TOPIC: VALENTINE'S DAY AROUND THE WORLD AIM: intercultural competence, speaking.</p>

AIDS: internet, students' cellphones or computers, color papers, color pens, markers, notebooks, etc., teachers' computer and cellphone, YouTube tutorials, power point presentations, google classroom, google meet, google forms, WhatsApp, Microsoft office, websites: www.menti.com , www.quiziz.com ,www.englishfirst.com , www.britishcouncil.com , others; kahoot, social networks, English songs, reading comprehension exercises, listening exercises online, writing composition, oral presentation, etc.

PREPARATION: Teacher teaches vocabulary, verbs in participle and grammar about present perfect for 2 weeks before this lesson planning. In the previous lesson, students did exercises about use of English, and reading and listening activities.

STRUCTURE: Present Perfect.

VOCABULARY: verbs in participle, love, dates, celebrations, valentine's day, countries, culture, etc.

PROCEDURE:

1. Warm up: Teacher requests students to participate in www.kahoot.it doing a test about present perfect with a code.
2. Students make a small video (1 or 2 minutes), where they talk about their favorite way to celebrate valentine's day in another country and compare it with their own experience in love. They can say some sentences or they can do a fluent speech according to their self-confidence and level, and they have to send to the teacher by WhatsApp or classroom.
3. Students have to use their social networks to post a photo about their idea of love, how they celebrated last valentine's day, who with, etc. and 5 classmates have to write an opinion in English about it with respectful, responsibility, tolerance, friendly, etc.
4. Students work in small teams to focus on in a country and how that country celebrates valentine's day and make an online presentation of 4 minutes about it using present perfect, making positive comparisons between the country they chose and Mexico and their life experiences.
5. Teacher prepares a feedback to students about their performances.

SUGGESTIONS: keep in touch with students during the development of this mini project.

PRODUCT: Participation in assessment in www.kahoot.it, individual video talking about how they celebrate valentine's day, post on social networks, oral presentations in teams.

EVALUATION:
Hetero evaluation
Peer evaluation
Self-evaluation
Rubric for speaking

Session 3

TIME: From May,17 to May, 21, 2021.

High School: EPOEM N° 22
Shift: Morning
Class: English IV Group: 2nd Grade. Semester: 4th.
Level: Beginners – lower intermediate.
Teacher: Gema Ariana Carrillo Nava.
School year: 2020 – 2021.

TOPIC: VALENTINE'S DAY AROUND THE WORLD
AIM: intercultural competence, writing.

AIDS: internet, students' cellphones or computers, color papers, color pens, markers, notebooks, etc., teachers' computer and cellphone, youtube tutorials, power point presentations, google classroom, google meet, google forms, whatsapp, Microsoft office, websites: www.menti.com , www.quiziz.com , www.englishfirst.com , www.britishcouncil.com , others; kahoot, social networks, English songs, reading comprehension exercises, listening exercises online, writing composition, oral presentation, etc.

PREPARATION: In the previous lessons, students did exercises about use of English, reading, listening and speaking activities.

STRUCTURE: Present Perfect.
VOCABULARY: verbs in participle, love, dates, celebrations, valentine's day, countries, culture, etc.

PROCEDURE:

1. Warm up: teacher shares with students some pictures in the VC, teacher tells them some information about each picture (life-experiences of herself).

Teacher gives to students examples of life-experiences: I have worked as a English teacher in 2 high schools for 6 years, I have spoken English and Spanish with my baby since she was born, I haven't celebrated valentine's day since 2 years, I went to South Carolina during a summer, I celebrated the first birthday of my baby last march, etc.

2. Teacher asks students write down three interesting life-experiences about themselves in the chat of google meet, then, classmates read the information to other classmates, each time a life-experiences matches with their own life experience students have to say something like: "I have two brothers too, this happened to me, etc.
3. Students continue saying or writing sentences in the VC until they find three classmates who have similar life-experiences, students who finish early can continue listening to information about classmates until teacher stops this phase.
4. Students take turns to participate and share the information they have learned about various classmates.
5. Teacher makes a feedback with students about the activity.
6. Teacher shows to students a text about a love story, and teacher requests to students they have to write a text by hand telling a life-experience about valentine's day or their love story, for example: students can write about the funniest valentine's day, the worst valentine's day, the most romantic valentine's day, etc. their writing is about an anecdote, can be comic, romantic, sad, etc. Students have to use present perfect structure like base, but they can use other past tenses, free vocabulary, etc. they have to write a text of 100 – 150 words by hand.
7. Teacher reads the stories and write comments like feedback on google classroom.
8. In a VC teacher shares with students the most interesting love stories and she makes general comments to students about use of English and their performance writing their compositions.

SUGGESTIONS: keep in touch with students during the development of this mini project.

PRODUCT: written and oral participation in a VC, writing composition.

EVALUATION:
Checklist
Rubric for writing.

Session 4

TIME: From May,24 to May, 28, 2021.
High School: EPOEM N° 22 Shift: Morning Class: English IV Group: 2 nd Grade. Semester: 4 th . Level: Beginners – lower intermediate. Teacher: Gema Ariana Carrillo Nava. School year: 2020 – 2021.
TOPIC: VALENTINE’S DAY AROUND THE WORLD AIM: intercultural competence, speaking, writing.
AIDS: internet, students’ cellphones or computers, color papers, color pens, markers, notebooks, etc., teachers’ computer and cellphone, youtube tutorials, power point presentations, google classroom, google meet, google forms, WhatsApp, Microsoft office, websites: www.menti.com , www.quiziz.com , www.englishfirst.com , www.britishcouncil.com , others; kahoot, social networks, English songs, reading comprehension exercises, listening exercises online, writing composition, oral presentation, etc.
PREPARATION: In the previous lessons, students did exercises about use of English, reading, listening and speaking activities.
STRUCTURE: Present Perfect. VOCABULARY: verbs in participle, love, dates, celebrations, valentine’s day, countries, culture, etc.
PROCEDURE: <ol style="list-style-type: none">1. Warm up: teacher starts the class showing to students pictures about different activities of a normal day and asks to students describe some of them and write what of those activities they do.2. Teacher explains to students the “managing my time” activity, in this activity students have to draw a circle which represents 24hours in a normal day, each student have to divide the circle in as many parts as they need and write in each part with the activities they do in a day, for example sleep 8 hours marks 1/3 of the circle, etc. then, each student have to write how do they feel about it?, if they are satisfied with the manager of their time or not and why.

3. Students interchange their time circle with a classmate and the classmate gives he/she 3 to 5 advices about how they can improve the manager of their time.
4. Then in a VC all students and teacher make a feedback about the time they spend doing different activities and make a feedback about the advices.
5. Teacher explains the second activity names “burst the balloon”, in this activity teacher shows to students some balloons with different sentences, each student has to write in each statement agree, disagree or not sure. The statements are about Valentine’s Day
6. Students record an audio which they mention each statement and explain why they are agree, disagree or not sure.
7. Students share their audio with 2 classmates for receive another audio with their opinion about the same statements.
8. In a VC teacher shows to students the balloons with statements and tells to students which balloons were the most “burst” and explain why.
9. Students and teacher make a feedback about the different statements.

SUGGESTIONS: keep in touch with students during the development of this mini project.

PRODUCTS: the manage time circle written, individual audio.

EVALUATION:
Checklist.

During the first week, the AIMS were focus on to develop intercultural competence, reading, listening comprehension and use of English (focus on present perfect tense and verbs in participle). I designed the warm up in a website called mentimeter.com, here, students participate in a brainstorming about the love and they answer some surveys about their concept, experiences and presents in San Valentine’s Day; students answer some questions about love and life-experiences on their notebooks and share a photo with me because I needed review it, then I prepared a VC to continue talking about this topic, I showed a video about the history of valentine’s day, I was doing some pauses to check vocabulary with them and to clear some ideas because then, students had to answer some questions about the video in a google forms; when the video finished I asked my students if anyone wanted to tell

us their love story or their experience about love, some of them participate speaking in English; after that, I showed them a power point presentation about present perfect tense for reviewing grammar and use of English, students took notes in their notebooks, they participated in online games in educaplay.com, they did online exercises and a quick test in different websites like quiziz.com and edupuzzle.com, students did a foldable like a handcraft, and a reading and listening activities with authentic materials online.

The second week had as AIMS the intercultural competence and speaking. I started the class with a kahoot challenge like warm up, I reviewed the results before the online class and I shared the results with my students, I ask them for doubts and I tried to solve every one of it, students participated solving the answers of other classmates and giving more examples; after that, I explained my students they had to do a video when they talked about their favorite way to celebrate valentine's day in another country and compare it with own experience in love, this activity was free, students had to speak for 1 or 2 minutes, but according their English level and their own communicative skills, they had the opportunity of say sentences or make a speech, the most important was practice and develop speaking and pronunciation and they felt comfortable doing this activity, they sent me by classroom or WhatsApp for receive my comments and grade; then, students used their social networks to post a photo about love and interact between them doing comments in the post of their classmates, at the end of this week, students did teams for preparing a power point presentation about the celebration of San valentine's day around the world, students had to work in small teams preparing the PPP, it had to include the use of present perfect, their life-experiences, a description of this celebration in a specific country and make comparisons with the celebration in Mexico, in this moment they only prepared the material and organize between them for presenting in a VC next week. Students sent their presentation by google classroom to receive a feedback.

The third session had as AIMS intercultural competence and writing. This week started with a VC where the warm up was to show pictures about life-experiences, I

gave examples to my students and then they share more ideas with all of us, in the VC students wrote three interesting life-experiences on the chat and identified similar experiences with classmates and they used the expressions “so do I” and “neither do I”, then, students participated saying some ideas, at the end, I correct general errors and mistakes and we did a feedback about the activity; the next activity was read a love story, Belinda and Nodal’s love story in a digital magazine using authentic material, students take turns to read, I made some pauses to correct pronunciation and check vocabulary, using this example, students had to write their own text by hand telling a life-experience about valentine’s day or their love story in 100 – 150 words using present perfect as base, but including all the grammar and vocabulary they needed, they could write about the funniest, the worst, the best, etc. valentine’s day celebration and they sent me by google classroom to be reviewed and graded; as last week we did not have enough time to cover all activities, this week students had to present their expositions in a live to evaluate their performance.

