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PROPUESTA DE INTERVENCIÓN EDUCATIVA

**LEARNING PAST SIMPLE TENSE
THROUGH INTERCULTURAL COMPETENCE**

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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GENERATION 10

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I.   Introduction

This work constitutes the final project of the Specialization in English Teaching and Learning as a Foreign Language (EEAILE) at Universidad Pedagógica Nacional, in which I learnt about the theories of Second Language Acquisition (SLA), focusing on intercultural competence.

An intercultural approach is an effective alternative to develop students critical cultural awareness, as well as to explore the critical relationship between language and culture. Students were able to identify the essential role of culture in language teaching as well as the importance of learning a second language to be able to develop values such as tolerance and critical analysis of our own culture.

The implementation of an intercultural approach in a course, as suggested in the module 3 of this specialization, definitely enrichs my professional practice, making me aware of the importance of this particular aspect to better prepare my students for their future studies and their integration to a more connected society through the use of communication technologies.

The first part of this work presents my teaching philosophy, that describes my personal approach to teaching by defining the critical components that define effective teaching and learning, as well as a description of the groups I worked with.

The second part consists of the rationale that supports the essential role of culture in language education, active learning methodologies and the benefits of using Information and Communication Technologies (ICT's) to promote learning.

The third part shows a suggested pedagogical strategy which includes the context for lesson planning and the implementation based on the underlying principles presented in this course.

Finally the assessment tools and strategies are presented to demonstrate the applications TIC's can have to support intercultural competences in educational contexts.

II. Teaching philosophy

"Education is the most powerful weapon we can use to change the world"

Nelson Mandela

This quote has inspired me during my teaching years and made me consider my students the most important people I work for. My performance in class will determine the extent of change they're going to be able to do for themselves, their families, and the world.

I think my students deserve to have opportunities for an integral development including the academic content but also the human formation that will provide them with the most useful tools to reach their personal and professional goals.

I address them with respect, in a gentle way, and always consider their needs, interests, and motivations to direct the teaching strategies that I will apply in the classroom, having in mind their individual preferences and concerns.

Interdiscipline is very important in my classroom, so my students have to integrate and apply what they're learning in other subjects and what they have learned from previous courses. It is relevant then, that they have a solid basis to support the building of new knowledge.

The best possible way for them to learn English is through contact with the language through authentic materials. The more they practice, the more they will be able to solve communication situations they may face. Learning is the most important part of my course, but we shouldn't miss the point that grades are important for themselves, their parents and the school.

My evaluation criteria consist of determining their competences at the beginning of the course and the progress they show from there, until the end of the course. My students must work hard and complete the required activities, since they ensure an accurate practice to reach the expected competences.

My teaching goals include helping my students grow in a safe and comfortable environment where they are respected and valued for being themselves, and where they learn to respect others.

Finally, assessment is an important and continuous process during and after all the learning process to collect results and interpret them, to help me know if I need to reinforce a topic, or if the strategies I used were appropriate for the students. In this way the focus is on learning and not on a grade.

III. Theoretical foundations

Culture is unconscious to us in our daily life, until we are exposed to contexts in which cultural factors such as beliefs, behaviors and language are challenged, either by direct intercultural experiences or by learning experiences that provide us with cultural awareness.

Definitions of culture have constantly changed and have historically been shaped by the social sciences and informed by research and ideas developed in the academic world. The early description of culture as a fixed and complete state was an inaccurate interpretation of reality; later anthropologists and social scientists agreed that culture is not a complete construct, but rather a continuous, dynamic and unfinished human process.

In 1952, the anthropologists, Alfred Kroeber and Clyde Kluckhohn, created a list of 164 different definitions of culture. In this work I adhere to the definition provided by this module: culture as shared language, beliefs, and values.

Noam Chomsky (1965) first discussed linguistic competence, which beyond language in use, referred to the linguistic knowledge possessed by native speakers of a language, *i.e.,* knowing the social context of when to use particular words or structures.

Dall Hyme (1966) publicized his theory of communicative competence, where he asserts that competence in a language includes the social knowledge of when and how to use grammar, words, and sounds appropriately.

