



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Introducir la Interculturalidad Como una Forma de Abrir la Mente de los
Estudiantes y Crear Conciencia de Cómo Funciona Nuestro Mundo**

TRABAJO RECEPCIONAL

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

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México, DF. a 19 de Junio de 2022



Especialización en
Enseñanza y aprendizaje de Inglés como Lengua Extranjera
Specialization in English Language and Teaching as a Foreign Language



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EDUCATIONAL INTERVENTION PROPOSAL

**Introducing Interculturality as a way of Opening
Students´ Minds and Creating Awareness of how our World
Works**

**Specialization in English Language and Teaching as a
Foreign Language**

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Introduction

We live in a world which is still changing, it is still unknown and mysterious as well, plus fascinating at the same time. Each country has survived throughout history creating a society that with the passing centuries has resulted in good and bad aspects. Besides, people have developed different lifestyles that if we want to find out or learn, it would be quite impossible. We wouldn't have enough time to understand the way people inside the society live. We barely know information, fact files or relevant affairs about our country, city or even town. For us it is quite difficult to discover things around us.

The world as well as society have been changing for good or bad too and we are the only one responsible of that. Our ancestors left us a legacy of costumes, traditions, beliefs and many more things which obviously with the passing time, have changed or simply disappeared.

Our world is rich in culture that sadly all these have been decreasing considerably, and in the near future, a variety of cultural aspects will die out unfortunately. Talking about interculturality, that some people think is positive because that way we can learn easily and important things from a place which is very far and we will never reach or are unreachable due to obvious circumstances. That is why, people who are moving to other places, adapt their cultural aspects wherever they go and all these may be taken as an invasion. Nonetheless, plenty of people take it as a way to learn each other about the culture. This movement has given us the chance to

experience, celebrate, and participate in any type of celebration people used to have in their hometown where they come from.

The reason to create this lesson planning about interculturality was to bring a piece of an important country to us to get to know what they celebrate, eat and what places they can offer when visiting their countries. Besides that, with this lesson planning divided in six sessions I will give the opportunity to my students to get involved into a country either to find out figure it out the richness the country has and somehow compare it with ours.

To make my lesson more effective, the authentic material I will use due to the lack of internet service at school will be a challenge because my students are used to technology that they may find boring. All the material were made specially to suit their needs and mine too. I hope the classroom atmosphere will help me to have excellent sessions every day. I also expect the material my students find useful and fun as they will be different and I hope to call their attention with them. I will use the social cultural theory from Vygotsky because I want my students to learn while they socialize, help each other and work in teams to reach the target language.

Communication during classes is really essential not only to get the four main skills, but also to get life skills to use them outside school. During the process I will use the scaffolding technique to help my students by monitoring their tasks at any moment they need assistance. Also, I will use one of the most useful approaches which is the PPP where during the sessions I start with activities to get the attention, or introduce the

topic. Then, in the middle I explain or review the grammar where they practice after the explanation with tasks that are focused on the objective.

Finally, in the production, they can do a simple activity to finish the lesson or a type of evaluation. Another theoretical foundation that I will include is the CLT because as we know it is about communication and interaction. The activities were created due to the students' level and that is why all the time they were working in pairs, trios or groups with the purpose to help each other. They won't be able to communicate effectively, but it will give them the chance to improve by making some mistakes and using peer or self-correction.

The activities were planned to be fun, interesting and meaningful at the same time because one of the main objectives, apart from the unit one, was to encourage students to produce the language no matter how many mistakes they make. Communication in this approach is the most important and the teacher's role is to accompany students in the process by correcting them, explain briefly and support them all the time. All these, will make students feel more confident in communication because I consider the most difficult skill to develop for the reason they get discouraged easily when they do not pronounce correctly or they feel they cannot transmit the message. In this unit, my students will be able to improve the weak skills they have and reinforce the one they feel they are good at. All in all, my students will start to appreciate what we have in our country and city, such magical places in certain towns and the services they offer, also they will describe their city by saying advantages and disadvantages. After that, they will get to know a foreign country in order to get involved in their cultural aspects such as traditions, food and famous landmarks each country has. At the end

they will be more conscious of the importance of knowing at least a bit of information about any country not only to have general knowledge, but also to be empathy and respectful which is the most important in this life.

Theoretical Foundations

I based my project on Social cultural theory or SCT from Lev Vygotsky, who thought the source of learning and development is found in social interaction instead of only in the mind of each person.

“Sociocultural theory emphasizes Vygotsky’s insistent focus on the relationships between the individual’s aspects and the social and culturally produced artifacts that transform the individual's cognitive or mental functions” (Steinman, 2015, pág. 10)

In my classroom we use some tools and materials which help students learn and obviously to know what to do with those elements such as technological activities, team work, pair work and so on. According to Vygotsky's theory this represents the zone of proximal development which helps students to interact and therefore acquire the second language. Nevertheless, as teachers, sometimes we do not give students the same opportunities as the other one and do not allow them to raise their English levels because teachers do not help to develop their knowledge.

To reach a particular objective depends on the collaborative work of a mentor, a guide who guides students during the learning competitions and also the participation of classmates.

The activities implemented in class must be designed according to learners ZPD and taking into account certain characteristics such as the task which students know to do and which represents a challenge.

Besides, it is important to create the activities according to degrees of difficulty, starting with the simple activities to the most complex.

Furthermore, collaborative group work is rich, because this helps students to develop communicative and social learning. In my own teaching practice most of the activities done in class are using collaboration, which I believe is really vital for students' learning process, and at the end we can improve a lot because of the work in pairs or groups.

When students have ludic activities, they are able to learn easily and also this facilitates social interaction. Currently I tried to plan activities which allow students to play and learn.

As for my teaching philosophy, I think as an English teacher my role is as a guide, instructor and help students to develop their knowledge in order to make students independent of their learning process.

I believe as English teachers , we must assess while teaching because students are constantly learning and changing their ZPD. And I truly believe that assessing my students with formative assessment provides them practice and improvement and this allows me to give them feedback at the end of each lesson or unit.

For that reason, I believe that Vygotsky's theory is helping me in my teaching practice, because of students' social interaction as a way to convey students the necessary tools to build knowledge.

I also included communicative language teaching or CLT in my English practice, because this approach it is related to communicative competence as I said before, sociocultural theory allows students to interact, and in this approach the main goal for students is to use the I2 to communicate effectively in involved activities such as role play, games problem solving task. which this activity allows the collaborative work.

“Communicative Language Teaching (CLT) as a style intended to redefine what students have to learn in terms of communicative competence rather than linguistic competence; the crucial goal is the ability to use the language appropriately rather than the grammatical

knowledge. Like the Audiolingual style, CLT often resembles behaviorist views of learning”
(Cook, 2001, pág. 10)

Authentic Material helps students develop their grammar and vocabulary while exposing them to listening, speaking, reading, and writing activities. In my classroom I tried to design or look for authentic materials in different real contexts and have a communicative purpose where I include or try to use the four skills as I mentioned before. It is about giving students the proper material according to their ages, levels, necessity, preferences and so on.

I consider using authentic material we can have interesting classes and students are more motivated to use the second language in the classroom. Therefore, the communicative approach provides a development of the four skills and students are in constant interaction with and the exposure with the target language.

In order to do my lesson plans I used PPT, which helped me to structure my lesson steps to order the activities which sometimes we plan without an order and as a result, the objectives do not go well.