Finally, for the fourth week, the AIMs were intercultural competence, speaking and writing. The warm up was similar to last week, but in this opportunity, students saw pictures about different activities of a normal day and they described some of them and wrote the activities they use to do or they used to do, then, I taught them how to do a managing my time circle, where each student had to divide it representing 24 hours and how he/she spent his/her time in different activities and share some experiences and feeling about how they manage their time, in pairs, students interchanged the circles and gave and received advices about how they can improve the manager of their time, finally in a VC we did a feedback of the work of those four weeks, we talked about what activities we did, what were the expected outcomes, the results we got, how my students practiced and improved communicative skills and intercultural competence, etc. they did a self-evaluation and a peer-evaluation during the VC and I closed this topic with congratulations and suggestions for my students.

The learning outcomes or expected outcomes were included throughout the 4 weeks, in which, students were developing intercultural competence, communicative skills, learning about grammar, vocabulary, pronunciation and improving their attitudes to work together.

2.3 Evidence of materials and resources for learning.

Week 1


The collage displays several educational materials:

- Top Left:** An EducaPlay word search titled "Valentine's day" with a timer at 00:02. The word list includes: HEARTBREAKER, GIRLFRIEND, BOYFRIEND, FONDNESS, SOULMATE, ROMANCE, CUDDLE, INLOVE, COUPLE, ADORE, and LOVE.
- Top Right:** A Quizizz quiz titled "past participle" by Gema Carrillo. It shows a score of 0 and a timer of 00:02. The quiz is categorized as "Top" and "Past Participles" with 26 questions and 34 plays.
- Middle Left:** A PowerPoint slide titled "PRESENT PERFECT TENSE" by Teacher: Gema Ariana Carrillo Nava.
- Middle Right:** A YouTube video titled "valentine's day around the world" showing a map of Europe with various Valentine's Day traditions.
- Bottom:** A YouTube search results page for "valentine's day around the world" featuring a video by "Babbel Explains" and several other related videos.

edpuzzle

Valentines Day: History of Valentine's Day | History

Lin Patrick



MULTIPLE CHOICE QUESTION

What did the Emperor ban?

marriage

war

childbirth

Rewatch Skip Submit

18 Valentine's Day Traditions Around The World In 2021 To Make The Day Of Love Special!



Written by Sukanya Sca

3099 views

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Best Selling Packages from TravelHunt

Are you looking for help in planning your trip?

Yes! I'm TravelHunt's Top Planner...

Yes! For a romantic trip

Yes! For a family trip

Yes! For a honeymoon trip

Yes! For a trip with my friends

For a group trip

For a solo trip

Destinations: Select your destination. **SEND**

COMMON IRREGULAR VERBS

Write the Past Simple and Past Participle forms of given verbs.

Verb	Past Simple	Past Participle	Verb	Past Simple	Past Participle
begin	began	begun	bring	brought	brought
break	broke	broken	buy	bought	bought
bring	brought	brought	catch	caught	caught
build	built	built	choose	chose	chosen
burn	burnt	burnt	climb	climbed	climbed
buy	bought	bought	come	came	come
catch	caught	caught	cut	cut	cut
choose	chose	chosen	do	did	done
climb	climbed	climbed	draw	drew	drawn
come	came	come	eat	ate	eaten
cut	cut	cut	fall	fell	fallen
do	did	done	fight	fought	fought
draw	drew	drawn	fly	flew	flown
eat	ate	eaten	forget	forgot	forgot
fall	fell	fallen	freeze	froze	frozen
fight	fought	fought	get	got	got
fly	flew	flown	give	gave	given
forget	forgot	forgot	go	went	gone
freeze	froze	frozen	grow	grew	grown
get	got	got	hang	hung	hung
give	gave	given	have	had	had
go	went	gone	hear	heard	heard
grow	grew	grown	hide	hid	hidden
hang	hung	hung	hit	hit	hit
have	had	had	hold	held	held
hear	heard	heard	hurt	hurt	hurt
hide	hid	hidden	keep	kept	kept
hit	hit	hit	know	knew	known
hold	held	held	leave	left	left
hurt	hurt	hurt	live	lived	lived
keep	kept	kept	lose	lost	lost
know	knew	known	love	loved	loved
leave	left	left	make	made	made
live	lived	lived	meet	met	met
lose	lost	lost	pay	paid	paid
love	loved	loved	put	put	put
make	made	made	read	read	read
meet	met	met	run	ran	run
pay	paid	paid	say	said	said
put	put	put	see	saw	seen
read	read	read	sleep	slept	slept
run	ran	run	take	took	taken
say	said	said	teach	taught	taught
see	saw	seen	tell	told	told
sleep	slept	slept	throw	threw	thrown
take	took	taken	understand	understood	understood
teach	taught	taught	use	used	used
tell	told	told	visit	visited	visited
throw	threw	thrown	walk	walked	walked
understand	understood	understood	want	wanted	wanted
use	used	used	write	wrote	written
visit	visited	visited			
walk	walked	walked			
want	wanted	wanted			
write	wrote	written			

Irregular verbs by cakmak

PRESENT PERFECT SIMPLE

Exercise 1. Write the past participle of these verbs:

VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
write	wrote	eat	ate
read	read	go	went
see	seen	work	worked
live	lived	study	studied

Exercise 2. Choose the correct option:

a) My father **has been** in London.

b) My parents **have** just been to New York.

c) I **have** studied English since I was 2 years old.

d) Maria **hasn't been** at Paganini school for 2 years.

e) I **haven't** heard about my grandparents since last month.

f) Catherine **has** just got married.

Exercise 3. Complete the sentences using present perfect:

a) I **have** **known** (know) that movie 10 years.

b) They **have** **lived** (live) in the Moon.

c) She **has** **read** (read) the Golden Book with Boris.

d) Alice **has** **lived** (live) in France four times.

e) Maria **has** **written** (write) two poems.

f) Sam **has** **shared** (share) his homework.

g) Maria **has** **lived** (live) in Madrid for some years.

Present perfect simple by MartaPeartrees

Past Simple vs Present Perfect

1. I'm hungry. I **didn't eat** / **haven't eaten** anything today.

2. Grandma **visited** / **has visited** us last weekend.

3. Look! Tom's broken / **has broken** his arm.

4. Sorry, Sir. I **forgot** / **have forgotten** my homework.

5. Mr. Darcy **worked** / **has worked** at this school for 2 years.

6. Jane **was** / **has been** in hospital since Friday.

7. **Did you** / **Have you ever** read a book in English?

8. This house **used** / **has never been** in a big city.

9. My sister **hasn't cleaned** our room. It's really messy.

10. **Who wrote** / **has written** a Python test last week?

1. We **are** not **excited** any English tests this month.

2. The grammar **is** (was) 10 chapters in her life.

3. I **was** (was) sick after last yesterday.

4. This **is** (was) an interesting book last week.

5. My dad **was** (was) in the Pacific Ocean in 1995.

6. **Are you ever** (did) angry?

7. Mr. Henderson **was** (was) at our school since 1998.

8. The teacher **is** not (was) anything today.

9. She **was** (was) a pianist in a big test last August.

10. They're very good because they **are** (did) hard to learn.

Past Simple vs Present Perfect by anmafam

Irregular Past Participles crossword

100 in the crossword with the PAST PARTICLES of the verbs



ACROSS

1. I **was** (was) in the Pacific Ocean in 1995.

2. The grammar **is** (was) 10 chapters in her life.

3. I **was** (was) sick after last yesterday.

4. This **is** (was) an interesting book last week.

5. My dad **was** (was) in the Pacific Ocean in 1995.

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7. Mr. Henderson **was** (was) at our school since 1998.

8. The teacher **is** not (was) anything today.

9. She **was** (was) a pianist in a big test last August.

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DOWN

1. I'm hungry. I **didn't eat** / **haven't eaten** anything today.

2. Grandma **visited** / **has visited** us last weekend.

3. Look! Tom's broken / **has broken** his arm.

4. Sorry, Sir. I **forgot** / **have forgotten** my homework.

5. Mr. Darcy **worked** / **has worked** at this school for 2 years.

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8. This house **used** / **has never been** in a big city.

9. My sister **hasn't cleaned** our room. It's really messy.

10. **Who wrote** / **has written** a Python test last week?

Irregular Past Participles crossword by Loop

Present Perfect with since and for

1. I **have** **known** (know) that movie 10 years.

2. They **have** **lived** (live) in the Moon.

3. She **has** **read** (read) the Golden Book with Boris.

4. Alice **has** **lived** (live) in France four times.

5. Maria **has** **written** (write) two poems.

6. Sam **has** **shared** (share) his homework.

7. Maria **has** **lived** (live) in Madrid for some years.

LET'S PRACTISE THE PRESENT PERFECT TENSE!

4. LIFE EXPERIENCES: Choose the correct OPTION:

1) My dad **is** from _____ (be) Zepheria (2) six times.

2) I **was** _____ a student. It's very exciting!

3) My mom _____ a lot during her life.

4) We _____ different agents at school.

5) John _____ for his death last.

6) He _____ your new jacket. Your mother will get very angry!

7) The children _____ their homework, so now they are playing football in the park.

8) Mary _____ that film on TV many times.

9) I _____ my grandparents very often this year.

10) The cat _____ all the food.

11) Complete the following sentences using the verb in parentheses in the PRESENT PERFECT.

12. He **has** **lived** (live) in Madrid for some years.

GRAMMAR Present Perfect

Complete the sentences with the Present Perfect of the verbs in brackets:

1. Kelly _____ (live) in Paris and there several times.

2. _____ (you) _____ (see) your homework? Yes, I _____ (do).

3. My parents _____ (travel) (go) out in a plane.

4. I _____ (buy) some jeans since 2000 and I still like it.

5. _____ (you) _____ (see) my savings, Michael? I can't find them.

6. _____ (you) _____ (read) this book.

7. I _____ (travel) (go) to a foreign country.

8. George and I _____ (already) (work) for the first draft of our business plan.

9. I _____ (not) (read) his interesting play.

10. Kelly _____ (send) me any photos yet.

11. He **is** (was) in a foreign origin. She _____ (be) from _____.

PRESENT PERFECT - FORM

POSITIVE SENTENCES

1. I _____ (study) French.

2. She _____ (eat) octopus.

3. They _____ (be) to Scotland.

4. We _____ (read) that book.

5. He _____ (live) here for three years.

6. You _____ (know) David for ten years.

Week 2

Kahoot!

