

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
POTENCIAR LAS COMPETENCIAS INTERCULTURALES
DE LOS ALUMNOS PARA EL LOGRO DE LA
ADQUISICIÓN DE UN SEGUNDO IDIOMA**

TRABAJO RECEPCIONAL

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

PRESENTA:

MAGALY RUBI AVILA

ASESOR: ALMA DELIA GARCÍA SALAZAR

México, CDMX, 25 de junio del 2022

UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

**FOSTERING STUDENTS' INTERCULTURAL
COMPETENCE TO SUCCEED IN SECOND LANGUAGE
ACQUISITION**

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Introduction

This project has as a main objective to explain what the basis of my teaching practice are and highlight the importance of intercultural competences in second language acquisition.

Learning a language can be considered as an intercultural activity because of the combination of students' culture and the foreign one. When learning a language, they are not just developing linguistic and communicative competences but also intercultural competences.

This project is divided into five chapters; all of them focus on giving a brief explanation about the basis of my teaching practice, the development of a lesson plan, how assessment was held, and the results obtained. Besides, I must emphasize that with the integration of the four language skills, we can foster the development of intercultural competences. When working together the result can lead to students gaining knowledge of other people's customs and culture.

The first chapter, which title is "Philosophy and Theory", provide us with the principles of my teaching philosophy and the theoretical foundations of this project. Additionally, a description of Piaget's theory of the stages of cognitive development is done because as a teacher we must be aware of students' skills to design and select the correct input for students. As an essential part of this project, a definition of intercultural competence can be read.

In the second chapter, which is called "Methodology and Practice", a lesson plan is going to be found, it contains detailed information about the rationale behind of the activities, a description of the expected outcomes and a reflection of the results.

The third chapter named "Design of the Assessment", simplifies how assessment was developed and shows the assessing tool (test, portfolio and rubric) which were used to measure learners' knowledge and performance.

The fourth chapter is a report of my experience of the lesson plan applied and to conclude, in the fifth chapter, I summarize my experience and make a reflection of my performance and students' performance.

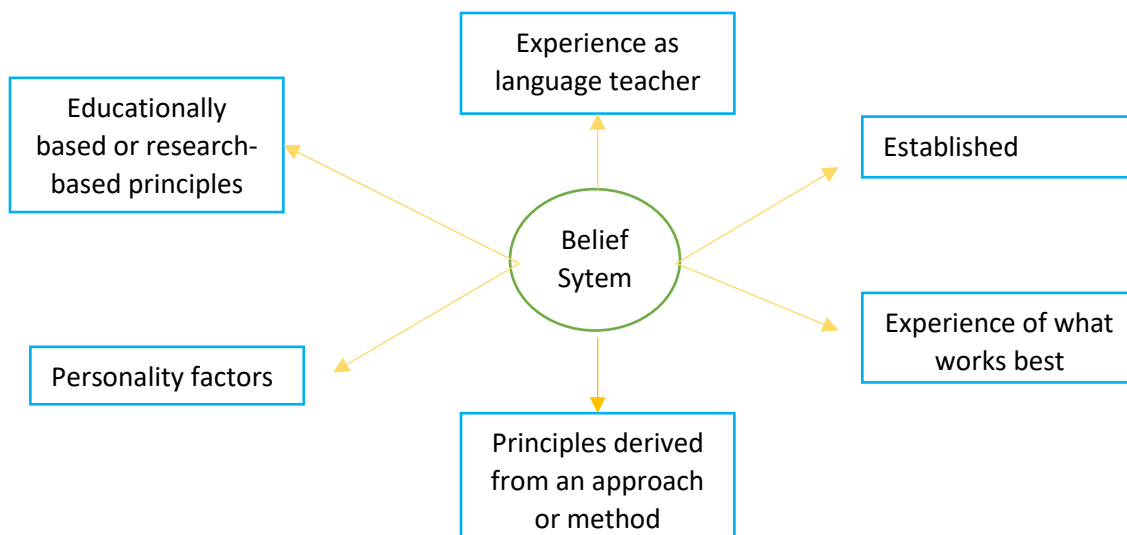
Chapter 1. Philosophy and Theory

1.01 Teaching Philosophy

Teaching means sharing knowledge and experiences, they are gained through the time. As a language teacher, I have encountered many good and bad things inside and outside the classroom. My beliefs are developed by positive or negative memories I have had towards learning and teaching the language.