There are three stages in PPT, the first is presentation. In this step I usually try to start with an interesting activity, it can be a short listening, an activity in Quizizz app or Kahoot, or a short reading text or another different activity with technology. In this part I try to make students bring their previous knowledge about the topic we are going to see. Then the other one stage is the practice, where students do different activities such as fill in the gaps, problem solving, pair work asking and answering questions and so on. And finally the Production step is where students produce what they have learned from the lesson, it can be a collaborative work as a work in pairs, groups. They present an exposition, a role play, discussion activities, etc.

I believe that by using this approach or model, the results have been good, and students get fluency and accuracy at the end of the lesson.

On the other hand, Culture is conceived through language and by that an important element of the foreign language learning process. (Reid & Reid, 2012, pág. 20)

Mostly we cannot understand what is important when teaching English in classrooms, we only want to teach English but not taking into account intercultural competence. Furthermore, communicating with someone from a different part of the world is not only based on knowing his or her language but also on understanding where this person comes from. And it is important to mention that we as teachers must help our students to create a cultural profile as a guideline for the diverse cultures of their target language. We can succeed when we use authentic material with authentic literary texts and its influence on the learners' knowledge and thought.

Cultural differences have an enormous effect on communication especially when a foreign language is taught. And also, the main aim of conveying intercultural competence is to sensitize the learner's perception for the norms and values of different cultures and for the ability to appropriately accept and respect them. Therefore, people think that our way of life, culture and so on are the only reasonable possibilities. Each and every culture has its very own values in the areas of life. let me exemplify; these areas include nature, language, work, religion, food. time, tradition, social relations and so on. and they are seen differently wherever we go or stay. Then when we have contact with other cultures immediately becomes stereotypes by trying to defend our principles and all that can affect us. Stereotypes distort reality and people have to be careful facing those stereotypes in order to prevent barriers.

Teachers should pay attention to students when teaching about a different culture, we need to help students to allow themselves to be open-minded. To observe, to meditate and try to understand what they hear.

Besides, communication is seen as the main emphasis of intercultural competence, through language we learn about someone's culture. That is to say, this allows verbal and nonverbal communication.

On the other hand, when learning a foreign language, it is necessary to help students to understand how people from other cultures communicate, know information about the place they live, the society, their principles, traditions etc. And all this can work through Literature. Some textbooks are designed with literature text. Literature serves as the source of foreign which students can compare to their real life. Besides it helps to get a different view and opinion on the students own life. Also, some literary books help to avoid negative impacts.

Furthermore, creative tasks allow student-oriented lessons and give the students the opportunity to interpret and analyze a text based on their knowledge and experience. Therefore, these cultural differences can be understood easily. A literary text needs to be relevant in order to attract students' attention and also depends on the student's age, level so that students are able to participate with his or her life experience and knowledge.

“Language learners have to understand the differences between their own and the cultures of their target language” (Aria & Reid, 2012, p. 28)

Reid, Aria. *Intercultural Competence in a Foreign Language Classroom* (p. 5). GRIN Verlag.

We need to bear in mind that one language relates to more than one culture. For example, we can teach culture from England, Australia, and the USA. Despite the fact that they speak the same language they have different ways of life, historical backgrounds and values. Students need to be comprehensible and learn to develop the skill to see those as an enrichment of their life experience.

The main purpose here is that students can know about specific cultural differences as well as stereotypes and learn to differentiate them and respect them in order to avoid negative effects when learning the foreign culture.

Intercultural competence belongs to the area of lifelong learning, the principal objective of intercultural competence is that students basically should learn how to merge together with the foreign culture without losing their own.

Rationale Behind Activities, Materials and Assessment

When we plan the activities in a lesson plan, we never consider what really is going to happen when the lesson is being taken place and some teachers have or design extra activities in case the ones already planned don't work properly or simply, we are not able to do it. This involves more work, but we can feel more prepared for what is coming.

Another important aspect to consider when planning is the students' level and despite knowing them very well, sometimes the complexity of the activities can result in a disaster due to time and the class pace. This can be a big obstacle during your lesson. That is why the activities in the lesson plan were designed especially to be done according to the planning, students' condition, and the time because it is also a factor in which part of the day, they have English class. However, some situations came up which were normal, but they were not relevant, and I was able to solve the problems.

The issues I had during the week will be explained in the conclusion. The activities were created with the topic about culture to show students how other people live around the world, the customs they have, the different typical dishes they cook and many more. All these will help students to understand more the importance of diversity of cultural situations inside each country.

Besides that, it will help students get involved in different aspects so that in the future they will be able to identify and show others what they have learned. Since lesson one students get into cultural situations in combination with grammar and vocabulary topics.

The topics used in the lessons were designed to review simple grammar with related vocabulary, from the first lesson students practice either grammar and vocabulary words with a

variety of activities which will be done individual, pairs or small teams. There are three stages in each lesson for instance before, during and after. In the before stage, students do warm-up activities while the teacher activates them to get the previous knowledge, they may have from the last school year. The during stage were designed to practice grammar with different exercises where they are explained by the teacher and immediately apply what they will review or learn. In this stage we will find the most important aspects of the lesson, the objectives, and the knowledge we pretend to transmit.

Finally, in the after stage, students will summarize what they learn during the lesson, they will reflect on the importance of learning about another country, plus their own experience with the language with the final aim to use it in the next lessons or level. The material was a mixture of combination to use technology and the ones created previously, this was thought because of the lack of internet in school, also because mobile phones are not allowed in the classroom, so we had to ask permission to the principal.

The hand made material was prepared according to the lesson, plus the blackboard which is essential as well to present or review the grammar. Apart from that, the handmade materials will be used to complete different types of tasks which will involve pairs and teamwork with the simple reason to work faster and collaboratively. The four skills will be used throughout the whole lesson and students will find out by themselves their strong and weak skill and that is why each lesson almost has at least three skills.

Finally, the assessment will be held either at the beginning or end of the lesson. The stage after will give the chance for me to find out if students really understand the objectives in each lesson, also observe what skill and subskill they need to work more and what areas I need to improve to fulfill students' needs.

Evaluation Model

Assessing students can sometimes be hard to do and teachers tend to apply the most common assessment method which is summative and takes place at the end of each unit or

period. Most of the time students do not notice when they are being assessed, they just do the activity as part of the lesson. Here, teachers will have to point out that the closing activities are intended to determine how much they have learned from the lesson and if they can use the grammar and vocabulary in their daily life as well in the next lessons.

As we know, the units are designed to follow a pattern or sequence where students acquire the necessary tools to express themselves and the skills to solve different types of exercises. I focused on the two main ones, the formative and the summative.

Inside the formative assessment there will be activities aimed at both formal and informal assessment because students will have a go individually and in teams so that they can cooperate when getting the knowledge.

The summative assessment will consist of a Google form test where students will check how much they learned during the two weeks' lessons. Here, I will find out which gaps students still have with grammar and vocabulary so that I can give them more practice in the following lessons with homework or classwork.

The assessment activities will include the main skills except for reading because it was difficult to include due to time. The activities, such a role-play, drawing and quizzes will allow students to do it in a fun way to achieve the objective of each lesson. The assessment activities will also allow me to know which ones were engaging for students and which ones I need to improve or change. I see this as chance to give feedback in the third week and to give students time to reflect on what they have learned in small groups and with the class.

Another important aspect that might be worth considering during this planning is that my students will be working in their portfolio of evidence for two weeks. This will help them write down essential activities they consider important to remember to learn and as well as write down the grammar and vocabulary they will see in each session. If possible, I will encourage my students to continue doing this portfolio in the next school year and when they are in high school. With this portfolio students will realize themselves all the hard work they did and

continue doing to achieve an objective with the second language because the more you learn, the more prepared you are for the future.

