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Module 3

FINAL PROJECT

LIVING (FOR) CELEBRATIONS

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INTRODUCTION

This final project represents the culmination of a year of hard work and lots of knowledge acquired, where I have met myself as a teacher and as an individual due to the continuous self-reflection made during each one of the lesson from the specialization; it has been an amazing journey full of delightful experiences. The program started with a module where the basis of language were seen, then it continued with module 2, where teaching was the main topic and it finished with the integration of all the knowledge in the development of a teaching sequence focused on the development of communicative and intercultural competences, which is presented here; at the same time, I had the opportunity to collaborate with my classmates, a group of professionals committed to learn and a great tutor who has been always there for all of us.

In this paper I include my philosophy as a teacher both about my thoughts and values and the theory I have acquired during the lessons of the program; As mentioned before, I did a lot of self-reflection and it has made me a better teacher by modifying beliefs, behaviors and assumptions I used to have when teaching, helping me to grow.

I developed this project based in the context of my workplace, I teach at Universidad Tecnológica de Tula-Tepeji, located in the municipality of Tula de Allende in the State of Hidalgo; it is a public institution administered by the State Government and it is the biggest higher education institution of this type across the country due to its strategic location in the limits of hidalgo, really close from Mexico City and The State of Mexico, that is why it has a big area of influence , having students from many different locations and from more than three states, many of them coming from low-income contexts.

For this teaching sequence I decided to make the central topic of the lesson a Quinceañera party because it is a common topic for our society and these topics related to celebrations engage students easily. This celebration plays an important role in our culture and it is also one of the best examples of the syncretism our history has gone through, since it started with Prehispanic cultures, then adopting catholic features, acquiring characteristics from the imperialism period and finally adapting to the 21st century society and its needs.

This sequence is intended to be covered in five hours, ideally four sessions of 90 hour each, but it can easily be adapted to be completed in less sessions and thus, less time, due to the

fact that warm-ups and closures are considered into the development of each lesson; for all the lessons I followed the Pre, while and post model suggested by Richards because its sequence is useful to mix top-down and bottom-up activities.

The main outcomes of the sequence are, of course, to develop the students ability to express their ideas in the target language, it also aims to provide them with new vocabulary and expressions that are useful for an effective interaction in the second language but it also has as one of the most important outcomes to develop in students their intercultural competence by promoting reflection on their own and foreign cultures, always with a critical and objective point of view; for this last outcome, the teacher plays an important role because they must be a good manager and agent of change.

The students learned what was expected and enjoyed the part of sharing the background information the possessed about the topic, the drawback was that they are reluctant to use the target language and they feel more confident using Spanish to participate, so I had to look for a strategy to make them use English when speaking.

The most important aspects I have learned are that a continuous reflection an what and how we teach is key to become better professionals every day, we must not take everything for granted even though we are specialists in the field of teaching a second language; I have realized that in this profession every single thing counts, we have to make an analysis of everything, especially on the background of our students to select the material that best suits for them.

It is very important that we get rid of any kind of stereotype, preconception or prejudice because even if we do not notice it, students try to reflect not only our expressions or intonations, but also the view we share with them towards the language, the speakers of a foreign language and every cultural aspect related to second language acquisition.

I would like to thank UPN for offering these kind of programs with high standards of quality, which are accessible for all of us and help us to keep professionalizing this beautiful job.

CHAPTER 1 PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

I believe that in order to teach a subject, any subject, we must become experts on it, so we can be able to see it with critical thinking, share knowledge in a relevant way and keep improving all the time; this expertise is not a quality acquired all of a sudden, it is a long process where we have to put on all our effort and find the most suitable resources to make it right; this specialization and the topics covered focus on the professionalization of teachers by providing tools and strategies to become proficient in teaching.

This specialty has helped me to improve a lot on the way I teach, the way I perceive teaching and the way I perceive learning but the most important thing is that it has helped me to recognize and embrace the aspects in from my teaching philosophy I consider I am strong, but also to accept that there are aspects I need to re-evaluate and adequate to become a better teacher and human being, all this fostered by the continuous self-reflection we are encouraged to do along with each lesson.

Honestly, before I started this specialty course, I somehow fell in a situation of something I have defined in my reflections as “automatic pilot” because since I already mastered the topics to be covered in the lessons of my syllabus, I used to do everything in the same way for every group and every students and even though we are always the same human being with each group, we have to become a different teacher for every group or student we face in a classroom, so I changed, or I must say, I went back to the basic foundations I used to focus when I started teaching, now polished with the experience I have acquired through the years of experience.

One of the most important things I have experienced here, is that this course has placed me in the position of a student, I have felt the pressure of delivering an assignment, the frustration of not finding the correct words to express my ideas or the information I need to complete a paper; it has helped me a lot to realize that the material selection, the approaches we use, the way we talk, the beliefs and assumptions we have and everything related to us

as individuals affect (in good or bad manner) the way our lesson is developed and how the class reacts towards learning a language.

I have to accept that I used to think that students should be always intrinsically motivated, but now I have realized that before anything else, we have to show or present them the benefits of learning a new language, tell them about good experiences they might have by becoming bilingual to encourage them to learn, motivation is not only our job but we can really help with small but meaningful actions; we have also to be open to their opinions and suggestions because that will help us to improve and be emphatic to them.

Now I have confirmed that we have to be in peace with ourselves as teacher; as long as we do our best, as long as we love our job and make the effort to help our students to learn a second language in contexts that sometimes might become hostiles, educational programs and educational authorities who might underestimate the work and effort of a language teacher which is a hard pill to swallow for us. I mention this, because these ideas were already part of my beliefs before starting the program, but during these moths I have confirmed that it is a common thing to blame teachers for the low performance and lack of motivation of students, especially during this time of pandemic and distance education; syllabuses, authorities and the society expect teachers to become magicians who make students learn in any way at any cost and there is nothing further to reality, that is why I say that we have to do our best and stay on peace with ourselves, because we are human beings too and the learning process involves more than a hard working teacher, it takes everyone and everything in the context of students, we are just an element of the whole equation.

Before, I used to teach without worrying about the time of each lesson and thinking that of a topic was not fully covered, we could take on it again on the next lesson and actually it used to work in face to face lessons, but when I had to put into practice my lessons focused on skills, I realized about the importance of time management in every lesson and each activity to fulfill satisfactorily the objectives.

Also, we need to change the belief that teachers who struggle every day to deal with groups of 50 or more students are heroes, well, actually, they are heroes but it is not pedagogical at all; groups from any level must not be that long, it is an abuse to professionals who have to find the way to control a group instead on focusing on teaching.

In my assignments, the fact that English teachers are usually underrated has been a recurrent topic to talk about, now, thanks to what I have reflected and learned, I can say that we can try to overcome this not only by working hard, which is something we always do, but by letting others know what we are capable of in terms of syllabus and material development, show everyone that we know more than just a language, that we are experts in teaching and language acquisition, especially in the roles we have to assume and adequate according to the needs of every group; for this, collegiate work is vital, we can do this by developing collaborative webs within our schools and other institutions to keep growing, exchanging information, learning and sharing experiences; this will place us on the map and hopefully will make society realize that English teachers are much more than a person who speaks in English.

I believe that in order to teach a subject, any subject, we must become experts on it, so we can be able to see it with critical thinking, share knowledge in a relevant way and keep improving all the time; this expertise is not a quality acquired all of a sudden, it is, most of the time, a long process where we have to put all our effort on and find the right resources to make it right, this specialization and the topics covered were such amazing resources because they focus on the professionalization of the teachers by providing tools and strategies to master the subject of study.

Now a great part of my teaching philosophy relies on the fact that in the classroom we act as vehicles of knowledge and cultural awareness, so it is really important to get rid of stereotypes, assumptions and misbeliefs, not only about the target language and its speakers, but also about our environment and everything that might be subject of preconception, because we are the leaders in the classroom and somehow we are always being observed and sometimes imitated in many aspects, even those we are not conscious of.

Now, I have a clear view that our language teaching practice must be transformed, we have to move on from teaching English as an object to the actual use of the language by promoting learning communities and stop the system failures in creating bilingual learners who have access to texts that are interesting and relevant to them.

To finish, I would like to mention again the idea I acquired in a college classroom from my former teacher and now friend, Jesús Payan and has shaped my teaching philosophy through

the years and I think will never change;: I am not in the classroom to make friends (which does not mean that we cannot be friends at some point of our lives), I am in the classroom to be a teacher and I have to take on that role and responsibility of being the best teacher I can be for my students... and now, I am more convinced than ever.

1.02 THEORY UNDERLYING MY TEACHING PRACTICE AND IDENTITY

Before entering into topics that are strictly related to teaching, I want to make emphasis on theories about linguistics and language acquisition, seen during the first module because those were topics I really enjoyed, they helped me a lot to understand better the process of language acquisition and showed me that I really enjoy talking about sociolinguistics

1.02.01 TEACHING LANGUAGE AS A SOCIAL PARACTICE

In our classroom, we need to create communities of practice, which means that they are places where students can become real users of English; “We make use of the different qualities and resources that language has in order to convey our thoughts, to create meaning (…) the nature of language itself provides us with this range of possibilities. Here are some of these salient qualities” (Yule, 2006):

Displacement: Humans can talk about activities in different times (past, future, plans, being imaginary beings, etc.

Arbitrariness: The sounds of words do not reflect directly to a thing or idea that is why we have different words in different languages which refer to the same thing. There is no direct relation between the word and the object or thing we designate with a word.

Productivity: also called open-endedness creativity, it refers to the fact that with few elements of the language we can create new combinations that derive in the creation of new words or expressions. Language is creative, we can make up words to fit our needs, we turn verbs into nouns, we add prefixes or suffixes, we turn the sounds of the environment into verbs, etc.

1.02.02 FEATURES OF LANGUAGE

Something that really called my attention was this topic, because I was not aware of these features but now, it has become of utter importance to be taught to my students, so they can appreciate why their mother tongue and the target language are different and why it is not always possible to have a literal translation because in every language we can play with all the features of a word and their relationships, that is why I like to think about languages as living entities.

Language is “polysemic” which means that words and phrases can have a range of meanings depending on the contexts they are being used, that is the reason why contextualization of vocabulary and texts becomes quite relevant when selecting materials. (UPN, EEAILE virtual, 2019)

Language is “conventional” because as part of a culture and a community, we have implicit rules when communicating with others, these rules are related to our occupation, our age, our relationship with our interlocutor, etc. and they appear in pronunciation, grammar, intonation and vocabulary we use. (UPN, EEAILE virtual, 2019)

Language is culturally transmitted, because the code and the way of talking are learned from the surroundings of every child, this means that a child will learn the language of the place they are raised, regardless their ethnic origin. (UPN, EEAILE virtual, 2019)

1.02.03 COMMUNICATION MODELS

The model of communication proposed by Jakobson involves the sender of the message, the message (which has context channel and code implicit and the receiver of the message. (Jakobson, 1960)

The communication model proposed by Dell Hymes amazed me because it shows that every single part of language and human interaction can be studied and analyzed in deep, he developed the acronym “SPEAKING” to summarize the elements of his model.

Setting: time and place where the speech act occurs.	**S**cene: it is the cultural definition and it involves the range of formality and the sense of seriousness of the interaction.
Participants	Speakers and audience, within the audience there can be distinction between those who are addressed and other hearers.
Ends	Purposes goals and outcomes of the speech
Act sequence	The form and order of the speech event.
Key	Cues to stablish the "tone, matter or spirit" of the speech act.
Instrumentalities	Forms and styles of speech, the register used.
Norms	Social rules governing the event and the participants' actions and reactions.
Genre	Kind of speech act or event. Communities and disciplines define their own speech acts.

