



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**“Development of the Intercultural Competence with
the Use of Technology in Elementary School Students”**

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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ASESOR: ALMA DANIELA OTERO SOSA

Culiacán, Sin. a 19 de junio de 2022.



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PEDAGOGICAL INTERVENTION PROPOSAL

**“Development of the Intercultural Competence with the
Use of Technology in Elementary School Students”**

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Culiacán, Sinaloa, June 19th, 2022.

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CHAPTER 1: INTRODUCTION

This academic paper is written as the result of months of studying and learning a big amount of ways of thinking, approaches, methods, techniques and an incredible list of concepts regarding English Language Teaching and Learning, because of studying a Specialization in English Language Teaching and Learning as a Foreign Language (EEAILE, by its initials in Spanish) in the online modality, from Universidad Pedagógica Nacional (UPN, by its initials in Spanish).

The objective of studying the Specialization has been that of improving the skills and critical thinking that one as a teacher has. During the last years, more than ever, English as a second language and English as a foreign language have been topics of world-wide interest, due to the phenomena of globalization. The implications that globalization has had in people's lives are as big as one can imagine. English is then, a language spoken all around the world and as the world is nowadays connected by the internet and the new technologies in general, countries like Mexico have given a great importance to the preparation of both teachers and students in this language, in order to cultivate knowledge that can be useful in a global context and the existence of the National English Program (PRONI, by its initials in Spanish) proves that, because even if it is not perfect, the Program has done a lot in many parts of the country.

Through the pages of this academic paper, a deep reflection of three lesson plans elaborated to be applied in a 6th grade group of elementary school students, will be presented, along with the background behind them, such as the theories, hypotheses, approaches, methods, techniques and assessing tools implemented. All the contents mentioned were learned in the Specialization and then applied to the 6th grade group, aimed to help students reach a meaningful learning for their lives.

CHAPTER 2: PHILOSOPHY AND THEORY

2.02. My Teaching Identity and Philosophy.

Surrounded by different schools of thought that at the same time have under their cover different educational approaches and methods for teaching English as a second language, there is a lot to study. Learning how a student learns is the teacher's job and can be done by using the different approaches, methods, techniques, theories, and hypotheses that exist to nourish one's pedagogical knowledge and that way, do a better job to help learners reach the meaningful learning.

This specialization has been an enormous opportunity for me to keep on developing my knowledge in order to enrich my teaching practice. During my learning process as a student, I had many memorable teachers that showed me, how a teacher had to be since I was a child, but in contrast, I also had many other teachers that showed me how a teacher should not be. Nowadays, I truly believe that we can learn from both good and bad experiences, I think this has had a big impact on my person and my teaching practice and the things that I try to implement in my classroom and the theories, approaches, and techniques that I implement. Before I started the specialization, I did not use to have the knowledge about them, but after reading a lot and being in contact with this type of information for academic purposes, I know that there are different theories and approaches and I have identified that I feel more identified with some of them rather than other.

With many approaches, methods and schools of thought out there, waiting to be used or applied in our classrooms, focusing on only one of them would be a wasted opportunity. I consider that making use of a variety of all these aspects in our lessons is an amazing choice to cover different aspects learned in the Specialization. One of the teaching approaches I like the most is the Presentation, Practice and Production (PPP) one, as I think that is one of the best ones to work with elementary school students in public education. And regarding public education, a common method would be the Grammar Translation one, which is helpful when students do not get an idea, even if you use mimics or pictures. The last one is at times considered obsolete, but in my experience, it is still used, and I think it will always be, because it is impossible to

avoid L1 in an English class. In fact, the important thing about L1 in English language teaching is knowing when to use it.

The Text-Based approach has worked well even in with my elementary school students, because even if learners only understand a few words from each sentence or paragraph, the extra words that some classmates help to translate, make them start to infer meaning from context, and each time that I plan lessons based on readings, I like to remind my students about what I call “the magical aspect of learning a language” and it is that even if they do not understand all the words they read, the ones that they do understand will help them understand the whole context or at least, an acceptable approximation to the real meaning of it. When students realize that it really happens, their faces shine like the bright sun and I can see the materialization of intrinsic motivation in them.

The use of attention grabbers in my classrooms has been an excellent resource for making students focus on the class when they lose control at times, even more when they just arrive from their physical education class. Using this strategy for group control, along with some aspects taken from the Total Physical Response method, have been incredible allies in my teaching practice and I do not think twice on using them. With this, I try to make clear the fact that, approaches and methods were created to be used in different contexts and it is our work to know and decide when and how to do it.

According to Chomsky “language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involve a process of free creation” (Chomsky, 2005). As teachers, we are usually looking for methods and techniques to help our students through the learning process and pay attention to the characteristics of the students, their learning styles, and their abilities. Something that we must be conscious of, are the schools of thought and in my case, I feel identified with the humanistic theory, focusing on the student-centered education. This theory focuses on the student as a human being rather than a machine that only memorizes information. We must see the student as a whole, because according to humanism it is important to know our students and to identify their needs to help them learn well. It is important to consider the social skills, feelings, artistic skills, intellect, practical skills, self-esteem, goals, and full autonomy of the learner, being these, very important elements to

take into consideration when teaching based on this theory. (Western Governors University, 2022)

The humanistic teacher is a facilitator and an active member of the group, gives students their place and accepts them, respects the way that they think and makes learning focused on the student as the center of the lesson. It also helps the student to maximize individualized instruction, giving him/her the opportunity to learn on their own way, promoting opened-ended learning and discovery to facilitate the independent learning. This way, the teacher promotes creativity, and initiative. (University of Wyoming, 2022) If I had to resume my teaching philosophy in just one phrase, it would be: students must feel good to learn well. However, I sure have some characteristics that I had adopted from other schools of thought, such as Behaviorism and Structuralism. My Behaviorist teacher characteristics show up when I try to raise awareness on students about the importance of learning English as a second language, explaining them the benefits of it and the implications that doing it may have in their lives, pushing in this way, the intrinsic and extrinsic motivation on them.

To provide an example I can tell that when I went back to face-to-face lessons in the elementary school I work at, I decided to push students to use English even for entering the classroom. So, I had a special class where I explained how to ask for permission for going to the bathroom, coming inside the classroom, going to drink water and going outside the classroom. I told students that no one would have permissions of that kind if they did not ask for it in English. The first days, my students did not care about learning how to ask for permission until they noticed that I was being real and had students waiting outside the classroom for more than 10 minutes, looking for the question they wrote in their notebooks. Currently, I can tell that almost the 90% of students in each group I have in my school, can ask for permissions in English because of the stimulus that I gave them, eliciting a response that was translated in changing their behavior.

2.03. Theory Behind my Teaching Practice

As mentioned before, I consider that nowadays, I am more than a humanistic teacher. I consider that I am the pedagogical result of reading about different approaches, methods and

techniques regarding English Language Teaching. One of the authors with which I have most related my teaching practice after studying him during the Specialization, is Krashen (1982) with his different hypotheses, who was also involved in the creation of the Natural Approach, collaborating with Terrell (Krashen & Terrell, 1998). As a teacher with strong humanistic beliefs, I noticed that Krashen (1982) in his affective filter hypothesis, stated that teachers had to set a safe class environment to provide students with enough confidence to feel integrated to the class. When teachers work hard on lowering the affective filter, students feel better and it translates into having motivated and happy students that are ready to participate in the class activities and that is exactly what I try to do in every single classroom where I teach at. Before students start producing language, they must be comfortable to do so, and it will not happen if they do not feel safe enough.

Another of these hypotheses that I have been aware of is the $i+1$ one, also known as input hypothesis, which consists of taking students to a level above near their current level, and when I started teaching, at times, I did not have that in consideration. These days, I know that I must try to take my students to a level in which input provided is still reachable, because other way, they will not be able to understand the target language. With elementary school students in public school, this must be something really considered.