My teaching philosophy

An English teacher in Mexico, the most difficult work for me has been teaching a second language, despite knowing techniques, methods, different approaches, constantly participating in courses to update my teaching skills and methodologies. It is a hard task, because the government and the educational authorities have not supplied the necessary equipment in public schools in Mexico. This has made it very challenging to give better opportunities to increase the English level of students.

The English subject does not take the same importance as the other subjects in schools. Schools need to be equipped with the right tools in order to improve the education system.

English also represents a boring subject for students. They are not interested in learning a second language. "English is a subject without importance" say many students. They argue the best subjects which they are involved in are math, Spanish, physics, biology and so on. English is about just repetition of the words over and over "again, constantly copy and repeat". These have been the main opinions for the great majority of students in schools. They have that idea of what the English subject means. And I want to make them think about English in a different way, by convince them English is much, much more than what they thought.

Concerning my teacher's role, I would like to be that teacher who always provides and advises students who are struggling with problems at home. I want to be a counselor, to be there helping students when they need it. I accept that each classroom in a Mexican school is really large, but I dream of taking some time to talk and motivate students to continue taking advantage of the lessons despite the hard situations they have. I recognize it is not easy but it is a challenge for any teachers in Mexican schools to be a counselor both inside and outside the classroom.

I believe the shift starts with ourselves, in that teachers have to change. We need to start in change our mind to have good results.

In my teaching English practice, I can identify the role I do in the classroom and outside the classroom which it takes some time to have a concrete idealization about the role and the changes that always occur so that I can adapt myself to the new system about the kind of school where I am working and other factors that interfere within the school and which they affect my teaching practice.

My role as a teacher for middle school where I consider myself as a material developer, at the beginning of the year I try to design my own coursebook with the proper material bearing in mind the necessities of my students. In my opinion, the textbook provided by the school is not adequate for students because of their high English language level. I think those books are meant for students who have been studying English since they were in kindergarten. And to be honest my students had never been in contact with a second language. And for that reason, I need to do some adjustments and develop my own material to teach English in the best way.

I have seen some good results by working and developing my own material, it does not mean I have to get rid of the textbooks, also they have some tasks or activities which I can adjust so that students can work effectively, what I want to say is that I believe if the material provided by a school does not fit with student's necessities or interests, I can start by doing some changes.

In my school, I have the opportunity to work in a good climate. The principal gives confidence to the teachers to apply and make whatever it is necessary to change for the school's benefit. That is to say, we are free at the moment to choose the way we want to.

Another role which I consider to take place is as a team member. It is vital that an academy area exists for English teachers. we have the chance to exchange ideas, techniques, strategies where it can work in classrooms. We have an English teachers' team in my school and we often get together and talk about the things we need to apply in the classroom or about

the student's progress and at the end of the day we have made some decisions related to the main points to implement or change in our classroom.

I think teachers learn day by day through a process, we are in constant change to be better in our teaching practice. When I began to work as an English teacher, I used to be authoritarian in the classroom because of the teachers I had had in my educational development. I believed being the authority was the most important thing in my English practice, I mean to maintain group control, and order students to do only what I wanted. My role was very traditional as in the grammar-translation method where teachers obligate students to learn what they thought was the only important issue. This affected my teaching English practice, students were not motivated to learn English, the environment was stressful, activities without sense, and so forth.

Later I could react and reflect on my teaching practice by starting to be more flexible and try to understand students through another approach where I consider students are the central objective and my role is as a tutor who promotes cooperation and helps students to construct their learning process.

I know being a teacher requires constant evolution, big changes, and working on my own personality has not been easy, however, I need to boost in all areas of my teaching practice.

I have tried to establish a strong relationship with my students but I have not achieved it at all, I know for the good of my students I need to do my best to make them feel confident and comfortable with the language, with the lesson, with very learners. It is a difficult task but every teacher needs to consider it as a chance to have power relationships. Furthermore, it depends on good relationships that students have an adequate role.

My students' roles are as isolated in some classrooms, most of the half of each group, do not interact with other students and it has been hard for me to make them talk or participate.

I have tried to encourage them and tell them everything will be ok if they make some mistakes, but they are not willing to participate and cooperate, but I have noticed that many of them are good at writing, so I need to know students' interests or learning styles so that I can occupy those features.

On the other hand, my students' role is dependent, mostly they need guidance to complete the task, but at the end of the lesson they do a good task and they complete it on time.

I think the roles of my students are completely related to my teacher role, students can act according to teachers' reactions what we need as a teacher is to be motivators, no matter the circumstances we have to promote motivation and a good atmosphere in classrooms, maybe we can't see some changes rapidly, however it is a process which takes some time.

Appendix, Lesson Plan

Subject	English
Session	One
Time	50 minutes
Topic	This is my city!
Skills	speaking, writing and listening
Grammar and vocabulary	verb to be all forms vocabulary about places in town
Material	markers, white board, quiz in quizizz app, notebook, colored pencils, audio from English-practice.net,
Before	<ul style="list-style-type: none"> The teacher will start the class with a quiz about places in town to test students how much they know or remember. 5 minutes
During	<ul style="list-style-type: none"> After the activity, the teacher will write on the board 10 places at random and ask students questions about what we can do or buy there so that they can guess what the place is. 5 minutes
	<ul style="list-style-type: none"> The teacher will review with students how to use the verb to be in positive, negative and interrogative by eliciting students say the structure and writing it on the board. The teacher will hand out an exercise so that students practice the verb to be. The teacher will check answers with the class. 10 minutes The teacher will write on the board The name of the city students live in and brainstorm adjectives or any word that best describe it. My city is... Teacher will write on the board what students say and make a web word map. Teacher will play an audio of people talking about their cities and have students choose the word that best describes each city. 15 minutes
After	<p>The teacher will ask students to use ten white sheets of their notebooks at the end so that they can start doing their portfolio of evidence. Students will write the title and start adding what they learned today about grammar and vocabulary. If students last too much, they can finish it at home. 15 minutes</p>

Subject	English
Session	Two
Time	50 minutes
Topic	This is my city!
Skills	speaking, listening
Grammar and vocabulary	verb there is / there are vocabulary about places in town
Material	whiteboard, notebook, coloring pencils, image of a city, portfolio of evidence, audio from English-practice.net
Before	<ul style="list-style-type: none"> The teacher will start the class asking two students to pass to the front and ask the class questions using the verb to be, encouraging the class to answer correctly or correct themselves. 5 minutes The teacher will elicit places in town to make a list on the board and ask what is their favorite and why. Teacher will play an audio about Canada and have students choose if the statements are from Quebec city or Montreal. The teacher will give students 20 secs to read the information before they listen. 10 minutes
During	<ul style="list-style-type: none"> The teacher will review with students how to use the verb there is / there are with examples on the board. Teacher will point out the three forms and the short answers. The teacher will encourage students to say sentences using the grammar about their city and write them on the board. 15 minutes The teacher will paste an image of a city on the board and encourage students to pass to the front to say what there is / there are, also negative sentences. Teacher will ask some comprehension questions to random students. 10 minutes
After	<ul style="list-style-type: none"> The teacher will write on the board: What is the most meaningful thing you learned in these two lessons? Then, encourage them to pass to the front and write what they consider the most important.5 minutes The teacher will ask students to work on their portfolio of evidence with the new information. If students do not finish, they can finish at home. 5 minutes

