UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

PROMOVIENDO LA CONCIENTIZACIÓN INTERCULTURAL A TRAVÉS DEL USO DE LAS TICs

Comparando aspectos culturales de las tradiciones de halloween y el día de los muertos con estudiantes de una secundaria pública en el estado de Puebla

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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UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROJECT

PROMOTING INTERCULTURAL AWARENESS THROUGH THE USE OF ICT

Comparing cultural aspects of Halloween and Day of the dead traditions with students from a public secondary school in the state of Puebla

A PROJECT SUBMITTED TO THE UNIVERSIDAD PEDAGÓGICA NACIONAL TO OBTAIN THE DEGREE OF

SPECIALTY IN TEACHING AND LEARNING OF ENGLISH AS A SECOND LANGUAGE

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TABLE OF CONTENT

Introduction

The current project aims to reflect on one's acquired knowledge within both, the teaching philosophy and practice by having designed and implemented a pedagogical intervention plan, where the curriculum of the English subject of the public sector of education is considered to connect it with some theories and methodological competencies of English language teaching. Therefore, this project was divided into five chapters. The first chapter called philosophy and theory where ideas, such as theoretical foundation, theoretical basis about language, language learning and language teaching of the model (lesson), teaching philosophy and evaluation of the model (lesson) will be provided to deliver a basis of the project itself.

The second chapter called methodology and practice which is composed by the applications, lesson planning, instruments of learning assessment (rubrics, tests and others), materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.), and video of the class as an application of the lesson plan focuses on the designing of the lesson for the current project, taking into account the theories and strategies aligned with the philosophy of teaching and learning. Also, the chapter provides the justification of the instruments used to assess students' performance as well as the materials and sources used, all according to the underlying theories of language learning. Finally, a video and description of the same will be found to provide some explanations of the exercises and activities carried out during the lessons.

As for the third chapter, this will provide a report of each of the lessons applied that integrated the project as well as the outcomes achieved and not achieved. This will be given with a critical analysis of what went well, what not and what difficulties were faced during the application of certain activities or exercises.

In the following chapter, a conclusion will be made to reflect about the whole process of the teaching practice, taking into consideration the planning, the lesson set up and the assessing process which took place. As for the final chapter, the bibliography used to justify the ideas used into the project will be displayed.

CHAPTER 1: PHILOSOPHY AND THEORY

1.1 Theoretical foundation

English language has been part of the curriculum of education in Mexico since the 30s, however it became a mandatory subject for basic education in 2009. The PNIEB (Programa Nacional de Inglés en educación básica) was a national development plan placed in the years of 2007-2012 which according to its curriculum, students finishing the secondary school, were supposed to achieve the B1 level according to the Common European Framework (Secretaria de Educación Publica de México, 2011, p.15).

In the recent curriculum of basic education, some changes were applied regarding the English subject, however, the idea of achieving the B1 level when finishing third grade of secondary school remained the same. Unfortunately, this seems far to be achieved as there is no continuity in language learning. According to the Aprendizajes clave para la educación integral curriculum, English is a subject that should be taught from the 3rd grade in kindergarten to the last year of secondary school (Secretaria de Educación Pública de México, 2017, p.265). Nevertheless, the matter is that this does not tend to be exactly what happens in most schools in the public sector (Ramírez-Romero & Sayer, 2016).

Nowadays, this represents such a challenge for English teachers, not only for the level in which the students are supposed to be, but also for the expected learning outcomes that require a certain degree of mastery by students. In addition, books and workbooks represent such a dispute for teachers, as the language managed in the books does not match with what the students possess, making them difficult to understand and create negativeness towards the language. That is why teachers must adapt and even create materials so that these can be better understood by the students.

Considering all that was said, it is the labor of the teachers to find the best way to teach this language, trying to overcome certain challenges and difficulties. To do this, teachers need to know different techniques, methodologies, and approaches, so that they can decide which can be effectively implemented in their classrooms. As for this project, different approaches, techniques, and methodologies were applied. For instance, the schemata activation, top-down processing (2015), the intercultural input/output (2010), the interactive model (2015), Richard's three-part sequence (2008), Hyland's language structure approach (2002) and the task-based learning approach (2003). All these focus on specific language skills for its development and Krashen's affective filter hypothesis as well as input hypothesis (2018) where materials must

be selected and/ or adapted to a level where students can understand them and add a certain degree of difficulty so that they can be practicing and improving the language.

This was decided to be intertwined with the focus of the communicative approach, as this bases its idea that learning a language must come through communication of real meaning, so learners need to be involved in real communication situations. (British council 2021). Therefore, the usage of authentic material will also be necessary. This is the reason that learners need to know the language as well as how to use it so that they can be communicative competent. This can be reflected on the Programa de Aprendizajes clave (2017, p.270) as it states that

> "English adopts an approach that is focused on social practices of the language… where in the social practices learners take part in different communicative exchanges using the adequate knowledge, abilities, and skills to reflect on the different aspects of the language"

All in all, the use of techniques, approaches and methodologies have varied depending on what one aims to achieve. Nevertheless, it is important to mention that due to the focus of the curriculum, students and teachers had to change to the way of learning and teaching over the years, as, from experience, it can be said that English classes in the secondary grade were aimed to implement memorization, isolating mainly words and using only specific grammar sentences, lacking the practice and usage of these in a fixed context, where learners could easily relate its language knowledge to the competence of communication.

The next section will address a more extended explanation of the theoretical foundations in which this project was based, giving explanations and justifications with regards to the decision of the application of some theories about language, language learning and language teaching.

1.2 Theoretical basis about language, language learning and language teaching of the model

It is one's perception that when teaching a subject, no matter which, it is necessary to consider the motivations that are presented in the students, as this could either facilitate the process of learning or at least, find ways to provide a teaching in which students could consider

it more interesting. Therefore, to achieve this, for the lessons that makes out the present project, Krashen's affective filter hypothesis was always considered as it states, "how affective factors relate to the second language acquisition process" (Krashen, 1982, p.30), explaining that learners can be affected in positive or negative manners in the learning process by some factors such as motivation, anxiety, and self-confidence. To apply this hypothesis in the process of learning a language, students were always obtaining feedback with regard of the process of the lesson and the final products, even with their mistakes, the feedback was presented in a positive way, highlighting the strings points, so that they could feel well with their work, knowing that they had to improve some areas. It is believed that by doing this, students could lessen their anxiety level so that they could feel more motivated and among all, present self-confidence when working with a language that might seem hard to be learned by them.

As it was stated before, the current curriculum establishes that learners at this cycle (secondary school), must be in a B1 level, therefore, the materials that are provided for the English subject contains a language that seems rather elevated for the actual students' knowledge of the language, provoking in the students a reluctance in the learning of the same answers well as a sensation of negativeness towards it. Therefore, it was also necessary to integrate another Krashen's hypothesis, called input hypothesis, into the teaching practice as this is concerned on how one can move from one stage to another stage, where language is acquired through exposure to comprehensible input, that is, a sentence that learners can understand. Krashen made the representation of this idea where "i" represents the learner's current level and "i + 1" the level that is just beyond.

This was achieved as the expected learning outcome established in the curriculum was used and fulfilled but with materials selected, created, and adapted by the teacher so that the students could relate it more easily to both, their context, and their real knowledge of the language.

Due to the current pandemic situation and which the world is, the use of technologies to deliver education took part and formed a basis to provide these classes. In addition, teachers had to adapt their teaching to it and make an effort so that classes could be efficient with the use of different gadgets and applications, web pages and more. The use of Information and communication technologies is and will be undeniably necessary to continue delivering classes, therefore, it is the teacher's job to find out ways to do it, aiding different technologies and

applications. Then, to complement and fulfill the objective of the project, the use of ICT tools and applications were integrated to develop the four skills of the language along with the promotion of awareness of the differences of a specific country to review their culture, specifically basing it on a tradition.

The lessons were designed to be applied with an integration of skills, as even though it was said that one lesson was assigned for the development of one skill, this was done with interactive skills to achieve the final product per session. As for the reading skill, schemata was applied to activate background information so that learners could recall and not delete the topic. According to Widdowson (1983, as cited in Xue, 2009) "schema is the knowledge structure of known things or information that is stored in the mind". Schema or schemata plays an important role in reading, activating schemata in students' prior knowledge and providing a foundation for future understanding of texts. It is therefore the job of the teacher to enrich the language schemata students must later be able to understand and process different texts on their own. Then to continue with the lesson, the top-down processing was implemented by previewing a given article related to two traditions from different countries and infer meaning by identifying titles, subtitles, and pictures to prevent content.

In addition, skimming was implemented as a strategy to develop these skills so that the students could read the text by looking for specific words and obtain more information about the topic. To help with the promotion of cultural awareness, a video related to one tradition was displayed, using the intercultural input and output to obtain the final product, which in that case was a summary of the differences of the two traditions. The way of how this cultural input and output was planned as Emilson, E. (30) explains that it can also be that the students might examine some aspects of the target culture (C2) in his own language (L1), to discuss certain aspect that they are observing.

As for the second session, the development of the listening skill with the focus of the interactive skills as applied. To fulfill this, the interactive model (top-down and bottom-up processing) was used as in the top-down in processing the background knowledge is used to understand the meaning of the message. Contrary to this is the bottom-up processing which according to Ardini (2015), he states that Bottom-Up processing "refers to the understanding of the information process by sound analysis, word meaning, or grammar".

