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ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

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TABLE OF CONTENTS

Introduction	3
Chapter 1. Philosophy and theory	6
1.2 Teaching identity and philosophy	6
1.2 Theory underlying teaching practice and identity	17
Chapter 2. Methodology and practice	24
2.1 Practical and useful lesson plan	24
2.2 Design of tools to assess and test progress of students	39
2.3 Evidences of procedures	42
2.4 Evidences of tools	45
2.5 Evidences of activities	52
Chapter 3. Experience report	53
3.1 Reflection and analysis of results	53
3.2 Comparison and contrast of expected outcomes and results	54
3.3 Possible solutions	56
Conclusions	58
Appendixes	60
List of references	60

INTRODUCTION

The English language is considered as a foreign language in Mexico and it is a very important language in our country because we have to deal with English almost everywhere we turn around, I mean if we are studying a degree, if we are working for an international company, or if we are surfing the net and checking social media we have to know some English to get by, and working as an English teacher is not what it used to be a decade ago, nowadays we are asked to be better prepared, we must finish a degree and hold international certifications and of course we have to keep on studying so that we can improve our teaching techniques and methodology, that is if we want to be better paid and in some cases if we want to continue working where we work.

Despite having worked as an English teacher for almost ten years, the author of this project has not found it easy because when language teachers first start to work as teachers they don't know there's a degree in English teaching in UNAM (Lic. En Enseñanza de Inglés), so they usually have a difficult time teaching because they know English but they don't have what it takes to be professional language teachers. The author of this project finished this major in FES Acatlan and then he started to work in CCH, which is high school or junior high school in UNAM, and once he was there, he began his career as an English teacher as every time the semester finishes courses, Diplomado courses and workshops have to be taken in order to improve methodology and teaching techniques, the teachers there are also asked to improve their English level, so most of the teachers have already sat at least one exam so as to get an international certificate, the author of this project is a FCE and CAE holder but as basic levels are mostly taught in this high-school, English tends to get rusty as the teachers don't have enough English practice, fortunately, the teachers are personally working on getting their English better.

The purpose of this project is to develop ideas about language, language learning and language teaching as it applies to the experience in the language classroom. Information, ideas and skills towards the philosophy of teaching will be integrated and analyzed so that the philosophy of teaching can be constructed and reflected on the information presented in this project.

Additionally, intercultural activities are going to be presented as they are going to help my students develop cultural awareness in my English language classroom. This project is also going to show how interculturality plays an important role in both the teaching of English and my own teaching principles. This is going to be carried out by making use of Information and Communication Technologies for the educational purpose because they have been playing such an important role in the development of students' skills to acquire and learn English as a second language. Without them it would be very difficult to immerse students into English as everything we teach has something to do with intercultural aspects.

Furthermore, assessment tools are going to be created in order to identify the competencies that the students have developed in the lessons presented in this project. Some different tools to assess and test productive skills which is speaking and writing, taking into account the micro and macro skills of these domains, are going to be created as well. Listening and reading which are receptive skills are going to be evaluated through assessment and testing throughout the lessons and at the end of the lessons with the support of the tools that are going to help students and teacher succeed in identifying weak and strong points to polish when teaching and when assessing students.

The tools that have been created for this project are meant to help students develop awareness of what their strengths and weaknesses are, and at the same time give meaningful feedback that will help them improve the specific area they are not so good at producing. All of the tools that have been chosen to assess and test students resemble the type of activities that were given on the lesson planning included in this project.

One thing to bear in mind is that the activities that were designed for this project were intended to be used with CCH students. Therefore, it is important to mention the context where I work.

English is a compulsory subject that is part of the school curricula in Colegio de Ciencias y Humanidades (UNAM) CCH Azcapotzalco, it is taught as a four skills course, students take a two hour English lesson twice a week so we have to teach 4 hours a week, we usually

meet Mondays and Wednesdays or Tuesdays or Thursdays, we don't usually work on Fridays, but sometimes we have students come on Fridays to go to the self-access center or to the English Lab, there students work individually and have access to some English programs through their computers in order to reinforce and practice what we have been checking in class.

Most of the students in CCH are teenagers, they are about 16 or 18 years old, there are 4 semesters in which English is taught, that is, English I, II, III and IV, I am always given English III and IV, so my students have some English knowledge, I mean they have taken English for one year in CCH when I meet them for their first class.

According to the Common European Framework when English III and IV is taught in CCH, it is in the level A2 while my colleagues teach A1 in English I and II, there is this project with the rector in UNAM that requires students to have a B2 level by the time they finish their high school in CCH so they say they are going to include English V and VI so as the students reach level B2. (Consejo de Europa, 2002, p.36).

So hopefully some buildings are going to be built in CCH because as far as I know the problem for this to take place is that there is no more space for the students from English V and English VI due to lack of premises in the school and as it was mentioned before the students can't take English lessons if the groups are made up of 50 students, the groups had to be divided as they have done to the groups from English I to English IV. Needless to say I attend groups made up of 25 students.

Eight years ago, Reading Comprehension used to be taught in CCH, then the groups were divided and a lot of new teachers were hired. The English program changed from Reading Comprehension to teaching English four skills, that is Reading, Listening, Writing and Speaking, and that is also the time when I was hired. The new program said that English was going to be taught using the Communicative Language Teaching or the Task-based Approach, it was kind of "open" as long as the students reach the A2 level according to the

Common European Framework by the time they finish English IV, when students finish English IV, they are usually prepared to sit the examination by Cambridge called PET provided they want to take the examination as it is not compulsory.

CHAPTER 1. PHILOSOPHY AND THEORY

1.2 Teaching identity and philosophy

The use of the information technologies that have been used since they appeared in Mexico no more than 15 years ago has played an important role in the acquisition of English as a second language since they promote self-centered learning and acquisition, without them it would be more difficult to get English right as there are no many English native speakers living in Mexico and the teachers who you can practice with are sometimes very expensive to pay or at least that was my experience in the early 90's.

Having been in touched with these technologies when I was an upper-intermediate student made me feel more attracted to English and it also made be forget about bad experiences I had when I first started studying English in basic levels as the technologies were not used at all in the class and even though I was not aware I could improve my English through the use of them I was really disappointed because of the lack of information technologies inside the classroom.

Fortunately as I said before by teaching English you learn a great deal of vocabulary, grammar structures and language in general no matter how basic your students' level is. In fact the first thing that I think happens when you become an English teacher is that you start acquiring the language faster than students who don't have anything to do with teaching. I suppose it is because we are used to dealing with different methods, approaches and techniques which we put into practice in the classroom and outside the classroom, and it is not always because we want to try out all these methods and approaches, it is just because most of us have worked in different schools with different programs and therefore different

methods that we are asked to follow according to the school or English program we are working with. Consequently, having worked at several schools has also made us more aware of the teaching practice since we have had to face several features we had probably not heard before despite having studied to become English teachers.

Constructing our own teaching philosophy is not about reading books about teaching it surely does help a lot and has made me a better teacher and everything but it is not as regarding and meaningful as constructing our own teaching philosophy through the experience we are used to going through when we are teaching and in the process of acquiring English as a second language. It has to do with all the experience we have been accumulating as a result of the methods and approaches and techniques we have been applying in our own teaching experience, as well as the different jobs as teachers we have had so far.

Speaking is a skill that must be dealt with when English is taught just as listening, reading and writing but it sometimes tends to be overlooked because we are worried about meeting the program requirements and objectives, and they usually takes us further from teaching this skill that to my mind is the most important one if we put aside that we are teaching academic English. Most students in language centers are eager to speak English and they will see results the moment they start speaking English, that doesn't mean the other skills should not be taught thoroughly but speaking is the one that many people are looking forward to learning a lot more than the other ones. As English teacher, we know all of them are related and as a matter of fact they must be taught together as it is going to be mentioned when integrated skills for speaking is discussed in this project.

There are some characteristics of speaking that need to be explained in order to understand its nature and functions. The first one is that speaking is made up of idea units, "the basic unit of speaking is the thought group" (Gilbert, 2008, p.44). Similar to writing where the students have to make sense in sentences and write their main ideas supporting them in paragraphs, the same happens for speaking but it is done through ideas where the sentences are uttered shaping them into ideas that are different when we receive the message.

Second, most of the things we say is not planned, so speaking tends to be more informal than writing. Nevertheless, it can be planned, for instance when we are asked to give a presentation, we usually prepare something to say in advance and we regulate the kind of speech which will be delivered according to the audience that is going to listen to us.

Third, when we speak we have no time to regulate how we are going to say something. In contrast to writing we can have longer time figuring out how we are going to put something in a paragraph, when we speak, we frequently use the words everybody else uses because that's what we are used to hearing.

Fourth, when teaching English it is also relevant that fixed phrases, hesitation markers and fillers are taught since native speakers make use of them more than it is expected, and if we give it some thought, we will see that we also use them a lot in our mother tongue. We should teach them because some of them are not easy to understand unless students have taken an English course, they are made up of collocations, idioms and phrasal verbs that sometimes do not make any sense if we translate them word by word.

Fifth, reciprocity has a lot to do with speaking, when we speak we are expecting some kind of answer this response might be uttered or said but it could also be conveyed using a paralinguistic device such as the gaze.

Finally, there's a lot of variation in styles when we speak, we always take into consideration who we are speaking to, what type of audience is listening to us, what the purpose of communication is, it can take place as a casual conversation or a formal one. The former is preferred between people who share more or less equal status, the latter, is more suitable when people have a different status.

Another thing that must not be forgotten is everything that is related to conversation. According to Richards (1999), conversation is made up of routines, it is purposeful and interactive. It consists of routines because fixed phrases, idioms and collocations are

frequently used when speaking is taking place. Purposeful because there's always an objective as certain functions are expected to meet what needs to be conveyed. In here there are two different kinds of talk. Transactional because its merely goal is the exchange of information. Interactional because social relationships are expected to be maintained. In addition to this, conversation is interactive, therefore, there ought to be turns and one student speaks at a time. It might get awkward if there's a long pause and nobody is speaking, it might be considered rude and impolite.

Who hasn't heard the word fluency, when speaking is evaluated the teacher is always checking out how fluent the students are, even the students know if the teacher is fluent enough to be called "a good English teacher", we can tell by listening to other people speaking English whether they are fluent or not, and how good they are at speaking it, fluency is "the ability to fill time with talk coherent, reasoned and 'semantically dense' sentences..., to have appropriate things to say in a wide range of contexts to be creative and imaginative... in language use" (Richards, 1990, pp. 67-86). Therefore, it is about sounding as natural as a native speaker would sound and in terms of evaluating fluency, it goes together with accuracy which is how clearly the speaker pronounces, articulates grammatically correct sentences. In here it is good to distinguish between use and usage, use has to do with everything that is related to content and communicative intention, so here the message is being the focus of what we want to convey whereas usage has to do with grammatically appropriate use of the sentences that are uttered focusing on the language.