The Total Physical Response method (TPR) elaborated by Asher (1968) is another one that has been useful for my teaching practice because most of my learners enjoy moving around the classroom, dancing, responding with physical actions to instructions, among other things. During recent years, I have met people that consider that using the Grammar-Translation Method is a sin in English Language Teaching and Learning, but I consider that it can be helpful when one way or another, a student does not get the vocabulary or grammar taught. Of course, I truly believe that it is better if we as teachers decide putting in practice a Communicative Approach, so students can be more exposed to language and that way help them reach their language objectives as if they were learning L1.

Throughout these months other authors have appeared along the pages of many documents read and in the EEAIL platform itself, and I can tell that I have taken the parts I like the most of each concept met. For exemplifying, the Experiential Learning Cycle by Kolb (2014) made

me see the importance of the previous knowledge in the process of learning and doing that, it will be easier for students to produce language in the future lessons.

The Task-Based Learning Teaching in which students are set in real-world contexts to solve genuine problem-solving activities has been useful to me when teaching adults and at times, I have tried to apply it to my elementary school learners but without too much success, as they do not produce too much language in L2. By the other hand, the Text-Based has worked for me and I try to use it constantly, because I always tell my students that even if they do not know many words from a text, those that they do know may help them to understand the context.

CHAPTER 3: METHODOLOGY AND PRACTICE

3.01. Teaching Context Description.

Three lesson plans were developed for the realization of this academic paper and applied along three classes with a fifty-minute duration each one. In the school chosen, classes are face to face in its totality, but due to the need of using technological resources for this Specialization, an agreement was made with the principal of the school, so these lessons could be taught. As expected, only a few students attended the online class, as many of them have difficulties on accessing to online classes or are not motivated to do it, because they prefer face to face lessons. Another expectation came true, and it was that all the students that attended the class, were some of the best students in the group, which is a 6th grade conformed by 33 students, from which attended the online classes about eight and ten each day. All the kids that attended the three lessons, are really interested on learning English, having some of them a better knowledge and use of L2 than the others, but all of them show both intrinsic and extrinsic motivation for this purpose. The 6th grade group is from an elementary school called Bertha Limón Salazar, located in Villas del Río, in the city of Culiacán, in the state of Sinaloa, in Mexico. Their ages go from 11 to 12 years old and are optimistic about learning English.

Based on the attendance had in the online lessons, can be said that the group has an A1 level that in the case of some of them, starts moving forward to an A2 level. Most of these students

enjoy listening to music in English and playing video games, being small actions that keep them in contact with the target language out of the classroom. Can be said that their least developed ability in general, is speaking, as they find it difficult still to tell whole sentences without reading them. The mechanics when using speaking are that they use Spanish mostly, but they use to say words or phrases in English when they are really familiarized with them and then, the Community Language Learning method does its work, helping students to translate their participations into the target language. There are two students that are the most committed in using English as much as they can, and the rest of the class is still afraid of trying it even if the possible is made to push them to use L2, based on the principles of the Communicative Approach, and with this, it refers to let them use the target language no matter how many mistakes they make, but to do it, focusing on fluency and not in accuracy.

The three lesson plans are based on the National English Program (PRONI, by its initials in Spanish) syllabus and the materials used were in its majority, designed by the author of this academic paper. The main topic for the realization of these lesson plans is jobs and occupations, and the four skills are being covered on it. The activities were created on a platform called Wordwall, which allows one to develop different types of tasks, including multiple choice activities, matching and word unscrambling activities, games such as hang man, guessing pictures, among many others. This one is an incredible platform for material creation and a subscription was paid for using all the available resources. Another incredibly useful platform for brainstorming is Mentimeter, that receives students' answers and put them together in different graphic organizers. The graphic organizer chosen was the word cloud, which students love. One of the most useful platforms of the whole internet world is YouTube and of course, it was used for listening tasks. Other materials used are authentic materials created by the author of this document, such as the PDF reading about jobs and occupations. The platform used for the class sessions is Zoom, because it was considered as the most complete video conference app available at the moment and it allows to do many things with the different interaction patterns. It is important to mention that any textbook was used during the lessons. All the materials were authentic.

It can be mentioned that in general, assessing these elementary school students is a real challenge, because it is complicated to use different ways of assessing as there are many students in each group. Therefore, informal assessment is the one that takes place with more

frequency inside the classroom, giving comments as positive feedback to students, writing messages of congratulation in their notebooks, using stamps in their classwork, and sharing stickers with them. When it is time to assess formally, exams are applied with a resume of the contents seen during the cycle. Once, it was tried to use a portfolio to give extra points to the students that needed it, but with large groups of almost forty students, it was time consuming in excess.

3.02. Lesson Plan Background and Implementation

In the table below it is shown the lesson plan identification cell, which includes all the necessary information to start diving into the lesson plan's characteristics. As mentioned before, these lesson plans were designed for a 6th grade group of elementary school and the title of the lessons is "Jobs around the World", regarding the topic of jobs and occupations. The learning objective of the plan is divided in social practice of the language, which is to read and record information to design questionnaires and reports and the specific competency is to record information to make a report on activities related to a job or occupation, but the length of the lesson plans did not reach the learning objective in the lessons applied, because to reach all the objectives, more time is needed. In order to respect the principles of the input theory by Krashen (1982), it was decided to not push students to do something for which they were not ready.

The communicative skills considered are both receptive and productive skills: reading, listening, speaking and writing. Some functions that were stated for this are saying the name of jobs and occupations, identifying jobs and occupations, saying what students want to be when they grow up, and formulating and answering questions about jobs and occupations.

1. Lesson plan identification cell.	
Author	Carlos Javier Aispuro Barraza
Educational stage	6th grade of Elementary School
Title of your Lesson plan	Jobs Around the World
Learning Objective of the plan/Competency	<p>Social practice of the language: Read and record information to design questionnaires and reports</p> <p>Specific competency: Record information to make a report on activities related to a job or occupation.</p>
Communicative skill considered	Speaking, writing, reading, listening
Functions	<ul style="list-style-type: none"> -Says the name of Jobs and occupations. -Identifies jobs and occupations. -Says what he/she wants to be when growing up. -Writes information about jobs and occupations. -Reads informative texts that describe activities of a job or profession aloud. -Formulates and answers questions about jobs and occupations.
Main grammar structure	Verb to be Articles 'a' and 'an' Yes/no questions
Brief description of the plan	The lesson plan is based on the PRONI syllabus for 6 th grade of elementary school. The main objective of it, is that students learn about jobs and occupations from around the world, in order to talk about different activities from their country and other cultures.
Time of the plan implementation	2 hours 30 minutes
Number of sessions	3
Contents required for the lesson	YouTube videos, Mentimeter, Wordwall, audio material, reading material
Link of the content	https://www.youtube.com/watch?v=RUup841pZrs&ab_channel=HiHoKids https://www.youtube.com/watch?v=4gAodHFmTTA https://www.mentimeter.com/es-ES https://wordwall.net/play/32419/645/112 https://wordwall.net/play/32420/229/339 https://wordwall.net/play/32454/896/585 https://wordwall.net/play/32455/573/506 https://drive.google.com/drive/folders/1K0ZYBkd00JDYTXtKu7aBo8CZhoarN8qt?usp=sharing

Speaking and reading				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
Class introduction	Asks students how they feel and what the weather is like.	Answer the questions about the weather and how they feel.		
Lead-in	T shows a picture of people from different jobs and asks students to look at it for a minute and think what it is about. Then, tells them to say what they think about the picture.	Tell the teacher what they see in the picture.	Picture about jobs	
Prediction	Asks students what they think the class will be about.	Tell the teacher their opinion.		
Warm up	T sends a Mentimeter link with the instruction "name three jobs or occupations" and once they finish doing it, analyzes the answers with students.	Complete the task based on their previous knowledge.	Mentimeter	
Introduction to main activity	Asks students if they know what "hot springs" are.	Answer the question based on their previous knowledge.		Students' participation
Information processing activity	Explains that he will show a video of a job related to hot springs and asks students to tell him what people in the video was doing, eliciting answers with questions like: <i>-Were they singing? -Were they swimming? -Or were they dancing? Are they from Mexico? -Are they from China? -What do they do with the pieces of wood? -Do they move the water for a specific reason?</i> Explains that people in the video are yumomi dancers, a job from Japan that consists on traditional dancers that at the same time, cool the water	Watch the video and tell the teacher what they think about the video. Answer the questions proposed by the teacher. Pay attention to the teacher's explanation.	YouTube video	