This was approached following Richard's three-part sequence as Richards (2008) claims that a typical lesson in current teaching materials involves a three-part sequence consisting of pre-listening, while-listening, and post-listening and contains activities that link bottom-up and top-down listening (Field,1998). Basing also in the idea that since listening depends on the combination of top-down and bottom-up processing: refers to an "interactive model" (Wilson, 2016, p.16). This interactive model, where both processes are used during the listening process, can help students to become more effective listeners in classroom listening as well as in real life.

Moving to the writing session, to develop this skill it was accounted for Hyland (2013) approaches which are language structures, discourse structures, creative expression, writing process, content and genre and contexts of writing. However, for this specific lesson the language structure approach seemed suitable to be used because of the learner's language knowledge. Hyland mentions that language structure in writing involves linguistic knowledge and vocabulary choices and divides it into 4 stages called "familiarization" where students are taught certain grammar and vocabulary items through a text. The second stage is called "controlled writing" where the learners follow patterns in a writing and edit them by substituting. In "guided writing" students imitate the provided model texts and finally in "free writing" where the learners use the patterns already learnt to write. Nevertheless, the first three stages were applied into the lesson.

Finally, for the speaking skill, the idea of using the task-based learning approach came up because of the focus that the syllabus states about the uses of the social practices of the language. The objective of this approach is for students to complete an assignment (or task) in which learners use the language to interact and achieve the outcome which is based on the problem-solving manner. To succeed, "the tasks need to be logically ordered, in a sequence from linguistic simplicity to linguistic complexity" (Freeman and Anderson, 2011, p.192).

All in all, the previews, theories, approaches, methodologies, and techniques compose the model of the present project, as these contribute to the fulfillment of the expected learning outcome selected from the curriculum of the English subject as well for the development of each skill of the language.

1.3 Teaching philosophy

When reflecting about teaching, the idea that has long been presented, is that teaching must be positive for the students, that the environment that both teacher and students should create must be one where everyone feels safe and secure, that when answering any activity incorrectly, this could be accepted as we can learn from mistakes.

Reflecting on the teaching classes received in secondary and high school, it can be recalled that the language thought was based on memorization and repetition, without a way to link it to contexts where the same language could be used. It was this lack of guidance that can be considered as the main factor of the limitations of the usage in different contexts. This lack guidance could be justified as the contexts in which these classes took pace at that time, little connection to the internet was implausible, meaning that the teachers rarely had taken any courses or had prepared to teach a language.

When reflecting about the teaching context in which language is taught by me, many similarities can be found as for the limitations of connection, students' family's low income to be able to continue students, and motivation for learning. However, having passed through that kind of experiences before, it provides such a meaningful insight into what know, as a teacher is able to do and change to enhance student's participation and motivation towards language learning. Therefore, when reacting about language teaching, my belief of teaching goes, mostly, with Krashen's Affective Filter hypothesis, where he proposed a variety of affective variables that influences the learning and placed it into three categories; Motivation, self-confidence (attitude) and anxiety, (Krashen, 1982, p.30) being these either positive or negative as these affective variables will act to impede or facilitate the delivery of input in which the students will be exposed to.

Considering these theories, the focus of language teaching can be now more visible than it used to be, as now it can be understood how language can be seen with the focus of communicative competences along with intercultural competences so the learners know not only the function of grammar or vocabulary, but to know the culture of certain countries or communities so that they can use the language used to learn more about communicating effectively in a range of cross-cultural contexts.

In a world that is more connected than ever, it is important to teach the language integrating interculturality. That is why Byram's model of intercultural competence (Byram 2009, p. 323) would be suitable to be used to develop this competence so that

students could integrate their attitudes towards learning about another cultures, their knowledge that they may have about that specific country/community, their skills to relate, interpret and discover about another "world" and be aware of different practices in other societies.

As an EFL teacher, it is my belief that it is our job to help students develop the skills of the language to be able to communicate effectively. I strongly believe that what a teacher pursues is to find the most effective way to transmit the knowledge to their students so that they can make the most of it. As the time is passing by, one acquires more practice, with this, it can be easily identified activities that might work or not in the classroom as teachers know what their students' likes and dislikes are.

Therefore, in order to promote, what I believe is a better learning environment, is to provide my students with activities that interests most of the students and vary them to try to integrate all of my students. I also tend to use positive feedback (comments or phrases) on their works, and presentations, such as "perfect, very good, excellent, you are doing well, wow", etc., even if they are struggling to complete certain activities. By doing this I encourage my students to participate when they are not sure. I also tell them that it is ok to make mistakes, mistakes need to be part of the activities so that we can learn and change it, if not, we would not have to be at school. I consider this to be a simple but useful source that incorporates Krashen's affective filter hypothesis, as I would be promoting my students to participate and reduce, in some cases, the anxiety level they may have, because of "difficult tasks" that are asked.

Another belief that aligns with Krashen's hypothesis regarding the philosophy of teaching is the Input Hypothesis, as this is concerned on how one can move from one stage to another stage, where language is acquired through exposure to comprehensible input, that is, an utterance that learners can understand, represented as "i + 1", or to put it into simpler words, make or create activities, lesson or exercises that can be perceive for students to be easy and gradually integrating more advanced features of the language.

It must be said that this perception and agreement of idea of the Input Hypothesis appeared since I started to work in the public sector, as the materials (books) for learning English seem to be high compared to my student's current level/knowledge of the language.

That is why, it is my belief that most EFL teachers at middle school in the public sector have troubles when teaching the language due to the level in which students are, as the level that the curriculum of the national system establishes, sets them in a completely different one, thus making it really complicated to understand the language for the students.

After having reviewed some approaches to teaching the different skills and having seen an improvement in student's participation when relating the topics to their previous experiences, and setting the purpose to communicate with social interaction, I truly believe that activating schemata during a lesson can be effective to get students engaged with the activities. As English language is perceived in SEP´s curriculum as social practices, I account for Vygotsky's Sociocultural Theory of Cognitive Development as well. This theory looks at the important contributions that society makes to individual development, stressing the importance of interaction between developing people and the context in which they live. Villamizar (2016, p.92) states that: "according to Vygotsky's Sociocultural Theory (1978) learning should always be closely related to what students already know (prior knowledge) and from there; teachers should start elaborating suitable experiences to achieve higher mental processes (Turuk, 2008)". Since practices of the language are viewed as social, it is vital to recall the necessity to establish fixed settings where students can practice the language with a purpose.

Therefore, it is necessary to use techniques and activities that can help students to keep learning the language and use it effectively in different settings. When deciding which techniques and activities are to be used in my plans, I try to use technologies whenever possible, as I have the perception that learners seem to show more interest to participate and interact, and now more than ever, due to the pandemic situation, and learning being delivered via online, teachers should undertake these techniques, activities or strategies integrating technology, so that students can feel more motivated when learning.

I consider that when implementing technology, most of the students tend to interact more and show interest in what is being taught. I believe myself to be a teacher whose activities tend to be interactive, and sometimes catchy for my students. Certainly, to this moment, there have been many technological inventions, some that just can be used and applied when teaching. Then, it would be the job of the teacher to assume the role of researcher to be able to design, adapt and create activities in which digital and technological inventions can serve as tools for teaching and learning.

Teaching in a virtual way has been a challenge for me because strategies had to be adapted or even changed. When I integrated technology to solve different tasks, I could see that students who participated more were keen to solve those problems. By integrating technology, I consider that the roles of my students started to change positively as the environment created in the virtual classes felt much warmer. Nonetheless, integrating technologies to develop each one of the skills in this pandemic situation has been a little challenging since there has to be considered the possible resources that my students could have access to, as some may require a strong internet connection to function, and the function they may have depending on the type of device used.

Overall, it is my belief that to enhance language teaching, teachers need to be able to analyze the classroom context to perform the role that is needed at that moment. Assuming a positive could be suitable as Larsen-Freeman (1986) states that the role of a teacher might act as a supporter who provides students with self-reliance as he/she promotes independent work.

One of my biggest purposes is to make my students acquire English language and help them increase their proficiency level so that they can use it and understand it in common situations, therefore, to achieve this, I am certain that applying Krashen's input and affective filter hypothesis can be effective so that students can feel motivated towards learning by providing an environment where students feel safe, positive, and welcome at least during the classes throughout the years as well as adapting the materials given to a level in which students could really comprehend them and setting activities that could lead them to upper stages of the language and do more with it.

1.4 Evaluation model

This section focuses on the rationale behind the activities designed to develop each skill to promote intercultural awareness settled in the lesson plan. Therefore, explanations regarding each exercise per skill will be made to account on reasons these activities contribute to an awareness of cultures, as well as to justify how the materials and assessment/ testing tools designed are meaningful for my students to develop awareness of their weaknesses and strengths and, at the same time, useful for my own teaching practice.

In order to integrate cultural awareness in learners, it is important that the teachers, in this case, can set activities to develop a sense and understanding of the students' beliefs,

attitudes, behaviors and values. Therefore, regarding the reading skill, the outcome was to fill in the information into the right category of a chart to classify and compare cultural information of two traditions and to write a summary of what was learned. This outcome is related to the whole lesson outcome as it is comparing cultural aspects of two traditions. To achieve this, the top-down processing was implemented. Chamot and O'Malley (1994) state that:

> Top-down reading models suggest that processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. In other words, before interacting directly with the text, the reader activates what they already know about the topic (as a result of previous experiences) to facilitate the process.