Pronunciation is a big issue to be taught when working with speaking and as a consequence of such an essential deal, it is much better to be realistic and make clear that the most important thing is that as long as they can communicate and be understood when speaking, they have come very far. (Murphy, 2013). I mean if we are honest we are very unlikely to speak like native speakers as we have grown up in Mexico and no matter how hard we try, we are not that immerse in the language, even people who have lived in the USA have an accent, native speakers can tell they don't have a native-like pronunciation. Thus, teaching students Standard English and intelligibility is much more reasonable. Stress, rhythm and intonation is a must when pronunciation is taught.

Stress might be taught when it is lexical and when it is about sentence stress. Lexical stress refers to “that part (syllable) of the word which is both pronounced with and perceived as carrying relatively more emphasis or strength” (Snow, 2007, p. 121). In their textbooks they are usually asked to identify where the stress is in a word, they have to circle the correct syllable and after checking their answers, the recording is played once again and I have them repeat so as to stress the correct syllable in the word, In this kinds of activities I must admit that I am always learning as we might know how to use the word in a sentence and its meaning but we might not know where the correct stress is.

On the other hand, there’s sentence stress and “it refers to which word or words in a sentence are given stronger emphasis or prominence” (Snow, 2007, p. 121). We can make it easy for students if we let them know what function words and content words are. Let us take the following sentence as an example: *He listens to pop music*. Content words are *listens* and *pop music* meanwhile function words are *he* and *to*. The function words are not usually stressed but then again, the speaker might change the stress if he or she wants to give emphasis to for example the pronoun *he*.

Intonation plays an important role when pronunciation is taught, and it really helps since sometimes the listener doesn’t get what the speaker is saying but with a few phrases, the listener might get, that’s enough to make sense of what he is saying, as long as the speaker uses the correct intonation. Rising intonation is usually used when yes/no questions are asked, falling intonation is preferred when a wh- question is being used.

Most students have had the need to make use of communication strategies so that they are able to deal with those communication problems that everybody has when a language is being learned, they have been defined as “those strategies which L2 learners use to cope with when they have not mastered the language” (Ramirez, 1995, p.39). Surely many teachers have seen how students struggle trying to find out how to say a word they have not acquired, they may foreignize the word, that is, they come up with a new word that might make sense to them in their mother tongue but that is not used at all in the language that is being learned. Additionally, false cognates in literal translations are sometimes used when

learning a second language, they might say actually instead of currently, or they might mean embarrassed instead of pregnant and so on.

There are a lot of activities that can be carried out in the speaking classroom, they have been divided into communicative activities, pre-communicative activities, functional activities and social interaction activities, they are not that easy to identify as some of them are related to each other. However, they have been used in the speaking classroom a lot and perhaps many teachers weren't aware there was a classification of the kind for the activities that are carried out in their speaking classrooms.

Pre-communicative activities whose objective is "for learners to practice using acceptable language with reasonable fluency, without being concerned to communicate meanings effectively" (Bygate, 2009, p.61). Consequently, they are not very meaningful in terms of communication as the students are asked to practice the language in order to improve their accuracy and fluency. They have been divided into structural activities and quasi-communicative activities. Grammar is the most important thing when working with structural activities and when we have our students practice some natural conversations but the focus is only on short replies and follow-up questions made by the students, that's when quasi-communicative activities are taking place.

On the other hand, functional communication activities and social interaction activities belong to what it is called communicative activities. They tend to be more open and autonomous. "The purpose of functional communication activities to prepare and enable learners to get their meaning across effectively, and the main measure of success is the student's ability to cope with the demands of the immediate situation" (Bygate, 2009, p.63). So, they are more concerned with the functions that are seen in the speaking classroom such as following directions, discovering differences, planning a budget, creating a sequence from random picture sequences, solving tasks and so on.

Similarly, social interactional activities are the ones in which interactional talk is being developed by the students, hence they develop skills for communicating and behaving. For

instance when we have the students role-play and improvise on a particular social situation such as acting out a play.

Teachers who have been working with the activities or exercises suggested in their textbook can't deny that they have used a lot of drills to practice speaking in the classroom, no matter how communicative the book is considered, there are always techniques that are going to be classified as communicative or manipulative. Manipulative techniques are the ones that are controlled by the teacher while the communicative techniques tend to be activities where the students are invited to answer as they please as long as the communication responses are met.

Personally, I have used a lot of drills due to the fact that they foster the development of grammar structures and make the students become more confident of the structures that are being seen in the classroom. Brown (2007), has also classified drills into mechanical drills, meaningful drills and communicative drills. (p.182).

In a mechanical drill, there's no context, and the students are asked to give precise answers. A meaningful drill might be connected to context and reality and the students are also asked to give precise answers but these answers may be taken from possible responses. A communicative drill is the one where the students have many available options to answer the questions, they are always reminded where they are so that they have a context to give an appropriate answer.

Besides working with drills to improve grammar, gain vocabulary as well as phrases such as idioms, collocations and phrasal verbs, there are also interactive grammar exercises that can be used so as to enhance their competence in the language. These interactive grammar exercises have been classified into communicative, meaningful, restricted and expressive. (Comeau, 1987, p.57). The communicative are the ones that are integrated with other activities like games and role-plays. Students find meaningful exercises very appealing due to the imagination they are very likely to use in these kind of exercises. The restricted exercises are the ones where the teacher have their students select from many different

forms so that the students can focus on meaning and it becomes relevant to them resulting on successful tasks carried out by the students. The expressive exercises make the students exaggerate the elements of expression perhaps by acting out or role-playing. Some techniques that are said to be really useful in which there is student to student interaction are dialogues, poetry, drama and information gathering.

I am used to working with dialogues since there are many of them in the textbook that is used in my classroom, they provide meaningful contexts and make the students become involved by filling the gaps in the dialogues with some words, phrases, auxiliary verbs and the like. When I finish asking them questions to check their comprehension, I always have them work in pairs or in groups and sometimes they substitute the dialogue with their own information, they practice the dialogue, they don't have to learn it by heart and sometimes they role-play it .

Furthermore, the four skills can be integrated into something that is called skills integration which is basically about having the students perceive the relationships among several skills, namely listening, writing, reading and speaking. They will have to be developed together, they must be related to other skills. This skills integration gives the teacher flexibility in creating really good lessons.

Some of its characteristics have been suggested by Brown (2007), some of them are just about common sense, such as production and reception are worked together in a classroom whether we like it or not, they are connected and therefore, they must receive equal consideration, I think we should let students know when we are working with a particular skills so that they stay motivated. Another feature is that interaction involves sending and receiving messages just like we when speak in our mother tongue we need a listener to provide him or her information and communication takes place. Additionally, written and spoken language often have a resemble to each other, when have the students read an email, we usually get them to speak and then to write so as it as mentioned before it is already integrated even though we don't usually notice. Hence, by working with one skill in the classroom we are inviting at least another skill.

An additional approach is Content-based instruction. It doesn't have linguistic content because it integrates the lessons into a subject matter, so it is a subject that is integrated into the curriculum, the students are going to acquire the knowledge and skills of any particular subject and at the same time they are going to improve their English as the subject is taught in the target language. When I was studying the English degree I had many subjects whose main purpose was not to improve your English level such as American and English History but as it was given in English, we did get better in the language just by taking the class and doing the work to pass the subject.

Task-based language teaching is used in many English schools in Mexico, I have used this approach several times because I have been asked to use it, I don't like using only one approach, though. When I worked in Fes Iztacala, they had us teach using this task approach even though everybody had doubts on how to apply it. Task-based language teaching emphasizes the development of the language by relating skills and functions that student will need to produce in the real world. I was getting used to teaching using this approach but fortunately, I don't have to follow it anymore as it was really exhausting to be thinking how to teach everything using real tasks and functions.

In Mexico teaching English in public schools might be really challenging because of the fact that teachers have to deal with large classes sometimes we are given more than 40 students. Fortunately in CCH there are 25 students in a group, so it is not as demanding as working in SEP where the teachers are always given many students, I also work in a university in Tecamac, UTTEC, I had a few groups there with almost 40 students in each group but the most difficult thing to cope with is precisely the large monolingual class. The students there are really easy to work with, because they are older than the CCH students who are mostly teens. What I usually do is have them work in groups of four and five and it might be of common sense but by doing this, you forget about working with too many students it is as if you were working with a few students because they also move their chairs and desks to get together, even though the speaking activities are not always about talking in groups or in pairs, I almost always have them work this way and it really works.

Another thing to bear in mind is that these large classes are not always homogeneous classes, as a matter of fact, they are heterogeneous, students don't have the same English level, and this is another thing you have to deal with, as long as they have a certificate, you can allow students not to attend your class any longer but if not, they are forced to take the class. Fortunately, we as teachers can take advantage of this situation, I often have the strongest students work with group where there are some weak students. So the strongest one, is the one who helps their classmates and who is willing to help everybody else. They feel important and motivated because they have a job to do, even though they are not obliged to do it. Luckily, they are always willing to give their classmates a hand and by doing this, they really help us out.

I am not the kind of teacher who says "never in Spanish" "English, please" but I am not the teacher who speaks in Spanish the whole class, I think it is a lot better for the students if we speak English the whole class as sometimes they have few opportunities to practice the language. When I notice they don't understand a structure very well, I give them quickly the meaning or we usually say it in our first language. In my opinion by speaking English the whole class, they students keep motivated and interested in learning the language. So I try to avoid using Spanish but I do use it when it is necessary but it doesn't go for very long as English should be learned listening to English.

I have also noticed that students who are only taught grammar rules become more easily discouraged from keeping on learning English because they realize sooner or later that the language structures are not going to make them communicative competent. This can be seen when they finish their semester and they are asked to take an on line examination which is focused on the program we will have had covered by the end of the term. This examination is not about grammar structures or vocabulary. The assessment is focused on student's use of knowledge and complex reasoning which involves the appropriate usage of language within a specific social context.

Another important thing that cannot be possibly overlooked is that the use of information technologies must be present in almost every class, sometimes it's difficult because we

depend on the school in which we are working for, but we can do our best to try to use them as often as possible as these technologies provide an opportunity to experience real-world context without leaving school.

