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**PROPUESTA DE INTERVENCIÓN EDUCATIVA
TEACHING BEYOND CULTURAL COMMUNICATION IN
THE LIGHT OF TECHNOLOGY**

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

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SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING

TEACHING BEYOND CULTURAL COMMUNICATION IN THE LIGHT OF TECHNOLOGY



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INTRODUCTION

This project is mainly about the final work of the three modules of the Specialization in English Language and Teaching. It intends to reflect all the acquired knowledge envisioned in my **teaching philosophy** by designing and implementing a **pedagogical intervention** project to obtain the Diploma as a specialist **in teaching and learning English as a foreign language**. The project is the assemblage of all the areas of knowledge in which the specialty is conformed, such as **content curricula and underlying theories, didactic and methodology competences, different communication competences, and attitudes and values**. It mainly focuses on developing a complete set of five lessons that show a **4-skill integrated and intercultural** class by including the main points of my **teaching philosophy** when planning in real life.

This project is centered on designing carefully a lesson plan which reflects the best of **my teaching practices** by showing evidence through a video of this successful implementation. The idea is to assemble all the knowledge gotten through this specialization, including **the theories, approaches, and principles, regarding learning, language acquisition, skill integration, intercultural competences, and assessment**.

Preparing this kind of lesson has been a big hurdle. Provided that integrating all the approaches, techniques, and methods seen during these modules to create real-life experiences in our students is complex because of nowadays situation. When teaching, we must remember that what really matters is that the **language** should engage **learners' reality** and activate the **learning process** (Seidlhofer, p.198). Teachers must understand that their daily challenge is to prepare lesson plans based on the school syllabus in the light of **intercultural and communicative competence with the help of technology** because of all the benefits that learners may get in the long run. The core of this work is going beyond developing an **intercultural** class where issues such as **ethnicity, communicative competence**, digital resources, and **cultural diversity** must permeate our **teaching philosophy**. All of this by taking into account that **language** is part of a **culture**, and **culture** is a dynamic process subjected to variations made by individuals or the community as a way of improving,

adapting, or modifying **culture** (Rogoff, 2003). Something that, as teachers, we have experienced that is more than compulsory because of the uncertain times we are living in recently.

The main point when **planning** any lesson is to motivate students into being part of their **learning**, formally and informally, by doing the activities guided by the teacher. **Good teaching practices** must be present in each of the steps of the class. It is always worthwhile to integrate the best practices so that students feel involved in their **learning**. In the process of **teaching and learning**, getting informed about the opinions of learners will help teachers to better live up to their **expectations** (Babai Shishavan & Sadeghi, 2009), and their **students' expectations**, as well.

Planning a class just centered on **vocabulary** or **grammar**, as it used to be in the past, is not enough for making students grasp the **language** as a part of everyday life. Students need to be exposed to different tasks that demand them to try out the new **language**. Giving students room for making mistakes and experimenting directly with the language is valuable for helping them being part of their process. This approach will help them be conscious about how much they are improving. Learners should control their **progress** in any skill and regulate themselves about what to do to be better. Also, they must have first-hand experiences with the **target culture**, **making** them feel part of it and will motivate them to continue **learning** about it. The more we encourage our students to get involved in their **learning** process, the better for them, by being engaged in a series of activities that perform together will give them the best chance to improve **skills** as long as **culture**.

Planning integrated activities with an **intercultural approach** requires good thinking, practice, and knowing students for developing their potential fully and progressively. Teachers need to observe how students react to activities to facilitate their process towards obtaining their **autonomy**. **Reflection** is core to help students and teachers continue developing their **ongoing teaching and learning process**.

Meanwhile, considering the most appropriate **assessment tools** is vital to engage and encourage students in their **learning** path. Doing activities without any **feedback** does not give room for **reflection nor analysis**. Each session must be thoughtfully designed, especially the part about **evaluating** the tasks regarding students' accomplishments. If students do not get an accurate **assessment**, they will not know where they are or what is necessary to improve. Even including **self-assessment** is a helpful tool to guide students toward their highest potential. We

should never underestimate designing a good **rubric** [because it] describes the kinds of mistakes students tend to make, as well as the ways in which good work shines (Andrade and Valtcheva, 2009).

The interest in this project is not only to be aware of the main points to consider when **teaching** but also to demonstrate how all the **approaches, methods, and techniques** seen during this specialization can positively enhance students' **competences**. The idea is to use the information seen in the specialty by showing ways of organizing its content so that **students' acquisition** can be meaningful and rich. This project also intends to create new scenarios in which the learners must develop innovative solutions when **communication breakdowns** occur to improve their **language usage**. Learners and teachers must also consider **technology** to take advantage of it and help learners grasp it in favor of their future **learning**. All the things we teach in class, sooner or later, will round up students' progress and their unique interaction with the language in real-life situations. Consequently, students need to start focusing on what they need to be better at and continue improving.

Another interest in teaching and learning **culture** is based on the idea that learning a foreign language is no longer about knowing how to use language to speak and read but about knowing how to communicate with people who have different **cultural identities** (Fantini, 1995). Teachers cannot separate **language** as part of the **culture** that they live, and what they are learning. Developing our students' **communicative competence** starts when educators teach learners how to address people in ordinary situations to make them feel part of that **culture**. However, teachers must also feel part of the **culture** they are teaching. Additionally, there is a tremendous academic interest in developing **cultural** and **communicative** competence when teaching English as a second language. Now that **cultural awareness** is fundamental for real-life communication purposes. As a matter of fact, all foreign language skills require some background **cultural knowledge** (Krasner, 1999, p. 82).

This project has been developed progressively since the beginning of Module one, and it is the climax of the three modules. It includes the **teaching foundations** on which my **rationale** was based for creating the activities for the lesson planning. This work recovers many of the main concepts seen during Module 1, 2, and 3 that have permeated every single of my thoughtful decisions when **planning** my lessons, that needs to integrate both **productive and receptive skills** successfully, along with **culture** and **technology** in class.

Besides, assessment is a worthwhile element to consider when planning because of the conditions of the **Mexican Educational System**. The way of **assessing** students must be done much more thoughtfully, mainly because we have not been in a classroom for many months and our methods had to be changed drastically. So finding the best way to **assess** students for their benefit by having **technology** as the center of this **assessment** needs to be well-planned.

The predominant purposes of this project are first to present the sequence of lessons created in this specialty. The lesson design follows the parameters considered in my **teaching philosophy**, where **skills**, **culture**, and **technology** are employed. Keeping in mind that changing **language learning classrooms** into stimulating places where the use of communicatively oriented strategies for both **learning** and **teaching** will be common place (Jelisaveta Šafranĳ, 2013, p. 782) is a great objective to pursue during all our classes.

A second purpose is to design firm **assessment tools** based on a specific approach that could be helpful for students and the teacher in all their processes. The idea of this **assessment** is to provide both **academic** and **formative feedback** that backs up students' progress and shows them their are as of strength and weakness to find the best way to start adjusting and internalizing what they need to do to learn a language. Designing an evaluation tool that measures what students can do culturally regarding **productive and receptive skills** online is a real challenge because of the present conditions.

The third purpose of this assignment is to show the **rationale** and thinking behind every single activity I chose to integrate into my lesson **planning** and its **assessment**. I also need to conclude how the lesson worked by recording a video about how the tasks worked out in real life and their outcomes. Trying out this lesson with real students gave me a clear perspective about what I think I may need to see if it works the best for real-life situations. Every class is a challenge that will help me with my future **teaching**. There are no failures in learning, just room for improvement.

This work consists of five chapters. Chapter one centers on my **philosophy** and **theory**, which is subdivided into two subchapters. Subchapter 1.01, **Teaching identity and philosophy**, states my **teaching philosophy** as part of my **identity** by showing the adjustments done during this specialty to foster my beliefs about teaching based on the new approaches, principles, and theories seen. 1.02 is mainly about the theories underlying my teaching practice and identity. Here all the **theoretical foundations, principles, hypotheses, methods, approaches, and styles** that are now part of my teaching vision are found.

Chapter two is about **methodology and practice**. It is divided into five parts. 2.01 refers to the practical and useful **lesson plan** that was created for this project. All the steps designed in the lesson plan are mentioned and adapted according to my **students' context and needs**. It shows a detailed description and profound analysis of the **procedure** of the learning tasks of the lesson. Also, the **expected outcomes, processes, and attitudes** are pointed out.

2.02 centers on the design of the necessary **tools to assess** the progress of the students. Here it is explained how they were created, their **objectives, and the rationale** behind them. There is also an analysis of **the outcomes expected** by using these tools. Part 2.03 focuses on the attached evidence of the activities carried out by students during the five sessions. These pictures intend to show how students perform the tasks.

2.04 shows evidence too of the **designed tools to assess** the students. These display how students were evaluated. Besides, there is a deep analysis of the **lesson plan assessment**, including a **self-quiz** tool designed for this purpose. Any modification made to the assessment tools is mentioned here, as well. 2.05 concentrates on the link to the **video of the lesson plan**.

Chapter three is the **experience report**. Here you can read about the deep reflection and results analysis of applying all the sessions with real students. The results of the **expected outcomes** with some possible **solutions** are here. There is a detailed analysis of how students reacted, felt, and enjoyed the lessons given. Some thoughts about adjustments, issues, and situations that came up when performing this class with real students are also here.

Chapter four is the general **conclusion** by looking back at all the work done during this specialty, including the design of this final project, its implementation, and results. The thoughts, observations, and analyses done during these months are shown here as a solid reflection of how much I have acquired and advanced so far.

Finally, Chapter five encloses the **APA references** and **appendixes** that were used for this project. The references are all the books, documents, and websites bibliographies consulted for creating this academic piece of writing. There are also three appendixes included in this final chapter. **Appendix A** is the lesson plan in the template given by the institution, **Appendix B** is about all the material references and visual support mentioned in the lesson plan, and **Appendix C** is the assessment tools used in the sessions.

Chapter 1. PHILOSOPHY AND THEORY

Teaching and learning have always been present human activities in any historical period. These two processes began informally by adults in hunter-gatherer cultures [that] allowed children almost unlimited freedom to play and explore on their own because they recognized that those activities are children's natural ways of **learning** (Gray, 2008). However, many millennia after, **teaching and learning** have evolved to become more formal and better defined by their central core: the theme of **teaching**. In the case of **teaching and acquiring a language**, this theme has not been the exception.

Long before, **languages** were just a way of communicating inside a community without worrying about being understood outside it. Nonetheless, **globalization** has influenced every human activity in the last decades that has provoked an increasing need to speak to others for many reasons, such as negotiating and socializing. Even before the **internet**, people started needing to learn and acquire other **cultures** and **languages**, giving birth in such a way to **Linguistics**. This science dated back to the XIXTH Century by being just historical through understanding the relationship between **languages**. Later on, scholars changed their focus and began analyzing language based on the nature of its traits, having in this period, the XXTH century, an important figure such as **Ferdinand de Saussure**, the father of **modern Linguistics**. He focused all his work on the general principles of the new linguistic science, which includes among its achievements the invention of **semiology**: the theory of the "signifier," the "signified," and the "sign" which they combine to produce (Saussure, 1996). Then, **Generative Linguistics** with Noam Chomsky in the mid-50s changed the study of language drastically by showing that every sentence is provided with a structural description at a syntactic, morphological, morphophonemic, and phonemic level (Newmeyer, 1997, p. 13). Two decades later, **Sociolinguistics**, **Functional Linguistics**, and **Pragmatics** evolved into a **Communicative Approach** centered on a more functional linguistic view with its social dimension. This new approach showed how, when we speak, we don't just say things **about** the world, but we actually **do** things with **language**, and thus change our world in the sense that we change the **state of things** in a **social sense** (Austin, 2003).

All of this background has seriously affected how **teaching and acquiring language** is perceived nowadays because of the vast number of **theories, methods, approaches**, and **schools** that

have originated so far. That is why it should not be a surprise that every class and every teacher is a unique combination of possibilities that work out in diverse ways because of the **environment, teaching philosophy, and theories** underlying each **learning task**.

1.01 Teaching identity and philosophy

Changing methods and ways of **teaching** seem possible. However, after being involved for more than 20 years in the **teaching** world, I can assure you it is not just integrating new age methods for the sake of it. At this point in my **teaching**, and due to the circumstances that we lived in 2020, like the pandemic that obliged us to adapt our perspective, I can convincingly say that **teaching** must go together with **learning** in a balanced way.

When I started **teaching** more than 22 years ago, I never realized all that is behind this noble art. Nonetheless, in recent years, I have remarked a few things that I still believe true about **good teaching**, which I have adopted and adjusted so far. When I needed to reflect on my **teaching philosophy** at the beginning of this specialty, I focused exclusively on superficial aspects. Some of them were paying more attention to some students over others, varying methods, applying multiple intelligences, thinking about the learning objectives, and giving a purpose to activities. These suggestions may be helpful. However, I could not think about any rationale, method, or approach to back up behind these ideas.

After studying the three modules of this specialization, I can assure you that my **teaching philosophy** is more solid than ever, with a strong **rationale** behind it. I can best summarize my **teaching philosophy** in the following basic precepts. First, being an excellent **communicator** as a teacher does not necessarily impact positively on your students. You may be the best speaking model for them, but you need to reflect on what your students need to do to develop their **communicative competences**. For instance, I teach learners that when **speaking**, they need to use at least four basic tenses so as to express most of their ideas coherently. I usually prepare **writings** for using them in class as models. Then I move on by taking advantage of **dictations, audios, readings tasks** that can be found on the internet in order to expand **learners' vocabulary and all skills** little by little.

Second, **textbooks** as **guidelines** of the **best teaching practices** can be valuable, but they are not good enough on their own. For years, using a **coursebook** like the Bible has been the trend.

However, teachers need to adapt and reinforce some practices among their students based on the material in a **textbook**. For example, I usually follow the **teacher book guidelines**. But I also use some other techniques like **chain drills, self-recording, role plays**, and lots of these through the **spiral approach** during all the lessons for students to recall much better what they have seen in a whole unit. I do lots of **memory games**, five minutes top, about remembering fixed expressions, based on **Krashen's input theory**, to avoid students translating. I also give them lots of **free writing activities** to check how much they have grasped the structures taught informally. Additionally, whenever possible, I make them have **long conversations** about trivial matters in English for practice. As a result, I can see that not all of them excel at first, but they usually learn to memorize certain expressions after a short period, at least, to have a simple mundane conversation.

Third, **teaching adults** is quite different than **teaching teens**. I have worked with both, and I have seen that both groups have advantages on their own to exploit when teaching them. For instance, adults are way more analytical. So I usually give them more explanations as a kind of reassurance so that later on, they can move on to creating their ideas. I let them try on, and then I make them find the corrections on their own. Besides, they already have a goal in mind about **learning the language**, and they want it for more formal reasons like starting a business or getting ahead on their job. However, it may become frustrating for them if, as teachers, we do not tell them that first, they need to take baby steps and start using what they know analytically by practicing common phrases every day. I ask them to write post-its with fixed expressions they would need for their objective and to paste them around their space to recall them as much as possible. I also make learners reflect on their **language acquisition** process because that is the clue for continuing **learning** with or without a teacher.

Teenagers are more open to **learning a language** in different ways for social reasons. They do not see the urgent need to **speak English** right away, an advantage because they are not too much worried about being right or wrong. They center their efforts on immediate things such as getting ahead on a game, knowing what a song says, communicating on social networks. Something that makes them also search on their own and adapt what they see in class for their purposes. I usually teach them through songs, social network memes, posts, Instagram comments, and everything that may be familiar. The **assessment** is more informal even though they take a formal test because of the school system. I give them **reading and listening comprehension tasks, some simple grammar**

structures, and many questions regarding informal conversational ideas where teens must use their logic to see how far they can interact in the **target language**.

Fourth, I believe that students should be the center of all the **teaching and learning processes**. Learners are the ones in charge of their knowledge and hands-on **learning** by carrying out the tasks. The teacher is a **mediator** whose guide is necessary for facilitating students' processes. However, students must do all the activities, presentations, assignments on their own, regardless of their knowing how to do them or not.

At first, learners may struggle, but they will learn on their rhythm what works best for them at the end. Giving learners a big room for **experimenting with their learning** will always pay off in the long run by making them **autonomous** and connected to their success. They may find failure along the path. Nevertheless, they would learn to deal with it and to create new strategies to become better and self-motivated in their **learning journey**.

1.02 Theory underlying my teaching practice and identity

Regarding the **rationale**, I do not have a specific method behind my **teaching philosophy** because I try to use various techniques that I have seen that work wonders with most of my students. However, I can rest assured that I frequently refer to **Krashen's hypothesis, skill-integration, interculturalism, assessment, technology**, and other fundamental concepts when planning that we have seen so far in this specialization. So I will say that an **eclectic method** is my approach in most cases. But what I mostly do is observe my students as a group to point out where they can improve.

From the beginning of the course, I also detect the students who need more attention because they struggle with the **language** and those beyond their classmates' level to keep them motivated. Then, I usually implement effective techniques centered on developing students' **communicative competence** based on the **language functions** to teach. Later I choose a series of activities that integrate all the **skills**, plus the **culture**. Integrating **culture** is the most challenging for me nowadays because, before this specialization, I had never considered how valuable it is. As the learners start advancing, I try out more complex and more **real-life tasks** where they end up doing all the talking in class by presenting the activities designed. I also

take **advantage of technology** by making them use it as a vehicle to express their ideas. Indeed, this is a whole process that takes around three to five months for students to get used to it so that results can stand out by themselves.

Emphasizing empathy towards others, curiosity for others, and especially tolerance and respect to others inside the classroom and outside is also the main objective of my **teaching philosophy**. I do this by balancing all the activities from the moment I begin to plan my lesson with a rooted goal in mind for every single class: teaching **cultures** and global **knowledge** through **language**. Now that we are all social individuals that interact in a whole changing new world.

Based on the studies about **Second Language Acquisition**, **input** is an essential part of **acquiring and learning a second language**. As described in **Krashen's input theory**, **acquisition** happens when a student is exposed to **comprehensible input**, which is just a little bit beyond their **current level (i + 1)** (Krashen, 1991). Whenever possible, learners should receive **comprehensible input** especially, when they do not have the opportunity to practice this language outside of the classroom.

Teachers in class must be the ones to speak as much as possible in English and encourage students to do so. For years, the focus has been on grammar. However, teachers must coach students that **learning chunks of information** is much more worthy than just memorizing grammar labels that are not communicative. Little by little, teachers should also be emphatic about students' acquiring the habit of being in constant contact with the **target language**. Here lies the notion that "when learners have the opportunity to negotiate **communication breakdowns**, the interactional modifications (e.g. requests for clarification and confirmation) which arise in the discourse make **grammatical features** salient so that they can be acquired (Ellis, 1997, p. 49). To sum up this idea, **language** evolves, and both teachers and students require to update their data by regularly finding new sources where English is fresh.

Nowadays, with all the existing **technology**, scholars and educators have plenty of opportunities to participate in activities where English is the **lingua franca**, both spoken and written. Chats, movies, podcasts, ebooks, social networks give scholars the best opportunity to interact in English in a secure environment in sympathetic contexts that motivate them to use English communicatively. Something that for sure will help students enhance their **communicative competence** in a more indirect and meaningful way. Considering **Krashen's Affective Filter**

Hypothesis is crucial for having a safe **learning environment** where different emotional factors, such as anxiety, motivation, attitude, and confidence, prevent students from effectively acquiring an L2, regardless of the **input** available.

Pupils need lots of **comprehensible input** because they will not internalize all of it, only a part, which is known as **intake**. How does this happen? Schmidt argued that awareness is necessary and sufficient for conversion of **input to intake**: A linguistic feature embodied in the input is useful for learning if and only if the learner is aware of it (Schmidt, 1993).

Undoubtedly, we have seen cases where students obtain a lot of **input** in a class by getting audios, videos, readings, and other materials. Unfortunately, the amount of information that they can retrieve is limited. Or even worse, sometimes teachers prepare lessons to teach a particular structure, and students do not even understand it, so they do not use it. That is why it is worthwhile to guide our students through all this process. They need to notice what chunks of information learn by heart.

The best way that learners can acquire some intake is by first practicing with them, so that later on, it becomes a habit. We also need to pay attention to their **output** (language produced) and not only in the typical way of grading **accuracy** but also in a more **metalinguistic** way of learning through language. Swain (1995) clearly explains that "by encouraging learners to use **metalinguage** when they encounter **linguistic** problems during the performance of **learning tasks**, the teacher is able not only to observe "working" hypotheses about the foreign language, but he or she can also obtain information on various **learning strategies** which are being used by the learners" (p. 137)

From this, we can start teaching learners how to fix those **communication breakdowns** that exist when speaking to another person in a natural context and what strategies they can develop to continue polishing their **language**. Something that is acquirable by **cooperation and collaboration** as understood in **Vygotsky's Zone of Proximal Development**, whose importance lies in the fact that speakers co-construct **knowledge** together, and in this way, **learning** occurs through **social interaction** (Aravena et al., 2015, p. 47).

As teachers, we must keep in mind one of the most pertinent goals of learning a skill, like English: teaching students to be **autonomous** because that is what it means **to learn** something. As

facilitators, our role is not only focusing on students' **output** but also teaching them the necessary **strategies** to continue their **learning** for the rest of their lives.