Richards and Lockhart suggested that "the teachers' belief systems are founded on the goals, values and beliefs ... These beliefs and values serve as the background to much of the teachers' decision making and action" (Richard & Lockhart, 1996, p.30). In other words, we can say that the way we act, behave, and think is based on the experiences we have faced. This in turn then leads to an effective or ineffective result in our students' learning.

According to Richards and Lockhart (1996), there are some subjective and objective dimensions that help us to build up our belief system:



When becoming a teacher we must reflect on our teaching practice, because through it we can identify our beliefs and then generate our teaching philosophy. Once we know what our beliefs as teachers are, we can conduct our teaching to a better practice and thus achieve our teaching goals as language teachers.

1.02 My Beliefs and Goals as a Teacher.

From my point of view, education is the key for improving our society. Throughout education, we can lead people to find better ways of living. We as teachers must think about different strategies to form respectful, responsible, and free-thinking human beings. Also,

we have the responsibility to guide students to acquire language as well as helping them to be better human beings by providing them with a well-rounded education.

I think that teachers are the ones who are in charge of making it possible, and to do so, we must be well prepared to teach, this includes:

- Find effective ways for students to learn.
- Understand education from a global perspective.
- Design projects based on students' experiences.
- Make sure students gain academic knowledge to fulfil the educational program.
- Enrich learners' social and emotional learning self-awareness, responsible decision making, and social skills.

Teaching a language is not only training someone to learn something, when teaching English we must give students a global perspective of the language, that means let them know how it is used in other countries (referring to culture), the importance of the language in our country and that mastering it can give them the chance to have better opportunities.

Some years ago, I focused on preparing myself to be an English teacher, I got an FCE certificate, later I took two teachers' training courses and a phonology course. Then, I applied for TKT module I and II exams, during that period of time my commitment with society as a language teacher was to teach the language itself (in terms of grammar, vocabulary, pronunciation, etc.). However, through the time I decided to prepare more myself in pedagogical issues. Thus, I opted to study at college; I got a bachelor's degree in Pedagogy. Studying helped me to change my perspective towards teaching the language. Now I strongly believe that I play an important role in my students' cognitive and social development.

Being an English teacher involves not just teaching the language but to form students who are able to take part in society by respecting other people and contributing to their own country's development through their behaviour and knowledge. To do so, I consider that:

- It involves a commitment with society.
- I must motivate and create a good rapport.
- Students' role must be active.
- Planning is the centrepiece in my classes; the lesson plan must be based on student's needs, likes, objectives and interests.
- Professional development to satisfy our society demands.
- Interaction patterns, to create communities of practice.

In order to achieve success in second language acquisition, I must offer learners the opportunity to involve themselves in the language. It can be carried out by giving them their English level input, guide them to build their own output, and present meaningful activities in which social interaction takes place. To assist students in the development of their higher mental functions, through problem solving under guidance of a more capable classmate or teacher (ZPD).

1.03 Theoretical foundations: English Language in K-12

When teaching English language there are some features, we as teachers must take into account, firstly the use of the language, secondly the functions of the language, thirdly the systematic, semantic and pragmatic dimensions of the language and the purpose of it according to the Common European Framework of Reference for Languages (CEFR), which is a guidance to assist about what students can do to participate in communication acts.