I don't see myself talking all the time in a class, and the lesson plan included in this project proves I tend not to be that type of teacher, sometimes it is necessary and when I usually get tired of talking so much, it is because I think I am doing something that I should not be doing. The students are going to acquire language through using this language. Therefore, most-class time should be devoted to opportunities for students to use the language rather than listening to me talk. It doesn't mean I should be quiet or in silence all the time, or that I should never give explanations, it means that the teaching talking time should not dominate all the class. When I started working as a teacher I used to talk a lot in class, and as I kept on learning about this teaching practice I cut down on the amount of explanations I give to my students. It takes time to stop doing it but the students are the ones who are really going to really appreciate it.

As I was working with this lesson plan in this project, the role of the teacher becomes more passive in the good sense or connotation I mean, we become more of a helper, while the students work at their own pace participating in real-life activities through collaboration, exploration and discovery with their classmates. Sometimes it's difficult to deal with the different roles the students can be when they are interacting with each other. The most difficult ones to deal with are the alienated and isolated ones since they don't always accept to work with their classmates, they want to work on their own and make the activities difficult not only to the teacher but also to their other classmates. Luckily, I tend to be a teacher who is always trying to listen to their students' needs and problems sometimes I know I should not get so involved in doing this, but I think when they feel heard and understood, their learning process is affected for their own sake. So one of the roles I play as a teacher outside and inside the classroom is the one of the counselor, some of the times I don't provide any advice because I don't know what to say but they end up appreciating it when they are just heard.

I have been asked to be the needs analyst, the curriculum developer, the material developer, the counselor, the team member and the professional. The teachers who have been working for a long time in this school are the mentors who are usually required to guide the ones who have not worked for long there. That is they give us courses, Diploma courses, or they give us pieces of advice on how to solve something related to teaching or academic situations.

1.2 Theory underlying teaching practice and identity

It has been proved that knowing only grammar structures and vocabulary is not enough to be competent in English, there might be many misunderstandings when communicating if we only taught this linguistic competence that has also been referred to as grammatical competence. In the past, what it takes to teach English was to be able to teach grammar and vocabulary without taking into consideration social context or when to use particular words or expressions.

On the other hand, communicative competence refers to both verbal and non-verbal communication, it is not enough to know all the grammar rules of the language, to be communicative competent is to be able to know the sociolinguistic rules of the target language. Communicative competence is about “knowing and implementing the social and socio linguistic rules of a language in addition to knowing the grammar, vocabulary and pronunciation”. (Hymes, 1971, pp.93-101).

Students might get how to use some specific structures and they might do well in grammar exams but if they don't know when to use some vocabulary or structures they are likely to fail since many of the things native speakers say have to do with the context, the situation, it is a matter of being formal, informal, neutral, polite or impolite, that's why it is very important to have the students develop this communicative competence for them to be successful when communicating.

It is essential to be aware that we are preparing students to become successful English speakers and what it takes to do so is to let them know that the world is changing very quickly, in the past we would be teaching our students English to communicate with Americans and English. Nowadays, we are teaching them English to communicate with people from different countries no matter what their native language is, they are going to use English because everybody knows it is a lingua franca. It has been defined as “a language that is used primarily for communication purposes” (Graddoli, 2006, p. 34).

It is not enough to be teaching communicative competence anymore, if we want to become outstanding English teachers, not only do we have to incorporate in our teaching the appropriate way to speak and write in specific contexts as well as studying grammar structures and when to be using vocabulary according to the right context, but we must also teach intercultural competence whose objective is to be able to communicate effectively in a range of cross-cultural contexts and perhaps students will have to be able to talk to people from different parts of the world whose first language is not English and they will have to use English as it has been called a Lingua Franca because of the fact that it is intelligible to others no matter where they come from. (Byram, 2002)

By teaching students to be intercultural competent we are teaching ourselves to take the different roles as English teachers, such as the teacher as a Learner, as a mentor and as a researcher. Being a good teacher means being long-life learners, it means studying culture as we are studying the language, we are not only teaching grammar structures and pronunciation, we should be reading all the time to be able to convey information we research about other cultures and at the same time compare and contrast this information to learn about our own culture as well as the other cultures. Everybody should know that being a teacher is not about just the linguistic competence, it is about being able to transform the students’ new information or knowledge with the one they have already known so that our world changes for the better. (Harrison & Kilion, 2007)

Culture plays an important role in our job, without taking into consideration the language people share from a specific part of the world, their beliefs, and their values, we cannot possibly understand what they really want to convey, everything is about meaning we just

have to take a closer look and by getting rid of prejudices and stereotypes we can stop being ethnocentric and start realizing that every group of people perceives the world in different ways and we are not necessarily the ones whose culture dictates what is right or wrong. So in the classrooms we have to accept this diversity as we are dealing with people who have different backgrounds, different learning styles and different ways of thinking, we might not have many people coming from different cultures or different countries, but what we really do have is different cultural groups in Mexico and we have to be able to perceive the world in the same way that they do.

There is no such thing as teaching English without teaching Culture, teachers might be teaching linguistic competence and communicative competence but as long as we are making use of a textbook, we might end up teaching intercultural competence as well, but it is a lot better when we are aware that we are teaching this as we are conveying ideas about the target culture as well as the interaction between what learners and teachers bring by way of expectations and representations of the target culture and its relation to their own culture.

By making use of authentic materials that can be found in the web, we are promoting a positive environment in the classroom because not everything has to be taught using the book or the white board, we can use these information technologies that are really appealing to students, they get tired of reading or writing in their books, so even if they did the same in the English lab, just because we are changing their setting, they feel like working as enthusiastic as if it was their first day at school. Not only are we promoting sociolinguistic competences in the classroom but we are also making the students aware that learning English is not about just the language but also about the people, the culture, their values ,about what we can learn from other cultures and of course by comparing and contrasting the information they are learning about their own culture.

To be intercultural competent means to be able to communicate competently taking into account lots of different cultural contexts, perhaps students will have to be able to talk to people from different parts of the world whose first language is not English and they will have

to use English as it has been called a Lingua Franca because of the fact that it is intelligible to others no matter where they come from.

As we prepare to be better English teachers, there are some things we should leave behind because they are not good for the students and for the communication problems students will have to face unless they are warned. These situations have to do with ethnocentrism which is the practice of judging others by our own world view. When we feel we are better than other cultures judging others in a negative way because we think what our own culture has taught us is far superior than the other's we are being ethnocentric. So all cultures should have something to teach us, it is convenient that we accept that everybody is different and that we ought to learn something valuable from the others.

Teachers should also forget about stereotypes and prejudices that make no good to no one, they lead us to negative personal experiences no matter if these are positive or negative stereotypes, they can be harmful as many people might get offended and will distract us from learning to be intercultural competent.

As it was mentioned before, teachers should not be paying attention only to linguistic competence, there is communicative competence that has to be taken into account as well as being intercultural competent. But how can culture enter the language classroom? This must be done emphasizing the importance of cultural input, that is, everything has to convey representations of culture, the teacher, the students, the settings, the classroom, how it is organized, the materials, the textbooks, the activities we have the students do and of course the lessons we teach.

In order to promote intercultural communication in the classroom, teachers need to be aware of the different roles that are played when teaching English not only to enrich the communicative approach but to work from an intercultural perspective. In Mexico, there aren't many people studying English whose background is from different countries. Nevertheless, what teachers do deal with is students who possess different backgrounds,

cultures, ideas, perspectives of life, sexual orientation, gender, different English level and so on.

Students should know that speaking English is not going to be about only speaking to native speakers, it is going to be likely that we meet English native speakers but as the world is changing fast, we are also likely to meet people whose native language is not Spanish nor English and we are going to have to be intercultural speakers, it is also known that we are not going to sound like native speakers so if we taught students to be intercultural speakers, that would be a lot better because let's be honest, not many teachers sound like native speakers despite the fact that we have been studying English for years, so if the students are going to spend less time studying English than us, they are not likely to be proficient in English.

It is not the same to teach English as a foreign language to Mexicans than to teach it to Japanese people, it is completely different, even if I have never been to Japan, I can state this since every culture is different just because they share a different language, different beliefs and different values. (Martin & Nakayama, 2010).

The fact that we include all that has to do with technology in the lessons prepared in this project is really satisfying as I took advantage of these information technologies that make the students become better prepared than when I was studying English. I think they have everything they need to become fluent English speakers, they are not likely to sound as a native speakers do, but we are communicating ourselves and as long as they convey and communicate with each other in a real, meaningful way we they preparing themselves to keep on studying English on their own. Once we give them the tools to improve their English level they see they can do really well without having to depend on the teachers to acquire and learn English as a second language.

There are many ways in which we can foster speaking which I consider to be one of the most wanted skills to be developed by demanding students, in the classroom and not knowing the basics of speaking might lead in students getting frustrated as well as the

teacher. Speaking is a skill that students are always looking forward to getting right, they long to communicate successfully, they can tell if anybody speaks good English just by listening to the people speak, and they get really excited when they do well in speaking evaluations.

Speaking can also be integrated into the other skills, not because we want the students to know that they are not wasting their time, but because it is necessary, as it is seen in the presented lesson planning of this assignment, almost every lesson has to do with speaking as some skills depend from other ones to have their goals completed. Besides testing, teaching and assessing of particular skills almost always involves the use of other skills.

As for technology that has to do with all the skills there are a lot of different websites that can be checked when in class and also outside the classroom, all the students need is to have access to internet and they can be working by themselves and having fun at the same time as long as we choose the right website according to our students 'needs and interests as well as the skills we want them to develop.

One really useful website that I use for reading is the following: <http://www.agendaweb.org/reading-exercises> in here you can find texts that suit the students' interests. Nevertheless, the one that I use since where I work I mostly teach basic levels is: <http://www.agendaweb.org/reading/easy-reading-1.html> , in here if you don't want them to work by themselves you can prepare something in advance but basically, these are short easy texts followed by questions that can be checked just after being answered. I usually take them to self-access center or the English Lab and have them do these reading activities. They like it and they sometimes ask me questions related to the short stories they read.

Writing is a skill that I don't find difficult to teach because there are many emails, texts and prompts that the only thing the students have to do is imitate, I am talking about controlled and guided writing which are the ones that I usually use in my lessons, they do it as if they were really going to send an e-mail to their friend from the USA, and making the writing skill

meaningful for them is the one thing that any teacher should never overlook. Another activity they usually do is when they pretend to be someone from a different country and with some prompts provided they write as if they were really the people suggested.

Using blogs or Facebook can be a really good way of promoting writing, if it is decided to use Facebook we just have to be careful when creating the groups, they don't have to be friends in order to communicate with this tool, we can also create a special Facebook account just for the teaching purpose. Once I used the blog from my Gmail account and we were checking the future, I asked them to write their new year's resolutions and they did a really good job because they attached pictures and photos of themselves. I would have asked them to give feedback to each other and I wouldn't have had much work to do and they would have learned from each other.