Therefore, in the first exercise, the students participated in a brief quiz through the app of Kahoot! to differentiate two traditions related to the further readings to activate schemata. In the second exercise, where students had to answer in the webpage mentimeter by writing about their predictions and assumptions of what they thought the reading would be about, informal assessment was given to provide feedback. "Informal assessment is involved in all incidentals, unplanned evaluative coaching and feedback on tasks designed to elicit performance, but not for the purpose of recording results and making fixed judgments about a student' competence (Brown, 2001, as cited in Grumilah and Aji, 2016). This type of assessment was algo given in the exercise three and four as learners had to construct meaning of vocabulary (related to the readings) in the app Quizlet to make use of content schemata and thus, make connections to new information in the text bringing information, ideas, beliefs, and values that a learners had and skim the text to pre-read it and infer the meaning of some specific words by using local clues.

The sixth exercise, students were given a chart where, after having skimmed and scanned the previous texts, they had to categorize the information provided in the chart into the right classification. The assessment in this section was considered based on Grabe (2009: 359-360) testing format for reading, which considers other testing formats including the text-segment (exercise six), as it involves "the moving around of whole sentences or paragraphs," and summary (exercise seven), where learners were asked to write a brief summary on the Padlet app about what they learned after reading the texts and classify the information in the chart.

The outcome for the listening skill was to listen to a conversation about making plans to celebrate one tradition, answer multiple-choice questions and to provide a short oral answer based on what they heard. This outcome was aligned with the expected learning outcome of the whole lesson once again, as to compare the cultural aspects of dressing up with costumes, in this case, students had to decide which costume they will be using.

For this, what was assessed/evaluated were; mainly detailed questions via Kahoot! the exercise three, which focused on filled gaps that led to the short oral answer from the final exercise. The interactive model for listening was implemented, meaning that the bottom-up processing and top-down processing were used as:

These two processes generally occur alongside each other in the listening process, and its usage depends on the familiarity of the listener with the topic and/or the contents of a text, and its purpose. Including a sequence consisting of pre-listening, while-listening and post-listening stages (Richards, 2008).

As for the pre-listening stage, learners had to participate by explaining what the video they would see would be about by visualizing cued pictures of the listening/video. Then, in exercise two, students were asked to review vocabulary in Quizlet to anticipate the content they will hear/watch, and in exercise three, learners had to read an extract of the listening to then fill in the gaps to complete the conversation. These exercises were decided for students to make inferences about the topic of the conversation, which they later listened to and watched; thus, an implementation of top-down processes was performed as students had to activate their background knowledge and make use of it to make predictions and anticipate the topic of the listening. In this stage, informal assessment took part in the three exercises as the teacher provided feedback regarding the information obtained from the class.

In exercise four, the while-listening stage was applied as learners listened and watched a couple of times the conversation on YouTube to then answer the detailed questions on Kahoot! In this section I accounted for the listening comprehension format of multiple-choice to test listening following the idea of the author. Ramírez (1995) states that "this may test students' comprehension of one or more aspects of a passage (such as main idea, details, characters, and events) (p.311).

Lastly, in the exercise five, the post-listening stage was implemented as students had to provide a short answer in mentimeter about the costumes they would use and then participate saying what they would use, orally answer "I would dress up as _____" saying the costume they would like to wear. Once again informal assessment was applied to provide quick feedback regarding the pronunciation, stress and intonation made by the students.

As for the writing skill, the outcome was to write a short text expressing their opinions towards both traditions in the Padlet app. By doing this, students were still aligned with the expected outcome, since writing about their opinions about both cultures, students had to reflect regarding aspects of those traditions. This skill was decided to be assessed with two quadrants of the based assessment approach.

It was decided to apply the language structure approach, as according to Hyland (2002);

This approach to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts.

Then, to develop this skill, it was applied to three of the four stages. As for familiarization stage, the exercises one and two and three were targeted to its development as in exercise one, learned had to fill in the pages of a reading using the tense in present simple, on exercise 2, they reviewed the presentation of the present simple and some adjectives vocabulary to then, in exercise 3 practice it. It was in exercise four that the stage "controlled writing" was applied by displaying a text in the Padlet app, where words had to be categorized into the sections given, so that students could be aware that those words can be changed by the ones they wanted to use, only following the same category. To do this, exercise five was aimed to make use of the guided writing stage, where learners finally wrote their own version of the text, by noting down their own opinions using the adjectives reviewed in the present simple tense.

The assessment of this skill was based on the Based Assessment Approach as O'Malley and Valdez-Pierce's say that PBA "consists of any form of assessment in which the student constructs a response orally or in writing". The point in using the PBA is that it requires

the language learner to put knowledge into practice in solving problems or using the language in realistic situations.

Therefore, it was decided to utilize two components of the quadrants for collecting information (assessment). The first called the quadrant of observation of process, as according to O'Malley and Valdez-Pierce, is made up of five stages, which I strongly believe, were related to the language structure approach, since students had to pre-write, while-write and use the guided writing as a post-writing to verify their results and obtain information from the teacher's feedback to revise and edit, if necessary, the exercise. And the second quadrant called observation of product by using an analytic rubric to assess specific aspects of the writing domain. (See rubric in assessing/evaluating tools).

Finally, for the speaking skill, the outcome was to hold a short dialogue with a person explaining their likes and dislikes of such traditions providing reasons. This outcome is, one more time, related to the expected learning outcome of the whole lesson since, in order to provide their opinions, input had already been provided, and based on that, students would have to be able to reflect and analyze both traditions to finally provide the expected outcome.

This was aimed to be achieved through the implementation of the task-based learning approach since students will be asked to use their ability to manipulate the different aspects and dimensions of language to fulfill certain functions and achieve certain goals. To fulfill this approach, it was followed by the three dimensions that composites it, that according to Ellis (2003), there were the pre-task, during task and the post-task. The pre-task dimension focused on the introduction of the topic and made learners feel motivated to perform the task. In this case, activities were recalled to existing knowledge by exploring the topic and highlighting useful words and phrases that were needed during task performance. Therefore, exercise one fulfilled this dimension since students had to answer questions in the Mentimeter app about their likes and dislikes about the day of the dead and Halloween so that they could feel interested and motivated to answer to compare their classmates' answers. As for the third and fourth exercise, the introduction of new phrases and questions to ask for information and express different ways to say likes and dislikes also fulfilled this dimension.

Regarding the fifth exercise, the second dimension of the task-based learning approach is applied, as learners had to read the script of the dialogue on Padlet to do, plan and the task by practicing it providing their own responses, while the teacher was monitoring. Then, this

manner of assessment is to be considered as informal since, as a language teacher, one is providing the students with feedback by telling learners about what they are doing well and what they need to work. (Brown and Douglas, 2004).

Eventually, the sixth exercise corresponds to the post-task dimension, where learners reported the task by role-playing the dialogue. It was in this dimension that the speaker used a formal assessment, which was a holistic rubric as a summative assessment to evaluate the outcome, as according to O'Malley and Valdez-Pierce (1996), assessment is more accurate if rubrics are used.

The reason to expect all these outcomes when assessing and testing them, is to obtain information to verify that the goal of the whole lesson outcome is being achieved throughout the exercises established, using the informal and formal assessments obtained in each skill, which all together promote the intercultural awareness, by gathering pieces of information that allow the teacher to provide feedback so that learners can manage to improve their outcomes regarding the specific skill.

As for the formative assessment, this was decided so that Krashen's affective filter hypnosis could be used by providing the students with both, immediate oral or written feedback and feedback in the asynchronous form for the exercises and drafts assigned to their later delivery. This feedback in the formative assessment tends to always state the strongpoint of each task, so that they can feel motivated to then look to their weak points with another perspective towards its improvement with a positive attitude to do so.

The formal assessments which in these cases were rubrics, were previewed by the students so that they could know what was expected for them to be able to perform/fulfill. By doing this, it is my belief that stunts can lower they anxiety levels when performing activities that they consider can affect or benefit their grades. In addition, the decision of the implementation of the rubrics as assessments tools is that because of large classes that he may have, these tools can save teachers time when obtaining evidence of the students works.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.1 Applications

The following chapter presents the lesson plan designed for its implementations as well as the materials and assessment used as well as the video showing the activities and exercises performed by the students.

The lessons were taught via zoom, where students could interact more remotely, however, due to the poor conditions, regarding the accessibility and connectivity to internet connection in which the students were, some exercises were not completed in an asynchronous way, assigning them in the asynchronous form. The community in which most of the students live, is a town where basic needs exist. In addition, access to technologies for most of the students can be somewhat difficult to obtain. There is no doubt that because of this, the number of students presented in the sessions were very low.

The purpose of the lessons was to develop each one of the skills of the languages as well as to promote awareness regarding differences of two cultures. To do so the use of ITC was needed to develop different exercises that promoted the development of these and the reflection of two traditions from different countries, students had to learn, reflect, and compare different aspects that the foreign culture presented, such as its origin, the purpose of it, the way to celebrate it, the food the symbols from it, etc.

