UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

LA ENSEÑANZA Y APRENDIZAJE DEL INGLÉS DESDE UN ENFOQUE INTERCULTURAL

TRABAJO RECEPCIONAL

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

ADRIANA BEATRIZ RAMÍREZ GUADARRAMA

ASESOR: ALMA DANIELA OTERO SOSA

SABINAS, COAHUILA. A 17 DE JUNIO DEL 2022

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

TEACHING AND LEARNING ENGLISH FROM AN INTERCULTURAL APPROACH

RECEPTIONAL ASSIGNMENT

TO OBTAIN THE DIPLOMA OF SPECIALIZATION OF TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

PRESENTS:

ADRIANA BEATRIZ RAMÍREZ GUADARRAMA

TUTOR: ALMA DANIELA OTERO SOSA

SABINAS, COAHUILA. JUNE 17TH, 2022

DECLARATION LETTER:

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Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

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[1] EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

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Introduction

Most teachers have met students who think that by filling vocabulary books they will be able to speak better English. Nevertheless, one of the tasks of the language teacher is to help the student to study more efficiently and more enjoyable. The more students understand about the process of learning the foreign language, the more they will be able to take responsibility of their own learning. (Lewis & Hill, 1992)

In other words, it is important that teachers know how students learn as well as the different approaches, methods and techniques that allow students to reflect on the language and use it to convey their thoughts, feelings, or ideas in different situations.

A lot of teacher's professional knowledge is considered as a belief. As teachers' experiences in the profession enhance, this knowledge also develops more and forms a personalized belief system that limits the teacher's understanding, judgement, and behavior. The recognition of these beliefs and their effects on language learning and teaching, the learner's expectations and strategies can help teachers design syllabus and their teaching practices. (Kagan 1992 in Gilakjani 2017)

This paper shows the importance of being aware of the teaching philosophy to be able to learn more methods and approaches that promote the improvement of the teaching and learning process. The reader will find the theories underlying my own teaching practice and my new teaching principles; a lesson plan which reflects the best of these practices by designing ways of organizing content so that the learning is much more meaningful and richer for teachers and students; assessing tools to evaluate my students learning and performance considering the four language skills – reading, writing, listening, and speaking; a series of activities that integrate intercultural approaches that promotes cultural awareness in students, as well as digital materials used for this class and the evidence of the application of this lesson.

Chapter 1: Philosophy and Theory

The first thing learned in this specialization was that the language program adopts a language in use perspective. This contrasts with the teaching methods most teachers experienced, like the grammar translation approach, for instance. It is understood that teaching a second or foreign language implies more than the basic contents of a language course, in this respect, the purpose of teaching includes the development of various competences in the process of interpretation and production of new language.

It is important to consider the use of different language media like oral, written, visual and audiovisual in our teaching, because we can introduce innovative practices that motivate our students, and promote the development of necessary skills to communicate effectively in different situations.

One of the most important concepts in this module, is the Model of Communication by Dell Hymes (1974) which explains the importance of the context, participants, purpose or intention of the conversation, as well as the sequence, the manner of the act, styles, and kind of speech in the communicative process. This model can be used to set all the elements in a conversation, so students can infer the meaning of what they are learning.

It is also important to mention other important elements such as the analysis of a type of text, where coherence and cohesion, connect text to be useful, meaningful, and understood. In case that a student does not understand what is being communicated, teachers can go through the process of negotiation of meaning, where students can ask for clarification, rephrase, and confirm the information. This process has helped me use the target language to clarify situations even myself. Once I get used to use negotiation of meaning, I tell my students to ask for clarification, rephrase or confirm the information they heard by repeating it.

The features of language as well as different strategies for communication, comprehension, and learning are fundamental for us teachers to know and implement in our teaching practice.

The authentic materials are used to engage students in their process of learning because they are relevant and bring them closer to real situations. All these aspects that the textbook brings to us, promote the development of the competences that allow students to use the language successfully in a variety of contexts.

In The Sociocultural Theory by Lev Vygotsky (1978), the author states that learning occurs when interacting with other people, so my expectations were to see an improvement in my students learning process. It is understood how the Zone of Proximal Development works and this helped me improve my teaching because sometimes it is difficult to engage all students in class, however collaborative work has had a better impact in my students' learning process. It is considered that collaborative work can be very useful in our classrooms when teaching and evaluating our students,

because they can help each other to learn. In addition, this modality of work helps us to manage our class time more effectively. It is also important to create an environment where students feel self-confident to participate and use the language, as well as motivated to learn. Other relevant approach for my teaching practice is The Filter Hypothesis mentioned in the Monitor Model by Stephen Krashen (1982), where students require activating some cognitive factors that allow them to process the information they are receiving and producing as well as the principles for large classes, which explains how to create a low anxiety environment where students can get comprehensible input without any obstacle. Stephen Krashen (1982) mentions that "comprehensible input and low affective filter environment are essential for second language acquisition". In this sense, it is considered that comfortable learning environments as well as collaborative work where meaningful interactions take place along with activities either at or just beyond the learner's linguistic development allow input to become intake in our students. Teaching and learning a foreign language imply to know the aspects and functions of the language and to develop different competences of interaction. In my experience, I learned English in public schools using the Grammar-Translation Method, and when I started teaching English my perspective of learning a language changed. I knew something about approaches and methods from the Cambridge courses I took, but now that I studied them in this Specialization, I realize that I have been using them throughout my professional career.