Evaluating them and giving feedback is something we cannot miss if we want them to improve any skill, it is essential to get feedback from their classmates and from their teacher since it promotes a good self-esteem and of course their skills get better.

CHAPTER 2. METHODOLOGY AND PRACTICE

2.1 Practical and useful lesson plan

The following lesson plan was carried out in CCH Azcapotzalco in May 2007. After it is presented, the results and outcomes of it, will be presented.

1. Lesson plan identification cell.	
Author	Gerardo Pérez Mandujano
Educational stage	Segundo año de bachillerato, Ingles IV, CUARTO semestre
Title of your Lesson plan	Past Experiences
Learning Objective of the plan/Competency	Propósito: Al finalizar la unidad, el alumno: Será capaz de expresar la secuencia de sucesos ocurridos, de manera oral y escrita, para intercambiar información acerca de situaciones del pasado.
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	<p>Most of the students in CCH are teenagers, they are about 16 or 18 years old, there are 4 semesters in which we teach English, that is, English I, II, III and IV, I am always given English III and IV, so my students have some English knowledge, I mean they have taken English for one year in CCH when I first meet them for their first class.</p> <p>According to the Common European Framework what I teach in English III and IV is in the level A2, so all are going to be A2-level activities.</p>
Functions	<p>Talking about a memorable night</p> <p>Describing past activities</p> <p>Taking about famous people in the past</p> <p>Using linking words to write a composition called <i>A night to remember</i>.</p>
Main Grammar structure	Simple past
Other Grammar structures	Simple past and simple present
Brief description of the plan	<p>People in different countries around the world were asked to write a report about a memorable night. Two written reports by a young American woman and a Turkish man provide the context for the introduction of common simple past irregular verbs.</p> <p>Students listen to a third report by a Spanish man. The vocabulary focus is common collocations of the verbs <i>go</i>, <i>have</i> and <i>get</i>. As the students are in a basic level, teacher has to go slowly and gives as many examples as he can, the teacher should model what the students have to do.</p> <p>This lesson uses the context of historical figures to introduce and practice the simple past of the verb <i>be</i> (<i>was/were</i>). The grammar is presented through a conversation between two people who are looking at a photo of Ronald Reagan and Nancy Reagan, in the National Portrait Gallery in DC. The pronunciation and speaking gets students to focus on sentence stress in simple past sentences and questions.</p>

	Students read a text called <i>The day I met Keira...</i> , read some sentences and decide if they are true or false, they correct the false sentences. Connecting words are presented <i>and, then</i> and <i>after</i> .
Hours of the plan implementation	8 hours
Number of sessions	4 sessions of 2 hours each
Contents required for the lesson	Two written reports by a young American woman and a Turkish man Third report by a Spanish man A text called <i>The day I met Keira...</i>
Link of the content	http://www.cch.unam.mx/sites/default/files/programas2016/INGLES_I_IV.pdf
EEAILE tutor on line	ROBERTO RAÚL SALCIDO RÍOS

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation [Describe the activities to activate prior knowledge, create a context and motivate students to take the lesson]	<p>Teacher creates an account in piktpochart, http://piktochart.com</p> <p>Teacher writes an infographic: https://magic.piktochart.com/output/10579823-different-cultures-one-country</p> <p>Teacher has students read the infographic study it and watch the video that is presented in there: https://www.youtube.com/watch?v=5ZQl6XBo64M&feature=youtu.be</p> <p>Teacher gets students to do the following as homework.</p> <p>How many people live in the USA? Why is the USA called <i>the melting pot</i>? Where do most Mexicans live in the USA? Where do most German live in the USA? How many people come from another country? What did you like about the video?</p>	<p>Students read the infographic and watch the video as many times as needed.</p> <p>Students answer the questions as homework.</p>	0

Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	<p>Identifica la secuencia de eventos del pasado, en textos orales y escritos, para establecer el orden en que ocurrieron.</p> <p>Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos. Describe sucesos personales y escolares para compartir experiencias pasadas propias y de otros, de manera oral y escrita.</p> <p>Identifica la secuencia de eventos del pasado, en textos orales y escritos, para establecer el orden en que ocurrieron.</p> <p>Solicita y proporciona información sobre eventos pasados para expresar sus experiencias y las de otros, de manera oral.</p> <p>Intercambia información sobre una serie de eventos que tuvieron lugar en el pasado para relatar experiencias propias y de otros, de manera escrita.</p>	Teacher writes the learning purposes of the lesson and get students to read them and to comment them.	
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3. Communicative skills development.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	<p>Teacher teaches the meaning and pronunciation of <i>memorable</i></p> <p>Teacher elicits answers.</p> <p>Teacher tell the students they are going to read about Maggie Julia and Mehmet's night.</p>	<p>Students focus on the photos, the instructions and the introduction of the article.</p> <p>Students must match each one with a photo.</p>	<p>Reading <i>A night to remember</i></p> <p>Photos of the two people's night</p>	1	Students match the two people's night to the photos
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	<p>Teacher writes the infinitives of the irregular verbs and the simple past of these verbs.</p> <p>Teacher plays the recording</p>	<p>Students work in pairs and check if they know the verbs the teacher has written.</p> <p>Students work in pairs and match</p>	<p>Board</p> <p>Textbook</p> <p>audio</p>	<p>1</p> <p>1</p>	Teacher checks if the students have matched the verbs correctly.

	<p>and students check the correct pronunciation of these verb.</p> <p>Teacher gives a handout about collocations that are included in the reading activity.</p>	<p>the infinitive and the simple past Students listen to the recording and repeat and the pauses to check their pronunciation.</p> <p>Students match the verbs to the pictures.</p>	handout	1	Students check in pairs the collocations they matched. Teacher checks with the whole class.
1st practice [Describe the students activities to practice what was presented to them]	<p>Teacher asks students to go back and have a look at the photos of the reading activity.</p> <p>Teacher asks students to read the article and match the questions to their answers in the text.</p>	<p>Students read the article <i>A night to remember</i> on their own.</p> <p>Students read the article and match the questions to the answers in the text.</p>	Textbook Reading	1	Students match some 7 questions to 7 answers in the text. Because each paragraph of the text has a number and it is the answer to the 7 questions that are presented before they read.
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions]	<p>Teacher asks the questions and students have to answer as if they were <i>Maggie</i> and <i>Mehmet</i>.</p> <p>Teacher asks the same questions that were answered in the reading text by <i>Maggie</i> and <i>Mehmet</i>.</p>	<p>Students answers the questions.</p> <p>Students listen to the teacher answering the same questions and they can ask more follow-up questions.</p>	Textbook Reading Book	1 1	<p>Students compare answers with a partner.</p> <p>Teacher makes sure everyone is paying attention to how he is answering the questions and changing the verbs to their</p>

among participants]	Teacher asks the questions that were in the reading and he has some students answer them.	Students listen to some students answering the questions.	speaking	1	simple past in the answers. Teacher corrects mistakes and encourage the strongest students to answer the questions.
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Teacher has the students answer the same questions on their own. Teacher has students answer the questions: <i>A night to remember</i> When was it? And where were you? Who were you with? What did you wear? What was the weather like? What did you do? What time did you get back? Why was it a memorable night?	Students work individually and answer the 7 questions. Students share their answers in groups of 3.	Notebook speaking	1 1	Students correct each other mistakes and help each other when they compare their answers by sharing their experiences in groups. Teacher corrects if there are still mistakes in grammar and vocabulary
Summary [Describe how you summarize what was presented on the lesson]	For this lesson, people in different countries around the world were asked to write a report about a				

	<p>memorable night. Two written reports by a young American woman and a Turkish man provide the context for the introduction of common simple past irregular verbs.</p> <p>The lesson went well, students had two read twice, two times to be able to match the questions.</p> <p>The vocabulary, the grammar were in the reading text.</p> <p>After they finished reading they answered the same questions more easily as they had already read and shared with their teacher and classmates.</p> <p>Reading can't be taught without teaching or using the other skills such as speaking or writing.</p>				
Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation

Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	Teacher greets students and asks them how much they can remember about the two memorable nights they read about the guy from Turkey and the girl from the USA.	Students work in pairs and try to write down the information they remember.	Notebook	2	Students monitor their students when they write about the guys they read the last session.
	Teacher asks students about Maggie's memorable night and then about Mehmet's memorable night.	Students share what they remember adding whatever comes to their mind about their memorable night	Speaking	2	Teacher assesses their students when they give their answers and provides feedback helping when necessary.
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	Teacher asks students to take out their handout. It is vocabulary that has to do with go, have and get. These collocations are the ones that were included in the reading about the two foreign guys.	Students cover the expression and look at the pictures, they test each other: Go for a walk Go to the beach Have a good time Have a drink Get a taxi Get dressed.	Handout	2	Students give feedback to each other, if necessary teacher gives them feedback on pronunciation, and about these collocations.
	Teacher has students talk in pair, using the vocabulary provided in the language bank.	Students talk in pairs. They must say when the last time they went for a walk was.	Handout speaking	2	Teacher monitors students and tries to have a strong student with a weak student so that they help each other.
1st practice [Describe the students]	Teacher has students focus on a photo.	Students have to guess where David was. They	Textbook	2	Students say where they think he was

<p>activities to practice what was presented to them]</p>	<p>There is a guy whose name is David.</p> <p>Teacher tells students they are going to listen to David talking about his memorable night.</p> <p>Teacher has students focus on sentences 1-9 and he tells them that they all have a mistake in them. They must listen and correct them.</p>	<p>also have to answer what they think happened on his memorable night.</p> <p>Students listen to David's memorable night and answer: Where was he? Why was it a memorable night?</p> <p>Students listen to the recording and correct the mistakes. For example:</p> <ol style="list-style-type: none"> 1. It was on August 11th. No, it was on July 11th. 2. He was in Buenos Aires. No, he was in Acapulco, in Mexico. 	<p>Textbook</p> <p>textbook</p>	<p>2</p> <p>2</p>	<p>and what they think happened to him, it is expected for them to use the vocabulary that was included in the handout.</p> <p>Students answer the questions about David's memorable night.</p> <p>Students compare answers in pairs. Then they do it with the whole class.</p>
<p>2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different</p>	<p>Teacher asks students more open questions about David's memorable night. Hopefully, they will remember the questions are the same</p>	<p>Students answer more questions about David's memorable night.</p>	<p>speaking</p>	<p>2</p>	<p>Students share their answers with the class</p>

context; preferably the activities must consist in social interactions among participants]	questions that were answered by the girl from the USA and the guy from Turkey in the last class we were working with reading.				
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Teacher tells students that they are going to write a paragraph about their memorable night.	Students write a paragraph about a memorable night. The writing must answer the questions that were asked about David and the guys from last session.	Notebook	2	Teacher monitors student when writing their short paragraphs. They should not take too long as they had already answered the questions themselves in last session. They just have to put it in a paragraph.
Summary [Describe how you summarize what was presented on the lesson]	For this lesson, students listen to a third report by a Spanish man. The vocabulary focus is common collocations of the verbs <i>go</i> , <i>have</i> and <i>get</i> . As the students are in a basic level, teacher has to go slowly and gives as many examples as he can, the teacher should model what the students have to do.				
Speaking					