(Hymes, 1974)

1.02.04 LANGUAGE VARIATIONS

They are differences within a single language, there can be regional variations or so called dialects, which means that the same language has variations among regions but speakers are still able to understand each other, this is known as mutual intelligibility; this involves political psychological and attitudinal elements.

1.02.05 SOCIAL VARIATION

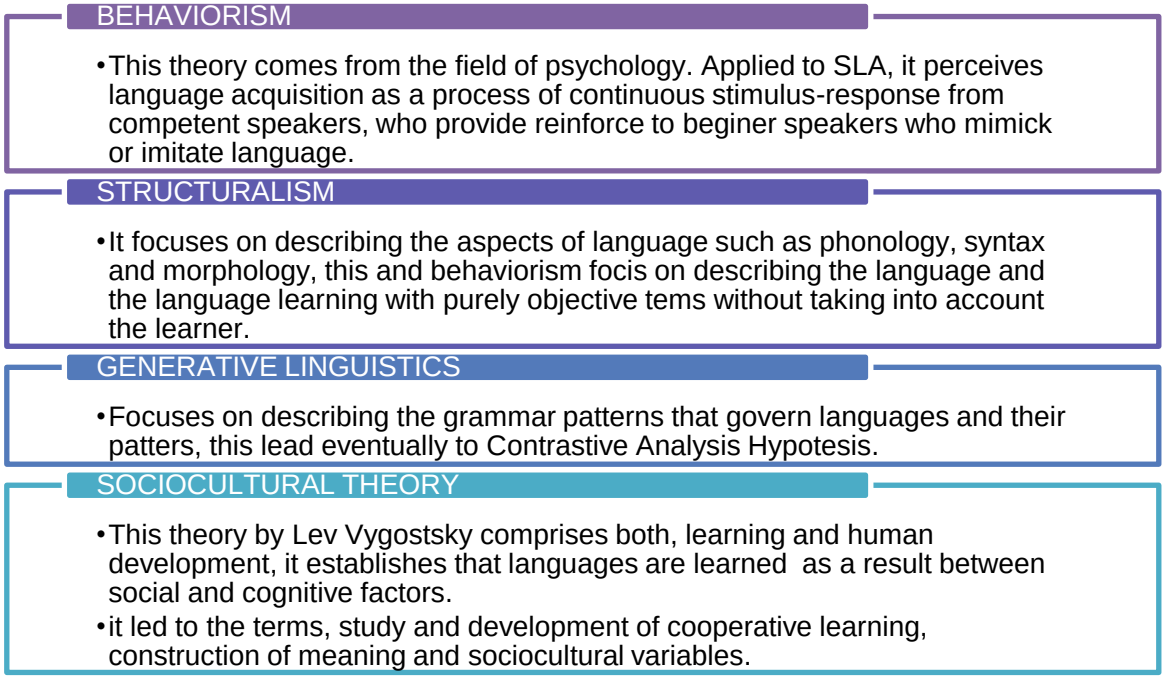
It is an aspect of language variation referred to social dialects. We can distinguish a person from their pronunciation and vocabulary; we can identify if it is a man or a woman, if it is young or old, etc. people are quite sensitive to social and regional variations and are able to identify them when they have had contact with them. People have different attitudes towards these differences, often influenced by stereotypes. (Peal, 1962)

1.02.06 THE INPUT HYPOTHESIS

Stephen Krashen suggests that languages are acquired through exposure to comprehensible inputs in the target language. In teaching, inputs are the forms of language (or so called "texts" in unit 1) to which students are exposed, they can be in written or spoken form and according to many theorists, they are a valuable resource for language learning; however, teachers have traditionally assumed that any input is suitable and useful for students but according to Stephen Krashen, that is not completely true, because an input form that is too advanced or too easy for the student will not be quite useful. To solve this, he proposed the term "comprehensible input", represented by the formula: i+1 (Krashen, 1982), where "i" represents the current language proficiency of the student and suggests that the input presented, to be considered as "comprehensible" should be just beyond the linguistic development of the speaker or hearer, which is the meaning of "+1", for this purpose we can use "modified input", which is the process of transforming input into vocabulary and structures our students can understand based on their level (Krashen, 1982); these modifications might become so evident that we can even be performing "foreigner talk" (Gass S. &., 2001). The main problem with this hypothesis is that the level of capacity of the students when receiving input cannot be easily determined and the level of proficiency varies from one to another, so, it becomes sometimes hard to find the most suitable materials for a class.

1.02.07 DIAGRAM OF DIFFERENT SLA THEORIES

Second Language Acquisition has been a common field of study for many researchers, there is a wide variety of theories but the three central which give shape to many other theories and hypotesis were developed within different contexts and in different scenarios over the years:



1.02.08 ZONE OF PROXIMAL DEVELOPMENT, BY LEV VYGOSTSKY

According to Vygotsky, any function in the child appears twice, first, it appears on the social plane (intermental plane) and then on the psychological plane (intramental plane) (Vygotsky, 1978). So, according to him, we are exposed all the time to a number of functions that follow a specific process to develop our competence, first we are exposed to the function in a social environment and then we internalize it by ourselves in our minds; this process is not done by ourselves, we need the guidance of a more experimented peer, who is going to lead us to improve this intra-mental linguistic knowledge by means of a problem solving process and this process leads to a collaborative and corrective feedback that shoes the learner the usefulness of the interaction (Lantolf, 2006). This ZPD should not be confused with the “i+1” formula proposed by Krashen because the main difference is that this concept is fluid and implicitly negotiated between the participants.

This process from my point of view, is easily seen in the classroom, when we, as teachers are the “advanced” user of the language and provide our students with knowledge that they will then internalize by themselves, and through this process, we try to guide them and correct the mistakes they may commit in order to help them to improve. This “classical”

teaching practice, according to what we have learned, should move to a peer to peer dynamic to create learning communities which may help them to low their affective filter because student usually feel more comfortable when talking to a classmate.

In every English class our students have been and will be exposed to lots of material that work as an input; traditionally, it was believed that just by being exposed to any kind of input was nearly enough, then with Krashen's studies, comprehensible input was believed to be enough for students to become proficient in a language but that is not true at all; according to the Gass, comprehensible input and interaction are insufficient to explain L2 learning (Gass S. , 2003) and input plays an important role on the acquisition process.

Our students are usually and continuously exposed to many different inputs but most of the times they are not relevant and / or understandable to them, in consequence these inputs, even if they are good pieces of information, will become useless and their intake of the language will become null.

So, I consider that in our classroom, we should carefully select the input for our students, because despite it might be interesting, this is not always the most pertinent. This doesn´t have to be a big deal, we can just adapt the input programmed to our learner's context so it can become intake for them, the key is to make input interesting so our students get involved in the class and turn this into intake as much as possible; for example, instead of providing them with a reading about Tanzania, which is a country the will hardly visit, a reading about Mexico City might become a relevant text.

This intake, can be acquired or assimilated faster by more proficient students but the weaker ones, will need more support and interaction is key for this; in this case from my point of view, in basic levels, the interaction among peers should be with the ones that have a similar level of proficiency, so they feel relaxed and confident to commit mistakes, which lead to communicative breakdowns and negotiation of communication in which grammar features become salient and can be acquired (Ellis, 1997); this process is key when output arises because it helps our students to consolidate what they are learning, unfortunately we usually are hurried to cover topics in our curricula and don't provide enough time to our students to fulfill the whole process to interact with others, then, we must find new ways of teaching aiming to implement new and varied activities for learner and also provide them with options

of self-learning activities they can carry out outside the classroom to consolidate learning with comprehensible output (Gass S. , 2003).

According to Susan Gass and the output hypothesis, interaction promotes on students three principles: gap noticing, hypothesis testing and metalinguistic function (Gass S. , 2003), these make production meaningful and more likeable to be internalized.

Output hypothesis also suggests a parallel concept to the “i+1” (comprehensible input) formula of Krashen, in which learners are pushed to convey a message precisely, coherently, and appropriately according to their proficiency level for a meaningful interaction, which can be defined as “comprehensible output” (Swain, 1985).

In my lessons, currently there is a lack of interaction among students due to the online teaching; honestly the majority of my students want to learn the language but they are not eager to make an effort for it, I am going to explain this idea on the next paragraph, when talking about motivation, but, this is what I can see that is not happening during my lessons because actually, the materials were developed by the Language Academy of the school, so the input is meant to be relevant, the intake is hard to analyze due to the limited opportunities we have to interact with them and output is the only feature I try to exploit as much as I can by asking them to reflect on the lesson and provide examples of what they learned, pointing out some mistakes they commit so they can perform the metalinguistic function; this could be taken as intake but actually, it might just stay in their short term memory for their participation and cannot be taken as a valid indicator, no matter how much I would like it to be.

Now, talking about motivation, I can see that my students are somehow motivated, why somehow? you may ask, and I mention it this way because I completely agree with the idea that the best motivation is the intrinsic one, and just as gold, it is the most valuable because it is hard to find in my students. Obviously, this kind of students exist and are usually successful in every field, not only language, because they are always curious and want to learn more, I can say that they also have an integrative motivation because where I work these kind of students are always looking for scholarships to go abroad to know and learn about new cultures and they keep pushing themselves to improve their language levels and even learn more than one second language.

But, what happens with the majority of the students? I have previously reflected and talked to many colleagues about it: why are not our students highly motivated? In my opinion and from the context I teach, I can say they are usually motivated but not intrinsically, their most common motivation is a mixture of instrumental and resultative motivation (Skehan, 1989) because the only thing they want is to pass the subject and if they see they do well, they continue working hard but if they don't achieve a good grade, they usually lose interest; they get extra motivation until they are working, trying to get a better job position and only then, they show an authentic interest in learning a second language, but in this case is just instrumental motivation, the good part is that it is really strong.

1.02.09 COMMUNICATIVE LAGUAGE TEACHING

CLT has as main goal to redefine what students have to earn in terms of communicative competence rather than linguistic knowledge and to use this language appropriately instead of grammatical knowledge (Cook, 2001).

Communicative competence is defined as the appropriate use of language within a specific social context, which means that students must learn not only patterns of language but the different context they may require them, so the activities are focused on real life context that students can be familiar to promote the intake what is learned.

CLT is a holistic method, which focuses not only on the grammatical and discourse aspects of language but also on the functional, sociolinguistic and strategic components; it looks for the autonomy of learners and recommends to look for opportunities to let them recognize their strengths and weaknesses, this is very important for learners to develop learning strategies where they can exploit their abilities at their best.

CLT comprehends that error are part of the natural development of communication, so fluency and accuracy are not the most important, but teachers should continuously be monitoring so they can provide positive feed for eventually avoid mistakes, this will help students to feel motivated because they are producing and low their affective filter. Besides being a monitor, the role of the teacher is a facilitator and guide who encourages and promote communication (Larsen-Freeman, 1986) and the classroom dynamic is no longer

teacher centered, it is learner centered; the teacher is a manager when promoting communication and an advisor during activities.

All the techniques or activities must be designed to promote communication among students and keep them involved and with active participation in a truly communicative way, where the learner is responsible for their own learning and interaction.

This is the most followed trend nowadays and it has everything to be a successful one, the main disadvantage is that it will take a while to get rid of old practices from teacher and students because a material with a CLT purpose, can easily be misled and used for a grammar-translation lesson.

1.02.10 THEORETICAL PERSPECTIVES OF THE COMMUNICATIVE APPROACH

The Experiential Learning Model by Kolb, and the Task Based Language Teaching, have in common that are learner centered, which means that place the responsibility of learning in the hands of students, promote that they manage their own learning and are supported by the Communicative Approach.