It is considered that a foreign language is learned when a person is interested and motivated, and it should be taught using different approaches, methods, and techniques and not only focusing on one of them. In this sense, the context determine what teachers can implement in their practice.

My role as a teacher is different from the teachers I had throughout my school life, because I do not remember that my teachers used different materials to present the class or interactive activities. I consider myself a facilitator of my students' knowledge of English because I help them to work independently by using different strategies in various situations. I think I am a motivator because I create an environment where my students feel self-confident and promote the participation of everyone. I am also a group organizer because I observe which students need more help and which ones are more advanced and use the work in pairs. The role of my students is to think about how to express themselves, to work on activities that have a purpose and to know the expectations I have for them at the end of each unit. Their role is more active in class because they participate and use strategies to complete the tasks. I consider that my students have learned because I see a behavioral change in many of them. Teachers' roles in the classroom vary depending on the set of beliefs they have been building as learners and in their own teaching practice. It is important to know our students' roles in the classroom, so we can understand their

behavior and consider the different ways of interacting and working that provide opportunities to participate and learn. Teaching a second or foreign language implies more than just the analysis of the language system, but to help students develop different competences for interpret and produce the target language.

There is a positive attitude towards language learning and teaching because this influence the way students perceive the language and the emotions generated by it. Currently, I am changing the way I used to teach. I am using the textbook and following the purposes of the SEP program as well as different materials including digital resources. Honestly, I did not know how to use the textbook to reach the goals and purposes of the program. I did not believe that my students could manage to understand the explanations or activities by only using English. Now, I know the importance of comprehensible input and what students need to learn to know and learn to do. Technology is an important aspect in my teaching practice, due to the pandemic I had to develop different digital skills that helped me to better prepare my class presentations and to use different digital tools to diversify the student's learning activities. The use of technology in my class is important because students are very familiarized with it. It is important to use audios, videos and authentic materials created by me depending on the topic or lesson I am about to teach.

It is fundamental to implement different approaches the teaching practices. For instance, Sometimes I use translation techniques for certain vocabulary. The textbook help students in this aspect because at the end of the book comes a glossary where students can look for the definition of key words in a text and infer the meaning by the context. When this is not possible, I tell them to look for the words they do not understand in a bilingual dictionary or translator. When students work on small tasks to create a final project, which can be individual or collaborative work I try to design activities to practice their speaking and writing skills, besides the listening and reading ones. It is believed that the approaches and methods should be adapted to our context and students' needs. Teachers' beliefs are built throughout our life experiences. For this reason, it is important to know the learning processes as well as the approaches or methods that we can implement to achieve the language learning goals. It is easier that students work in activities where they read and write, because of the number of students per group, however, as teachers we should give them the opportunities to express themselves, to ask questions and to reflect about the language.

It is important to create an environment where students do not fear making mistakes and review personal values like respect, honesty, responsibility, and perseverance because in my experience these aspects influence the way our students behave and participate in class. David Kolb (1984) explains that learning is a continuous process that implies the integration of new ideas to a person's old belief system. For this reason, the education process should bring out the learner's beliefs, analyze them, and integrate the new ideas to transform previous knowledge. Kolb's Model

of Experiential Learning can help teachers to look at learning as a process and not only as an outcome, by understanding and implementing this model we can motivate and guide our students to acquire and learn a foreign language in a more efficient way. In this sense, it is important to have in mind the current level of development of the students and +1 just beyond, to design tasks or materials that are not too complicated or too easy to do.

Implement different approaches for reading and writing when teaching and learning a language is essential, for instance, the phonological awareness is important when learning a new language, because the learner can be able to understand and communicate ideas more efficiently. The previous knowledge, as well as the cultural background, also help students to make sense of the text they are reading.
Brown (2001, quoted in Al-Issa 2011) mentions that schemata is when the reader activates previous knowledge, brings information, emotion and culture when reading a text that does not carry meaning by itself. Schema theory is interesting because as teachers we need to determine the activities that will activate cognitive processes in students' mind, such as the students' previous knowledge (content schema), recognition and understanding of the organization of different types of texts (formal schema) and decoding of words and their meaning (linguistic schema). One of the advantages of using technology in class, is that we can find many interesting digital resources to foster students' effective improvement of reading skills. These amazing resources can be used as authentic materials to promote students' motivation and get them involved in class.

The integration of the four skills (reading, writing, listening, and speaking) is important because in order to learn a language we need to make use of different skills in many situations and contexts. It is essential that teachers integrate a variety of activities in class that promote the development of these skills in our students, so they become communicatively competent.