Subject	English
Session	Three
Time	50 minutes
Topic	This is my city!
Skills	speaking, reading and writing
Grammar and vocabulary	verb to be all forms, there is-there are countries and nationalities, places in town
Material	notebook, Wordwall activity, reading passages from a website, flashcards about cities, speaking cards,
Before	<ul style="list-style-type: none"> The teacher will start the class with an activity in Wordwall app in order to review countries and nationalities. Teacher will suggest students getting in pairs or trios to help each other. 10 minutes
During	<ul style="list-style-type: none"> The teacher will make a short list of countries on the board and have students say the nationalities. Teacher will point out the pronunciation of some difficult words. 5 minutes The teacher will show students pictures of famous cities and the famous landmarks and encourage them to say which city they would like to visit. The teacher will arrange students in teams and hand out a piece of reading about meeting people. The teacher will ask comprehension questions to the class and have each team answer according to the person they read. 15 minutes
After	<ul style="list-style-type: none"> The teacher will ask a pair of students to pass to the front and give them some cards so that they can ask and answer questions. The teacher will model some examples so that students know how to do it. The teacher will ask the class to pay attention to any mistakes they make or mispronunciations. 15 minutes. The teacher will ask students to continue working on their portfolio of evidence. Students will monitor students' progress and give some feedback. 5 minutes

Subject	English
Session	Four
Time	50 minutes
Topic	This is my city!
Skills	speaking, writing,
Grammar and vocabulary	present simple all forms places in towns, countries and nationalities, adjectives describing city, hobbies and preferences.
Material	notebook, coloring pencils, whiteboard, guided writing format
Before	<ul style="list-style-type: none"> The teacher will start the class asking students to make a list of places in their neighborhood. The teacher will ask students to read to the class what places are around the place they live in. 10 minutes The teacher will write on the board two questions: What do you like about your city? I like... What don't you like about your city? I don't like... The teacher will encourage students to read their answers to the class. 5 minutes
During	<ul style="list-style-type: none"> The teacher will review the present simple with students by writing the use and elicit the structure to write it on the board. Teacher will point out some rules and write more examples. The teacher will hand out an activity. about the grammar so that students answer, then check with the class. 15 minutes The teacher will hand out to students a format with guided writing so that they can fill in with information about their city where they live. The teacher will encourage students to read their descriptions to the class. 15 minutes
After	<ul style="list-style-type: none"> The teacher will ask students to continue working on their portfolio of evidence and add any extra information they consider important or complete if they still have missing information to add. The teacher will ask students to bring a piece of cardboard for the next class. 5 minutes

Subject	English
Session	Five
Time	50 minutes
Topic	This is my city!
Skills	speaking, listening,
Grammar and vocabulary	present simple all forms places in towns, countries and nationalities, adjectives describing city, hobbies and preferences
Material	notebook, whiteboard, cardboard, coloring pencils, audio from English practice.net, markers,
Before	<ul style="list-style-type: none"> ● The teacher will start the class eliciting students to say types of hobbies people have and phrases to express preferences and make a list on the board. The teacher will add more words so that students can copy and learn them. <p style="text-align: right;">10 minutes</p>
During	<ul style="list-style-type: none"> ● The teacher will ask students what may people do when visiting a city during vacation. The teacher will write on the board students' ideas. Students can base form the previous activities. 5 minutes ● The teacher will ask students to listen to a tour guide describing her city. The teacher will play the audio and have students number activities in order she mentions. The teacher will play the audio twice so that students can understand better. Finally, check the answers with the class. <p style="text-align: right;">10 minutes</p> <ul style="list-style-type: none"> ● The teacher will arrange students in teams and assign a famous city around the world. The teacher will hand out a text of "what to do there" so that they can read it for ten minutes and give it back to the teacher. The teacher will encourage students to make short glossary with the words they do not understand. The teacher will explain to students that they will create a travel blog using the information of that city for next class. <p style="text-align: right;">10 minutes</p>
After	<ul style="list-style-type: none"> ● The teacher will ask students to get the material so that they can create a door knob with the cardboard they brought. First, they have to draw it

	<p>and then, write on one side the grammar of the unit and on the other side the vocabulary. Students will decorate it as they want to. If students do not finish, they can finish it at home. The teacher will ask for a picture of their door knob in their room's door.</p> <p style="text-align: right;">15 minutes</p>
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Subject	English
Session	Six
Time	50 minutes
Topic	This is my city!
Skills	speaking, writing, reading
Grammar and vocabulary	<p>verb to be all forms, verb to be, there is/there are</p> <p>vocabulary about places in town, countries and nationalities, hobbies and preferences.</p>
Material	folder, notebook, coloring pencils, markers, whiteboard,
Before	<ul style="list-style-type: none"> The teacher will start the class eliciting students to give examples to review grammar topics of the unit. Teacher will point out important rules. The teacher will also encourage students to make a list on the board with the vocabulary they have learned. <p style="text-align: right;">10 minutes</p>
During	<ul style="list-style-type: none"> The teacher will ask students to get in teams and gather all the materials they brought. The teacher will hand out an empty folder and the reading text about a city. Students will create a mini travel blog about the city the teacher assigned to show what to do, what to see and what to eat there. Students will have to use the grammar and vocabulary of the unit and the hobbies and preferences from the previous lessons. The teacher will help and monitor students with the structure of the blog. <p style="text-align: right;">20 minutes</p> <ul style="list-style-type: none"> The teacher will ask students to expose their mini travel blogs and encourage the class to ask questions about the city. <p style="text-align: right;">15 minutes</p>
After	<ul style="list-style-type: none"> The teacher will hand out students a self-assessment sheet so that they can read it carefully and tick the option they consider about the knowledge they acquire during the unit. <p style="text-align: right;">5 minutes</p>

The Google forms will have 20 points for grammar and 10 points for vocabulary and students will do the test in the classroom at the end of the last session.

Appendix Materials and Tools

Session one, activity one

A quiz in the Quizziz app about places in town.

<https://quizizz.com/join?gc=13914869>

Session one, activity two

Read and write the correct place to the description.

bakery pharmacy bookstore library supermarket

restaurant police station cinema bank butcher

- 1.- In this place you can buy all types of meat. _____
- 2.- In this place you can get money. _____
- 3.- In this place you can buy bread. _____
- 4.- In this place you can eat delicious food. _____
- 5.- In this place you can buy books. _____
- 6.- In this place you can buy medicines. _____
- 7.- In this place you can do the shopping. _____
- 8.- In this place you can borrow and read books. _____
- 9.- In this place you can ask for help if you have a problem. _____
- 10.- In this place you can watch films. _____

Session one, activity three

Let's review. - Complete the sentences with the correct form of the verb to be.

- 1.- My friend _____ happy today.
- 2.- We _____ in second grade. We are in third grade.
- 3.- The weather _____ hot in the morning.
- 4.- _____ he at home now?
- 5.- I _____ 15 years old.
- 6.- She _____ in school. She is at the mall.
- 7.- _____ they good friends?
- 8.- The car _____ beautiful.

Session one, activity four

Exercise 1

People are talking about different cities. What do they like about each city? Listen and circle the correct answer. <https://english-practice.net/listening-exercises-b1-cities/>

1. a. nightlife
b. safety
2. a. architecture
b. weather
3. a. weather
b. nightlife
4. a. culture
b. pollution
5. a. prices
b. beaches
6. a. traffic
b. sightseeing

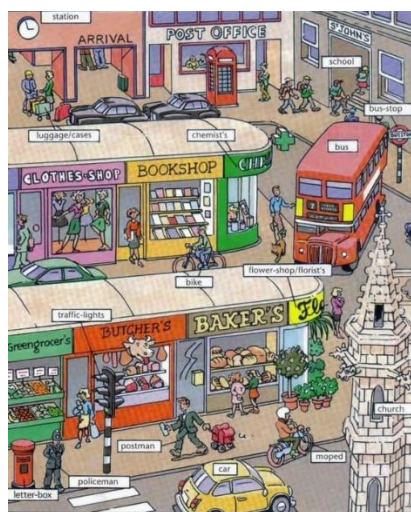
session 2, activity one

Ask and answer the questions.