In learner-centered instruction the teacher is not anymore the central part of the classroom dynamics becoming a facilitator of knowledge just helping and guiding them but not being the traditional source of knowledge; in order to do this, teacher must be updated and know a wide variety of methodologies, techniques, materials and be flexible and adaptable, leave behind all the old paradigms where the teacher was the main character in the lessons which seems to be the most difficult part for teachers who were taught and still have these characteristics. This means that the teacher must be a professional in every sense.

The school curriculums must be learner centered and stay open to change if needed in order to obtain a successful program. All 20th century and further back paradigms must change.

1.02.11 KOLB'S EXPEREINTIAL LEARNING MODEL

This perspective is supported by constructivist and sociocultural principles and is a cycle of four stages where learning takes place.

Firs stage, concrete experience: It has to do with taking or holding an idea, the learner gets involved in the activity (Kolb, 1984), for example, the teacher mixes water and oil in front of the whole class, the teacher points out the reaction produced.

Second stage, reflective observation: This is about observing, students go deeper in the topic of study (Kolb, 1984); following the previous example, after experiencing the reaction, the teacher asks the students questions such as: why do you think this happened? why both liquids remain separated? Had you seen this before? What happens when you put water onto hot oil? Students answer the questions and discuss their answers.

Third stage, abstract conceptualization: this is the “prehension” stage, where the students can extract by logic specific knowledge (Kolb, 1984), and also, receive from the teacher the general information about what they have experienced and discussed in the previous stages, in this case, the definition of density and chemical reactions.

Fourth stage, active experimentation: this stage is about transformation because it is in the process of experimenting that a person consciously and willfully objectifies something and applies some sort of instrument to watch for a reaction (Kolb, 1984), finishing with the example stated, the learners can perform the mixtures by themselves, see what happens and even include more ingredients such as vinegar and sodium bicarbonate.

It is important to mention that learners can start by any of the stages depending on the context and situations they might be facing.

1.02.12 TASK BASED LANGUAGE TEACHING

First of all, we need to define what a task is, and according to Willis, a task is:

> “a goal oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, make a list, do a puzzle, play a game, or shore and compare experiences”. (Willis, 1998)

The task based approach is based on the idea that language learning is achieved through the completion of tasks (Nunan, 1991); the whole class must be devoted to create communicative opportunities and boosting the interpersonal and interactive abilities of the students by the resolution of a problem in a team work. Also, it promotes continuous reflective learning.

The role of the teacher, as mentioned before, is no longer as the source of knowledge, in this case the role is as a helper and monitor of the activities (Calvert, 1975) who leads the process and has the responsibility at the end of the lesson of helping the class to integrate all the knowledge from the lesson.

A task based lesson starts with a “pre-task” stage, where the introduction of the topic and the instructions are given (Willis, 1998); a warm-up activity is common to see in this stage.

The next stage is the “task cycle”, where we have the task presentation, planning and report of the results (Willis, 1998). According to Nunan, it is important to set as point of departure, tasks that are oriented to solve problems from contexts outside the classroom in order to create better learning opportunities.

The last stage of TBL is the “language focus” stage where students analyze the features of the language implicitly learned during the previous stages and practice them.

1.02.13 THE INTERACTIVE READING MODEL

First of all, we need to define what is reading; according to Anderson, reading is “an active, fluent process which involves the reader and the reading material in building meaning” (Anderson, 1999) so, we must be careful when choosing the material for our reading activities.

The interactive reading model is where bottom-up and top-down approaches are combined in order to make reading lessons successful and engaging.

Now, we should define what bottom-up and top-down mean. The first one refers to those moments in which “the reader first processes the smallest linguistic unit, gradually compiling the smaller units to decipher and comprehend the higher units” (Dechant, 1991) and top-down are those in which “students move from the overall general meaning to the examining

the written code" (Chamot, 1994); each one of them has advantages, and we must be sure of what we want our students to acquire so we can use them effectively in our classroom.

1.02.14 SCHEMA THEORY

Schema refers to the knowledge the learners have already stored in their minds prior getting in contact with the material intended for their learning, there are different types of schema:

Content Schema: previous knowledge about a particular topic, including subjective elements, such as ideas, beliefs, and values (UPN, UPN Virtual).

Formal Schema: knowledge about the different organizations of texts and the paragraphs in it (Meyer, 1975) which are helpful when finding out the purpose of the writer.

Linguistic Schema: as its name says, it is related to the linguistics knowledge an individual possess to decide words and their meanings (Singhal, 1998).

But Schema is more than this list of definitions, it refers to taking into account what the learners know and are capable (or not) to do and interiorize with this knowledge as well as their cultural and educational background, "it is our job as teachers to draw attention to linguistic schema to help our learners decode and understand the text" (UPN, UPN Virtual).

CHAPTER 2 METHODOLOGY AND PRACTICE

2.01 METHODOLOGY

2.01.01 STRATEGIES FOR UNDERSTANDING VOCABULARY

The most important thing when reading is to define a purpose for this activity, “if students clearly identify what they are looking for or why they are doing the reading, they will have a better chance of remembering the information than if they read with no purpose at all” (Brown D. , 2007), if we fail to do this, it is quite possible that any reading passage will turn out into a dull activity which will lead to low motivation from students but also will not help them to improve at all.

A great strategy for better acquisition of vocabulary is adding questions about words, not only asking about the meaning of a word in L2 or the definition, but asking specific target and detonator questions that may even lead to the practice of spoken language, “once students understand what it means to learn a word, they will be able to ask better questions that are relevant to its appropriate use” (Zimmerman, 2009).

The most important is to focus in only one feature of vocabulary we want our students to learn and practice; it is a common problem to fall in the temptation of trying to cover everything in one single passage, this kind of situations lead, many times, to confusion.

From my experience, I have always tried to use the technique of getting the meaning of words from the context and with the information from the unit, however, Nations states that incorrect guesses may happen as frequently as correct ones (Nation, 1990); I can say that now I realize that this technique may not be as effective as I used to think and I have to try a diversification on strategies for vocabulary acquisition when reading.

Strategies such as skimming, scanning, inferencing and guessing also play a very important role when developing writing activities, it is our duty to decide properly on the way we are going to lead our students towards a specific activity or language aspect so they can focus their attention.

2.01.02 DEFINITION OF WRITING

According to Hyland, writing is the process whereas a person selects, develops, arranges and expresses ideas in units of discourse (Hyland, 2002) and the he first thing to have in mind when teaching writing is to make our students realize that writing has different conventions in every language; I consider the best way to do this is by presenting examples where they can recognize the differences among both languages and reflecting on them.

For us, as language teachers (especially in the college context) is common to fall in the mistake of thinking that our students already have the skills of writing, so we just ask them to develop certain activities and tasks but we do not provide all the necessary elements (set up of a context, writing model, writing purpose, etc.) to create a composition which meets the criteria we expect. Where I work, students are required to work on a dissertation about a project they carry out in a company for a term and when they are about to finish, they write their abstract in English and in Spanish, they come with us as language teacher and unfortunately it is a common thing to see that many of them have deficiencies when writing even in their mother tongue.

From my experience, Writing is a very useful skill to develop and the activities related to this cause a great impact in the acquisition of language with a proper activity and the feedback provided correctly, but the most common drawback is that time is an enemy with large groups and it is common that students don't have a good proficiency, so peer correction was not always the best option for me, but, now I see that this peer correction may be helpful by setting a function to work on according to the group level and providing students a simple rubric with a n specific objective, which all of them should master and focus on when revising a paper from their classmates.

2.01.03 VIEWS ON THE RELEVANT PRINCIPLES WHEN TEACHING WRITING

Some of the most relevant principles in the writing teaching field have been gathered together by Brown (Brown D. , 2007).

1. Habits of good writers: I consider the habits of good writers rather than taught them we should model them; as it was mentioned in module 1, we are not anymore the center of the class, we should merge into the class and develop our writing pieces too, so our learners can follow our steps and see we follow these habits one by one, always pointing them out so they can remember them.

2. Balance process and product: We should also inform our students and involve them in the idea know that a good piece of writing, with balance between process and product requires a lot of revision and editing, it is a hard task, because we are used to check things once and move onto the next activity.

3. Account for cultural literacy background: here is where we should look for suitable materials because learners must focus on recognizing the differences among languages and try to be sure that they can use theirs in a good manner.

4. Connect reading and writing: this a great thing to do because in this way, depending on the level of the learners, we can introduce a writing model by presenting a reading passage where implicitly or explicitly, many of the conventions needed will be spotted.

5. Provide opportunities for authentic writing and frame strategies in terms of prewriting, drafting and revising stages must be taken into account when planning the lesson or program.

6. To strive to offer interactive techniques the first thing to do is to set a comfortable environment for learning where trust and confidence are priority, so we can build a learning community.

2.01.04 LISTENING

Listening, an important part of language learning but historically underrated has been a hard to teach language feature because students are not used to the elements of spoken language native speakers regularly use, this skill commonly seen as difficult, had not been common in my classroom because the materials were not relevant for my students, I even have to accept that there were times that I skipped these activities when I was short of time, but since we

switched materials, audio activities have become more common because the new bibliography includes audios that generally aim to be meaningful for students and are appropriate for their background and context.

In our daily teaching practice, we are instructed to create and adapt activities to develop in students all the skills that are necessary to become communicatively competent, but listening activities, as I mentioned, are commonly seen as not very important and we do not stop to think twice about the materials we are using and they are usually beyond interest of our students and even beyond their comprehension proficiency, here is when a mental block is likely to appear. “This can occur when L2 learners are trying hard to listen and unexpectedly they realize that they just do not understand what it is being said” (Beare, 2010).

I consider that, in general, teachers who think teaching listening is easy is because they focus only in completing activities but not in the real acquisition of language by students, on the other hand, students perceive listening as difficult because they are commonly straight exposed to listening texts, usually difficult for their level and this increases their anxiety and mental block.

So, we must be quite careful when selecting material for listening activities, we have to take into account the schema of students, their cultural background, their interest and be aware of the listening stages, providing enough time so learners can acquire the language because this is a receptive skill which can be put into practice with interactive and non-interactive listening situations

Interactive situation: as the name suggests, interaction is active with a continuous exchange of ideas between speakers and listeners who take advantage of their abilities in a language to communicate (UPN, EEAILE virtual, 2019).

non-interactive situation: is where the listener is passive and just receives the input from a listening text, but it also requires the activation of cultural background and schema (UPN, EEAILE virtual, 2019).

If we are meant to talk about listening, it is vital to consider the person who is speaking too. The speaker has the role of input producer for the listener and this process that might look as automatic, actually is a combination of many elements that affect either in good or bad

manner the comprehension of the interlocutor. The speaker has background and linguistic knowledge that shapes the way they speak and we have to take this into account when selecting materials, “Mexican teachers should generally choose simple, short listening text with little redundancy” (Fang, 2008) but also, when we are communicating with our students we must be aware of the way we speak and become better speakers every day because we are models of pronunciation, intonation, pitch and accent for our students, consciously or not, they are going to imitate us.

To become a stronger speaker of English I think we should always keep looking for opportunities to improve, the schools can help by offering a certification course, this would be really helpful for teachers to improve speaking and all the other skills.

The listener goes through a process in constructing a message out of information that they hear in the target language, first, the perception stage, where the listener identifies speech sounds and tries to recognize intonation and sounds trying to turn them into something meaningful, then, the recording stage, where the listener creates some kind of understanding of the message by the use of chunks and finally, the prediction and selection stage the listener makes guesses of what comes next and makes choices of what is relevant information (McErlain, 1999).

It is important to mention again that we must pay attention when selecting materials because according to Fang, listeners pay attention only to what is important for them, might predict some of the information they expect they will hear and choose how much of the message is important (Fang, 2008) and it is also vital to provide feedback so they can internalize what they learned.