<p>Reading practice</p>	<p>of typical hot springs, which are called “onsen”.</p> <p>Asks some questions in order to make students think about their culture compared to the Japanese one:</p> <p>-Do we have hot springs in Culiacan? -Why do people go to hot springs? -In the hot springs here in Culiacan, are there dancers like the ones from the video? -Have you heard about an occupation like this one in Mexico?</p> <p>Asks for volunteers to read a compilation about people and their jobs and occupations’ description, along with information from the place where they were born.</p>	<p>Answer the questions trying to contrast their culture with Japanese culture.</p> <p>Volunteer and read the descriptions given by the teacher.</p>	<p>PDF with descriptions</p>	<p>Students’ participation</p>
<p>Closure</p> <ul style="list-style-type: none"> • Checking comprehension on questions 	<p>Asks questions about the reading to check comprehension:</p> <p>-Is Harry Styles a professional boxer? -Is Masashi Kishimoto from the United States? -Is Christina Tosi a chef? -Is Cristian Kim from Japan? -What’s El Canelo’s real name? -Is Zoe a singer?</p>	<p>Answer the questions provided by the teacher, based on the reading.</p>		<p>Students’ participation</p>

The first lesson plan created and implemented was the one above, the speaking and reading one. As a lead in for the topic that was about to be introduced, It was decided to show a picture with people from different jobs on it, asked students to look at it for a minute and think what it is about. Then, students were asked to say what they thought about the picture and they started to do it. Once students said what they thought the class would be about, the next step was to activate them by sending a link to Mentimeter, where they needed to write from one to three jobs or occupations that they already knew in English. The Mentimeter task was chosen to

inquire on the previous knowledge that students had about the topic and it was noticed that in fact, some of them knew some jobs.

Then students were asked if they knew what hot springs are, and they did not know at all. The next step was to show a YouTube video about an occupation from Japan that consists on dancers that while dancing, move the water of hot springs in order to cold it, avoiding this way to dilute it with cold water, which would translate in losing the hot spring's special properties. It was thought about showing students this video one day that the author of this document was watching Japanese series and hot springs appeared there, talking about the culture of hot springs and how important they are in that culture. Suddenly, he remembered that when he was a child, his family and him used to go to hot springs located in a small town in the city, called "Imala". Imala is known for having hot springs and normal pools too, so the author immediately thought of contrasting something that my city and some cities in Japan have in common, to raise cultural awareness and covering the multicultural aspect of the lesson. During this stage of the lesson, many questions were asked, and students had to answer, reflecting on their own culture compared to the Japanese one. The assessing of this stage of the lesson was kept in consideration by only listening students' participation, even if it was in Spanish, but letting me clear that they understood all I said.

The next stage of the lesson consisted of a reading practice, in which a PDF document with pictures was shown including descriptions about different jobs and occupations. It was thought that it was a great opportunity to include people students know in the reading, to make them feel more interested on the topic, along with some people that they may not know, but that could result interesting for them as well. In the reading, there was included a guy that is a businessman but also a YouTube vlogger, which is one of the most recent and popular occupations around the world and it is known that many kids want to be that when they grow up. Some volunteers were asked to read aloud and then, were asked several questions about the reading to check students' reading comprehension. The assessing at this moment, consisted on listening to students' participation to see if they understood the vocabulary, gist and specific information of the reading. This is where the class ended. Is considered that a speaking progress rubric is not suitable for my students as they do not use enough English yet.

Writing				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
Warm up	Greets students and asks how they feel. Asks about the weather too.	Greet and answer the questions.		
	Shares a Wordwall link (memory game about jobs and occupations)	Complete the task.	Wordwall activity	Wordwall score
Checking interest	Asks students which were the jobs and occupations that they could see in the memory game.	Answer the question.		
	Asks students which job or occupation they like the most from those.	Answer the question.		
Grammar explanation – articles a and an	Writes two sentences on the board: -I want to be a doctor -I want to be an architect Then asks students what differences they see between both sentences. Once someone notices the use of articles 'a' and 'an', explains that "a" is used with words that start with a consonant and that 'an' is used with words that start with a vowel.	Tell the differences they notice and pay attention to the teacher's explanation. They also take notes.		
	Provides a Wordwall link with an activity for practicing the articles 'a' and 'an'. Then checks with students.	Complete the task and check it with the teacher.	Wordwall activity	Wordwall score
	Writes the question "what do you want to be when you grow up?" Models an example: <i>Let's imagine that I am a kid, like you. And I say... I want to be a chef. And you? What do you want to be?</i>	Pay attention to the teacher's explanation.		
	Then uses a roulette with the students' name to see who is going to answer the question (5 students)	The ones chosen, answer the question orally.	Roulette with names	Students' participation
Writing	Asks all the students to write the			

interaction	question and answer it in their notebooks.	Copy the question and answer it in their notebooks.		
Interaction pattern: student-student	Sends the group to breakout rooms divided in pairs to practice the question and answer to each other. (two minutes)	Ask and answer the question to their classmate.		
Modelling	Shows pictures of male and female doctors and asks students to write sentences about them, following the model given: -He is a doctor. -She is a doctor. -They are doctors. Shows some boxes with pictures of jobs in Wordwall and writes the following next to the pictures: -Is she a teacher? No, she isn't. She is a doctor.	Write sentences in their notebooks about the jobs and occupations shown. Pay attention to the model given.	Pictures	Self evaluation
Final written task	Opens more boxes one by one, showing different jobs.	Write the questions and answer them as showed in the example.	Wordwall Boxes with images	Rubric
Closing	Checks answers with the whole group and provides open class feedback.	Check their answers and make corrections if necessary.		Open class feedback

The second lesson, focused on writing, started as usual, greeting students and asking them how they feel and about the weather. For breaking the ice with the warm up activity, students were provided with a Wordwall link to go to a memory game introducing some jobs and occupations. The memory game was not about pairs but about a name and a picture to be matched, this way, students are pushed to relate the words with the pictures and learn a new word for their vocabulary. The Wordwall task worked as an ice breaker but also helped to test students speed on completing the task, which can be translated into the recognition of the new vocabulary. After playing and completing the task, students were given a moment to talk about the job or occupation from the game, that they consider the most interesting.

In the next stage of the lesson, two sentences were written on the board and students were asked to tell the difference between them. Once they noticed them, teacher reviews with students the use of articles 'a' and 'an'. To complement and put in practice the use of these articles, a Wordwall link was provided for students to answer the activity. When students finished, the teacher's screen was shared so everyone could see the activity again and check answers together, choosing participants to answer it. Therefore, the assessment of this task consisted on the Wordwall task and the score obtained by students.

Then, the question "what do you want to be when you grow up?" was wrote on the board and teacher modeled an example with answer included. At this point, it was supposed to use a roulette with the names of the students to choose who had to answer the question that the teacher was about to ask, but as there were only a few students, it was decided to ask the question to every single student that attended the class, one by one. The intention of this activity was to make students communicate with the target language, expressing what they would like to be when they grow up. After asking one by one, students wrote the question and answer in their notebook and then, they were divided into breakout rooms in pairs, in order to practice the question and answer. They were given two minutes to do it, then they were taken back and divided again to participate with other classmates. This action was repeated three times and the intention of it was to change the interaction pattern, so it went from being teacher-student to be student-student.