- 1.- Is he tall?
- 2.- Is she happy?
- 3.- Is he hungry?
- 4.- Is she at home?
- 5.- Are they students?
- 6.- Are they in the cafeteria?

Session 2, activity two

Look at the picture and say sentences using There is/There are.



Learning English with easypacelearning.com

Session two, activity three

<https://english-practice.net/listening-exercises-b1-cities/>

Task one

Dave is asking his friend about Quebec province in Canada. Are these statements about Quebec City or Montreal? Listen and check the correct answer.

	Quebec City	M ontreal
1. It's the biggest city in Quebec province.	<input type="checkbox"/>	<input type="checkbox"/>
2. It's the capital of the province.	<input type="checkbox"/>	<input type="checkbox"/>
3. The St. Lawrence River runs	<input type="checkbox"/>	<input type="checkbox"/>

through it.

4. It's the third-largest French-speaking city in the world.

5. Many of the buildings are very old.

Session three

Session three, activity one

Students will do the activity in pairs or trios so that they can help each other.

<https://wordwall.net/es/resource/3690300>

Session three, activity two

Famous cities



Paris, France



London, England



Hong Kong, China



Dubai, United Arab Emirates



Rome, Italy



Moscow, Russia

Session three, activity three

Read the following extracts.

Good morning, I would like to introduce myself. My name is David Johnson and it is nice to meet you. I come from near Cambridge. I live in a small village that is close to the city of Cambridge. I am 20 years old. I am studying history at university and work in a shop at the weekends. I have one brother and one sister. They are both older than me. My sister is 26 years old and my brother is 22 years old. They have both graduated from university and work in London.

Hi, my name is Lucy Spalding and it is great to meet you all. I am really excited to see so many people. I am 24 years old and am an only child. I come from Newcastle, which is in the North of England and a long way away from here. My mother is a teacher and my father works in an office. I finished a degree in Media Studies last year and am unemployed at the moment. I want to move to London to find work sometime.

Hello, it is nice to see you all. I'm Elaine. I come from Cardiff and it is great to be here to meet you all in Reading. I am 42 years old. I am married to my husband, Richard, and have two children. One son called Andrew who is 18 years old and one daughter who is 16 years old and called Tracy. I work in a supermarket and my husband is a police officer. My son wants to study computing at university while my daughter wants to become a singer.

Good morning. It is a pleasure to meet you. Please let me introduce myself to you. I am Hamid and I come from Pakistan. My home town is Islamabad, the capital city. I am 19 years old and have come to the UK to study English. I will stay here for one year. I want to learn a lot. My family is big. I have 3 brothers and 1 sister. I am the oldest and my sister, the

youngest, is 11 years old. My father works as a government official, and my mother is a housewife. I want to learn English so I can get a good job. I do not work as I spend all my time studying.

Answer the following questions in team.

1.- What is her/his name?

2.- Where is/she from?

3.- How old is she/he?

4.- What is his/her job?

Session three, activity four

Role-play

The teacher will give students some speaking cards with information about the vocabulary of the unit so that students can practice the grammar and vocabulary of the lesson.

Name: Martin Stairs

What is your name?

Country: France

Where are you from?

Nationality: French

What is your nationality?

Language: French

What language do you speak?

Favorite place in town: Cinema What's your favorite place in town?

Likes: croissant, sports, soda

Dislikes: cabbage, sushi, hot weather

Name: Gianluca Ferrer

Country: Italy

Nationality: Italian

Language: Italian

Favorite place in town: Shopping mall

Likes: football, pizza, orange juice

Dislikes: rainy weather, spicy food, soda

Name: Edzun Demir

Country: Turkey

Nationality: Turkish

Language: Turkish

Favorite place in town: small markets

Likes: Cricket, hang out with friends, read books

Dislikes: Pizza, hot weather, snakes

Name: Irina Novikova

Country: Russia

Nationality: Russian

Language: Russian

Favorite place in town: Restaurant

Likes: visit new places, bread, do sports

Dislikes: soda, war, go out at night

Session four, activity one

Complete the sentences with the correct form of the present simple.

- 1.- We _____ London. (love)
- 2.- You _____ cars. (not drive)
- 3.- _____ They _____ French and German. (speak)
- 4.- He _____ cartoons every day. (watch)
- 5.- Susan _____ Paris. (not live)
- 6.- _____ you _____ London every year. (visit)
- 7.- After school, we _____ home and do our homework. (go)
- 8.- The students _____ computers. (use)

Session four, activity two

Guided writing

The teacher will write on the board some beginning sentences about their city so that students complete them with their own words.

Hello, my name is _____. I am _____ and

name

country

I speak _____. I live in a city in the Mexican caribbean.

language

My city is _____. It is _____ and _____.

name

adjective

adjective

My city has _____, _____ and _____.

place

place

place

but, there aren't any _____ and _____

place

place

My favorite place in my city is _____ because _____

place

reason

There is a _____ in my neighborhood and also a _____

place

place

I like my city because _____

reason

The only thing that I do not like about my city is _____

noun

because _____

reason

Well, this is my city and I like it so much.

Session five, activity one

<https://english-practice.net/listening-exercises-a2-touring-a-city/>

Exercise 4

A tour guide is describing her city. Listen and number the items in the tour from 1 to 5 in the order they will take place.

On today's tour, we'll...

eat lunch near the river

spend time at the art museum

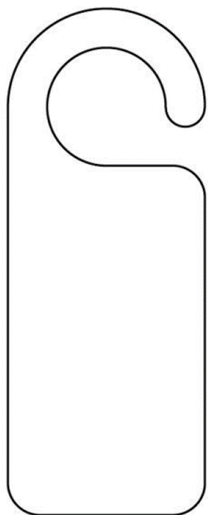
go shopping at the mall

go to the top of the tallest building

go to the gift shop

Session five, activity two

The teacher will ask students to write on the door knob all the grammar they have learned and decorate it with markers and colored pencils. Students will use their creativity to make it colorful and hang it in their rooms' door.



Session six

Session six, activity one

List of hobbies and preferences

Go to the cinema	play chess	buy souvenirs
Hang out with friends	go sightseeing	meet new people
Play soccer	visit museums	go around a place
Sing songs	take a walk	drink coffee
Go to the restaurant	try new food	read a book

Session six, activity two

Create a travel blog.

Name of the city	
Description:	What to see:
What to do:	What to eat
Conclusion:	

Session six, activity three

Students will do the self-assessment

	Excellent	Very good	Good	I need more practice	I did not understand
I can use the verb to be to talk about countries and nationalities.					
I can describe a city.					
I can ask and answer questions in a basic conversation with a person.					
I can use the present simple to talk about likes and dislikes.					
I can write a short description about a city.					
I can read short texts and answer comprehension questions.					
I can listen, follow and understand a basic conversation.					

Session 6 activity 2

My travel blog

Team 1

Paris, France

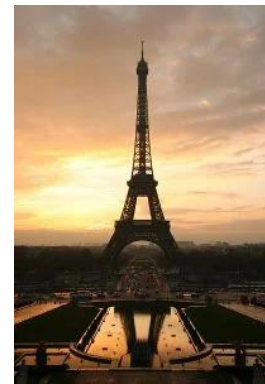
Paris is the capital city of France.