The more relevant approaches are, on one hand, The Experiential Learning by Brown (2001) which includes activities that engage the left and right brain processing, that contextualize language, integrate skills, and point toward authentic real-world purposes. In this sense, the activities that I personal develop in my classes, have the goal of preparing students for real situations that they may face. On the other hand, the Task Based Language Teaching approach because it is important to have a sequence in the activities to create a final product that shows the acquired knowledge.

In order to communicate in other language, we need to practice speaking. It is important to start a conversation with the students when the teacher arrive to the classroom and motivate them to answer in English and congratulate them when they strive to speak English. It is also important to

have in mind, that the main goal of speaking English should not be to sound like a native speaker, but to be understood (intelligibility).

Peer-assessment is used to evaluate my students' performance because they receive feedback from each other. Co-evaluation is also important because it allows them to focus on the areas they need to improve, and the self-evaluation makes them reflect on their own progress and learning. These decisions are based on Sluijsmas (1998) theory, which states that self and peer assessment combination promote the reflection of the students' own learning, the validity, interrater and positive involvement of all the students in class.

When a rubric is needed to evaluate final products, It is important to let students know the criteria before starting with the task. In this sense, they previously know the most important aspects they need to focus on. For instance, to evaluate writing composition, the rubric is the best choice when evaluating a writing product because it allows us and the students to know the elements to evaluate and the value for each of them. Teachers must give appropriate feedback, because it is not only comments on what they did right or wrong, but to consider different elements that give the students the opportunity to reflect on their learning and improve the areas in which they struggle more.

Students need to develop awareness of sociocultural factors that influence our understanding of other people cultures, so learners can compare their own culture with other countries. As Byram and Starkey (2002) mention, a teacher can design a series of activities to enable learners to discuss and draw conclusions from their own experience of the target culture. The teacher might provide some information related to the life-styles current in the cultures and patterns usually followed by members of these cultures, at the same time encouraging comparative analysis with learners' own culture. In this sense, it is fundamental to be aware of the differences not only in other countries but in our own country too. We can observe that all our students are different and each one of them has different backgrounds and ways of perceiving the world. As teachers we should make everyone feel capable of learning everything they want.

To summarize, my teaching philosophy is different now because of all the knowledge I have acquired so far. I have been applying this knowledge in my teaching practice and now I feel more confident and professional than before. I know that the teaching and learning process need to be supported by theories and approaches and now that I have this in mind, the content of my lesson plan; the strategies I use in class to organize the group and the classroom; the ways to facilitate and guide my students to the knowledge and learning; the resources needed for this purpose, as well as the evaluation types we can use for different activities, have changed the way I think and perform as an English teacher.

Chapter 2: Methodology and Practice

2.01 Lesson Plan

Lesson plan identification cell	
Author	Adriana Beatriz Ramírez Guadarrama
Educational Stage	Second Grade Secondary School. Beginners Level
Title of your lesson plan	Reading Literary Essays
Learning objective	Describe and compare cultural aspects
Specific Goals of the lesson	• Read short literary essays to contrast cultural aspects • Evaluate cultural differences
Communicative Skill	Reading, Writing, Listening and Speaking
Functions	Identify, understand, compare, and reflect about different cultures
Main grammar structure	• Word order, recognition, and associations • WH-Questions
Final Project	Comic Book
Brief description of the plan	Teacher introduces the new unit to students using authentic materials such as books, as well as digital resources. Students will read literary essays related to cultural aspects and identify the differences between cultures. As a final project, students will create a comic book where they represent these cultural differences.
Hours of the plan implementation	2 hours 45 minutes
Number of sessions	3 sessions of 55 minutes each
Contents required for the lesson	Action verbs Adjectives Nouns and pronouns WH- questions
Link of content	https://youtu.be/X0sumEEt_JA https://youtu.be/fb8kMB-50LQ
EEAILE tutor online	Alma Daniela Otero Sosa
Communicative skills development	

Reading, Writing, Listening and Speaking					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Topic introduction	Presents the topics culture & cultural aspects using Prezi.	Participates giving their opinion about the topic.	Whiteboard Markers Textbook Computer Projector	1	Participation
Vocabulary introduction	Writes the words on the whiteboard: Common sense, brutality, chief, rationality, physical strength and power, fear, mistakes	Participates giving ideas about the meaning of the words and classify them in the Vocabulary Rating Scale.			Vocabulary Rating Scale
Reading activity	Presents Page 128 Common Sense in Lord of the Flies Essay. Draws the setting, characters, and writes essential information in a graphic way.	First reads in silence, then participates in reading aloud. Looks for specific information in the story, to tell the teacher how the story develops.			Checklist for Reading Comprehension
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation

Topic introduction	Introduces the Lord of the Flies Book.	Reviews vocabulary, main ideas, and key words of the previous class.	Whiteboard Markers Book Textbook Video Computer Projector Speakers Reader		Participation
Listening activity	Presents the Video SparkNotes: Lord of the Flies Summary	Watches and listens to the story in a more graphic way.			Checklist for assessing Listening Comprehension
Speaking activity	Makes discussion questions about the video.	Expresses what they understood from the story using key words and vocabulary seen in class.		2	Rubric for assessing Speaking
Reading & Writing activity	Introduces two more literary Essays from the Reader book.