These three concepts from Krashen's theories (**input, intake, and output**), among others, are vital to be considered in our **teaching practice** in class. For instance, in a regular class, I usually include a lot of **comprehensible input** by covering all the **skills (speaking, writing, listening, and reading)** in various activities. I also speak in English at all times and ask my students to do the same to practice. What I am missing sometimes is to include more informal vocabulary since I usually use academic sources. Nonetheless, I consider that there must be a healthy balance between both. Students need to learn to speak accordingly to the context. As in L1, sometimes they will need to be too appropriate, and on other occasions, they may not. However, knowing both **registers** are crucial for their wholly **communicative competence**.

I am also quite aware of the **intake** that they have. When I was a novice teacher, I used to plan my lessons by focusing on the **grammar structure**. But later on, I notice that my students only used it because I forced them to, and to make matters worse, they sounded awkward. Little by little, I started realizing that this was happening because I was centering on the **grammar** and not on what real situations evoke the usage of those structures. Not until I change the way I plan my lessons did I see better results in my students. For instance, they started needing the grammar pattern because the class was designed around a particular situation that demanded it. I also noticed that it was much more natural for them to remember those structures, and although not all of them grasped it initially, they at least knew that they have already seen that expression.

Talking about **output**, I have always taught my students to focus first on meaning and then on form. Some of them do not want to produce since they feel frustrated. However, I always insist that the best way to be better is by practicing. So I explain to them that mistakes are remarkable opportunities to see where they need to concentrate more. Depending on the activity, I usually suggest that learners record themselves when they are **speaking** so as to start noticing on their own what they can improve. In **writing**, they can apply the same by **rereading** what they just wrote. My main aim is that they begin developing their **metalinguistic competence** by being aware of their **output**.

After 20 years of giving classes, I have seen that I miss integrating more real-life informal tasks with **culture**. First of all, because students need them when they are chatting with their friends, and

secondly, because they spend most of their time online where they encounter this kind of **cultural input**. Nonetheless, I think that **language** involves students' playing with it to interact in a given situation. I assume that I can include more authentic texts from informal sources, even memes in class, to help students develop all the necessary **strategic and discourse competences** they need to mingle naturally.

I can also assign a monthly project where pupils choose a book, story, magazine, Netflix series, or something of their interest to write about, at least 20 lines to acquire the prolific habit of **writing**. Especially now, with the pandemic, and all the time that they spend online, I can take advantage of apps like Tik Tok or Instagram so that learners create short videos in English speaking about their interests, likes, dislikes, traumas, etc.

I see this as an outstanding opportunity to motivate students to use **language** to express their inner world and their thoughts about it. Because in the end, learners acquire an L2 due to a reason. While it is true that each student has a unique purpose for **learning**, in general, most of them want to show that they know English by **speaking** the most native-like. I have observed that children learn faster than adults, but at the same time, they do not have a personal interest (**intrinsic motivation**) in doing so. They are sometimes sent to schools by their parents, and there they get English due to the curriculum. However, when we observe teenagers, we notice that they are starting to develop their motivations more extensively. For example, some learners want to be part of the American culture (**integrative motivation**) so long as they admire it.

Other teens want to learn English because of their video games (**instrumental motivation**), something that can be uplifting and limited at the same time. So long as these learners often focus on **vocabulary** related to their games, which is too specific, and thus **reduced**. A drawback here is that they do not know how to use this **lexis** outside of their original context. Concerning adults, we discern that they are more mature to develop other kinds of **motivation** towards learning, such as **instrumental and resultative**. Since they want to acquire English because of their jobs, trips, studies, and so on, getting engaged in learning English, based on the results obtained. That means that if they are talented enough, and English seems easy for them, they will keep on going, while the same is true for the opposite situation.

Regardless of our students' sincere **motivations**, teachers must always find a way to engage students in their **learning**. We should never forget that "**motivation in language learning** is a very

complicated psychological phenomenon. And it is also the single most influential factor in **learning a new language**" (Gardner, 1985). So, encouraging our students must be an everyday task that, as **facilitators**, we must consider for our pupils' benefit. Some days, learners may feel discouraged because of many reasons. But if we create a motivating class, it may change their attitude and their outcomes. But, of course, this must start with the teacher's stance as well. In the end, we are role models to follow for both **language usage** and **attitude**.

Using one approach over the other is a matter of different facts such as the general guidelines established by the **institution**, the **system**, the **textbook**, or the **students' needs** and most important by the need of using **authentic** and **meaningful communication** in classroom activities (Richards and Rodgers, 2001). Nevertheless, experiencing these **methods** and **techniques** can help us to round up our **teaching philosophy** after a while. In my case, I started giving English lessons by using different approaches that were rather traditional as the **Direct Method**, the **Grammar Translation** one, or even **TPR**. My main concern was on students' learning the grammar rules to be straightforward. Because I thought that if they had **accuracy**, later on, they would develop **fluency** regarding the other skills. Nonetheless, this could not be further than the truth. Provided that some students might have acquired at least the basic structures when learning English. But that did not help them at all in other areas of their development.

After noticing this, I changed my perception of teaching English. I began applying a **methodology** that was much more centered on **teaching skills** that were required to accomplish **real-world tasks** (Hedge, 2000 as cited in Al Azri & Al-Rashdi, 2014). Something feasible for me so long as the institution where I was working, at that time, did not have a solid **methodology** to follow. Even though I prepared my classes for teaching a different **skill** every day at least once a week, after some years, I also realized that my students' knowledge was fragmented. Although they were practicing every single day, they did not show any progress at all. Learners were not advancing, and they only had some parts of the language. Even when some learners might have been good at a specific skill, that did not compensate the other ones, nor **grammar**, and even less **vocabulary**. Both my students and I felt frustrated so long as they were enrolled in a given number of tasks regarding each **macro-skill**. But most students were not able, in the end, to show a certain degree of **proficiency** regardless of the many hours they practice drilling.

Later on, around 2000, education started changing because of all the **technology** that began existing, which was perceived in **language teaching and learning**. One of the dominant changes was using **textbooks** with teacher's guides to lead the teacher's actions inside the classroom. Somehow, as with every method, this brought up advantages and disadvantages. For instance, the preparation of the lesson was easier since teachers only had to follow the instructions in the teacher's book. All **skills** were integrated at once even though there was one primary **skill** with the other ones circling. Now that segregating the four skills of **reading, writing, listening, and speaking** in the classroom is an old way of teaching while **integrating skills** is the future and emphasizes the fundamentals of the **communicative learning theory**, which increases the utility of this methodology in an EFL classroom (Abdrabo, 2014). Another advantage was that lots of exercises, audios answers, guides, tests, and extra material are always at hand because of these textbooks.

Some of the downsides were that we, as teachers, only followed the instructions given. But in the end, teachers did not know why the tasks in the textbook under a specific sequence resulted well. Unfortunately, this creates a tremendous lack of **metacognition** and **comprehension** from the teacher. At the same time, teachers do not learn how to plan by just following a lesson every day. It may contribute to getting new techniques for other classes. Nevertheless, since the planning is not necessarily thoughtful, **students' outcomes** are below average.

Specifically, in my case, this kind of teaching helped me a lot to learn new **techniques** and **methods**. Although I did not know precisely what **approach**, rationale, or author was behind them, these tasks were advantageous to start observing students' general **outcomes** considering the assignments done. Provided that there are many **strategies, approaches, and methods** to effectively teach English as a foreign language (EFL), as Richards (2006) discusses in his book about **communicative teaching strategies**. Indeed, this was quite beneficial for me to solidify my **teaching philosophy** based on an **eclectic method**.

After so many years, around the year 2012, I finally had the opportunity to create my **lesson plans** that although they were based on a **textbook**, there was a certain freedom to emphasize one skill over the other one. Since then, I started observing meticulously how the activities worked or did not work when all the **skills** were integrated. In general, **teaching all skills** at once in a **meaningful, natural, and safe environment** helped my students and me. I accept that before the specialization, I felt that the classes where I integrated all the **macro-skills** looked kind of a Frankenstein. Since I used

these activities because I had seen them in a textbook before, and I usually tried to follow a complete sequence of tasks like it is done in the coursebook.

Nevertheless, I was not entirely sure about the **rationale** behind them, nor convinced that students were learning in the long run. But now that I have been studying each of them during these lessons in a separate way and that I have understood what the focal goal of each should be and how I can help my students to do so, I feel much more confident that they are learning which makes me less stressed about their whole process. A positive effect that students perceive about me and that impacts assertively in their learning attitude. Because results also showed that the students also enjoyed the **communicative activities** in groups and learning about content and grammar through the **integration of skills** (Sari, 2016).

So far, because of the specialization and the online classes, I have realized that many online websites help you a lot as a teacher. Now that they already prepared a full-immersion program that includes all the **skills** and **covert grammar** and **vocabulary**. I have also learned because of all these experiences that I can adapt **online lessons** like the ones found in the BBC learning English program and the ones from the British Council to plan an **all-skills integration** class.

During all these weeks, I have also noticed that planning a class where the focus is on only one skill is a **good practice** to start intertwining all of them in a comprehensive lesson like the one developed here, considering that without the **integration of the four prevailing skills** in a **foreign language classroom, authentic communication** could not be attained (Akram & Malik, 2010)

I also noticed that there are a lot of tasks that students can do for each skill. Taking into account that no one only **listens, speaks, reads, or writes** while participating in active **communication** and **social interactions**. There is always a combination of various **skills** in **natural interactions** (Su, 2007). However, if we want to balance our lesson plan, whose objective is to develop **language skills** as a whole, we need to select one or two per skill to integrate a comprehensive session. During the five sessions that we developed per skill, I realize that centering on only one skill when planning does not help because that creates a very mechanical class. The only way that I have learned to integrate skills much better is to start with a broad topic and specifically with a **language function** like talking about past events, talking about future events, asking for advice, etc. Then, I find resources that include a listening task and a written text so as to adapt them to do a speaking and writing task.

Concerning my students and my **role** under these new learning circumstances, I have realized that the more I plan my classes carefully, the less I need to speak or explain in the class. So long as designing **thoughtful activities** results in a smoother lesson where the teacher is the **facilitator** inasmuch as she directs what to do, considering the purpose and effect of that task might be.

At the same time, the **student's role** focuses more on being the center of the **learning process** by experimenting by himself with the language through vivid use of tasks. Students need to explore the activities on their own through the social practice of the language to find a meaningful sense of them. As 21st century teachers, our **role** and **philosophy** must align with both our students' demands and society's needs, especially nowadays with the pandemic. It demands us a great challenge to create classes that engage students from the beginning through using **technology** and innovative experiences that make the learners aware of their potential for life in the long run. Lately, even more than before, our **teaching philosophy** should align with the sense of **cooperation, autonomy, and growth** regardless of the circumstances.

Chapter 2. METHODOLOGY AND PRACTICE

Planning a series of sequenced sessions where **skills** and **culture** are integrated is considered a big challenge that certainly pays off so long as students can enhance all their **communicative** and **cultural competences** at once. However, planning in such a way requires a thoughtful design of what we first think is **good teaching**. To start with, using a template like the one proposed in these modules is quite helpful. Now that there is a logical sequence that all together consolidates **students' knowledge**.

Setting the main **lesson objective** or developing a concise **rubric** is necessary to help students understand what they are doing with the language. Connecting all the activities during an entire session with other sessions will reinforce **students' knowledge** about the topic. They will be able to come up with new ideas and develop authentic situational conversations.

The main point of the lesson plan elaborated in this project is to encourage students to get involved in the topic and its activities. Students must be the ones trying out and experimenting with the **language** so as to reach their maximum level of **communication** among others in a natural and unthreatening environment like the one created by the teacher in the classroom.

In the part of **technology**, students must also get accustomed to using it. So long as it is an unlimited source of knowledge principally because of what is happening worldwide. Developing **digital skills** will be the next step to integrate efficiently in future jobs. Using and learning about this **technology** while students are expanding their **linguistic competences** is quite challenging but helpful at the end of the day for both teachers and learners.

At the same time, focusing on learning about **culture** in general and not only considering ours as the only existing **culture** is a vast paradigm to teach in class for our students inasmuch as it develops decisive attitudes such as **tolerance** towards **diversity** and reduces all the **prejudices** that sometimes our students get outside of the classroom.

But after all, the most important thing when planning these kinds of activities is to be **conscious** about the **insight** we can get. It can guide us about what we need to do as teachers by listening to the feedback from learners that will help us have plenty of room for **improvement**.

The main idea is that students learn to balance all of their **skills** and **competences** because this will be the turning point to accomplish general knowledge and lifelong objectives such as learning a **target language**.

2.01 A practical and useful lesson plan.

When planning all the sessions in this final project, the main point was to be loyal to the **teaching philosophy** mentioned before. It englobes basically to develop students' **communicative** and **cultural competences** by using the material only as a guide but going at the same time beyond it. It also encloses differentiating who we are teaching, a students' hands-on perspective, and always considering eclectic **approaches** such as **Krashen's hypothesis**, **skill-integration**, **interculturalism**, **assessment**, **technology** to construct a solid background when planning. The keyword in this is **balancing** our labor as facilitators by guiding students to their development.

After all, **language** is a matter of understanding all of its edges as a whole. One of the main aspects that English teaching must center on by default is **linguistic competence**, as understood by **Chomsky**, 1965, like the unconscious knowledge possessed by native speakers of a **language**. However, this competence seems quite limited as it only refers to the specific knowledge of the language but not on the performance or usage. One of the most problematic aspects of a **language** is knowing that the **grammar**, **vocabulary**, and **skills** are not enough if learners cannot operate efficiently in any social nor cultural context presented in real-lifetime situations. Something intended to be reflected through the five sessions by not centering only on the grammar structures, but on situational tasks where students are motivated to speak about their **culture** and even research a little bit more about it to share with others about their family traditions.

The idea is that learners focus on their **communicative competence**. It was studied long before students' **linguistic competence** during the First World War when people noticed that although scholars knew the necessary **grammar** and **vocabulary**, that was not enough to communicate efficiently with native people in different cultural contexts. A perspective that for sure changed **English language teaching** for the best.

It all started with Dell Hymes' publication of his theory about **communicative competence**. It included the **sociolinguistic** and **strategic** aspects of learning a **target language**. Then, it continued with the textbook writers' reaction about modifying the curricula offered in their books when considering that students that returned from Europe complained about not being able to interact with native speakers. That is how **communicative purposes** and **language** as a **social practice** began to develop. Based on Hymes, 1972, **sociolinguistic competence** includes knowledge of rules and conventions which underlie the appropriate comprehension and language use in different **sociolinguistic** and **sociocultural** contexts.

Nonetheless, to talk about these two concepts is still broad when referring to learning a **language** comprehensively. Especially now when English is considered a **lingua franca** so long as it is a language that is used primarily for communication purposes. [Speakers] retain their allegiance to their first language and use the **lingua franca** to be intelligible to others (Spencer/Oatey, H & Franklin, 2009, P. 148). Current circumstances in the world, such as globalization and the internet, have created the need for having a third competence. It is the **intercultural** one, which refers not only to knowing exclusively about the **target culture** but is all about communicating effectively in a range of **cross-cultural contexts**.

Based on Michael Byrman and some of his colleagues' model (2002), **intercultural competence** refers to at least five main aspects: **intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness**. **Intercultural attitudes** refer specifically to being **curious** and **open** about our own **culture** and other **cultures** without judgment to accept that our **cultural approach** is not the only one. Also, the **knowledge of social groups** builds up **intercultural awareness** by experiencing differences among our own **culture** and others.

The valid point of selecting this model for awakening students' **cultural awareness** during all these lessons and through the activities used is its ultimate realistic objective. It aims at developing an **intercultural speaker** that cannot be a native speaker but a foreign language learner that integrates his own **culture** and the target one adequately. All five aspects mentioned before can be applied in an educational context with quite objective educational aims, deriving directly in specific roles for both teachers and students (Byrman, 1997).

One of the predominant points to rescue when planning these series of sessions is teaching students **cultural competence**. So long as it is an aspect easily forgotten when teachers center only on grammar structures, skills, and lexis, without giving any real context to fit in. To do so, we must consider that teaching and learning **interculturality** starts from having a clear definition of what **culture** is. In this case, we will consider **culture** as **shared language, beliefs, and values (Martin & Nakayama, 2010)**. In a few words, when talking about **culture**, we refer to **share social knowledge** based on similar **values** and a solid **belief system** that eases **social interactions**. **Culture** is also inside a **context** that determines how **culture** works because of the conditions given, resulting in changes that make **culture dynamic**, especially now because of **technology**.

Contradictorily or not, **culture** is both **unconscious** and **learned** at the same time. It is learned through imitation but in a productive way that molds our perception of **culture**. It starts by being unaware. However, as we grow old, we may transform our viewpoints into **conscious** knowledge of our **culture**.

In this specific lesson plan, the idea is to choose a well-known topic for students to prompt them easily to use some background knowledge, especially the **cultural** one about a typical celebration like the Day of the Dead. The intention is to help learners develop their **communicative competence** by giving them some confidence by centering on a known topic.

That's why the importance of viewing **language teaching** as **cultural teaching**. Unfortunately, this is not happening in our Mexican EFL classroom because of the lack of **cultural input** when teaching a foreign language such as English, constraining students' capacity for effective **intercultural communication**. Understanding that teaching **culture** in an ESL class is inevitable from the moment teachers and students bring it into the classroom daily. Comprehending this is central to realizing that objects in the school, the teacher, the students, the textbooks, the authentic materials, and the language spoken represent a mix between our own **culture** and the **target** one. Provided that the teacher's representation, the representation in materials, media and travel, and contact in local context permeates our learners' depictions and performance reflected on their **intercultural competence**. After all, everybody can create **culture**.

Due to all the socioeconomic strata inside Mexico, choosing among different methodological **cultural approaches** can be more beneficial than sticking to just one. The four

prevailing cultural approaches are **the cultural criticality approach and cultural dialogism, the emic and etic approach, the dynamic process approach, and the experiential learning approach**. Nonetheless, in this lesson plan, only one has been used throughout the five sessions by allowing learners to explore their own culture while comparing it to others. It is the **dynamic process approach**, which bases all its theories on the idea that **culture and communication are dynamic** because of the influences of national, group, and individual levels of analysis when observing any **culture**.

Regardless of the method of choice, teachers should be aware of the different roles they can play to develop their **learners' intercultural communicative competences**. The first role is the one of **informant** since teachers sometimes are the first to make **overgeneralizations** based on **cultural stereotypes**, something that should be avoided at any cost. It can be easily prevented by understanding that **diversity** exists everywhere. In this lesson, it is prevented by giving examples of other celebrations around the world like the ones presented in the video so that students can see that cultural diversity exists when talking about holidays.

In the end, the most decisive role that a teacher must play regarding **interculturalism** is through understanding all the **diversity** that exists in countries such as Mexico that may affect learners' background but not their capacity to learn. It can be done through developing learners' **intercultural communication skills** in classes by realizing that **culture** is creative and that the classroom itself is a space of **cultural creativity**. Teachers must contemplate that learning to be **intercultural** involves **input, output, sources, language, culture, and a specific pedagogy**. It also implicates performing various tasks that focus on competences like **attitudes, knowledge, skills for interpreting cultural differences, skills of discovering and interacting, and critical cultural awareness and political education**, as seen on Emilsson's chart. All of this because competent teachers understand that positive self-concept and affirmative identification with one's culture is the basis for academic success (Clark, 1990, p. 7).

Although any **authentic materials** are used as a source of **cultural material**, the videos, readings, and audios, chosen for these five sessions, each with their specific representation of the **target culture** as an example of realia, cover the learners' **cultural needs** in a simplified way. Nonetheless, all of this is irrelevant if there is not any assessment regarding students' **intercultural**

competences. For instance, implementing a **portfolio** can be the best way to record learners' competences through a self-assessment approach that centers primarily on **tolerance for ambiguity, behavioral flexibility and communicative awareness, knowledge discovery, respect for otherness, and empathy.** Because **portfolios** help teachers analyze learners' responses to different scenarios, as done in each of the tasks designed in this lesson plan.

After all, one of the main goals of this lesson must be to adopt a more **intercultural approach** by learning about the **target culture** and our own **culture** at the same time. It can be done by taking simple steps, such as addressing students' **cultural backgrounds**, integrating the community with the classroom, incorporating visual and audio **cultural materials**, promoting **global knowledge**, providing students with **online platforms** to facilitate **English learning**, and so on. These activities can always be carried on in the classroom, as long as teachers are willing to step forward towards **interculturalism** in their English language teaching, as seen in the activities planned so as to help students reinforce their **acquisition.**

I also observe that having a well-integrated lesson where one topic is the central theme of all the sessions has the most benefits, like helping students develop their abilities gradually by using some **scaffolding**, from the previous session to the next one. Now that the topic is the thread that intertwines them all. It builds up **students' confidence** since they do not feel strangers to the topic, and they can get a more profound **knowledge** of the theme.

So learners are not afraid of the content anymore, and they can dedicate totally to all their **communicative competencies.** So long as students need to be given **communicative strategies** if they are going to be comfortable and motivated to speak (Mesgarshahr and Abdollahzadeh, 2014). It is part of the **spiral approach** that improves students' **grammar, vocabulary,** and all their **skills** at the same time since they know the content almost by heart and they continue working on it every single day.