Home Discover Library Reports Groups

Upgrade Create

Search

All (30) Live games (16) Challenges (14)

Name Date Game mode

The Present Perfect May 11 2021, 1:02 am Challenge 51

The Present Perfect Finished May 11 2021, 12:36 am Challenge 87

Gema_cn Settings Support Center Sign out

Kahoot! Home Discover Library Reports Groups Upgrade now Create





Present Perfect Tense Review

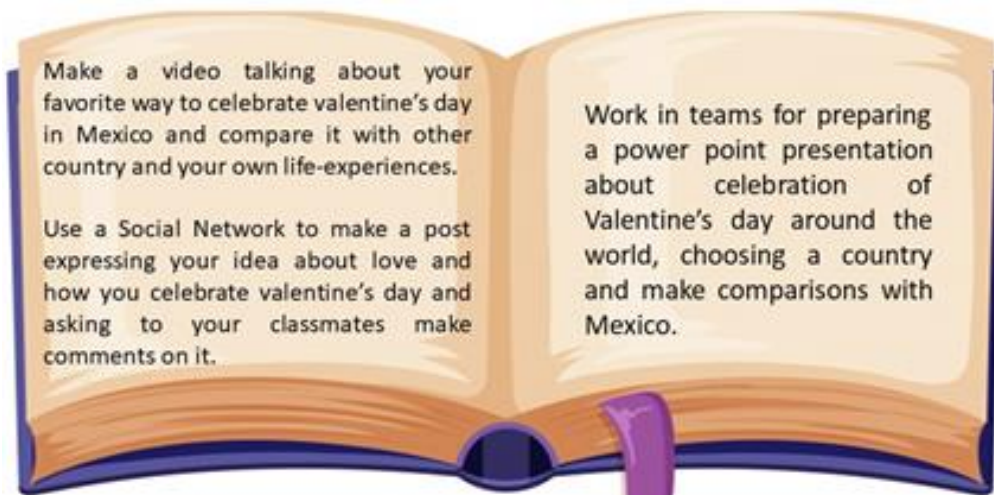
896 favorites 13.1k plays 56.3k players

Play Edit

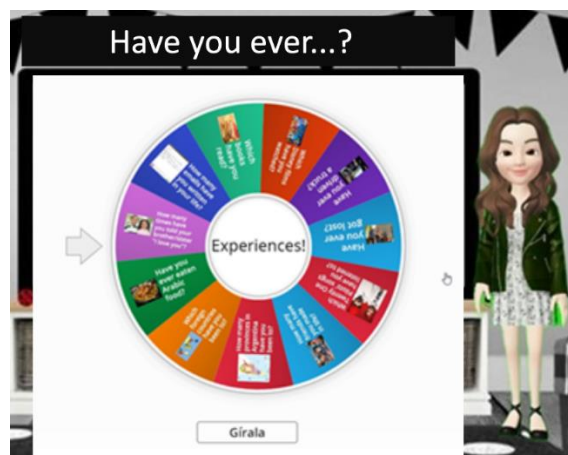
A public kahoot
 In this kahoot, students will review the present perfect #verb #tense. #ELA #Grammar #presentperfect #pp #Gra...SHOW MORE

Questions (10) [Show answers](#)

- 1 - Quiz
The present perfect of any verb is composed of the appropriate form of the auxilia...  20 sec
- 2 - Quiz
Complete this sentence: I _____ in this house since 2008.  20 sec
- 3 - Quiz
Complete this sentence: She _____ her grandma 3 times this week.  20 sec
- 4 - Quiz
Complete this sentence: We _____ around this block multiple times!  20 sec



Week 3



*Oral explanation about the activity 3 things about me did it online in a VC by google meet and the writing composition. (Rubric for writing).

Week 4



2.4 Assessment / testing tools and its theoretical foundations.

Assessment and testing are important in the teaching-learning processes because it helps us to evaluate the students' performance, to identify their strengths, weaknesses and opportunity areas to improve their communicative skills, get new knowledge, vocabulary, attitudes and values.

According to Brown (2004), testing is a method of measuring a person's ability, knowledge, or performance in a given domain and assessment is an ongoing process that encompasses a much wider domain than testing.

A test is one form of assessment and often involves collecting information in numerical form like tests multiple choice questions and gap-fill or cloze tests, but as English teachers, we also need to assess our students' learning to determine the effectiveness of our teaching and of the materials we use. Assessment may include interviews, observations, administering questionnaires and reviewing students' work, etc. and includes both formal and informal measures.

Testing has to take into account 5 principles of testing: practicality, reliability, validity, authenticity and washback. In my teaching practice I have to design a test every 1 month and a half, for that reason, attending at the principle of practicality in face-to-face classes I usually design a test of multiple choice or match the columns, I include grammar, vocabulary and reading based on the topics we reviewed in class; in online classes I have designed tests in google forms with the same characteristics, it has resulted well because the platform give individual and group results and is easier for me to get the results and grade; according to reliability, depends of different factors, I consider inter-rater reliability does not exist because each teacher designs a own test although we teach the same subject, intra-rater reliability is good because I try to cover the topics we reviewed in class, but the student-related reliability is not as good, when we are in face-to-face classes I can control they do not copy or they do not use extra materials to look for the answers, but, in online classes they are at home and they can talk with other classmates or look for the answers on internet, dictionary, etc. So, I consider that reliability has been affected, I love the idea to do test using google forms or other platforms, but in the school where I can see them and control the use of extra materials.

About the validity, I consider is well, but I need to improve in it; the authenticity is a challenge, at least in my own experience, I consider the design of test for all teachers has the same structure, no matter what subject we are teaching, we have to cover the same parameters, so, I try to design tests which simulate what the learner may do in a real life situation, I include natural language, present items in a contextualized

manner, for example in reading and vocabulary, but sometimes the tests only are focus on knowledge memorized like grammar rules, spelling rules, etc.

Finally, the washback, every time I apply a test to my students, I think in what I taught them and what they have learnt; in addition, I make sure to share the result with them in individual and group form, we check the correct answers and comment why are the correct answers, we take the opportunity to solve some doubts, reinforce the knowledge learnt and make a feedback about the expected outcomes or learning outcomes, I always use the technique "I congratulation because... I suggest you that..." to make them feel comfortable, motivate them but point them what are their opportunity areas to improve their English, I always try to focus washback in a positive and not negative way.

In case of assessment, "The Assessment is a tool to be used throughout the learning process, that is, in each class and during each one of them, without waiting for the end of the cycle "(Kullmer and Riveros, s / f).

Assessment has 3 phases: objective phase (the teacher collects the information in a valid and neutral way), subjective phase (the teacher observes the learning process, its development and assesses what is missing, how to complement it and correct it taking into account the established outcomes and what is necessary to achieve them) and the operational phase (the teacher makes decisions to ensure the correct course of learning and thereby achieve compliance with the proposed outcomes.

According to the information reviewed during this specialization and another information sources, my model of evaluation includes different aspects like:

- ❖ Formal evaluation: partial exams which include grammar, vocabulary and reading.
- ❖ Informal evaluation: it includes grammar, vocabulary, pronunciation, communicative skills, etc. using websites, games and challenges online.

- ❖ Diagnostic evaluation: surveys, group interviews, testing, etc.
- ❖ Summative evaluation: at the end of the semester.
- ❖ Continuous assessment during the semester, using quick test at quiziz.com, kahoot.com, test-english.com, etc.
- ❖ Assessment: oral presentations, pronunciation practices, oral and/or written participation in online classes, writing compositions, exercises in notebooks, etc.
- ❖ Quantitative assessment: exams.
- ❖ Quantitative evaluation: rubrics and checklists, self-evaluation, co-evaluation and hetero evaluation.

In addition to this, I base my model of evaluation in the author Frida Díaz Barriga, who talks about of “*situated teaching*”, which say that it is to lead the students to acquire meaningful learning where they find meaning and utility in what they learn in the classroom. For that reason, the knowledge that they attend are based on what the students are really going to know, be able to do and wants to know about their real life, using themes of interest, everyday situations, in real contexts, help to get meaningful learning for they really feel identified and get involved in it.

Also, I base my model of evaluation in authentic assessment focuses on learner performance and includes a variety of instructional-assessment strategies that are not only holistic, but rigorous. Performance-focused assessment requires students to demonstrate that they possess certain behaviors or skills in specific testing situations.

Authentic evaluation seeks a change in the prevailing evaluation culture, centered on static pencil and paper instruments that explore only the sphere of declarative knowledge, authentic evaluation focused on performance seeks to evaluate what is done, as well as identify the coherence link between the conceptual and the procedural, understand how performance occurs in a given context and situation, or follow the process of acquisition and improvement of certain knowledge or forms of

action. In this sense, it is a process and formative evaluation, where co-evaluation and self-evaluation are relevant practices (Díaz Barriga and Hernández, 2002).

Regarding the performance of the students, the authors propose to establish progressive levels of performance from less to greater complexity and quality of the execution, taking into account the curricular objectives and the expected learning proposed in a given sequence or teaching cycle, these performance levels are: novice, intermediate, advanced and expert, which to be measured involve the use of rubrics.

For the development of my lesson planning and the assessment and testing process, I designed different instruments which I considered were according to the learning outcomes I purposed at the beginning of my lesson plan. The assess/test tools include: a partial exam designed by me which I cannot prove before because the instructions for this kind of exams is that students do not have to know it before the official application and it has to included only the contents reviewed in class; a checklist, which is a yes/no checklist in where I evaluate some aspects from my students in their general performance in my class and rubrics to evaluate speaking and writing, which were designed by me according to the level of my students, the learning outcomes and my experience designed this kind of tools. Now, I am presenting the tools.

a) Partial exam of English IV.

2° Examen Parcial Inglés IV 2°2

INSTRUCCIONES:

INGRESA con tu CORREO INSTITUCIONAL.

Coloca tu nombre tal y como se indica.

SOLO TIENES 1 INTENTO para resolver el examen dentro del tiempo establecido, el envío después del tiempo de entrega cancelará el examen.

LEE BIEN CADA PREGUNTA, solo hay 1 respuesta correcta, NO HAY preguntas capciosas.

En el caso de las preguntas donde se solicite MARCAR CASILLAS, DEBES MARCAR TODAS LAS QUE CONSIDERES CORRECTAS, lee cuidadosamente cada opción.

"LIFE IS WHAT HAPPEN WHILE YOUR ARE BUSY MAKING OTHER PLANS" John Lennon.