The next step during this lesson was to show a picture of a male doctor and to ask students to make a sentence about him. Once they did it, another picture with a female doctor was shown and students wrote another sentence. This task ended when one more picture was shown but including many doctors together and students had to write another sentence about it. With this task, students inferred how they had to answer, by following the model they started. Once they all finished their sentences, we checked them together and the assessment consisted on self-evaluating their work, looking at the correct answers on the board. This activity was expected to be meaningful as students could see if they remembered how to use the verb to be correctly and also test if they could make descriptions about jobs and occupations.

To almost finish the lesson, students moved to Wordwall where they saw some secret boxes with numbers. Each box had a picture about a job and their names on them. The first box was

opened and the teacher wrote an example of what they were about to do. It was written the model of a yes/no question, whose answer would be negative, but then added extra information to clarify the real job shown in the picture. More boxes were opened one by one and students had to write questions about them to be answered negatively and then, clarify the real job shown, as in the model given. The task was intended to provide students with new vocabulary without presenting it as in the PPP approach, but to do it in a more natural way and also, to push students into another level of answering questions. This activity was assessed with a rubric shown in the appendices.

Listening and speaking				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
Warm up	<p>Greets students and asks how they feel. Asks about the weather too.</p> <p>Shares a Wordwall link to review grammar and vocabulary (yes/no questions)</p>	<p>Greet the teacher and answer the questions.</p> <p>Complete the Wordwall task.</p>		Wordwall score
Listening for specific information	<p>Plays a video in which students must pay attention to the jobs and occupations they listen to. The video includes subtitles, but students won't watch the video, only listen to it).</p> <p>Asks some questions related to the video:</p> <ul style="list-style-type: none"> -From the ones you wrote, which job do you think is the most interesting? -Which is the most dangerous? -Which is the most boring? <p>Mimics if students don't understand some of the adjectives mentioned.</p>	<p>Make a list of the jobs and occupations that they hear in the video. Then tell the teacher what they wrote.</p> <p>Ask the questions based on their personal opinion.</p>	YouTube video	<p>Students' spoken participation</p> <p>Students' spoken participation</p>
Listening for gist.	Plays a new video about a conversation in which students will listen without watching it.	Listen carefully	YouTube video	

Culture contrast activity	<p>Asks some comprehension questions about the video: -what you heard, is it a story, a conversation or a song? -what is the conversation about? -how many persons are there in the conversation? -what are they talking about?</p> <p>Plays the video one more time.</p> <p>Shares a Wordwall link with a multiple choice activity about the conversation they just heard.</p> <p>Analyzes the results with the whole group and provides open class feedback.</p> <p>Asks students to think carefully and asks the question: -From all the jobs and occupations that we have learned, which of them do you think that exist in other countries? -Which job do you think that doesn't exist in Italy? -Do you know a job that exist in other country but we don't have in Mexico?</p>	<p>Answer the questions based on what they understood from the conversation.</p> <p>Listen one more time.</p> <p>Complete the Wordwall task.</p> <p>Analyze the results with the teacher and listen to the feedback provided.</p> <p>Students take a moment to think about their answers and then answer them.</p>	<p>Wordwall activity</p>	<p>Students' spoken participation</p> <p>Wordwall multiple choice task</p> <p>Students' spoken participation</p>
Closing	<p>Plays "Who am I?" with students, playing four audios so they can guess what job or occupations are described.</p>	<p>Guess the jobs or occupations described in the audios.</p>		<p>Students' spoken participation</p>

The third and final lesson, regarding listening and speaking, started with the daily routine and a Wordwall task sent to the chat of the meeting. The Wordwall activity was intended to review yes/no questions and it served to test students' knowledge about the vocabulary seen during the past lessons.

After the review, the next stage consisted on listening for specific information, which would allow students to practice their listening skills, discriminating to look for information they needed. For this task, YouTube was used once again to present a video of many kids saying

what they want to be when they grow up. In total, there are one hundred kids on the video, so students are given the opportunity to hear many different jobs and occupations and test their listening skill in a great way. While listening, students make a list of what they heard and based on it, they tell me at the end of the video, what they heard and wrote, while I make a list on the board. The assessment of this task consists on the students' spoken participation.

Talking about the last video, I asked some questions related to it, asking which jobs were the most dangerous, boring, etc. With these questions, I could see if they knew the adjectives mentioned and mimics helped me to make them understand when they did not know a word.

The next activity consisted on listening for gist or main idea, and students were exposed to another YouTube video about a conversation between people at a party, talking about their occupations. Students needed to pay attention and listen for the main idea of the listening, because after listening, they had to answer a Wordwall task to check listening comprehension, being assessed this way.

I proceeded to ask some questions to make students think in a multicultural way. Questions that took them to think about jobs and occupations that we had learned together, compared to other cultures, asking if the jobs that we met in the lesson, existed in other countries, and if they knew any job or occupation that existed in another country, but we do not have in Mexico.

For closing the lesson, we played "who am I?" and it consisted of listening to four audio recordings to guess what job was being described. Students were tested taking in consideration their spoken answers.

3.03. Assessment Tools, Methodology and Outcomes

The assessment tools implemented in this lesson plan consisted on the results obtained in the Wordwall tasks provided all along the sessions, as well as a rubric and for all the moments in which speaking skills were developed, the assessment was informal, due to the fact that learners do not feel secure to use L2. Learners do not have enough vocabulary nor grammar development to start speaking freely as they wished. Informal assessment always consisted on comments on their performance, both open class feedback and individual feedback, echo correction, and at times, peer correction.

All along the lesson plans' application, informal assessment was used, because as Brown (2004) mentions, informal assessment can take a wide number of forms, such as incidental or comments that appear at the moment of giving feedback to students in both written and oral ways.

This picture was the introduction to the topic shown in class. While seeing it, students had to think about the future of the class, saying what they think it would be about. Students knew immediately that the topic was jobs and occupations.



Next, a Mentimeter link was shared to brainstorm about jobs and occupations that they already knew. Clearly, with this activity, the intention was to activate students' previous knowledge and some students really knew some words of the vocabulary. Some others did not understand the instruction and wrote different answers.

Go to www.menti.com and use the code 4336 6573

Write three jobs or occupations.

Word cloud responses:







- study in school
- aquitecto no sé cómo se e
- doctor
- tc
- estuding
- cop
- teacher
- study english
- inspector
- police
- chef
- secretary
- student
- firefighters
- ingeniero tampoco se como
- i make a bracalets tosell

10

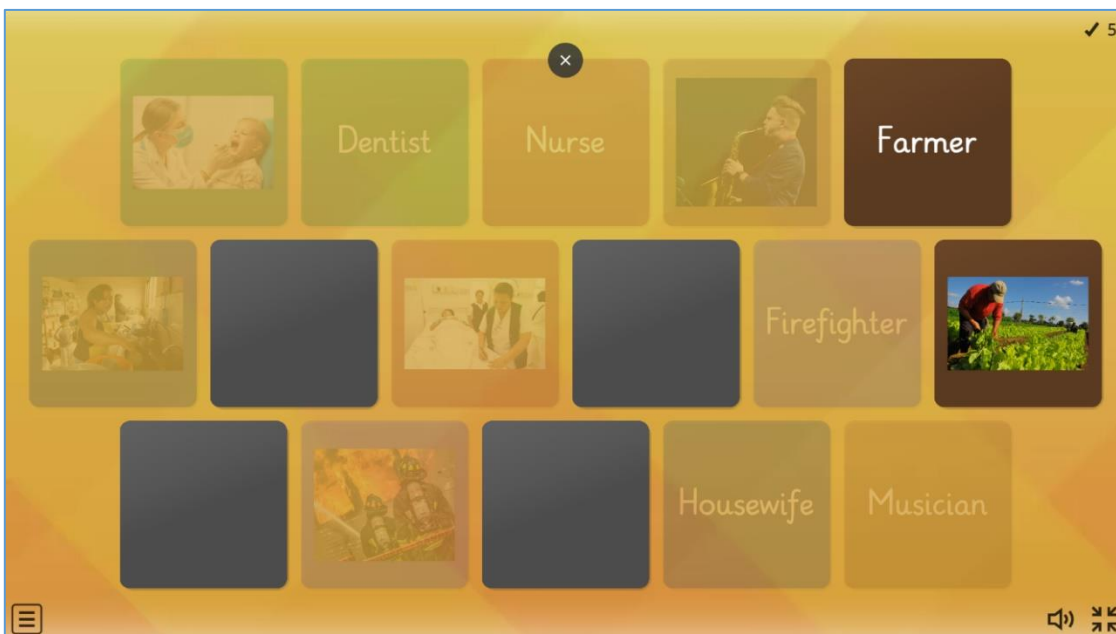
The real beginning of the class arrived, and it was time to introduce one of the main activities. The material needed was a YouTube video, showing a video of an occupation that exists in Japan and students had to watch the video and infer what the people on it were doing. After watching the video, several questions were asked and students answered mostly in Spanish, but at least I could see that they understood what I was asking and explaining about the video. A speaking progress rubric could not be used with this group because most students do not have the ability to make long sentences in the target language yet. A picture of the video is shown below.