Draws a comparative chart about cultural aspects in the essays and in our culture. | Looks for specific information and identifies key words.

Participates comparing cultural aspects and writes some ideas in the chart. | | | Rubric for assessing Writing |
| | | | Materials | | Evaluation |

Step of the lesson	Teacher activities	Student activities		Session number	
Topic introduction	Reviews cultural aspects from the essays compared with our culture with students	Gives some ideas to create a comic book and choose the cultural aspect they are more interested in.	Whiteboard Markers Textbook	3	Participation
Writing activity	Writes the basic criteria for creating a comic book on the whiteboard	Creates a comic book in pairs to represent cultural aspects and similarities and differences with our culture.			Self-assessment Quiz at quizizz.com Portfolio

2.02 Assessing Tools

Teacher Checklist – Basic Reading Skills & Reading Comprehension

Student's name: _____

Group: _____

Section: _____

When reading aloud the student:	YES 1 point	NO 0 points
1. Make inappropriate pauses		
2. Read word by word		
3. Speak in a flat, monotone voice		
4. Pay little attention to punctuation		
5. Fail to recognize recurring words		
6. Read at the same speed as reading silently		
7. Need to stop and reread often		
8. Attempts to read, using picture and context cues		
9. Recognizes common words in stories		
10. Automatically recognizes previously taught vocabulary		
11. Demonstrates fluent oral reading		
12. Comprehends complex sentence structure		
13. Summarizes a story or passage		
14. Identifies the main idea of a selection		
15. Understands author's purpose		

Total points: _____ /15

Teacher Checklist – Listening Comprehension

Student's name: _____

Group: _____

Section: _____

The student:

	YES 1 point	NO 2 points
1. Can identify key words in the audio		
2. Demonstrates understanding of the main idea		
3. Understands WH-questions		
4. Can recall important aspects of the topic		
5. Asks the teacher for clarifications		
6. Focuses the attention on the information needed to accomplish a task		
7. Uses key words to express their opinion		
8. Can make predictions about what is about to hear		
9. Pays attention to tone of voice, background noise and other clues to understand the meaning of words		
10. Recognizes common words		

Total points: _____ /10

Vocabulary Rating Scale Unit 8 "Reading Literary Essays"

Subject: English
Teacher: Adriana Beatriz Ramírez Guadarrama
Group: 2º
Sections: A, B, D, E, F, G

Students will fill in the following chart in their notebook.

I know what this word means and can use it in a sentence	I pretty much know what this word means	I have heard of this word	I have not heard of this word

Rubric for assessing Writing

Student's name: _____
Group: _____
Section: _____

Criteria	5 points	3 points	1 point	0 points
Capitalization Points: ___	Effective use of capitalization	Mostly effective use of capitalization	Some errors in use of capitalization	Capitalization is not used
Organization Points:	Each sentence has a naming and a telling part	Has one-two mistakes in a sentence formation	Has three-four mistakes in a sentence formation	Omits organization of sentences
Punctuation Points: ___	All sentences have correct punctuation marks	Has one-two mistakes in punctuation	Has three-four mistakes in punctuation	Omits punctuation marks
Spelling Points: ___	Makes minor errors in spelling	Makes major or frequent mistakes in spelling, but it is possible to understand	Makes major or frequent mistakes in speaking making the text difficult to understand	Misspells even simple words

Total points: _____ / 20

Rubric for assessing Speaking

Student's name: _____
Group: _____
Section: _____

Criteria	5 points	3 points	1 point
Pronunciation/ diction Points: ____	Student is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood	S is very difficult to understand or responds in L1
Fluency Points: ____	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation
Word choice Points: ____	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words
Usage Points: ____	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure, but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning Points: ____	S responds with connected vocabulary and language to express ideas Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	S is unable to respond using English language vocabulary

Total Points: _____/ 20

Self-assessment Tool

Quiz at the following webpage:

https://quizizz.com/admin/quiz/62744ddd4a58a0001dc9ef47

Brown (2004) explains important micro skills that teachers should consider when evaluating students. The most relevant micro skills I consider taking into account in my assessing tool for listening comprehension are:

Students can:
Infer situations, participants and goals using real-world knowledge.
Retain chunks of language of different lengths in short term memory.
Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context
Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
Appeals for help
Recognizes grammatical word classes, systems, patterns, and rules.

I chose a rubric for assessing speaking considering micro skills for oral communication mentioned by Brown (2004). The kinds of oral production that students are expected to carry out in the classroom are evaluated considering the following micro skills:

Students:
Produce reduced form of words and phrases.
Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
Produce fluent speech at different rates of delivery.
Convey links and connections between events and communicate such relations as main idea, supporting idea, new information and exemplification.
The kind of speaking assessment in this class were responsive, for example, students answered short replies to teacher-initiated questions.