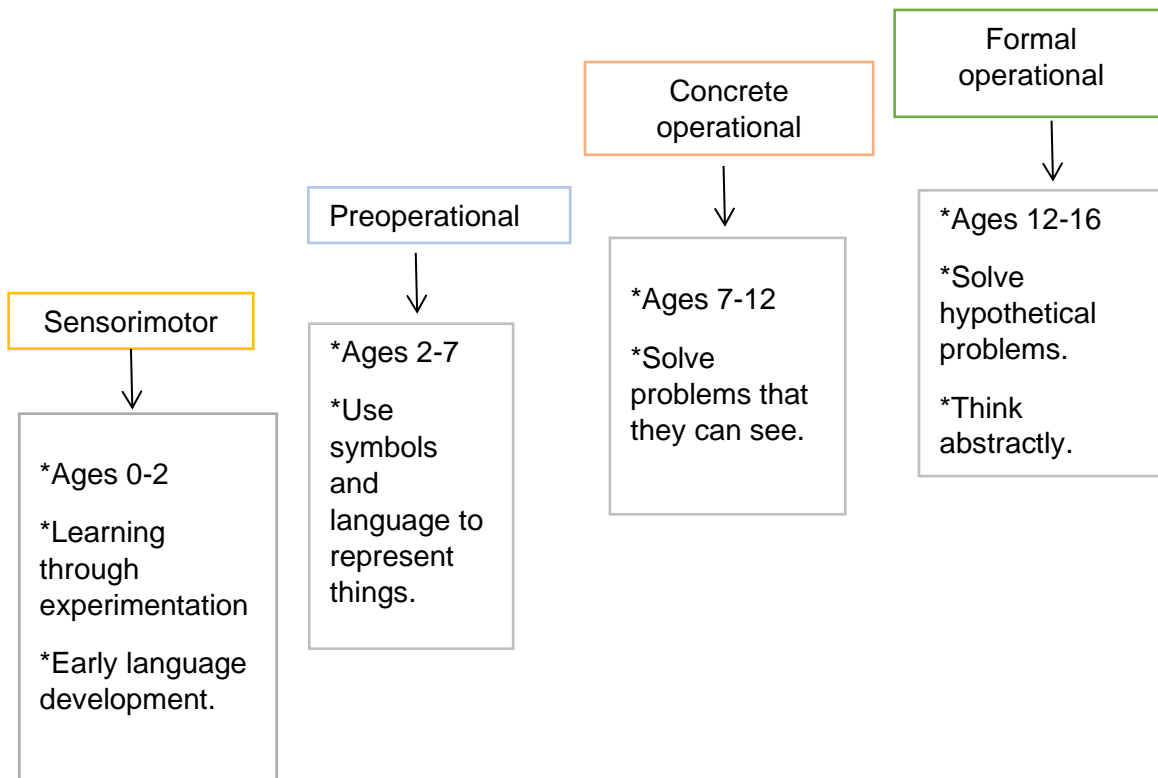
As stated in *Aprendizajes Clave para una Educación Integral* (2017), in K-12 English language aim is to make students feel familiar with the language and grasp the basic concepts of it. Its main purpose is to make students develop skills, knowledge, attitudes and learning strategies to take part in the social practices of language through oral and written mediums in different communicative and cultural contexts.

Bearing in mind that language cannot be taught with vocabulary, grammar and pronunciation working in isolated. We must think about the language as a social practice, that means we must teach how to use the language in a real context, to do so, we can introduce to our students the use of texts in both oral and written form and design communicative strategies which lead them to exchange their ideas using English as a lingua franca and create communities of practice.

1.04 Piagets' Theory: Stages of Cognitive Development

Cognitive development is a term presented by Jean Piaget, it is used to describe a period of transition people pass through in their lives. It focuses on changes that occur in people's minds. This mental process starts in our infancy and continues until we are adults. It has an immediate influence on people thinking and learning development.

In the book *Cognitive Development* written by Lisa Oakley (2004), it is explained that Piaget identified four stages from the cognitive development. Each stage is classified according to people's age and provides information about the cognitive skills a person can or have achieved. Knowing these stages has been handy for me because they serve as a guidance to understand what my students are able to do.



We must take into account our students' age and cognitive development, because we must comprehend that they will not be able to grasp information in the same way older students do. I work in an elementary school with students who are from 1st to 4th grade (ages 6-10 years old). Therefore, the way I work with them is different depending on their grade and age. With first graders, I prefer to teach by using phrases, these phrases are simple but meaningful. They can use them to ask and give basic information about their likes, what they want and to describe the colours and the size from things that surround them.