Este formulario registra automáticamente los correos de los usuarios de Subdirección de Bachillerato General. [Cambiar configuración](#)

b) Checklists

Aspect	Yes	No
Student be punctual for the meeting		
Student is present in the meeting		
Student participates in oral or written form during the meeting.		
Student asks to the teacher when they have doubts.		
Student sends her/his activities on time.		
Student uses English correctly to write and express her/his ideas properly.		
Student uses English correctly to speak and express her/his ideas properly.		
Student uses the grammar required for the activities		
Student records audios or videos when is necessary		
Student is be able to interchange a document with a classmate, edit and return it to work in pairs.		

c) Rubric for evaluate an exposition

COLLABORATIVE EXPOSITION RUBRIC

criteria	EXCELLENT 10	VERY GOOD 9	GOOD 8	REGULAR 7 - 6	remarks
content	Demonstrate a complete understanding of the topic.	Demonstrate a good understanding of the subject.	Demonstrates a good understanding of parts of the topic.	He doesn't seem to understand the subject very well.	
vocabulary	She/he uses audience-appropriate vocabulary. Increase your audience's vocabulary by defining words that might be new to your audience.	She/he uses audience-appropriate vocabulary. It includes 1-2 words that might be new to most of the audience, but you don't define them.	She/he uses audience-appropriate vocabulary. It does not include vocabulary that could be new to the audience.	She/he uses multiple (5 or more) words or phrases that are not understood by your audience.	
	The entire vocabulary is presented in English.	Almost all vocabulary is presented in English with minimal errors.	It presents the vocabulary in English and Spanish, makes mistakes that had already been corrected in the first stage.	Vocabulary is presented in English without being clear when using it, does not distinguish verbs, adjectives, nouns and cannot say dates or amounts in English.	
grammar	She/he often with complete and well-structured prayers always or almost always.	Mostly She/he speaks using complete and well-structured sentences.	She/he Sometimes speaks using complete and well-structured sentences, at other times he has grammatical errors	She/he rarely using complete and well-structured sentences.	
	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses.	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses. does not implement additional structures.	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses. does not implement additional structures and makes mistakes.	She/he does not use all aspects of the requested grammar and those that are used have grammatical errors.	

Tracking Your Presentation	She/he focuses on the subject all the time.	She/he focuses on the subject most of the time	She/he focuses on the subject but wanders for moments.	She/he does not seem to be focused on the subject.	
Body Posture and Visual Contact	She/he has a good posture, he looks relaxed and confident. Make eye contact with everyone in the room during the presentation.	She/he has a good posture and makes eye contact with everyone in the room during the presentation.	Sometimes she/he has a good posture and makes eye contact.	She/he has poor posture and/or don't look at people during the presentation.	
Volume and tone of voice	The volume is suitable for the entire audience to hear, the tone of voice is correct to get the public's attention during the presentation.	The volume is suitable for the entire audience to hear, the tone of voice is correct to get the public's attention during the presentation and is uniform most of the time.	The volume is suitable for the entire audience to hear, but the tone of voice is correct to get the public's attention during the presentation but only achieves it at different times.	Volume and tone of voice are not appropriate for presentation and lose the audience's attention.	
Pronunciation and Fluidity	She/he has clearly and fluently all or almost all the time and has good pronunciation. Errors are minimal or are not presented.	She/he has clearly and fluently blahed most of the time, but has a regular pronunciation, although errors are more frequent.	Sometimes She/he speaks clearly and fluently but has a regular pronunciation, he has various errors in pronunciation.	She/he does not speak clearly or fluently and has a bad pronunciation, sometimes it's not understandable what he says.	
Support material	She/he uses audiovisual resources excellently and produced his support material.	She/he uses audiovisual resources very well and developed his support material.	She/he does not use very good audiovisual resources or its elaborate material, they were not taken into account in the exhibition.	She/he does not prepare audiovisual material.	
Collaborative work	She/he participates actively in the work, his preparation and presentation all the time.	She/he participates actively in the work, his preparation and presentation almost all the time.	She/he participates actively in the work, its preparation and presentation on a regular basis.	She/he participates minimally in the preparation and presentation of the work.	

WRITING COMPOSITION RUBRIC

CRITERIA	EXCELLENT 5	VERY GOOD 4	GOOD 3	REGULAR 2	LIMITED 1	TOTAL
task	* Focuses on the topic throughout * Use clear and consistent organization patterns.	* The issue of States clearly and in general remains on the subject * Try to accomplish the task	* Theme of States, but may include unrelated ideas	* Doesn't have a clear topic or topic that relates vaguely to the task	* Doesn't do the job	
Organizing the text (Format, Style, Record)	* Includes (introduction, body and conclusion) * Shows creativity, cohesion and creativity * Use many relevant support details	* Use an organization pattern with few lapses * Use the right support details, but may be irrelevant	* Use a lapse organization pattern * Details to explain the reasoning do not fully develop	* Has little organization	* Has no organization	
Grammar, vocabulary and language functions	* Use precise grammatical structures * Usually accurate and creative in choosing words * Contains few grammatical and mechanical errors.	* You have a properly accurate choice of word * Contains some grammatical and mechanical errors	* You have a proper choice of words not always accurate * Contains some grammar and mechanics and errors 3	* You have a limited or immature choice of word * Has many grammatical and mechanical errors	* Has significant grammatical and mechanical errors	
Spelling and punctuation	* Contains few spelling and punctuation errors	* Contains some spelling and punctuation errors.	* You have some spelling and punctuation errors	* Has many spelling and punctuation errors	* Has big spelling and punctuation errors 1	

SPEAKING RUBRIC

CRITERIA	EXCELLENT 10	VERY GOOD 9	GOOD 8	REGULAR 7 - 6	remarks
content	Demonstrate a complete understanding of the topic.	Demonstrate a good understanding of the subject.	Demonstrates a good understanding of parts of the topic.	He doesn't seem to understand the subject very well.	
vocabulary	She/he uses audience-appropriate vocabulary. Increase your audience's vocabulary by defining words that might be new to your audience.	She/he uses audience-appropriate vocabulary. It includes 1-2 words that might be new to most of the audience, but you don't define them.	She/he uses audience-appropriate vocabulary. It does not include vocabulary that could be new to the audience.	She/he uses multiple (5 or more) words or phrases that are not understood by your audience.	
	The entire vocabulary is presented in English.	Almost all vocabulary is presented in English with minimal errors.	It presents the vocabulary in English and Spanish, makes mistakes that had already been corrected in the first stage.	Vocabulary is presented in English without being clear when using it, does not distinguish verbs, adjectives, nouns and cannot say dates or amounts in English.	
grammar	She/he often with complete and well-structured prayers always or almost always.	Mostly She/he speaks using complete and well-structured sentences.	She/he Sometimes speaks using complete and well-structured sentences, at other times he has grammatical errors	She/he rarely using complete and well-structured sentences.	
	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses.	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses. does not	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses. does not	She/he does not use all aspects of the requested grammar and those that are used have grammatical errors.	

		implement additional structures.	implement additional structures and makes mistakes.		
Tracking Your Presentation	She/he focuses on the subject all the time.	She/he focuses on the subject most of the time	She/he focuses on the subject but wanders for moments.	She/he does not seem to be focused on the subject.	
Body Posture and Visual Contact	She/he has a good posture, he looks relaxed and confident. Make eye contact with everyone in the room during the presentation.	She/he has a good posture and makes eye contact with everyone in the room during the presentation.	Sometimes she/he has a good posture and makes eye contact.	She/he has poor posture and/or don't look at people during the presentation.	
Volume and tone of voice	The volume is suitable for the entire audience to hear, the tone of voice is correct to get the public's attention during the presentation.	The volume is suitable for the entire audience to hear, the tone of voice is correct to get the public's attention during the presentation and is uniform most of the time.	The volume is suitable for the entire audience to hear, but the tone of voice is correct to get the public's attention during the presentation but only achieves it at different times.	Volume and tone of voice are not appropriate for presentation and lose the audience's attention.	
Pronunciation and Fluency	She/he has clearly and fluently all or almost all the time and has good pronunciation. Errors are minimal or are not presented.	She/he has clearly and fluently blahed most of the time, but has a regular pronunciation, although errors are more frequent.	Sometimes She/he speaks clearly and fluently but has a regular prouncation, he has various errors in pronunciation.	She/he does not speak clearly or fluently and has a bad pronunciation, sometimes it's not understandable what he says.	
Support material	She/he uses audiovisual resources excellently and produced his support material.	She/he uses audiovisual resources very well and developed his support material.	She/he does not use very good audiovisual resources or its elaborate material, they were not taken into account in the exhibition.	She/he does not prepare audiovisual material.	

Reading Comprehension

Instructions:

- Read the text about valentine's day celebration around the world in the next link: <https://traveltriangle.com/blog/valentines-day-traditions-around-the-world/>
- Answer the questions below.
 - When does Argentina celebrate valentine's day? July 1-3
 - What country is named the epicenter of Romance? France
 - Where France is considered the epicenter of Romance? in Paris, Marseille
 - In this country the day of love is celebrated on the 14th of each month: South Korea
 - Where is celebrated the 'National Chocolate day'? Ghana
 - Describe the day of winemakers: young and old couples celebrate their love with a glass of wonderful wine
 - How is valentine's day celebrated in Wales? knives, 28
 - What is a macadora in Spain? a macaron figurine made by men to gift to their female companions
 - In which country friends and lovers exchange handmade cards with snowdrops? Denmark
 - When you visit Rumania you have to visit: Sibiu, Bucharest, Brasov
 - Why valentine's day is called 'A festival for everyone' in Estonia? because is a festival all family
 - According to the text, what is Sakura? a best place for a romantic dinner
 - How do people celebrate valentine's day in Czech Republic? young couples go on a pilgrimage to the statue of Korol
 - What is the meaning of 'Dia dos namorados'? love's day
 - Why you travel to England you have to visit: London, Bath, Manchester
 - How do Italian people celebrate valentine's day? exchanging gifts
 - These are the best places for a romantic dinner in Slovenia: Restorantija Most, *pajza Restaurant