To develop the skills aligned to the topic, different apps and web pages were used. For instance, to develop reading skills, the Kahoot! app integrated so that students could look at different pictures to activate schemata and select the picture that represented one of the two traditions of the two cultures. Then, an article was displayed so that they could skim it and look at the title, subtitles, and pictures as clues to collect information from the text, in addition to this, the app called Quizlet was used so that students could preview some of the vocabulary from the text so that they can relate it with the pictures shown in the same app. After that, and to scan words to infer meaning, the app zoom was utilized, learners from their gadgets could circle and underline the words. When finches, students had to watch a video on the YouTube web page, the video showed the origins of one tradition. This served for the following exercises which was using scanning to read the article so that they could link their new knowledge. As a final product, after reviewing and learning of this specific tradition, students had to complete a comparison chart and summary, being the last one, written in the application called Padlet, so that all the students and the teacher could read and interact with each product by commenting and clicking in the "like" button.

Moving on to the listening skill, students were instructed in a three-stages sequence, as suggested by the author Richard. The first stage called the pre-listening, students through YouTube first had to watch some pictures so that they could predict the content of what they were going to watch and listen to, then use a script of the listening to continue predicting. As for the while-listening (the second stage) watch the video to compare and verify their answers. To continue with this stage, the Kahoot! App was utilized to answer multiple-choice questions, and as a final product, the final stage called post- listening, an oral production was made to provide opinions.

As for the writing lesson, Hyland's language approach was implemented, applying three of the four stages due to the learners' knowledge of the language. To help the familiarization stage begin, Therese era must use the web page Liveworksheets where students could obtain immediate feedback after filling the exercise. In addition, a Prezi presentation was given so that students could repeat the tenses to be used in further writing. Then, in the second stage (controlled writing) learners visualized Padlet, where they had to identify the highlighted words of the text in the app and put it in some categories. It was in the same app that students, for the final stage called guided writing, wrote their own version of the text following the same categories by writing things that were true for them.

Finally, for the speaking lesson, learners had to integrate what they have learned and practice throughout the lesson to achieve the final product. The product was based on the task-based learning approach. As for the pre-task, which is the first part of this approach, learners used the webpage Mentimeter to provide some opinions about the two traditions previously studied and use the Liveworksheets web page to enhance the phrases that given the meaning of like and dislikes. Some phrases that provided the same meaning were go and choral repetition was used so that students could practice for their further use. Then, the task cycle was implemented, as students previewed the task in Padlet and planned their dialogue to then practice it to finally present it.

2.2 Lesson planning

The present section shows the lesson plan which was adapted to the students' context. In the lesson plan it can be found the materials used as well as the emphasis in which one can find the skills integration and evaluation of students. This last one can be found in the assessing/evaluating tools section.

One of the most strategies used to introduce the topic and different exercises to the lesson was the implementation of schemata, this, as in previews activities, demonstrated to be such a useful strategy to link the topic with their background knowledge and enhance participation. Throughout the whole lesson it can be identified at the begging of each activity so that students could feel also comfortable knowing that their participation was merely what they already knew and thought.

Top-down processing (2015) was an approach decided to be applied in the development of reading as this let the students obtain indirect information of the text to obtain more clues about what the text was about. This approach was decided to be applies due to the low English knowledge that students possess. The usage of schemata and top-down processing aligns with Krashen's filter hypothesis as implementing the use of these, the students could feel more relax towards reading a text that might seem complex for them to understand.

In addition, to integrate the intercultural input/output (2010) on the lesson seem such a perfect opportunity to let students know that they could learn from another culture using their L1 to express it in their L2. Byram's intercultural competence (2012) was also taking part as students had to be open and curious about what was being shown from a specific video of certain tradition.

The listening lesson was broached based on Richard's three-part sequence (2008) and the interactive model (2015). The three-part sequences help students to lead the students through the lesson following the specific stated details so that all could achieve the outcome. Regarding the interactive model, this allowed learners to first get a general idea of the audio being this played several times so that they could make sure of what they thought they heard and then listen to find specific details asked in Kahoot! in the form multiple-choice questions.

As for the writing section, this followed Hyland's language structure approach (2002) as this provided the students with steps to write a specific text following the patters and vocabulary seen during this lesson and the previews ones. Having a script of the text served for the students to identify the elements that had to include tin heir writings and made them aware of what was expected as a final outcome for the skill.

For the last skill, speaking, was decided to implement the task-based learning approach (2003) as this aid in establishing a scenario that all students could relate and use the target language to convey a conversation that one may hold in a near future.

It must be said that along le lessons, the input hypothesis (2018) took part as materials were selected and/ or adapted to a level where students could understand them and then, activities were added to a certain degree of difficulty so that learners had to be in continuous practice so that they could be improving the language to a certain extent. The following chart can be found in more detail the lesson designed as well as the activities and exercise applied following the previews theories and models that served as the basis of the project.

1. LESSON PLAN IDENTIFICATION CELL	
Author	Orlando Herrera Vega
Educational Stage	Segundo grado de secundaria. Nivel básico
Title of your lesson plan	Halloween vs Day of the Dead
Learning objective of the plan	● **Purpose of the language** Develop reading comprehension skills by making inferences, skimming, scanning and interpreting vocabulary using local clues. Using micro-skills to compare cultural aspects from a Mexican tradition called Day of the Dead and an American Tradition called Halloween. Develop listening skills by using the interactive model to a general idea about a situation regarding Halloween and answer detailed questions. Develop writing skills by using the language structure approach using the present simple and adjectives to talk and write about likes and dislikes. Develop speaking skills by using task-based learning to provide a dialogue about likes and dislikes about both festivities. ● **Formative-cultural purpose** Promote student's intercultural awareness by comparing cultural aspects and giving opinion of two countries integrating the four skills of the language.

Communicative skill considered	Reading, Listening, Writing and Speaking
State of the following options	
Functions	-Integrate knowledge about the origins of Halloween, its changes over time and differences between the Day of the dead. -Listen to an issue raised in a conversation towards Halloween and provide a short opinion. -Write likes and dislikes about both traditions. -Role-play a conversation about likes and dislikes about both traditions giving reasons.
Main grammar structure	Present simple
Other grammar structures	
Brief description of the plan	The plan is based on promoting intercultural awareness between Mexican and American traditions by developing the four skills of the language to enhance communicative competence. The focus per session is on one skill, however, more skills are integrated to promote the use of interactive skills. Each session is devoted to focus on aspects of the festivities of Halloween and Day of the dead through the use of ICT.
Hours of the plan implementation	4 synchronous hours and 1.5 asynchronous hours
Number of sessions	4 sessions of 1 hour each
Contents required for the lesson plan	Top 5 differences between Day of the Dead and Halloween, Day of the dead vs. Halloween, Making Halloween plans, writing of likes and dislikes,
Links of the content	https://kahoot.it Pin:08265010, https://www.menti.com Code: 1417 2057, https://quizlet.com/_9rr3or?x=1jqt&i=1b6noj, https://blog.sandos.com/en/top-5-differences-between-day-of-the-dead-and-halloween/,

	https://www.diffen.com/difference/Day_of_the_Dead_vs_Halloween
	https://www.youtube.com/watch?v=TbwFsnL995M&t=46s,
	https://padlet.com/orlandohvega23/yfvsm5vmacxzu63,
	https://www.youtube.com/watch?v=GLBMc9eZL-Y,
	https://quizlet.com/_9rst3f?x=1jqt&i=1b6noj,
	https://kahoot.it/challenge/05251809?challenge-id=341633ff-bb38-4538-8c10-5b9e75e31350_1619662747077, https://www.menti.com/2zdhkkat5p,
	https://prezi.com/view/gabKccdvNHviyfZefwWV/,
	https://agendaweb.org/verbs/present-simple/index.html,
	https://padlet.com/orlandohvega23/ndabsv3beclgpqxd,
	https://www.menti.com/fvyiaqhkg6.
EEAILE online tutor	Gernot Rudolf Potengowski

2. INTRODUCTION TO THE LESSON.			
Step of the lesson	**Teacher activities**	**Student activities**	**Session number**
Activation

Before the lesson | The teacher will read the topic of the lesson and will ask the question What do you think we will do in the lesson?

The teacher will display the expected learning outcome of the lesson in zoom and students will be asked to tell how they think they will accomplish the learning outcome. | Students will answer the question made by the teacher.