Many approaches and techniques can be used in a class because any is better than the other one. All of them pursue a specific objective, and all of them together help our students get the best results. Regarding these sessions, most of them are based on **Krashen's Input Hypothesis Theory** since the important thing is that students can avail themselves of the **input** proposed by the teacher. Meantime, there is also some support of **the Attention Theory** in the Grammar Focus when

the teacher points out some relevant examples related to previously seen grammar structures, such as the present, the past, and the future tenses. Something that will make students quite aware of them. The **Conversation Theory** is also considered in this planning in the Second Practice or Social Interaction and other activities.

So long as although the sessions are **skill-integrated**, students meet many tasks during the lesson where they need to converse with others to foster their general comprehension. With these conversations, students also get engaged in **interactive speaking activities** where they practice their **turn-taking, asking for clarification, repetition, or slower speech** among their classmates.

These five sessions start with the lesson **introduction** and the activities planned in the **activation** part, which are developed to engage students in the main topic: Celebrations. The idea is to trigger students' attention by starting with a simple quote that they can order and ask them questions about what they think regarding celebrations. Here the point is to exploit students' verbal-linguistic intelligence as well as their logic when reading.

In the introduction of the lesson, which focuses on the activation and competence objective setting, I select some images to get a **visual impact** that attracts students' interest. Here I intend to trigger students' **top-down processing** by taking advantage of their **background information** when **making inferences** about a familiar topic like the theme: celebrating round the world. This activity is an excellent pre-task so long as it starts prompting students' **schema theory** regarding both **their contextual information** and **their linguistic** one. At the same time, it starts developing some essential skills like **previewing** to start **anticipating** what they will watch and read. There is also some **meaning support** and **background information usage** that aid students' future comprehension of the topic.

The **setting of the objectives and competencies** of the lesson was done formally. This can be very useful to establish what students need to focus on from the beginning of the sessions. However, it is always enlightening that the teacher also asks learners questions to make students center on the topic.

There is also always a **personalization** strategy behind each of the activities proposed since this is a helpful way to lower students' **affective filter** and help them recall better what we checked and did in class. The point of having a word search puzzle was

to **activate** students' **prior knowledge** about what typical celebrations they knew. However, there was also an extra trigger by showing them a video about classic worldly celebrations to consolidate both their **previous knowledge** and something additional to **assimilate**. It intends to make this activity fun, challenging but at the same time helpful in case learners did not know any information about other world celebrations. They could **practice listening, reading, and spelling** by doing all the activities as a whole. There is also a **personalization** element at the end by asking them what two celebrations they consider fascinating. It is a brief activity included at the end of a task to encourage students to give their opinions and feel better by expressing them orally in an informal way.

Session one starts with the **information-processing activity**, in which students get some **visual aids** through a collage to center specifically on one of their national celebrations: the Day of the Death. The idea is to make learners focus on **vocabulary** that they already know about the topic by showing through a concept map whether they know how to write these words or not. The consolidation of this activity is to use **micro-skills** when writing, such as focusing just on the specific spelling of words with the aid of **technology**. Comparing and contrasting some of these concept maps is advantageous for those students who may not know how to write a specific term accurately nor remember how to say something.

The **vocabulary presentation** is done inductively by the teacher with the help of a collage, which makes it uncomplicated for students to see the word and understand the meaning. The teacher is reiterative about the definitions of the words presented by emphasizing the use of **synonyms**. Learners will focus on the most complex words for them to remember by creating a word cloud. The **consolidation** of this learning goes in two ways: the **micro-skill of spelling and the macro-skill of processing meaning** by asking others what the word synonym is. The intention is to force students' memory to go the extra mile by doing something fun like creating word clouds in which they have to decide on difficult words by definition and spelling.

All the first session is about introducing students to the topic seen and presenting and practicing the necessary **lexis** to strengthen students' input and skills at the same time by working on both processes: **conveying meaning and form**. This session's purpose is to integrate diverse **skills, technology, and culture** to make students aware of the importance of these elements in their **learning**.

In session two, there is a brief reintroduction of the topic by asking students to guess the celebrations seen in the photos. Then, there is a **reading activity** which is one of the main focuses of this session. First, students have to unscramble the text so that they start reading the ideas isolated. Students have to process the meaning of the text coherently while organizing. Later on, they will focus on comprehension exercises based on what they read to exploit certain elements like **skimming, guessing, inferring, using discourse markers, and scanning**. Learners also cooperate among themselves by sharing their results and comparing and contrasting answers with other groups and the teacher.

In this session, learners also develop their **writing skills** by creating their texts based on some parallel writing directed by the teacher. The teacher will start by eliciting some ideas based on some pictures. This **brainstorming** will trigger students' ideas to be more focused on what to write. The teacher will present her **writing model** emphasizing the changes seen in these three different moments: present, past, and future. Then students will have the opportunity to create their writing by adapting some of the teacher's ideas and posting their results on a board to be seen by everyone. Regarding **personalization**, students will comment about the differences they find by reading other students' posts.

Session three starts by focusing on some ideas seen in the reading that students may consider typical about this celebration in Mexico. Then students will listen to an audio activity where the speakers give more information about the Day of the Dead. Ss. will practice some **listening micro-skills** by first identifying the three main ideas about the audio. Then students will listen for a second time to get more information about this celebration.

Then based on this idea, students will create a short presentation about the ideas they heard and will show it to the whole class. The intention is to emphasize the **skills of listening and speaking**, which go together in most cases since it is easier to express some thoughts related to a specific topic once we have heard some previous **input**.

In this same session, students will be given a short quiz about the audio and will work **collaboratively** by answering the questions and defending the arguments for their answers. Learners will focus on **processing** not only the **sound** but also the **meaning** of the listening heard. The point of this session is to exploit the audio so that students can get a model for creating their speech,

and at the same time, analyze the content of the audio to check **coherence and cohesion**. This will guide them in their speaking.

Session four focuses more specifically on the **cultural component** of the lesson. Students start by writing as many celebrations as they know about two different countries such as Mexico and the U.S.A. The teacher will elicit some questions about these celebrations by using some cues. The teacher will guide students to create appropriate questions both in **content and in grammar structures**. Then, students will make a simple analysis of the questions by checking how many of them are in the present, past, or future. The idea is to continue emphasizing the **grammar point** of the lesson through **culture** and the differences that they may find in time and places related to celebrations.

The teacher will also exploit **writing** by asking students to create a short text where they include the thoughts and answers elicited by the previous activity. In this way, students will also practice **speaking by reading** their texts aloud and voting for the best one. In this session, the main point is to develop learners' **skills** gradually in a coherent way. The idea is to get students involved in the topic from the beginning by centering on **cultural differences** and then working on more analytical areas like question-making to recognize the different tenses presented during all these sessions inductively by finally **consolidating** their learning by logically writing on their own and by integrating the observations mentioned before.

The last session, session five, focuses mainly on **consolidating** all the **skills, information, technological and intercultural** aspects seen during the planning. The idea is to make students create their own game based on all the information seen throughout these lessons. By making students create their questions, students have to recall information related to **cultural events** that they have learned during the sessions or that they already know. They will test each other about this knowledge, and at the same time, they will evaluate their partners about the facts mentioned regarding the **Mexican culture**.

Learners will also have to use all the knowledge acquired by creating an infographic about the facts seen in the previous activity. The task is designed to give students room for improvement about using all the data presented in all the sessions to determine how much information students have acquired so far. Meanwhile, they also practice their **writing, listening, reading, and speaking skills** by

working in groups to plan, organize, create and present the info with the aid of **technological tools** such as the application of Genially.

To wrap up all the lessons, the teacher will ask students about what they like about their **culture** and other **cultures** to **consolidate** the **cultural** elements seen. It will give the teacher a clear idea of how well learners have assimilated and accommodated the things seen by expressing their opinions in their own words. The idea of creating a lesson with five sessions is to **balance** all the skills necessary to acquire a language by awakening students' **cultural awareness and technological** usage. All of this in the light of the **Communicative Language Teaching** approach now that the objective is that students acquire the language to accomplish efficient communication within the social context by giving **meaning, form, significance, and function** to their words.

Through the conclusion activity, there is an integration of other **skills** such as **writing** and **speaking** to emphasize the importance of the **four-skill integration** in **Second Language Teaching**. Learners are expected to have the necessary skills such as listening, reading, writing, and speaking to be regarded as language learners. These four skills are intertwined and can hardly be used separately (Arabi Zanjani and Izadpanah, 2016).

In this last session, an **intercultural component** is also incorporated into the lesson. Provided that we should recall that language learning implies and embraces **culture** learning; i.e. we should remember that whenever we teach a language, we are teaching a system of cultural customs, ways of thinking, feeling, and acting (Brown, 2000, p. 25). Making students compare themselves with other people around the world nurtures their interest in the target language and in the primary goal of **reading**: understanding others, as well, so as not to feel isolated from the rest, which develops students' **cross-cultural awareness for reading**.

As for **reading**, the main aim is to help students acquire significant comprehension of the text read by understanding that meaning is thus constructed through reading not because a text carries it but because the reader brings information, knowledge, experience, and culture to the printed word (Vernier, 2008, p. 279). Therefore, students need to be guided in getting meaning by using a **top-down approach** like the one shown in this lesson, where students organize the excerpts of the text collaboratively by demonstrating whether they understood the gist behind each idea or not. Besides that, learners need to use their logic to do so and to understand the text as a whole. At the same

time, the **vocabulary strategy** implemented is **using synonyms** backed up by **visual aids**. Although this strategy has proven to be a little bit limited, in this case, it is used to make it easier for students because of the topic, internet safety, and students' previous knowledge.

The way to fascinate students into **reading** is through the use of some **personalization**. So long as **personalization** improves classroom dynamics, creates a positive atmosphere, and leads to more effective language learning. It helps make lessons more motivating, memorable, and meaningful (Jones, 2020). Something quite beneficial for setting the mood since the beginning of the session. There are also other techniques used in this lesson, such as **scanning** the headings, illustrations, and subheadings, something handy to focus students' interest on the theme through the use of **predictions**.

Now the center of the lesson is exploiting as much as possible **reading** the text. The idea is not to practice **reading** aloud since this technique only works better after other work on comprehension of the text has been completed successfully (Spratt, 2005, p. 34). The main emphasis of the lesson relies on triggering students' **schema knowledge** in at least two aspects: **content** through **personalization**, and **linguistic** through expressing ideas related to celebrations, and in a more inductive way, the **formal schema** of understanding how to organize a text.

The **reading** is covered in two different modes. First, students read excerpts to order, and second, students read for comprehension to internalize the real meaning of the text.

The three **reading stages** mentioned by Sánchez (2004) are used in different moments throughout this lesson. First, students **decode** by answering some questions and restating the main idea. Second, learners **make inferences** about the vocabulary to understand the gist of what the Day of the Death implies. Third, scholars **read** the text **critically** to interpret their results and express if they agree or not with them. These make the **reading** more significant and memorable for learners. It helps learners trigger their grammar usage for expressing their thoughts about celebrating holidays and their strengths and weaknesses regarding the reading topic.

Concerning the specific area of **reading**, some of the approaches seen during the three modules were applied, such as the whole language approach based on **students' previous knowledge** to extract **meaning from the context**. At the same time, part of the **interactive**

approach was used by working on **cues** and then on the **gist**. These two approaches have been quite valuable for strengthening learners' **Schema Theory** (their **content schema** with the **activation activities**, their **linguistic schema** with the **Grammar Focus**, and their **formal schema** with the implicit organization of the text).

Some of the strategies suggested by **CALLA** are included in this lesson too, such as activating **students' prior knowledge**, modeling and teaching some **learning strategies** explicitly like unscrambling sentences and **predicting, teaching reading, and writing together, assessing students' progress** concerning the content, and transmission of ideas, and emphasizing comprehension over pronunciation. Other more are fostered throughout the lesson, too, for instance: **analyzing vocabulary, skimming, scanning, guessing, inferring, using constructive silent reading, peer evaluation, and setting a purpose** for reading, like in this case, expressing the way they celebrate holidays. Specifically, the assessment of this session intends to integrate **skills** more naturally by promoting some **critical thinking** through posting and replying coherently based on the main ideas examined during the whole lesson.

Like **reading**, the main objective of the **writing** lesson centers on teaching learners to communicate a message. In this case, students will learn how to write a brief text about celebrating holidays by using some sample **writing** created by the teacher.

The **activation activity** intends to involve students in the topic from the beginning through some **personalization**. The two **writing** activities are prompted by eliciting students to have a quick **brainstorming** about what they will write and then by having a brief drafting part based on the questions used and the examples giving by the teacher. It was planned like this because writing, in the end, must be conceived like a process, whereas a person selects, develops, arranges, and expresses ideas in units of discourse (Hyland, 2002).

Regarding **writing**, some specific approaches were used, such as **discursive structures** like when students wrote their **anecdote** about celebrations and **creative expression plus content writing** for centering on social issues and expressing their ideas about memorable events. Even though there is no **academic writing**, using **micro and macro skills** like focusing on **grammatical patterns**, and using **time expressions**, is done to boost **students' writing processes**. There is also

some use of **frame strategies**, like **parallel writing**. The intention, overall, is to balance the **process** and the **product**.

The whole lesson is designed so that there is not only one approach used but more than one. The approaches considered are **Language Structure** since there is a **familiarization** activity when asking students to organize a quote, **controlled writing** by doing the writing exercise based on the teacher's sample, **guided writing** by doing a draft, and **freewriting** when commenting about how they celebrate holidays. There is also some **Discursive Structure** involved in this lesson by focusing the session on both the communicative function of **writing** simple anecdotes and the layout when presenting information of this genre coherently.

The approach of **Writing processes** is also considered in an uncomplicated way by selecting the topic, prewriting, composing, responding to the draft, revising, responding to missions, proofreading and editing, evaluation, publishing in the app, and follow-up tasks like speaking. The **Content approach** is included too because of the topic chosen: celebrating holidays.

Some **principles** applied during these sessions are having a sample **writing** from a 'good writer', following a specific process with decisive steps, and balancing the process and the product because both are relevant to engage students in **writing**.

Posting on the app also gives learners a considerable opportunity to try out more **authentic writing** with purpose and meaning. It also shows students the sense of a **community of learners**. Although there is not any formal evaluation of the writing tasks, students need to read and comment orally on their classmates' contributions as an essential part of **cooperative learning**. By that, the implicit purpose of **writing** that is communicating ideas to compare and contrast what learners do **culturally speaking** is met.

Because of students' English level, more **writing macro-skills** are addressed than **micro-skills** during the lesson. By checking time expressions when **writing**, the emphasis is on acquiring the correct use of cohesive devices. Additionally, the activities designed help a lot to develop students' **macro-skills**. Some of these are the adequate use of the rhetorical form, an efficient expression of a communicative function (expressing ideas and contrasting), logical connection of events, use of culturally specific references, and use of strategies like vocabulary teaching through

synonyms and sentence examples. On the other hand, **micro-skills** like word order patterns, grammatical systems, particular meaning, and orthographic patterns are acquired informally.

The principal approach behind the activities selected for the **listening** tasks is to exploit all the strategies and necessary guidelines suggested during the specialty. Hence, teachers need to consider that learners with higher listening ability tend to choose **listening strategies** more adaptive to their learning situations and put the chosen strategies into practice more effectively than the unskilled ones (Li, & Hasegawa, 2014, p. 384).

The intention is to take advantage of the nature of listening and its two main **processes: focusing on sound** and **meaning** in the same class sessions. For that, the listening audio will be repeated twice with several objectives each time. The purpose is to first focus on some specific words for **recognizing word boundaries**, to later moving on to **recognize sentences**. To get until the point of **processing meaning** by organizing the incoming speech into meaningful sections so students can **store** information in memory by **segmenting** the stream in small excerpts to **process sound** and **meaning** simultaneously. This helps students develop their **listening skills** little by little in a structural way by starting from simple tasks to complex ones.

Regarding **listening**, lots of **micro and macro skills** are used, such as having students exclusively focus on the main ideas of the audio to make it easier for them to get the **gist** of it after previewing some of the main ideas of the **listening**. It also helps students focus on what the speakers say and what their intentions are. Additionally, the topic is exceedingly related to the principal theme to help students go through the three processes when constructing a message. First, students start by **perceiving** sounds and intonation patterns; second, **decoding** for understanding the message by focusing just on chunks of information and third, **predicting** what is next and even inferring some ideas that are not so clear to decipher.

The listening tasks focus on developing students' **listening skills**, like using **background knowledge**, **reviewing** the three simple tenses, and **using inference questions**. The **listening** activities comprise **collaborative work** done by the learners in small groups when getting into a consensus about the quiz answers. This will make them get more confidence and some **scaffolding** by **listening** to what other classmates have understood. At the same time, presenting their answers in groups and giving back up evidence about their choices help them

understand **listening** information through **top-bottom processing** by checking up their **inferences** and **background information**.

The objective of all of these activities is to help students advance further in their **listening stages**. Learners will move from **recognizing the target language, isolated words, and phrase boundaries** up to **listening for the gist**. Consequently, some burdens have been anticipated efficiently in this lesson. One of them is **avoiding the lack of contextual knowledge** by implementing the activation activity, the information processing one, and the vocabulary introduction. Also, in this lesson, I am striving to diminish **bad learners' habits** like **trying to understand every word** by segmenting the listening.

During all the sessions, there were also lots of **speaking** activities to help learners exploit this skill in a meaningful way. The intention is to give students the necessary reassurance, both talking about **fluency** and **accuracy**, by being exposed to many speaking interactions to transform the knowledge received into meaningful information to express their viewpoints. The more students speak, the more secure they will feel about it.

Tasks are developed to make students focus on **communicative functional interactions** and **social interactions**. The crucial point is that learners have many opportunities to integrate all the information seen in their **controlled** and **free oral interactions**. This is also part of having students collaborate to create oral evidence where all the **input** they have received in the lesson helps them build up their ideas.

Although practicing **pronunciation** was not exploited during any of these sessions, the emphasis was mainly on making our students become **good communicators** by adding **sociocultural, factual, and contextual knowledge** to learners' **listening comprehension** activities. Also, some **bottom-up** and **top-down processing** was done by **decoding received data** and **using background info**. The **sequence** of the lesson (**pre, while, post**) was applied to **all the skills**. Since, based on my **teaching experiences** and **philosophy**, this is the most organized way to get the best out of each activity. Each of the activities planned is designed to help students achieve **listening fluency** at least in an initial level to recognize and understand English words and phrases as they are being used. All of this accomplished by practicing in pairs or groups in class, considering that **group work** can increase students' sense of authenticity since they are more relaxed when working in a group setting (Sevy, 2016).

Developing lessons like these create an atmosphere where the center of the **learning** is the students. The teacher is the **facilitator** who gives **feedback, guidance, and motivation** to students to make them **autonomous lifelong learners** that can get involved in **cultural** and **technological** aspects of their **language acquisition**. Some of the hypotheses developed by **Krashen** are also part of the rationale behind these lessons, such as **the Monitor theory**, where students receive **input** that later verifies and then start creating their utterances or **output** to **consolidate** their learning.

The **Input Hypothesis** and the **Affective-Filter** one are also essential parts of this **planning**. Provided that students need a great degree of exposure to **comprehensible input** like the one seen in the readings and the listenings, that is beyond their current development to challenge them to acquire the information worked. At the same time, it is essential to consider the **learners' affective filter** to help them feel better about their **language acquisition process**.

As a whole, this sequence of lessons has been carefully thought to get the best of the students' abilities **linguistically, culturally, and technologically**. The intention is to continue guiding students to enhance their learning process and decide what they should do to improve outside the classroom. Giving learners control over their processes will make them more conscious about what they need regarding each area and will force them to adjust their learning strategies, rhythm, and procedures to continue on their own. Because, in the end, the most meaningful thing will be that students learn not only English but also all the necessary strategies to succeed communicatively in the **target culture**, in the light of **technology**.

2.02 Designing of necessary tools to assess/test the progress of students.

The tool used exclusively for the tasks done in this sequence of lessons is a **rubric**. This **rubric** was designed under an objective parameter where assignments and **skills** are assessed separately. Hence, they are evaluated with different objectives, such as **processing form, checking previous knowledge, processing meaning, or showing intercultural skills**. **Processing form** refers to the isolated skill of understanding the words from their **grapheme, sound** in an individual level of **part of speech, or pronunciation**. In the case of checking **previous knowledge**, there are certain activities whose core is recalling students' prior information referring to a topic to identify students' background and base for future tasks. **Processing meaning** refers to understanding the word in a

given context from all its situational implications when making use of it. **Showing intercultural skills** reflects how much students can deal with the **culture** seen and their own, in terms of using ideas that refer to these aspects respectfully and empathically.

All of these aspects are considered taking into account four levels. Beginning from level 1, which is the basic one, where students show from 0 to 10 percent of the skill mentioned; level 2 refers just to a 50%; level 3 to 75% and finally level 4 from 90 to 100%. This gives a clear **rubric** about students' domains related to a specific topic or skill.

In the specific situation of **assessing** the tasks done during the lesson, the parameter varies according to the assignment evaluated. For instance, in the **checklist**, it is evaluated how many words the learner knows about the topic. In matching definitions, the purpose is to identify how many synonyms the learner can connect to the word given. Regarding true or false, the aim is to evaluate how many facts the learner can identify as real from the information read. In the case of the multiple-choice, the understanding of general and specific information that the learner can analyze and infer is assessed.