Exchanging books or notebooks for peer correction is a good idea but currently is impossible because we are having remote lessons. I think lessons for lower levels should be focused on non-interactive listening, this will help them to get familiarized with the language because they usually feel threatened when there is interaction in class and don’t understand what has been said to them. I consider that thanks to the advance of technology, nowadays it is quite feasible to include authentic audios in our lessons because we can get a small speaker, download videos in a relatively easy way and then convert them with the tool we found in unit 9, so, yes, there is a great possibility of using authentic audios.

I think the best way to connect listening with the interests my students may have is by asking them and try to come to an agreement as a group about what we want to listen to; in this specialization has been a recurrent topic the fact that lessons should not be teacher centered anymore, so this is a great opportunity to establish a good rapport with the group.

2.02 PRACTICE

2.02.01 LESON PLAN

LESSON PLAN				
TEACHER		Irving Tomás Lienzo Rivera		
LEVEL		Pre-intermediate college students		
TOPIC		Celebrations		
OBEJECTIVES		Language objective To develop in students their communicative competence in receptive and communicative skills through the use of authentic materials. Intercultural objective: To develop in students their intercultural competence by making them aware of the differences from their culture and culture from L2 speakers.		
COMMUNICATIVE SKILLS		Speaking and Writing		
FUNCTIONS		Talking about plans		
GRAMMAR		Use of “going to”		
REASONING FOR THE TOPIC SELECTION		Quinceañera party is a very Mexican celebration, in this set of lessons, it is intended to make students think about celebrations as activities that define cultures and that must be respected.		
TIME/SESSION NEEDED		4 sessions.		
TUTOR		Rosa María Castillo del Carmen		
Lesson stage	**Teacher activities**	**Students activities**	**Materials**	**Session**
Introduction and listening				
Pre-listening	• T will T will greet students and start the class by showing them a picture of a traditional Mexican party (Rubi’s quinceañera party) and will elicit from them what they notice in it and then will ask them if it is familiar to them. • T will ask Ss about what are the most common massive Mexican parties.	• Ss will randomly contribute with what they can see in the picture. • Ss will answer the question (expected answer: weddings	Appendix A	1

While -listening	• T will ask Ss when the last time they attended to a Mexican traditional party was. • T will elicit from students what they know about Quinceañera parties focusing on this specific celebration topic. T will ask them if this is a common celebration worldwide. (expected answer: no). • T wil give a brief explanation about the background of this celebration. • T will show Ss a slide with vocabulary that might be challenging for students and will explain the meaning of those words and phrases. • T will play a video about what is a quinceañera celebration, in this video, a family who works organizing Quinceañera parties in the USA. • T will ask students what is the main topic of the video and their views about it. • T will provide student with an exercise where they will have to order the	and quinceañera parties). • Ss will answer the question. • Ss will answer randomly with the information they possess • Ss will listen and share information they might have or want to express. • Ss will share if they know the meaning of the vocabulary from the slide and if not, they will pay attention the explanation. • Ss will watch the video and if they consider it necessary, they will take notes about it. • Ss will tell their ideas about what is the main topic of the	Board and markers Computer / internet connection Video "What Is A Quinceañera?" https://www.youtube.com/watch?v=GDfR6N4RgFM . Appendix B	

Post - listening	statements in the order they appear in the video. • T will replay the video at least once more, if it is necessary, it will be replayed up to 3 times to get the answers, after this T will ask them to discuss together what the correct answers are and after that, T will share the correct answers for feedback. • To finish T will ask Ss their opinions about the topic and the video, promoting an environment of respect and tolerance.	video. • Ss, will number the statements, if they need it, they might ask for a video replay. • Ss will share their answers, if there are discrepancies, they will have to provide support to their answers. • After that, Ss will compare what they have to the correct answers provided by the teacher. • Ss will share what they think about the video and the activity with a critical point of view.	Appendix C	
READING				
Pre – reading	• T will ask students what they remember from the previous lesson and will show the vocabulary slide from the previous lesson. • T will introduce Ss with vocabulary from a reading passage that might represent a difficulty by providing students with a word search puzzle. • T will provide a the text about a quinceañera party.	• Ss will share what they remember from the previous lesson. • Ss will solve the puzzle and express doubts. • Ss will read the text and underline the vocabulary from the puzzle exercise.	Appendix B Appendix D	2

While - reading	• T will ask Ss first to find and underline the vocabulary they just learned. • T will ask Ss to answer an exercise in which they will have to match the meaning of the words from activity 1 to their definitions according to the context of the text. • T and Ss will check together the meaning of the vocabulary and if Ss still not clearly understand the meaning of the vocabulary he will provide the definition for each one. • T will ask Ss to read the text again and will ask them: “what is the main idea of the passage?” And “what is your opinion about it?” • T will tell Ss to answer exercise a true / false activity, after this, answer should be revised and clarified; Ss should support their answers mentioning the section of the text where they found the answers.	• Ss will share their answers • Ss will express their doubts to be clarified. • Ss will answer the questions. • Ss will actively participate in the discussion about the correct answers and will support theirs.	Appendix E Appendix F	
Post - reading	• T will ask Ss their opinion about the text and its content and will ask them to reflect about it at home, because they will continue with the topic on the next lesson.	• Ss will honestly express their opinion about the text and at home, they will reflect about it.		

			Appendix G	
WRITING				
Pre – writing	• T will ask ss what they remember about the previous class. • T will ask them if they think Quinceañera celebrations are a common celebration worldwide. • T will ask students to skim again the text about quinceañeras from the previous class to recall about it and will ask them to remember the contributions they made. • T will play a video about how a sweet 16 party is celebrated in the united states and will ask Ss their opinion about it.	• Ss will share what they remember about the previous lesson. • Ss will answer the question; (expected answer: no). • Ss will participate sharing what they recall from the previous lesson. • Ss will watch the video and will share their opinion and the things they consider are important from it.	Appendix E	3
While - writing	• T will ask Ss to fill a Venn diagram about the differences and similarities they can notice between a Mexican sweet 16 party and an American sweet 16 celebration, T will tell Ss to include more features that come to their minds such as food and the invitation formats. • T will ask Ss to write a short reflection about these differences to	• Ss will fill the diagram and then, will share their ideas with the whole group. • Ss will write their reflections and will	Video "Safier Barr Sweet 16 Birthday Party" https://www.youtube.com/watch?v=UAtY8qej9qo Appendix H	

Post - writing	assess their intercultural competence, guided by these questions: -How do I feel about this celebration? -is this a party I would feel comfortable to attend? Why? -How is it different from the parties I usually attend? -Which one is better? A quinceañera party or this party? Why?. • T will ask for volunteers to share their reflection with the group. • T will close the lesson by pointing out the most important ideas from the students contributions.	ask for support from the teacher if they struggle with the writing process. • Volunteers will read aloud what they wrote and the others will reflect about it and say if they agree or not about it respectfully.		
Speaking				
Vocabulary presentation Grammar notice Function explanation	• T will provide Ss with an exercise to pre-teach useful vocabulary. • T will share with Ss the next exercise, in which they are going to use the previous vocabulary in context, to reinforce it. • T will ask Ss: "what is a recurrent structure in the text?" • T will ask Ss: "what is the purpose of the text?" "what is she communicating?" • T will explain the function of going to and briefly the grammar sentence	• Ss will answer the exercise and ask if any word turns out difficult for them. • Ss will complete the exercise. • Ss will answer the question (expected answer: going to). • Ss will answer the question (expected answer: plans). • Ss will listen and	Appendix I Appendix J	4

Active community participation Speaking model awareness Interaction in L2 Reporting	building using the examples from the text. • T will ask Ss about their plans for the weekend and will write them on the board to have more examples. • T will provide Ss with a chart with questions that they will answer with their own information. • After they have finished answering with their own information, T will tell them they have the opportunity to ask the teacher any of the questions, this to promoter thir involvement in the activity. • T will instruct them to walk around and look for a couple of classmates to interview with the questions from the chart. • T will continuously monitor the activity, encouraging Ss to use L2 as much as possible. • T will ask for volunteers to report the most interesting or funny answer they got from their classmates. • T will close the session by asking Ss for feedback acout the whole set of lesson about celebration, what they liked and what they learned.	express their doubts to be solved. • Ss will share their plans for the weekend and will take notes about the examples about the topic. • Ss will answer the second column of the chart. • Ss will ask the teacher any question they want and write down in the chart the answer they got. • Ss will walk around the classroom to find a couple of classmates to interview; they will also be subject to be interviewed. • Ss will use L2 ina controlled interactive activity. • Ss will report what they got to the class.	Appendix K	

Closure		• SS will provide feedback to the teacher, being honest with their opinions about the lessons.		

2.02.02 TOPIC SELECTION

For this teaching sequence I decided to make the central topic of the lesson a quinceañera party because it is a common topic for our society and these topics related to celebrations engage students easily. This celebration plays an important role in our culture and it is also one of the best examples of the syncretism our history has gone through, since it started with prehispanic cultures, then adopting catholic features, acquiring characteristics from the imperialism period and finally adapting to the 21st century society and its needs, it also portraits a good opportunity to put into practice the Knowledge of social groups (saviors) from the Model of intercultural competence (Byram M. G., 2002).

I chose this topic because it is a good example that our culture is shared, because everyone, whether we like it or not, are quite familiar to quinceañera parties, us, as Mexicans, are "a group of people who share social knowledge, who have similar values and belief systems that enable them to interact successfully with each other" (UPN, EEAILE virtual, 2019). This cultural celebration is contextual because the place we live in defines, for example, the food we eat. It is dynamic because it used to be a party where young women were presented to society to show they were ready to become mothers and housewives, nowadays it is just a celebration of life demonstrating that "each generation also has its own special words that define it as different from the generation before" (UPN, EEAILE virtual, 2019).

This celebration is also learned because we "imitate what they see others doing and are often corrected if they do something considered wrong" (UPN, EEAILE virtual, 2019), in this case, we have to follow behavioral patterns during its different stages and it is unconscious

because “we learn our culture through seeing, listening, doing and responding to what is around us” (UPN, EEAILE virtual, 2019) and even though my learners might have a slight idea that this celebration is not common in other countries, this might be the first time they realize and become conscious that they have been part of a unique type of celebration.

2.02.03 PROCEDURE DESCRIPTION

2.02.03.01 LESSON 1 - LISTENING

I choose the video “What is a Quinceañera?” because it is a topic we are all familiar to and is easy for student to relate their previous knowledge about the topic and followed the Pre, while and post model suggested in lesson 8 because its sequence is useful to mix top-down and bottom-up activities (Richards, 2008).

Originally I designed the start of the lesson with a top-down activity, a couple of questions to activate the schema of students and their background knowledge but it was not quite successful, so I decided to change it in to a simple activity of showing a picture of a traditional Mexican party and elicit information from students, after this, now we could move towards the questions stage, this aims to be fully engaging for students because “we pay attention only to what is important for us” (McErlain, 1999).

Then, I continue with a bottom-up strategy with two purposes, one is to pre teach vocabulary that might be a bit problematic but also to help them start to predict what the content of the listening is as a previewing activity which helps the students anticipate the content that they will hear in the listening text (Kolker, 2008).

Then I play only the audio, and the audio only, so they can get the gist of the listening text, in this stage “students start to have some feel for the global meaning of a listening passage” (Kolker, 2008) in some way it is a link between the pre-listening to the while-listening stages, in this and the two previous exercises, I ask students about their ideas and opinions so they can reflect on what they are learning focused on meta-cognitive abilities.