From the 60's to the 80's, the concept of communicative competence spread among teachers who started to use a communicative competence model of language acquisition, using the language in real situations and with a setting, referring to both verbal and nonverbal communication.
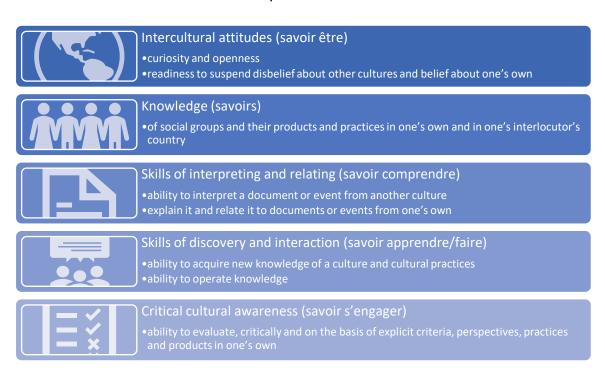
Since then, English has been referred to as a lingua franca "a language that is used primarily for communication purposes. Speakers… retain their allegiance to their first language and use the lingua franca to be intelligible to others" (Spencer-Oatey, 2009).

A new term then appeared as intercultural competence, referred to as communicating effectively in a range of cross-cultural contexts, being Michael Byram and his colleagues who proposed the most popular model of intercultural competence in language education, considering five savoirs (Byram, M., Gribkova, B., & Starkey, H., 2002).

His model of intercultural competence has three fundamental characteristics:

- The intercultural speaker is the attainable ideal, rejecting the notion of the native speaker as a model for foreign language learners.
- Includes educational objectives since it is a model for the acquisition of intercultural competence in an educational context.
- Includes specifications of locations of learning and of the roles of teachers and students because it has an educational dimension.

Table 1. Model of Intercultural Competence

Intercultural attitudes (savoir être)
- curiosity and openness
- readiness to suspend disbelief about other cultures and belief about one's own

Knowledge (savoirs)
- of social groups and their products and practices in one's own and in one's interlocutor's country

Skills of interpreting and relating (savoir comprendre)
- ability to interpret a document or event from another culture
- explain it and relate it to documents or events from one's own

Skills of discovery and interaction (savoir apprendre/faire)
- ability to acquire new knowledge of a culture and cultural practices
- ability to operate knowledge

Critical cultural awareness (savoir s'engager)
- ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own

When talking about intercultural competence, asking about the role of teachers in instructing students is common. Regarding this, Nichols and Stevens (2001) say the role of teachers is to make values explicit and conscious in an evaluative

response to others, acknowledging respect for human dignity and equality of human rights as a democratic basis for social interaction.

The role teachers must take in the classroom is to value and promote intercultural competences to ensure an integral development of our students as citizens of the 21st century, promoting reflection on their own values and beliefs and accepting others´. Teachers have to identify, explain, engage and empower students in the solution of world problems. They must use target language as a vehicle to help their students understand their own culture and then understand new and different cultures and perspectives, acting as agents of change who see schools and society as interconnected (Kelly et al, 2002).

In later publications Byram, together with colleagues and contributors, developed more specific practices for teaching including teaching intercultural competence through literature, using children's books to understand ways in which they socialize into a culture, analyzing media for cultural topics and so forth.

Table 2. Model of Intercultural Competence

	Linguistic competence	Ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
Intercultural Communicative Competence	Communicative competence	Ability to give meanings to the language produced, which are taken for granted or negotiated and made explicit.
	Intercultural competence	· Attitudes · Knowledge · Skills of interpreting and relating · Skills of discovering and interacting · Critical cultural awareness

An important part of Byram's model of intercultural competence is awareness of ethnocentrism. Ethnocentric individuals do not have the important intercultural attitudes of curiosity and openness and would not understand culture from another person's point of view. The danger of ethnocentrism is that increase stereotyping and prejudice.

Stereotypes are defined as any categorization of individual elements concerned with people which mark differences among those elements. They are learned by media, negative personal experiences or taught by others.

