



# **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**CUMPLEAÑOS ALREDEDOR DEL MUNDO**

**PROYECTO FINAL**

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

**PRESENTA:**

**KARLA PAOLA GARCIA ARAIZA**

**TUTOR: ELIN EMILSSON**

**GRUPO 01**

**GENERACIÓN EEAILE 9**

**MEXICO, CIUDAD DE MEXICO , 13 JUNIO DE 2021**



# **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPOSAL FOR EDUCATIONAL INTERVENTION**

**BIRTHDAYS AROUND THE WOLD**

**FINAL PROJECT**

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

**PRESENTS:**

**KARLA PAOLA GARCIA ARAIZA**

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**GROUP 01**

**GENERATION EEAILE 9**

**MEXICO, MEXICO CITY, 13 JUNE 2021**

## INTRODUCTION

The purpose of this final project document is to present the results obtained during one year in the three modules of the specialization in English language and Teaching as a Foreign Language where every module added what teaching English involves, from the second language acquisition. Also, the teaching practice in a fifth grade of elementary school where the promotion the intercultural competence was carried out as a strategy to improve the four language skills in the English subject.

This document is closely related to the modules of the specialty from the beginning with teaching identity and philosophy the "Philosophical Bases", the "History of education", "Observation and Teaching Practice", "Context School ", " Teaching Strategies were the main subjects that most influenced the realization of my document.

My purpose as a teacher was that the students improve their language skills through the topic birthdays around the world, they must have a huge impact in the class because through them the language is learned while the students have fun. In this way they relax us and avoid monotony that is why it is of the utmost importance to take into account all aspects of the strategy both for its improvement and for its evolution.

In my experience about strategy, I consider it vitally important to use this work tool that makes teaching more meaningful due to the novelty for students. Working with it was innovative, get out of the routine of work with the textbook with authentic and attractive activities.

That is why in my training as a teacher I intend to do what I would have liked my teachers to teach me. One of the things is that the class will inspire confidence so that students do not fear making mistakes, lose their fear of reading in another language, and above all that they understand that nobody knows everything at school they are going to learn, this phrase makes students allow themselves to make mistakes and rehearse what you are teaching.

One of my challenges as a teacher was the online classes, also the development of digital skills, teaching online was a huge challenge but is it a dynamic way of learning and teaching that encourage every person to has an autoregulation as learner. It is important to mention that motivation of students was one of the most important points with this way of teaching but rather with the desire to be able to communicate in English; use motivation to your advantage. For example, tell them that they will be able to meet and interact with many people from other countries, it is essential to know English, most of the things they like now are in this language, such as music, TV programs, movies, information on the internet and video games Among many other things that if they learned the language, everything would be easier for them.

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## Table of Contents

|   |    |
|---|----|
| INTRODUCTION.....   | 3  |
| 1. CHAPTER 1: PHILOSOPHY AND THEORY .....   | 7  |
| 2. TEACHING IDENTITY AND PHILOSOPHY.....  | 7  |
| MY TEACHING IDENTITY .....  | 9  |
| COMMUNICATIVE APPROACH .....  | 10 |
| INTEGRATE INTERCULTURAL COMPETENCIES IN THE DIFFERENT ASPECTS OF<br>EDUCATION: KNOWING, KNOWING HOW TO DO, KNOWING HOW TO BE,<br>KNOWING HOW TO KNOW. ....  | 11 |
| THEORETICAL FOUNDATION .....  | 12 |
| REFLECTION INTER-ACTIVE STATEGES .....  | 12 |
| THEORY .....  | 13 |
| CHAPTER 2: METHODOLOGY AND PRACTICE .....   | 18 |
| Lesson plans .....  | 18 |
| EVALUATION MODEL.....   | 24 |
| ASSESSMENT AND EVALUATING TOOLS.....  | 27 |
| WRITING RUBRIC.....   | 27 |
| CHAPTER 3: EXPERIENCE REPORT.....   | 31 |
| CHAPTER 4: CONCLUSIONS.....   | 35 |
| CONCLUSIONS .....   | 35 |
| CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES. ....  | 37 |
| References.....   | 37 |
| 14. <a href="https://family.lovetoknow.com/cultural-heritage-symbols/birthday-traditions-around-world">https://family.lovetoknow.com/cultural-heritage-symbols/birthday-traditions-around-world</a> ..... | 37 |
| 15. JAMBOARD .....  | 37 |
| APENDIXES .....   | 38 |
| EVIDENCES .....   | 39 |
| .....   | 40 |
| .....   | 40 |
| .....   | 43 |
| INVITATION CARDS .....  | 43 |
| .....   | 43 |



## 1. CHAPTER 1: PHILOSOPHY AND THEORY

### 2. TEACHING IDENTITY AND PHILOSOPHY

Presently, Schools of thoughts and theories of language teaching have shaped the way language is taught today. These theories and approaches have contributed to making English classes more communicative and have helped to change the roles of teachers and students. Students have become the center of attention and teachers have assumed new roles. These new viewpoints have also changed how language is seen today compared to how it was seen many years ago. Going from structuralism to social practice of the language. Taking into consideration these new contributions to language learning and teaching our own practices as teachers of English has also evolved. Nowadays classes and English programs are developed using these new views.

Additionally, the communicative approach helps to develop communicative strategies in students by practicing the language in different situations and not only doing grammar exercise out of context. Also, how these ideas have contributed to language teaching and learning I can mention the school where I am working now. They do not only develop linguistic competence but sociolinguistic competence as well.