Students will tell the teacher what they think about how they will accomplish the expected outcome. | 00 |

	The teacher will provide the students a kahoot! to identify the festivity of Halloween and Day of the dead. The teacher will display the results about the Kahoot! And will ask the students how they felt while answering.	Students will answer in their phones/tablets or laptops the questions in kahoot! To identify both traditions. Students will tell the teacher how they felt and what problems they had when answering the Kahoot!	
During the lesson	The teacher will create the context based on the following questions related to the topic so that students answer with their own knowledge. ● Did you know which pictures represented Halloween and which represented Day of the dead? How? ● Have you heard about Halloween? ● What do you know about Halloween? ● What do you know about Day of the dead? ● Do you know why Halloween is celebrated? ● What is the purpose of Halloween?	The students, in a volunteer manner will answer this question in a brief way and will discuss both traditions as well about both traditions.	01

| Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson] | The teacher will display the lesson of the first session and will ask students to circle the expected learning outcome. Then, the teacher will ask the students to tell how they think they will fulfil the learning outcome and then will give them a brief explanation of the final product of the first session. | The students will circle the expected learning outcome displayed on their screen and will answer the questions and clear doubts about how they will do it for the following session and skills. | 01 | | | |

3. COMMUNICATIVE SKILLS DEVELOPMENT.						
READING						
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Time**	**Evaluation**
Information processing activity & 1st practice **Exercise I** Schemata activation	The teacher, when finished the Kahoot! will ask the questions How did you differentiate the 2 traditions? By	The students will play Kahoot! (Pin: 08265010) to differentiate two traditions, one from Mexico and one from the U.S.A. The ss will	-Cellphone/ tablet/lapto p/internet	01	6 min	-Students' participatio n in Kahoot!

	doing this, an integrated skill approach is used as ss will have to orally answer the questions to justify their answers.	use their devices to look at the pictures displayed and choose whether the picture represents Halloween or Day of the dead. To then answer the teacher's questions.				
Exercise II. Inferring and predicting content.	The teacher will display 2 readings for 30-40 seconds of Halloween and day of the dead and ask the ss to provide a written answer to predict the possible content of the texts.	The students will answer 4 questions to predict and make assumptions about those readings. The answer of the questions will be made in the written form in https://www.menti.com with the code: 1417 2057.	-Cellphone/ tablet/lapto p/internet		7 min	-Students answers in Mentimeter
Exercise III. Inferring vocabulary	The teacher will clarify the meaning of words, where there is doubt, in Quizlet after ss	The students will make use of skill integration to fulfill this exercise, as they will write their ideas and use them to expose their ideas.	-Cellphone/ tablet/lapto p/internet		8 min	-Student's participatio n

27

	have given the answers.					
Exercise IV. Inference of meaning by local clues.	The teacher will display the 1st reading of the lesson and provide oral feedback regarding the meaning of phrases/words.	The students will go to Quizlet (https://quizlet.com/_9 rr3or?x=1jqt&i=1b6no j) to preview some vocabulary of the readings. The students will visualize flashcards with pictures that represent the words to provide meaning.	-Cellphone/ tablet/lapto p/internet -Reading "Top 5 differences between Halloween and day of the dead.		6 min	-Student's participatio n and vocabulary underlined
Exercise V. Reading.	The teacher will project the video "El origen de Halloween" and then ask students to read one of the texts by skimming the previewed text, searching only for the words previously given.	The ss will have 2-3 minutes to skim the text and underline the vocabulary previously reviewed. They will have to infer the meaning of certain words by using local clues of a sentence to infer the meaning of the specific word. An integration of skills is used as they will have to produce aural statements to	-Zoom -YouTube -Reading "Top 5 differences between Halloween and day of the dead.		8 min	-Student's participatio n

		give a meaning of the words.				
Exercise VI. Reading comprehension	The teacher will provide the text "Halloween vs. Day of the dead" and will provide the second text, which is a chart to categorize the information from it. The chart contains information of the previous text and video so that they can link their background knowledge with the new information to fulfil the categorization of information.	The students will watch the video and then scan the previewed text to link the already existing knowledge with the recent provided. By scanning, the ss will get a more general idea of the text using the pictures to help them understand more the text and the video to gather more information from an external source as well as their background knowledge, to then, read the information of a text, which contains similar information of the previous text and video, and categorize it to fill in the chart provided.	Anexo 1: Reading "Halloween vs. day of the dead" and Chart of categorization.		10 min	-Chart with information categorized
Exercise VI. Summary	The teacher will provide the students with the link to Padlet and	After having skimmed and scanned the text, and categorized the information in the chart, students will	-Cellphone/ tablet/lapto p/internet		10 min	-Students' content of summary

	will briefly explain how to write on that site.	write a brief summary of what they understood of the readings using the Padlet app or page https://padlet.com/orlandohvega23/yfvsm5vmacxzu63	-Padlet: https://padlet.com/orlandohvega23/yfvsm5vmacxzu63			
LISTENING						
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Time**	**Evaluation**
Information processing activity & 2nd practice **Exercise I** Schemata activation	The teacher will project some pictures of the video "Making Halloween plans" and ask the question "What do you think the video will be about?". One more time, integrated skills are used as ss will have to provide oral answers.	The students will visualize some pictures taken from the video and will answer the question ""What do you think the video will be about?" using the information gathered from the pictures.	-Cellphone/tablet/laptop/internet -Zoom -Pictures	02	7 min	-Students' participation

Exercise II. Inferring and predicting content.	The teacher will clarify the meaning of words, where there is doubt, in Quizlet. Then, the students will ask the question "Where do you think the conversation of the video takes place?". Integrated skills are used as ss will have to provide. one more time, oral answers.	The students will preview some vocabulary in the flashcards made in Quizlet https://quizlet.com/_9rst3f?x=1jqt&i=1b6noj to anticipate the content they will hear in the video and answer the question "Where does the conversation of the video do you think takes place?"	-Cellphone/ tablet/laptop/internet -Zoom -Quizlet		10 min	Students' participation
Exercise III. Predicting	The teacher will display the Anexo 2 to explain that the students will have to fill in the conversation with what they think they would respond to the person in the conversation, so that they try to anticipate the	The students will read an extract of the conversation of the video and fill in the gaps by writing the response they consider the person could say, then, they will listen and watch the video "Making Halloween plans" to compare their notes.	-Cellphone/ tablet/laptop/internet -Anexo 2 -YouTube -Notebook		8 min	-Exercise III "filling gaps" -Students' participation

	content and compare their answers.					
Exercise IV. Focus on details	The teacher will ask the students to listen and watch the video one more time, to carefully answer some detailed questions in the Kahoot! app	The students will listen and watch the video one more time and then, answer the questions for details with a multiple-choice option in Kahoot! https://kahoot.it/challenge/341633ff-bb38-4538-8c10-5b9e75e31350_1619662747077	-Cellphone/tablet/laptop/internet -Kahoot! -Zoom -Notebook		8 min	-Kahoot! answered questions
Exercise V. Writing and speaking to provide an opinion	The teacher, after having revised the questions answered and giving feedback, will ask the question "How would you dress up as? in Mentimeter and revise the answers. Then, the teacher will ask to orally	The students will receive feedback regarding the questions answered, and then, ss will answer the teacher's question in Mentimeter; https://www.menti.com/2zdhkkat5p to then orally answer the question "How would you dress up as?" by following the	-Cellphone/tablet/laptop/internet -Zoom -Mentimeter		10 min	Mentimeter answered questions -Students' participation

answer the question following the pattern "I would dress up as _____ because _____." Integrated skill is applied as the outcome of this activity is for students to use their written answer into an oral one.	pattern "I would dress up as _____ because _____." To give his/her opinion.					

WRITING						
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Time**	**Evaluation**
Information processing activity & 3rd practice

Exercise I.

Reading to infer the tense of the grammar structure | The teacher will tell the students to fill in the gaps in a text from a webpage. Then the teacher will ask the ss to the question "In what tense is the text? Although the activity is aimed at writing,   an | The students, in the webpage: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Verb_to_be/To_be_7_qr1304180to

will first read the text to then fill in the gaps with the correct verb | -Cellphone/ tablet/laptop/internet

-Zoom

-Webpage: https://es.liveworksheets | 03 | 8 min | -Exercise I "filled gaps" of reading

-Students' participation |

	integration of skills is used to first read the completed text to then answer the question orally.	to be, then, they will read the answered text to later answer the question "In what tense is the text?"	.com/worksheets/en/English_as_a_Second_Language_(ESL)/Verb_to_be/To_be_7_qr1304180to			
Exercise II. Familiarization of the present simple and adjectives for vocabulary acquisition	The teacher will explain the structure of a sentence in present simple and review some adjectives with a Prezi presentation so that ss use it to provide answers with their opinions.	The students will listen and watch to the presentation to form sentences in present simple with adjectives on Prezi: https://prezi.com/view/gabKccdvNHviyfZefwWV/ Then, ss will provide some examples of their own using adjectives seen when revising examples of the tense.	-Cellphone/tablet/laptop/internet -Prezi -Notebook		12 min	-Students' participation
Exercise III. 1st and 3rd person in plural form for conjugation	The teacher will solve any doubts regarding the present simple tense structure, then, it will be asked to complete the exercise to	After having solved their doubts, students will answer the exercises in the web page: https://agendaweb.org/verbs/present-simple/index.html	-Cellphone/tablet/laptop/internet -Webpage: https://agen		8 min	-Exercise III "conjugation of verbs"

	conjugate a verb in 1st and 3rd person in present simple sentences in a webpage.	Ss will read the sentences and look at the two options of the verb conjugated to then select the correct verb to conjugate the 1st and 3rd person in singular to complete sentences in present simple.	daweb.org/verbs/present-simple/index.html			
Exercise IV. Language structure approach: Familiarization	The teacher will ask the students to read the text in Padlet and, in their notebooks, note down the highlighted words into the correct categories which are Names, age, places, festivities, actions and adjectives.	The ss will read the text in Padlet https://padlet.com/orlandohvega23/ndabsv3beclgpqxd The current text is in the present form and, ss, in their notebook, will have to read the highlighted words and note them down into the correct category.	-Cellphone/tablet/laptop/internet -Padlet: https://padlet.com/orlandohvega23/ndabsv3beclgpqxd -Notebook		6 min	Classification of words
Exercise V. Language structure approach:	The teacher will ask students to visualize a new text in Padlet and tell what information is	The students will go to Padlet https://padlet.com/orlandohvega23/ndabsv3beclgpqxd to read it	-Cellphone/tablet/laptop/internet		12 min	-Students' participation