Both positive and negative stereotypes can be damaging. A positive stereotype may create unrealistic expectations. Stereotypes are particularly harmful when they are negative. Because stereotypes often operate at the unconscious level and are so hard to get rid of, people need to work consciously to change them.

Prejudice is a negative attitude toward a cultural group that is usually based on little or no experience. Stereotypes tell us what a group is like, but prejudice tells us how to feel about a group.

Byram's model of intercultural competence explains that a person needs to know the social and cognitive processes of interaction that impact us at the individual and societal level. When an individual develops cultural awareness, provides a basis for successful intercultural interaction.

Among the different type of materials teachers have to decide to use for the development of intercultural communication, authentic materials are especially effective to engage students in genuine cultural experiences, adapting them to suit the students' needs and using them for different purposes. These include any kind of text, aural, visual or written material produced in a context other than language teaching (Peterson and Coltrane, 2003).

Some others are realia, which imitate as much as possible the sociolinguistic and textual conditions of the text but have actually been produced to fit the learning process, simplifying the language and taking in consideration the language learners' needs. It is important to consider a variety of materials other than the

coursebook to make sure the activities are student-centered, which means we guide lesson planning according to the analysis of the learners' needs, even despite the difficulties considered by Nunan (1991) such as being time-consuming and complex, students' familiarity with more traditional approaches, and their lack of knowledge and understanding of their personal needs or their learning processes.

Krashen (1982) proposed that learners acquire language when they understand what they hear or read. Comprehensible input results of the mastery of the individual components of language (skills) at or just beyond the learner´s current linguistic level (i). A number of studies showing that CI-based methods, such as hearing interesting stories (storylistening) and pleasure reading are more efficient than "study," that is, more language is acquired per unit time (Krashen, 2017).

When the acquierer undestands input that contains i + 1, focused on the meaning and not the form of the message, they reach the necessary condition to move to the next stage of competence.

Language is acquired only when structures that are a little beyond of what we know now are understood through the use of context, the knowledge of the world, extra-linguistic information that helps us understand language directed at us.

Premises of Krashen´s input hypothesis are:

- It relates to acquisition, not learning.
- Acquirement is achieved by understanding language that contains structure a little beyond our current level of competence (i + 1).
- When communication is successful, when the input is understood and there is enough of it, i + 1 will be provided automatically.
- Production ability emerges. It is not taught directly.

A practical reflection from this hypothesis is that teachers want to expose their learners to materials that are challenging enough and keep learners motivated.

Some second language scholars have suggested that Krashen's construct of i + 1 is similar to Vygotsky's zone of proximal development. These are not necessarily equal. (Dunn and Lantolf, 1998)

The last implies that cognitive development occurs from interaction occurring on the social plane (between two people or inter-mental) and this knowledge is internalized by the learner who uses this information on the intra-mental plane.

For Vygotsky, the Zone of Proximal Development (ZPD) is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving in collaboration with more capable peers. Teachers should not be concerned whit what learners can do independently, since this is not informative of the learner's stage of development; instead, he was interested in the learner's proximal development, what a learner could do under guidance of a more expert peer (classmate or teacher). Therefore, student's deviations from the target language provide information teachers can use to create and plan future lessons.

This emphasizes the importance of social interaction and cooperative learning in the development of cognitive and emotional images of reality and advocates the view that social interactions with their environment construct and are the base for children's thinking and meaning-making.

Regarding Brown´s whole language approach (2007), skills are not used in isolation. In communication we rarely separate skills, considering the following premises, which lead to what is known as integrated skills:

· Both production and reception contribute to learning.
· Interaction refers to the ability of sending and receiving messages.
· Writing and speaking often display a resemblance to each other.
· Attention focus should be put on what the learners can do with the language, rather than what them lack.
· Most of the language-based interactions in both the integration of two or more skills.

· Skill integration has positive effect on motivation.

In regards to motivation,

An approach commonly used for reading is the bottom-up approach, in which the elements of language are pieced together, seeing texts as a hierarchical organization to guide students from the smallest linguistic units (graphemes, phonemes, words) to the more complex and higher ones (sentence meaning). In reading activities, it is important to draw attention to linguistic schema to help the students decode and understand the text, but moreover, it is important to activate content and formal schemata. Then, teachers will be driving their attention to content, format and linguistic features that are important to understand a text by evoking the reader's experiences and making relationships, in addition to being highly social and culturally constructed.