3. Read the text again and complete the chart.

USA	Valentine's day is called:	When celebrated valentine's day?	is	Places for a romantic Dinner:	A curious fact:
Mexico	Día del amor y la amistad	February, 14.		El Parque de Chapultepec	Nothing special
Argentina	Amor de 14	July 1-3		Buenos Aires	Started as a carnival
France	Epiphany	February 12-14		Notre Dame	The best meal of love
Korea	For a unique set of experience	14th of each month		The Golden Bell	The days of celebration
Philippines	A Gata Festival	February, 14		McDonalds	celebration appeared in the
Ghana	National chocolate day	February, 14		Chocolate shop	the day of chocolate
Bulgaria	Day of winemakers	February 14		Wine shop	The secret Valentine's
Wales	Knives Day	January 25		Knives	exchange spoons
China	Sisters' meal festival	March, 15		South west china	
Denmark	A traditional love celebration	February, 14		Restaurants	exchange cards of flowers
Romania	An unusual celebration	February, 24		Restaurants	The watch of the face south snow
Estonia	A festival for everyone	February, 14		Restaurants	A big party
Japan	Exchange of cards	February 14		Restaurants	The gift of love gifts
Czech Republic	celebrate	May, 1		Restaurants	The pilgrimage to the statue
Brazil	Love's day	February, 14		Restaurants	The big festival
England	Travel to England	February, 14		Restaurants	The love letter like all
Italy	Exchanging gifts	February, 14		Restaurants	Nothing special
Slovenia	Best places for a romantic dinner	February, 14		Restaurants	Nothing special

EVIDENCES SESSION 1



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EVIDENCES SESSION 2

Rank	Paper	Total Score (points)	Correct Answers	Incorrect Answers
1	Alex	16409	13	3
2	Melany	16136	13	3
3	Angel	15936	14	2
4	Ally	15936	13	3
5	Brandon	14237	13	3
6	Luis	14237	11	3
7	Andra	13248	11	3
8	Jan	13248	12	2
9	Jason	11935	11	3
10	Alid	10935	10	3
11	Blanka	10534	4	3



STORIES AND EXPERIENCES

- Andra:** I have been to a birthday with my friends organized by the school where there were a lot of games related to dynamics.
- Brandon:** I've been to parties but from the moment to the end.
- Jan:** I have been to many gatherings in which there are normally exchanges of chocolates and letters, but I almost do not like to do it.



COMPARISONS

BULGARIA	MEXICO
• They are more traditional	• It is more contemporary
• It's base is Saint Trifun Zarezan	• its base is Saint Valentine
• Wine is very common that day	• give away chocolates and flowers are everywhere
• Typically they celebrate two days	• it is celebrated only one day



The Present Perfect

Name	Rank	Score	Date
Alex	1	16409	13 de 16
Melany	2	16136	13 de 16
Angel	3	15936	14 de 16

today I want to ask you a favor
 I would like you to leave me a comment on how and with whom it is that you share this celebratory or what you think about how I celebrate it.
 I celebrate it on Valentine's Day, usually doing exchanges with friends and family, after that I live with those around me.

usually I don't celebrate that day but, its special, sometimes I go out with my friends or family, we exchange letters and many sweets, its a fun day.

Valentine's day is a day that I like a lot but it is not a day that I celebrate a lot very seldom I celebrate it with a partner as I usually celebrate it with my family or with my friends more precisely I think that Valentine's day it is to be celebrated with someone you love very much and not only.

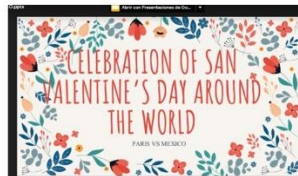
Normally I only celebrate it when we live together in high school and I spend it with my friends and my family, the most normal thing is to exchange letters or chocolates, it is a pretty happy day.

My idea of Valentine's Day is to give and receive gifts, letters, chocolates, flowers and cards.
 I spend this celebratory together with my loved ones, friends, family and partner. I think it is something very nice that people express their love and affection.

Yeah, I think that the day mentioned is for celebrate the love you have with your girlfriend and your family, also to celebrate friendship with your friends, that's how I celebrate that day.

that day I celebrate it with mountains because I gave them a lift the Cheryene.

I don't usually celebrate Valentine's Day much, but I try to congratulate my loved ones as well as my family and my friends, who love me and appreciate me just like I do them.



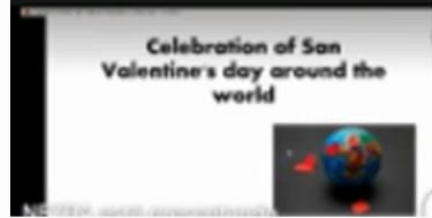
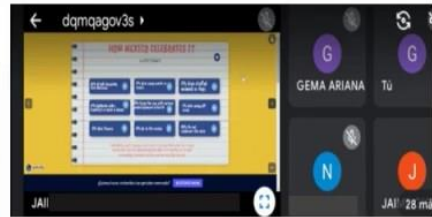
COMPARACIONE

IF IS A FUNCTION WHERE IT DOES NOT HAVE A REASON FOR IT	IT IS A CUSTOM WHERE IT COMES FROM A REASON FOR IT
Women send to give the gift	This exchange of gifts is mutual for both sexes
Children to the main gift	The gift can be stuff of animals, trees, buttons, etc.
It is divided into: friends	Those who are born that day are happy obtaining the name of Valentine or Valentin.

COMPARISONS

- For a long time until now, Valentine's Day is still a special day to celebrate with family. In 1918, in the past, women traditionally made a gift for their love by hand, and the first time on Monday, the method is celebrated as a very colorful way to celebrate a day in the world, with flowers and chocolates.
- Meanwhile in Mexico being a bouquet of flowers, chocolates, cards are very common and other things...

EVIDENCES SESSION 3



EVIDENCES SESSION 3

The Valentine's Day I have enjoyed the most was in my second year of high school.

The school had organized a festival for that day and it started from 10:30 AM in the morning and ended at 2 o'clock in the afternoon.

At the beginning the teachers organized their groups to play games related to dynamics of Valentine's Day.

There were board games, "get married" booths, guessing games, and so on.

I have been with my three friends, Abril, Malena, and Malena, walking around the games, there were also prizes to give to your friends or partner.

At the end they put a door that you had pay to enter, the teacher turned on the music and the door was dark with colored lights.

When school was over, I would the school bus back to my home and there were classrooms inside, so the fun was still there until I got to home.



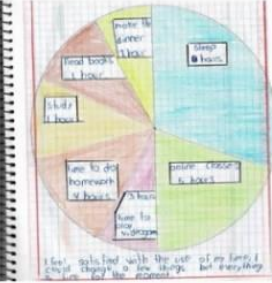
A long time ago, when I was still an innocent young man, I met a beautiful young lady... all a girl, she was so beautiful, she came to school with me, and I started to like her.

To be honest, we started to love each other but I had fun. From that moment I was talking to her all night, I realized that she was two years older than me, but that did not matter to me. I started to like her, but I was hard to say goodbye. She gave her social network and asked me to send her a message and I did it, but it took me two months to answer because they had blocked her. I tried to wait two months to be able to talk to her. It was a big mistake because the relationship was not my first girlfriend. I had had much love and affection for her, but after many months of waiting, my relationship I decided to end her.



Week 4

EVIDENCES SESSION 4



Statement	Agree	Disagree	Not sure	Why?
1. I have never felt in love and I am OK.		X		yes, fell in love sometime...
2. I have celebrated san valentine's day with my couple and it results as I imagine.			X	I have never celebrated with my couple
3. I have not celebrated San valentine's day in last two years and I am sad.		X		Always, I celebrate it
4. Falling in love has been the most beautiful experience of my life so far.			X	It was cute but I didn't consider it as such.
5. Learning about how valentine's Day is celebrated in other countries has been interesting for me.	X			I'm glad about this topic
6. I have not enjoyed to learn about san valentine's day history and celebrations.		X		I love the history
7. My life experience about love have been very nice, good, romantic and cool.	X			I have had good times
8. My life experience about love have been very bad, sad or toxic.		X		I've never come across that

Statement	Agree	Disagree	Not sure	Why?
1. I have never felt in love and I am OK.		X		yes, fell in love sometime...
2. I have celebrated san valentine's day with my couple and it results as I imagine.			X	I have never celebrated with my couple
3. I have not celebrated San valentine's day in last two years and I am sad.		X		Always, I celebrate it
4. Falling in love has been the most beautiful experience of my life so far.			X	It was cute but I didn't consider it as such.
5. Learning about how valentine's Day is celebrated in other countries has been interesting for me.	X			I'm glad about this topic
6. I have not enjoyed to learn about san valentine's day history and celebrations.		X		I love the history
7. My life experience about love have been very nice, good, romantic and cool.	X			I have had good times
8. My life experience about love have been very bad, sad or toxic.		X		I've never come across that



2.7 Assessment / testing tools evidence.

Ordenar por apellidos ▾	18 jun Activity 15 de 10	11 jun Evaluació n... de 10	11 jun Reading 2 de 10	11 jun Asistencia del 7 al 1... de 10	11 jun Activity 14 de 10	31 may Asistencia del 31 de... de 10	4 jun Evaluació n... de 10	4 jun Activity 13 de 10	28 may Activity 12 de 10	28 may Asistencia del 24 al... de 10	21 may Activity 11 de 10
Media de la clase	6,8	8,16	6,76	N/D	8,73	N/D	7,8	8,78	6,89	N/D	6,98
ANGEL [redacted]	10	10	9 Completada co...	Tarea entreg...	10	Tarea entreg... Completada co...	9	10	8 Completada co...	Tarea entreg...	9
JOANA [redacted]	10	5	10	Tarea entreg...	10	Tarea entreg...	9	10	8	Tarea entreg...	8
JESUS [redacted]	10	5	8	Tarea entreg...	10	Tarea entreg...	5	10	8	Tarea entreg...	7
ALEJANDRO [redacted]	0 Sin entregar	10 Completada co...	0 Sin entregar	Tarea entreg...	0 Sin entregar	Tarea entreg... Completada co...	9	10	10	Tarea entreg...	7
BRISA [redacted]	10	9	0	Tarea entreg...	10	Tarea entreg...	8	10	8	Tarea entreg...	9
KEVIN [redacted]	10	9	10	Tarea entreg...	10	Tarea entreg...	9	10	8	Tarea entreg...	8
ANGEL [redacted]	10	10	10	Tarea entreg...	10	Tarea entreg...	10	10	8	Tarea entreg...	5
LUZ [redacted]	10	5	10	Tarea entreg...	10	Tarea entreg...	6	10	8	Tarea entreg...	7

2° Examen Parcial Inglés IV [redacted] [redacted] ☆

Preguntas Respuestas 45

Puntos totales

45 respuestas



Se aceptan respuestas

Resumen

Pregunta

Individual

Estadísticas

Normal

47,78/75 puntos

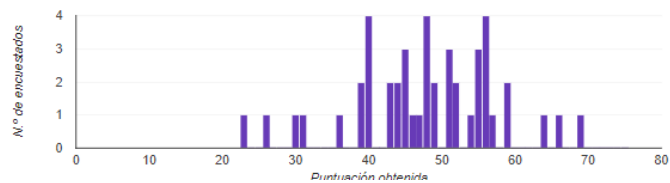
Valor medio

48/75 puntos

Intervalo

23-69 puntos

Distribución de las puntuaciones totales



Student's name: Gloria Polette

Aspect	Yes	No
Student be punctual for the meeting	✓	
Student is present in the meeting	✓	
Student participates in oral or written form during the meeting.	✓	
Student asks to the teacher when they have doubts.	✓	
Student sends her/his activities on time.	✓	
Student uses English correctly to write and express her/his ideas properly.		✓
Student uses English correctly to speak and express her/his ideas properly.		✓
Student uses the grammar required for the activities	✓	
Student records audios or videos when is necessary	✓	
Student is be able to interchange a document with a classmate, edit and return it to work in pairs.	✓	

Student's name: Nery

Aspect	Yes	No
Student be punctual for the meeting		X
Student is present in the meeting		X
Student participates in oral or written form during the meeting.		X
Student asks to the teacher when they have doubts.		X
Student sends her/his activities on time.		X
Student uses English correctly to write and express her/his ideas properly.		X
Student uses English correctly to speak and express her/his ideas properly.		X
Student uses the grammar required for the activities		X
Student records audios or videos when is necessary		X
Student is be able to interchange a document with a classmate, edit and return it to work in pairs.		X
Observations: This student was not active in the English class, he did not have communication with me, his councilor told me that he was going to be dropped from the course.		