It is also included as part of the overall evaluation a **self-assessment quiz** through which students will be able to give an objective reflection about the lesson planned and what they take with them in the end. This kind of **feedback** can be valuable for students as well as teachers. In the case of students, it allows them to **consolidate** their knowledge even after finishing the class to allow some insight into what they acquired while doing the tasks in the lesson. In the case of the teacher, it also centers them on having an objective perspective of how the activities worked out. That **feedback** plus the **outcomes** will show a clear panorama of the whole class for more analysis.

Although these **evaluation tools** were planned carefully, some of them could not be applied as thought. First of all, because some students do not participate in class. So, they cannot be evaluated with zero based on the institution's regulations. Second, because if I wait for all of the students' results, it will be too complicated to finish all the tasks and time-consuming. Now that we are talking about a large group with 23 students. Third, some students have the opportunity to participate in one or two activities at the most. So, we cannot evaluate each of them with the same parameter. It has to be adapted.

Consequently, some of the adaptations made to the **rubric** are: first, evaluate those students who participated using the parameter given as long as they participate in at least two activities. Then, assess students' tasks even though some learners could not finish on time during the sessions as long as they hand in their work afterward through email. Third, for those students who did not participate at all, they are just given a NO PARTICIPATION mark that in their general **evaluation** impacts their participation as part of the 20 percent of their whole grade. Finally, the **self-assessment quiz** was a widely applicable activity in the last term so long as it counts as 5 percent of their final grade.

Some notes were taken while the sessions were carried out to keep track of all the elements just mentioned. The works sent to the email specified were also considered. The **self-assessment quiz** was posted in Google classroom for students working individually on it by giving a limit of three days after finishing all the classes.

Even though each skill and task was evaluated individually, in the end, every student received a general mark, which was obtained by adding up every aspect of the **rubric** proposed. This mark and individual **feedback** were accompanied by constructive comments about what learners have done efficiently and what they can still improve. In this way, learners got a mark that pointed out what was necessary for moving on to the next level. Most comments given were sent to the students directly by responding to their **self-quiz assessment**. This also gave me a good perspective on what learners thought about their **knowledge** and **performance**. By conjugating both areas, students' comments can be very productive for them and me. Besides that, learners' **self-assessment** gave me a clear idea of what worked and what did not in these sessions.

Nonetheless, focusing specifically on the **rubric** concerning the **speaking** tasks, the main emphasis in these sessions was placed on students' **intelligibility** more than **pronunciation**. Because during these three modules, I have changed some ideas regarding **students' oral production** and my **teaching philosophy**, like the fact that **fluency** and **accuracy** should not be an obsession as long as students convey the message they want to express. The **language data** to which the learner is exposed should be presented **in context** so that learners can produce likewise (Almarza, 2000).

The use of some **communication strategies** was also included informally. Something that I constantly apply when students speak as part of my routinary **teaching philosophy**. One of the **achievement strategies** applied during the lesson was **paraphrasing** and **cooperation** to help students produce more efficiently. Also, simplifying the original message was used as part of

the **reduction strategies** mentioned in the specialty. Something that if I already used as part of my **philosophy**, now I plan on sticking to it much more. I also tried to apply the two frameworks learned for understanding **oral practice** in the classroom to focus on both the **linguistic components of oral production** and the **development of global skills** at the same time.

Most activities planned in the **speaking** session were less concerned about the control exerted by the teacher or student throughout the task, something that I used to do a lot before this specialty as part of my **teaching philosophy**. I have now started focusing more on developing **my students' communicative, functional, social-interactive aspects** of the language. So long as whether teachers are aware of it or not, students will always acquire more in their language classes than just **language**. They will also learn their role in the classroom and (to a greater or lesser extent) pick up values and attitudes from the texts they use (Littlejohn, 1998, p.10).

Most students pointed out that using so many apps and **technological** websites was challenging. They enjoyed doing so, but at the same time, they sometimes felt frustrated. The learners who looked for other options in order to complete the task felt good because of not feeling forced to follow only one path. Students also mentioned that they liked the topic. They learned some things that they did not know about their **culture** and other **cultures**. Students found all the activities quite fun and rewarding because they could learn about other apps even for using them in other subjects. What they found too complex was designing a Jeopardy by creating some questions on their own. Students mentioned that they enjoyed this game, but they had never realized before how challenging was to make each of the questions.

After all, and as a general comment about the **evaluation**, I can rest assured that around 80 percent of the class fulfill the objective stated from the beginning but in different levels, as mentioned previously. They still need to work on some **linguistic and cultural aspects** to improve their **communicative competence** as a whole. Nonetheless, this kind of class has made them reflect on how they want to continue **learning** and what they want to obtain at the end as part of their **competences**.

First of all, it is worthwhile to emphasize the rationale behind the **assessment** of these five sessions. Two main axes directed the **teaching strategies** and **methodology** used in class: a) evaluating **students' progress** and b) giving **feedback** to improve. Both aims work directly based on

the idea that learners need to know how they are progressing, where they are in their **learning process**, and where they can get in the future. Not knowing this can cause so much frustration that it might provoke a heavy mental blockage on our students' **language development**. Considering that teachers should use multiple assessments to ensure that ELLs are treated fairly and that the decisions that are taken based on these instruments are both valid and reliable, and be completely aware of the consequences that these assessments bear on them and the students (Lopez, 2004).

In this project, a **checklist** would have been one of the easiest ways to evaluate **students' performance**. Nonetheless, **checklists** are too simplified and better use for younger learners. That is why I chose a consistent **rubric** with a detailed description of what was expected from learners. It is found per lesson stage at the end of **Appendix C**. In other words, this is the easiest way to evaluate, in simple terms, what a student needs to acquire or not at the end of a class. The parameter used in this **evaluation** was clearly stated from the beginning through a simple system, which verifies the percentage that a student can get when performing specific activities.

Also, in all this rationale, a simple self-evaluation is included in **Appendix C** since students need to learn how to assess their growth, first, with the teacher's direction, and then, on their own. So long as this will help learners for the rest of their lives, not only regarding learning a language but also regarding general **skills acquisition**. Although students, in general, do not like to be evaluated formally nor informally, we need to change our students' chip about **assessment**. Learners need to understand that exams or homework are not punishments but one of the tremendous opportunities ever to identify where they are and how they can move forward.

However, **Mexican assessment culture** sometimes conceives an **evaluation** as a trial where only flaws are exposed. So to change this, firstly, we need to change this conception in our students by not assigning a numeric scale to their projects. In reality, future **academic success** depends on the learners' ability to master English at the same time they are expected to learn content area at their grade level (Valdes & Figueroa, 1996).

As seen in the **rubric in Appendix C**, it only centers on the percentage that students show they have acquired while doing specific tasks related to micro or macro skills. Getting a below-average mark or even a lower percent does not mean that students do not have that ability. In reality, this means that students might be on their way to acquire it. We need to understand, as teachers,

and even more, as students, that an **evaluation** only shows where we are, and at the same time, it can help learners and us a lot to guide our process.

If we understand that **teaching** and **learning** are part of the whole system, we will realize that changes only start when teachers modify their limited perceptions about the **learning process**. Unfortunately, the Mexican culture has always used **evaluation** for pushing students to their limit or rank learners in a system that, in the end, does not help them progress nor regulate their processes.

Meantime, **skills acquisition** and **integration** were also considered as the principal base of the process of **autonomous learning**. Skills are an essential part of every language. Students need to develop them for the rest of their lives through constant practice and intrinsic motivation. EFL students need to learn in an **integrated skills** classroom to become **fluent English speakers** and **accurate writers** as well as able and **sufficient readers** [and **proactive listeners**] (Aydoğ̃an and Akbarov, 2014).

We also need to understand that a **rubric** must be thought carefully to conceive the process as a part of the whole. It is impossible to imagine that an **evaluation** of a skill can be so limited as: Students can read or write. Using a simplistic **rubric** does not help learners know their strengths and weaknesses nor what they can do to improve. That is why it is valuable to use an objective scale that gives students a clear idea about what percentage of positive answers s/he needs to grasp the concept or skill.

However, we should not confuse the use of percentages as many years ago. Provided that, in this new decade, we must comprehend that saying that a learner has a specific percent of English is quite broad and untruthful. Our bet on education must be on students' whole learning panorama to define what path they must follow to accomplish **communicative competence** on their own and that, if because of the circumstances, their skills decline a bit, students can manage this situation even outside school. Learning to learn on our own is always hard to evaluate because each of us has a different conception of what we are doing wrong or right. That is why giving effective **feedback** by starting first with a general question that, as teachers, we can ask learners about what they perceive to be their areas of opportunity can give us a lot of light on how to help students to acquire the specified goals.

Sometimes, the issue is that students understand they are not doing well, but, unfortunately, they do not know what exactly is expected from them in the target language, or even worse, they do not know what to do to polish these areas. Mostly because, at the same time, students learning English are disadvantaged by a scarcity of appropriate **assessment instruments** and a lack of personnel trained to conduct linguistically and culturally relevant educational assessments (Yates & Ortiz, 1998).

After carefully listening to our students, then, we can explain without judgments where we see that our students battle the most. This is not so easy to do, provided that it requires a lot of observation and even some note-taking from our side, as teachers, to have a clear picture of students' weaknesses. This kind of **observation** should be done during all the sessions all the year.

All the **rubric** had various bases: **processing sound and words, processing meaning, checking previous knowledge, showing intercultural skills, and conveying meaning** which cover all **skills integration** from basic stuff like identifying sounds and words to higher-order skills like analyzing situations, pointing out differences, writing tasks, and so on. Carrying on this kind of **evaluation** with its logical **feedback** makes students even more aware of their **learning processes and autonomy**.

Concerning the institutional assessing parameters, there has not been any problem at all so long as the UNAM gives a lot of room for **autonomous teaching and assessment**. The way that students are evaluated formally in class is based on five simple criteria: the exam, which is the highest percentage of their final grade (60%); the class participation, which reflects how they interact with any of the tasks done to enhance their skills (20%); their assignments, which they are used to see if students clearly understand or not the concepts checked in class (10%); the notebook (5%) that is the way to force students to focus on the lesson; and an individual self-evaluation (10%) that as stated from the beginning would tell us how students see the world.

This criterion might seem pretty traditional, but in the end, it helps both the teachers and students to balance their **language development** by doing different activities. Nevertheless, the **evaluation** of the five sessions was planned much more informally since it counts for class participation without really determining the whole of the grade. However, having a detailed register of **students' performance** is vital to help learners in their process, especially when talking about **skills integration** and **lifetime development**.

In the end, the institution requires a number. Mostly because the Mexican Educational System is like that, and not really because they are planning to help the learners. This should be treated carefully and wisely so that every evaluation carried out helps little by little the whole process of developing students' **communicative competencies**.

The most effective way to evaluate both of these five lessons is through a specific **rubric** that will prompt students' metacognition development since having an explicit parameter lets students in on the decision-making process. Students had better understand the criteria of each assignment, so they can begin to look at their tasks with the critical eye of a teacher, allowing them to understand their past mistakes and fix their current ones (The Graide Network, 2018).

The idea of using a specific **rubric** with so few elements is to help students with their areas of opportunities instead of saturating them with a lot of features that will demotivate them in their **learning** process. Instead of assigning a number for their **evaluation**, comments will be the way to address each issue to keep an ongoing conversation that triggers students' interest in learning more and polishing their skills.

With the observations done while using the **rubric**, the teacher can also become more analytic about what students do in classes. Based on this, s/he can recommend other websites where students can enhance any individual issues regarding **any skill** that both the teacher and the students find tough to deal with. Most of the time, it is good that teachers and students feel confident enough to express their ideas regarding what they perceive, and that in such a way, they compare with their peers and the teacher where they see more room for improvement.

Beyond this, these techniques instill good **metacognitive** habits that are useful for skills integration. Because it starts making students aware of their processes, especially they can focus on what to do to be better. A lesson they can carry with them for the rest of their lives to take great advantage of their reflection. Because teachers ought to tend to choose the **strategies** that best work in their **environment** and for the specific needs of their students (Intarapanich, 2013).

2.03 Evidence of graphics, photos, images

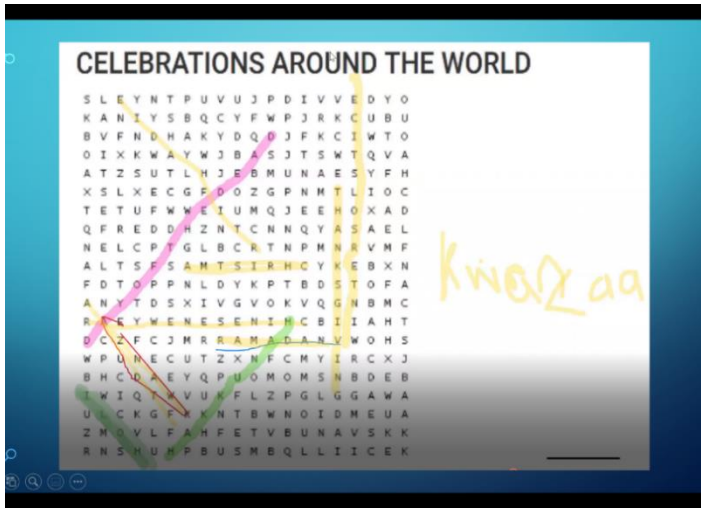
All the **digital material** created and used in this lesson is intended to develop students' **digital skills** in a receptive and productive way. The aim is to motivate students to develop their **communicative competences** and **cultural awareness** by integrating skills and **technology**. This will help learners become aware of their needs in three main areas: **skills integration, interculturalism, and technology**.

All these **digital materials** require the students' direct participation to create a strong bond with the activity and the topic. To start, there is a **word search puzzle** created by the teacher. It requires students' **previous knowledge**. It is used twice during the lesson to reinforce the information seen. There is also a **word cloud creator** included for practicing vocabulary, which is quite beneficial for students practicing writing new words and working on definitions concurrently by interacting with others and having other sources of input. Another tool used is a **concept map creator**. It teaches students both how to create **digital maps** easily and how to synthesize information visually.

Padlet is another material used for students posting their ideas and publishing for all the class safely. The teacher creates the template and shows the students how to use it so that later on, learners have all the freedom to post their ideas creatively. Besides, it is a vivid way to read information from other classmates in a secure environment. **Prezi** is another tool used for students to learn how to create simple online presentations in such a way that involves both their **linguistic and digital skills** at once. Students learn how to make their games and acquire information from others in a fun way by using Jeopardy. **Genially** is another tool integrated into the lesson since it is helpful for students analyzing and summarizing information through an **infographic** created by them.

As a whole, all of these tools pursue the objective of making students participants in their learning by regulating and creating specific ways of acquiring the **language** and some **digital skills** at the same time while working with **interculturalism**.

WORD SEARCH PUZZLE

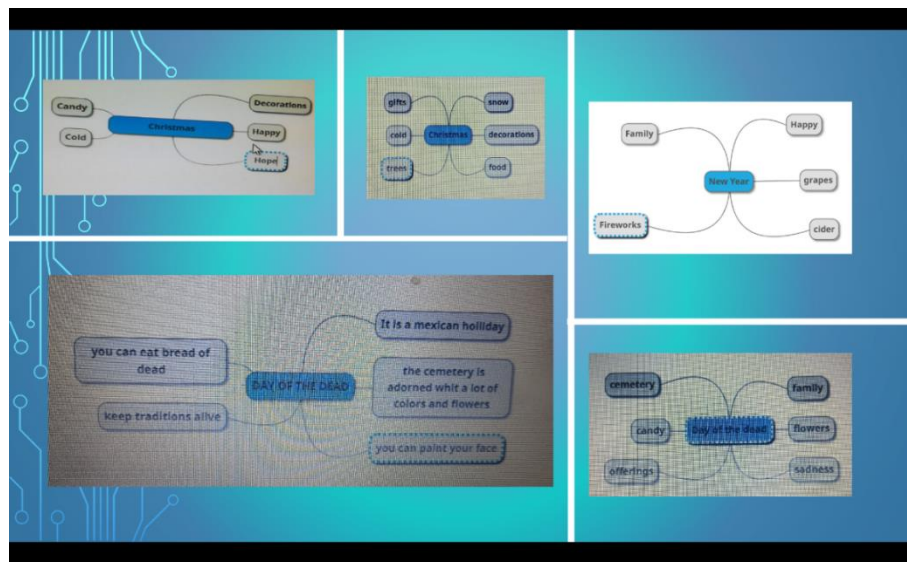


Students' responses to the word search puzzle were highly enthusiastic. They realize that they could mark their answers from their electronic devices. It facilitated the activity as it was complicated for students to say the appropriate word coordinates whenever they had found a word, both in English and Spanish. Some words which were more difficult for students, like the

holiday Kwanzaa was written on the screen there to help them find it. All the words were found in the end, even though the activity took approximately four minutes more than what was initially planned.

CONCEPT MAP

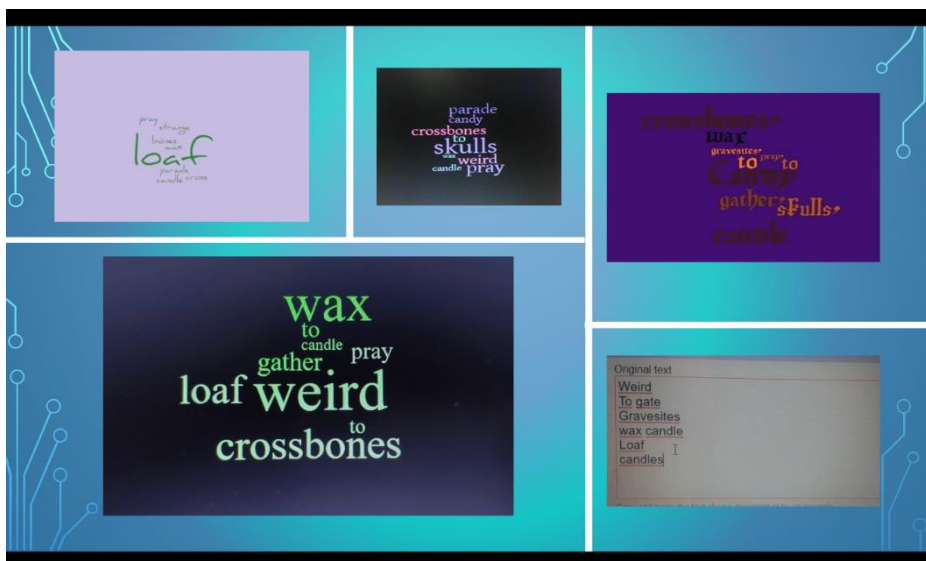
Regarding this task, around 60 percent of students delivered the final product. 20 out of that 60 did it in class. The rest sent it to the teacher's email after the session was over. The link to access the



application: <https://app.mindmup.com/map/new/1618059802666> was directly sent through the chat from Zoom. Students had to click on it to access it from their devices. Although from the beginning of the activity, the teacher explicitly mentioned that the theme of the concept map was The Day of the Dead, some students chose their topics regarding celebrations they know like Christmas o New Year.

Learners were also asked to write some words they thought are connected to the holiday mentioned. However, as observed here, only two students, whose English level is higher, decided to write complete ideas. The most complicated thing to do for some students was to upload their concept maps into the chat. The option given was to send it to my email to open it directly from my computer to allow other classmates to see it. This took like three more minutes more than expected.

WORD CLOUD



In this assignment, students had to create a word cloud with at least six troublesome vocabulary words from the ones presented by the teacher. Unlike the previous activity, more students,

around 70 percent more, could create their word cloud. As before, the teacher sent the link of the application <https://worditout.com/word-cloud/create> through the chat in Zoom. Some of the issues regarding this activity were that students did not insist on trying out again how to send the image through the chat. They used the teacher's email as before. Some learners did it during the class, others after it.

As seen here, only one student had issues about clicking on the right bottom to create his word cloud. However, after he was instructed again, he sent the right one. Also, some students decided to choose complex designs for their word clouds that were not easy to read because of the color and the style.

READING TASKS

The screenshot shows a digital reading task interface. It is divided into several sections:

- ORDER THE READING:** A section with a pink background containing instructions and a list of text blocks to be ordered.
- Part A: Read:** A section with a blue background containing a text passage about the Day of the Dead in Mexico and other countries, accompanied by images of people celebrating.
- Part B: Answer True or False:** A section with a white background containing a list of five statements for students to evaluate as true or false.
- Part C: Answer the questions:** A section with a white background containing three open-ended questions for students to answer.

Handwritten annotations in yellow and red are visible on the interface, including the words 'True' and 'False' written next to the statements in Part B, and 'to honor their dead family' written as an answer to the first question in Part C.

In the reading task, learners had to order the reading that was fragmented. It was a total class activity. So any student who wanted to participate could give their answers aloud. In this first activity, there was not much participation. Consequently, the teacher had to call out some

students' names. Most of the ones asked answered, especially because the teacher evaluates this as part of their final grade during the semester. So learners have gotten used to answering when asked. For the reading comprehension activity, where students had to answer Part B, a true and false exercise, and Part C, some open questions, students were asked to get together in groups and sent their answers among themselves. They were given a maximum of five minutes to do so.