Developing speaking skills requires the use of vocabulary and grammar expressions but more than that, requires a process of negotiation of meaning to reach understanding of other people and their circumstances. Some common activities include asking for clarification, rephrasing, and confirming understanding.

Dell Hymes' speaking model of communication explains and makes possible to identify their components

S	etting and scene	Where and when the events take place
P	articipants	Speaker and audience
E	nds	Purposes, goals, and outcomes
A	act sequence	Form and order of the event
K	ey	Tone, manner, or spirit of the speech act
I	nstrumentalities	Forms and styles
N	orms	Social rules governing the event
G	enre	kind of speech act or event

Dialects became an important part of the development of listening skills since students become able to recognize differences in pronunciation, idiomatic expressions, slang, and vocabulary, from the one of an American native speaker. This helps the students recognize utterances even with slight differences in pronunciation.

These strategies contributed to achieve communicative competence, which more than grammar, words, and sounds, considers the social knowledge of when and how to use them appropriately, avoiding the use of the language in a vacuum, and promoting the interaction with individuals, immersed in a social context (Dell Hymes, 1971).

Input (spoken or written forms of language to which students are exposed) was provided through the use of Information and Communication Technologies (ICT´s), being the teacher the primary source of oral input by giving instructions in English, explaining grammatical structures or patterns and facilitating activities, games, and tasks. According to the competency level of the students, modified input was avoided and substituted by graduated input to better meet the needs, interests, and linguistic development of the students.

In this lesson plan, it consists of written and aural texts that immersed the students in the topic, providing opportunities to practice the grammatical point of past tense, and include websites, handouts, quizzes, animation videos, graphic organizers, and the interaction with their classmates in collaborative strategies.

The variety of materials and social nature of the application of ICT mediated learning increased intrinsic motivation. The multicultural background of these groups, the possibility to travel to English-speaking countries or to apply to scholarship programs also provided integrative motivation (desire to integrate with the target language community). Good teacher-student relationships, reduced affective filter, and opportunities for success were also important in terms of resultative motivation.

Author	Miguel Angel Vieyra Guzmán
Subject	Foreign language: English
Educational stage	Junior High to High School
Title of the lesson plan	Who is Malala Yousafzai?
Learning objective of the plan/competency	Students will produce oral and written texts in which they demonstrate understanding of the simple past tense using linguistic and cultural knowledge.
Communicative skills considered	Reading, Listening, Writing, Listening
State of the following options	Recycling topic
Functions	Read historical stories to compare cultural aspects of Mexico and other countries.
Main grammar structure	Simple past of regular and irregular verbs
Other grammar structures	Narrative tenses
Brief description of the plan	Through a series of activities, students practice past tense to design and present oral and written texts about Malala Yousafzai.
Hours of the plan implementation	4
Number of sessions	4
Contents required for the lesson	Vocabulary, present simple, present continuous.
Link of the content	https://richmondlp.com helbling-ezone.com
Resources	Board, dry markers, copies, pencils, computer, projector, speaker, USB drive, internet access, screen with USB drive, smartphone.
Assessment	Formative, to verify the level of approximation to the competence through the accurate completion of the activities.
EEAILE tutor online	Norma Susana Rivera Herrera

V.   Lesson plans

V.I   Session 1. Reading

Subsidiary aim: Students examine a website about Malala Yousafzai using a bottom-up strategy and answer a quiz to assess understanding, using Information and Communication Technologies.