Later, the reading material was shown, and it included six different persons, all of them with different jobs and occupations and from different countries. This activity was meaningful because students found out that they could understand the text without knowing all the words on it. They had the chance to read aloud in front of their classmates, as well as participating answering some questions that I asked to check comprehension and hear them use the target language. The result was excellent as students understood everything perfectly. This activity was assessed with the students' spoken participation, without using any rubric, making use of informal assessment, saying only good comments, or giving feedback on their participations.

<p>He is Santos Saúl Álvarez Barragán, popularly known as Canelo Álvarez. He is a professional boxer. He is from Guadalajara, Jalisco in Mexico.</p>		<p>He is Cristian Kim, popularly known as Coreano Vlogs. He is a youtuber and businessman. He is from South Korea.</p>		<p>He is Harry Edward Styles. He is from the United Kingdom. He is a singer and an actor.</p>	
<p>She is Zoe Saldaña. She is an actress. She is from New Jersey, in the United States.</p>		<p>He is Masashi Kishimoto. He is from Okayama, Japan. He is a manga artist and writer. He is the author of the world-wide famous series Naruto.</p>		<p>She is Christina Tosi. She is from Ohio, in the United States. She is a chef and the founder of the Milk Bar bakery.</p>	

As an ice breaker but also as a vocabulary introduction, the warm up for lesson two was decided to be a Wordwall task, in a memory game format. This memory game was not about identical pairs but about a word and a picture, to push students to acquire the vocabulary by matching the cards. The results were really good, as it took students about one to two minutes to complete the task. When finishing, they wanted to play once more, because they enjoyed the game too much.



The screenshot shows a Wordwall memory game interface. The game board consists of 15 cards arranged in a 3x5 grid. The cards contain images and words: Dentist, Nurse, Farmer, Firefighter, Housewife, and Musician. Some cards are dark grey, indicating they have been used or are hidden. A score of 5 is shown in the top right corner.

Tabla de clasificación

Rango	Nombre y apellido	Hora
1.º	Matteo	1:04
2.º	Carlo	1:11
3.º	Alan	1:19
4.º	Camila R	1:22
5.º	Sebastian	1:42
6.º	Camila Soto	1:45

Mostrar menos ▲

Resultados por estudiante

ORDENAR POR Envío Nombre y apellido Correcto + hora

Estudiante	Enviado	hora
▶ Carlo	18:12 - 18 may. 2022	1:11
▶ Camila R	18:12 - 18 may. 2022	1:22
▶ Sebastian	18:13 - 18 may. 2022	1:42
▶ Camila Soto	18:13 - 18 may. 2022	1:45
▶ Alan	18:13 - 18 may. 2022	1:19
▶ Matteo	18:14 - 18 may. 2022	1:04

Later, the next Wordwall task consisted of deciding between the articles 'a' and 'an' in a multiple-choice activity. Students had to drag the words that they thought was the correct one, and then dropped it in the blank. The results were really good as only three of eight students made mistakes and they were minimal. Only one student made three mistakes, which was half activity. After students finished the task, we checked together, and open class feedback was provided to remind them how to use these two articles.

◀ 4 of 6 ▶

a

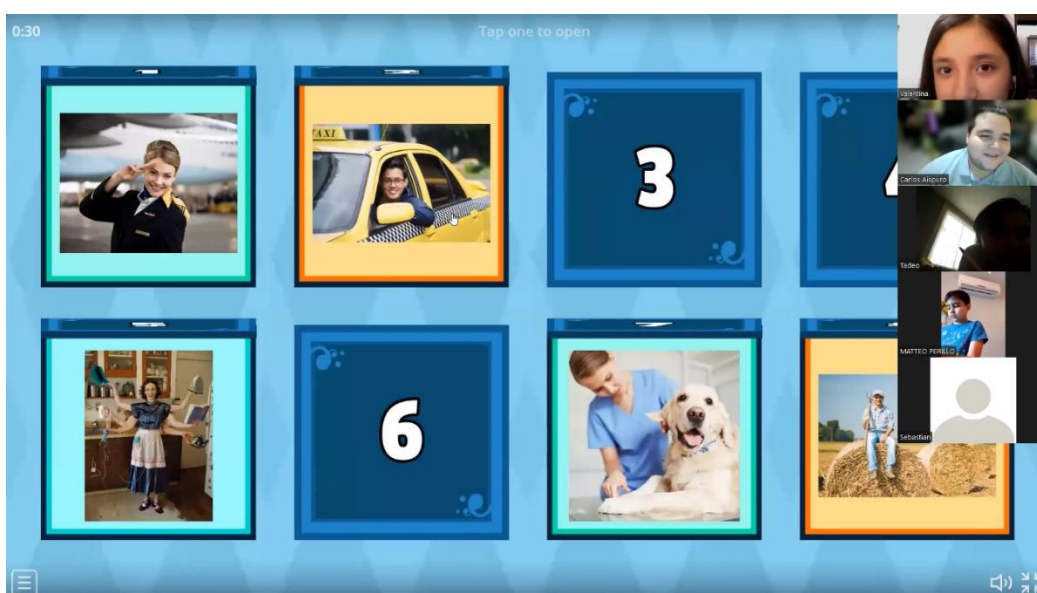
an

Sara is architect.

Resultados por pregunta			
ORDENAR POR <input checked="" type="radio"/> Número <input type="radio"/> Correcto <input type="radio"/> Incorrecto			
	Pregunta	Correcto	Incorrecto
1▶	I want to be ___ engineer	8	0
2▶	I want to be ___ astronaut	7	1
3▶	I want to be ___ teacher	6	2
4▶	My brother is ___ police officer	7	0
5▶	Sara is ___ architect	5	2
6▶	He is ___ nurse	7	1

Resultados por estudiante					
ORDENAR POR <input checked="" type="radio"/> Envío <input type="radio"/> Nombre y apellido <input type="radio"/> Correcto + hora					
	Estudiante	Enviado	Correcto	Incorrecto	hora
▶	danna	18:25 - 18 may. 2022	6	0	43.5
▶	Matteo	18:26 - 18 may. 2022	5	1	52.3
▶	Carlo	18:26 - 18 may. 2022	6	0	1:08
▶	Camila R	18:26 - 18 may. 2022	6	0	24.1
▶	Sebastian	18:26 - 18 may. 2022	4	2	1:11
▶	Camila Soto	18:26 - 18 may. 2022	6	0	46.7
▶	Alan	18:27 - 18 may. 2022	3	3	59.0
▶	Tadeo	18:27 - 18 may. 2022	4	0	42.9

To finish the lesson, some boxes were shown with pictures of different jobs inside them. New vocabulary was introduced with this activity and students had to write questions following the model. Their written skills were stimulated with the realization of this task, as they were let all by themselves to think on the questions and the answers. The results were good. Some kids made mistakes because they forgot to include the articles 'a' or 'an' in their answers, which was the most common mistake. In general, the activity was successful and meaningful, because students were given the opportunity to produce written language all by themselves. This task was assessed with an analytic rubric.