35

Controlled writing	missing, then, the teacher will explain that they will have to fill in the gaps of the text with their own information using the present simple and some adjectives to represent their opinions.	and tell the teacher what information is missing, then they will have to complete the writing in present simple with their information and will use adjectives that describe best their opinion about Halloween and Day of the dead.	-Padlet: https://padlet.com/orlandohvega23/ndabsv3beclgpqxd			Writing in Padlet
Grammar Focus Present simple	The teacher will explain and provide feedback from the sentences provided in the presentation and exercises required.	The students will review the presentation and will answer the exercise provided by following the pattern of the tense.	-Topic: https://prezi.com/view/gabKccdvNHviyfZefwWV/	03	12 min	-Students' participation
Vocabulary Focus Adjectives	The teacher will clarify any doubt regarding the meaning of the adjectives presented in the pictures.	The students will infer meaning from the pictures to obtain the name of the adjectives.			8 min	-Students' participation
SPEAKING						
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Time**	**Evaluation**

Information processing activity & 04th practice						
Exercise I. Task-based learning: Pre-task	The teacher will ask the question "What are 3 thinks you like about Halloween and 3 things you like about Day of the dead?" and ask them to write it on Mentimeter. The teacher will show the answers obtained in Mentimeter to the whole class.	The students will answer the teacher question in Mentimeter: https://www.menti.com/fvyiaqhkg6 Then, after revising all the comments on Mentimeter, ss will have to say some short comments about the gathered answers.	-Cellphone/ tablet/lapto p/internet - Mentimeter https://ww w.menti.co m/fvyiaqhkg 6	4	6 min	Mentimeter answers -Students' participatio n
Exercise II. Task-based learning: Pre-task (use like	The teacher will provide the student with a web page to practice the phrase "I like, and I don't like", and	The students will listen and repeat the phrases "I like, and I don't like" in the webpage https://es.liveworkshe ets.com/worksheets/ en/English_as_a_Se	-Cellphone/ tablet/lapto p/internet		10 min	-Students' participatio n of repetition

and don't like)	along with it, the teacher will ask the students to answer the exercises from it. When finished, the teacher will provide feedback to the students regarding their answers and the pronunciation to correct them. Then, the teacher will ask the question "Do you like….?" so that ss infer the meaning. Ss will repeat the phrases to practice the stress and intonation.	cond_Language_(ESL)/Likes_and_dislikes/I_like...-_I_don't_like..._-_Do_you_like...$_rz1402110zt Then, they will answer the exercises one and three to then answer the teacher's questions and chorally repeat the words or phrases incorrectly pronounced.	-Cellphone/tablet/laptop/internet -Webpage: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Likes_and_dislikes/I_like...-_I_don't_like..._-_Do_you_like...$_rz1402110zt			-Exercises 1 and 3 of the webpages
Exercise III. Task-based learning: Task (use like and don't like	The teacher will introduce the questions "What do you like about …?" and "Why" and will ask to imitate the pronunciation.	The students will chorally repeat the two questions, then they will infer the meaning of the questions making use of the last exercise to			6 min	-Students' participation of choral repetition

with adjectives)	Then, ss will be asked to infer the meaning of such questions to then answer them.	help them convey a meaning for them. Then, they will answer the questions with their opinions (using adjectives).	-Cellphone/ tablet/lapto p/internet -Zoom			-Written chart
Exercise IV. Task-based learning: planning (students decide which expression to use)	The teacher will explain that there are different manners to say I like, and I don't like without saying those specific phrases. Then, the teacher will present a chatr with those phrases and will ask the student to repeat each phrase following the stress, and intonation given.	The students will read and write the chart in their notebooks to then orally repeat the phrases to express more ways to say, "I like" and "I don't like"	-Cellphone/ tablet/lapto p/internet -Zoom -Notebook		10 min	-Students' completion of dialogue
Exercise V. Task-based learning: Planning (students	The teacher will provide a dialogue in the Padlet related to Halloween and	The students will read the dialogue in Padlet https://padlet.com/orl andohvega23/omoj3c rwsckuss3i	-Cellphone/ tablet/lapto p/internet		12 min	-Students' participatio n

| say their answers) | Day of the dead and will ask the students to read it and ask them to mention what information is missing.

Then, ss will be asked to complete it with their opinions using different ways to say, "I like" and "I don't like" following the reason using an adjective example; "because it is/they are (adjective)". | After having reflected about the missing information, the ss will answer it in the written form. Then, the students will practice saying their answer from the dialogue. The ss will be receiving feedback to improve their pronunciation while the teacher monitors. | -Zoom

-Padlet: https://padlet.com/orlandohvega23/omoj3crwsckuss3i | | | |
| **Exercise VI.**

Task-based learning: Presentation and review (students act out dialogue and review their classmates | Finally, the teacher will give 3-4 minutes to practice saying their responses on their own to then act out the dialogue either with the teacher or another classmate. | The students will continue practice saying their sentences to complete the dialogue. Then, students will be asked to pay attention to each role-play to take notes about what they think it is important to take into consideration when | -Cellphone/tablet/laptop/internet

-Zoom

-Notebook | | 8 min | -Students' speaking in role-play |

		role-playing and use it in their role-play.				
, performanc e)						
Summary	The teacher at all times, will be eliciting an answer to reflect about the differences between both cultures and the importance of each within one context and in another completely different. The teacher will clear any doubt that may surge regarding the topic of Halloween and Day of the dead independently from the development of each skill.	Students will summarize the lesson considering the activities performed by each skill to integrate it into their knowledge about both cultures. Students will clarify any doubt that may arise as a result of the reflections and comparisons made from both traditions.		04	8 min	Students' participatio n

2.3 Materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)

The following section shows the tools used to assess the different skills as it was previously mentioned. Regarding the ICT tools used for certain skills, pictures will be shown to demonstrate such assessment.

Reading

Exercise one: Questions to activate schemata by differentiating two traditions in kahoot!	
Exercise four: Extract of text of the reading to skim and underline previous vocabulary to infer meaning of new words. (Complete text in https://www.menti.com/6tieymkvej)	

Exercise six: Comparison chart of Halloween and Day of the dead	

COMPARISON CHART		
	DAY OF THE DEAD	HALLOWEEN
Country		
Date		
Purpose		
Celebration		
Symbols		
Animals		
Typical festivity, food		

Ireland.	Mexico.
Carve Jack o' Lanterns out of pumpkins, decorate the house with a ghoulish theme, parties, go trick or treating door to door wearing costumes.	Visit cemetery, leave food offerings shaped like skulls at the altar along with candles, incense and a picture of the dead person
Pumpkins, ghosts.	Skulls.
October 31st to November 2nd.	October 31st.
Black cat.	Dog.
Remember and celebrate friends and family who are dead.	An appreciation of the afterlife and the survival after death. Literal meaning is the night before All Hallows' Day (aka All Saints' Day).
Pumpkin pie, cookies shaped like pumpkins, ghosts or skulls, candy, cakes made like a graveyard.	Pan de Muertos (bread of the dead - skull-shaped bread), candied pumpkins, any favorite food of the celebrated late friend/family member.

Exercise seven: Summary in Padlet about the two traditions read in https://padlet.com/orlandohvega23/yfvsm5vmacxzu63	

Listening

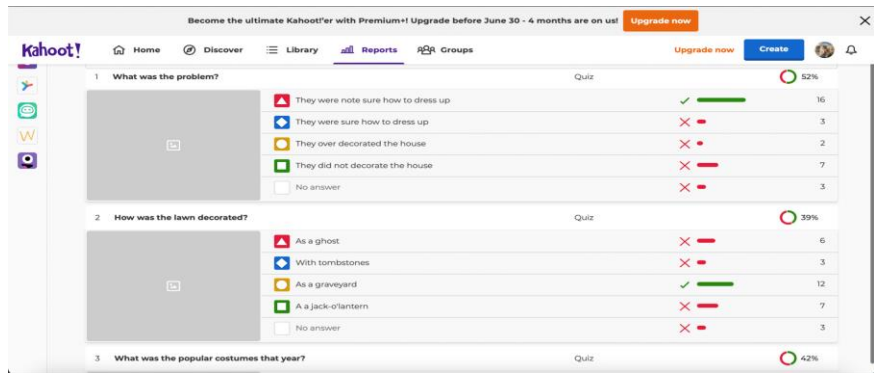|	
Exercise three: Extract of conversation to fill in gaps with a response to predict the conversation.	**ANEXO 1** | **Boy:**	Let's finish carving the Jack-o'lantern tonight!
Girl:	_____.
Boy:	I do not know how to dress up, I checked out some websites but it's really tough to choose something.
Girl:	_____.
Boy:	We could dress up as a football player and a cheerleader.
Girl:	_____.	
Exercise four: Questions with multiple-choice options through Kahoot!	
Exercise five: Costumes decided to wear in written form in Mentimeter.	
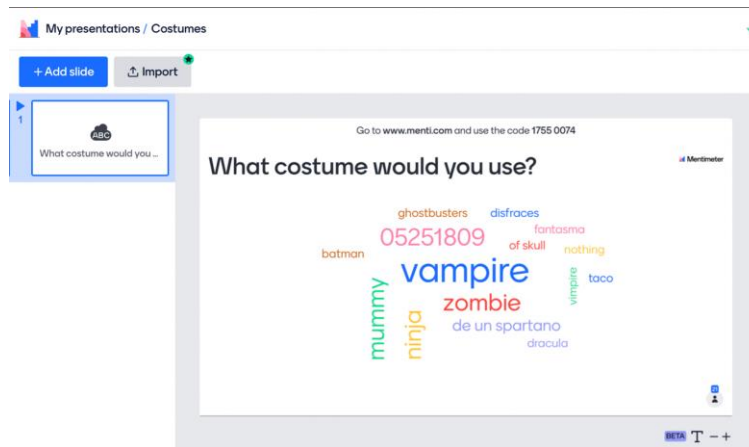
Writing