Warm-up	Teacher shows a map and flag of Pakistan on the screen and identify previous knowledge they have of the country (Capital city, neighboring countries, continent, etc.). Registers attendance.	10 min
Pre-reading	Teacher writes a 15-word key vocabulary on the board. Asks the students to create a wordlist under the title Malala in Cambridge Dictionary Plus https://dictionary.cambridge.org/us/plus/ (Fig. 1) After searching each word, they have to read the definition and listen to the pronunciation both in American and British English. Teacher checks the progress and completion of the activity. Then, with the vocabulary still on the board, teacher provides the students with a handout (Fig. 2) and reads a definition eliciting answers from the students. Teacher registers participation.	15 min
Reading	Ask the students to read individually the information on Malala at Encyclopedia Britannica Kids https://kids.britannica.com/kids/article/Malala-Yousafzai/610609 (Fig. 3). Then, teacher asks students to read aloud and offers feedback on the pronunciation.	10 min
Post-reading	Teacher assesses the students' understanding by asking them to answer a 12 multiple-option question quiz at Quizizz https://quizizz.com/admin/quiz/58d455f4bec3a25458eb4b79/malala-yousafzai (Fig. 4).	10 min
Extra activities	Teacher asks the students to provide final comments, to ask questions and provides feedback to the class.	5 min

V.II   Session 2. Listening

Subsidiary aim: Students identify main idea and details from an aural text using a bottom-up strategy to enrich their content schema.

Warm-up	Teacher reproduces Pushto Dhun, a piece of folk Pakistani music (All rights from EMI Pakistan), using tablet and speaker with Bluetooth connection. Registers attendance.	5 min
Decoding	Teacher asks students to open Cambridge Dictionary Plus and listen to the pronunciation of the words in the wordlist.	5 min
Listening for gist	Teacher plays a Youtube video on the speech Malala pronounced at the United Nations https://youtu.be/9TxT6-uvJKQ, asking the students to pay attention. Then elicits participation on what the students understood.	10 min
Prediction and selection	Teacher asks the students to open an Educaplay activity to fill the gaps https://es.educaplay.com/recursos-educativos/12284422-malala_yousafzai.html (Fig. 5). Students are asked to read the activity and write the missing words (mostly verbs in past tense) in the correct spaces.	10 min
Listening for particular information	Students watch and listen the video again and correct their answers if necessary.	15 min
Extra activities	Teacher asks the students to provide final comments, to ask questions and provides feedback to the class.	5 min

V.III   Session 3. Writing

Subsidiary aim: Students produce a concise, accurate text about Malala Yousafzai's biography.
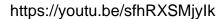
Warm-up	Students perform a controlled practice by writing sentences about Malala's life in past tense and transforming those sentences into negative and interrogative forms. Teacher registers attendance.	5 min
Selection of a topic and prewriting	Teacher asks students to brainstorm topics from Malala´s story and writes them on the board. Students select a topic to write about, according to their interests and what they recall from the reading.	5 min
Composing	Students search information on internet and report to the class paying attention to the verbs in past tense. Then compose a short paragraph (2 or 3 lines) in their notebooks of what they understood, registering the reference.	15 min
Response to draft	Teacher checks the texts, provides feedback, and asks the students to make corrections if necessary.	5 min
Revising, proofreading, and editing	Once their texts are checked for accuracy, spelling, and punctuation, students are asked to rewrite them on a format (Fig. 6) on which there is a space to write the conjugation of one of the verbs used in the text. Teacher highlights the verb in the text and asks the student to complete the format. They can find the conjugation in their verb list or in the last page of their book.	10 min
Publishing	Teacher asks the students to paste the formats on the wall to build the poster, illustrate, and decorate.	5 min
Extra activities	Teacher draws a graphic organizer on the board (Fig. 7) where students have to categorize the selected verbs as regular or irregular. Teacher asks the students to present their work to the class, explaining what they did.	5 min

V.IV   Session 4. Speaking

Subsidiary aim: Students develop their ability to speak accurately and fluently about Malala's story and giving their opinion on her activism using an integrated skills approach.

Warm-up	Teacher asks the class to play Taboo, using the vocabulary from the lesson. In this game the students help a classmate to guess a word using definitions, synonyms or splitting the word.	10 min
Composing	Teacher asks students to work in pairs to draft a short conversation about Malala's story. They are allowed to revisit the information provided in the previous activities.	10 min
Response to draft	Teacher checks the texts, provides feedback, and asks the students to make corrections if necessary.	5 min
Presentation	Teacher assigns turns to present the conversations to the class and asks students to co-evaluate the other team's presentations using a rubric (Fig. 8).	20 min
Extra activities	Teacher asks the students to discuss their opinion on the activities and give a conclusion for the topic.	5 min

VI.   Link to the video

https://youtu.be/sfhRXSMjyIk

VII.   Assessment

Assessment Is defined by the Cambridge Dictionary (2022) as the act of judging or deciding the amount, value, quality, or importance of something, or the process of testing, and making a judgment about, someone's knowledge, ability, skills, etc.