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	Teacher teaches the meaning of <i>portrait</i> and <i>gallery</i> using a photo to help.	Students look at a photo and infer what portrait means.	Photo	3	By looking at the photo they can tell what these two words mean. After playing the recording students check their guesses and say who the people are. Teacher check what they filled in the gaps and correct mistakes if necessary.
	Teacher ask students to cover the dialogue and listen. Teacher asks who the people in the photo are.	Students listen to a short conversation where some people are talking about the photo of President Ronald Reagan and his wife Nancy Reagan.	Photo Audio	3	
	Teacher plays the recording one more time and has students fill in the blanks.	Students listen to the recording and fill in the gaps.	Textbook audio	3	
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	Teacher has students look at three more pictures from the National Portrait Gallery. Teacher asks who the people are.	Students look at the pictures and match the people with three audio guide extracts	Photos audios	3	Students check with their classmates if they have matched the people with the audio extracts correctly.
1st practice [Describe the students activities to practice what was presented to them]	Teacher has students read the three extracts again and answer the questions about them. Teacher has students work in pairs and answer	Students read in pairs and answer questions about these short extracts from Marilyn Monroe, Mary Wilson and Thomas Edison. Some questions: Why was Marilyn's life hard	Textbook speaking	3	Students have read with a classmate, so when the finish, they work with another classmate. Finally, Teacher checks

	the questions, when they finish they answer the questions with another classmates trying to remember as much information as they can.	when she was a child? Who were Joe DiMaggio and Arthur Miller? Were there any men in the Supremes?			answers with the whole class.
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	Teacher gives students a handout where they have to answer questions like: Where were you at 9 o'clock yesterday morning? Where were you at 11:30 yesterday evening? Who were you with? What was it like? What was the weather like? Was it sunny?	Students answer the questions about themselves with another classmate. They don't have to write anything, they just have to answer them with different classmates.	Speaking handout	3	Teacher monitors students as they speak. He gives help when needed and corrects mistakes only if they have to be corrected, some mistakes are considered to be ok in this part of the speaking.
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Teacher has students ask him the same questions. He answers them and when he finishes, he asks the same questions to some students	Students asks teacher questions. They can ask questions related to what is being asked. Teacher might ask follow-up questions to get the grammar right.	Speaking board	3	By asking questions both of them the teacher and the students, the teacher is checking if they are formulating the questions in the right order, and answering

					correctly. This is the time where the speaking feedback is being given.
Summary [Describe how you summarize what was presented on the lesson]	This lesson uses the context of historical figures to introduce and practice the simple past of the verb <i>be</i> (<i>was/were</i>). The grammar is presented through a conversation between two people who are looking at a photo of Ronald Reagan and Nancy Reagan, in the National Portrait Gallery in DC. The pronunciation and speaking gets students to focus on sentence stress in simple past sentences and questions.				

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity [Describe how students interact with the content of the lesson. This can be	Teacher has students look at five pictures where Keira is doing some activities. Teacher gets students to read	Students say what they think Keria is doing in each of the pictures.	Photos Book Speaking Text	4 4	Teacher listens to the students talk about what they think Keria is doing. When students

done individually or in teams.]	the text about Keira. Teacher asks them to match the 5 paragraphs to the 5 pictures	Students read the text about Keira and match the paragraphs to the pictures	photos		finish, they check in pairs before checking with teacher.
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	Teachers gets students to read again and tick the true sentences, if the sentences are false, they have to correct them.	Students read the text again correct the false sentences. Students might have problems with vocabulary in the text but they might also infer the meaning by paying attention to the context and pictures.	Text photos	4	Students check the work they have done with a classmate
1st practice [Describe the students activities to practice what was presented to them]	Teacher gets students to match the paragraphs in the text to : Introduction At the theatre Meeting Keira At the restaurant The end of the evening. Teacher gets students to notice how we make sentences using <i>After, And, When</i> and <i>Then</i> .	Students match the paragraphs to these items. Students underline all of the example that contain these <i>linking words</i> for the simple past.	Text text	4 4	Teacher checks with the whole class. Students check in pairs as the teacher monitors them.
2nd practice or Social interaction [Describe the students activities to practice what	Teacher has students work in pairs to join two sentences together using the linking words	Students work in pairs and rewrite the sentences by using <i>And, When, Then</i> and <i>After</i> .	Textbook notebook	4	Students help each other to write the sentences and joining them together.

was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	presented in the previous activity.				
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Teacher has students write a composition called <i>A night to remember</i> . Teacher gives students some questions per paragraph. Paragraph 1: When was it? Where did you go? Who did you go with? Paragraph 2: What did you do there? What did you like about it? Paragraph 3: Where did you go after that? Did you have a good time? Paragraph 4: When did you get home? What did you do when you got home?	Students answer the question adding as much extra information as they want and they are encouraged to use the linking words we have just checked with the class.	notebook textbook	4	Students work on their own and they write their composition. Students give their composition to their teacher at the end of the class.
Summary [Describe how you summarize what was	For this lesson students read a text called <i>The day I met Keira...</i> , read some sentences and				

presented on the lesson]	decide if they are true or false, they correct the false sentences. Connecting words are presented <i>and</i> , <i>then</i> and <i>after</i> .				
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- 4. Intercultural component** By making comparisons at the end of the lesson and throughout the lesson where reading and listening took place, I believe I have inserted the intercultural component since two young people describe in the reading text *A memorable night*, one was from Turkey and the girl was from the USA, a third man reported his memorable night. He was from Spain, and since I had students answer questions about the three of them and most importantly I had them answer the same questions, they were able to make comparisons and see how they see the world and how different we feel as Mexicans to express opinions and understand their culture as well as ours.
- 5. Evaluation** The evaluation was carried out through the lesson as students were giving feedback to each other, they were working with different classmates and were being monitored by the teacher almost all of the time. The moment we were listening to them speaking, checking answers and working in pairs or in groups they were being evaluated and as feedback was given every single time during the lesson so that we could keep on working with the lesson plan. There was no traditional tests as I don't think were needed but maybe if there is more time, they are going to be evaluated through a test to help them be aware of what needs to be polished.
- 6. Conclusion** I think students learned a lot as they were really eager to answer what was being asked, they really like it when you challenge them like in the listening activities that not necessarily had to do with listening, they were also carried out to check pronunciation, word stress and sentence stress as we were also working with bottom-up approach, although, I have to admit that I feel more identified with the top-down approach, as students don't find it boring and with are working with meaningful activities and encouraging students to be more competent in the language. They did apply what they learned in the lesson because they were able to use it or take it to their own lives, the textbook was used but they also used the language they learned from the recordings, the speaking activities and the things or stuff they learned from reading activities we did.
- 7. Follow up activities** There were only four lessons, I think they have to continue working on simple past to be able to use it with confidence, not that it was not enough or they didn't learn but working with simple past takes more time than just four lessons in which all of the skills were included, even if we had had more lessons we wouldn't be able to say that they are good at describing past experiences. However, what they learned is just enough to keep on learning with the help of a teacher or even from a classmates as well as on their own, they were advised to keep a journal of all the activities they did last weekend. So every weekend they are to write what they did and what they didn't do, even if they don't go away or they don't go on holidays it is important to learn

how to say whatever they do and take it to the class so the teacher can get all of their compositions and give them feedback when the time is right.

2.2 Design of tools to assess and test progress of students

Students were assessed throughout this lesson plan, as it can be seen, this lesson plan took 4 sessions of two hours each to be completed resulting in about eight or nine hours class. As they were assessed every time the teacher gave them feedback, the students were expected to improve their skills through the 4 sessions. Their classmates were required to give them feedback as well, so they got feedback from their teacher and from their classmates in order to promote their learning and acquisition of the skills that were practiced inside and outside the classroom.

For the teacher to carry out the test that the students sat is important to know what testing means, testing is “a method of measuring a person’s ability, knowledge, or performance in a given domain” (Brown, 2004, p. 44).

When we test our students we have them do activities in order to measure their abilities, knowledge or performance, the test we use is the instrument in which their abilities are going to be measured, these abilities might be specific or general. For instance if our students are asked to make an essay, they are being evaluated to know if they have learned multiple competencies but if we have our students answer a grammar exam about prepositions we are dealing with more specific abilities.

When assessment and testing are compared it is important to mention what performance is, performance takes place when the students are making use of their abilities to use English in the four skills. That is, Listening, reading, writing and speaking, the teacher is evaluating the performance in each of these abilities.

In order to understand what testing means, there are five principles of testing. The first one is Practicality, teachers should not spend too much time creating the exams, they also must not be expensive, and it’s a good idea to take into consideration the time teachers are going

to spend grading the exams. Validity is when the results of a test are suitable, meaningful and useful in terms of the purpose of the assessment. Authenticity, when a test is about real or authentic situations. Wash back, when the test impacts on teaching practices and on student learning. Finally, it must be reliable because the test must provide consistent evaluations of student performance and that is dependable. (Brown, 2004).

Teachers always assess students, every time teachers tell students they are doing well, or they give them feedback we are assessing students, it can be done informally or formally. We are not testing them, for example when we are correcting their pronunciation or saying how well they pronounced a word we are assessing them. This is also about learning strategies and student-teacher interaction.

Validity and reliability can be measured when testing or assessing students because of the fact that validity is about measuring in a test what is setting out to measure, it is said that we have to ask ourselves if we are testing what we think we are testing, and so as to do so, there are some components that help us measure validity, these are content validity, this is about choosing the appropriate items for the skills. Direct testing, when we test a skill directly. Indirect Testing, in here we might be evaluating a different skill to check if the skill we really want to evaluate works differently. Construct validity, when we have designed a test that is really measuring what we set out to measure. Criterion-related validity, it's when everyone takes the test at the same time under the same conditions. (Brown, 2004).