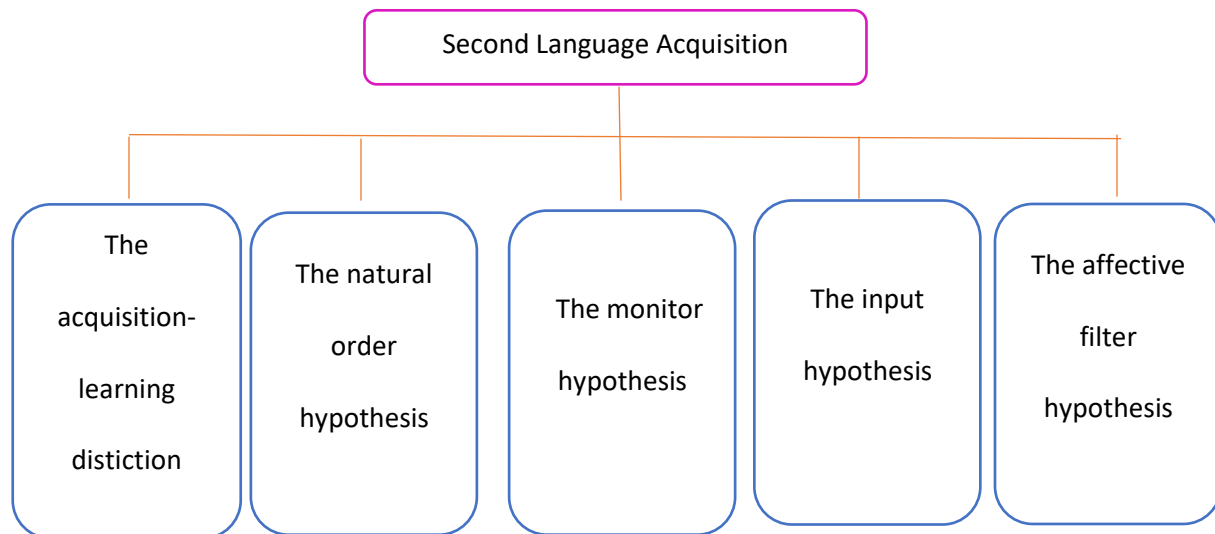
On the other hand, the way I work with fourth graders is a little complex, I teach them some grammatical rules to create utterances because they are able to understand the way verbs change from the present to past. So, recognizing our students' cognitive development will help us to design strategies and activities in which students can acquire the language.

1.05 My Teaching Based on Theories and Approaches

Part of my professional development is to reflect on my teaching before and after this specialty. Some months ago, my teaching was based on the information coming from books and the curriculum, which I was asked to fulfil, I did not have a clear idea about some of the theories related to second language acquisition.

While studying, I have been able to recognize and adopt some theories in which my teaching is based on now. The second language acquisition theory by Stephen Krashen is

the one that best suits my teaching practice. According to Krashen (1982), there are five hypotheses about second language acquisition.



I consider it essential to know what my students' cognitive development level is, once I know it, I will be able to choose and create the correct input they will be exposed to. The input hypothesis described by Krashen (1982) established that students must be exposed to input which is $i+1$, that means, that students are in contact with input which is just beyond their actual English level. I always try to provide students with $i+1$ input because this way my students feel motivated and interested in learning.

I also have noticed that students concentrate more on the activity if they share their ideas and interact with their classmates, because learning becomes meaningful for them. When they find the activity meaningful, an intake process emerges, learners internalize the knowledge and then they can use it again for other assignments.

Another factor to bear in mind is students' motivation. We must find ways to make students feel confident with themselves and avoid anxiety. As a teacher, I always try to engage students in their learning process by preparing my classes based on students' learning styles, likes, and needs. I have the idea that I can help them to produce the language in a friendly environment without being forced to participate. To do so, I include games in which all of them feel free to take part in. According to the affective filter hypothesis, learners can acquire the language if they have good experiences while learning. If they face negative experiences, their affective filter will be high. It will lead to a feeling of nervousness and shyness causing learning to be stopped or affected.

There are some approaches in which English language teaching can be developed, these approaches provide the language teachers with pedagogical principles to deal with the nature of language teaching and learning. They describe how the language can be taught. For teaching English as a second language, I make use of a variety of approaches; this is because my students who are kids have different learning styles, backgrounds and needs.

In my teaching practice I make a combination of three different approaches. The direct method, the audio-lingual method and the task-based language teaching.

| Method | characteristics |
|------------------------------|---|
| The direct method | <ol style="list-style-type: none"> 1. Vocabulary is associated with objects and concepts. Teachers use pictures and realia to teach new words. 2. Teachers do not explicitly teach grammar rules. 3. Students' native language is not allowed. |
| The audio-lingual method | <ol style="list-style-type: none"> 1. Teachers use choral repetition, individual repetition, and back-chaining in drills. 2. Grammar is presented inductively, as patterns writing dialogues. 3. Pronunciation is included and taught by drills. |
| Task-based language teaching | <ol style="list-style-type: none"> 1. Language should be taught through the use of content. from other subject areas. 2. Students learn because they need to use it. 3. Students learn by performing tasks. |

These methods are focused on the development of second language acquisition. Considering my students' age and cognitive development, these are the approaches that best suit my students' features. I have the idea that kids have difficulty in comprehending how language works, that is why, I teach them by introducing phrases to them, making choral and individual drills and performing tasks. They can learn by imitating and performing.