In other words, as a teacher I need to plan my classes about a learning approach which involves social practices that is the way of interaction developing the skills and language competences to emphasize every content will have types of knowledge: doing with the language, it is according to communicative actions, situations, productions can be oral or written. This approach is one of the most important, because it centers on the target of what students will do, responses and prepare them for real life that will guarantee their competencies. About my teaching practice in elementary school, I explain to them the importance of speaking other languages to reflect real situations, at the airport, school, port etc. I try to develop a resolution vision with them, because it is one of the real needs of life. In the same way, they will find hounded solutions for every problem they could have.

In addition, knowing about the language is the second content that involves all the grammar, vocabulary to improve students' skills above their process accuracy of the language. According to these, students develop the autonomy by the time they will know themselves.



As a result, they will focus on interaction, increasing the opportunities for students to share opinions, knowledge, experiences and acquire confidence to communicate in other languages.

In my own practice I have had successful classes but sometimes not, so it helps me to reflect and improve as a teacher. I really think that as teachers we have a very important mission with students to contribute positively in their academic training, but also in their training as human beings and to achieve it, we must use all those resources that help us to achieve our mission successfully.

I am a teacher who bases my teaching on the communicative approach and constructivism but I am flexible to change according to my students need because as teachers we must have the students tell us in different ways how to teach them, depending of the learning styles, level, age, context and rhythm. Sometimes as teachers who have a lot of groups of students, we want to apply the same activity for one level, but in my own experience it is not possible, the groups work different and we must change the techniques for each one.

I consider myself as a motivator for learning and being autonomy in the way that students can feel free to learn any language that they want and to be persistent in life to archive their goals, encourage the students to follow everything they want, that is also part of our job.

In my point of view, when you learn a second language, you also break the fears and that is how the self-confident starts to grow, according to sociocultural theory by Vygotsky, children learn and grow with the social context and culture becoming the teachers a guide to help students-learning process using the background to archive learning, another important point is that students acquire by imitation others advance students' abilities.

it is assumed that acquiring language is all about the learning environment to reach communicative competences, if we want to develop them, we must focus on the process of doing with language, knowing about language, being through the language, we must create an atmosphere in which students want to learn including activities-controlled practice, role-play, drills and self-practice, self-regulation, in order to being English part of their life.

From this perspective, learning implies motivation, acquiring rules in order to communicate ideas, keep relationships, build knowledge, access to information and organize ideas.

Teachers need to develop habits of learning, look for information in English, listen to music, work with games, apps to learn English, and look for new games, cartoons that must interest my students. As a result, we must be open minded the way of thinking of the subject so they will need to English almost for life.

## MY TEACHING IDENTITY

Teaching a foreign language is an interesting journey which offers a lot of new exciting adventures, I have reflected that I try to teach as I learned years ago but today, I cannot teach in the same way, because the years have passed, the students have changed, the context and society have also changed. I have to evolve in teaching that is why I need to reflect on how students learn these days, the learning process considering them as active participants in the construction of learning, means to use their experiences, context and knowledge to become effective users of language, participating in real life with communicative activities developing their creativity. New ideas encourage students to make decisions and take responsibility for their learning on the path of autonomy as students, they will also have their own opinion about the process.

In my own practice, I need to teach my students to be language users because that is a necessity in life.

In addition, it is important to remember that in education as in medicine I need to be constantly updated, because everything is changing, students have a different vision of life than mine, as well as expectations, realities and diverse interests that we must know and know. consider as much as possible in practice.

Despite its importance, teaching speaking has been undervalued and the majority of ESL teachers keep teaching speaking skills with memorization of dialogues or repetition of drills, but this is not enough for developing communication skills for the students. Lecturers need to teach the ELLs the needed skills so that they will be able to improve their skills in speaking and have a good performance in real contexts.

To develop speaking skills, we should take into account the following elements of language such as phonological, morphological, semantic, and syntactic aspects. Speakers have to produce sentences at the same moment. Second language learners need to learn the grammatical structures and to have proper knowledge of vocabulary in order to speak understandable sentences.

It is important to mention that TPR (Total Physical Response) is a wonderful approach to give the children the possibility to practice English by doing and establishing routines, since the language of these routines is for understanding only. That is, to develop receptive skills. Let's not forget that children need constant repetition which is basic in the learning process at this age. Young learners learn fast and seem to be always ready for more, however, not having an interesting activity that captures their attention at the beginning of the lesson or reviews may cause the children develop a negative attitude towards English and get easily bored. Games, songs and chants are essential not only in developing the rhythm of the language but in motivating them and asking for more. When children are enjoying singing, chanting, dancing, moving around, and clapping they grasp the language better which is the key to motivation.

To improve students' ability, it is necessary to combine the four skills of speaking, listening, reading, and writing. To communicate in a second language, we need as teachers to provide strategies to our students that work the skills for effective communication. An English course should have as its goal "communicative competence" and not only a "linguistic competence". I am not saying that grammar is not important, actually, the four elements of communicative competence are linguistic, sociolinguistic, discourse, and strategic competence. For teaching a foreign language we need to take into account these four components of communicative competence.

## COMMUNICATIVE APPROACH

According to the Intercultural model, languages are related to cultures. To be interculturally competent a student must behave adequately in a flexible manner when confronted with foreign cultures. For a successful interaction, it is crucial to take up the other's perspective on their own culture, resolving dysfunctions in communication and behavior. To avoid communication breakdowns, it is important not only to have communicative competence but the intercultural competence as well.

Let us remember that we always communicate in a social context and culture is part of it. In other words, it is crucial to know the message's context to be able to understand it. A word, phrase, action, or attitude accepted by a group of people can be rejected in another group;

this depends on the group's culture. This is why lately the foreign language teaching programs take into account intercultural competence.

Since we live in a heterogeneous world, we all need to develop intercultural competencies which can help students, future citizens, to live together in our diverse societies. The development of intercultural competence is a key element of education. We as teachers need to help students to develop the necessary attitudes, skills, and knowledge needed for mutual UNDERSTANDING.