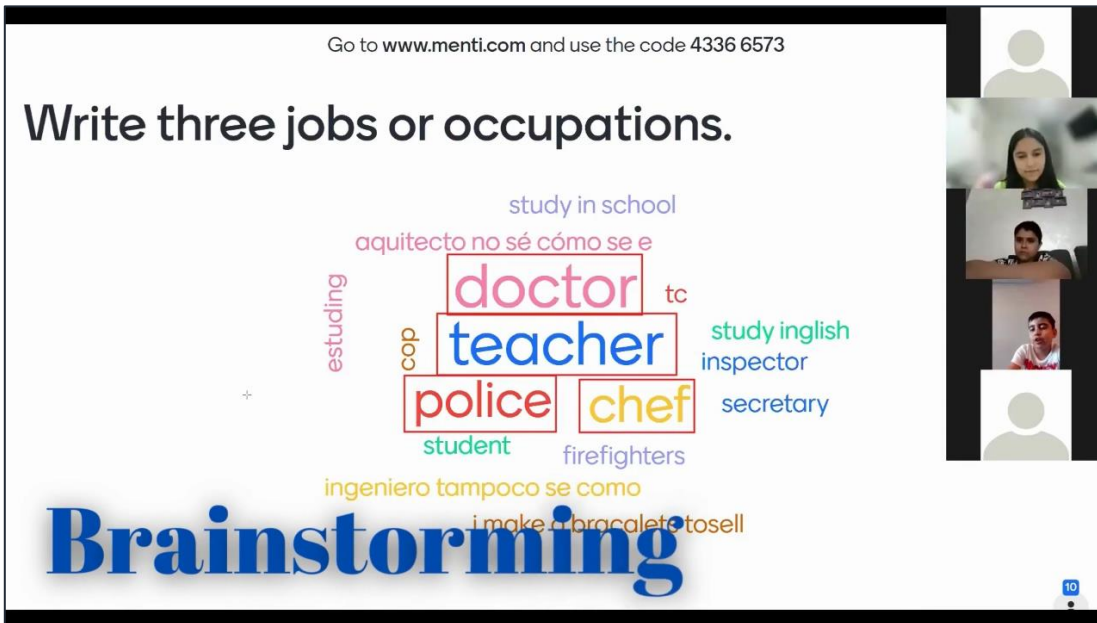
WORDWALL QUESTIONS RUBRIC	
CHARACTERISTIC EVALUATED	POINTS
Student uses the articles “a” and “an” correctly.	2
All the words in the question and answer are correct.	2
The structure of the question is correct.	3
The structure of the answer is correct.	3

The first activity in the third lesson was the warm up, that introduced a Wordwall task to review vocabulary but also yes/no questions. The activity was answered successfully in its majority and there were some mistakes that will be shown below. After students completed the task, we proceeded to check answers together, answering the exercise one more time.

The results of this activity can be seen in the picture below. The picture shows the questions and next to them, the frequency in which they were answered correctly or incorrectly. Going down to the website, another chart is shown with the results student by student, where I could see the time that it took them to complete the task, as well as the correct and incorrect answers they had. Another Wordwall task used for this lesson, was the multiple-choice questionnaire to check comprehension on the listening for gist and specific information stage of the lesson. The results obtained here were not the best and it was checked with the whole class to see why they made those mistakes and let everything clear.

3.04. Lesson Plan Video Application

The different classes given to students were recorded with the objective of elaborating a video with parts of all of them. The video intended to show the highlights of the lessons. Some pictures of it are shown below. Also, the link of the video uploaded to YouTube is here: https://www.youtube.com/watch?v=fjjwu6IO_eU



In the picture above, the video is showing the Mentimeter task, used to brainstorm about names of jobs and occupations. The picture below shows the PDF with the reading.

Reading

He is Santos Saúl Álvarez Barragán, popularly known as Canelo Álvarez. He is a professional boxer. He is from Guadalajara, Jalisco in Mexico.

He is Cristian Kim, popularly known as Coreano Vlogs. He is a youtuber and businessman. He is from South Korea.

He is Harry Edward Styles. He is from the United Kingdom. He is a singer and an actor.

She is Zoe Saldaña. She is an actress. She is from New Jersey, in the United States.

He is Masashi Kishimoto. He is from Okayama, Japan. He is a manga artist and writer. He is the author of the world-wide famous series Naruto.

She is Christina Tosi. She is from Ohio, in the United States. She is a chef and the founder of the Milk Bar bakery.

Lesson 2

What do you want to be when you grow up?

I want to be a doctor.

I want to be an architect.

In the picture above, a question was presented and the way to answer it. In the picture below, a Wordwall task shows the practice of the articles 'a' and 'an'.

Checking Grammar

a

I want to be an astronaut

0:30 Tap one to open

2

6

7

8

The picture above shows the Mentimeter secret boxes with which students wrote questions and answers. In the picture below, a Wordwall task with yes/no questions is shown.

Lesson 3
Are they chefs?

A No, they aren't.

B Yes, they are.

C No, they are.

CHAPTER 4: EXPERIENCE REPORT

4.01. Analysis and Reflection.

The results obtained along the application of the three lesson plans were great and it is important to mention that even if the main objectives of the rationale were not reached, it was not because the materials were not suitable or good for the group and it was because more classes would be needed for it. However, the activities with which learners were tested and assessed were meaningful, as they enjoyed doing them and learning new vocabulary that they found out useful for their lives.

The most meaningful lesson was that where the cultural competence was developed at its most. The video about the Yumomi dancers and the explanation of their job as well as the contrast with the students' city had them excited enough to keep their attention for the whole class. That great attitude was not expected, so it resulted better than expected. Of course, after applying the lesson plans, some decisions would have changed since the beginning, but mostly talking about developing more Wordwall tasks or to include more interaction patterns.

CHAPTER 5: CONCLUSION

The whole process, since the critical thinking stage that I started to consider about what group I would choose to work with and therefore, the topic to teach, has been an interesting road to follow. The preparation of these three lessons planned with the main purpose of teach the syllabus of my school, adapting my teaching practice to the requirements of the Specialization has been challenging at times, but not impossible. All I have learned throughout these hard-working months has been worth the stress and time invested on it. Today, I am not the same I was almost a year ago. The pandemic pushed me and many other teachers all around the world to get adapted into a modality that already existed, but was not the most popular method to teach, and with that I talk about online classes. Part of my resilience process during this pandemic helped me to find an amazing world of possibilities and adapt my teaching practice to the technological world, discovering incredible platforms such as Wordwall, Mentimeter, Quizziz, Live Worksheets and many others, that nurture our technological skills as teachers.

Many things that I did or thought when planning my lessons and teaching them in front of my students before the pandemic, acquired a name and a whole background. I, as a teacher that does not have a bachelor's degree in English teaching, have had to look for information on my own and this Specialization has improved my knowledge incredibly. All the schools of thought, approaches, methods, theories and hypotheses seen and read during these months have given me a wide view of all the possibilities available to help students to reach the meaningful learning they need.

Now I know that my favorite teaching approach is the Presentation, Practice and Production (PPP) one, as is the one that I learned with as an English student in elementary school and I really like the way of dividing the stages of the lesson with it, but now I understand that getting to be pigeonhole into a the use of a single approach, method or any other strategy, is not the way to follow. With all the authors that have existed through the decades, the best thing, we as teachers can do, is to dive into the books and documents left by them in order to develop our skills day by day. Now I make the possible to take the aspects I like about other methods and approaches such as the Communicative Approach, the TPR method, the Text-based, and many others. I recognize myself as a Humanistic teacher with many characteristics of a Behaviorist and Structuralist one and I consider that the way in which I teach my students, perfectly reflects the way I am.