We can say that a test has reliability if it's consistent and dependable, there are some factors that are going to play an important role to decide if a student is successful when taking the tests. These factor affect the students 'performance such as emotional things like illness, anxiety, fatigue, etc. or cognitive factors, they might have the knowledge and the skills but the students are not familiar with the format of the exams.

Rater-reliability is discussed in terms of inter-reliability which is about the performance between two individuals and intra-reliability referring to a single performance.

The physical space is also taken into consideration, the temperature in the room, the materials, the setting, all of these is about test administration reliability, and of course it's important when testing it really helps to have appropriate conditions when teaching and when testing.

Finally we also have to pay attention to the length of the test as well as the time the students have to answer this test if we want to make it reliable. If the students sit an exam that takes too much to be answered, they are not likely to do well and it is also going to be really difficult for us when we score these long exams.

According to Brown (2004), "formal assessments are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement". So I really like it when we are given the freedom to evaluate our students as we consider to be better for them, we are the ones who know best, we know how the group is working what are their strengths and what are their weaknesses, the fact that we can manipulate these formal assessments because we have some evidence on how to manage them is essential for the students' development, as we are also working with informal assessment. Every time we give our students some type of feedback we are assessing them, it can be related to pronunciation, learning strategies or the interaction we usually have with our students, they don't know they are being evaluated and we don't even notice, because it is an assessment that makes the students achieve the goals by giving them feedback and by stopping to make the students correct their mistakes.

We teachers can tell if the students have been learning throughout the course when they are willing to carry out all of the tasks you have asked them to do, and it is not just about the tasks or activities, when you are teaching if they don't follow, they are not really making the effort to learn more English than the one they had when you first met them, so when they are assessed throughout the course, the teacher can see when something is not working and he or she should change the teaching learning strategies so that the group works better and therefore they acquire or learn the language.

Sometimes when we give them tests and they are too hard to answer they get disappointed since they don't think they are learning so we have to be very careful when we make exams as they have to be appropriate for the level we are teaching, not that they have to be extremely easy but not too difficult not too easy, since it has been seen, when those exams are checked and we are asked for the feedback, these exam results are expected to give them the tools to change the wrong information they had about something related to the language and to change this wrong information to new information that is going to polish the language they are dealing with.

2.3 Evidences of procedures

The assessing tools that were designed for this lesson plan were good enough because these tools were quite similar to the activities they carried out when the lesson was being taught, they didn't have to deal with a task that was different from the tasks that were carried out in the classroom. Even though the students were assessed using the four skills in the classrooms, I think it was necessary for them to take a formal kind of assessment in order to provide with more feedback from the teacher than they had already been given.

The exams helped the students reinforced what they have learned in the lessons given and they were also made to give the teacher some kind of information to know what the next step is to continue working with the students.

The assessing tools were designed for the students to improve the four skills that were practiced in the lesson but they were also designed to be working with integrated skills, I mean when the lesson was taught there was no time in which only one skill was taught or practiced at a time, the use of one skill necessarily involves the use of the other skills, so for example when listening was taking place in the lesson, the students were also working with

speaking or writing before or after they listened to the native speaker or just before they watched the video.

The vocabulary that was included in the lesson plan was also the type of vocabulary included in the assessing tools because teachers have to admit that without taking into account the vocabulary provided in the lesson plans, students would not be really prepared to take an exam in which they have to put into practice the four skills. "Learners need to know a lot about vocabulary, grammar, sound system and spelling of the target language, but they also need to be able to draw on that knowledge effectively for communication purposes under normal time constraints" (Read, 2000, p. 5).

It is important to take into account the different types of vocabulary that the students deal with or get when they are learning or acquiring the language, that is, unknown vocabulary, which is about unfamiliar words to the students, acquainted vocabulary, referring to the words they have already used but they are not that confident when they put them into sentences, or they might produce them but not accurately and established vocabulary, when the students automatically recognize words and are able to use them. (McKeown, 2002).

The vocabulary was assessed when the students were working with the collocations of *get, have and go*, they first worked with it when they were working with the text *A night to remember*. Then, they listened to it as they were paying attention to the Spanish young man talking about his memorable night, and then, they were asked to identify it using a handout of these collocations, they were asked to match it with some pictures, then to remember it without looking and finally to use it in oral and written texts.

The fact that they have created their compositions about *A memorable night* and this composition works as a tool to assess students' language learning progress, might be seen as an extraordinary tool to include the most relevant language product. As it was a process from the moment they were reading the text: *A night to remember* to finally include the evidence in their portfolio. A portfolio has been defined as "a purposeful collection of student

works that exhibits to the student the student's efforts, progress or achievement in a given area". (Northwest Evaluation Association, 2002).

It also teaches students that learning a language doesn't have to be done through a traditional method, as the Task-based teaching is compatible with the learner-centered educational philosophy which places more responsibility in the hands of the students to manage their own learning. The students don't see the teachers as the source of knowledge, they see us as facilitators of knowledge to help learners learn how to learn rather than being the center of attention as it used to be with the traditional approaches.

Furthermore, the theories we also checked about Second Language Acquisition play an important role in the understanding of the different methods and approaches that have been arising as researchers and linguistics make progress so that teachers of second languages become professionals due to the fact that in the past it didn't take much to become an English teacher, as long as you spoke English you might have taught English, with the professionalization of English Teaching as a foreign language, we are being required to have an appropriate level of English but also to get to know all of the things that involve dealing with the teaching learning process as well as understanding it.

The lesson planning has to be always accompanied with the intercultural aspect so that the lesson is complete, without it we would not be able to pay attention to context, we should always set the context before we go any further, once the context is set we are able to promote the competences needed for the students to be truly communicative and aware of the different scenarios they may find when using English as a foreign language.

Last but not least, assessing students is an aspect we can never leave behind if appropriate feedback is not given when is needed students are not going to clear out doubts or problems and they are not going to be able to reach the objectives of the lesson in time. Giving feedback doesn't have to be at the end of the class or when students take an exam it can be given by their classmates, the teacher, and by themselves. And it is vital to be aware that

when feedback is given, it is the moment when students are learning and developing their skills to become really competent in English.

2.4 Evidences of tools

The following tool was designed to test students their reading comprehension, this tool is focused on simple past statements, where phrased seen in the class were evaluated such as collocations, some phrasal verbs, regular and irregular verbs.

UNIVERSIDAD NACIONAL AUTONOMA DE MEXICO
COLEGIO DE CIENCIAS Y HUMANIDADES CCH AZCAPOTZALCO
ENGLISH IV
READING-LISTENING-WRITING- SPEAKING

Group: _____ Date: _____

Student's name: _____

READING

Read the text and check () A, B, or C.

Last year my boyfriend Mark was forty, and I wanted to get him a special present for his birthday. Just before Christmas I saw tickets for a Bruce Springsteen concert for sale on the internet. The concert was in Burlington, about 25 miles away from where we live, and Mark is a big fan of Bruce Springsteen, so I decided to buy two tickets. They weren't cheap – I think I paid around \$90 for each one. I wanted to surprise Mark, so I didn't tell him about it.

On the day of the concert, I told Mark that I wanted to do some Christmas shopping in Sheffield. We left in my car just after lunch and spent the afternoon in a big shopping mall. I bought Christmas presents for my family and a skirt for work. Mark looked for some new jeans, but he couldn't find any that he liked. By the time we finished shopping, it was nearly 6 p.m. and we were hungry, so we had dinner in a Japanese restaurant. After dinner we left the shopping mall and started on our way home. On the way we passed the concert hall, and we could see the crowds of fans outside. Mark was really surprised when I drove into the concert hall parking lot and gave him the tickets!

The concert was fantastic. We danced all night, and Mark took lots of photos on his cell phone. Afterwards we bought a concert CD. We put it on when we got in the car, and we sang all of the songs as we drove home. We didn't get back home until nearly one o'clock in the morning, and we were both really tired, but it was a great night and Mark really enjoyed his surprise.

Example: Debbie and her boyfriend went to see a ____.

a) film b) friend c) concert

1 Debbie bought the tickets as ____ present.

a) a Christmas b) a birthday c) an expensive

2 She bought the tickets ____.

a) at a shopping mall b) at the concert hall c) on the internet

3 They arrived in Burlington in the ____.

a) morning b) afternoon c) evening

4 Debbie didn't buy ____.

a) presents b) a skirt c) jeans

5 They had something to eat ____ the concert.

a) before b) during c) after

6 Debbie gave the tickets to Mark ____.

a) at the restaurant b) in the concert hall c) in the parking lot

7 They ____ on the way back to their house.

a) listened to the radio b) sang Bruce Springsteen songs c) talked about the concert

II. **Read the text again.** Are the sentences True (T) or False (F)?

Example: Mark is a Bruce Springsteen fan. T

1 Debbie thought the tickets were expensive. _____

2 Mark and Debbie live in Burlington. _____

3 Mark bought some jeans. _____

4 They had dinner at a restaurant in the shopping mall. _____

5 They drove to the concert hall from the shopping mall. _____

- 6 They sat while they watched the concert. _____
- 7 Mark used a video camera to film the concert. _____
- 8 They arrived home late. _____

SPEAKING

This assessing tool was designed for Speaking, it was carried out in pairs as students needed to ask each other questions using WH- questions and Yes/No questions in the past, they were encouraged to ask follow-up questions if they could not produce them , the teacher helped them in order not to break or stop the conversation.

I. Ask your partner about what he / she did last Sunday.

- 1 What time did you get up?
- 2 What did you do in the morning?
- 3 Where did you have lunch?
- 4 What did you do in the afternoon?
- 5 Did you have a good time?

Now answer your partner's questions about last Saturday.

II. Read the information about Alfred Hitchcock and answer your partner's questions.

Alfred Hitchcock Born London, England, 1899 Famous film director Directed over 50 films Died 1980

III. Ask your partner about his / her famous person.

- Who ? • What / do?
- When / born? • Why / famous?
- Where / born? • When / die?

Below there is a rubric that was used when students were carrying out their speaking exam, it was done in pairs but the teacher evaluated them on their own even though the interaction is part of the evaluation, the teacher could interrupt so as to continue the conversation in case one of the students was not responding to their partner's questions or statements.

Rubric for Speaking

The vocabulary used is:		The Phonological features and utterances are:		The Control of grammatical forms are:		The speaking task according To the instruction is:		The student :		GRADE
AU	extensive	AU	Very intelligible and controlled	AU	good	AU	Related	AU	Maintains and develops interaction	
DE	average	DE	Intelligible and limited	DE	appropriate	DE	Mostly related	DE	Keeps interaction	
SA	minimum	SA	Partially intelligible and limited	SA	sufficient	SA	Partially related	SA	Requires prompting to maintain the interaction	
AS	poor	AS	Unintelligible and limited	AS	limited	AS	Little related	AS	Shows difficulty to maintain the interaction	

This next tool was intended to evaluate students' compositions, the teacher had them work throughout the lessons writing about their memorable nights as well as their partner's. The composition to be evaluated should be quite similar to the ones they were working with in the classroom or the ones assigned as homework. As it can be seen even the topic to write about is similar to the ones they had already done in the lessons.