### INTEGRATE INTERCULTURAL COMPETENCIES IN THE DIFFERENT ASPECTS OF EDUCATION: KNOWING, KNOWING HOW TO DO, KNOWING HOW TO BE, KNOWING HOW TO KNOW.

To develop intercultural competence, we as teachers need to help students to develop the ability to interact and communicate with people from different cultures effectively and respectfully. In our learning environments, we should promote inclusion and diversity, it is crucial to be inclusive to different people's backgrounds. To teach diversity teachers should work with student's tolerance and acceptance, to encourage the search for new information and perspectives, to improve decision-making and problem-solving skills, and to lead to innovation and discovery. Some ways to build intercultural competencies:

- Developing their knowledge by providing a context where they can experience other values, beliefs, and behaviors; presenting first the similarities to make them willing to know more about other cultures and then cultural differences.
- Self-reflection is important for students in developing their own cultural identities.
- Think-pair share in small groups to know the diverse backgrounds of their classmates.
- Rearranging the classroom layout periodically facilitates an inclusive learning environment.
- Team-building exercises to promote a class wide community and building cross-cultural relationships using the Internet.

Now I realize that the PRONI curriculum besides teaching students communicating in English also shows students foreign and local cultural aspects like sports, games, holidays, foods, stories, fables, invitations, advertisements, etc. Other foreign culture's aspects that teachers work with their daily life and routines, living conditions, food and drink, etc. youth culture, traditions, folklore, tourist attractions, literature education, professional life, history,

geography, political system, music, drama, art, beliefs and values ethnic groups and social differences, international relations (political, economic, cultural) with the country of the student and with other countries.

Most language coursebooks are still designed from old perspectives that do not allow students to develop their abilities to deal with intercultural encounters. Sometimes they even reinforce stereotypes. Adapted materials help learners to work and develop the dimensions of ICC: knowing, knowing how to do, knowing how to be, knowing how to know. Materials for ICC should promote among other things:

- An experiential learning
- A structured approach to intercultural learning
- Intercultural learning linked to a language learning

Intercultural learning implies experiential learning. Materials should allow students to develop their abilities to function more appropriately within the new culture. We can use authentic materials available on the Internet like music, literature, arts, and food, for example.

## THEORICAL FOUNDATION

According to the Jackson model, it is place into three phases, the first stage is the PRE-Active which is introduced to the learning and observation. The second phase is INTER-Active stage in which the actions and interaction are developed. The last stage is POST-Active which evidences the ability where teachers can be able to feedback and testing. Saint-onge( 1997).Taking into account the Jackson model, the lessons plans will be describe with the objective to do a reflective analyze of them which let me improve my development in the classroom.

## REFLECTION INTER-ACTIVE STATEGES

In this phase, inter active stage the pedagogic relation consists of the interaction with the language using of the bottom-up strategy which refers to new incoming knowledge, where the teacher conducts the learning and teaching process of student's acquisition. This part is the most importance part because it is the main process that enables the students to construct their knowledge.

According to the stages, the activities give the opportunity to introduce the topic using top-down strategy according to the platform where teacher activate the previous knowledge with basic vocabulary they have seen in videos, rhymes, and L1 music.

Content schema

Formal schema

Linguistic schema

At first, content schema refers to the previous knowledge learners have in general and learners can link the new information to the old information they have, in order to get familiar and create confidence to get and understand the language. As a learner, it has a huge impact this aspect because when you make connections with the mother tongue and probably be unforged.

Formal schema

It is the previous knowledge that students have about different organizations of the text to link to the new information in a second language.

Linguistic schema

The last one, is about the linguistic information students have to understand new words.

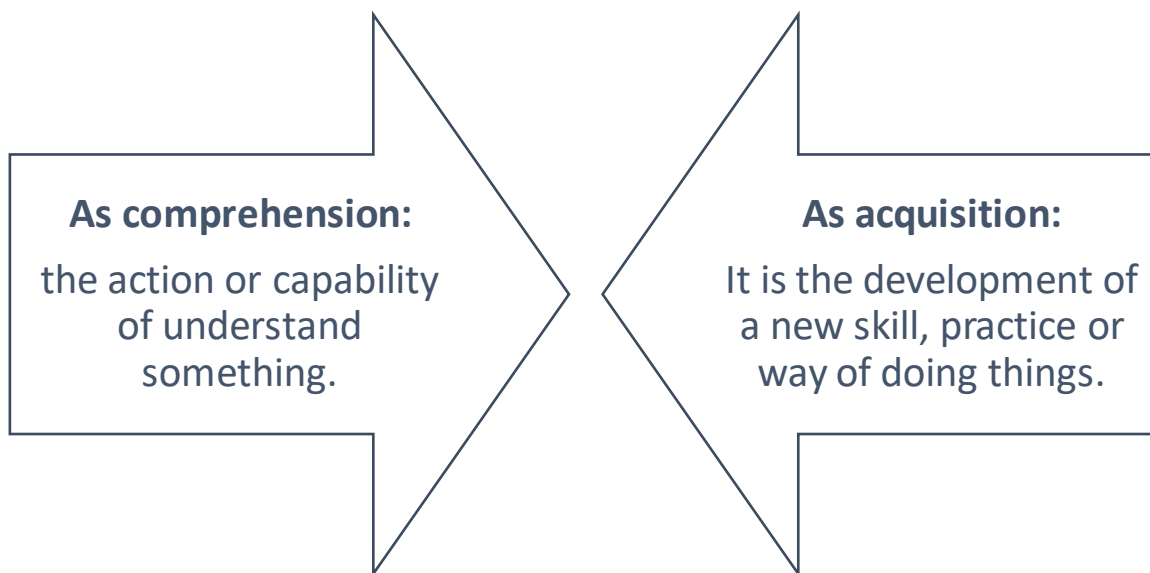
The first lesson plan focusses on listening skill which is the most difficult skill to develop. The most important step is to activate the schema process to set up the students in an environment of learning, using top-down activities to get the students' attention, motivate, concentrate their self and be prepared for development. I like to use as warm-up listening activities for example riddles to prompt curiosity, activate thinking, competence and participation.