One of the most beautiful cities in the world. Home to historical monuments such as Notre Dame, the Eiffel tower (320m), Bastille, Louvre and many more.

The Eiffel tower

The Eiffel Tower was built by Gustave Eiffel. Like all towers, it allows us to see and to be seen, with a spectacular ascent, a unique panoramic view of Paris, and a glittering beacon in the skies of the Capital. The Tower also represents the magic of light. Its lighting, its sparkling lights, and its beacon shine and inspire dreams every evening.



The Louvre Museum

The Louvre is the world's largest art gallery and museum, it has over 38,000 pieces of art within its walls, including the most famous painting ever, Mona Lisa. A lot of visitors pass through the doors of The Louvre, making it the most visited gallery on planet earth!



Croissants: Cheap, yet unforgettable

Start your day like a true Parisian and get yourself an all-butter croissant for breakfast!



Croissants may look simple, but these perfectly flaky pastries require time (we're talking several days!) and a whole set of skills to perfect. Whether you have them with your coffee, orange juice, or on their own, croissants are guaranteed to brighten up your morning!

The Parisian climate is moderate with winters that are not too cold with maximum temperatures of around 8 ° C and hot summers with temperatures of around 25 ° C. Rain is frequent all year long.

Team 2

London, England

Millions of tourists visit London each year and tour the top attractions, like the Tower of London and St. Paul's Cathedral. Part of what makes London such a treat to visit is its public transport system, which makes it easy to get from one place to another without a car.



London Eye

Experience a beautiful view on one of the world's tallest Ferris wheels. Climb into the high-tech capsule and enjoy the thrill as you rise to take in amazing views.

Big Ben

Big Ben is the nickname for the Great Bell of the striking clock at the north end of the Palace of Westminster in London, England and the name is frequently extended to refer also to the clock and the clock



tower. The official name of the tower in which Big Ben is located was originally the Clock Tower, but it was renamed Elizabeth Tower in 2012.

The tower was designed by Augustus Pugin in a neo-Gothic style. When completed in 1859, its clock was the largest and most accurate clock in the world.

Fish and Chips

The history of fish and chips reveals a surprising origin story. Fried fish came from the Jews exiled from the Iberian Peninsula during the 1400s, and chips from French-speaking Belgians. The only thing we did was pair them together for the first time. But they became such an important part of the national psyche that they were one of the few things not rationed during World War II.



Team 3

Hong Kong, China

Hong Kong is one of the most famous cities in the world. It has remained so for more than a decade and continues to attract travelers. With an estimated 29.2 million visitors a year, the city has a stronghold over other cities in the world when it comes to attracting



travelers. Hong Kong is a convenient holiday destination, and its shopping, especially for bargains, is unmatched.

Big Buddha

The 34-meter-high "Big Buddha" sits

above Lantau

Island's Po Lin monastery, which was built in 1993. This is one of the largest Buddha statues of its kind in the world and took 12 years to complete. The size is astounding, both up close and seen from a distance. The setting here is also incredible, surrounded by the green forest and views out over the ocean and islands.



Wong Tai Sin Temple

The temple was built to honor the Taoist god Wong Tai Sin, whom locals regard as the bringer of good luck in horse-racing and a healer of illnesses. A festival is held at the temple in Wong Tai Sin's name each fall.



Sweet and Sour Pork

Sweet and sour pork is probably the most famous Hong Kong food, which has made its way into Chinese take away menus around the world. This dish is describe as the well-known pork ribs or tenderloin in the delicious orange sauce easy to prepare.



Team 4

Dubai, United Arab Emirates

Dubai in the United Arab Emirates is synonymous with luxury lifestyles. While Dubai is a large global business center, people enjoy vacationing among the rich and the attractions that cater to them. Dubai is home to the world's tallest building, the Burj Khalifa, and it's where tourists find some other attractions that are among the largest in the world, like the shopping malls and aquarium.

Burj Khalifa

This building is a gigantic tower that soars into the sky. Enormous, imposing, a head-turner to be admired from below but, at the same time, light and sophisticated like few other skyscrapers in the world. You can enjoy a personalized tour and be in the world's highest observation deck with an outdoor terrace at 555 meters. Also, you can refresh yourself with a refreshment at sky lounge.



Desert Safari

Experience a desert safari on this excursion from Dubai. Venture to a desert camp and after Arabic coffee and dates, take off on a thrilling quad bike ride across the sands. Enjoy a

camel ride, see some sand art, get a henna tattoo, and finish with a starlit barbecue dinner back at the camp. Ride a 4x4 over the dunes as the sun sinks over the desert, get to the Bedouin-style camp and



be welcomed with Arabic coffee and ride a quad bike over the sands and enjoy a camel ride. Finally, eat a delicious BBQ dinner under the stars as you watch exotic belly dancers.

Chelo Kebab

For best food in Dubai, head to Chelo Kebab. Aromatic saffron-scented basmati rice served with a pat of butter on kebabs – Chelo Kebab is another name in the list of mouthwatering Dubai famous foods. You must try this scrumptious non-vegetarian Dubai dishes. It is said to be out of the world and exceptionally tasty.



Team 5

Rome, Italy

The culture of Rome and its historic architecture are its main draws. The Colosseum, Pantheon and the Vatican usually top the list of things vacationers want to check off their list. Besides the famous cultural sites, visitors head to Rome for its famous homemade Italian food, from fried artichokes to homemade pasta. Tourists like to try authentic Italian cuisine and feel like a local. The monuments and artwork throughout Rome are also a draw for visitors who want to step inside some of the oldest museums in the world.

The Colosseum

The Colosseum in Rome, Italy, is a large amphitheater that hosted events like gladiatorial games. It was built during the reign of the Flavian emperors as a gift to the Roman people. Construction of the Colosseum began sometime between A.D. 70 and 72 under the emperor Vespasian. It opened nearly a decade later and was modified several times in the following years. It is one of the best attractions in Italy because of the story it holds, people also say that inside there you can still feel the vibes of the ancient fights.



The Vatican Museum

The Vatican Museums are some of the largest museums in the world with an enormous collection that varies from ancient Roman and Egyptian artefacts, religious objects, beautifully painted rooms, and even modern art. The 26 different museums of the Vatican are housed in a complex of multiple Apostolic palaces and are by far the most popular museum destination in Rome, in part because of the famous Sistine Chapel.

Carbonara

Pasta a la Carbonara is one of the most famous but misunderstood Italian dishes in the world. It consists of pasta



served in a sauce with
crispy guanciale (cured
pork cheeks), tangy



pecorino Romano cheese and eggs. The famous creamy
consistency is achieved through the mixing of the eggs and

cheese and under no circumstances should the dish contain cream. Rome is considered the home of carbonara and once you've tasted it in the city, you'll forget all the others you've ever had.

Session 6, activity 3. Google form

<https://forms.gle/N5sizLiGCGuhJdn58>

Appendix Evidences

Thursday May 19th 2022 1-F T.V. 19/05/22 Scribble

Erik Alexander Rodriguez A.

*Escribe oraciones en negativo y afirmativo, dependiendo si hay o no objetos en la imagen.

1. There are 4 cars (four).
2. There is a bus.
3. There is a post office.
4. There are 3 maniqués (three).
1. There isn't any museum.
2. There aren't any parks.
3. There isn't any pharmacy.
4. There aren't any trailers.

Thursday May 26th 2022 1-F T.V. 26/05/22 Scribble

Erik Alexander Rodriguez A.

1. Eat lunch near the river.
1. Spend time at the art museum.
5. Go shopping at the mall.
2. Go to the gift shop.
5. Go to the top of the tallest building.