Then we move to the full while-listening is about a latino family who works in the United States organizing Quinceañera celebrations, while watching and listening to this video the

students have the task of numbering statements as they appear but it is also really important that at the end they have to express their views and value this celebration as part of their culture; I choose this video because Fang recommends that “Mexican teachers should generally choose simple, short listening text with little redundancy” (Fang, 2008) and this is a good example of it, because despite it is authentic material it has clear pronunciation and a specific purpose with no hesitations, besides, it is not designed to teach English. The activity for this listening is numbering statements in the order they appear in the listening as a cognitive strategy; if it was a sole listening it would be challenging but the nature of the video becomes a valuable resource so the video is better understood, taking advantage of technology to have a better understanding. “The potential for active engagement in, and interaction with this input predicts that content (in this case the target language) will be more readily integrated into a learner’s developmental system and, in turn, recalled more thoroughly” (Meskill, 1996). To finish this stage, I show them the correct answers as a meta-cognitive action so they can self-evaluate (Richards, 2008) if their answers are correct.

The post-listening activity is a reflection of the topic and the video as a forum, always promoting an environment of respect and tolerance.

2.02.03.02 LESSON 2- READING

The first thing I did to choose the reading text was to select a text related to the central topic and the social and cultural influences in the schema of my students, especially in their content Schema, so I decided to use a textbook reading passage about the elements of a Quinceañera party, which is a tradition to which everyone in my and their context is familiar with and represents a huge load of our cultural context.

> “Your students have had their own experiences in life which are shaped and influenced by their social and cultural setting. They bring this social and cultural knowledge to every English class. Therefore, as teachers we have to determine how much cultural knowledge the students need in order to understand a reading; we should try to include reading topics that are culturally relevant and meaningful to our learners.” (UPN, UPN Virtual)

The second lesson is focused on reading, in this case the pre-teaching of vocabulary plays an important role for the better understanding of the passage, which is about information most of the students already know: the elements involved in a Quinceañera party, which is the support for the reading comprehension activities.

The firs activity for reading is a set of questions that aim to activate their content and linguistic schema, not only about the topic but also about what was learned in the previous lesson by asking question which they should be able to recognize and answer.

The text is a simple text with vocabulary that is not very challenging but in the pre-reading stage, they are introduced to some vocabulary they might represent a difficulty,, this is is a bottom-up activity that helps them to interiorize new vocabulary supported by a crossword puzzle of these new words, in this one, the teacher has the duty to clarify all doubts that might arise so the new words are properly interiorized.

Next, a top-down activity, comes in, students have to read quickly through the text so they can underline the words previously presented in the text, besides this, the activity also aims to re-introduce the main topic of the text by using the Scamming strategy (Brown D. , 2007)

According to Emilson's chart, the text from this lesson will be a text in L2 that represents aspects of C1 (Emilson, 2010).

Reading	**Reflections**
L2 about C1	**L2 about C1 and C2**

they have to read intensively to answer a "true / false" exercise, in this case, it a is an activity focused on the use of local clues (Schmitt, 2000) all over the text, trying to make students to make use of any linguistic clue that might be helpful in the development of this activity.

To finish this lesson, an activity of metacognition about the topic was the best option for me and it also works as a follow-up activity preparing them to continue with the same topic the next lesson.

2.02.03.03 LESSON 3 - WRITING

The third one is the writing lesson, it starts with the activation of the content from the previous lesson and the contributions they made with some question to reactivate the schema of students; at the end they have to fill a Venn diagram about the similarities and differences of celebration in Mexico and The United States and later a short reflection on their own, here I expect them to write but more than that to reflect on the cultural differences.

We will analyze a text in L2 with aspects of L2 to finish with a review of C1 and C2 in L2 (Emilson, 2010).

Video	**Reflections**
L2 about C2	**L2 about C1 and C2**

For this lesson, the material chosen is a video of a Sweet Sixteen celebration of an American boy. As we know, in The United States and Canada, quinceañera parties are becoming more and more popular due to the increasing amount of "latino" population in big and cosmopolitan cities, but Americans and Canadians had something similar in their own cultures and existed before the massive migration of the 20th century, which surprisingly was born from the very same premise of presenting a teenager as ready to initiate adulthood by raising a family.

This video is somehow different because it is a celebration of a young boy, who is celebrating with their friends and family. What I expect from the exposition to this authentic material from my students is that they should notice the differences and similarities among both celebrations and open their minds to different traditions from another part in the world.

I choose this video because I want to be this agent of transformation who can guide them to overcome the stereotype: "any categorization of individual elements concerned with people which mark differences among those elements" (Brislin, 1981), and a common one in our society is that it is weird for boys to have a lavish party because it is something "not for men" and we have to deal with these stereotypes every day.

Also, by pointing out the differences I expect them to see their level of ethnocentrism and if possible help them to overcome it because in case they have signals of it "they would not have the important intercultural attitudes of curiosity and openness" (UPN, EEAILE virtual, 2019).

With the video activity I expect them to see culture from an 'etic' approach whose “studies culture and behavior from the outside the system. It examines many cultures, comparing them; the structure is created by the analyst and criterion is considered absolute or universal” (Humprey, 1993), in this case Mexicans analyzing an American tradition.

The while-writing stage is focused on filling a Venn Diagram about the similarities and differences among celebrations and after this, to write a short reflection about it to promote and assess their intercultural competence.

The closure is designed for students to assess their intercultural competence by contrasting the information in the text from the reading lesson with the one from this lesson; “you need to become aware of your own values and how they influence your reaction to the behavior of others, he ability to evaluate your own culture’s perspectives and practices critically is a necessary step toward intercultural competence” (Byram M. , 1997).

2.02.03.04 LESSON 4 - SPEAKING

And last but not least it is the speaking session, all of them have elements from all the other skills as support for the development of the “main one” in the lesson; also vocabulary is fundamental because “it is (…) important to acknowledge the importance of vocabulary learning and it is necessary for teachers to explore ways in engaging students with vocabulary more effectively” (UPN, EEAILE virtual, 2019). In this speaking session the activity is a controlled interaction to practice the function of expressing plans.

The first activity of this lesson is an activity to pre-teach vocabulary through a bottom-up activity that helps them to interiorize new words supported by pictures of these new words, in this one, the teacher has the duty to clarify all doubts that might arise so the new words are properly interiorized.

After this introduction, Students will use reinforce this vocabulary by using it into a context of a girls who explains her plans for her upcoming birthday party; besides the reinforcement of vocabulary, this text has as main purpose the introduction of a grammar structure that shall be practiced later on. Here it is the duty of the teacher to direct the attention of student to the grammar patterns that appeared in the reading passage through as a questioning technique, “these practices within comprehension activities are helpful to further develop students’

comprehension and to test their understanding of a particular grammatical structure" (Ross, 2007). At the end, the scenario is set to focus the next activity in the function of be+going to expressing future plans, this was done looking for skills integration.

After the students have noticed this structure, the teacher will briefly explain what is the function of it by pointing out examples from the text and also, involving student by asking examples from themselves.

After they have understood this grammar topic, Students will receive a chart to develop a controlled speaking practice, this chart contains the questions they are going to answer with their own information and the, ask to their classmates to comple te the chart. In this stage is really important that the teacher gets involved in the development of the activity and shows disposition to be interviewed as well.

2.03 ASSESSMENT

The assessment for the sequence will be a mixture of formal and informal assessment. I consider that all of us in our regular teaching practice use these two, the first one because of the interaction we have with our students and in my case, I always try to cheer them up when they are working well and for the second one it is a common requirement in schools to prepare tests and systematic techniques that help teachers determine student's achievement (Brown H. , 2007).

A very important part of this sequence is that there will be available online activities on Google Classroom so that students can practice the topics seen, but also, it will be a kind of portfolio which "is a collection of students' work, experiences, presentations, self-ratings, etc." (UPN, EEAILE virtual, 2019).

Along the sessions included in the sequence, vocabulary plays an important role, in each of the activities where it is included, speaking micro skills are taken into account along with Vocabulary, especially the pronunciation of words that can represent a challenge to be correctly uttered, such as "guests" "godmother" and "silverware", these micro skills of speaking and at some level the selective-comprehensive vocabulary dimension are immediately assessed by checking the accuracy students show with a short drill conducted by the teacher and later, vocabulary is

assessed with activities where these words appear going from context independent to context dependent, which “understands vocabulary as words presented to students in a sentence (or even larger discourse) rather than isolated elements (Read, 2000).

Reading will be assessed only as formative assessment because it “generally looks at how an individual learner performed on a learning task” (AMLE), this due to the easiness of talking and commenting about the reading passages and sharing answers with the whole class, in this case; vocabulary also plays an important role because reading passages are a great source of it, these type of activities are really helpful and feedback can be provided right away, students are more receptive to it and also, second chances to answer correctly and help them realize they committed a mistake can be provided.

Speaking and writing as they are vital and the productive skills will be assessed both in formal and informal manners. The informal one shall be with the practice they get during the lessons and formal at the end of the sequence with the use of analytic rubrics; I consider both of these skill should always be formally evaluated, because they involve almost all the other skills and student show they have developed their competences in every skill and also in sociocultural aspects.

Due to the nature of the current teaching situation, Informal writing assessment cannot be done immediately, so in this case I decided that students should upload a document to Google Classroom with simple sentence to assess their ability producing written language in an editable file so feedback can be made on it, just like how we do with our assignments; after revising these papers, general feedback should be done the next class, showing some common mistakes committed but always keeping the author as anonymous because evidencing students is disrespectful and a practice that should be avoided all the time. At the end of the sequence, students will be asked to develop a short composition of a couple of paragraphs talking about their plans to carry out a party or celebration as part of the summative and formal assessment with the help of an analytic rubric.

At the beginning of lesson 7 it is mentioned that speaking is easy to assess because it is an observable skill, that we can look at “non-verbal language, such as hand or body movements and facial expressions” (Kulman, 2008) but nowadays, due mainly to the pandemic and to remote education in general it has got harder to observe these characteristics of spoken language when evaluating our students because we hardly ever look each other face to face. Informal assessment will be done when students interact, in this case for the lesson where they are

encouraged to speak, they are provided with a chart with patterns to be followed, so they feel confident of using the language with just a few mistakes, in this case it is important that the teacher gets involved in the activity, not only monitor it; for the end of the sequence, an speaking task will be assigned and it will be evaluated with an analytic rubric but this rubric and the main topic of the unit is all the information students will possess prior the evaluation because this, looks not only for the students to show their command of vocabulary and grammar structures in a spoken language, but also it is intended to see if they are capable of develop interaction in L2.

At the end, students will answer an online for of google forms as the last formal assessment activity where they will show their proficiency using the vocabulary and grammar learned during the sequence, this form, will be automatically graded and will provide immediate feedback about their answers.