## THEORY

Skills of Listening Comprehension

Strengthening the listening skill of the language is a fundamental part for better learning of students, through this they learn new words, idioms, etc. by developing this skill one opens

many doors not only to learn English, but also to feel confident to go out into the world to success in life. On the other hand, the learning should be set in the social context, this way it gets the attention of them and they learn how to improve their skills.



- Characteristics of the speaker and the listener as well as the listening processes

The importance of techniques that specifically improve comprehension using activities that develop top-down and bottom-up activities as well as utilize language and context. Especially, teachers must consider and encourage the development of listening strategies according to their own context. Also, there must be creative ways to add more open-ended activities. Besides, teachers have to improve comprehension with a huge variety of attractive activities.

Definitely, listening is one of the most important and difficult skills to develop and teach, in order to acquire English as a second/foreign language. According to the unit 2 listening skill on the platform: <sup>1</sup>

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<sup>1</sup> <http://eeaille.upnvirtual.edu>

|   |  |  |
|---|--|--|
| <p><b>1. Perception:</b><br/>Action to identify sounds the listener hears by the time of recognize the intonation and sounds.</p> | <p><b>2. Decoding:</b><br/>Understand and analyze the information.</p> | <p><b>3. Prediction and selection</b><br/><b>Understand:</b> all the information by making guesses about it.</p> |
|---|--|--|

### Listening Strategies

*Bottom-up processing* refers to new incoming knowledge.

*Top-down processing* previous background knowledge.

**Cognitive strategies: specific solving problem strategies to use in order to learn more successfully.**

*Meta cognitive strategies* refers to awareness and regulations of cognitive strategies.

*Bottom-up / Top-down*

**Pre- listening:** Make predictions of the information.

**While-listening:** Comprehension of the activity

**Post-listening:** Check and summarize comprehension of the activity. Confirm the understanding.

Difficulties when Teaching Listening



- 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, cultural knowledge are all manifested at some point in conversations.
- *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.
- *Stress, rhythm and intonation*; these features are very important for comprehension. Also, intonation patterns.
- **Interaction**; activate participation of the listener, ask for clarification, meaning, to give feedback.

### Teaching Listening

- *classroom listening and “Real World” listening* try to simulate authentic language in the classroom is a difficult challenge, as it said real conversations are difficult to have. For some teachers it is so important to speak English at all times but sometimes is it not a good idea, the input has to be modulated according the level, age, background. The objective is to develop confidence in learners and open the door to knowledge.
- *Unrealistic Expectations. It is a fact that students do not able to understand listening comprehension at all.:*

### Guidelines for Developing Listening Activities

It is assumed, for developing listening skill is must to have attentive, responsive I and active listening indeed, it depends on the ability to combine with these two types of processing. Also, Activities with work on each skill separately to reinforce them to become an effective listener with real situations.

- **Authentic Materials for Listening Comprehension**

The use of **authentic materials** English class to help students develop their communication skills; when designing materials that improve listening comprehension, teachers must take into consideration that these materials give our students the opportunity to develop skills that are needed in real life, that is, in specific situations and contexts.

With the use of authentic materials, students learn to distinguish the elements that are included in the language, such as:

- a natural rate of delivery and intonation
- false starts
- slang
- reduced forms
- abbreviations
- and other characteristics of spoken language that may represent a challenge for them.

## READING AND WRITING

Reading and writing largely depend upon the same skills Learners must continue developing their skills with different levels. Reading is a compound cognitive process, also readers need to use different approaches to understand a lecture. In my own experience when learners are good readers in their mother tongue, they might be good readers in a second language also happens the same with good writers, so skills are transfer to the new language.

## CHAPTER 2: METHODOLOGY AND PRACTICE

Before detailing the approach, we can consider that the teaching process is the act by which the teacher shows or raises educational content (knowledge, habits, skills) to a student, through means, according to objectives and within a context.

The process of learning is complementary to teaching. Learning is the act by which a student tries to capture and elaborate the contents presented by the teacher, or by any other source of information. The student achieves it through means such as (study techniques or intellectual work). This learning process is carried out according to objectives, which may or may not be identified with those of the teacher and is carried out within a certain context.

The objective of this chapter is to analyze the method to be followed by the teacher to carry out his function in the most efficient way possible and before entering into it, I do want to reflect on the fact that the teacher is not a mere source of information, but has to fulfill the function of provoking learning. It must be a catalyst that increases the chances of success of the process by motivating the student in the study.

### Lesson plans

#### **Block: IV**

**Social practice of language:** Read and write notes and letters

**Competence:** Comprehend and respond to invitations through letters

**Environment:** familiar and community

**Expected learning:** Identifies purpose, function, intended audience, and sender of diverse invitations.

#### **1. Lesson plan (PRE-active)**

**Time: 10 minutes**

**Introduction:**

The teacher must:

develop the didactic situation that generates this evidence. Within the fourth curricular block of the English subject is the purpose the students Identify purpose, function, intended audience, and sender of diverse invitations for birthday parties around the world organize activities considering birthday invitations.