Team: Bulgaria Student's name: Andrea D. Date: 18th, sy, 2021.

COLLABORATIVE EXPOSITION RUBRIC





criteria	EXCELLENT 10	VERY GOOD 9	GOOD 8	REGULAR 7 - 6	remarks
content	Demonstrate a complete understanding of the topic.	Demonstrate a good understanding of the subject.	Demonstrates a good understanding of parts of the topic.	He doesn't seem to understand the subject very well.	
vocabulary	She/he uses audience-appropriate vocabulary. increase your audience's vocabulary by defining words that might be new to your audience.	She/he uses audience-appropriate vocabulary. It includes 1-2 words that might be new to most of the audience, but you don't define them.	She/he uses audience-appropriate vocabulary. It does not include vocabulary that could be new to the audience.	She/he uses multiple (5 or more) words or phrases that are not understood by audience.	
	The entire vocabulary is presented in English.	Almost all vocabulary is presented in English with minimal errors.	It presents the vocabulary in English and Spanish, makes mistakes that had already been corrected in the first stage.	Vocabulary is presented in English without being clear when using it, does not distinguish verbs, adjectives, nouns and cannot say dates or amounts in English.	
grammar	She/he often with complete and well-structured prayers always or almost always.	Mostly She/he speaks using complete and well-structured sentences.	She/he Sometimes speaks using complete and well-structured sentences, at other times he has grammatical errors	She/he rarely using complete and structured sentences.	
	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses.	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses. does not implement additional	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses. does not implement additional	She/he does not use all aspects of the requested grammar and those that are used have grammatical errors.	

Tracking Your Presentation	She/he focuses on the subject all the time.	She/he focuses on the subject most of the time	makes mistakes. She/he focuses on the subject but wanders for moments.	She/he does not seem to be focused on the subject.	
Body Posture and Visual Contact	She/he has a good posture, he looks relaxed and confident. Make eye contact with everyone in the room during the presentation.	She/he has a good posture and makes eye contact with everyone in the room during the presentation.	Sometimes she/he has a good posture and makes eye contact.	She/he has poor posture and/or don't look at people during the presentation.	she could not turn on their camera.
Volume and tone of voice	The volume is suitable for the entire audience to hear, the tone of voice is correct to get the public's attention during the presentation.	The volume is suitable for the entire audience to hear, the tone of voice is correct to get the public's attention during the presentation and is uniform most of the time.	The volume is suitable for the entire audience to hear, but the tone of voice is correct to get the public's attention during the presentation but only achieves it at different times.	Volume and tone of voice are not appropriate for presentation and lose the audience's attention.	she some times spoke slow.
Pronunciation and Fluidity	She/he has clearly and fluently all or almost all the time and has good pronunciation. Errors are minimal or are not presented.	She/he has clearly and fluently most of the time, but has a regular pronunciation, although errors are more frequent.	Sometimes She/he speaks clearly and fluently but has a regular pronunciation, he has various errors in pronunciation.	She/he does not speak clearly or fluently and has a bad pronunciation, sometimes it's not understandable what he says.	
support material	She/he uses audiovisual resources excellently and produced his support material.	She/he uses audiovisual resources very well and developed his support material.	She/he does not use very good audiovisual resources or its elaborate material, they were not taken into account in the exhibition.	She/he does not prepare audiovisual material.	
Collaborative work	She/he participates actively in the work, his preparation and presentation all the time.	She/he participates actively in the work, his preparation and presentation almost all the time.	She/he participates actively in the work, its preparation and presentation on a regular basis.	She/he participates minimally in the preparation and presentation of the work.	Oral self-evaluation and peer evaluation

WRITING COMPOSITION RUBRIC

CRITERIA	EXCELLENT 5	VERY GOOD 4	GOOD 3	REGULAR 2	LIMITED 1	TOTAL
task	* Focuses on the topic throughout * Use clear and consistent organization patterns. 	* The issue of States clearly and in general remains on the subject * Try to accomplish the task	* Theme of States, but may include unrelated ideas	* Doesn't have a clear topic or topic that relates vaguely to the task	* Doesn't do the job	4
Organizing the text (Format, Style, Record)	* Includes (introduction, body and conclusion) * Shows creativity, cohesion and creativity * Use many relevant support details	* Use an organization pattern with few lapses * Use the right support details, but may be irrelevant	* Use a lapse organization pattern * Details to explain the reasoning do not fully develop	* Has little organization 	* Has no organization	2
Grammar, vocabulary and language functions	* Use precise grammatical structures * Usually accurate and creative in choosing words * Contains few grammatical and mechanical errors.	* You have a properly accurate choice of word * Contains some grammatical and mechanical errors	* You have a proper choice of words not always accurate * Contains some grammar and mechanics and errors 3 	* You have a limited or immature choice of word * Has many grammatical and mechanical errors	* Has significant grammatical and mechanical errors	3
Spelling and punctuation	* Contains few spelling and punctuation errors	* Contains some spelling and punctuation errors.	* You have some spelling and punctuation errors	* Has many spelling and punctuation errors	* Has big spelling and punctuation errors 1	3

WRITING COMPOSITION RUBRIC

CRITERIA	EXCELLENT 5	VERY GOOD 4	GOOD 3	REGULAR 2	LIMITED 1	TOTAL
task	* Focuses on the topic throughout * Use clear and consistent organization patterns. 	* The issue of States clearly and in general remains on the subject * Try to accomplish the task	* Theme of States, but may include unrelated ideas	* Doesn't have a clear topic or topic that relates vaguely to the task	* Doesn't do the job	5
Organizing the text (Format, Style, Record)	* Includes (introduction, body and conclusion) * Shows creativity, cohesion and creativity * Use many relevant support details 	* Use an organization pattern with few lapses * Use the right support details, but may be irrelevant	* Use a lapse organization pattern * Details to explain the reasoning do not fully develop	* Has little organization	* Has no organization	5
Grammar, vocabulary and language functions	* Use precise grammatical structures * Usually accurate and creative in choosing words * Contains few grammatical and mechanical errors. 	* You have a properly accurate choice of word * Contains some grammatical and mechanical errors	* You have a proper choice of words not always accurate * Contains some grammar and mechanics and errors 3	* You have a limited or immature choice of word * Has many grammatical and mechanical errors	* Has significant grammatical and mechanical errors	5
Spelling and punctuation	* Contains few spelling and punctuation errors 	* Contains some spelling and punctuation errors.	* You have some spelling and punctuation errors	* Has many spelling and punctuation errors	* Has big spelling and punctuation errors 1	5

INDIVIDUAL SPEAKING RUBRIC

CRITERIA	EXCELLENT 10	VERY GOOD 8	GOOD 8	REGULAR 7-8	remarks
Content	Demonstrate a complete understanding of the topic.	Demonstrate a good understanding of the subject.	Demonstrates a good understanding of parts of the topic.	He doesn't seem to understand the subject very well.	10
vocabulary	She/he uses audience-appropriate vocabulary. It increases your audience's vocabulary by defining words that might be new to your audience.	She/he uses audience-appropriate vocabulary. It includes 1-2 words that might be new to most of the audience, but you don't define them.	She/he uses audience-appropriate vocabulary. It does not include vocabulary that could be new to the audience.	She/he uses multiple (5 or more) words or phrases that are not understood by your audience.	10
	The entire vocabulary is presented in English.	Almost all vocabulary is presented in English with minimal errors.	It presents the vocabulary in English and Spanish, mistakes that had already been corrected in the first stage.	Vocabulary is presented in English without being clear, does not distinguish verbs, adjectives, nouns and cannot say dates or amounts in English.	9
grammar	She/he often with complete and well-structured prayers always or almost always.	Mostly She/he speaks using complete and well-structured sentences.	She/he Sometimes speaks using complete and well-structured sentences, at other times he has grammatical errors.	She/he never using complete and well-structured sentences.	8
	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses.	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses, does not implement additional structures.	She/he uses the aspects of grammar seen in class and required for exposure: present perfect, verbs in participle, past tenses, does not implement additional structures and makes mistakes.	She/he does not use all aspects of the requested grammar and those that are used have grammatical errors.	10

Tracking Your Presentation	She/he focuses on the subject all the time.	She/he focuses on the subject most of the time.	She/he focuses on the subject but wanders for moments.	She/he does not seem to be focused on the subject.	8
Body Posture and Visual Contact	She/he has a good posture, he looks relaxed and confident. Make eye contact with everyone in the room during the presentation.	She/he has a good posture and makes eye contact with everyone in the room during the presentation.	Sometimes she/he has a good posture and makes eye contact.	She/he has poor posture and/or doesn't look at people during the presentation.	8
Volume and tone of voice	The volume is suitable for the entire audience to hear, the tone of voice is correct to get the public's attention during the presentation.	The volume is suitable for the entire audience to hear, the tone of voice is correct to get the public's attention during the presentation and is uniform most of the time.	The volume is suitable for the entire audience to hear, but the tone of voice is correct to get the public's attention during the presentation but only achieves it at different times.	Volume and tone of voice are not appropriate for presentation and lose the audience's attention.	10
Pronunciation and Fluency	She/he has clearly and fluently all or almost all the time and has a good pronunciation. Errors are minimal or are not presented.	She/he has clearly and fluently most most of the time, but has a regular pronunciation, although errors are more frequent.	Sometimes She/he speaks clearly and fluently but has a bad pronunciation, sometimes it's not understandable what he says.	She/he does not speak clearly or fluently and has a bad pronunciation, sometimes it's not understandable what he says.	8
Support material	She/he uses audiovisual resources excellently and produced his support material.	She/he uses audiovisual resources very well and developed his support material.	She/he does not use very good audiovisual resources.	She/he does not prepare audiovisual material.	8

CHAPTER 3

In this chapter, I present the results I got with the application of the lesson plan I designed for this project.