2.04 EVIDENCES

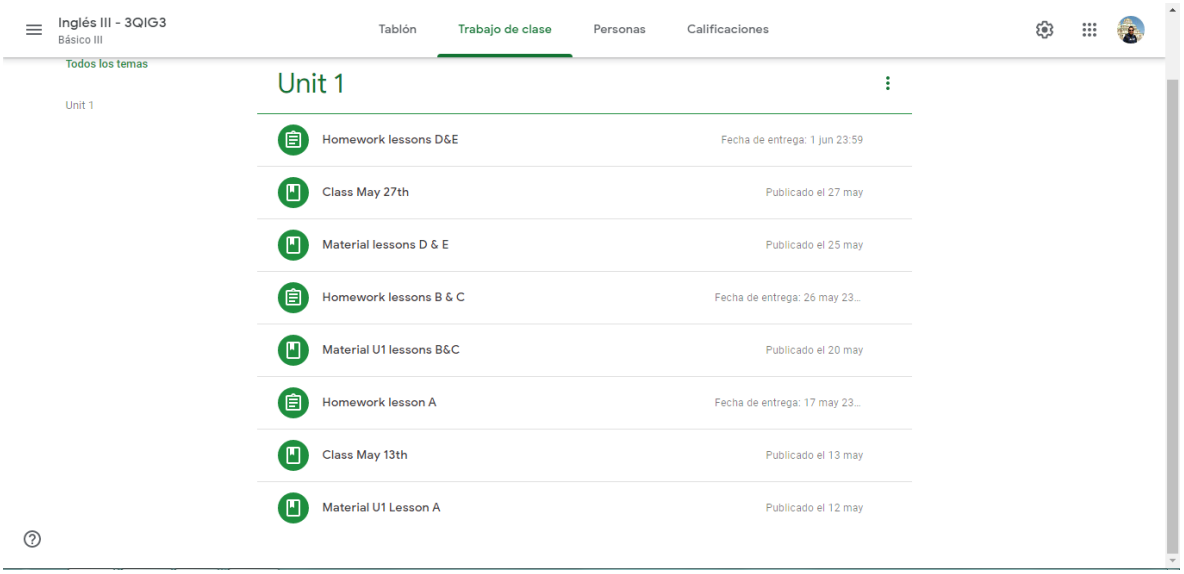


Ilustración 1-Google Classroom

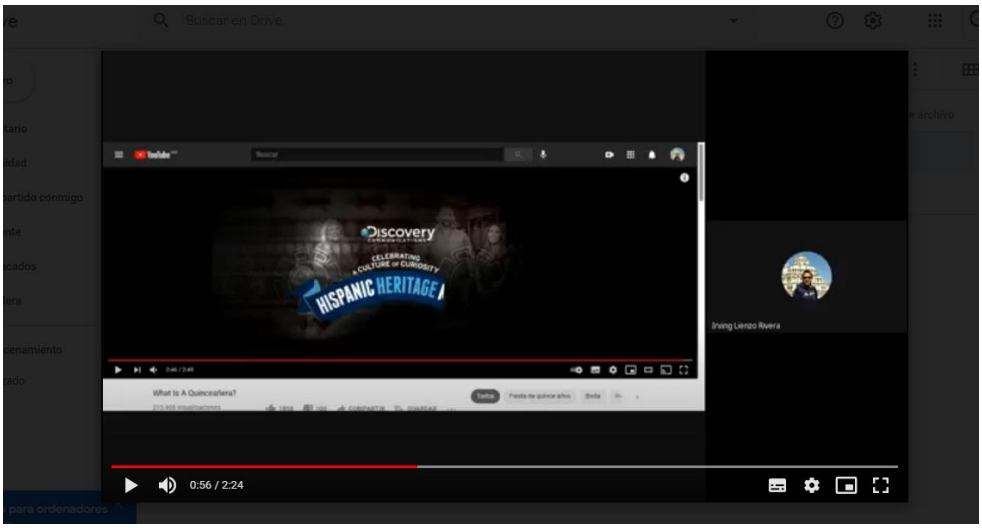


Ilustración 2 Listening lesson

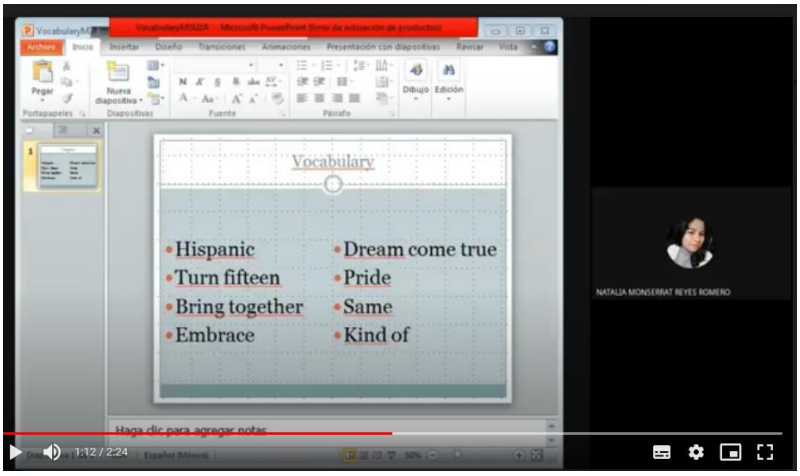


Ilustración 3 Vocabulary awareness

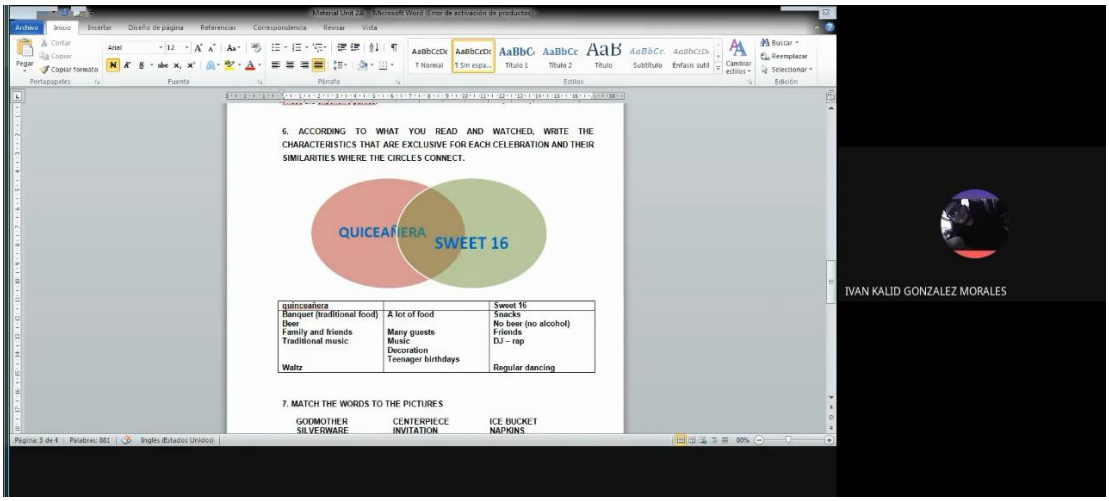


Ilustración 4 Venn Diagram

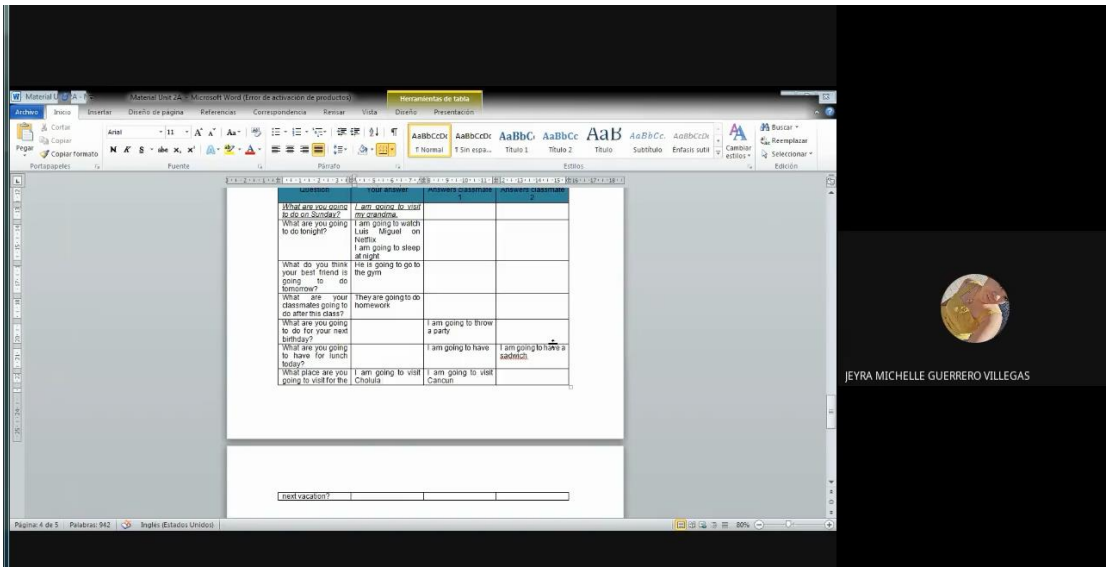


Ilustración 5 Speaking and chart filling

2.05 ASSESSMENT TOOLS

The assessment tools I chose were really helpful, especially the automatized evaluation using Google forms because it helped to see individually the performance of each student and also provided me with useful graphics to see the performance of the whole group.

The rubrics were really useful as well, the only part that did noT go as expected was that most of the students did not upload their pieces of writing in editable files, so the feedback could not be done in the same paper; I solved this by writing the comments on the section of private comments of the assignment for the students to check it later.

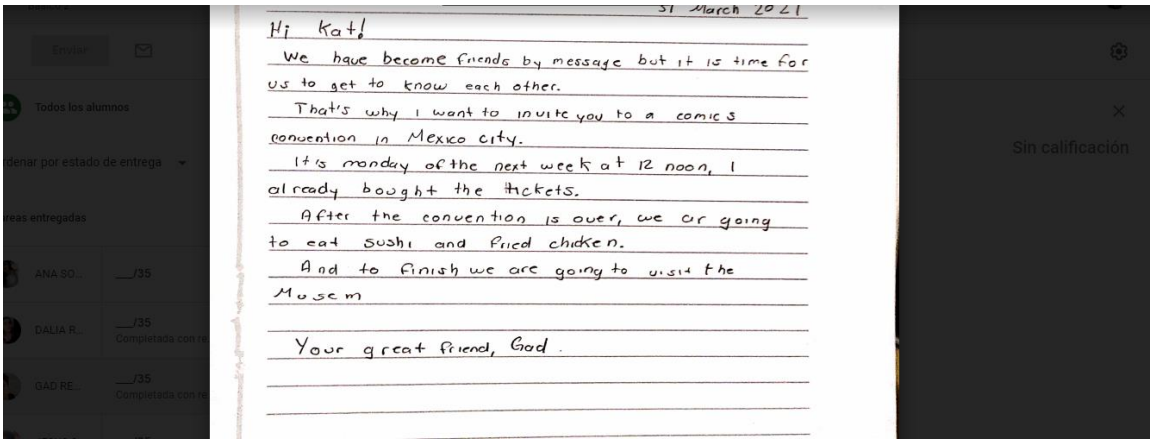
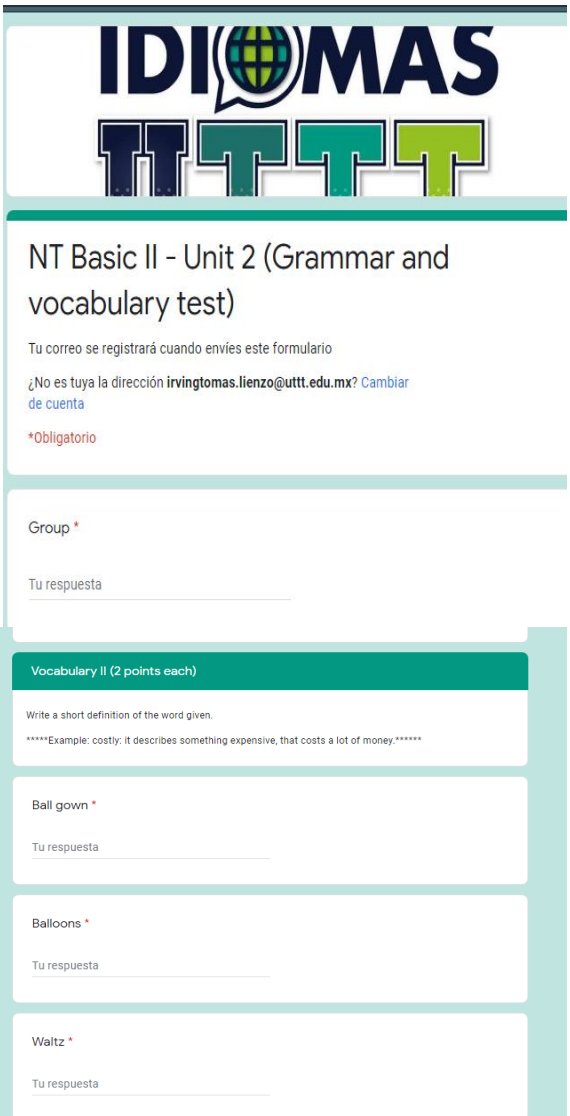
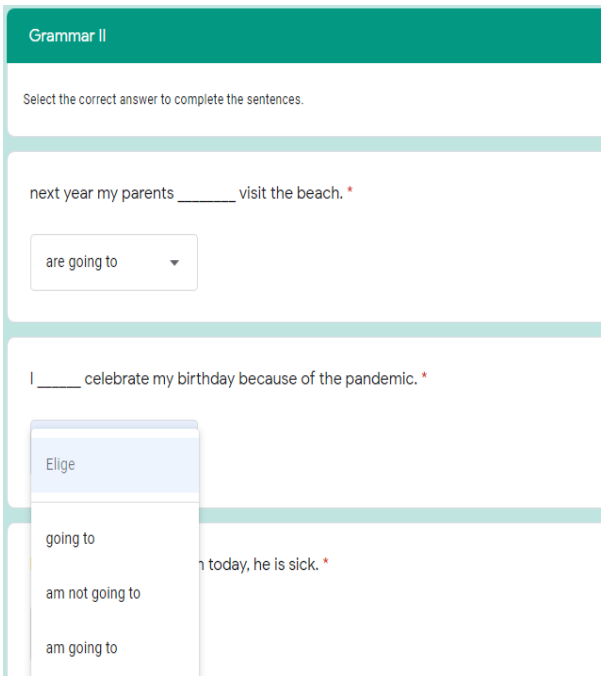