Pre listening:

- Divide the group into 6 teams, five students for each one
- Set the teams by countries: 1. India, 2 China, 3 Uk,4 México, 5 USA,
- Prezi presentation (sent by email)

**INTER-active**

**1. Development:**

**Time: 30 minutes**

Students must:



- watch the video
- observe, activities, clothes, countries, food, traditions
- write notes about the celebrations
- Talk about their that they would like to visit
- Students choose the country they want to visit and be prepared for birthday parties.

In this phase, inter active stage the pedagogic relation consists in the interaction with the language using bottom-up strategy which refers to new incoming knowledge, where the

teacher conduces the learning and teaching process of student's acquisition. This part is the most importance part because is the main process that let the students construct their knowledge.

## **POST-active**

### **Closing:**

**Time: 10 minutes**

### **The student must:**

- Write a list for a birthday party such:
- Food
- Cake, candles
- Invitation cards
- Guesses
- Decorations
- Place
- Games
- Music

## **2. Lesson plan (PRE-active)**

**Time: 10 minutes**

### **Introduction:**

The teacher must:

**Pre reading:** will show an invitation to recognize data in used.

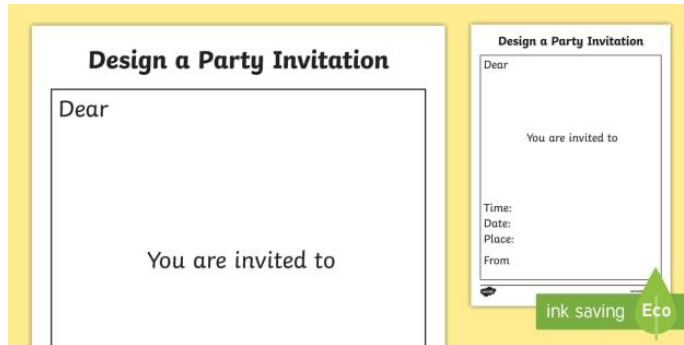
## INTER-active

### 2. Development:

Time: 30 minutes

Students must:

- Investigate the culture of: 1. India, 2 Chine, 3 Uk,4 México, 5 USA
- Data: language, celebrations, costumes, typical food, flag



- Observe birthday invitations from other countries (India, China, UK)



- Similitudes between the invitations.
- Design individual invitation from the country's team
- Students choose the best country design into the team.
- In teams, make an infographic about each country (where explains the celebration including birthday card)

In this phase, inter active stage the pedagogic relation consists in the interaction with the language using bottom-up strategy which refers to new incoming knowledge, where the teacher conduces the learning and teaching process of student's acquisition. This part is the

most importance part because is the main process that let the students construct their knowledge.

### **POST-active**

**Closing:**

**Time: 10 minutes**

**The student must:**

- Choose the best invitation that contains all the elements (from, to, time, date, place, representative design)

### **3. Lesson plan (PRE-active)**

**Time: 10 minutes**

**Introduction:**

The teacher must:

- Make a brainstorm for each culture **traditional activity, music, place, food etc.**

**Pre listening:** teacher will show an invitation card

### **INTER-active**

#### **3. Development:**

**Time: 30 minutes**

Students must:

- choose the country they want to visit and be prepared for birthday parties.
- Make an infographic where include the most important elements such, **traditional activities, music, place, food etc.**



In this phase, inter active stage the pedagogic relation consists in the interaction with the language using bottom-up strategy which refers to new incoming knowledge, where the teacher conduces the learning and teaching process of student's acquisition. This part is the most important part because is the main process that let the students construct their knowledge.

#### POST-active

##### **Closing:**

**Time: 10 minutes**

##### **The student must:**

- Show their work by teams.

Focus on listening, on the first lesson I applied the introduction to the topic, birthdays around the world by an authentic material video and pictures. The product was a Vann diagram where the students wrote the key words to identify the vocabulary to work.

Second lesson plan the students observed, activities, clothes, countries, food, traditions and talk about their that they would like to visit.

Third lesson brief explanation of the culture traditional activities, music, place, food). Students contribute actively to write an infographic about the culture.

Fourth lesson Students identify each culture tradition individually. Students choose the best country design into the team.



Students choose the best country design into the team.

Fifth lesson, focus on speaking, the students wrote a conversation model to invite friends to a party.

## EVALUATION MODEL

This involves an assessment; it refers to quality. The qualification allows a quantification, it refers to the quantity. When evaluating, several subjective elements must be taken into account, for example opinions, feelings, perceptions. The measurement refers only to observed and quantified points. Thus, it is possible to evaluate and accredit without qualifications involved.

In relation to the evaluation within the subject, according to the Plan and programs (page 402) it is necessarily formative, since it is part of the same learning process and its purpose is to build a pedagogical dialogue through which the student understands:

How you acquire the expected learning (metacognition).

What you need to do to complete the process at the stage where you finds (self-diagnosis).

What she has achieved and how she has achieved it (self-assessment).

The actions you must take to make the most of the learning experiences (self-regulation).

According to the 2011 Study Program (page 403):

The formative nature of the evaluation implies the systematic observation of the level of performance in the achievement of the expected learning allows the teacher to make decisions regarding how to guide the learning process in each specific case, while providing information to assign a grade ( Curriculum, 2011)

It is worth noting that, by virtue of the evaluation being an integral part of the learning process, the same pedagogical principles that support the focus of the subjects in the

training field of Personal Development and for Coexistence are applied. Therefore, the evaluation considers both the cognitive, affective, ethical and social dimensions of the students.

In particular, when planning learning situations, it is necessary to define how it will be evaluated, considering the purposes, expected learning, indicators and the role of evaluation in the didactic sequence.

In short, it is recommended to organize the evaluation process

considering the course of each student in relation to learning

expected, identifying different levels of performance.