The use of their mother tongue is necessary, as they are little kids, avoiding using their mother tongue is challenging for them. I just try to motivate them to use common phrases to express what they need or want.

1.06 Assessment

Assessment occurs at all stages of the learning process; it is led by teachers, and it serves as a way to collect information about students' learning development. This

information supplies the teachers with evidence which is interpreted later. According to Brown (2004), assessment is an ongoing action; teachers subconsciously make assessment whenever the student responds to a question, offers a comment or tries out a new word. Assessment takes place in every lesson we have with learners. It can be formal or informal depending on teachers' objectives and students' performance. Both types of assessment include giving feedback to students.

In my teaching practice, both formal and informal assessment is needed. Every day, during the classes I observe, I analyse and reflect on my students' performance. Whenever my students are answering an exercise, giving their point of view about a topic or reading a text, I assess them by correcting them, telling them if they are doing it well or just revising the work they do in the class. This is a good example of informal assessment. Additionally, after revising a topic, I design an activity, a test or a product that students must do in order to assess the skill we are focusing on or the knowledge they acquire during some period. In this context, we have a great example of formative assessment.

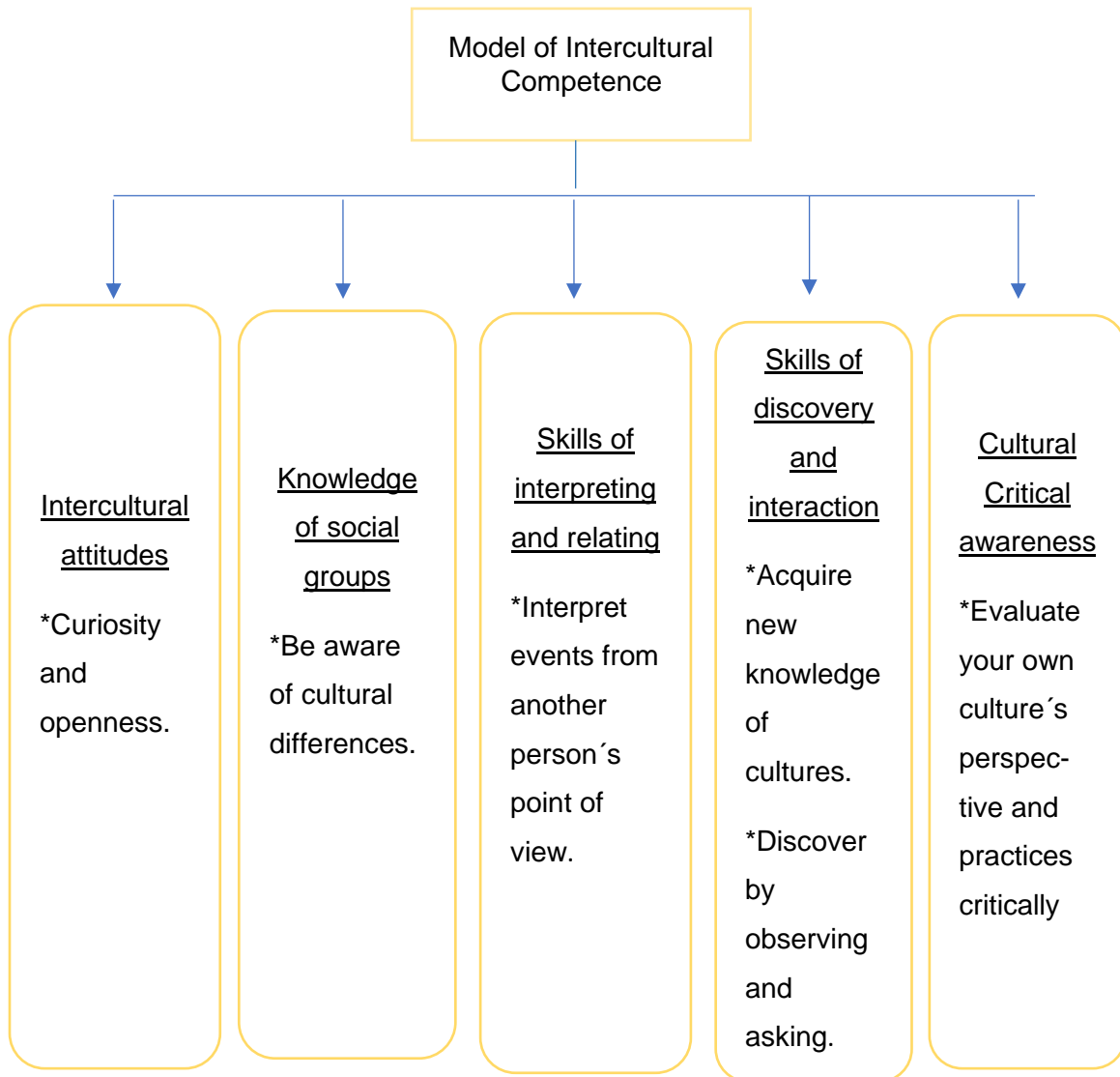
Assessment is necessary to measure our students' development and identify both the students' and the teacher's strengths and weaknesses. Once assessment is done, the teacher can plan activities or strategies to reinforce knowledge.