1-F T.V. 24/05/22 Scribble

Erik Alexander Rodriguez Andrea

5. What's your favorite place in town? Small markets.
6. What do you like? I like Cricket, hang out with friends and read books.
7. What don't I like you? I don't like Cartulina recortada.

1-F T.V. 26/05/22 Scribble

Erik Alexander Rodriguez A.

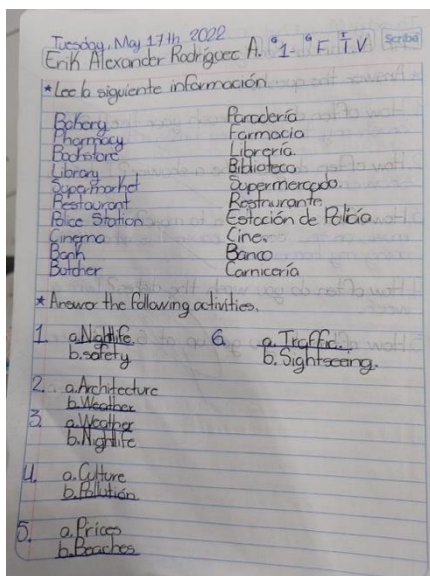
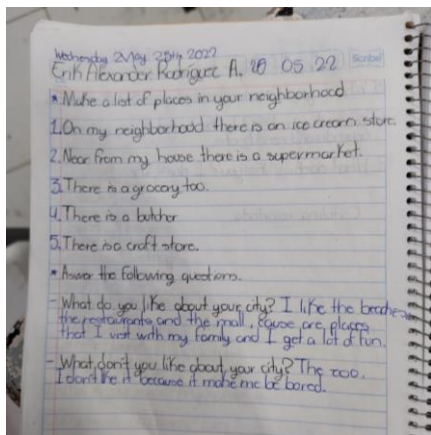
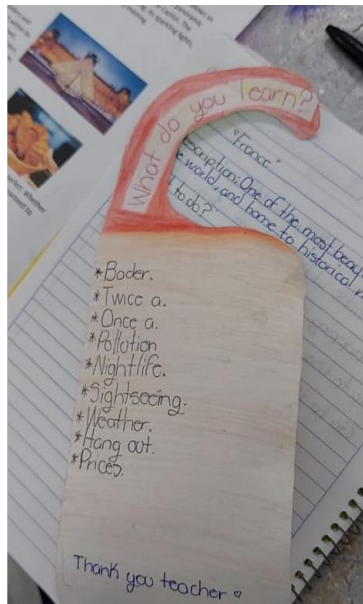
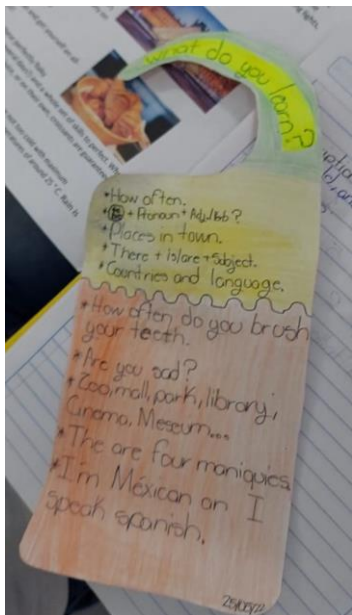
4. Eat lunch near the river.
1. Spend time at the museum.
5. Go shopping at the mall.
2. Go to the gift shop.
3. Go to the top of tallest building.

Wednesday May 18th 2022 1-F T.V. 19/05/22 Scribble

Erik Alexander Rodriguez A.

*Complete the following information.

Quebec City	Montreal	
	✓	1. It's the biggest city in Quebec Province.
✓		2. It's capital of the province.
	✓	3. The St. Lawrence river runs through it.
	✓	4. It's the third-largest French speaking city in the world.
✓		5. Many of the buildings are very old.



Eat lunch near the river 4
 Spend time at the museum 1
 Go shopping at the mall 5
 Go to the gift shop 2
 Go to the top of tallest building 3

Tuesday, May 24th 2022 1-F.T.V.
 Erik Alexander Rodriguez Andara 24.05.22 Scribble

* Read the following information:

Mexico - Mexican. 1. What is her/his name?
 Canada - Canadian. 2. Where is she from?
 Brazil - Brazilian. 3. How old is she/he?
 England - English. 4. What is his/her job?
 United States - American.
 Russia - Russian.
 China - Chinese.
 Japan - Japanese.
 France - French.
 Germany - German.
 Italy - Italian.
 Spain - Spanish.
 Australia - Australian.
 Cuba - Cuban.
 Colombia - Colombian.
 Greece - Greek.
 Korea - Korean.

1. What is your name? My name is Edan Demir
 2. Where are you from? I'm from Turkey.
 3. What is your nationality? Turkish.
 4. What language do you speak? Turkish.

Session four

Session four, activity one
 Complete the sentences with the correct form of the present simple.

1. We love London. (love)
2. You don't drive cars. (not drive)
3. no They they French and German. (speak)
4. He watches cartoons every day. (watch)
5. Susan doesn't live Paris. (not live)
6. do you visit London every year. (visit)
7. After school, we go home and do our homework. (go)
8. The students use computers. (use)

Session four, activity two
 Guided writing

The teacher will write on the board some beginning sentences about their city so that students complete them with their own words.

Hello, my name is Juan. I am mexican and
name country

I speak spanish. I live in a city in the Mexican caribbean.
language

My city is carun. It is big and beautiful.
name adjective adjective

My city has beaches, malls and restaurants.
place place place

but, there aren't any museums and zoos.
place place

My favorite place in my city is beach because I swim.
place reason

There is a park in my neighborhood and also a grocery store.
place place

I like my city because is amazing.
reason

The only thing that I do not like about my city is hot.
noun

Juan José Tolentino
 1-F

Students will do the self-assessment

	Excellent	Very good	Good	I need more practice	I do not understand
I can use the verb to be to talk about countries and nationalities.		✓			
I can describe a city.		✓			
I can ask and answer questions in a basic conversation with a person.				✓	
I can use the present simple to talk about likes and dislikes.		✓			
I can write a short description about a city.		✓			
I can read short texts and answer comprehension questions.		✓			
I can listen, follow and understand a basic conversation.		✓			

1-F
 Juan José Tolentino

Video

https://youtu.be/Dk2_oMRDp7g

Reflection and Analysis of the Whole Process of my Teaching Practice (From Planning to Assessing).

When teachers plan the sessions in the lesson planning, we focus on covering the topics the program requires. The program never considers obstacles or situations with the classroom or students' needs or even their mood. All the material used during the lesson were printed to save time or previously made and it was ready to be used according to the activities. Some of them were done in students' mobiles.

I did this combination to use either authentic material or use technology to avoid boredom on students. Before teaching or taking into practice the lesson planning it looks so beautiful. Nonetheless, when we start using it and we are in front of the students, it is another story. There you find out if really works or not or at least achieve the objective from the unit. Despite all that, I really had fun during the two weeks I took into practice my lesson planning for the reason that my students enjoyed the activities.

First, the activities were designed with the topic of interculturality to involve students in different aspect of well-known countries, everything was intended to refresh students some ideas or facts they knew about the chosen countries, on the other hand, those who did not know anything, learned something new related to food and customs.