In this regard, Casanova (1998) mentions that "it is not necessary to evaluate only to verify, but fundamentally, to improve the processes, results, students' learning techniques, as well as teachers' teaching strategies (p.16)

That is why assessment process is a constantly cycle of improvement. In order to take into account each of the factors mentioned above. and take them as a starting point to carry out the following sessions

Finally, the role of the teacher in the evaluation is to guide and accompany the students in their learning process and in the development of higher and higher levels of performance. It requires identifying prior knowledge, skills and attitudes, which can serve as a pretest or as a starting point for the development of competencies.

## **Taxonomy of Learning Domains**

### **1. Knowledge or remembering:**

It is the remembrance of earlier learned input. For example, learning is taken when the student memorizes an aspect of English vocabulary.

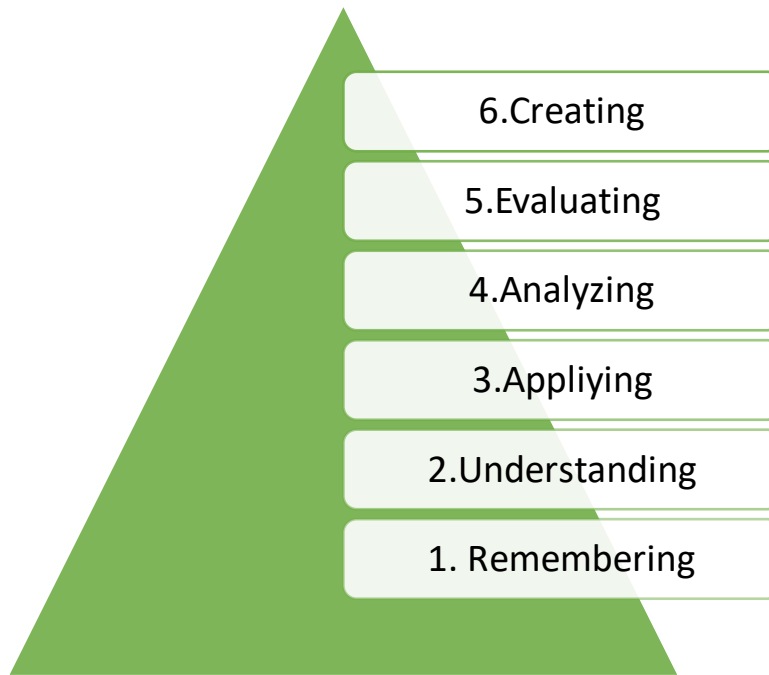
**2. comprehension or understanding:** it consists of comprehending the input. The learner can put the material in their own words.

**3. Application or Applying:** the learned can use and make an abstraction in a concrete context.

**4. analysis or analyzing:** it is to fragment the input in the components so that the organization is able to comprehend.

**5. evaluation or evaluating:** the learner can make judgments based on their knowledge about the value of methods and intakes for some purpose.

**6. synthesis or creating:** placing all the fragments of the intake together a practice a whole the learner can create old knowledge in new ways. Students build new material. They can contribute to new ideas that are structured in a simple way and other students can understand.



## ASSESSMENT AND EVALUATING TOOLS

### WRITING RUBRIC

|                           | 5   | 4   | 3  | 2   | 1  |
|---------------------------|---|---|--|---|--|
| Neatness and presentation | The invitation was well presented and all the information is easy to understand | The invitation was well presented and most of the information is easy to understand | The invitation was mostly well presented but some of the information was difficult to understand | The invitation was not neat enough to understand most concepts. | The invitation was not neat enough to understand |
| Uses of images/symbols    | Most of the categories are enhanced with simple                                 | Some of the categories are enhanced with simple                                     | A few of the categories are enhanced with simple   | The invitation includes some images                             | The invitation includes a few images             |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | symbols or diagrams   | symbols or diagrams  | symbols or diagrams  |  |  |
| Uses of colors                               | Has include color to show all connection and/ or categorizes topics throughout The invitation | Has include color to show some connection and/ or categorizes topics throughout The invitation | Has include some color but has not used colors to show connection and/ or categorizes topics throughout The invitation | Has used very little color but has not used colors to show connection and/ or categorizes topics throughout The invitation | Has failed to include colors in The invitation                 |
| Understanding Vocabulary and writing aspects | The invitation demonstrates a throughout understanding of the topic.                          | The invitation demonstrates a very good understanding of the topic.                            | The invitation demonstrates some understanding of the topic.   | The invitation demonstrates some understanding of the topic.   | The invitation demonstrates little understanding of the topic. |

ORAL RUBRIC

| Oral presentation   | EXCELLENT<br>5 | VERY GOOD<br>4 | GOOD<br>3 | FAIR<br>2 | NEEDS IMPROVEMENT<br>1 |
|---|----------------|----------------|-----------|-----------|------------------------|
| The student pronounces the vocabulary related to the topic correctly                              |                |                |           |           |                        |
| The student uses, in a correct way, the vocabulary related to the topic (conversation strategies) |                |                |           |           |                        |
| The student shows command of the grammatical structures related to the topic                      |                |                |           |           |                        |
| The student communicates his/her ideas clearly delivery.  |                |                |           |           |                        |

|                       |  |  |  |  |  |
|-----------------------|--|--|--|--|--|
| command of the topic) |  |  |  |  |  |
|-----------------------|--|--|--|--|--|