The lesson plans designed for these three lessons were intended to show a great amount of the knowledge acquired in this Specialization and it is considered that the activities chosen were meaningful for students, as they were motivated and enthusiastic about the different tasks implemented.

The assessment part has been the most difficult, because working with groups that have from thirty-five to forty or more students, is always a rough challenge. In the school I work at, I have always created short exams in each evaluation period and provide students with a study guide, which is similar to the exam, including the most relevant topics seen at class. The note that students obtain in those exams, is the one they got reflected in their report card, but as I always tell my students, I appreciate effort a lot, and even if a student has difficulties of any type on learning the language, I give them extra points if they show motivation and intention on doing the activities and participating, so they are not affected by their slips or errors. In the application of these lesson plans, making use of technological resources, I have had the opportunity to implement rubrics, which are new to me in public education, and I consider that, it is a good choice when having small groups of students. The result reports provided by the Wordwall platform were very useful to test students and see how ready they were to continue with the next topics, or to review a little bit more.

CHAPTER 6: APPENDICES AND REFERENCES

6.01. Appendices.

Go to www.menti.com and use the code 4336 6573

Write three jobs or occupations.

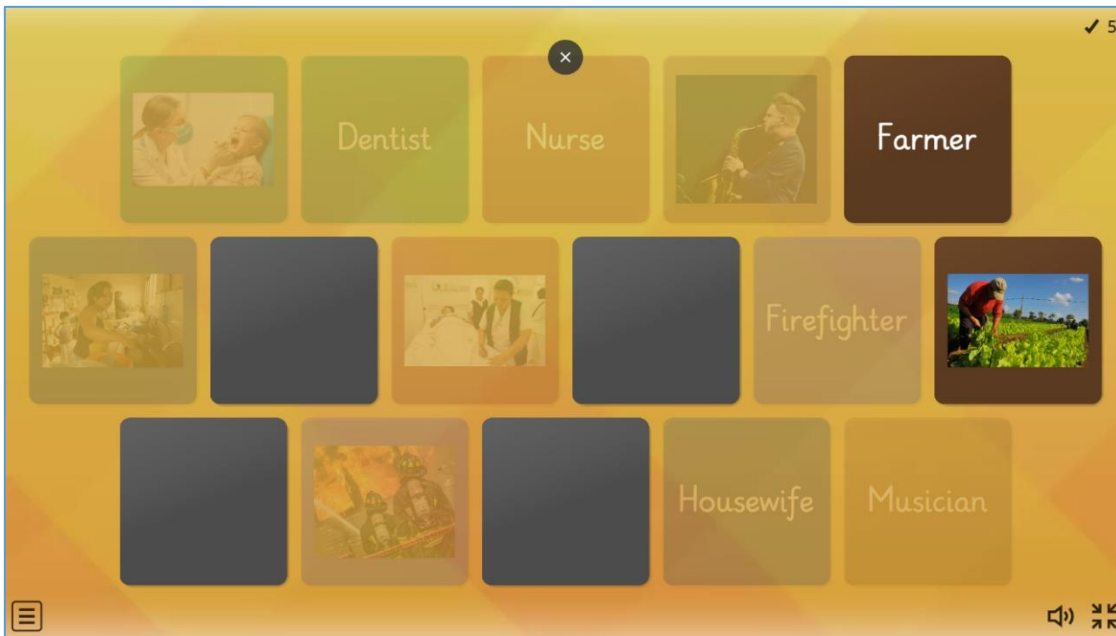
study in school
aquitecto no sé cómo se e
doctor tc
estuding
cop
teacher
study english
inspector
police chef secretary
student firefighters
ingeniiero tampoco se como
i make a bracalets tosell

10

Appendix 1. The Mentimeter task.

<p>He is Santos Saúl Álvarez Barragán, popularly known as Canelo Álvarez. He is a professional boxer. He is from Guadalajara, Jalisco in Mexico.</p>		<p>He is Cristian Kim, popularly known as Coreano Vlogs. He is a youtuber and businessman. He is from South Korea.</p>		<p>He is Harry Edward Styles. He is from the United Kingdom. He is a singer and an actor.</p>	
<p>She is Zoe Saldaña. She is an actress. She is from New Jersey, in the United States.</p>		<p>He is Masashi Kishimoto. He is from Okayama, Japan. He is a manga artist and writer. He is the author of the world-wide famous series Naruto.</p>		<p>She is Christina Tosi. She is from Ohio, in the United States. She is a chef and the founder of the Milk Bar bakery.</p>	

Appendix 2. The PDF including the reading about jobs and occupations.



Appendix 3. Wordwall task – lesson 1.

Tabla de clasificación

Rango	Nombre y apellido	Hora
1.º	Matteo	1:04
2.º	Carlo	1:11
3.º	Alan	1:19
4.º	Camila R	1:22
5.º	Sebastian	1:42
6.º	Camila Soto	1:45

Mostrar menos ▲

Resultados por estudiante

ORDENAR POR Envío Nombre y apellido Correcto + hora

Estudiante	Enviado	hora
▶ Carlo	18:12 - 18 may. 2022	1:11
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▶ Camila Soto	18:13 - 18 may. 2022	1:45
▶ Alan	18:13 - 18 may. 2022	1:19
▶ Matteo	18:14 - 18 may. 2022	1:04

Appendix 4. Results of the Wordwall task – lesson 1.

◀ 4 of 6 ▶

a
an

Sara is architect.

Appendix 5. Wordwall task 2 – lesson 2.

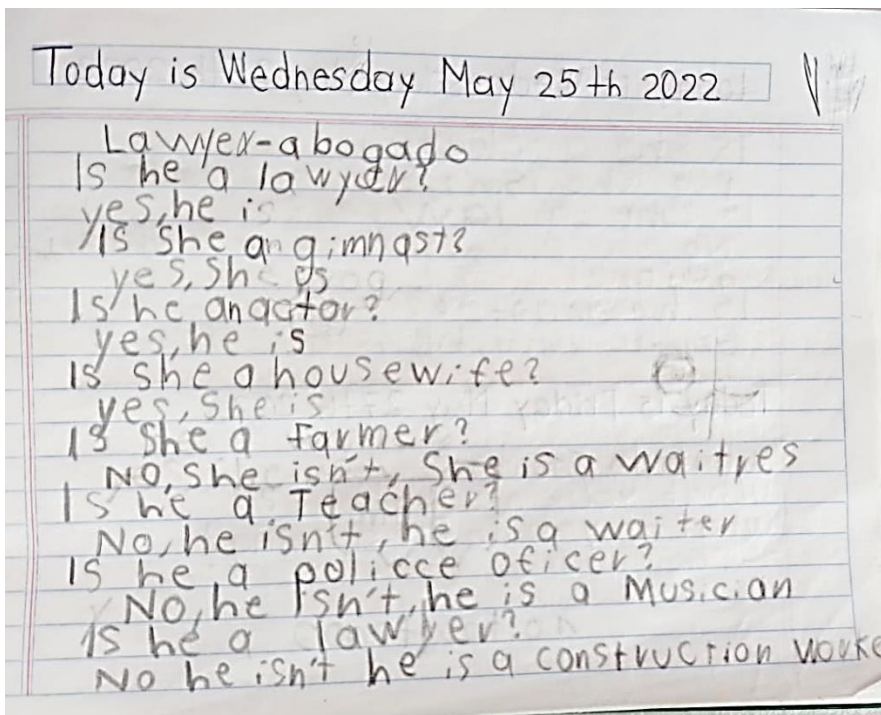
Resultados por pregunta		ORDENAR POR <input checked="" type="radio"/> Número <input type="radio"/> Correcto <input type="radio"/> Incorrecto	
	Pregunta	Correcto	Incorrecto
1 ▶	I want to be ___ engineer	8	0
2 ▶	I want to be ___ astronaut	7	1
3 ▶	I want to be ___ teacher	6	2
4 ▶	My brother is ___ police officer	7	0
5 ▶	Sara is ___ architect	5	2
6 ▶	He is ___ nurse	7	1