I carefully choose the exercises in each session paying attention to the students' conditions and classroom too with the simple reason that there is not free internet and I previously asked students if they could bring their mobiles to class with data of course. Besides, I asked permission to the principal because students will use their mobiles which is forbidden in class. After I had considered all those issues, it was time to start the recording that was another obstacle I found during the lessons. Everything was a challenge for me and even though it was perfectly planned, there was always something that caused me problems. At the beginning of the recording and session I notice that my students were willing to learn

despite having a camera recording behind them. With the passing time my students did not notice that and continued with the flow of the class and that inspired me a lot to do the things correctly.

The first sessions were focused on getting to know students into the cultural things and combine with their city and country, that caused that they felt comfortable and eager to participate and do the activities. Students started working on activities related to their city, for instance what things such places, services it has or does not have and compare their city with one from another country with a reading task. Sometimes I got a bit stressed because the class pace did not help and students took too much to do the activities, so I had to push them to work fast, however, they did not notice because they told me they were enjoying and having fun. Rarely did we leave incomplete exercises, they always tried to finish on time. One of the funniest moments was when I completed my session 10 minutes later and I didn't realize that the next teacher had been waiting outside the classroom, but at the end we achieved the lesson target.

Students were so concentrated that they lost the track of the time. While the sessions were getting more and more challenging for students, I tried to be very specific with the explanation of the activities and helped them with some grammar structures and vocabulary they did not know, obviously, as they learned something new, they had to write them down in their portfolio either in class or at home. By the end of the session three, students were asked to give opinions, ask, and answer questions about cultural facts and at the beginning of the second week they had to produce a guided writing about their city. Also, they dealt with a listening activity where they had to listen and answer questions about the city they were discussing. At this point, students were ready to do the final task which was a mini travel blog with the previous information throughout the lessons. Students worked in teams and created a mini travel blog about a country in a construction paper.

On this final project they put everything into practice, plus the information given by the teacher to make things easier and faster. Finally, students exposed their travel blogs and show the class everything about a country. Students were excited because they learned a lot about that country and sharing that to the class, was satisfactory for them, besides that, they developed the skills that are part of the language. The assessing part was all the time in the sessions where students closed it with an activity they sometimes found more fun because they expressed that they had already done at some point of the lesson and that meant they remembered everything from the lesson, and the most important, the grammar and vocabulary that was directly to produce the language at any time when they speak or write, inside or outside school as an instance, televisions shows, films or series and when they find a native speaker in the street.

Finally, I closed the unit and the two weeks with a google form test, for this, students took their mobiles phones to do it in class. The test consisted in testing students with the grammar and vocabulary they learned during the two weeks. This was the summative assessment, and the results will be given to students in another session, but the point is that I will use these results to know how much they learned and how much they need to practice. I really enjoyed being with my students and teaching this topic which resulted beneficial for students because the topics gave the opportunity to students to get involved into a culture and learning essential things about it and maybe one day when they visit one of them, they are aware and conscious of what to expect during their staying there. Also, they will be able to tell them the cultural richness they have in their country.

Conclusion

My experience during this specialization was really enriching as I learned plenty of things that I knew how to use in class such as techniques and strategies but I did not know their names, so terminology was a pain in the neck. little by little I understood more of the concepts and tried to adapt some in my classes. That was like testing because I knew that performing such approaches were going to take me more time than expected. All the topics we saw in the specializations were so useful to me that I am already planning activities using a variety of theoretical foundations seen there.

The diversity of techniques and strategies that were developed to teach will help me to be a better teacher. As a second language teacher, I am concerned that the majority of my students do not like their mother tongue subject. That fact shocks me a lot, therefore, they have big problems when students acquire a second language. This is the first obstacle that I find when I teach English. I have found this problem since I started my career as a teacher and it has been a challenge for me to try to encourage students the importance of learning a second language for the future, plus, we live in a city where we have a lot of English native speakers and we can assume that they are in the Hotel Zone but, nowadays they are everywhere and the worst is that they think that every person they see in the street speak English.

What local people do is to get away as soon as they are asked something. The title of the unit was thought to create awareness to my students how culture plays an important role in our society all over the world and that was the reason all my sessions were focused on showing aspects in different way either local and international. We know that our world has a diversity of means when we mention culture because it identifies us as a part of society. So, all the topics and activities were straight to show them the outside world and how other people live starting with them.

The first activities at the beginning of the class were thought to activate them, remind them of some vocabulary or simply break the ice. This allowed me to visualize their mood and if they were willing to learn or even to do something. Fortunately, they proved me wrong because the first activities worked really well and they performed them with great enthusiasm.

The authentic material I used also was relevant seeing that they are technological teens absolutely, but surprisingly they did the activities very well and I did not expect that. During the stage of Before the activities were relaxed and not demanding. It is important to mention that all the activities were thought to be done half online and half physical, and that scared me a little bit. On the stage During, here my students got stressed, but not for the class pace, it was for the grammar topics due to the low level they had and that is why the activities were not complex enough. First, I explained with exercises on the board and then they practice with an activity so that they can produce the language with an activity about interculturality such as role-play, a reading activity, guided writing or listening. Everything was linked to find out about some cultural aspects of a certain country and practice the grammar and vocabulary at the same time. During the second stage of During at the beginning of the first sessions I started to present the main project they would develop at the end of the unit.

Each activity was aimed at the big project which was a mini travel blog. They started with a listening section about a city where people describe and talk about important places, then a reading section where they talk about what visitors can do in their cities and describe it. In the role-play, they interact as if they were from another country and discuss likes, dislikes, nationalities and personal information. With the passing sessions my students were learning a diversity of aspects of some countries. For some of them it was surprising to know information or facts never seen or heard before.

Finally, when they presented the mini travel blog, they worked really well in teams, they never got bored or complained about it. They were happy to show their classmates about the country they were assigned to. I felt so happy to see them in front of the class

exposing their project with no fear of making mistakes or showing nervousness, even though they hesitated a little bit because they prepared everything really well. That encouraged me to continue doing what I'm doing, teaching and preparing my students for a difficult society.

The during stage was the most important for the reason that they practice and produce the grammar of the unit with either an online activity or physical. Well, the physical result at the end was more attractive for them and that was amazing for me. It was so satisfying to see them getting together in pairs or teams to do the activities and use the tools they have such as markers, colored pencils, watercolors and many more. I realized that they liked working with realia and that is not very common in teens.

The final stage, which was the After, was a bit more relaxing or I assumed that, but not for them because it was the part where they were evaluated and despite the fact the activities were according to their level, they showed uncertainty about it, well some of them. The speaking evaluation was a lot more challenging for them because they got nervous when they wanted to say something but they spoke and that made them feel confident and we got good results. The self-evaluation helped me a lot to figure out how much they learned and what gaps I need to work on in the future lessons. The final activity which was the google forms exam was part of the summative evaluation, there I will also find out if they acquire the objective of the unit for instance the grammar and vocabulary we reviewed because for them some topics we saw were known and struggled during the sessions. However, their partners helped them all the time in case they had doubts. My role during the two weeks was delightful for me because I really enjoyed being with them, teaching the topics and sometimes I had to repeat the explanation with more examples. When they were doing the activities, I was monitoring them all the time and I felt happy because they felt confident to ask any question or doubt about the task or grammar without hesitation.

All the time I motivated them, encouraged them and pushed them to do their best. The problems I faced during the two weeks were plenty of them and the most important

obstacle that actually shouldn't be is your own school since they do not allow you to work freely and experiment new ways of teaching and many more. They still prefer the ordinary way of teaching. Apart from that, your colleagues are not helpful at all when you need support, they see you as a stranger. All those issues did not stop me from teaching my classes record my video and worked with my students. Well, I can say that this was such an enriching experience for me and I am completely sure that my classes from this moment will be better, more effective and focused on my students' needs.

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