After realizing that students did not work in groups by sharing their responses through the chat, the teacher asked some students at random to get the answers to the exercise. In some cases, the teacher asked a second student to verify if what the first one said was accurate or not. All the activities were completed, and as usual, 80% of students participated in the end.

FREEWRTING TASK

In this writing task, the teacher asked the students to follow her sample to write about three different periods. The teacher showed her writing so that learners could use it as a guide. They had to create their writings in the application Padlet. The teacher sent the link to this application <https://padlet.com/ulaenglishacademy/8e4i1682bt3s23vh> through the chat so that all of them could access the same board and elaborate their writings there. The wall was already created by the teacher beforehand.

As observed, 40 percent of students collaborated in this activity. The rest did not include their writings even though they know they can do it

after class during that day. Also, most of their writings were short compared to the one done by the teacher. The only advantage of this app is that the teacher can edit students' writings while they are working.

LISTENING TASKS

For the listening tasks, students worked on their listening micro-skills, such as identifying three out of six main ideas from the audio. Ss. had to listen and select three thoughts out of six about what they just heard. This was a total class activity. The teacher called some students at random to complete it. Afterward, students could listen to the audio along with its transcript.

Then, in groups, learners were asked to create a presentation by using the app Genially to show the main ideas of the listening. The link to this app <https://app.genial.ly/templates/presentation> was given in the chat by the teacher. The participation range for this activity was 50% since there are six groups in total. The other groups did not send anything even though they know they could do it after the session if they had not finished during it. Because of time restraints, only two groups presented their presentations. Later, students work on the listening comprehension quiz based on the audio.

The idea was to make students work in the same groups to get into a consensus about their answers by comparing them to the transcript. They continued on the same groups that the ones to present. After, each group was asked to give their answers and defend them if two groups got a different one. But, just for one response, everybody got at the end the same answers.

SOCIAL USE OF LANGUAGE

QUESTION LIST (from pink overlay):

- ¿ AZTECS / CELEBRATE / DAY OF THE DEAD
- ¿ PEOPLE / HAVE / FUTURE PARADES
- ¿ PEOPLE / HONOR / MORE THE DEATH / IN THE FUTURE
- ¿ PEOPLE / PRAY / AT GRAVEYARDS / IN THE PAST
- ¿ PEOPLE / NOW / GET TOGETHER / CELEBRATE THIS DAY
- ¿ PEOPLE / HUG / NOWADAYS
- ¿ PEOPLE / FEEL BAD / NOWADAYS

STUDENT RESPONSE (from white box):

I IMAGINED THE AZTECS CELEBRATED THE DAY OF THE DEAD. NOWADAYS I DON'T GET TOGETHER WITH MY FAMILY. IN THE FUTURE I THINK WE WILL GO TO GRAVEYARDS.

SLIDE CONTENT (English text):

CELEBRATIONS IN MEXICO AND THE UNITED STATES.

Since the beginning of December their houses are decorated with gifts for 199 lakes in Mexico.

USG

Christmas

New Year's Day

Child's Day

Halloween/Day of the dead

Spanish text on slide:

¿ DID AZTECS CELEBRATE THE DAY OF THE DEAD?

¿ WILL PEOPLE HAVE FUTURE PARADES?

¿ WILL PEOPLE HONOR MORE THE DEATH / IN THE FUTURE?

¿ DID PEOPLE PRAY AT GRAVEYARDS IN THE PAST?

¿ DO PEOPLE NOW GET TOGETHER TO CELEBRATE THIS DAY?

¿ DO PEOPLE HUG NOWADAYS?

¿ I IMAGINED THE AZTECS CELEBRATED THE DAY OF THE DEAD. NOWADAYS I DON'T GET TOGETHER WITH MY FAMILY. IN THE FUTURE I THINK WE WILL GO TO GRAVEYARDS.

CLASS ONE WEEK SEVENTEEN EXAM

For the social use of language, the teacher reviewed the three simple tenses: present, past, and future inductively. She asked students to write as many celebrations as they remembered on the chat of the reunion. Forty percent of them did it. Then, learners were asked to check some cues to create questions on their own, considering that these three topics have been seen before. Students carried out the activity along with the teacher.

Later, students had to write how many questions they noticed were in the present simple, past simple, or future tense, on the chat. Since they did not reply, the teacher asked specific individuals to give the answers about how many questions were in each of the tenses mentioned. Later, based on this, students had to create on their online notebooks a brief guided writing like the one elaborated by the teacher.

Some students were asked to read aloud their texts. Most writings were brief as the example. At the end of the term, the teacher checks each of these notebooks and makes corrections. Finally, students were divided into groups and asked to create a Prezi concise presentation about the differences between holidays in the U.S.A. and Mexico. The teacher provided the direct link to this application <https://prezi.com/es/>. Only one team finished during the class time and presented briefly. The other teams were asked to send their presentations after class.

CONSOLIDATION TASKS

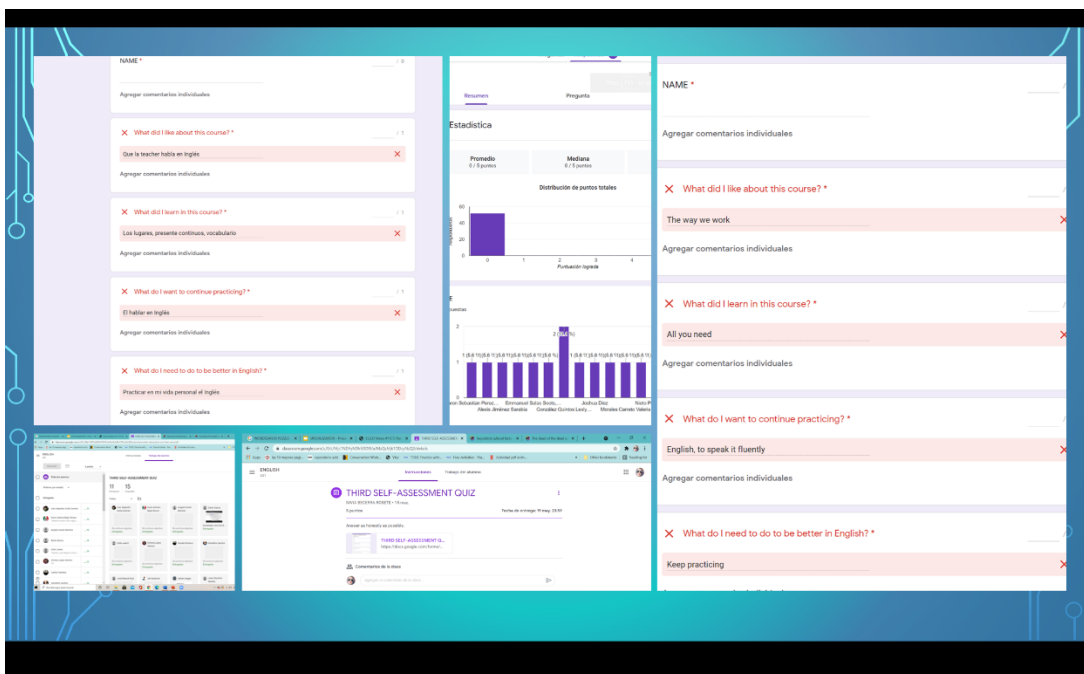
The image displays a collection of educational resources. At the top left is a grid with columns labeled 'The Basics', 'Past Tense', 'Present Tense', 'Future Tense', and 'Surprise!'. The grid contains numerical values: 100, 200, 300, 400, and 500. To the right is an 'INDEX' section with buttons for 'Day of the dead', 'Alebrijes', 'Pinatas', 'Opera', and 'Independence day'. Below the index is a text box about Mariachi music: 'MUSIC TO YOUR EARS IT WOULDN'T BE A TRUE MEXICAN VACATION WITHOUT THE ENERGETIC RHYTHMS OF A MARIACHI SERENADE. THE BEAUTIFUL SOUNDS AND LIVE ENTERTAINMENT IS AN INTEGRAL PART OF MEXICAN CULTURE AND IS RECOGNIZED AS INTANGIBLE CULTURAL HERITAGE OF HUMANITY BY UNESCO (UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION)'. Below this is a photo of a mariachi band. To the left is a notebook page with a pink circle containing the text 'IMPORTANT CULTURAL FACTS ABOUT MEXICO'. At the bottom center is a black title card with 'DAY OF THE DEAD' written in white. To the right is a 'GOING TO QUESTION' table with a list of questions and their corresponding point values.

GOING TO	QUESTION	Points
to see you	tomorrow. ...	100
... give him a	kiss.	200
My brother is ...	visit us tomorrow.	300
Donald is ...	move the store to the suburbs.	400
She is ...	leave for Europe on Monday.	500

To wrap up all the four previous sessions, the teacher asked students to create a jeopardy game on their own to practice the three simple tenses seen last class. The idea was that each team made their own jeopardy game to exchange it with the other groups. However, as seen here, only one team out of six could do it and not even in question form. Moreover, the teacher decided to change the whole activity, and she looked up a jeopardy game based on the social use of language seen that was already done on the internet.

Students played with it even though the time was reduced for this activity, and learners could not finish it since the first try-out was complicated for them and consume a lot of the time for the lesson. Later, students were asked to create an infographic by using the app Genially, whose link <https://app.genial.ly/templates/presentation> was sent by the teacher through the chat. After the time was over, only half of the groups could do it, and it was not even an infographic. They just created a simple presentation with the characteristics given, alluding that they did not know what an infographic was. At the end of the class, only one group presented for the whole class due to time constraints. The rest of the teams did not send any other presentation after class.

HOMEWORK



As a follow-up activity, students were asked to answer a self-quiz about the five lessons. It was posted on the last session on Google Classroom with a specific deadline. So that students could answer it considering all the activities done during these five classes. All of them delivered the assignment on time because the teacher counted it as part of their final term grade. Since the questions on the quiz were open, the system graded all of them as incorrect. Nonetheless, the idea was that the teacher could read students' comments and observations about the five sessions. Most of the students wrote their answers in English and the rest in Spanish. The intention, in general, was to wrap up all the five lessons presented to get clear feedback from the learners.

SPEAKING AND PERSONALIZATION TASKS

Regarding the other activities done in class that focused on speaking and personalization tasks, most students participated with two or three exceptions that do not have a microphone and sometimes only write their ideas on the chat. The teacher always asks students to answer at random. She usually asks first the learners who are not too willing to participate. If they do not cooperate or if their ideas are not accurate, she usually follows with other students who are more attentive and whose answers are generally correct. But like in these lessons, most students got the opportunity to speak at least thrice during all of them. While it is true that learners do not usually give complete ideas, they are mostly asked about their opinions and responses about the class assignments to keep them engaged.

2.04 Evidence of my designed tools to assess my students

The **rubric** designed to assess students was applied per each one. In the case of individual tasks, students got a mark based on their **performance**. Some of them did not receive any grades at all because they did not participate in the activities. Although some tasks were delivered after class through e-mail by some students, they got their full marks based on their responses. In the case of group activities, students got the same grade. Nonetheless, at the end of each session, their **rubrics** were marked individually, considering the activities done during the lesson. Most students' assessment does not vary from their standard **performance** in class.

RUBRIC						
			Level 1	Level 2	Level 3	Level 4
ACTIVITIES	CHECKLIST	Objective: Check previous knowledge	I do not know any words related to the topic.	I know around 1 to 2 words related to the topic.	I know around 3 to 4 words related to the topic.	I know around 5 or more words related to the topic.
	MATCHING DEFINITIONS	Objective: Processing meaning	I can connect from 0 to 10% of the definitions given.	I can connect 50% of definitions given with their synonyms.	I can connect 75% of definitions given with their synonyms.	I can connect all definitions given with their synonyms.
	TRUE/FALSE	Objective: Processing meaning	I can differentiate from 0 to 10% between true and false facts.	I can differentiate 50% between true and false facts.	I can differentiate 75% between true and false facts.	I can differentiate between true and false facts.
	MULTIPLE CHOICE	Objective: Processing meaning	I can find out from 0 to 10% of specific details and the gist of data.	I can find out 50% of specific details and the gist of data.	I can find out 75% of specific details and the gist of data.	I can find out all specific details and the gist of data.
SKILLS	SPEAKING	Objective: Processing sound	I can express from 0 to 10% by speaking ideas about the topic given.	I can express 50% by speaking ideas about the topic given.	I can express 75% by speaking ideas about the topic given.	I can express by speaking ideas about the topic given.
	WRITING	Objective: Processing sound and meaning	I can express from 0 to 10% by writing ideas about the topic given.	I can express 50% by writing ideas about the topic given.	I can express 75% by writing ideas about the topic given.	I can express by writing about the topic given.
	READING	Objective; Processing meaning	I can comprehend from 0 to 10% of a written text.	I can comprehend 50% of a written text.	I can comprehend 75% of a written text.	I can comprehend a written text.
	LISTENING	Objective: Processing sound and meaning	I can find out from 0 to 10% of specific details and the gist of an audio.	I can find out 50% of specific details and the gist of an audio.	I can find out 75% of specific details and the gist of an audio.	I can find out all specific details and the gist of an audio.
CULTURE	INTER CULTURALISM	Objective: Showing intercultural skills	I can express from 0 to 10% of similarities and differences among cultures in a respectful way..	I can express 50% of similarities and differences among cultures in a respectful way.	I can express 75% of similarities and differences among cultures in a respectful way.	I can express similarities and differences among cultures in a respectful way.
OBSERVATIONS		Comments				
Alumna Valeria Morales		Good participation, attitude, eager to answer Minimum grammar mistakes				

Students can be classified into five groups according to their overall responses.

We have **Group # 1** that encircles students who are willing to participate in every single activity. Sometimes they even give the responses without being asked, or in other cases, they ask if they can give the correct answer.

Their general **communicative performance** is not perfect, but **very good**. They generally know all the answers to the exercises, and they can produce orally and written quite well even though they may have one or two mistakes about **coherence or accuracy**.

Their **attitude** is always respectful to their classmates, the teacher, and the class. These learners' intercultural and digital skills are also high. They can express solid opinions, and in the case they may find trouble with an app, they might ask directly what their issues are. In this specific group, three students out of 23 are in this category.

Group # 2 encloses those students who are **above average**. They exclusively participate when they are asked to. Those learners know most of the answers, but they do not seem too engaged in the class. They are respectful, and although they could be able to give more because of their **communicative, intercultural, and digital competencies**, they would rather stay quiet unless they are addressed directly.

Sometimes they are fairly distracted when asked to give specific responses to some exercises. But it is more a matter of not being attentive than not knowing. They can speak, write, and understand above average.

However, there are two or three specific topics that these learners continue struggling with, for instance, simple past, subject agreement, among others. Nevertheless, whenever they are asked to repeat the idea, most of the time, they can self-correct.

These students often ask the teacher to repeat the instructions of the activities, not because of lack of **comprehension**, but because of not hearing clearly, nor observing when

one activity has been assigned or changed to a new one. They usually finish the assignments fast, but they always do the minimum required. In this group, 4 out of 23 are in this category.

			Level 1	Level 2	Level 3	Level 4
ACTIVITIES	CHECKLIST	Objective: Check previous knowledge	I do not know any words related to the topic.	I know around 1 to 2 words related to the topic.	I know around 3 to 4 words related to the topic.	I know around 5 or more words related to the topic.
	MATCHING DEFINITIONS	Objective: Processing meaning	I can connect from 0 to 10% of the definitions given.	I can connect 50% of definitions with their synonyms.	I can connect 75% of definitions with their synonyms.	I can connect all definitions given with their synonyms.
	TRUE/FALSE	Objective: Processing meaning	I can differentiate from 0 to 10% between true and false facts.	I can differentiate 50% between true and false facts.	I can differentiate 75% between true and false facts.	I can differentiate between true and false facts.
	MULTIPLE CHOICE	Objective: Processing meaning	I can find out from 0 to 10% of specific details and the gist of data.	I can find out 50% of specific details and the gist of data.	I can find out 75% of specific details and the gist of data.	I can find out all specific details and the gist of data.
SKILLS	SPEAKING	Objective: Processing sound	I can express from 0 to 10% by speaking ideas about the topic given.	I can express 50% by speaking ideas about the topic given.	I can express 75% by speaking ideas about the topic given.	I can express by speaking ideas about the topic given.
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OBSERVATIONS			Comments			
Alumno Emmanuel Salas			Average participation for some activities Confusion with the simple past			

Group # 3 are the **average** students. They only participate when asked, and they do it on really few occasions. They are the highest number of students in the class. 10 out of 23 are in this

			Level 1	Level 2	Level 3	Level 4
ACTIVITIES	CHECKLIST	Objective: Check previous knowledge	I do not know any words related to the topic.	I know around 1 to 2 words related to the topic.	I know around 3 to 4 words related to the topic.	I know around 5 or more words related to the topic.
	MATCHING DEFINITIONS	Objective: Processing meaning	I can connect from 0 to 10% of the definitions given.	I can connect 50% of definitions given with their synonyms.	I can connect 75% of definitions given with their synonyms.	I can connect all definitions given with their synonyms.
	TRUE/FALSE	Objective: Processing meaning	I can differentiate from 0 to 10% between true and false facts.	I can differentiate 50% between true and false facts.	I can differentiate 75% between true and false facts.	I can differentiate between true and false facts.
	MULTIPLE CHOICE	Objective: Processing meaning	I can find out from 0 to 10% of specific details and the gist of data.	I can find out 50% of specific details and the gist of data.	I can find out 75% of specific details and the gist of data.	I can find out all specific details and the gist of data.
SKILLS	SPEAKING	Objective: Processing sound	I can express from 0 to 10% by speaking ideas about the topic given	I can express 50% by speaking ideas about the topic given	I can express 75% by speaking ideas about the topic given	I can express by speaking ideas about the topic given.
	WRITING	Objective: Processing sound and meaning	I can express from 0 to 10% by writing ideas about the topic given.	I can express 50% by writing ideas about the topic given.	I can express 75% by writing ideas about the topic given.	I can express by writing ideas about the topic given.
	READING	Objective; Processing meaning	I can comprehend from 0 to 10% of a written text.	I can comprehend 50% of a written text.	I can comprehend 75% of a written text.	I can comprehend a written text.
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CULTURE	INTER CULTURALISM	Objective: Showing intercultural skills	I can express from 0 to 10% of similarities and differences among cultures in a respectful way..	I can express 50% of similarities and differences among cultures in a respectful way.	I can express 75% of similarities and differences among cultures in a respectful way.	I can express similarities and differences among cultures in a respectful way.
OBSERVATIONS		Comments				
Alumna Yamileth Jiménez		She rarely speaks. She is usually distracted although sometimes she gives average responses.				

group. They are constantly distracted, and they do not ask for directions. They only answer because they know some English and the level is just **average**, as their **performance**. They never intend to go the extra mile. They are respectful but not attentive nor willing to participate in class. Whenever they are asked to express an opinion, they exclusively give one repetitive idea like it is okay. However, their overall performance regarding **communication, technology, and culture** is standard.

When they have to work in groups, they avoid speaking nor present the information. These learners usually only speak in incomplete ideas, and whenever they are asked to

repeat their ideas thoroughly, they look tedious. Sometimes these students give activities after class. But they usually forget to comply with their homework or assignments unless they are reminded of by the teacher.

Group # 4 is **below average** since these students show that they are making an effort to understand the class, but unfortunately, their **English level** is low. They usually answer with too short ideas like yes or no. Whenever they have to answer something else, they repeat whatever they see regardless of being logical or not. They are 3 out of 23.

These students use a lot of Spanish to ask for clarification. They do all the assignments, homework, and activities required to pass. However, these tasks are usually wrong. They ask a lot of questions when they do not understand a topic but in Spanish. They get frustrated if they are asked too much or whenever they are corrected. Their **performance** regarding all three **competences** is below average. They need a lot of correction in any competence.

Sometimes if these students have already seen the vocabulary or topic, they may remember it. But when they want to apply their knowledge, they make many errors. They are respectful and show a positive attitude toward **learning**.

However, they notice they do not understand so many things that they give up easily. Although they receive positive comments from the teacher to keep on working or studying, they sound demotivated.

			Level 1	Level 2	Level 3	Level 4
ACTIVITIES	CHECKLIST	Objective: Check previous knowledge	I do not know any words related to the topic.	I know around 1 to 2 words related to the topic.	I know around 3 to 4 words related to the topic.	I know around 5 or more words related to the topic.
	MATCHING DEFINITIONS	Objective: Processing meaning	I can connect from 0 to 10% of the definitions given.	I can connect 50% of definitions given with their synonyms.	I can connect 75% of definitions given with their synonyms.	I can connect all definitions given with their synonyms.
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	MULTIPLE CHOICE	Objective: Processing meaning	I can find out from 0 to 10% of specific details and the gist of data.	I can find out 50% of specific details and the gist of data.	I can find out 75% of specific details and the gist of data.	I can find out all specific details and the gist of data.
SKILLS	SPEAKING	Objective: Processing sound	I can express from 0 to 10% by speaking ideas about the topic given.	I can express 50% by speaking ideas about the topic given.	I can express 75% by speaking ideas about the topic given.	I can express by speaking ideas about the topic given.
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OBSERVATIONS		Comments				
Alumno Kevin Acosta		Little participation. Lots of corrections. Great effort. Minimum speaking.				