Brown (2004) also mentions that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some of them are related to bottom-up procedures and others to top-down processes. Consequently, I considered important the following micro skills for reading comprehension:

Students can:
Identify the purpose of reading.
Use graphemic rules and patterns to aid in bottom-up decoding, such as, short, and long vowels and some other phonics approaches.
Recognize the communicative functions of written texts, according to form and purpose.

Recognize grammatical word classes, systems, patterns, and rules.
Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
Infer context that is not explicit by using background knowledge.
Develop a battery of strategies such as scanning and skimming, guessing meaning of words from context and activating schemata for the interpretation of texts.

As for the assessing tool for writing, I considered important to include the following micro skills:

Students can:
Produce graphemes and orthographic patterns of English.
Produce an acceptable core of words and use appropriate word order patterns.
Use acceptable grammatical systems.
Appropriately accomplish the communicative functions of written texts according form and purpose.
Correctly convey culturally specific references in the context of the written text.

The assessing tools used to evaluate my students, are based in the premise that authentic assessment is one of the best choices in which we can get relevant and valid information to help students reach the maximum learning achievements.

According to O'Malley and Valdez Pierce (1996) authentic assessment includes performance assessment, portfolios, and students' self-assessment, which provide opportunities for students to demonstrate their knowledge and skills in a variety of ways. Based on this argument, my students have a portfolio in which they collect the final products of each unit. I consider important that they reflect on their progress during the school year. For this lesson plan, I created a quiz based on the cultural aspects seen in class. It has open questions for students to give their opinion using key words and vocabulary previously taught.

Hancock (1994) states that authentic assessment offers teachers a wider range of evidence on which to judge whether students are becoming competent, purposeful language users. This is the reason why, I added relevant criteria based on the needs and interests of my students.

Tannenbaum (1996) cites several advantages of authentic assessment:

Focus on documenting individual student growth over time, rather than comparing students one to another; emphasize students' strengths (what they know) rather than weaknesses (what they don't know); considerate learning styles, language profiency, cultural and educational background, and grade levels of students.

Read (2000) mentions that many learners see second language acquisition as essentially a matter of learning vocabulary, so they devote a great deal of time memorising lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. Vocabulary can be seen as a priority area in language teaching, requiring assessing in how adequate their vocabulary knowledge is to meet their communication needs. Due to this, I used the Vocabulary Rating Scale when introducing the topic, so my students have the necessary words to understand the main idea of the text, and to help them express their opinions when discussing or writing about it.

Nunan (1998) explains that language learning is based on the premise that learners acquire one grammatical item at time, and that they should demonstrate their mastery of one thing before moving on to the next. For instance, in learning English, a student should master one tense form, such as the simple present, before being introduced to other forms, such as the present continuous or the simple past. Metaphorically, this is like constructing a wall. The language is being erected on one linguistic brick at a time. The easy grammatical bricks are laid at the bottom of the wall, providing a foundation for more difficult ones. The task for the learner is to get the linguistic bricks in the right order: first the word bricks, and then the sentence bricks. If the bricks are not in the correct order, the wall will collapse under its own ungrammaticality. Based on this explanation, it is important to mention Krashen (1982) and The Natural Order Hypothesis, where it is essential to follow a sequence of complexity and predictable order, so our students acquire simpler structures before teaching more complex ones.

On the other hand, we can see that in textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. Halliday (1985 in Nunan 1998) states that in genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made by reference to the context and purpose of communication. Thus, I consider that besides taking the information from the program and the textbook, we need to incorporate activities that will be interesting, and more context related to our students. The activities I chose for this purpose, were planned based on my

students needs and interests. I know they like videos and graphic resources, they also like to draw and use a variety of ways to do a task.

According to McKay (2006) Classroom assessment is the cornerstone of assessment for younger learners. It involves teachers observing children in a range of tasks over time, engaging in on-the-run assessment, recording data about the children's performance in class and individual record-sheets, and usually storing information in portfolios or folders for use in later review or for reporting to others. These samples of work can be collected in chronological order with completed criteria sheets attached to them. Self-assessment gives children an important opportunity to develop their awareness of the nature of their progress and needs in writing by which students can develop a degree of ownership and control of their own writing development. I also consider observations of my students' performance in class to assess them. The author also mentions that oral language, consisting of speaking and listening in different combinations, is the foundation for language learning. It is through oral language that children develop literacy skills. In this sense, I consider important to use English most of the time and to expose students to comprehensible input and give them the opportunity to produce the language in an oral way.