LISTENING RUBRIC SESSION

| SCALE 5   | SCALE 4   | SCALE 3   | SCALE 2   | SCALE 1  |
|---|---|---|---|--|
| Always interprets text of audio stream to follow instructions               | interprets text of audio stream to follow instructions most of the time               | interprets text of audio stream to follow instructions some of the time | Rarely interprets text of audio stream to follow instructions               | Never interprets text of audio stream to follow instructions               |
| Always recognizes by their names some features (vocabulary) of audio stream | recognizes by their names some features (vocabulary) of audio stream most of the time | recognizes by their names some features(vocabulary) of audio stream     | Rarely recognizes by their names some features (vocabulary) of audio stream | Never recognizes by their names some features (vocabulary) of audio stream |
| Always points at specific words   | points at specific words most of the time   | points at specific words some of the time                               | Rarely points at specific words   | Never points at specific words   |
| Always discovers the purpose and intended of the audio stream               | discovers the purpose and intended of the audio stream most of the time               | discovers the purpose and intended of the audio stream some of the time | Rarely discovers the purpose and intended of the audio i stream             | Never discovers the purpose and intended of the audio stream               |
| NAME  |   |   | SCORE:  |  |

## CHAPTER 3: EXPERIENCE REPORT

Regarding the approach of the English subject from the perspective of language learning, which implies acquiring the conventions of socially imposed uses and the ways of using them in various social settings through the theme of birthdays around the world. which is a window of society and therefore when using it as a language improvement strategy, the following points are developed such as communicating and thinking as well as establishing and maintaining relationships with people, in turn accessing information and building knowledge, finally organize thought.

Another important feature is the specific competences, which are developed with the use of the strategy with the communicative approach, promotion of teamwork as well as the application and use of technology and communication in the management of information. Therefore, not only linguistic learning is considered, but also cultural learning since one of its functions in socialization, the purpose of which is for students to interact, progress and build the social world in which they live.

Something similar happens with the learning of new vocabulary, which triggers different sensations and reactions in students and teachers. The combination of learning with this strategy creates a generating pedagogical situation and enriches the knowledge of both parties.

In such a way that they work on short and long-term memory. In addition, music and songs are present around us, being part of our daily life.

The next point deals with the competences that an English teacher should have; the teacher takes the role of facilitator, with the functions of organizing the activities to be carried out in class and proposing situations that establish communication. He should also act as an animator, advisor and mainly as a source of consultation. This motivates students to reflect.



In relation to the situation, the strategy in primary school students was very good because most of them are motivated by birthday celebrations so that it was not a difficulty to use and improve in English. The students really enjoyed applying the intended sequences due to the content that was chosen to work with them.

In turn, the main topic was the celebration of birthdays, this is one of the best topics for the realization of the strategy because it is the stage where students enjoy their birthdays the most, and they care about this topic a lot, so it was a successful linking with this.

It is worth mentioning that he added a lot of effort in optimizing the times in each sequence that was applied, in addition that the information was very concrete and schematized for the easy understanding of the students.

During graduate school I learned many things, on the professional side to value more the time I have to teach my classes, I found that no matter how good the planning is, things do not always turn out as intended.

Also that one must work in the best conditions to promote the learning environment, therefore an important feature is discipline, in turn, taking it not only in the classroom and the students but also as a teacher, with a firm step to what is done.

The importance of continuous evaluation and the rubrics with which one works and the collaborative work carried out by teacher-parent-students, in such a way that commitments are established for academic and disciplinary improvement. It is very important to note that the interest of the three parties, in order to achieve significant progress.

At the same time, the mission as an English teacher is to obtain a set of competencies and values that allow me to practice the teaching profession with quality and with a high level of commitment; as well as the willingness and ability to develop my learning, based on my own experience and systematic study.

It requires a greater effort, as well as dedication and commitment to do things with excellence every day, not only caring about the results, we also know that the education that our educational practice must be aimed at a constant improvement of quality and is that is why we have to train ourselves to use our teaching time correctly.

Regarding the desirable traits of every teacher, they are grouped into five fields: specific intellectual abilities, knowledge of the teaching contents, didactic competences, professional and ethical identity, perception capacity, response to the social conditions of their students. and the school environment, which I will describe below.

Regarding the first trait, I consider that I have specific intellectual abilities, since I have the disposition and interest to share my classes, I use authentic material to enrich the information that I am going to present and I express my ideas, I describe and narrate, I argue with good fundamentals, I have the habit of reading, I propose and analyze in more depth the concepts or topics to be touched.

As for mastering teaching content, I know that I still have a lot to learn.

For the line of didactic competences, I am proud to write that I have most of them how to design, organize and put into practice didactic strategies and activities, appropriate to the grades and forms of development of the students, as well as to the social and cultural characteristics of these and their family environment, in order for students to achieve the purposes of knowledge, skills development.

As well as I am able to establish a relationship climate in the group that favors attitudes of trust, self-esteem, respect, discipline, creativity, curiosity and pleasure in studying, as well as the strengthening of the personal autonomy of the students.

Regarding the point of professional and ethical identity I dare to describe myself that I assume my profession as a career of life, know its

rights and obligations and use available resources to improve their professional capacity.

To finish with the lines of the graduation profile, the Capacity of perception and response to the social conditions of the school environment. I appreciate and respect the country's regional, social, cultural, and ethnic diversity as a valuable component of nationality, and I accept that such diversity will be present in the situations in which I do my work.

I value the educational function of the family, it interacts with the mothers and fathers of the students in a receptive, collaborative and respectful way, and I am able to guide them so that they participate in the formation of the student.

Regarding my short and long-term challenges as an English teacher, I would like to prepare more in the subject, increase my level of English and learn other languages, in the long term take a course abroad to improve my language skills.

## CHAPTER 4: CONCLUSIONS

### CONCLUSIONS

This document is the product of an intensive year of internships at the elementary school located in the Manzanillo municipality, with code: 06DPR0245L, the principal José Roberto Monroy Ramirez, group 5 ° A. As for my subject of study is on Birthdays around the world, this is based on the communicative approach eh intercultural.