Finally, **Group # 5** refers to the students who do **not participate at all**. Whenever they are asked to answer, they have microphone problems, and although these students can use the chat to share their ideas, they never do it. Their **English level** is very low too. They do not seem to advance at all, nor to care about this fact.

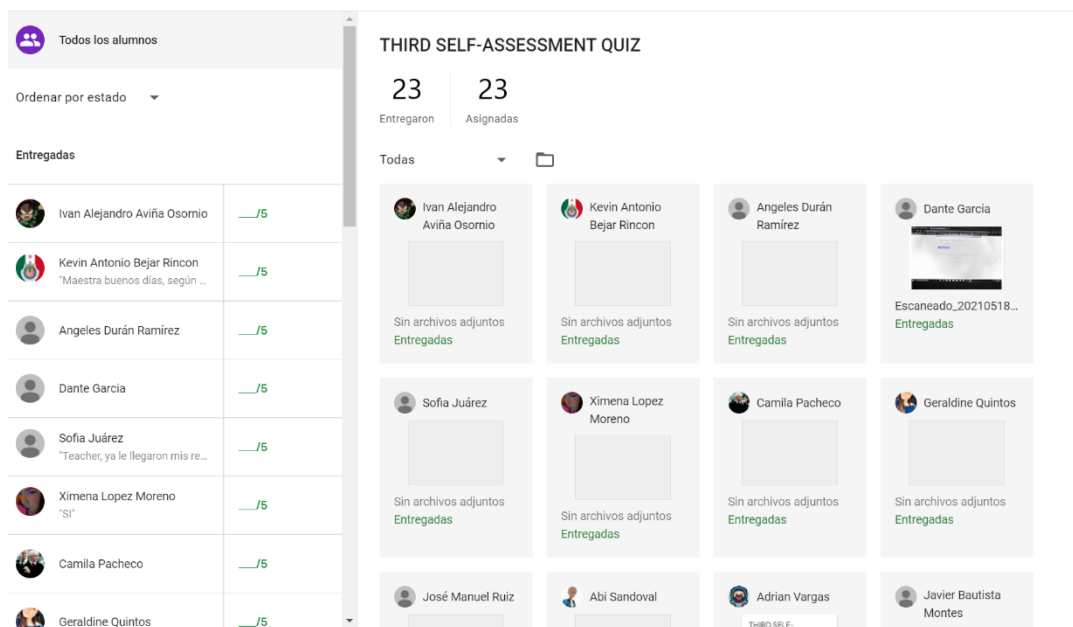
These learners are just three out of the whole group. They enter late to the sessions. They forget homework, and they do not even participate in Spanish. They write on the chat just once in a while. They communicate through it exclusively to let me know that they will not cooperate in the session because they have internet connection problems.

When they have to work in groups, they never contribute nor present. Some of their classmates do not like to work with them. If they are working together, they comment that they did not collaborate in the groups. Their attitude toward **learning** or improving any of their competences is lacking.

There is no way to see if they are improving or not except from the exam results, which are usually deficient. These students have been reported many times with the coordination to find a solution regarding their attitude and problem. Nevertheless, their attitude in every single subject is the same.

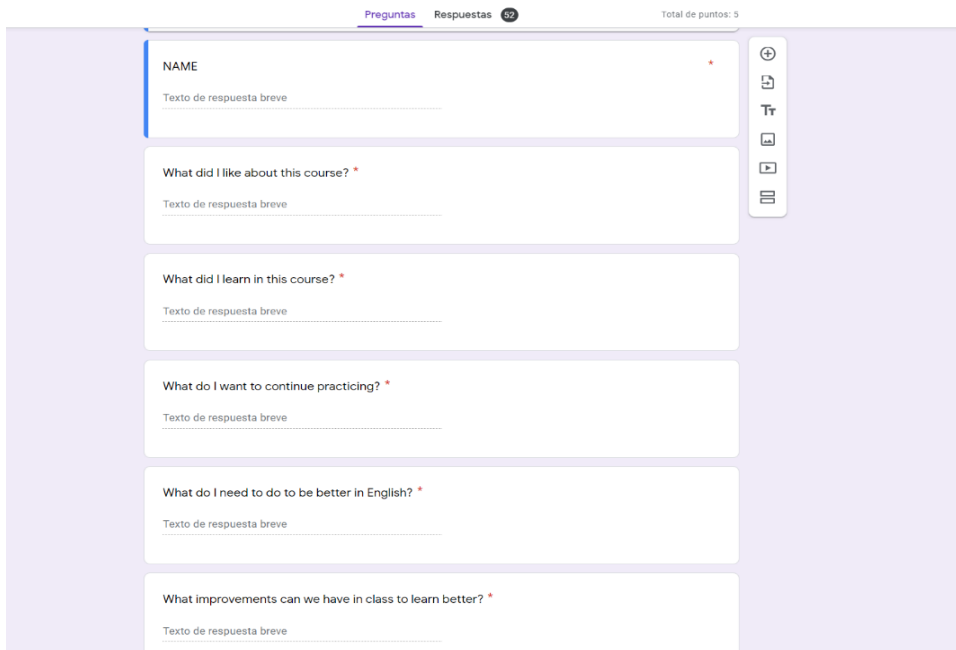
			Level 1	Level 2	Level 3	Level 4
ACTIVITIES	CHECKLIST	Objective: Check previous knowledge	I do not know any words related to the topic.	I know around 1 to 2 words related to the topic.	I know around 3 to 4 words related to the topic.	I know around 5 or more words related to the topic.
	MATCHING DEFINITIONS	Objective: Processing meaning	I can connect from 0 to 10% of the definitions given.	I can connect 50% of definitions given with their synonyms.	I can connect 75% of definitions given with their synonyms.	I can connect all definitions given with their synonyms.
	TRUE/FALSE	Objective: Processing meaning	I can differentiate from 0 to 10% between true and false facts.	I can differentiate 50% between true and false facts.	I can differentiate 75% between true and false facts.	I can differentiate between true and false facts.
	MULTIPLE CHOICE	Objective: Processing meaning	I can find out from 0 to 10% of specific details and the gist of data.	I can find out 50% of specific details and the gist of data.	I can find out 75% of specific details and the gist of data.	I can find out all specific details and the gist of data.
SKILLS	SPEAKING	Objective: Processing sound	I can express from 0 to 10% by speaking ideas about the topic given.	I can express 50% by speaking ideas about the topic given.	I can express 75% by speaking ideas about the topic given.	I can express by speaking ideas about the topic given.
	WRITING	Objective: Processing sound and meaning	I can express from 0 to 10% by writing ideas about the topic given.	I can express 50% by writing ideas about the topic given.	I can express 75% by writing ideas about the topic given.	I can express by writing ideas about the topic given.
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	LISTENING	Objective: Processing sound and meaning	I can find out from 0 to 10% of specific details and the gist of an audio.	I can find out 50% of specific details and the gist of an audio.	I can find out 75% of specific details and the gist of an audio.	I can find out all specific details and the gist of an audio.
CULTURE	INTER CULTURALISM	Objective: Showing intercultural skills	I can express from 0 to 10% of similarities and differences among cultures in a respectful way.	I can express 50% of similarities and differences among cultures in a respectful way.	I can express 75% of similarities and differences among cultures in a respectful way.	I can express similarities and differences among cultures in a respectful way.
OBSERVATIONS		Comments				
Alumno Daniel Meza		No participation at all. Every time I ask a question, the student has problems to answer because he doesn't know what we are doing. He enters late and turns off the microphone.				

The way that students usually receive their feedback is through their email. Learners are asked to confirm the message or to reply in case they do not agree with their rubric. Rarely do these learners do this. They usually accept their rubric, and in some cases, they do not even reply to confirm the message.



Talking about the **self-assessment**, all of the students delivered theirs. They usually do it because it counts for five percent of their total grade. The questions are often personal where there are no right or wrong because they talk about what they have learned during the lessons. For instance, these questions center on what learners like or dislike about the sessions, what they consider they have learned or not, what tools they enjoy using in class, and what things they can correct about their general performance. Less than half of the learners respond in English since they know they are not punished because of answering in Spanish. In this sequence of lessons, the idea was to post the **self-assessment** after finishing the five classes so that students had a comprehensive notion of all the sessions. They had more than three days to answer it. Since the activity was posted in Google classroom, and created like an assignment with a questionnaire, the number of students delivering it was easy to spot. However, the teacher had to enter to read one by one. The platform automatically marked all their answers as wrong because there was not a right answer to verify from. Nevertheless, students know that these kinds of activities are graded based on **completeness** rather than **correctness**.

After reading all the **self-quizzes**, I can observe that the **learners' reactions** vary. Most of them did not center specifically on any **linguistic issue**. They just wrote that they would like to improve their English. Talking about **culture**, they just mention that they relished the topic, but they do not show any other **intercultural positive remark**. However, during all the activities, they showed a lot of **empathy** and **cultural** awareness. Referring to **digital competences**, they do not mention any specific app. Nevertheless, they only wrote that they enjoyed the variety of activities done.



The screenshot displays a digital assessment interface with a light purple background. At the top, there are navigation tabs for 'Preguntas' and 'Respuestas', with 'Respuestas' being the active tab. A score indicator shows 'Total de puntos: 5'. The main area contains six question prompts, each followed by a 'Texto de respuesta breve' input field. The questions are: 'NAME', 'What did I like about this course? *', 'What did I learn in this course? *', 'What do I want to continue practicing? *', 'What do I need to do to be better in English? *', and 'What improvements can we have in class to learn better? *'. A vertical toolbar on the right side of the form includes icons for adding content, deleting, undo, redo, and a list view.

Of course, students' general comments about their **linguistic competences** are moderately low with a lot of eagerness to improve, including even the ones who are good at speaking English.

Talking about their **cultural and digital** skills, learners do not seem to realize that they can be improved. Nonetheless, they show a great disposition to be tolerant and technological, as well.

Of course, all of this **self-assessment** is pretty subjective. However, reading students' **comments** about the class helped me realize, as a teacher, what I could improve and what I could not. There is no direct **feedback** from me to my students until the end of the term that is done individually. Nevertheless, students usually receive a lot of positive and motivating comments during all the sessions. In some cases, and especially with those students who are very good, they only get specific corrections about their **performance** in a simplified way.

Although this is not a big group, because of the school system and the program, there is never enough time to give direct **feedback** like we used to do in regular classes face to face. Learners only receive a score at the end of the term, and that is the only moment where they get general **feedback**

about their **performance** through their email. However, students know that they can ask whenever they want by using this media too. Around 80 percent of students' performance has shown a substantial improvement from the first months to this point regarding their attitude toward learning. So long as at the beginning, learners used to be very quiet and not willing to participate at all. If there is a trait that students have changed in the last months, it is their **motivation** and **openness** to express themselves and feel much more comfortable in class than before. Something that I consider will always help them go the extra mile and lower their **affective filter** to continue working on other competences such as the **digital, cultural, and communicative** ones. Moreover, learners have developed a little bit more **autonomy** toward their way of working in class by looking for their own enhancement.

The image displays three screenshots of a digital assessment interface, likely a learning management system (LMS) or a quiz tool. Each screenshot shows a list of questions with corresponding student answers. The interface includes a 'Preguntas' (Questions) tab, a 'Respuestas' (Answers) tab, and a 'Total de puntos' (Total points) indicator. The questions are marked with a red 'X' icon, indicating that the student's answer is incorrect or that the question is a multiple-choice question where the selected answer is not the correct one. The questions are:

- What did I like about this course? ***
 - Answer: The way we work
 - Answer: I liked the way of working and that makes us solve many exercises.
- What did I learn in this course? ***
 - Answer: All you need
 - Answer: I learn more things and expanded my vocabulary
- What do I want to continue practicing? ***
 - Answer: English, to speak it fluently
 - Answer: Grammar and speech.
- What do I need to do to be better in English? ***
 - Answer: Keep practicing
 - Answer: More study
- What improvements can we have in class to learn better? ***
 - Answer: Nothing, they are fine like this
 - Answer: As such, I like the class, but I have to try harder

The interface also includes a 'Agregar comentarios individuales' (Add individual comments) button for each question. The bottom screenshot shows a different set of answers for the same questions:

- What did I like about this course? *** Answer: Que la teacher habla en Inglés
- What did I learn in this course? *** Answer: Los lugares, presente continuo, vocabulario
- What do I want to continue practicing? *** Answer: El hablar en Inglés
- What do I need to do to be better in English? *** Answer: Practicar en mi vida personal el inglés
- What improvements can we have in class to learn better? *** Answer: Hablar en Inglés

2.05 Video

Here is the link to the video that was created for this project:

<https://www.youtube.com/watch?v=y5fOadY2chM>

The idea of creating a video was to present visually the activities done by the students in all these **five sessions**. It is a 10-minute video so that whoever wants to watch it sees the predominant parts of this lesson and how it was organized, implemented and, which tasks worked out, and which others did not. Besides, for teachers, it is always worthwhile to observe themselves as external viewers of their classes. So long as this experience gives them a clear idea of what they are doing. **Reflection** and an **objective observation** can work wonders if we are willing to tolerate positive criticism and understand that not all the activities may work the first time. However, there is always room for **improvement**.

Additionally, each class is different and each moment too. So teachers must understand that due to the conditions given, students require educators that are eager to go outside the box.

Sometimes teachers are not too conscious of what their **areas of growth** can be. Moreover, a video like this is always a great chance to be **resilient** and understand that everyone has some knacks that are part of our personality. These tricks are not necessarily unfavorable. Nevertheless, the more aware we are of them, the better advantage we can take, as teachers, in our classrooms. Also, this kind of video helps teachers see how students react and respond but from a different perspective. So long as when we are in the middle of the class, it is impossible to analyze every aspect of it because we are absorbed in other kinds of activities. But if, as teachers, we develop the habit of recording ourselves once in a while, we will see many things that, at first sight, are hard to spot. This will help us a lot to be more objective about **students' performance** too.

The prime consideration here is that, as teachers, we never forget that there is too much to learn and adapt to our classes. Indeed, our students will appreciate this because we will not become monotonous, or even worse, predictable. The way that we can develop new routines and adjust what we do, based on what we have learned in this specialty, starts with being humble that we can always improve.

Chapter 3. EXPERIENCE REPORT

This whole lesson plan was developed into five sessions to be carried out in five different classes of 50 minutes each. The group chosen was of 23 students whose level is intermediate. They are regular students who try to use English as much as they can. However, not all of them participate when asked to, regardless of its being their final evaluation. The schedule of the classes varied, but all are in the morning, beginning at 8 o'clock, or even later. There is even a session that consists of two consecutively hours on Thursday. Although these students take four sessions in a week, all five lessons were carried in a row, except for the gap between session number 4 and number 5.

When talking about the **results** and the **development** of the class, the most complex thing was to follow exactly the steps given in the lesson plan since all of them are about the same topic. As the teacher, I had to be constantly checking the **lesson plan** to follow them. In other cases, I have to encourage students to participate, especially those students I know will not do it so voluntarily. However, the class worked out as smoothly as possible. In the video, we can observe that students do not feel strange about the tasks assigned. So long as from the beginning of the school year, they have gotten used to participating. However, students felt a little bit uneasy when using the tools suggested for some of the activities.

Some students found it easy to do so while others could not do it in the given time, and they were asked to send the work afterward. Another time-consuming inconvenience was that in Zoom, some students could not upload their tasks. They had to send them directly to my email, and that took much more time to download them and show them to their classmates. The original idea was that students did not take too much time enrolling on the apps used. Hence, students were initially asked to do the activity and take a screenshot to be sent to the chat during the call. But as mentioned before, just two out of 23 could do it. The others, around nine students, sent it to my email, and the rest did not send anything at all. However, most of them participated, both when creating the presentations and when speaking during them, as part of the group work.

During the majority of the activities, most students answered when they were asked to do so. On some occasions, this did not exactly happen as planned because the instructions were quite tough to understand, and they had to be told again in a simplified way. They dedicated much more time to

answer the exercises about comprehension. Nevertheless, since the planning of the lesson, I had chosen the groups to balance them. So that at least one or two strong students were in each of the groups to encourage and help the others, who are usually less reluctant to work in this kind of activity.

One of the most complex tasks for them to perform was the ones done with the **technological apps**. This because they are not used to using them, but in the end, it was not so hard for most of the students to perform them. Acquiring the **vocabulary** given was a little bit complicated, too, because few of the learners are accustomed to asking the words they do not know. Provided that, in most sessions, the topic varies, so they do not need to remember the words for using them later. Nonetheless, in these classes, learners took advantage of the vocabulary taught since they used it throughout the lessons. In general, they acquire around three or four more words than the ones they already knew.

Talking about the **outcomes**, all the **activation activities** performed at the beginning of the sessions were productive in constantly checking **cultural and communicative aspects** regarding the topic seen. The idea of these activities was to have students recall orally previous information about the last class. The same applied to the activities done at the end of each task, where students were asked to give a more personalized comment about the topic. The intention was that the learners could recall more what the activity was about, and they had an objective when finishing the assignment. I have always observed that students are more willing to do the tasks when the activities are purposeful. For instance, it is not the same to ask a learner to write down what they like about the Day of the Dead without any other **follow-up** than when they have to do it, and then they have to compare their thoughts with their classmates' ideas.

Concerning the **results** of the skills done, **reading** was a little bit harder for them when they had to organize it. First, because the text selected did not have a lot of **discourse markers** to use. Then, because especially the small paragraphs were too general. But in the end, they got two or three excerpts correctly. However, this did not limit their comprehension when they had to answer the comprehensive exercises based on the reading. It also took some time to read aloud all the text, although practicing **pronunciation** was not the original idea. But they needed to observe, identify and get the **vocabulary** already taught previously in the reading. **Processing the meaning** in the reading

was mostly done in the groups where students who are a little bit better could help the others who still struggle to do so.

About **listening**, students find it hard, although they are used to **listening** to long audios in class. Nevertheless, just focusing initially on some ideas from the audio, which were quite logical by themselves, helped them, in general, to feel much more confident about it. In the **follow-up activities about listen**, learners included both information from the audio and other facts that they already knew. So long as these celebrations are part of the **Mexican culture**, even though it was a little bit harder to do so when talking about Easter. Additionally, the **mechanical comprehension activity** that students had to do was not so successful because, in general, these students found it hard to remember the information in long audios. That is why when planning, the idea was to make learners work much more collaboratively. So they could expose their ideas in a safer environment to finally share them with the whole group.

In composing texts, students are more used to them, in particular, **parallel writing**. That is why they usually produce short scripts that are moderately similar to the ones created by the teacher at that moment. They are hardly ever reluctant to work in these activities. Nonetheless, while some students are still **writing** their ideas, I usually make direct corrections to the learners who have already finished writing. Sometimes I only say the editing aloud in an inductive way. However, not all the students do the **writing**, even though they are encouraged to do the minimum required, like just making few substitutions from the original model. As observed in the evidence, even the best students in the class continue making simple mistakes like forgetting the verb in the past or writing incorrectly. But compared to what they did at the beginning of the school year, I can tell that most learners are much more confident than they used to be. Furthermore, learners feel excited when they have to post their writings in apps like Padlet because they see their work there directly. It is way too undemanding for me to check the information there immediately in some cases.

Speaking is one of the most intricate skills for all students. However, as seen, students have gotten a little bit more confident about **speaking** in English, although not all of them. When asked to say something, the students who have had trouble, from the beginning of the school year, at least, now they can respond monosyllabically. The ones who have always felt good about speaking give more ideas coherently.

Nonetheless, they are still used to reading and even translating some ideas when presenting. However, they speak much more than before, and even the learners who cannot pronounce correctly make an effort to read. I think this is because students know that they are in a **safe environment** where judgment is unacceptable. They have also been told from the beginning that they are there to keep on learning.

Another complicated part for students was focusing on **grammatical structures**, considering that they had seen these three grammar points in the last three units separately. In this aspect, students have always been taught during all the lessons by observing and noticing examples. However, the idea was to use these structures more inductively instead of memorizing formulas. Most learners usually succeed when exposed to more exemplifications or after hearing their classmates use the same ideas. Other students require to do more **mechanical** activities outside the classroom to fully embrace the concept taught. Nonetheless, this does not entirely hinder their **communication**.

The last session was also hard for most students, so long as it was the **consolidation** part where they have to create questions about **cultural aspects**. In the end, it was so confusing and challenging that it took so much time that I changed this activity for something less complex, like answering just a Jeopardy about the grammar concepts seen in class. For me, this reflects that students are not **communicative competent** enough to carry out such tasks without more time or previous preparation guided by the teacher. In the infographic, it was easier because they also had some time to consult more information online. The only difficulty was that they did not follow the format given nor the app because they found some issues when registering. But they offered some solutions to accomplish the objective established.

In the **cultural** part, students felt quite confident, and they could use even their **background knowledge**. The ideas expressed in the initial part of these lessons were quite vague and did not show any real meaning. Nonetheless, in the end, they could identify and speak more about **cultural differences**. They also remember more cultural facts. Even though the lesson was predominantly centered on the Day of the Dead, learners integrated much more data about other Mexican and international celebrations.