2.03 Evidence

Cultural aspect's introduction
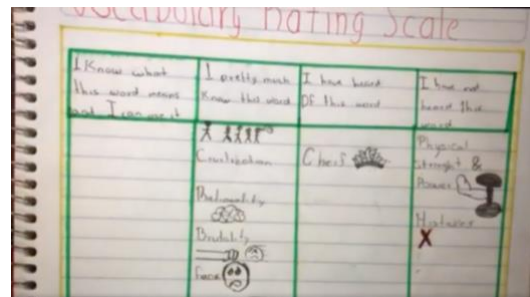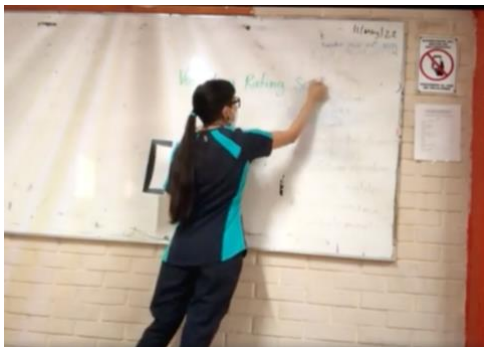
Vocabulary Rating Scale

Reading activity

Listening activity

Speaking activity

Writing activity

2.04 Designed tools outcome

The assessing tools I used for these activities were successful because I got more information about my students' learning. I had to make some changes, because at the beginning of my tools design I missed some important aspects, such as the points of each criteria, because I was more focus on identifying the elements of evaluation in my students' participation. I observed that in some activities I needed to ask for more information to fulfil my expectations. The results of carrying out these activities were successful because my students reflected on the cultural aspects of different countries and how similar or different are they with our own culture, which was the learning goal of the lesson plan.

2.05 Video Recording of the class
https://youtu.be/X0sumEEt_JA

Chapter 3: Experience Report

Results of the Lesson Plan

The development of the activities was positive and successful. At the beginning of this assignment, I considered many activities, however, I realized that with less well-planned activities I could achieve the main goal. I observed that my students were motivated to learn about the stories, because in some of them appear the actors or actress they like. Some of my students like to read, so there were students who also read the books. The activity they most liked was the comic book, because each of them had an idea of what cultural aspects are and what are the similarities and differences of other countries, communities, or era with our own culture.

What comes next is to create different tools to assess productive and receptive skills. These assessing tools are useful in my teaching practice because now I learned that assessing is not only grading my students' work, but to consider the development of language skills using an assessing tool according to each skill. In this sense, as teachers we have more valid and relevant information of our students' learning.

Chapter 4: Conclusions

The rubrics and checklists I used to evaluate my students, are great tools to help them develop awareness of their strengths and weaknesses. The self-assessment tool allows students to reflect and express their opinion using the vocabulary learned in class. I also consider that the comments or suggestions, as well as letting students reflect on the errors rather than just tell them they are wrong, are meaningful feedback that promotes the improvement of my students' language learning.

One of the problems I faced when explaining the activities is that not all the students understood the stories we read. Another problem was that even with guided writing activities, students omit punctuation marks. As a solution for the first problem, I told my students to tell me about the most important aspects in each paragraph of the text we read. While they were telling me this information, I was drawing the scene, the characters, and key words on the whiteboard so everyone could follow the story at the same time. The possible solution for the second problem, is to create activities that help my students develop awareness of the importance and correct use of punctuation marks.