In the field of education, assessment is the ongoing process of observing student´s performance and making several evaluations of each learner to compare to his own previous performance, to an expected potential, and to that of others in the same learning community, observations that feed into the way the teacher provides instructions to each student.

To better understand assessment, it can be categorized as:

ASSESSMENT	According to its procedures	Formal	This are procedures specifically designed to brief teacher and student and appraisal of student achievement, skills and knowledge through the use of systematic and planned sampling techniques.
		Informal	It consists of a series of tasks designed to elicit performance without recording results and making fixed judgments about a student competence.
	According to its function	Diagnostic	Is a helpful resource, given at the beginning of the course, to assess the student's current knowledge and mastery of the English language. It is important as it assist the teacher in preparing lessons and materials, can help gauge the level of the student and determine the appropriateness of the course for the student. It can also help students know what language areas they need to improve on.
		Formative	Evaluating students in the process of forming their competencies and skills with the goal of helping them to continue the language learning process.

		Summative	typically occurs at the end of a course of unit of instruction. It aims to measure what is student has acquired. It implies considering how well the student has accomplished objectives.

Brown (2004) recognized five core principles that teachers need to be familiar with in order to design and implement good-quality tests. The five principles that were discussed are: practicality, reliability, validity, authenticity, and washback.

According to him, the most complex criterion of an effective test, and the most important principle, is validity. This is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

Validity can be considered in several aspects: content validity, criterion related validity, predictive validity, construct validity, consequential validity, and face validity.

Content validity		If a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured.
Criterion related evidence	Criterion related validity	If its results are supported by other concurrent performance beyond the assessment itself. In the case of teacher-made classroom assessments, criterion-related evidence is best demonstrated through a.comparison of results of an assessment with results of some other measure of the same criterion.

	Predictive validity	to assess (and predict) a test-taker's likelihood of future success.
Construct validity		A construct is any theory, hypothesis, or model that attempts to explain observed.phenomena in our universe of perceptions. Constructs may or may not be directly or empirically measured, their verification often requires inferential data.
Consequential validity		Encompasses all the consequences of a test, including such considerations as its accuracy in measuring intended criteria, its impact on the preparation of test-takers, its effect on the learner, and the (intended and unintended) social consequences of a test's interpretation and use.
Face validity		To measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it.

VIII.   Assessing tools

		Asistencia	Participación
1	Bonelli Contreras Gaetano	●	✓✓✓
2	Castro Bertado Catalina	●	✓✓✓
3	Chávez Huerta Diego David	●	✓✓
4	De Anda Alcalá R. Camilo	●	✓
5	Diaz Cuevas Emiliano	●	✓
6	Elías Constantino Nicole	●	
7	Ibarra Pavia Nicole	●	✓
8	Mercado Bello Mauricio	●	✓✓✓
9	Ojeda González Héctor	●	✓✓✓
10	Ortiz Cerda Dana Valeria	●	✓✓✓
11	Tinajera Gil Santiago Manuel	●	✓✓✓
12	Vázquez Torres Leonor	●	✓✓✓

Tool 1. Attendance and participation

I am Malala

Student's name: _____

1. young	☐	a) a rule, usually made by a government
2. assassination	☐	b) a piece of spoken language
3. outspoken	☐	c) a criminal, who is armed with a gun
4. law	☐	d) expressing strong opinions very directly
5. speech	☐	e) stop operating
6. right	☐	f) to try to do something
7. blog	☐	g) having lived or existed for only a short time
8. shutdown	☐	h) a set of pages of information on the internet
9. short	☐	i) a prize or money that is given to someone
10. website	☐	j) kill someone famous or important
11. award	☐	k) have the things that are necessary for life
12. peace	☐	l) text you put on the internet to read
13. prize	☐	m) small in length, distance, or height:
14. gunman	☐	n) freedom from war and violence
15. attempt	☐	o) something valuable, that is given to someone

*Definitions from Cambridge Dictionary Plus and made available through the Wordlist I am Malala.

https://dictionary.cambridge.org/es/plus/Wordlist/44116588_i-am-malala

Tool 2. Vocabulary worksheet

Tool 3. On-line questionnaires on the reading about Malala Yousafzai.