Based on the **outcomes**, I have realized that giving lots of **comprehensible input** to my students is necessary. It develops their **language competence**, considering that "... improvement comes from supplying **communicative and comprehensible input**, and not from forcing and correcting production" (Krashen, 1982, p. 14). Consequently, I have stopped correcting every mistake that learners make by focusing more on **meaning** instead of **form**. In general, my students have felt more self-assured about their **speaking** and **writing** than before. Now they are the ones who are more worried about saying things correctly instead of translating by showing interest in the appropriate **exponent** for specific situations. Lately, I have also noticed that the **technology** available helps students to continue their progress at their rhythm and outside the classroom. Some of these apps are Elsa speaks, Tik Tok, Instagram, or Cake.

These tools are beneficial to engage students even more in their **learning process**. As teachers, we can also adapt apps like Google Documents or Whatsapp to our classes. Sometimes we do not need sophisticated devices, but to be more resourceful with what we already have. I have learned in this specialization that the important thing is to start with the prime aim in mind and then find a way to adjust the resources we have to accomplish that objective.

I also became more aware of giving short relaxation activities such as the word search puzzle at the beginning or end of the class or even in the middle to help students focus their minds on the lesson. To be straightforward, I thought this to be time-wasting and out of the class objectives. However, I have seen that if planned correctly, students get a lot out of it so long as they feel self-motivated and their mindset is ready to start **learning**.

Something that I enjoyed a lot was noticing how a little bit of entertainment is beneficial for students. I mean, I have used games before in class. Yet, most of them were simple games that I usually assigned as homework because I wanted my students purely to review. Nonetheless, now that I used them differently, as a source of information inside the classroom, they turned out to be helpful for **vocabulary** purposes. It was easier for my student to start associating words that he usually translates from Spanish to their correct **exponent**.

I also noticed that I sometimes forget to assign or modify more tasks related to my students' interests. When "... **integrativeness** and **attitudes** lead to **motivation**,.... the **attitudes** towards the **language** play a fundamental role in the **acquisition process**" (Aravena et al., 2015, p. 48). At this juncture, I know that I do not have to lose the lesson core so that students feel highly motivated

because they see that they are learning what they want to. Although learners may not have immediate results, they seem more motivated to learn because they are conscious of their progress.

I also understood the relevance of **collaborative work**, which I have not deciphered yet on implementing in online classes. Now I know that although interaction with me as a teacher helps students due to **scaffolding**, they also need to interact much more with their peers to expand their **zone of proximal development**. I used to think that encouraging students to go into apps like E-pal may boost their progression by interacting with others. However, learners will still need to work with others in a class assignment to intertwine their **strengths** and **weaknesses** to support each other.

Something quite relevant that I understood by performing these activities was that sometimes, as a teacher, I have felt desperate so long as I see that I prepare a good lesson. Thus the **intake** and **output** that my students show at the end of it is minimum, which is normal. As teachers, we cannot control the **intake** and **output** that our students acquire at the end of their lessons. That is why we need to focus on the **input** that they get from us and other sources that we can choose. If we select them mindfully, our students will have to use them and memorize them. I used to force my students to use specific structures, something that turned out awkward and unnatural. Because the initial situation was not significant for my students, so they never added to their repertoire of phrases. That is the importance of planning thoughtfully by considering that the ultimate objective of **learning a language** is **acquiring** it.

In almost all the schools that I have worked in lately, I have been a **curriculum** and **material developer**. Developing activities and planning classes are complex tasks to do. However, I have also realized that without doing these two things, classes are uninteresting, unfocused, and even worse, students may learn some vocabulary and grammar, but without progressing in their **communicative competence**. They will even start going backward. I feel much more confident as a teacher when I have the power of planning what I will teach in a class by either creating or looking for the materials I may need. Even as a freelance teacher, I plan my lessons in a notebook, and I look for additional sources to reinforce the textbook.

Nowadays, I have observed that, inside an institution, teachers play more **roles** than when giving lessons on their own. For instance, I am a **counselor** when my high school students have either personal or technological troubles. In this institution, I am also a **team member** because although

there are other teachers, six in total, we have to divide the extraordinary exams application. I also play the **role** of a **professional** provided that the UNAM always requires teachers to take at least one developmental course per year.

I am too a **researcher** and **translator** both in my one-to-one class and in my high school classes. I research interesting topics for my high school classes because my students are teens, and they get easily distracted. Also, I do some research for my one-to-one session. Now that I need to find material related to the area of expertise of my only students. Although I do not feel so comfortable with it, I sometimes use Spanish to clarify some points in both classes. I try to do it the minimum, but I have noticed that it helps because students do not open their cameras in online sessions, so it is very complex to know whether they are following the class or not. Besides that, they are not confident enough yet to ask questions. So I try to be very cheerful and give them lots of positive reinforcements to motivate them to keep going in this modality. Thus, I can say that I have played much more than before in face-to-face classes the role of a **cheerleader**. Although students need to be more encouraged because of the pandemic, the role of a **facilitator** is still compulsory in both of my classes.

Teaching is not just a matter of giving content, but it is a matter of setting the example for students that learning another language will be critical for their future in all aspects of their lives.

I want my students to learn to acquire by themselves up to the moment when they become **autonomous learners** for the rest of their lives. That is why, in my class activities, first, I give my examples, and then, I help them construct theirs. I favor being a **guide** for them. I think this is a matter of developing empathy and service towards others which is one of the most fulfilling parts of teaching.

Something remarkable to mention about these times is the drastic changes that we have experienced as teachers. From one day to the other, we change to be in a safe environment, as our classroom, to move to our houses to give online classes. I think that this has seriously transformed, at least in my case, the way I used to perceive my **role** as a teacher. Now, I feel that I am a **technologist** dedicated to finding the best mixture between giving classes and handling the new platforms efficiently. To be straightforward, it has been harsh. Although I plan my sessions ahead of time, I sometimes have internet connection problems. So I take too long to log in, which reduces my time significantly. Other times, I am not sure if my students are following the lesson or not. Also, I often feel lonely now that 5 out of 15 students reply when I ask them something. I know that my

students must feel weird or alone as well. But I do agree with the idea that we still need to see people face-to-face once in a while to connect more deeply.

At first, I expected that my students could boost their **communicative competences**, consolidate their **cultural awareness**, blossom their **digital abilities**, and develop their **metacognitive thinking skills** inductively. Also that there was much higher participation than in other classes. Nevertheless, not all of these expectations were real nor met after analyzing my **students' results**.

In reality, most students reinforce their skills but exclusively the **receptive** ones. Although they could write a few lines and speak about the topic, learners still need to work much more on their **productive** skills. They were able to make some **cultural comparisons**. However, their **cultural awareness** did not increase as a result. Learners were just able to talk more about other worldwide celebrations, but they could have used or complemented even more. Only Half of the learners improve their **digital skills** because the rest felt threatened or frustrated due to not being able to use these apps. Nonetheless, I think that it was valuable for my students, at least, to know that they are plenty of internet tools that they can use and not only for English.

Some of the **critical thinking skills** that I wanted to develop in my students through these lessons were about asking questions. Nonetheless, as seen in the video, there were not able to do so since it was too complex for them to develop their own Jeopardy game. I think that some of their restraints appeared because of their **linguistic and digital limitations**. Lastly, about 60 percent of students delivered all the tasks even though they could do so after the class finished. Something that is not so surprising considering that the usual percentage is around that number. But this time, because of the tools used, learners could be a little more interested in doing their tasks.

In general, the **results** obtained by my students were their willingness to take risks when **learning a language**, their **motivation** to continue on their **learning**, and their overall **improvement** regarding their **communicative** and **linguistic competences**.

Chapter 4. Conclusions

Planning a lesson is always challenging but, at the same time, rewarding. Although planning may seem time-consuming, it will always pay off. We need to have clarity about what we will teach our students and how we will do it. Students may be different in every class. Nonetheless, we ought to adapt our **teaching philosophy** to meet their needs. When **planning**, we need to consider a lot of elements for a single activity. For instance, we can start by asking ourselves what our students' areas of improvement and strengths are. The idea is to develop a comprehensive lesson plan that helps them advance in different aspects concurrently. Even though they may be good at some skills, they should continue integrally strengthening all of them.

As teachers, we may plan, but we may never know how things will end up or how students will respond to some tasks. However, if the **outcome** is different from the one originally thought, we may not feel bad or demotivated. Instead of that, we must acknowledge that it is a considerable opportunity to reflect and observe what students could or could not do and why. Observing will always give teachers the necessary guidelines to facilitate students' **proximal development zone**. **Constructive self-criticism** is always positive as long as we understand that adaptation is the key to make vast transformations in our teaching practice and students' learning.

When planning a sequence of lessons, we may even find out that some activities work better if done otherwise because they are either too easy or too difficult for some groups. We may also understand that some students respond better than others. That is why asking them what they think about the activities done in class by giving them some **self-assessment** issues will also guide the teacher's reflection about **planning**. Naturally, sometimes we may suffer from some bias now that we are too involved in the **planning**. Nevertheless, our **teaching philosophy** may be evident when deciding about what we want to do or not in a classroom. Respecting these guidelines as our teaching core will ease the process, and the results will be seen in the long run.

The predominant rationale behind the planning of this lesson plan focuses on developing **students' intercultural skills**. Learners need this to develop thoroughly their communicative competences. The intention is to point out how culture is a natural part of every language by experiencing readings, videos, writings, audios, and multiple digital materials. This

approach helps students understand that a language is its grammar references, its people, and the social contexts where people interact through **communication**.

Our **teaching philosophy** must be based on the fact that the **language-culture** relationship is fascinating and unique. On the one hand, **language** represents one of the constituents of the **culture**. On the other hand, each structure of the **language** contains bits of **cultural** information (Krasner, 1999, p.83)

Nonetheless, teachers should not lose sight of incorporating the **linguistic, communicative, and cultural** competences required for developing students' fullest potential when getting immersed into a real-life situation which will require their understanding of non-verbal actions and verbal ones. For this, students need a good guide through the example of the teacher and a safe environment to do the best possible ever when coping with their own **culture** and the target one. The idea is not to replace one with the other but to build up students' **cultural backgrounds** from all the possible aspects.

My long-term objective is to integrate the **intercultural** aspect in all my lessons by directing my students' attention to particular areas when working with **authentic online material**. Nowadays, I work with teenagers. A quick check-up at the end of the classroom about what they grasp, both in the **linguistic** and **cultural** aspects, can help them to develop their assumptions about the **language** as a vital part of the **target culture**, without forgetting their **ethnicity**.

My whole experience in this process has been rewarding but stressful because of so many concepts. Nonetheless, in the end, by doing this project, I consider that I apprehended the main theories with their concepts much better. Now, I understand clearly the differences between **acquisition and learning, the primary schools of thoughts of SLA, with their principal exponents, the main non-linguistic influences on language teaching, approaches regarding skills integration, and the way to make students conscious about their intercultural competence**. After watching the video, I got helpful advice on developing good language learning strategies for my students and how to guide them regardless of their **learning styles**.

I also understood the importance of paying attention to details like **students' individual differences and motivation**. These two are crucial aspects that can ease a class if they are considered since planning the lesson. Another beneficial thing about this work was the recommendations

about **monolingual and large classes** since these traits are common in our teaching scenarios here in Mexico.

As a whole, I feel that knowing more about what happens in a classroom positively reassures me. Inasmuch as nowadays, I feel more secure about my **teaching** decisions by backing them on the theories seen, and I am more conscious of how students learn and how I can help them. I also have a more **open attitude** about **error correction and grammar**. I feel more respectful of my students' **silent period** and **degree of proficiency**. To sum up, I can say that "...the teachers and students should be side by side as double centers, or in other words, the dialectical-dynamic double centers. That is, the teachers and students in foreign language teaching should be a dynamic equal match" (Liu, J. F., & He, Q. S., 2014, p. 730).

Educators and learners must be perceived in all their dimensions - mentally, linguistically, culturally, and humanistically. They are the most significant actors in the complex process of **SLA**. The more we know about how they teach and learn, the more unshaken each decision will be.

As we have seen along this path where we have revisited different methods and approaches, extremes are not beneficial. The **constructivist** and **sociocultural** parts of language should not be perceived as opposites. Concerning **teaching**, the more elements we have for our practice, the better for our students since we will understand the process of learning. For instance, the **Communicative Approach**, the **Task-based Approach**, and **Kolb's model of Experiential Learning** have a lot of components in common. These approaches and models work on four basic principles that all of them share. These precepts are that, first, there is an interactional view of language to exploit. Second, the main goal for students is to express communicatively through the use of adequate functions and meaning. Third, the understanding of semantic in a communicative way over grammar is a must. Fourth, interpersonal relationships and social transactions are vital to students' development.

This method reminds me of Paulo Freire's pedagogy, which considers that one central feature is that the elements of the language curriculum should relate to the issues of the students' life and the things in their life that are problematic, which they might be able to change and improve through the tool of literacy or an additional language, and the changed consciousness that would come from that (Ortega, 2012, p. 2). I believe that **learning a language** should have a **metalinguistic** aim that goes beyond acquiring words and grammar. As with **Kolb's Experiential Learning Model**, I agree with the idea of presenting real problems to students to reflect on them and observe so that they start

elaborating their conceptualization to begin **active experimentation** of their reality up to the point in which they transform it. In the end, that is, for me, the purpose of education, helping students cope with the real world.

I also realized that an **activation task** facilitates the topic and engages students in the class from the beginning, that including **intercultural** activities also **consolidates learning**. Also, I have been a little bit more emphatic about setting the **objective or competencies** of the lesson by telling during different moments of the class what the intention of the activity is. **Vocabulary acquisition** has also been addressed, and it is something that recently, I know I need to incorporate even more in my **teaching philosophy**. It was done but just to the **noticing** and **retrieval** stage. However, I need to find more ways to include the **generation** stage as well.

But in general, there have been some advancements regarding students' attitudes and willingness to interact during the lessons. I have also seen that their **activation processes** are starting to initiate by speaking a little bit more during the preparation activities and comprehension exercises. Learners also feel a little bit more confident about writing their thoughts in two or three sentences. Students complain less about **listening** or **reading** tasks that seemed too challenging for them or even impossible in the past.

Regarding **skills integration**, my **students' learning processes** have just been activated by beginning to change the tasks for blending all **skills**. Now I am convinced that everything is part of a whole **process** and that to see results, I need to continue working on these **skills integration** through a variety of different tasks. Because of it, I am happy to see that students are more participative and active during the lessons. Besides that, it becomes one of the **teacher's functions** to facilitate an environment that promotes **learning** through **the integration of language skills** (Education First, 2017).

One of the most worked things during these five sessions has been the integration of all the **micro and macro-skills** by using **theme-based instruction**. As stated from the beginning, my **philosophy** has always been for **integrating skills**, considering that the four of them are thoroughly complementary among them. Inasmuch as when teachers merge skills such as **listening, speaking, writing, and reading** into the classroom, this allows EFL skill learning to become intertwined with **content learning** (Oxford, 2001).

It can be perceived in the lesson plan. At the same time, I have also believed in using L1 inside the classroom moderately, informally, and strategically when necessary. Although **pronunciation** issues have not been addressed directly in any of the sessions, doing activities where students listen and read simultaneously impacts their **speaking** positively. Something that can be done effortlessly with all the **technology** at hand that we have nowadays and that we are required to use whether we like it or not because of the pandemic.

During all the preparation of these lessons, I also noticed that I have to get acquainted with using more **rubrics** to help learners **assess** their **progress**, **motivate** them or **guide** them in the process in each class. If we want our students to consolidate constantly the skills practiced during the sessions, we need a solid **evaluation**, a concise **conclusion**, and at least a **follow-up** activity. Designing a simple, objective, and measurable **rubric** to guide students' **progress** and **performance** is one of the most complex lessons I have learned during these sessions. I also found a little bit of difficulty handling **grammar tasks** inductively. Now that I believe that **acquiring structures** is good, but without an **authentic context**, it may not seem meaningful enough for all the students.

Not until this lesson was I aware of the great demand that learners have when talking about **speaking**. Most of them are used to giving short answers or just repeating chunks of information. Nonetheless, it is complex for them to formulate a thorough opinion as they would do in their first **language**. Some students have issues doing that even in their first language. I have seen that, in general, students do not react empathetically if the teacher asks them too many times to give complete answers. Now that when **speaking**, learners either are ashamed or do not know how to do it. But in this lesson, the **oral production** was done through simplified activities that built up in a more complex one.

Because after all, every task in the class must be oriented to develop students as a whole, both **communicatively** and **interculturally**, by pointing out that **technology** is just an aid that will help them for the rest of their lives to be **autonomous** in their processes. It is worthwhile to recall that there must always be a **balance** between what we expect our students to do and what they consider a need for their development. That is the key to **good teaching**.

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[or-](https://www.thegraidenetwork.com/blog-all/2018/8/1/rubrics-friend-or-)

Appendix A



Teaching sequence template



Date & Place State of Mexico, 2021

1. Lesson plan	
Author	NIVIA BECERRA ROSETE
Educational stage	HIGH SCHOOL – ENGLISH IV
Title of your Lesson plan	CELEBRATING AROUND THE WORLD
Learning Objective of the plan/Competency	Al finalizar la unidad, el alumno será capaz de interactuar en conversaciones sencillas para comunicar información sobre situaciones cotidianas, pasadas y futuras, de manera oral y escrita. <ul style="list-style-type: none"> El alumno expresa acontecimientos actuales, pasados y/o futuros, en textos orales y escritos, para compartir información personal y de su entorno.
Communicative skill considered	LISTENING, SPEAKING, WRITING & READING
State of the following options	Reinforcement of all skills and interculturalism
Functions	Talking about past, present and future events through holidays
Main Grammar structure	PRESENT TENSE FOR ROUTINES; PAST TENSE FOR PAST EVENTS; FUTURE TENSE FOR COMING EVENTS
Other Grammar structures	VERB TO BE IN PRESENT, PAST AND FUTURE TENSES
Brief description of the plan	Ss. will listen to some holidays. Then they will read, and write about them. To finally consolidate to a speaking activity regarding cultures around the world.
Hours of the plan implementation	3 HRS 30 MINUTES
Number of sessions	4 sessions
Contents required for the lesson	Puzzle maker, concept map creator, word cloud creator, youtube, padlet, prezi, jeopardy, Genially
Link of the content	https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/festivals-around-world/24576
EEAILE tutor on-line	ROCIO SALGADO PEREA

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	BEFORE: T. will show a scramble quotes about celebrating. (Appendix B, Figure 1) DURING: T. will show a word search puzzle with different typical celebrations around the world. (Appendix B, Figure 2) AFTER: T. will specify that celebrations are popular around the world and that knowing about them is fun. T. will present a video about celebrations.	BEFORE: Ss. will unscramble a quote about celebrations and will comment about it. DURING: Ss. will identify as many celebrations as possible around the world that they recognize. AFTER: First, ss. will only listen to the video https://www.youtube.com/watch?v=3Sv0ac-W8Vc about typical celebrations around the world without watching, and will try to find in the puzzle more celebrations mentioned there. Then, ss. will watch the video and comment about two celebrations that they consider fascinating.	1 10'
Set the objective or competencies of the lesson.	T. will present the learning objectives of the lesson and have students read them. T. will ask some questions related to these objectives. (Appendix B, Figure 3)	Ss. will read the lesson objectives of the lesson and comment briefly about them based on teacher's questions.	1 8'

3. Communicative skills development.

Session ONE					
Step of the lesson	Teacher's Activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	BEFORE: T. will present a collage about the Day of the Dead in Mexico. (Appendix B, Figure 4). DURING: T. will ask ss. to create a concept map about one of the most popular celebrations in Mexico: the Day of the Dead. AFTER: T. will ask ss. to decide about some things they like about this celebration.	BEFORE: Ss. will mention the things they see at the collage. DURING: Ss. will make a concept map https://app.mindmup.com/map/new/1618059802666 about popular celebrations in Mexico. Ss. will post their concept maps in the chat (Appendix B, Figure 5) AFTER: Ss. will compare and contrast what they like about these celebrations.	Collage / Free mind map creator	1 15'	Checklist (minimum 5 ideas per ss.' concept maps.)
Vocabulary	BEFORE: T. will present inductively the following words: wax candles, parade,	BEFORE: Ss. will be asked to identify the words through synonyms while T. presents this lexis.	Free word cloud	1 17'	Formal assessment:

	strange, weird, gather, pray, relatives, gravesites, candy skulls, crossbones, loaf. DURING: T. will ask ss. to create a word cloud with the words just given. AFTER: T. will ask ss. to show their word cloud and describe a word so that ss. identify it.	DURING: Ss. will select six words from the vocabulary presented and will elaborate a word cloud https://worditout.com/word-cloud/create (Appendix B, Figure 6) AFTER: Some ss. will show their word cloud to the class. A ss. will describe a word so that other ss. identify it.	creator		matching definitions
Session TWO					
1st practice	BEFORE: T. will show some photos of some celebrations. (Appendix B, Figure 7) READING: T. will give ss. a reading in disorder. AFTER: T. will check the correct order. T. will give ss. three different activities to be answered based on the information of the reading. T. will check answers.	BEFORE: Ss. will guess the two celebrations shown in the photos. READING: Ss. will order the reading presented by the teacher. (Appendix B, Figure 8) Some ss. will read the reading aloud. https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/festivals-around-world/24576 AFTER: In groups, ss. will answer an exercise related to the reading. Once ss. finish, ss. will exchange in the chat the exercises to verify other groups' ideas. Ss. along with the teacher will verify the answers. (Appendix B, Figure 9)	Online Reading/ Reading exercises	2 22'	Formal assessment: Read and order. True & false Answer questions.
2nd practice or Social interaction	BEFORE: T. will show three pictures so that students focus on the past, the present, and the future. (Appendix B, Figure 10) WRITING: T. will present about a writing model of how things have changed. (Appendix B, Figure 11) AFTER: T. will ask ss. to post their models at the padlet: HOW THINGS ARE CHANGING.	BEFORE: Ss. will comment about the pictures seen. WRITING: Ss. will read the T.'s writing model and will adapt it by using their own ideas. AFTER: Ss. will post their ideas in the padlet: https://padlet.com/ulaenglishacademy/8e4i1682bt3s23vh HOW THINGS ARE CHANGING. Ss. will read aloud 1 or 2 ideas. Ss. will comment the changes. (Appendix B, Figure 12)	Writing Padlet	2 28'	Formal assessment: Freewriting