Ilustración 6 Writing





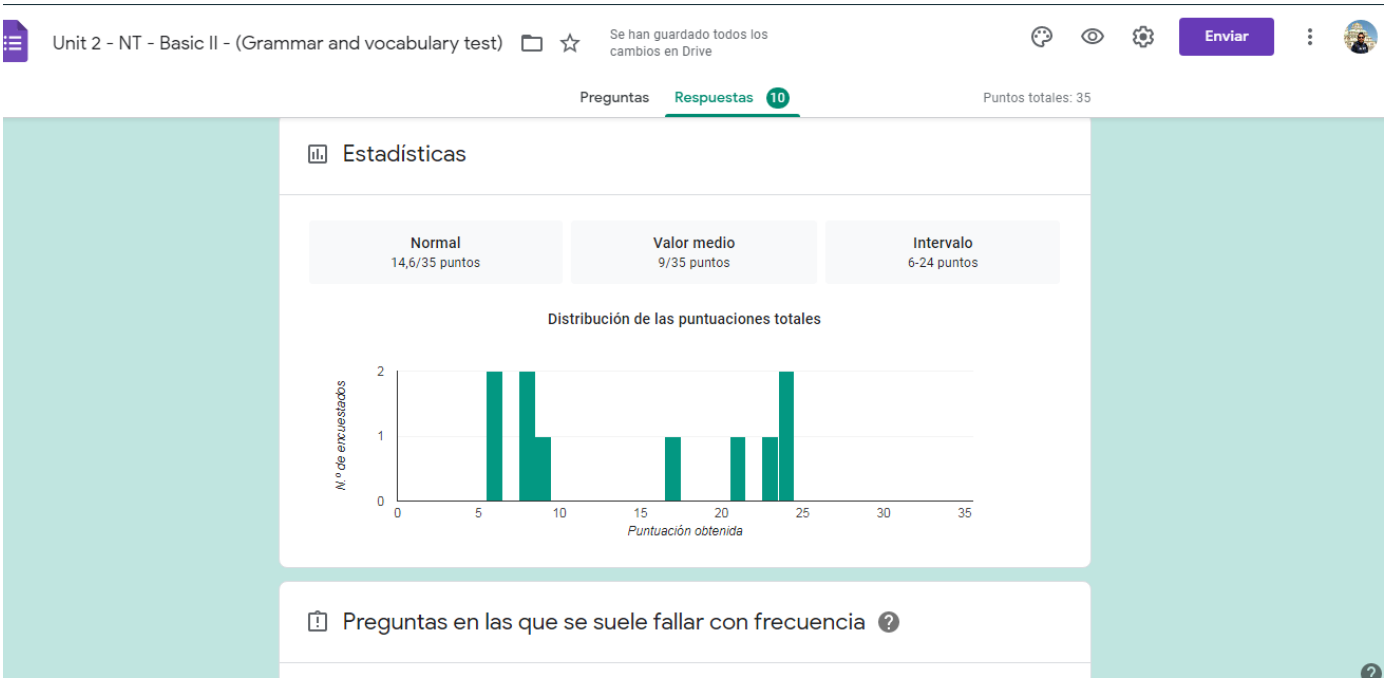


Ilustración 7 Evaluation with Google Forms

2.05.01 RUBIRC FOR WRITING ASSESSMENT

Communicative competence: The text is comprehensible and conveys a message in a clear way.	Excellent (3)	Good (2)	Poor (1)	Null (0)
Content: The student has fulfilled the task as it was asked, including all the elements of it.	Excellent (3)	Good (2)	Poor (1)	Null (0)
Language: The text includes proper and accurate use of grammar structures and vocabulary.	Excellent (2)	Good (1.5)	Poor (1)	Null (0)
Organization: The text includes a title and is organized in paragraphs; it also has the required length.	Excellent (2)	Good (1.5)	Poor (1)	Null (0)
TOTAL				

2.05.02 RUBIRC FOR SPEAKING ASSESSMENT

Interaction: The student maintains communicative exchanges, gets across the message, and the use of body language and positive attitude towards the language.	Excellent (3)	Good (2)	Poor (1)	Null (0)
Fluency and pronunciation: How intelligible the student's messages are.	Excellent (2)	Good (1.5)	Poor (1)	Null (0)
Lexicon: Range of vocabulary the student uses while performing.	Excellent (2)	Good (1.5)	Poor (1)	Null (0)
Word Choice: Use of appropriate words to express meaning.	Excellent (1.5)	Good (1)	Poor (0.5)	Null (0)
Grammar: how accurate the student's language is.	Excellent (1.5)	Good (1)	Poor (0.5)	Null (0)
TOTAL:				

CHAPTER 3 EXPERIENCE REPORT

3.1 RESULTS OF MY LESSON PLAN

After putting into practice the lesson plan I realized that the first activity I had, was not enough to engage students, a couple of questions did not work well , so I decided to change them for a picture, so they could easily relate the topic we were about to talk about.

I confirmed that they get easily engaged with the topic of celebrations and they are eager to participate, unfortunately they do not feel confident enough to contribute in L2 so they do it in L1; I decided to let them do it this way because during early stages, I want them to involve with the topic and “forcing” them to speak in English rises their affective filter.

The sociocultural competence of the students was developed because they reflected on the differences of the celebration, they acknowledge how valuable tolerance and knowledge of other cultures are by expressing that there is no better or worse type of celebration, it is according to the context they are done.

Also, at the end, when they were speaking, originally I set the activities just for them to interact and the teacher just being a monitor, but in this case, I noticed that it was better to be part of the activity and get involved; when I told my students they could ask me too, they were motivated to interact because they wanted to know my answers and this promoted to interact among them as well.

The main outcome of the lessons is, of course, to develop the students ability to express their ideas in the target language, it also aims to provide them with new vocabulary and expressions that are useful for an effective interaction in the second language but it also has as one of the most important outcomes to develop in students their intercultural competence by fostering to reflect on their own and foreign cultures, always with a critical and objective point of view; for this last outcome, the teacher plays an important role because they must be a good manager and agent of change.

3.2 REFLECTION

The students learned what was expected and enjoyed the part of sharing the background information the possessed about the topic, the drawback was that they are reluctant to use the target language and they feel more confident using Spanish to participate. They barely used English to express their ideas; it was until the speaking controlled practice that they uttered longer units of spoken language. The first evaluation I set was informal in the sense of that it was right away by providing immediate feedback during the lesson. Then, when the writing was assigned I provided them the rubric so they could see what was going to be evaluated and after I checked their paper, I returned it to them.

CHAPTER 4 CONCLUSIONS

4.01 CONCEPTUAL

Teaching and learning a second language is usually something more than just a school subject, it takes much more than just learning a formula or a concept, we have to take always into account that it possesses many different elements that we must take into account when developing our plans ad activities for a lesson, such as the language variations and the perception every person has from the language.

The correct selection of materials for every lesson and every group, must take into account all the mentioned factor along with the cultural background, schema and interests of students in order to develop a successful lesson in which both , linguistics and intercultural competences are well developed.

4.02 METHODOLOGY

Dell Hymes shows that every single aspect of language and social interaction can be analyzed and teared down in order to fully understand how we learn and develop our proficiency in a language through our lives. This is important because it means that experts will continue to study and define all the aspects of a language and we as teacher have the duty of using all this information to become better professionals and offer our students lesson and activities of higher quality to help them in their pursuit of successfully communicating in a second language.

This specialization has helped me to realize that there are theories that have been stigmatized because they are opposite or old fashioned compared to the theories that are in trend in every moment of history, and at the same time this has led me to the conclusions that every theory, no matter how old or simple it might be, it can always provide teacher with ideas to develop a lesson and explanations to understand how the language works.

4.03 OBSERVATION

In the language classroom, it is a common scene to see students who have been in cotact with the language for a long time but it seems that they are having contact with it for the first time. I t is important that they overcome this continuous fear they show when experiencing and trying to communicate in a second language. What we can do as teachers to help them in this situation, as I mentioned before, is to develop materials that take into account their background, schema and interests, so they feel confident with the topic.

I is also really important that we analyze all the materials ahead of their application so we can identify the areas where we can or need to modify or adapt for students to have a better performance and also include material from external sources, ideally, authentic materials.

Another important thing is the promotion of collegiate work, we must stop seeing ourselves as those lone riders who can fight against the world and start working head to head with other teachers that have the same interests than us.

4.04 ANALYSIS

Students quite enjoy when talking about a topic that is from their interest, I have worked with talking about pulque, music, parties and in this case, quinceañeras and most of them show they get engaged to the topic and are eager to participate most of the time, but unfortunately, they are reluctant of using the target language so me, as a teacher need to make the decision if I want them to get involved in the lesson or I try to make them speak in English.

This is a common thing in all the groups I teach, they are in a comfort zone and in hard to take them out of it, especially during this pandemic times in which we do not have the physical presence of a regular teacher inside a classroom, the best solution I found to solve this, was what I applied in the lesson, the use of controlled speaking so they can follow patterns and feel confident to speak.

4.05 REPORT

Teaching a language has never been easy, but unfortunately, language teachers have been underrated throughout the years, this, instead of making us feel sorry for ourselves must make us fight for what we are worth of and show the world what we can do.

We have to become everyday better professionals and humans. I mention this because we have to be able to transform our paradigms every day to offer a better version of us, we have to select always the most suitable materials for our students, have a well-defined criteria for evaluation and the design of assessment instruments, we have to share with our students always positive attitudes towards learning a new language and also, be able to use technology in our favor as much as we can.