Resultados por estudiante		ORDENAR POR <input checked="" type="radio"/> Envío <input type="radio"/> Nombre y apellido <input type="radio"/> Correcto + hora <input type="button" value="🗑️"/>			
	Estudiante	Enviado	Correcto	Incorrecto	hora
▶	danna	18:25 - 18 may. 2022	6	0	43.5
▶	Matteo	18:26 - 18 may. 2022	5	1	52.3
▶	Carlo	18:26 - 18 may. 2022	6	0	1:08
▶	Camila R	18:26 - 18 may. 2022	6	0	24.1
▶	Sebastian	18:26 - 18 may. 2022	4	2	1:11
▶	Camila Soto	18:26 - 18 may. 2022	6	0	46.7
▶	Alan	18:27 - 18 may. 2022	3	3	59.0
▶	Tadeo	18:27 - 18 may. 2022	4	0	42.9

Appendix 6. Results of the Wordwall task 2 – lesson 2.



Appendix 7. Wordwall's Secret Boxes task – lesson 2.




Appendix 8. A student's classwork from Wordwall's Secret Boxes task.

WORDWALL QUESTIONS RUBRIC	
CHARACTERISTIC EVALUATED	POINTS
Student uses the articles "a" and "an" correctly.	2
All the words in the question and answer are correct.	2
The structure of the question is correct.	3
The structure of the answer is correct.	3

Appendix 9. Rubric used to assess Wordwall's Secret Boxes task.

✓ 0

Is he a firefighter?



A

No, he isn't.

B






Yes, he isn't.

C

Yes, he is.

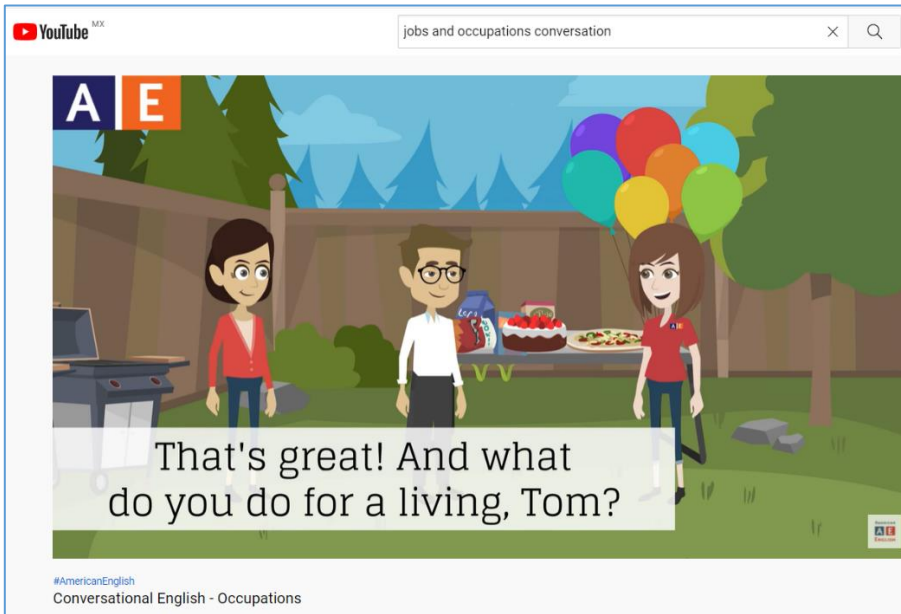
☰
◀ 5 de 8 ▶
🔊 🔍

Appendix 10. Wordwall task 3 – lesson 3.

Resultados por pregunta				ORDENAR POR <input checked="" type="radio"/> Número <input type="radio"/> Correcto <input type="radio"/> Incorrecto	
	Pregunta	Correcto	Incorrecto		
1 ▶	 Is she an engineer?	7	1		
2 ▶	 Is he a pilot?	7	1		
3 ▶	 Are they dancers?	8	0		
4 ▶	 Are they chefs?	7	1		
5 ▶	 Is he a firefighter?	7	1		


Resultados por estudiante					ORDENAR POR <input checked="" type="radio"/> Envío <input type="radio"/> Nombre y apellido <input type="radio"/> Correcto + hora	
	Estudiante	Enviado	Correcto	Incorrecto	hora	
▶	danna	18:11 - 20 may. 2022	5	0	36.0	
▶	Valentina	18:11 - 20 may. 2022	5	0	42.8	
▶	Alan	18:11 - 20 may. 2022	4	1	48.1	
▶	Camila Soto	18:11 - 20 may. 2022	4	1	1:00	
▶	Viviana 🟡	18:11 - 20 may. 2022	4	1	46.1	
▶	Carlo	18:11 - 20 may. 2022	5	0	21.0	
▶	Tadeo	18:12 - 20 may. 2022	4	1	1:15	
▶	Camila R	18:13 - 20 may. 2022	5	0	24.1	

Appendix 11. Results of the Wordwall task 3 – lesson 3.



Appendix 12. YouTube video used for the listening task 1.

Is Anne a student?







A Yes, she is.









B No, she isn't.

C Yes, they are.

◀ 2 of 4 ▶

Appendix 13. Wordwall task 4 – lesson 3.

Resultados por pregunta		ORDENAR POR <input checked="" type="radio"/> Número <input type="radio"/> Correcto <input type="radio"/> Incorrecto	
	Pregunta	Correcto	Incorrecto
1 ▶	 Are Tom and Ann friends?	5	3
2 ▶	 Is Anne a student?	7	1
3 ▶	 Who is a computer engineer?	8	0
4 ▶	 Tom is a doctor.	5	3

Resultados por estudiante		ORDENAR POR <input checked="" type="radio"/> Envío <input type="radio"/> Nombre y apellido <input type="radio"/> Correcto + hora 				
	Estudiante	Enviado	Correcto	Incorrecto	hora	
▶	danna	18:48 - 20 may. 2022	3	1	31.4	
▶	Sebastian	18:49 - 20 may. 2022	3	1	36.2	
▶	Camila Soto	18:49 - 20 may. 2022	2	2	44.5	
▶	Carlo	18:49 - 20 may. 2022	4	0	10.5	
▶	Camila R	18:49 - 20 may. 2022	3	1	12.2	
▶	Alan	18:49 - 20 may. 2022	3	1	23.2	
▶	Viviana 	18:50 - 20 may. 2022	4	0	16.6	
▶	Valentina	18:50 - 20 may. 2022	3	1	26.5	

Appendix 14. Results of the Wordwall task 4 – lesson 3.

6.02. References.

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FINAL PROJECT ASSESSMENT	
FINAL PROJECT	Development of the Intercultural Competence with the Use of Technology in Elementary School Students
STUDENT'S NAME	Carlos Javier Aispuro Barraza
FINAL PROJECT ASSESSOR	Alma Daniela Otero Sosa
Introduction	Well done
1 Identity and teaching philosophy	Well stated, with some examples given and justified.
1.2 Theoretical foundations	Well addressed, and well stated and justified .
1.3 Theoretical basis about language, language learning and language teaching of your model	Very well done analysis. Well addressed the language learning and language teaching of your model.
2. Lesson plan	Well use of technological components Well organised and very complete.
2.1 Applications	Well done! Nicely explained
2.2 Procedures	Clear explanation of procedures according to the lesson plan
2.3 Evidences (images, graphics, photos, etc)	Very clear and nice videos and according to the lesson plan.

A video that shows the application of your lesson plan	Very well done and nice activities.
3. Design of Assessment tools	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 report and excellent analysis of your lesson class given.
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