WRITING

Describe a day or an evening out that you enjoyed. Answer these questions, then write a text. (75–100 words) (10 points)

- How long ago was it?
- Where did you go?
- Why did you go there?
- Who did you go with?
- What did you wear?
- What did you do?
- Did you meet anyone?
- What did you have to eat / drink?
- What time did you get back home?

- Did you have a good time?

This rubric for writing was really helpful because it took into consideration micro and macro skills as grammar, spelling, punctuation, coherence, organization and extension were evaluated. The teacher got the students to take a look at the rubric so that they made sure they included everything that was needed.

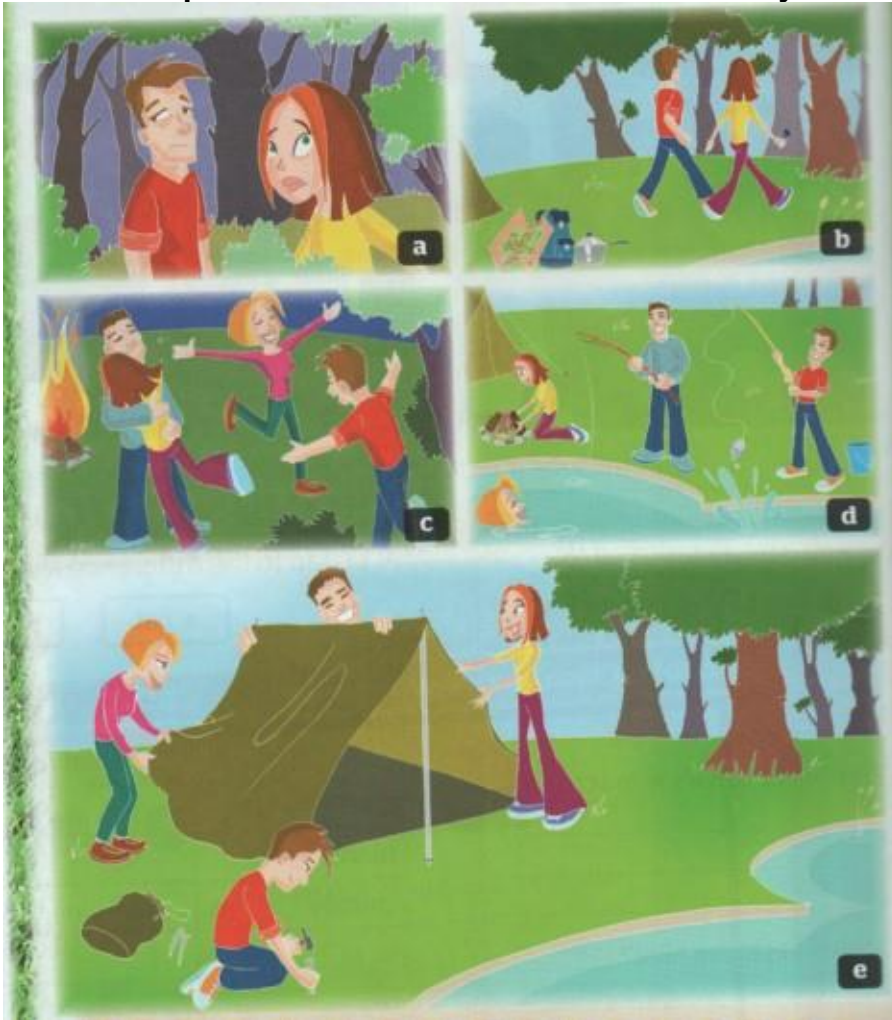
Rubric for Writing

The composition presents:		The composition presents:		The content is:		Student's ideas are:		The vocabulary is:		GRADE				
A U D E S A A S	Few Some Many A lot of	Grammar mistakes	A U D E S A A S	Few Some Many A lot of	Spelling and punctuation mistakes	A U D E S A A S	completely Mostly partially little	Related to the instruction	A U D E S A A S		clearly well partially little	organized	A U D E S A A S	extensive average sufficient poor

If it weren't for the images and the things they needed to do before answering the open questions, this assessing tool might have been so difficult to get right, but since the students were asked to follow instructions before they actually answered the questions, this listening tool became considerably easy to get. The students got motivated, as if they had not been evaluated, the idea was to have a pre-listening test, a while-listening test and a post-listening test.

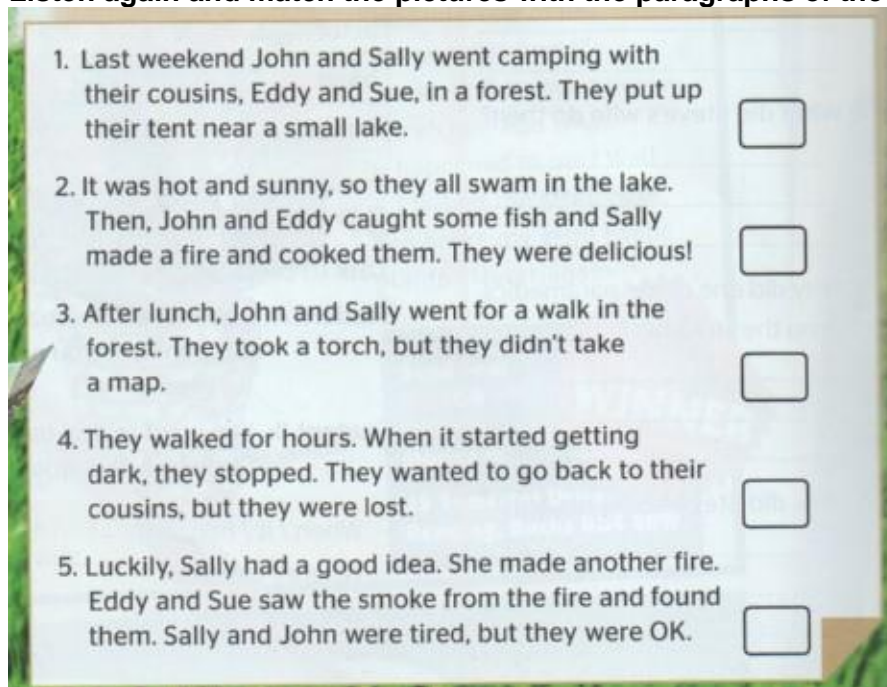
LISTENING

Look at the pictures and number them in the order you hear them:



1. —
2. —
3. —
4. —
5. —

Listen again and match the pictures with the paragraphs of the story:



1. Last weekend John and Sally went camping with their cousins, Eddy and Sue, in a forest. They put up their tent near a small lake.

2. It was hot and sunny, so they all swam in the lake. Then, John and Eddy caught some fish and Sally made a fire and cooked them. They were delicious!

3. After lunch, John and Sally went for a walk in the forest. They took a torch, but they didn't take a map.

4. They walked for hours. When it started getting dark, they stopped. They wanted to go back to their cousins, but they were lost.

5. Luckily, Sally had a good idea. She made another fire. Eddy and Sue saw the smoke from the fire and found them. Sally and John were tired, but they were OK.

Read and listen again to answer the questions:

1. When did they go camping? _____
2. Who did John and Sally go camping with?

3. Where did they put up their tent? _____
4. What was the weather like? _____
5. Did they swim in the lake? _____
6. Who caught the fish? _____
7. What did John and Sally take with them?

8. What did John and Eddy do after lunch? _____
9. What happened to them? _____
10. Were they tired? _____

2.4 Evidences of activities

The following video shows the teacher giving the designed lesson presented in this project, it lasts 10 minutes and it shows the most important things of the lessons, the lesson used the context of historical figures and practiced the simple past of the verb to be. The grammar was presented through a conversation between two people. The pronunciation and speaking got students to focus on sentence stress in simple past sentences and questions. Finally the students got to describe their memorable nights.

VIDEO LINK <https://youtu.be/NcVVewMcKzI>

Students worked on their textbook to read about two people describing their memorable night.

7C A night to remember

1 READING

a Look at the photos and read the introduction to the article. For each photo, say why you think the night was memorable.

b Read about two people's nights, and match them to a photo.

c Read the texts again and match the questions to their answers in the texts.

What time did you get back? What did you wear?
 What was the weather like? Who were you with?
 Why was it a memorable night? What did you do?
 When was it? Where were you?

Why do we remember some nights in our lives?

Is it because we went to a beautiful place, met interesting people, heard wonderful music, or saw a fantastic movie? We asked people all over the world to tell us about a night that they can never forget...

Maggie from the US

- It was in February when I went to New York City.
- I was with my family, and it was my sister's birthday. She wanted to see a Broadway show, and my favorite actor, Nick Jonas, was the star. So my dad got tickets and organized a surprise meeting with Nick after the show.
- I felt pretty. I wore a black dress and a red coat and warm, black boots.
- It was a cold and cloudy night.
- After the show, many people were at the side door. Then a theater worker opened the door and Nick Jonas came out! We were really excited because he spoke to us and said happy birthday to my sister! We took some pictures with Nick, and then he left.
- We went back to our hotel at 11 p.m.
- It was an amazing evening! I saw a great show and met my favorite actor. And my sister had a memorable birthday.


Mehmet from Turkey

- It was last year. I was in Istanbul, where I live.
- I was with my friends. It was my best friend's birthday.
- I wore a black T-shirt and blue jeans.
- It was a hot night, and the water was really warm.
- We went to a great place called Cozyzi. It's an old building with a great restaurant. We had dinner, and after dinner we had a coffee. Then we went to the beach at Florya and swam in the ocean. It was fantastic. The water wasn't very clean, but we didn't mind!
- After our swim, we were tired and decided to go back, but I couldn't find my car keys! We went back to the beach and we looked everywhere, but it was too dark. In the end, I left the car at the beach and I went home in my friend's car! I got home really late, at 5:00 in the morning.
- It was a memorable night because we had a fantastic dinner and took a great swim, but also because I lost the car keys – it was my father's car and he was really angry!

Students worked on sentence stress, they pronounced the questions after the speaker in the recording, but they had to come up with the questions first, only after they have completed the questions in pairs they checked their answers.

5 PRONUNCIATION sentence stress

a Look at the questions in "A memorable night" below. What words are missing?

b  Listen and repeat the questions. Copy the rhythm.

A memorable night...