Exercise one: Filling gaps through the webpage https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Verb_to_be/To_be_7_qr1304180to to review the tense of the reading.	
Exercise two: Prezi presentation to review the present simple tense and adjective to provide students with short oral sentences.	
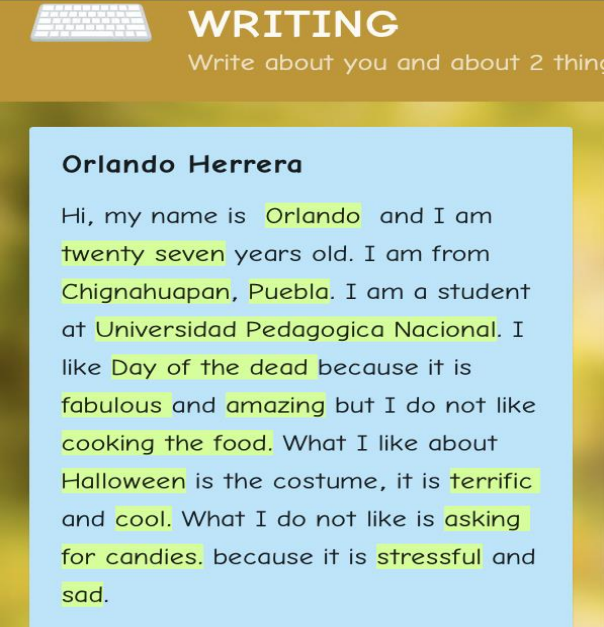
Exercise four: Padlet to categorize the highlighted words.	**WRITING** Write about you and about 2 thing **Orlando Herrera** Hi, my name is Orlando and I am twenty seven years old. I am from Chignahuapan, Puebla. I am a student at Universidad Pedagogica Nacional. I like Day of the dead because it is fabulous and amazing but I do not like cooking the food. What I like about Halloween is the costume, it is terrific and cool. What I do not like is asking for candies. because it is stressful and sad.
Exercise five: Analytic rubric to evaluate the students own version of text from Padlet.	See Appendix 1.

Speaking

Exercise one: Likes about Halloween and Day of the dead.	
Exercise two: Task-based learning: Pre-task (use like and don't like)	
Exercise five: Task-based learning: Planning (students say their answers)	
Exercise six: Holistic rubric as a summative assessment for	See appendix 2.

the role-play performed.	

2.4 Evaluation of activities

As it can be seen in the lesson formal an informal assessment was applied interchangeably throughout the whole lesson. The assessment/ testing tools designed aimed to be meaningful for the students so that they could develop awareness of their weaknesses and strengths. The formative (informal) assessment, served to back up Krashen's affective filter hypnosis so that when providing oral or written feedback tended to always state the strong points of different activities. When using formative assessment, the teacher monitors the student learning to provide ongoing feedback so that this can be used by students to improve their learning. It is my belief that this type of assessment may low the anxiety level of learners as this may have low or no point value.

Whereas formal assessments, which in these cases were rubrics, were previewed by the students so that they could know what was expected for them to be able to perform/fulfill. The use of rubrics was implemented in the writing and speaking skills as students made several drafts to the deliver the final piece of work. Using this type of assessment in the form of rubrics helps to measure what and how well the students had learned.

For instance, the writing skill decided to be assessed based on two quadrants of Performance Assessment Approach called quadrant of observation of process and observation of product focusing mainly on the second quadrant as to provide feedback it was necessary to create an analytic rubric to assess specific aspects, in this case of the writing domain.

As for the speaking assessment, through the task-based learning approach informal assessment was given in the form of oral and written feedback when creating and practicing the dialogues to then apply the formal assessment with a holistic rubric, as these types of rubrics aid in emphasizing on what the learners are able to demonstrate, rather than what they cannot do, and focus on overall quality or understanding of a specific content.

2.5 Video of the class as an application of the lesson plan

This section provides a brief description of what the video of the lesson contains, as well as the link of the video which demonstrates the implementation of the lessons designed to create the current project.

The video begins displaying the digital tools used to develop each one of the lessons and skills. In addition, the video shows the first lesson in which the different approaches and methodologies were adapted to the use of different applications and technologies. This reading lesson shows the different exercises applied to develop the reading skill. After that, the introduction for lesson two begins, displaying the name of the skill to be developed in the session, showing one more time the exercises, tools, and approaches to achieve this. The video continues, following the same format for the writing and speaking skills. At the end of each lesson the final product can be seen and heard (in the case of the speaking skills) as well as the formal assessment applied for the writing and speaking skills.

The following link is provided so that the video can be visualized. https://drive.google.com/file/d/10faftp_KYoLnvLmD8qwerz3DkTuJKR8P/view?usp=sharing

After reviewing the video, different used of digital tools can be seen. However, it must be said that not all the activities with the different tools worked as expected. For instance, Kahoot! was aimed to use as a synchronous activity so that group participation could be enhanced, unfortunately, this was not possible due to the strong connection of internet that was required by the platform.

As for the use of Quizlet to learn new vocabulary, this was an exercise in which students seem rather bored when reviewing the vocabulary on the flashcards. It is my belief that this could be improved by using the "juegos" section so that students could interact more and relish this exercise by competing with their classmates by writing the vocabulary and matching them with the pictures as this app allows this format of games.

On the contrary, it was such a surprise how effectively Padlet was integrated in the writing skill so that learners could visualize the expected text and to create in such an easy way their version for the text, and the same time interact with their classmates' writings by tapping likes and commenting on their friends' texts.

CHAPTER 3: EXPERIENCE REPORT

3.1 Description and analysis

The following chapter presents a description, analysis, and report of the implemented lessons. It must be said that when applying the lessons, modifications, and adaptations, regarding the exercises and activities were done. The reasons for this are that, apparently, some of the students' gadgets did not support all the apps, and some had different features that did not allow them to work as planned. In addition, due to the low connection that exists in the community in which the students live, some other exercises had to be assigned as asynchronous activities as students claimed that using some apps such as a Kahoot! during the class, this was slow and sometimes frozen, as it requires a strong connection to the internet due to the number of participants using the app at the same time.

As for the first lesson, the activation of schemata was originally designed to be performed in an individual way, but due to some issues regarding connectivity, it was adopted and taken as a group activity where students had to say which pictures represented certain traditions. The circle of words in the article was originally planned as an individual task, but to enhance interaction, in the class, it was decided to use the Zoom app so that learners could circle using their gadgets so that all could perceive the participation of their classmates and words found. Due to the time used to try "fixing" the Kahoot! App, the summary was assigned as an asynchronous activity, so the students were given the instructions of the task. The outcome of this section was not achieved as expected due to technical issues. Even though the final activity had to be assigned as an asynchronous activity, this was completed by most of the students. Nonetheless, help could not be provided as whished due to time constructs and students' availability of connectivity.

In the listening lesson, the same problem was presented in the multiple-choice questions, as Kahoot! was used, so it was also decided to answer it individually group per group, for instance, three to four students were given a certain time to answer it, then another group of students were also given the same amount of time to do it, this provoked that some exercises were assigned as homework activities just to recall some information about the listening. Using this app set high expectations on understating the audio by using interactive multiple-choice questions form so that students could be eager to answer it. However, due to the strong connectivity connection this required, some students got frustrated as they could not

participate at the time others were answering. This represented a negative outcome which of course was not expected as students later showed a negative attitude towards exercises that required the use of the app.

The writing lesson did not present any issues, and fortunately, the final outcome of this section was achieved as expected. It must be said that, personally, developing this skill represented such a challenge as most of the students had little knowledge of the language and, as a teacher, developing this skill tended to be troublesome since I was not sure how to broach and face this skill so that learners could write a coherent and cohesive text. Fortunately, my expectations were fulfilled in the final outcome of the lesson as they could write a whole text using the language structure approach in the Padlet page.

As for the speaking lesson, my expectation was not meet at all. For instance, the Padlet app was designed to write the version of the dialogue of each student, but this was not possible, and the app did not allow all the students to write on it and create their dialogue, therefore, students were asked to note down their dialogue in their notebook following the example in Padlet. Due to the time assigned and number of students, it was not possible for all of them to present it in a synchronous way, therefore, some of the students were asked to voice record themselves and sent it via WhatsApp. This did not help with the last step of the task-based approach as learners could not see or watch the role-play of their classmates and reflect on each one of the performances so that they could take it into consideration when performing their dialogue. Then, little analysis on the language could be done by them.

These were the main issues faced during the implementation of each one of the lessons, the following sections provides with the complete report of the application of the sessions.