The activities I chose are based on my teaching program and on the theories of language learning I have seen in the specialization. In the comic book activity students work in pairs because one of the most important theories I consider in my teaching practice is the Zone of Proximal Development by Vygotsky (1978) which explains how students can reach their highest potential when having meaningful interactions with a more capable peer. On the other hand, I consider important to develop intercultural activities when teaching English, because as Byram and Starkey (2002) mention, these kind of activities enable learners to discuss and draw conclusions from their own experience of the target culture. Therefore, the activities chosen for these lesson plan provide information related to the life-styles current in the cultures and patterns followed by its members, and at the same time encourage comparative analysis with learners' own culture.
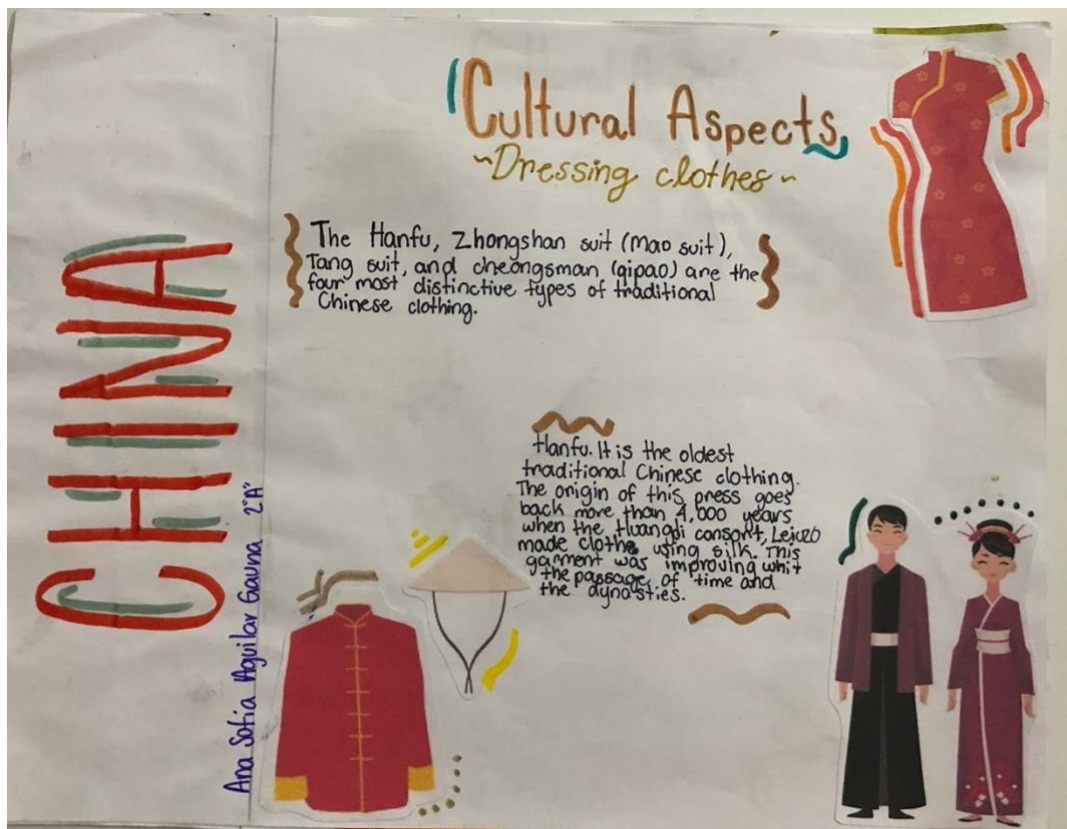
Chapter 5: Appendixes and References
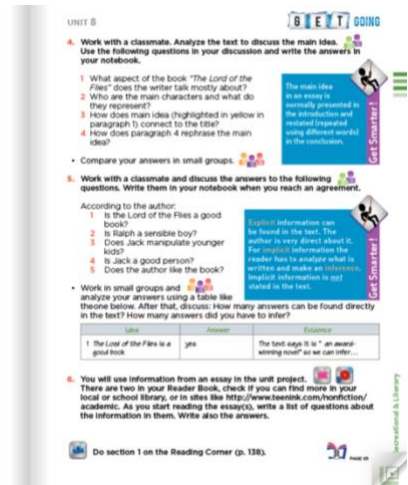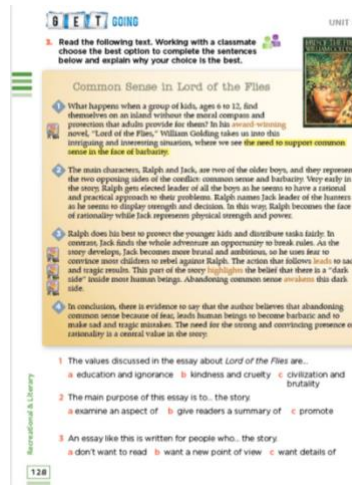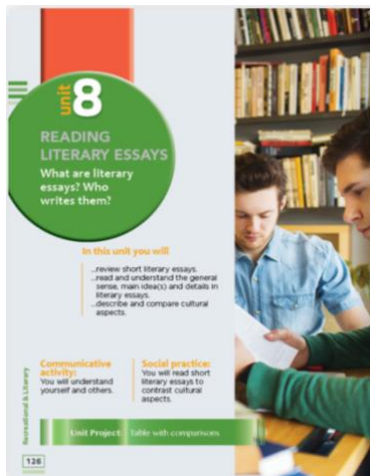
Meza Martinez L. (2019). Get Ahead! 2 Student Book. Mexico: Rios de Tinta.

Students writing work in the notebook
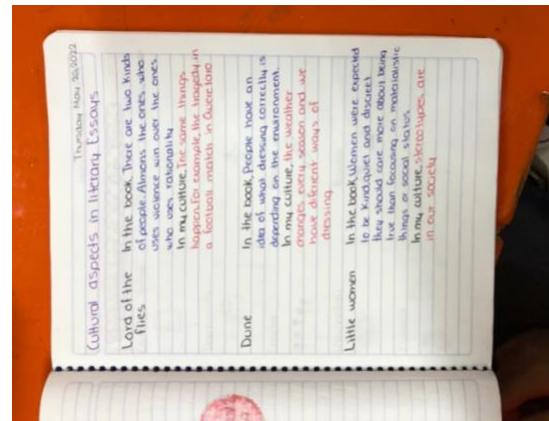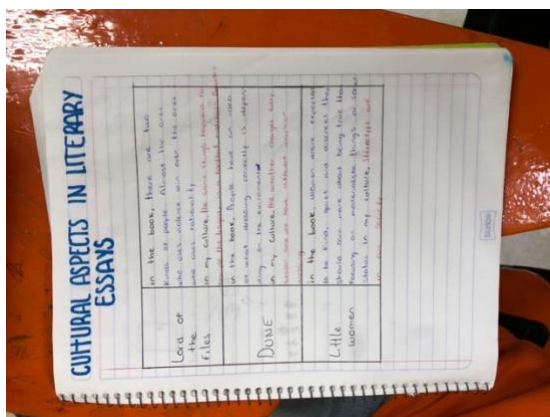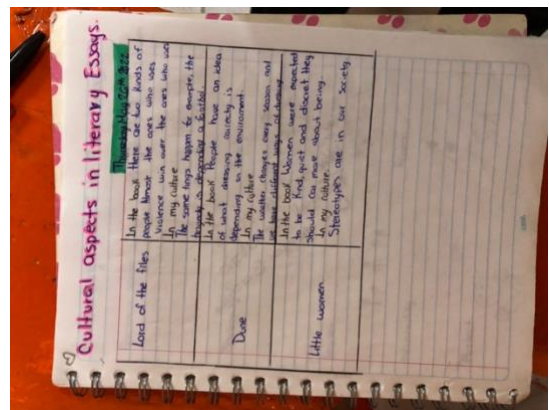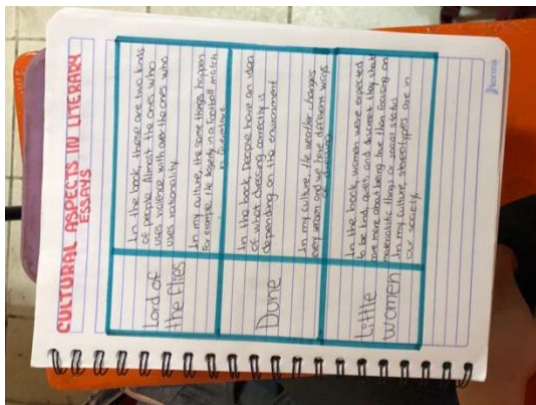
Final product: Comic Book about cultural aspects