3.1 Reflection of our results

Reminding the AIMS for this lesson plan were Intercultural competence, reading, listening, speaking and writing skills and collaborative work, I can say that, during the application of the lesson planning, my students learnt new knowledge about grammar like present perfect tense, verbs in participle, the use of the expressions So do I and Neither do I, vocabulary about verbs, love, and more; my students develop the four communicative skills, intercultural competence, and attitudes like collaborative work, empathy, responsibility, be polite, punctual and positive.

According to the expected learning or outcomes planned for this lesson plan, which they were: students will be able to identify the use of present perfect tense to talk

about experiences, students will be able to talk about their life-experiences and giving opinions, students will be able to make comparisons identifying how Mexico and other countries celebrate valentine's day, students will be able to tell short stories of love in written or oral form, students will be able to reflect on the importance of knowing other cultures, I can say that, now my students are able to identify the use of present perfect tense to talk about life-experiences, and other uses of it, they identify the grammar about present perfect and they can use it to talk about their life-experiences and giving opinions in oral and written form, using simple sentences, short phrases, and some of them saying or writing a speech; students are able to make comparisons among Mexico and other countries, compare different cultures and learn about them, reinforce the positive of being different and do not focus on negative stereotypes, although stereotypes continue being a global problem; students are able to express their own ideas in written or oral form, they have a lot to learn and improve, this is the first step, until now, my students have difficulties with grammar and use of English yet, some of them want to translate exactly English to Spanish and the inverse, they present misspelling and punctuation in written compositions, they have problems with pronunciations because they had been working with it in the past, some of them feel uncomfortable reading or listening because they do not understand every thing but they are able to catch ideas and vocabulary and it is a progress for them; in case of speaking and writing, they need continue practicing to improve them and to get self-confidence.

I think that my students did their best, in the past, they have not done this kind of practices, their English classes were focus on grammar and vocabulary, working with a student's book, and seldom they do activities to develop the communicative skills, so, this kind of English classes were attractive, motivated, but difficult for them, and I really could notice they learn and improve their English level. In terms of the performance level, they were novice and now they are intermediate, and students who were intermediate, now they are advanced, maybe most of them improve just a little, but the most important for me is that they improve by themselves.

According with the products they have to do for every week and stage of the lesson planning, I can say that, most of them participate in the surveys and brainstorms did it in mentimeter.com, most of them answered the questionnaire in google forms and they got good grade, many students did a good job creating their waterfalls of verbs and their foldables of present perfect, they were creative and they analyze the information before to write it; most of them got good results in the game of educaplay.com and solving the test of verbs in quizziz.com, most of students did the online exercises, reading and listening activities, some students did their best and got good results, but for some students the grades are not as good as I expected.

In the second week the students started to participate more in class, they were very punctual for google meet classes, most of them participate in the challenge of kahoot.it, most of them did their individual videos, most of them presented normal errors and mistakes according their real English level, some of them had problems to recorded or send to me, but they did it; all students participated in the social networks dynamic, most of them achieve organize their teams to prepare the expositions, but some of them had to work alone because nobody wanted work with he/she or he/she did not want to work with their classmates.

Then, for the third week, almost all students presented their expositions about San valentine's day around the world, all of them did an excellent job designed their power point presentations, although some students used another apps or websites to design their visual material, everything were excellent, not all of them cover all points required in the rubric, but I had a group who did better than the other 3 groups and of that group, I had 3 students that did an excellent job with everything. About the writing composition, some students did not do it, other students did a nice try with misspellings, punctuation, use of English, etc. some of them use the translator and it was very evident, but some students really did a good job and they got good grades.

Finally, in the fourth week of this lesson planning, students participated actively, they showed me they really learnt during this period of time, they were motivated in participate doing some dynamics in class, most of them sent to me their activities well done and complete, they really learnt to be patient and respectful with their classmates and to share what they know and their ideas in a polite form.

In my personal opinion, most of my students have done their best, I received very good activities of writing and speaking, both presented misspelling, use of English with errors and mistakes, good vocabulary, lack of good pronunciation because in the past they did not do practices like these, they were very creative with their expositions, listening and reading were activities complicated for them because they wanted to understand everything or translate word by word and it made feel frustrating but they were motivated to try again. Almost all of my students participated in all activities online and in VCs, their sent their activities complete and on time. Some students did not do because they did not have enough resources to do it. The online exercises I chose for them are in their level or +1 level, most of students pass with 7 to 9, some of them with 10 and others with 6 or less. The fewest students did absolutely nothing.

I consider my students have learnt present perfect grammar, verbs in participle, so do I and Neither do I expressions, do exercises online and work together as team, they learnt to be empathic and use different channels to communicate among them, to use social networks to learn English. They learnt about pronunciation, spelling and how to do sentences with a correct structure and short paragraphs, they learnt to do a short speech to giving opinions and advices and express their ideas in written form. They learnt to have good attitude, to be respect, punctual and to make decisions by themselves.

CHAPTER 4 CONCLUSIONS

4.1 Conclusions

My favorite part of this specialization was everything. I learnt about the theories, methods and approaches and I can notice which of them I apply in my teaching process. Now I have clearer the concepts of SLA, I understood the difference between acquisition and learning, I learnt about the different SLA theories and I confirmed that I have based some aspects of my teaching practice in some of them. Reading about Krashen's hypothesis, Byram's model of intercultural competence, the interactive model of reading, schema theory, Kolb's experimental learning model, the taxonomy of learning domains, cultural awareness and intercultural competences among other topics open mi vision as English teacher, I really enjoyed read and learnt about all those topics, but I enjoyed more when I can apply it in my teaching practice. Some topics were difficult to understand for me, but I did my best to comprehend.

For me, the part of motivation was very interesting, because I could identify what kind of motivation have my classes and my students, and what I am doing for motivate them and make my classes interesting and useful for them. Although I have already read about motivation and its kinds, I did it from the point of view of a sport trainer, and now as a teacher I confirmed that I am a natural motivator, I like to support my students, make them feel comfortable and create a learning environment where we can interact and develop the teaching-learning processes for benefits of my students.

Talking about learning theories, methods and approaches was very well for me, because I have read a lot about this topic and I really like to reinforce the knowledge I had and learn about new approaches.

For me, Vygotsky's sociocultural theory, Jack Delors' four pillars of education, Bloom's taxonomy, competency-centered approach and evaluation for competences, the intercultural approach have been and they will be pillars of my

teaching philosophy and identity, along with everything else I have already known and all the new knowledge I learnt during this year of the specialization.

In case of the methodology, I consider it was the properly because the pandemic conditions in education and in everything. This intervention project taught me to look for solutions as soon as possible, to mix face-to-face, virtual, online and long-distance education using technology, TICs, to apply the blended method, and learning about the intercultural approach which I consider make a complete circle to teach, educate and provide to my students' knowledge, skills, attitudes and values to be Mexican citizens proud of themselves and their country, but at the same time be citizens of the world.

The lesson planning, I applied for this intervention project result better I had expected, many of my students surprised to me, and others not a lot. I was very lucky because I had 4 groups with the same characteristics according to the context, age, socio-economic level, English level, etc. and I could see how they were growing up and being better than at the beginning of the semester. I chose only a group which I developed my lesson planning exactly as I designed, and I worked in a different form with the other 3 groups, the results were different among them, but I noticed that the group which I worked my lesson planning improve more than others, almost all students passed the subject with grades greater than 8, they were students very responsible and punctual with everything in all the semester, but they made their best during last four weeks.

The hybrid model of education, the blended method and technology have come to stay, no matter when the pandemic finishes, I consider we will continue working with these new elements of Mexican education system.

From my point of view, working in these conditions is more difficult than when we are working in face-to-face classes, my students and I are doing our best and I hope can do it better every week because I really want to learn and to be a better teacher for my students.

I think that I am learning a lot in this specialization and I wish can apply correctly the things that I learn with my students.

The whole things that I have learnt until now are very interesting for me, in this final project, I confirm the things that I am doing well in my classes with my students, I can reflect about my own practice as teacher, and I can notice of somethings that I am not doing and which are very necessary to help my students to improve their English level and their communicative skills.

As speaking and listening, reading and writing are another important part of learn English. Knowing English is not only speaking and listening, also reading and writing.

Actually, grammar and vocabulary are not enough to say we know English, the competences model is based on to develop communicative skills, which is good, but it is almost impossible because as English teachers we do not have enough time to get the objectives that are mentioned in the SEP programs.

Nowadays, the use of technology in education is more evident, as teachers we have to renovate our teaching style, to create and design different kind of activities and include technology as much as we can because now, use the technology is not a luxury, is a necessity in pandemic time.

As English teacher I want to be better teacher, so I need to learn more about different topics and aspects that I have been learning since I started with the specialization, I feel motivated to apply the new concepts, techniques and strategies that I have learnt until now to develop successfully the reading and writing skills in my students and myself.

I really enjoyed and at the same time I felt frustrated and nervous because I thought I would not have enough time to do this project.

I recognize that I really have learnt a lot in this specialization and I hope be a better teacher for my students. I think my students were a little bit confused because they did different activities that they did not use to do, some of them do not want to change but most of them are opened to change the way that they had been learning English.

As a teacher, I have to give my students and help them get focused, as they are teenagers they are in contact with a lot of information and my mission is guide them, motivate them and keep interested in learning English like an opportunity of open door to different cultures.

We live in a globalized world, where English is being used as lingua franca for everything, business, music, education, etc. now more than never is very important to be intercultural individuals, to get linguistic competences, to develop communicative skills but making emphasis in intercultural competences for life.