Name:		Date	

CATEGORY	4	3	2	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Tool 4. Format and rubric for a creative writing activity about Malala Yousafzai.

IX.   Conclusions

There have been many different attempts to address the relationship between language and culture. It is important to consider that the learning of a new language is by itself part of the development of cultural competence, So teachers must try to avoid dedicating all of their time to develop grammatical competence and involve their students in the generation of values behaviors and an intercultural competence in language education.

Social and cross-cultural skills are considered among the most important for students in the 21st century, the reason is the world is more and more interconnected and the possibility to use English as a lingua franca increase exponentially. Being able to value, accept, tolerate and be open these cultural differences is critical to let them take active participation in their own commander country and the world development.

This work presents a strategy used to perform a pedagogical alternative to generate cultural awareness in the English language classroom through dynamic activities involving active learning and the use of new technologies to reach authentic materials and adapt them as didactic materials for students in middle and high school.

It is equally important to consider the reflection on our own culture and the way we can react in diverse contexts.

The role of teacher as a mediator is important because it allows us students to be opened to different points of view, value differences and think critically on what they know, what they think and how they behave.

X. Digital material for the lesson

Figure 1. Word list at Cambridge Dictionary Plus

Figure 2. Handout

I am Malala

Student's name: _____

1. young ☐	a) a rule, usually made by a government
2. assassination ☐	b) a piece of spoken language
3. outspoken ☐	c) a criminal, who is armed with a gun
4. law ☐	d) expressing strong opinions very directly
5. speech ☐	e) stop operating
6. right ☐	f) to try to do something
7. blog ☐	g) having lived or existed for only a short time
8. shutdown ☐	h) a set of pages of information on the internet
9. short ☐	i) a prize or money that is given to someone
10. website ☐	j) kill someone famous or important
11. award ☐	k) have the things that are necessary for life
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*Definitions from Cambridge Dictionary Plus and made available through the Wordlist I am Malala.

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Figure 3. Britannica Kids website

Figure 4. Questionnaire at Quizizz

Figure 5. Educaplay activity to fill the gaps according to the listening exercise.

Figure 6. Writing format used to build the poster.

Author:			Reference:	
Present	Past	Past participle	Spanish	

Figure 7. Graphic organizer

Regular verbs	Irregular verbs

Figure 8. Co-evaluation rubric for the speaking activity.

CATEGORY	4	3	2	1
A) Content	Shows a complete understanding of the subject.	Shows a good understanding of the subject.	Shows a sufficient understanding of the subject.	Not seem to understand well the subject.
B) Tone	The tone used expresses the appropriate emotions.	The tone used sometimes expresses the appropriate emotions.	The tone used doesn't express the appropriate emotions.	The tone was not used to express emotions.
C) Vocabulary	Use appropriate vocabulary for the audience. Increase the vocabulary of the audience by defining the words that may be new.	Use appropriate vocabulary for the audience. It includes 1-5 words that may be new to most of the audience but does not define them.	Use appropriate vocabulary for the audience. Does not include vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
D) Fluency and Pronunciation	Speaks clearly and distinctively all (100-95%) of the time and has no mispronunciation.	Speaks clearly and distinctively all (100-95%) of the time, but with poor pronunciation	Speaks clearly and distinctively most (94-85%) of the time. She has no bad pronunciation.	Often mumbles or can't be understood or has poor pronunciation
E) Accuracy	Speak in complete sentences (99-100%) always.	Mostly (80-98%) speak in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
F) Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	The volume is loud enough to be heard by all audience members at least 90% of the time.	The volume is loud enough to be heard by all audience members at least 80% of the time.	The volume is often too low to be heard by all members of the audience.

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