It should be mentioned that learning a foreign language is an invaluable opportunity for the social, cultural and cognitive development of students. Ethnocentrism allows individuals to appreciate and respect the value of their own world, as well as to develop respect for other cultures and likewise encourages the appreciation of plurality and differences, both in the immediate environment and in the globalized one.

With regard to the definition of the type of student that is intended to be trained during the course of basic education, I refer to the graduation profile of a primary education student linked to the purposes of the English course in which it says that the student must to develop five traits, use oral and written language clearly, fluently and adequately, to interact in different social contexts how to recognize and appreciate the linguistic diversity of the country in the same way, it is a purpose of English that students develop respect for other cultures and the appreciation of plurality as well as differences.

Another important feature that should be mentioned is the curricular standards of the subject and its link with the graduation profile, in which they focus on oral communication and writing, which are receptive skills. Therefore, the objective of the standards is that they have a solid base for the progress of the future in the educational system in relation to these, the graduation profile is what they have at the end of the entire process, so it is vitally important that they have a very good foundation so that in the end they are the best results.

In order to further understand this stage. In terms of Piagetian theory, they are in the stage of formal operations in which students are able to understand the abstraction of knowledge that allows them to use inductive and deductive logical reasoning. In addition, they form ideals which favor the formation of their personality and in turn moral concepts.

Furthermore, communication is vital to live in a society. Communication has developed from interpersonal through intercultural stages. nowadays one of the principal objectives as an individual is to become an intercultural person that has all the competencies to live, study, work in the 21st century. It is important to mention every person has to be prepared for daily and work life. The world is dynamic and people must adapt their life to every context.

it is important to say that there are no better and worse cultures. There is no hierarchy, it is clear that each culture has its way of thinking, feeling, and acting, however, all are worthy of respect.

Achieving a connection between multiple cultures is a difficult task at first, however, an open mind and values such as respect, understanding, tolerance gradually overcome barriers to create an environment of healthy coexistence.

Now I can say that students are at a stage in which it is vital to understand and see the impact on the learning process, in addition to being in a second language. It is intended to make them understand and produce simple oral and written information in English.

With regard to cultural diversification, it is very important for the teacher to bear in mind that the teaching of a language should not become another element of lack of attention to culture. That is why it should be used to improve the learning environment of the classes.

## CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES.

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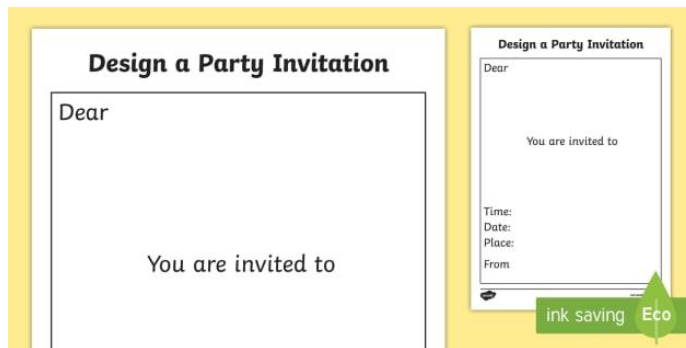
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## APENDIXES

### 1. VIDEO



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



birthday invitations from other countries (India, china, UK)



Infographic presented



EVIDENCES

Infographic evidences



# USA BIRTHDAY PARTY




Birthday Cake

Decorations




Birthday Food

Presents



# INDIAN BIRTHDAY PARTY




DANCE



BIRTHDAY CAKE



DECORATIONS



FOOD

# MÉXICO BIRTHDAY PARTY




MEXICAN FOOD



PINATAS



CANDIES



DECORATION

# ENGLAND BIRTHDAY PARTY




FOOD



DECORATIONS



TRADITION



# CHINA BIRTHDAY PARTY



**FOOD**



**CLOTHES**

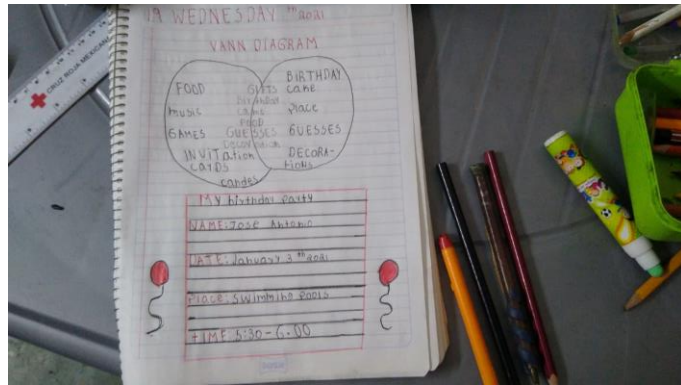
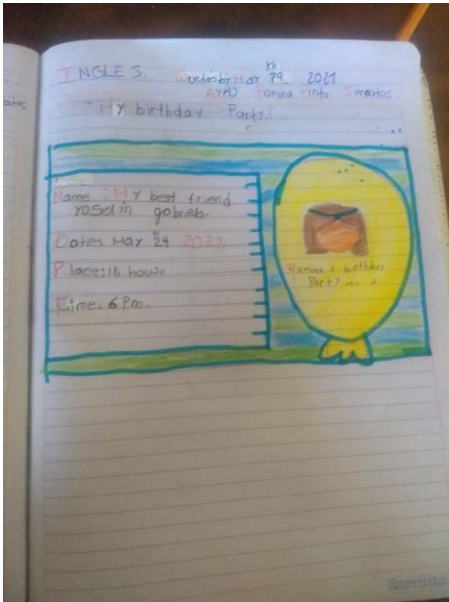


**DECORATION**



**TRADITION**

## INVITATION CARDS



Party traditions: birthdays are typically family affairs  
 Great Britain: A birthday celebration in Great Britain

## NOTES

### VENN DIAGRAM



### CONVERSATION