3.2 Report of the lesson given and critical analysis

The following section provides a brief description of the development and outcomes of the activities designed per each skill; therefore, the description will follow the order in which each activity per skill was developed.

Starting with reading, it can be said that the outcome of this section was achieved by most of the students, as they wrote a short summary of what they learned from the traditions of Halloween and Day of the dead after having read and categorized the information of the

texts. However, there were some issues and adaptations in the development of some exercises such as exercise number one. The idea here was that learners, individually, could use the Kahoot! App to answer the questions to distinguish both traditions, but since this exercise required two devices, and that most of the students only had one device to do it, the whole class answered each question as the teacher was presenting it. Nonetheless, informal assessment could be done through this activity using oral feedback.

In exercise four, students were asked to underline some of the vocabulary previously given. To do this, using technological tools such as zoom, was decided, since it provides such an interactive tool for interaction. Since using it, learners can write, draw, and even control the mouse, if permitted. Therefore, to fulfill this activity learners in this exercise had to draw lines to underline the vocabulary, however, some students claimed to not be able to underline, as they did not have the option to "draw".

As issues like this continued to happen, the last exercise was implemented as asynchronous activity, since there was no more time to complete it in class. Some students wrote the summary as expected and some others did it with certain unexpected vocabulary.

To continue with listening, the first activity proved to be an excellent exercise, as only asking the question of "What do you think the video will be about?" did not obtain as many answers after having seen pictures of the video.

Exercise three served for students to listen for specific information and to predict content of the listening, however some students had trouble expressing their ideas as they mentioned they needed more information. Then, in the following exercise, number four, Kahoot! was one more time utilized, only that time was decided to be assigned and answer it individually, giving them a certain amount of time to do the quiz and then return to the virtual class. Nonetheless, some learners complained that the Kahoot! was slow and that they could not answer more questions because the app was not working at all, this could be as a result of having many students answering at a time. Therefore, it was decided to be assigned as an asynchronous activity.

To finish the listening section, learners, after having listened and watched the video, in exercise five, had to make an oral statement saying how they would like to dress up for Halloween following the pattern given. As there was no more time for all the students to say their opinions regarding the costumes they would use, it was assigned as an asynchronous activity to be done in the written form.

Moving on to the writing section, the exercise one and two worked just as planned, even

though this section was aimed to develop the writing skill, an integration of skill could be demonstrated as in the second exercise, students had to speak when previewing the tense given.

Regarding the third exercise, students had to read some sentences to answer them grammatically, by selecting the correct conjugated verb. One more time, the integration of skill was applied. Then, in the fourth exercise, the students categorized the information of a text by writing the highlighted words into its category, using zoom to do this was helpful as students could write and classify the words.

Finally, and as an asynchronous assignment, due to the time constraint, students were asked to write a new version of the text by filling the gaps with their information. The Padlet app seemed to be a nice tool to practice writing, as students could also interact with their classmates' works and edit their own by using different font size, color of the "paper" and give a "like" to it.

As for the speaking section, the fulfillment of this skill was in a way more troublesome. The first activity served to activate their schemata and call their attention to produce small chunks of language. The second exercise, students could easily answer the web page and produce oral statements using the phrases "I like" and "I don't like", just as well as in exercise four, where a chart was displayed to chorally repeat phrases that expressed different ways to say I like, and I don't like.

However, in the exercise five, where a dialogue was displayed on Padlet, in order for students to fill in the gaps with their information and information they wanted to use, related to saying different ways to express "I like" and" I don't like", using adjectives, was not possible as they could not write on it and use it as a guide to practice their dialogue. Therefore, some time was used to verify the issue and fix it, but with no success.

Students were asked to copy it in their notebook and fill it, unfortunately the time was over, and students could not present their dialogue. It was decided to assign that final exercise as an asynchronous activity where students had to voice-record themselves as a final product of the dialogue.

CHAPTER 4: CONCLUSIONS

4.1 Conclusion

The current assignment presented the updated lesson plan, the tools created to assess and test each skill as well as the development and outcome of the activities previously planned.

Furthermore, this section focuses on a reflection of the whole process of my teaching practice, taking into consideration the planning and assessing process.

After having applied the lesson plan and reflected on it, I could perceive a great change in my teaching practice, moving from a teacher-centered approach to a student-centered approach. The use of different approaches about the four skills, and of course, the implementation of different technological tools to develop each skill taking into consideration the integration of skills as well.

For instance, when planning a lesson, I always put emphasis on the grammar aspect, always developing activities related to language structure and conjugation activities. Therefore, it could be said that many of the activities were related to answering grammar exercises. I used to believe that it was mandatory to know grammar before trying to develop a certain skill and that I constantly tried to do it by planning exercises in a more interactive way. Technology was not considered at all, but due to the pandemic, now most of my planning integrates it.

When planning, now I always consider schemata activation, as it has proved to enhance participation. It could be said that what has changed most in my practice when planning is the integration of the approaches for reading and writing, as I used to believe that these were really complicated for students as they normally enter the secondary school with no knowledge at all. Of course, I always try to develop lessons where language can seem easy for them to understand and produce. The one thing changing is that now, more activities, regarding the uses of technology and approaches can be applied to help students learn and improve.

Nowadays, there are so many resources and tools that can be integrated in our lesson when developing different skills. During the process of designing my lesson, it was necessary to consider the students' interests and use it to find suitable tools, so that learners could interact more and apply their language knowledge with it, and thus, make them feel motivated. Without a doubt, planning activities have shifted somehow, and now, it is important to look for tools that can be striking and interactional to enhance language learning.

In addition, assessment has provided a new point of view when obtaining grades and information from my students. These assessments or tests, used with digital tools, can reduce the amount of time dedicated to the revision of such. Being this a positive point, teachers can easily identify the most common mistakes and focus on them, so that all students can improve it by doing or performing other activities related to the same outcome.

Reflecting on it, I believe I tend to use summative evaluations, rather than formative

assessments. It is important to mention that it is not mandatory to use either one or the other but to use them according to what one aims to assess, just as well as the type of evidence to be obtained. Language cannot be completely acquired from one day to the next. That is why now, when planning my lessons, I also consider formative evaluations, as this helps to determine what is working well, what is not, and what problems may need to be addressed.

I consider that informal assessment is just as important as formal assessment, as I have perceived that learner felt less anxious and more positive to the comments that were provided when doing or performing different exercises, mostly when assessing speaking. This type of assessment can also deliver a great amount of data which can be used to compare a student's performance with others, or to identify comparable strengths and weaknesses with peers. From this perspective, I realized that my teaching practice has been in constant change, due to the implementation of new technologies that require the teacher to adapt themselves, so that one can have different uses and tools to develop a lesson or to carry an evaluation.

Nevertheless, it must be said that integrating the different theories about language learning, language acquisition and different strategies and techniques serve now as a basis of my teaching practice. For instance, implementing the Hyland's language structure approach into my daily practice in the classroom will allow me and my students to be able to start writing and hopefully use the free writing stage so that students can notice more that they are able to use the language to communicate effectively different ideas.

As for the theories about language acquisition that are now more visible for me in my practice, such as Krashen's input hypothesis allow me to comprehend the concept "i+1" and put it into practice in my classroom., so that learners could use materials that holds a language that can be "acceptable" and understandable for them and use it in their different contexts that may be in presented in their future days.

Overall, I believe that after reviewing these and other different theories, techniques, and strategies that made up the specialty, will serve as a basis of my teaching practice to enhance language learning in the public sector of education, as now I am aware of how language is perceived in this type of schools but most of all, I realize how these theories, approaches and techniques can be applied to face the issue of English language teaching to provide learners with classes that can meet their necessities.

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55

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APPENDIXES

Appendix 1

Student's name: _____   Date:_____

Grade:_____ Group: _____

WRITING RUBRIC				
Point/ values	**Excellent/ very good (20)**	**Good/ average (15)**	**Fair/ poor (10)**	**Very poor (5)**
Content	Develop complete ideas and give details	Ideas are well developed with some details.	Ideas are somehow developed but there are no details.	Ideas are not completely developed.
Organization	There is a logical sequence between each developed idea.	Most of the ideas are sequenced.	Some ideas are developed but are not logical.	There is no conexion between the ideas developed.
Vocabulary	Uses at least four new adjectives seen during the lesson and their own information.	There are two new adjectives seen from the lesson and use little information about them.	Some vocabulary is not adequate, making incoherent ideas.	There are no new adjectives used.
Language use	Uses the present simple in a correct and with coherence.	There are few errors when using grammatical sentences in the text.	Some sentences are grammatically incorrect.	The sentences constructed are nor well-constructed and the tense is not used.

Mechanics	There are no spelling, punctuation, or capitalization errors.	There are few spelling, punctuation, and capitalization errors.	There are some spelling, punctuation, and capitalization errors.	There are spelling, punctuation and capitalization errors.

Appendix 2

Student's name: _____-_____ Date:_____

Grade:____ Group: _____

SPEAKING RUBRIC					
Performance/criteria	**(5)** **Excellent**	**(4)** **Very good**	**(3)** **Good**	**(2)** **Fair**	**(1)** **Needs improvement**
Words and phrases are clear; Ideas are clearly communicated.					
Vocabulary related to the topic is correctly used.					
Words are intelligible and pace is appropriate.					
Command of grammar is shown, and meaning is understood even with some grammatical errors.					