Cultural Aspects

Medical cures and Celebrations

Acupuncture involves inserting very fine needles into the skin at strategic points on the body. A okey components of traditional chinese medicine acumpuncture is frequently used to treat pain

To relieve some pain in Mexico they usually recommend several types of tea

the first week of September the parade begins a very important tradition in Mexico

Sunday, January 22 is the chinese New Year, one of the most important holidays

Comic Book

Cultural

Aspects

Dressing.

I thought the flavor would be super different but no

I hope you can try it in person soon

Digital Resources

Video: Lord of the flies' summary

https://www.youtube.com/watch?v=-tXpA3dIEtI&t=153s

Online quiz

https://quizizz.com/admin/quiz/62744ddd4a58a0001dc9ef47

Video: Lesson plan implementation

https://youtu.be/X0sumEEt_JA

Video: Explanation of my final project

https://youtu.be/fb8kMB-50LQ

PDF: Presentation of the final project in the Colloquium

https://www.canva.com/design/DAFDzO46byc/MEk11iKWMilep7eOsV1wgg/edit?utm_content=DAFDzO46byc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Colloquium video

https://drive.google.com/file/d/1RWU3C3UFItxtJA5CTUt5UDjTK5El7rQr/view

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FINAL PROJECT ASSESSMENT	
FINAL PROJECT	**TEACHING AND LEARNING ENGLISH FROM AN INTERCULTURAL APPROACH**
STUDENT´S NAME	**ADRIANA BEATRIZ RAMÍREZ GUADARRAMA**
FINAL PROJECT ASSESSOR	**Alma Daniela Otero Sosa**
Introduction	**Very well done.**
1 Identity and teaching philosophy	**Very Well addressed.**
1.2 Theoretical foundations	**Very well addressed.**
1.3 Theoretical basis about language, language learning and language teaching of your model	**Well done.**
2. Lesson plan	**Well Addressed Well organised**
2.1 Applications	**Well done!** **Nicely and well explained**
2.2 Procedures	**Very well explained in the lesson plan.**
2.3 Evidences (images, graphics, photos, etc)	**Very clear and nice according to the lesson plan.**
A video that shows the application of your lesson plan	**The videos reflects the applications of the lesson plans.**
3. Design of Assessment tools	**Well done.** **According to students age.** **Very clear and adequate.**
3.1 Testing tools for activities	**Very meaningful testing tools and adequate for the activities.**
3.2 Rationale behind the Assessing and/or Testing tool	**Very well explained rationale behind the activities. Very well-designed of assessing and testing tools.**
3.3 Evidences of having worked the assessment and/or testing tools (images, photos, diagrams, graphics, etc)	**Evidences are integrated in the whole final project. Very nice pictures, images and photos.**
4.1 Report and analysis	**Very well Done and a deep analysis.**

5. Conclusions	**On topic.**
6. Appendices	**Very well presented.**
Instruments of learning assessment (rubrics, tests and others)	**Very well presented.**
Evidences of materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)	**Very nice extra materials** **Authentic material** **Excellent use of technological resources**

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Nombre completo del(la) autor(a):	Adriana Beatriz Ramirez Guadarrama
Matrícula:	210926003
Domicilio:	Av. Revolución #342-C, Federico Berrueto Ramón. Sabinas, Coahuila
Teléfono:	861-798-3929
Correo electrónico:	adriarmzg@gmail.com

Atentamente,
Ciudad de México a 17 **de** Junio **de** 2022 .

Adriana Beatriz Ramirez Guadarrama

Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

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