Session THREE					
1st practice	BEFORE: T. will ask some ss. to comment about at least 4 activities mentioned in the reading that they consider real about this celebration. LISTENING: T. will play an audio about the Day of the Death. AFTER: T. will ask students to compare and contrast the information presented and create a brief presentation about it.	BEFORE: Ss. will point out at least 4 activities that they consider real about this celebration. LISTENING: Ss. will mark the three main ideas about the audio https://www.ello.org/english/1151/T1175-Holidays-Mexico.html heard. (Appendix B, Figure 13) AFTER: Ss. will create a short presentation and will include their ideas in a template https://app.genial.ly/templates/presentation . Ss. will present it as a whole presentation. (Appendix B, Figure 14)	Online audio / Genially	3 24'	Formal assessment: Listening for gist.
2nd practice or Social interaction	BEFORE: T. will give a short quiz about the listening. SPEAKING: T. will send the transcript of the audio to the chat. AFTER: Ss. will post their answers in the chat and will compare and contrast their results to other groups' by giving reasons why their answers are correct or not.	BEFORE: Ss. will read aloud the five main questions of the listening quiz https://www.ello.org/english/1151/T1175-Holidays-Mexico.html . (Appendix B, Figure 15) SPEAKING: Ss. will split into groups and will get into a consensus about the right answers for the activity by checking the transcript. (Appendix B, Figure 16) Ss. will discuss their answers. AFTER: Ss. will defend their answers by giving logical reasons about their results.	Online quiz / Audio transcript	3 26'	Formal assessment: Multiple choice exercise
Session FOUR					
1st practice	BEFORE: T. will point out some important celebrations in Mexico and the U.S.A. WRITING: T. will give some cues for ss. to create questions related to celebrations. AFTER: T. will check the syntax of the questions and will guide ss. to answer them.	BEFORE: Ss. will write in the chat as many celebrations as they can think about. WRITING: Ss. will create some questions related to these celebrations. (Appendix B, Figure 17) AFTER: Ss. will make corrections to their questions and will ask them to other students.	Question cues	4 12'	Formal assessment: Guided writing
Grammar Focus	BEFORE: T. will ask students to check the questions again and point out how many of them are in PRESENT, PAST, or FUTURE. GRAMMAR: T. will ask ss. to write a brief text where they integrate the answers seen coherently.	BEFORE: Ss. will write in the chat how many of these questions are in PRESENT, PAST, or FUTURE. GRAMMAR: Ss. will write a coherent text by using the answers given. AFTER: Ss. will read their texts aloud and ss. will	Questions	4 15'	Formal assessment: Guided writing

	AFTER: T. will ask different ss. to read their texts aloud. T. will help ss. out with doubts related to the activity.	vote for the best one.			
Summary	T. will divide ss. into 4 groups.	Ss. will create a brief presentation in Prezi https://prezi.com/es/ by showing how different some celebrations are between the U.S.A and Mexico. Ss. will present their presentations. (Appendix B, Figure 18)	Prezi	4 23'	Formal assessment: Free speaking
Session FIVE					
Intercultural component	T. will send ss. a link to create a jeopardy game.	T. will ask ss. to create a jeopardy game about important facts about the Mexican culture https://jeopardylabs.com/ . Ss. will exchange their jeopardy games and will play for the same amount of time to see who gets the highest score. (Appendix B, Figure 19)	Jeopardy	5 20'	Informal assessment: Scores by teams
Evaluation	T. will send ss. the link to create the infographic and will give clear directions about what facts can be used for this task.	In different groups, ss. will develop a concise and cultural infographic https://www.genial.ly/es?gclid=Cj0KCQjwmcWDkCI3vS0ZaeHACKkmTK5x2w47qsvgAajFKEALw_wcB about the facts learned and seen in the jeopardy by getting with members of the different groups. Some groups will present their infographics. (Appendix B, Figure 20).	Genially	5 20'	Formal assessment: Guided writing
Conclusion	T. will conclude by asking ss. about what they admire about their own culture and what they like about other cultures.	Ss. will share their ideas about what they think, like, admire, or not about their own culture and other cultures.	-----	5 10'	Formal assessment: Free speaking
Follow-up activities	For homework, ss. will answer the self-quiz assessment posted in Google classroom.				

Appendix B



FIGURE 1

CELEBRATIONS AROUND THE WORLD

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

FIGURE 2

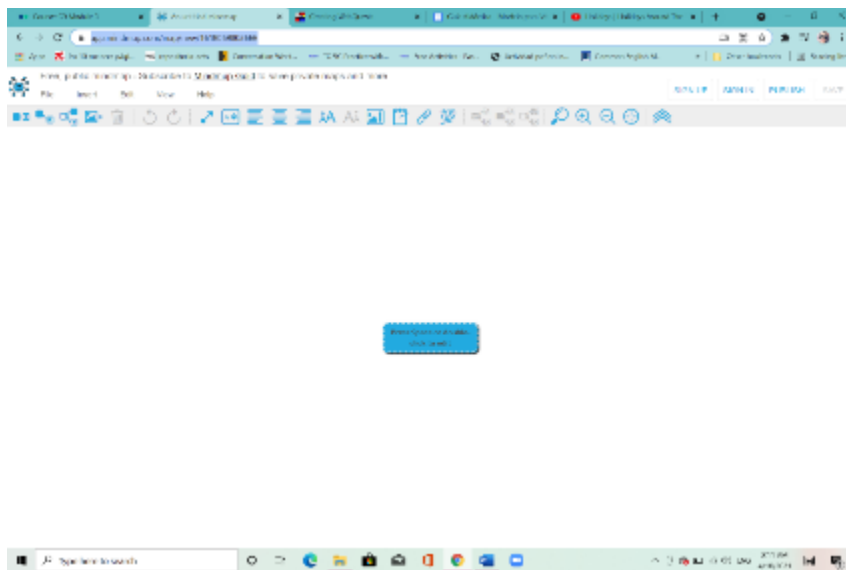


FIGURE 5

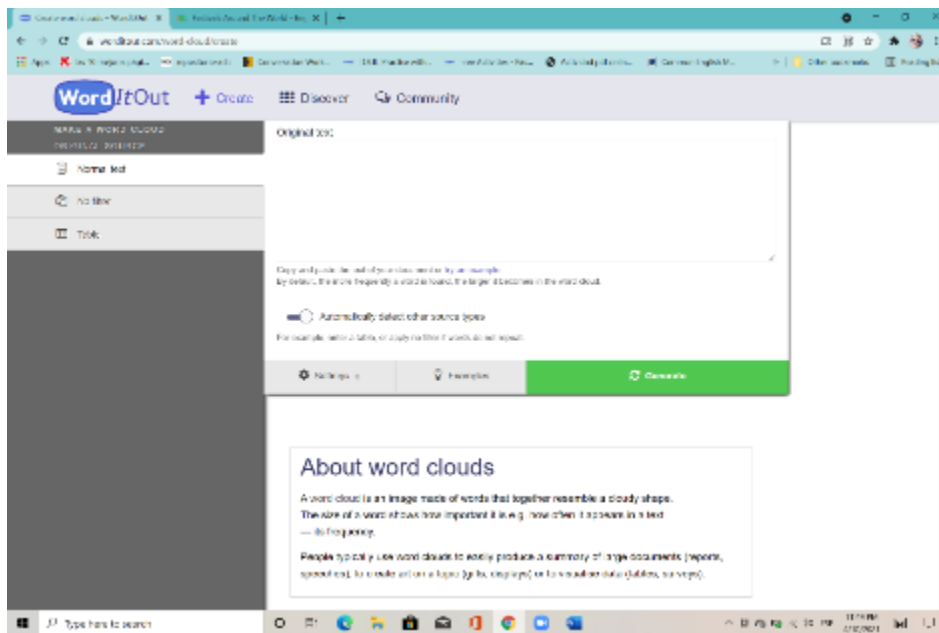


FIGURE 6

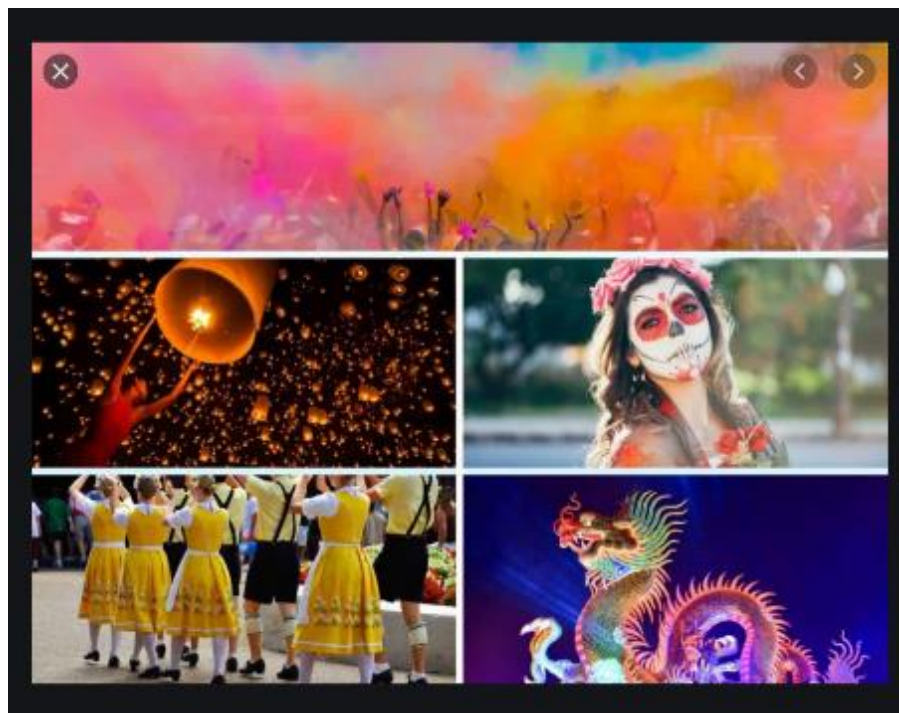




FIGURE 7


ORDER THE READING



People decorate their homes and gravesites with food, candles, candy skulls and flowers to welcome the dead back to earth. People dress up as skeletons and parade through the streets.

Day of the Dead is celebrated on November 1st in Mexico, Ecuador, Guatemala and other parts of Central and South America. Families gather to pray to dead relatives and ask them to return for just one night.





Every year in July, people in Ubon Ratchathani Thailand celebrate the Candle Festival. Tourists from all over the country come to Ubon to look at huge wax candles that are paraded through the streets. There is music, dancers, a huge market and even a competition for artists to design the best candle.

Day of the Dead sounds like a scary event, but it's a happy time to celebrate and remember the lives of dead family members.

In other countries, they have different festivals. Some are really strange. One of the weirdest festivals in the world is Day of the Dead.

Pan de los muertos (bread of the dead) is baked in the shape of skulls and crossbones, and a toy is hidden inside each loaf. The person who bites into the toy is said to have good luck.




FIGURE 8

Part B: Answer True or False.

1. Day of the Dead is celebrated in July. _____
2. Families ask dead people to come back for one night. _____
3. Pan de los Muertos is a type of bread. _____
4. It is unlucky to bite the toy in Pan de los Muertos. _____
5. Day of the Dead is a happy festival. _____
6. Day of the Dead is celebrated in Africa. _____

Part C: Answer the questions. (Write full sentences please.)

1. Why do people celebrate Day of the Dead?

2. What do people in South America put in Pan de los Muertos?

3. How often do South Americans celebrate Day of the Dead?

FIGURE 9



FIGURE 10

LAST YEARS, we celebrated the Day of the Dead in different ways. For example, we went to the graveyards to eat with the dead. We organized parades on the streets and we got together with our families around the ofrendas.

NOW, it is different. We do not go to graveyards because of the pandemic. We stay home and we just set an ofrenda with our relatives' favorite things.

IN THE NEXT YEARS, I think the pandemic will be less and we will go to graveyards again but only few people. We will have some small parades again and we will honor the dead more.

FIGURE 11

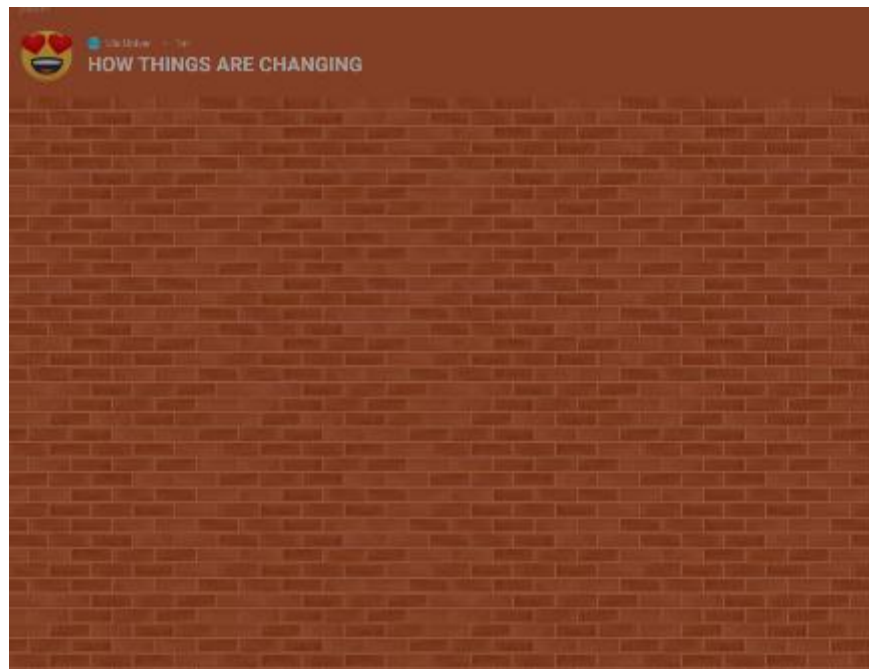


FIGURE 12

- All people know about the Day of the Dead.
- Some people consider the Day of the Dead scary.
- Both of the speakers know about this celebration.
- The Day of the Dead is more a family thing.
- Easter is celebrated with the Day of the Dead.
- Chileans do not reflect a lot on Easter.

FIGURE 13



FIGURE 14

Script **Vocab** Quiz

Answer the following questions about the interview.

1) What is Olga's favorite holiday?

a) Christmas
 b) Day of the Dead
 c) Independence Day

2) How do they celebrate the holiday?

a) They eat special food
 b) They listen to music
 c) They remember family

3) Why do they put food on the altar?

a) For everyone to eat
 b) For animals to eat
 c) For the dead to eat

4) Who celebrates around the altar?

a) friends
 b) family
 c) classmates

5) How does Olga celebrate Easter?

a) By going on vacation
 b) In a traditional way
 c) By going to concerts

[Check Answers](#) [Reset Quiz](#) [Show Answers](#)

FIGURE 15

Script **Vocab** Quiz

Daniel: Hi Olga, how are you?

Olga: Fine, Daniel, how are you?

Daniel: Good, thanks. I wanted to see you something. I'm really interested about Mexican holidays.

Olga: What?

Daniel: Can you tell me something about it?

Olga: Sure but what do you want to know? I mean why are you interested in Mexican holidays?

Daniel: What kind of holidays you have, what do you do in those holidays?

Olga: Well my favorite holiday is the Día de los Muertos, the Day of the Dead.

Daniel: What is it?

Olga: What do you think about when you hear Day of the Dead?

Daniel: I don't know. It's a bit scary, isn't it?

Olga: Yeah, kind of but actually for us Mexicans it's not really scary. We're so used to it. Actually this day we celebrate the not celebrated but remember the people who are already dead especially in our close family.



FIGURE 16

- ❑ AZTECS / CELEBRATE / DAY OF THE DEAD
 - ❑ PEOPLE / HAVE / FUTURE PARADES
 - ❑ PEOPLE / HONOR / MORE THE DEATH / IN THE FUTURE
 - ❑ PEOPLE / PRAY / AT GRAVEYARDS / IN THE PAST
 - ❑ PEOPLE / NOW / GET TOGETHER / CELEBRATE THIS DAY
 - ❑ PEOPLE / HUG / NOWADAYS
- ❑ PEOPLE / FEEL BAD / NOWADAYS

FIGURE 17



FIGURE 18



FIGURE 19

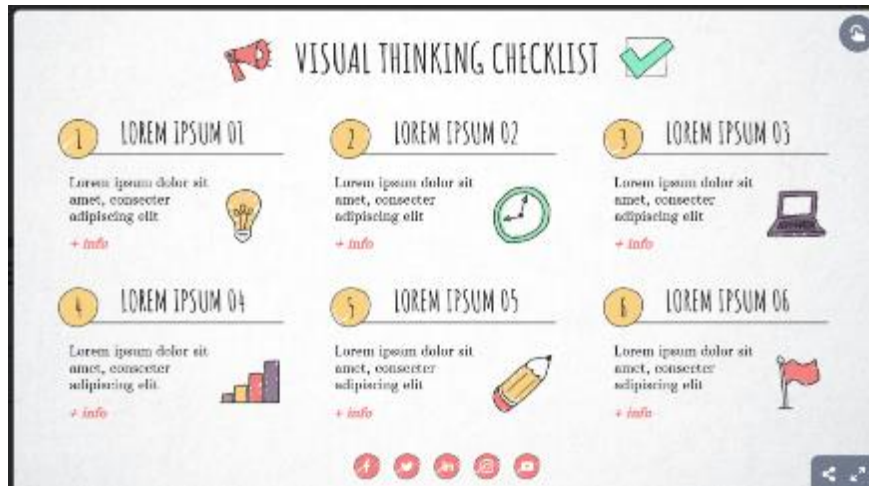


FIGURE 20

Appendix C

RUBRIC						
			Level 1	Level 2	Level 3	Level 4
ACTIVITIES	CHECKLIST	Objective: Check previous knowledge	I do not know any words related to the topic.	I know around 1 to 2 words related to the topic.	I know around 3 to 4 words related to the topic.	I know around 5 or more words related to the topic.
	MATCHING DEFINITIONS	Objective: Processing meaning	I can connect from 0 to 10% of the definitions given.	I can connect 50% of definitions given with their synonyms.	I can connect 75% of definitions given with their synonyms.	I can connect all definitions given with their synonyms.
	TRUE/FALSE	Objective: Processing meaning	I can differentiate from 0 to 10% between true and false facts.	I can differentiate 50% between true and false facts.	I can differentiate 75% between true and false facts.	I can differentiate between true and false facts.
	MULTIPLE CHOICE	Objective: Processing meaning	I can find out from 0 to 10% of specific details and the gist of data.	I can find out 50% of specific details and the gist of data.	I can find out 75% of specific details and the gist of data.	I can find out all specific details and the gist of the data.
SKILLS	SPEAKING	Objective: Processing sound	I can express from 0 to 10% by speaking ideas about the topic given	I can express 50% by speaking ideas about the topic given	I can express 75% by speaking ideas about the topic given	I can express by speaking ideas about the topic given.
	WRITING	Objective: Processing sound and meaning	I can express from 0 to 10% by writing ideas about the topic given.	I can express 50% by writing ideas about the topic given.	I can express 75% by writing ideas about the topic given.	I can express by writing ideas about the topic given.
	READING	Objective; Processing meaning	I can comprehend from 0 to 10% of a written text.	I can comprehend 50% of a written text.	I can comprehend 75% of a written text.	I can comprehend a written text.
	LISTENING	Objective: Processing sound and meaning	I can find out from 0 to 10% of specific details and the gist of an audio.	I can find out 50% of specific details and the gist of an audio.	I can find out 75% of specific details and the gist of an audio.	I can find out all specific details and the gist of an audio.

CULTURE	INTER CULTURALISM	Objective: Showing intercultural skills	I can express from 0 to 10% of similarities and differences among cultures in a respectful way..	I can express 50% of similarities and differences among cultures in a respectful way.	I can express 75% of similarities and differences among cultures in a respectful way.	I can express similarities and differences among cultures in a respectful way.
OBSERVATIONS		Comments				

SELF – ASSESSMENT QUIZ

NAME *

Tu respuesta _____

What did I like about this course? * 1 punto

Tu respuesta _____

What did I learn in this course? * 1 punto

Tu respuesta _____

What do I want to continue practicing? * 1 punto

Tu respuesta _____

What do I need to do to be better in English? * 1 punto

Tu respuesta _____

What improvements can we have in class to learn better? * 1 punto

Tu respuesta _____

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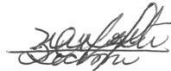
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