- When / it?
- Where / you?
- Who / with?
- What / wear?
- Where / go?
- What / do?
- What / the weather like?
- What time / get home?
- Why / it a memorable night?

6 SPEAKING & WRITING

CHAPTER 3. EXPERIENCE REPORT

3.1 Reflection and analysis of results

I think the application of the lesson planning in CCH was really rewarding because students there are used to carrying out tasks in almost every subject as the motto of the school is "learning to learn, learning to do and learning to be". Consequently, the students are always asked to perform tasks and to search for information which needs to be presented in class. Placing the tasks into the central part of the teaching process was meant to engage learners in genuine problem-solving activities as the students are not working with forms, they are working in real- world contexts that help them contribute to reach communicative and intercultural goals

Students in CCH are very demanding and they get bored really easily so it is not a good idea to be talking all the time and to be the one who gives them everything, they like to figure out the topics, I mean the grammar production, the functions or even the vocabulary so by having them carry out a task they feel more motivated in their acquisition of the language because we are providing the students freedom and autonomy in their own learning process.

The lesson planning has to be always accompanied with the intercultural aspect so that the lesson is complete, without it we would not be able to pay attention to context, we should always set the context before we go any further, once the context is set we are able to promote the competences needed for the students to be truly communicative and aware of the different scenarios they may find when using English as a foreign language.

Last but not least, assessing students is an aspect we can never leave behind if appropriate feedback is not given when is needed students are not going to clear out doubts or problems and they are not going to be able to reach the objectives of the lesson in time. Giving feedback doesn't have to be at the end of the class or when students take an exam it can be given by their classmates, the teacher, and by themselves. And it is vital to be aware that when feedback is given, it is the moment when students are learning and developing their skills to become really competent in English.

3.2 Comparison and contrast of expected outcomes and results

The students usually like it when the teacher uses material that is related to what they have lived or when the teacher makes this material meaningful to them, by using information technologies, students become easily engaged in doing the activities, there is no need to force students to carry out these activities when the materials, the context and the assessing tools are appealing to them. So if they find these materials interesting, they are likely to become much more interested in learning or acquiring the language than when no effort is made when designing the lesson planning or the assessing tools. Once you have them, it is going to be easier for us to teach and monitor whatever we think is expected to do as English teachers.

Sometimes when formal assessment doesn't take place it is just enough to know what students need provided they have been assessed throughout the lesson, this kind of

assessment might be quite informal but very meaningful to the students as many things have to be taken into account when it is about knowing if the students have successfully followed the lessons we are teaching. For example many students tend to get nervous when they are asked to sit English exams, and when you are evaluating them in class without telling them that they are being evaluated they do a lot better than when they take these exams no matter how well designed they seem to be.

I believe the students learn from each other and by themselves, we just need to monitor and find out what their strengths and weaknesses are, and by giving them the appropriate feedback we are helping them learn to learn the things they need to become competent English speakers.

All in all, the students had a good time by learning to talk about their everyday activities using simple past as well as collocations, they were able to learn or acquire these skills by using them in the four skills and by comparing their information to the information presented by two young native speakers and by listening to a Spanish young man describing his memorable night. With the help of the assessing tools and the feedback given by their different classmates and the teacher in the class, they were able to describe past activities using productive and receptive skills.

It has been rewarding to carry out all these activities related to speaking, listening, writing and reading, we take for granted that we know how to work with these skills in the classroom but without reflecting on how they work and what process needs to be taken into consideration before applying them can result in poor class given.

The fact that we include all that has to do with technology in the lessons prepared in this project is really satisfying as I took advantage of these information technologies that make the students become better prepared than when I was studying English. I think they have everything they need to become fluent English speakers, they are not likely to sound as a native speakers do, but we are communicating ourselves and as long as they convey and communicate with each other in a real, meaningful way we they preparing themselves to keep on studying English on their own. Once we give them the tools to improve their English

level they see they can do really well without having to depend on the teachers to acquire and learn English as a second language.

There are many ways in which we can foster speaking in the classroom and not knowing the basics of speaking might lead in students getting frustrated as well as the teacher. Speaking is a skill that students are always looking forward to getting right, they long to communicate successfully, they can tell if anybody speaks good English just by listening to the people speak, and they get really excited when they do well in speaking evaluations, that's why it was relevant to have checked all the approaches and techniques that were presented in this project.

Speaking can also be integrated into the other skills, not because we want the students to know that they are not wasting their time, but because it is necessary, as it is seen in the presented lesson plans of this project, almost every lesson has to do with speaking as some skills depend from other ones to have their goals completed.

3.3 Possible solutions

Listening is one of the best skills we can provide to our students, it is difficult to find native speakers and have our students practice with them, so if we can't do that, we'd better make use of the authentic material that the information technologies have to offer. If we only had them work with their classmates and with us, it would be meaningful but maybe not very realistic, and by playing recordings short or long ones according to their level, we are challenging them to be more immersed into English.

Personally, listening is my favorite skill, I really enjoy listening to different people with different accents, it really gives the students a break from the ordinary, after a listening activity is done, there is always something to talk about, it is great that this happens in English but even if they spoke in Spanish the recordings have had an effect on them. I do all the listening activities from the textbook, some of them are not really interesting but I do them anyway, I never skip a listening activity and I find them really related to what the students are living, there are lots of material we can download from the internet, things that

are meaningful and interesting for them. So even if the recordings in the textbook were that boring, we would have to look for more motivating ones on the web.

When we teach listening, their pronunciation improves, there's always a student who says "the pronunciation is ... "after playing an audio and they did learn a lot, some teachers like to play song and have them sing along, and it is ok , I used to do that when I started teaching some of them like it when a teacher makes them sing along, I don't like singing so I try to avoid asking them something I don't like doing in front of them, but I have to admit that it is a good way of improving one's pronunciation as we imitate the native speakers.

Reading and writing are skills that sometimes are difficult to deal with when it comes to teaching since we usually tend to overestimate speaking and listening, and it is ok, those two skills are really meaningful for students, and I can't deny I really like working with listening and speaking. I find reading the most difficult skill because it is the one that was giving me a headache when I was a student and when I took the exams to get a certificate but I have seen that not everyone has this same issue, some are better at reading and they find it hard when they are asked to write down something in English.

I find the interactive model of reading essential if we want our students not to have a difficult time when reading because of the fact that we have to take into consideration the previous experiences they have had so far that are related to the text, finding a way in which they have it easier makes them want to be more interested in reading and in improving this skill that can be hard for some of them. We should also encourage them to read what they enjoy reading, if they are into sports, then they should be reading sports magazines. So we have to take into consideration our students' interests and hopefully they will find pleasure in reading more of what we give them.

So it is not always the text that determines if the students are going to do well in the reading activity, it is how we approach the text and how we have them read it. If we don't activate their schema, they are not very likely to do a good job but if we do it correctly they are going to be at their best.

Nowadays, there are many websites where they can use to improve their reading, some of them are boring but there are some that can be used in the classroom and outside the classroom. Therefore, there is no excuse to try to make up with bad scores at reading skills, we can get better provided we use them regularly and of course we encourage them to use them more than just when we take them to the English lab.

Something that is totally related to reading is the vocabulary we run across the texts, sometimes it does not get any easier as the authentic material we often use is full of vocabulary we are not used to finding it their textbooks. So it is vital that we teach our students to learn vocabulary and learning strategies to get more words and to put those words in sentences and produce them correctly.

There are some books that in the reading activities, you see the text and as they read you can play along the audio, I don't see it as a disadvantage, when I have used these books I find my students become more engaged in the reading activity because they are entertained with the audio as they read along. It is good to take advantage of these technologies because they make it easier for us as teachers and the students have a good time listening to the English or American accent.

CONCLUSIONS

All things considered, having taken this specialization on line has given me a different perspective of the language teaching methods and approaches and their use in the classroom. When we are exposed to methods and asked to reflect on their principles we as teachers become a lot clearer about why we do what we do and consequently we become more aware of our own fundamental assumptions, values and beliefs in the language teaching.

Furthermore, the theories we checked in the first module about Second Language Acquisition play an important role in the understanding of the different methods and

approaches, and this is precisely what I found really challenging to incorporate in my teaching practice, it took time to get it right but I think I did , in the past it didn't take much to become a teacher, as long as you spoke the language you could have taught English, with the help of this specialization, I believe I have improved my English level and my teaching practice as I needed to read the articles to get to know all of the things that involve dealing with the teaching learning process.

Dealing with technology in the lessons prepared in the second module is not an easy job but it was really satisfying as I took advantage of these information technologies that make the students become better prepared than when I was studying the language. I think we have everything we need to become fluent English speakers, we are not likely to sound as native speakers, but we are communicating ourselves and as long as we convey and communicate with each other in a real, meaningful way we are preparing ourselves to keep on studying the language on our own.

Similarly, working with interculturalism and creating assessing tools in the third module that had to do with the students right context, their right setting and the things we provide them in the class can be very difficult if we don't know anything about assessing and testing, so understanding this can take longer than expected for our own lessons and hopefully to make us better English teachers.

It was really worth having studied this specialization on line because of the fact that everything that was being learned was at the same time being taken to the classroom where not only were the students the ones who have been taking advantage of this, but also us, the teachers. Moreover, by studying on line and being in touch with technology all the time spent throughout this specialization, we were able to learn how to learn and to keep updating ourselves as we cannot possibly take for granted that we know everything about teaching.

APPENDIXES

Rubric for Speaking

The vocabulary used is:	The Phonological features and utterances are:	The Control of grammatical forms are:	The speaking task according To the instruction is:	The student :	GRADE
AU extensive	AU Very intelligible and controlled	AU good	AU Related	AU Maintains and develops interaction	
DE average	DE Intelligible and limited	DE appropriate	DE Mostly related	DE Keeps interaction	
SA minimum	SA Partially intelligible and limited	SA sufficient	SA Partially related	SA Requires prompting to maintain the interaction	
AS poor	AS Unintelligible and limited	AS limited	AS Little related	AS Shows difficulty to maintain the interaction	

Rubric for Writing

The composition presents:	The composition presents:	The content is:	Student's ideas are:	The vocabulary is:	GRADE
A Few	A Few	A completely	A clearly	A extensive	
U Som	U Som	U Mostly	U well	U average	
D e	D e	D Mostly	D well	D average	
E e	E e	E Mostly	E well	E average	
S Man	S Man	S partially	S partially	S sufficient	
A y	A y	A partially	A partially	A sufficient	
A A	A A	A little	A little	A poor	
S lot	S lot	S little	S little	S poor	
of	of				

VIDEO LINK <https://youtu.be/NcVVewMcKzI>

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