Nowadays, is not enough knowing grammar very well, or reading and listening and comprehend the information, or speaking and writing fluency, with a good pronunciation, coherence, cohesion, spelling and punctuation. Also is important to be focused on correctly understand the combination of the culture and transmission, both in the introduction of excellent culture, or in the traditional culture of the output, teachers required getting the correct grasp of the two, because in English teaching, teachers not only teaching the contents, we also make changes in our teaching model to strengthen our own cultural construction and concept of cognition, and to guide to students in a right form to make changes in our students and as consequences make changes in the world society

As teachers, no matter us how many times we have to study, read, work, change our teaching form, or how much time we spend to look for materials for our classes because we have goal for us as teachers and goals for our students because we understand the importance to learn English to be a world citizen.

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APPENDIXES

Appendix 1 (methods and approaches comparative chart).

Method-Approach	Goals of the teacher	Role of the teacher	Role of the student	Characteristics of the teaching process	Interaction	Emphasized skills	Role of the native language	Evaluation	Approach
-THE GRAMMAR-TRANSLATION METHOD	Read literature written in the target language. To be able to translate from one language to another. To develop Reading and writing skills. Learn grammar and vocabulary.	Very traditional and authority. The roles are very traditional. The teacher is the authority in the classroom.	Totally passive. The students do as they say so they can learn what they know	-Students are taught to translate from one language to another. They translate and read in the target language about some aspect of the culture of the target language community. -Students study grammar deductively. They are given grammar rules and examples to memorize; they apply the rules to other examples. -They memorize native language equivalents for target language vocabulary words.	Teacher-students student-student.	Vocabulary and grammar. Reading and writing are the primary skills. Speaking, listening and pronunciation have less attention.	-The meaning of the target language is made clear by translating it into the student's native language. -The student's native language is the most used in class.	Formal evaluation. Written test about translations T.L. to N.L. and vice versa. Questions about the target culture or questions that ask students to apply grammar rules are also common. Teacher supplies them with the correct answer.	Reading, writing, vocabulary and translation. This method emphasizes the study of grammar through deduction that is through the study of rules of grammar.
-THE DIRECT METHOD	Ss learn how to communicate in the target language. Ss should learn to think in the target language.	Teacher directs the class activities.	Students are less passive than in the G.T. M.	-Use of realia, pictures or pantomime to introduce a new target language word or phrase. -Students speak in the target language a great deal and communicate as if they were in real situations. -Students practice vocabulary by using new words in complete sentences. -The syllabus is based upon situations, or topics.	Teacher-Students, Students-teacher Are like partners. Students converse with one another as well.	Vocabulary and pronunciations (speaking). Then reading and writing.	The student's native language should not be used in the classroom.	Not formal evaluation. The evaluation is observing. Students are asked to use the language, not to demonstrate their knowledge about the language. They are asked to do so using both oral and written skills.	Grammar is taught inductively. An explicit grammar rule may never give.
- THE AUDIO-LINGUAL METHOD	Students to be able to use the target language communicatively. Students need to overlearn the target language, to learn to use it automatically without stopping to think.	The teacher is a leader, directing and controlling the language behavior of the students. Teacher gives at students a good model for imitation.	Students are imitators of teacher's model or the tapes supplies of model speakers. The follow the teacher's directions and respond as accurately and	New vocabulary and structural patterns are presented through dialogs. The dialogs are learned through imitation and repetition. Drills (repetition, backward build-up, chain, substitution, transformation and Q and A) are conducted based upon the patters present the dialog. Student's successful responses are positively reinforced. Grammar is induced, explicit grammar rules are not provided. Students reading and written work based upon the oral work they did earlier.	Student-student interaction in chain drills or when students take different roles in dialogs, but this interaction is teacher-directed. Most of the interaction is between teacher and students and is initiated by the teacher.	The oral skills receive most of the attention. Pronunciation is taught from beginning.	The target language is used in the classroom, not the student's native language.	Not formal evaluation. The evaluation is based on observe.	-Grammar is induced. -The natural order of skills presentation is adhered to: listening, speaking, reading and writing.

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			as rapidly as possible.						
-THE SILENT WAY	Students should be able to use the language for self-expression. Students need to develop independence of the teacher.	The teacher is technician or engineer. Teacher promotes the learning.	Students to make use of what they know. Students are autonomous.	The T set up situations that focus student attention on the structures of the language. The situations provide a vehicle for Ss to perceive meaning. The situations sometimes call for the use of rods and sometimes do not; they typically involve only one structure at a time. With minimal spoken cues, the Ss are guided to produce the structure. T works with them, striving for pronunciation that would be intelligible to a native speaker of the target language. T uses the errors as evidence of where to work.	The teacher is silent, very active and students "force awareness" listening attentively, and silently working with them on their production through the use of nonverbal gestures. S – S verbal interaction is desirable.	First pronunciation and vocabulary. Then reading and writing.	Can use the N.L. to give instructions, to help a student improve pronunciation, for instance, and during the feedback.	Not formal test. The evaluation is when teacher observe the work during the class. The teacher looks for steady progress, not perfection.	Students need independence from the teacher. Language is for self-expression. Speaking, reading and writing reinforce one another.
DESUGGESTOPIA	Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication.	-The teacher is in the classroom. -The students must trust and respect to the teacher.	Students trust the teacher, they can feel more secure. If they feel secure they can be more spontaneous and less inhibited.	A desuggestopedic course is conducted in a classroom which is bright and cheerful. Posters displaying grammatical info. about the T.L., the poster are changed every few weeks to take advantage of Ss peripheral learning. Ss select a T.L. names and choose new occupations. During the course they create whole biographies to go along with their new identities. The texts Ss work from are handouts containing lengthy dialogs in the target language. Next to the dialog is a translation in the student's native language. T present the dialog in 2 concerts: 1 st (active concert) read the dialog matching the voice to the rhythm and pitch of music "whole brain 2 hemispheres" Ss do activities like dramatizations, games, songs, Q-A exercises ,etc. and 2 nd (passive concert) Ss listen calmly and T read the dialog in normal rate of speed. HM. Ss read over the dialog just before to go to sleep and when they get up in the morning.	The teacher initiates interactions with the whole group of Ss and individuals right from the beginning of a language course. Ss can respond nonverbally or with a few target language words they have practiced. Later Ss have most control of the target language and can respond more appropriately and even initiate interaction S – S.	-Vocabulary and speaking are emphasized -Grammar is dealt with explicitly but minimally. Reading and writing have less attention. "paraconscious" mind will then absorb the linguistic rules.	Native language translation is used to make the meaning of the dialog clear. Teacher also uses the N.L. in class when is necessary. Teacher uses the N.L. less and less.	Not formal test. Evaluation is with the performance in class for accelerated learning.	This accomplished by desuggesting the psychological barriers learners bring with them to the learning situation and using techniques to activate the paraconscious part of mind, just below the fully-conscious mind. Create a relax atmosphere.

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-COMMUNITY LANGUAGE LEARNING	Ss learn how to use the target language communicatively. Ss learn about their own learning to take increasing responsibility for it, and to learn how to learn from one another.	The teacher is a counselor, not a therapist.	Initially Ss are very dependent upon the teacher, that as the learners continue to study, they become increasingly independent.	The characteristics are: target language/mother tongue, teacher/learner-centred counselling role for teacher; client roles for learners, in-a-circle seating for learners, recorder inside circle and teacher outside, TL dialogue generated learner by learner (helped as necessary by teacher), recorded dialogue transcribed by teacher on board, analysis of dialogue by learners, dialogue used in follow-up sessions for other activities and movement for learners from total dependence to growing autonomy.	The teacher facilitates to students ability to express themselves in target language. Student-teacher is a trusting relationship, any debilitating anxiety that student's feel can be reduced. Interaction S – S, T – S and S-T. Cooperation, not competition.	Understanding and speaking are the most important skills, then, particular grammar points, pronunciation patterns and vocabulary, with reinforcement through R and W.	Initially Ss use the N.L. to provide a bridge from the familiar to the unfamiliar. Literal N.L. equivalents are given to the T.L. words that have been transcribed. Meanings clear and allows at students. Directions in class and sessions during students express feelings and understood are conducted in the N.L.	No particular mode to evaluation. The options are: test, integrative test, write a paragraph, oral interview, ask and answer questions, self-evaluation.	The method, which aims to alleviate the anxiety and threat so often felt by language learners, is sometimes described as "counselling learning".
-TOTAL PHYSICAL RESPONSE	Students only listen and understand which is to say to comprehend. It is not necessary students speak.	Teacher is very physically involved in imparting language. He/ she demonstrates and instruct.	Children respond in kind. Children learn as they acquire Spanish.	The pairing of movement with language is innately associated with effective learning, students actively use both the left and right sides of their brains, it works with both small and large groups. It sharpens students' listening skills, Students are not required to speak until they are ready to, therefore creating a "safe zone" that greatly lowers inhibitions and stress, Students will appreciate the change of pace and potential for humor—even teenagers will crack a smile. Kinaesthetic learners (who respond well to physical activities) and visual learners (who learn best with visual cues) will get a lot out of TPR. (This is another reason why it's important to know your students' personalities and learning types), as no one is called upon	The teacher gives or says the instructions and respond. T-S	Listening and comprehension.	It is based on the experience of how humans learn their first language. Children learn their mother tongue, their parents and carers are very physically involved in imparting language and the child responds in kind.	No formal test.	The result is that we acquire our mother tongue, rather than learn it as we do additional languages. Therefore, the idea of TPR is to create a neural link between speech and action.

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				individually, TPR is great for introverted students, limited materials and planning mean it's simple for teachers to prepare it.					
COMMUNICATIVE LANGUAGE TEACHING	To develop communicative Competences.	The teacher for effective communication and to take part in communicative activities that motivate learners.	Students are expected to be fluent as well as accurate to some extent. The Communicative Language Teaching is learner-centered. The learner attempts to communicate and continues to do so.	Language is a system for the expression of meaning. The primary function of language is for interaction and communication. The structure of language reflects its functional and communicative uses. The primary units of language are not merely its grammatical structural features, but categories of functional and communicative meaning as exemplified in discourse. Focus on communication rather than structure. Emphasis on functional uses of language in different social settings. 90% use of classroom activities that relate language forms with functions, focus on meaningful tasks. Collaboration. and Purposeful interaction.	Emphasizes interaction as both the means and the ultimate goal of learning a language. The primary function of language is for interaction and communication. T-S, S-S	Communicative skills: speaking, listening, reading and grammar. Emphasize the effective communication skills.	It is replaced since the beginning for the target language to be acquired as natural as possible	Formal and informal. It includes self-evaluation, co-evaluation, hetero-evaluation. Holistic evaluation.	Communicative Language Teaching covers a variety of approaches that focus on helping learners to communicate meaningfully in the target language.

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