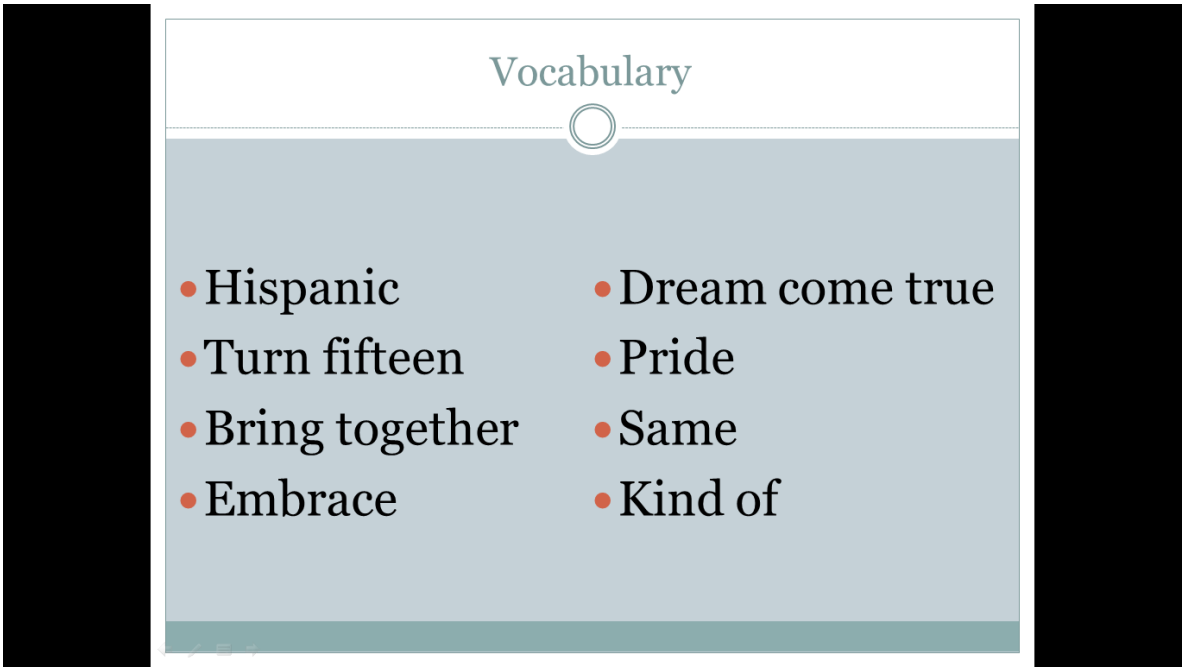
Thanks to this specialization program ,now a few of us, Mexican teachers, have acquired new tools, strategies, techniques, advices and knowledge about teaching to implement in our classroom and also some of us have changed our minds about what and how to teach to offer our students a better educational environment.

CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES

5.01 APPENDIXES

Appendix A - Picture

Appendix B - Vocabulary



Appendix C - exercise

NUMBER THE STATEMENTS IN THE ORDER THEY APPEAR IN THE VIDEO.

___The Quinceañera is a big sense of pride to the family.

___People from other cultures will embrace the tradition.
___This is something about making that special day and making this dream come true for that girl.
___If you lose your tradition then you kind of lose who you are.
___It is an important way to bring people together.
_1_Most girls expect their wedding, Hispanics expect about when they are going to turn fifteen.
___We love where we are and we love where we came from.
___We do influence America the same way that American traditions influence us.

***ANSWER KEY**

___Most girls expect their wedding, Hispanics expect about when they are going to turn fifteen.
___It is an important way to bring people together.
___People from other cultures will embrace the tradition.
___This is something about making that special day and making this dream come true for that girl.
___The Quinceañera is a big sense of pride to the family.
___We do influence America the same way that American traditions influence us.
___If you lose your tradition then you kind of lose who you are.
___We love where we are and we love where we came from.

Appendix D - exercise

FIND THE WORDS IN THE PUZZLE.

Words can go in any direction.

Words can share letters as they cross over each other.

M	A	C	Z	J	Z	P	Q	E	B	M	U
L	R	O	W	I	K	E	G	A	Z	G	C
U	L	S	M	Z	F	K	L	U	O	S	C
W	S	T	A	G	R	L	A	F	M	N	K
Z	K	L	S	T	G	S	P	S	L	O	C
G	T	Y	S	O	T	E	U	Q	U	O	B
O	T	L	W	O	S	C	T	U	Y	L	H
D	D	N	A	T	C	P	M	M	L	L	F
F	N	I	S	W	Q	F	Y	K	E	A	D
Z	O	E	Y	G	M	X	X	T	E	B	G
N	U	G	O	D	P	A	R	E	N	T	S
G	Y	T	T	S	E	W	M	S	V	R	Y

1. Ball gown
2. Balloons
3. bouquet
4. costly
5. godparents
6. guests
7. mass
8. waltz

Appendix E - Reading passage

READ THE TEXT

A QUINCEAÑERA PARTY

In Mexico, a girl who is going to have her 15th birthday is a quinceañera. It is a combination of the Spanish words quince "fifteen" and años "years". The girl's 15th birthday party is a "fiesta de quince años" or "fiesta de quinceañera."

A quinceañera celebration usually begins with a mass in church to give thanks for the girl who is going to make the transition to a young woman. The girl wears a long ball gown in her favorite color and carries a bouquet. After the mass, the guests go to a banquet hall where the party takes place. In rural communities, tables, chairs and a tent area are prepared for the festivities. The party goes on for several hours. There are flowers, balloons and decorations matching the birthday girl's dress;

The climax of the festivities is when the quinceañera dances with her Chambelanes; Chambelanes are boys or young men who escort the quinceañera and perform a choreographed dance with her, they are usually her family or friends. They usually dance a waltz, but often incorporate other modern dance styles which they have had prepared for over a month to be perfect. This is followed by the cutting of a birthday cake, all the guests sing the traditional birthday song, Las Mañanitas, to the birthday girl.

The parents, godparents, and often other family members have roles to play in the celebration: the quinceañera party is a costly celebration for the family. For this reason, it is a custom for the extended family and good friends to make contributions, with money or help with the things that are necessary for the party.

Taken and adapted from G4U Student's Book A2 (Enríquez Ortíz, 2020)

Appendix F - exercise

MATCH THE WORDS FROM EXERCISE 1 TO THEIR DEFINITIONS

1. Ball gown____	a) a bunch of flowers arranged in an attractive way.
2. Balloons____	b) rounded rubber bags that becomes larger with air or gas.
3. Bouquet____	c) a religious ceremony.
4. Costly____	d) people that provide something for the realization of the party.
5. Godparents___	e) long dress for dancing at formal parties.
6. Guests____	f) Expensive.
7. Mass____	g) formal dance, usually turning rhythmically around and around.
8. Waltz____	h) People who are invited to a party.

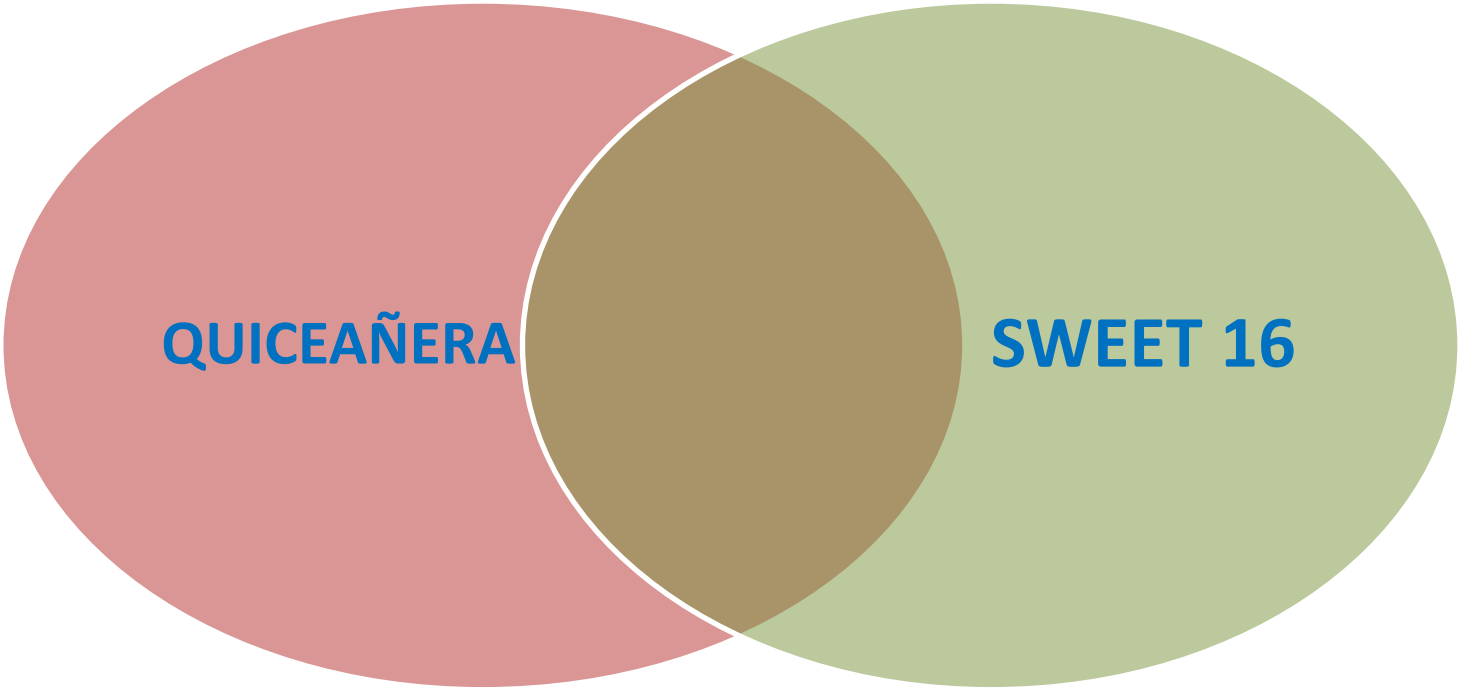
Appendix G - exercise

ACCORDING TO THE TEXT, DECIDE IF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE, DISCUSS AND SUPPORT YOUR ANSWERS.

Quinceañera parties are not a worldwide tradition.	**T**	**F**
Quinceañera parties don’t have any religious connotation.	**T**	**F**
These are short celebrations.	**T**	**F**
Chambelanes are commonly close to the quinceañera.	**T**	**F**
Waltz is improvised.	**T**	**F**
There is a special Mexican song for birthdays.	**T**	**F**
These are expensive parties.	**T**	**F**

Appendix H - exercise

ACCORDING TO WHAT YOU READ AND WATCHED, WRITE THE CHARACTERISTICS THAT ARE EXCLUSIVE FOR EACH CELEBRATION AND THEIR SIMILARITIES WHERE THE CIRCLES CONNECT.



Appendix I - exercise

MATCH THE WORDSTO THE PICTURES

GODMOTHER
SILVERWARE

_____

CENTERPIECE
INVITATION

_____

ICE BUCKET
NAPKINS

_____

_____

_____

_____

Appendix J - exercise

COMPLETE THE TEXT WITH VOCABULARY FROM THE PREVIOUS EXERCISE.

I'm Melissa and my birthday is next summer and I'm turning 15, so my parents and I are planning my Quinceañera Party. I am an eco-friendly person so I'm going to send the (1)_____ by email. At the party, the (2) _____ on each table are going to have roses and gerberas because they are my favorite kind of flowers. We aren't going to use plastic (3) _____, (4) _____, or (5) _____ buckets. My parents are very traditional so my aunt Alma is going to be my (6) _____.

Appendix K - chart

READ THE QUESTIONS AND ASWER THEM WITH YOUR OWN INFORMATION, THEN WALK AROUND THE CLASSROOM AND INTERVIEW TWO OF YOUR CLASSMATES.

Question	Your answer	Answers classmate 1	Answers classmate 2
What are you going to do on Sunday?	*I am going to visit my grandma.*		
What are you going to do tonight?			
What do you think your best friend is going to do tomorrow?			
What are your classmates going to do after this class?			
What are you going to do for your next birthday?			
What are you going to have for lunch today?			
What place are you going to visit for the next vacation?			

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