1.07 Intercultural competence

Learning a foreign language is a social and symbolic phenomenon that is taking place more commonly in recent years, while learning a new language, people are not only acquiring the language itself (grammar structures, language functions, vocabulary, etc), but involving themselves into a social dimension in which language is used for communicating and interacting with other people.

Due to the globalization, the study of a language must be beyond, that means, that learners must know about the grammatical features of the language, as well as, how language is used in different contexts

Learning a language apart from our first language can be considered as an intercultural activity because of the combination of learners' own culture and the foreign one. Byram (1997) addressed that the intercultural competence consists of knowledge, skills of interpretation, skills of discovery and interaction, and cultural awareness. If we want students to become interculturally competent they must be aware of other people's cultures and to sympathize with them, at the same time, learners must develop a feeling of belonging and act according to the context they are engaged.



Learners cannot be interculturally competent if they just learn the grammatical features of the language, understanding people's culture is compulsory. "The aim of intercultural competence is to make intercultural communication more efficient, and in the later, it is fostered the further development and growth of individual and groups" (Deardorff, 2009, p. 210). It is through interaction that learners can join to communities by showing a suitable attitude and behavior that allow them to become part of it.

Chapter 2: Methodology and Practice

2.1 Description and Analysis of the Procedure

With the implementation of this lesson plan, I strongly believed that students would be able to develop their intercultural competence by sharing information about their customs

in terms of celebrating the Independence Day. For the acquisition of a second language, it is necessary that students understand the context where the language comes from, in other words, to know about the culture and customs of some people. When talking about intercultural competence we are not just talking about learning foreign cultures but our own culture.

While planning all the activities and the materials that were going to be used during my lessons, I asked myself how a kid could learn about their own country.

2.2 Expected Outcomes

This lesson plan was designed with the purpose to increase my students' intercultural competence. To do so, I created a series of activities focused on how the Mexican and the American Independence is celebrated.

When learners study a language, they are not just developing linguistic and communicative competences but also intercultural competences. So, in this lesson plan the four skills were integrated, however, they were not assessed separately because the focus of the lesson plan was on fostering students' intercultural competence through the four language skills.

The main aim was making students be aware that people who are around them have different values and ways of thinking, behaving, and feeling when celebrating the Independence Day.

The expected outcomes of the class were focused on gaining knowledge about the Mexican and the American independence, so at the end of the week:

- Students would be aware that Mexico and the U.S.A faced a fight to become independent countries.
- Students would understand some important facts from the Mexican and the American independence, such as, when they happened, the reason why they occurred, which countries ruled Mexico and the U.S.A and the main characters who took part in them.
- Students would be able to compare and contrast how people celebrate the Mexican and the American Independence Day.

To achieve these outcomes, I designed all the materials to suit my students' English level. I must admit that their English level is basic and that they have difficulty in speaking English.

2.3 Lesson Plan

| Identification Cell | |
|-------------------------------------|---|
| Author | Magaly Rubi Avila |
| Date | May 1 st 2022 |
| Educational stage | 3 rd grade, elementary school |
| Title from the lesson plan | Independence Day |
| Intercultural and language outcomes | <p>1.- Explore information about Mexican Independence and American Independence</p> <p>2.- Compare and contrast how people celebrate Mexican Independence Day in Mexico and how Americans Celebrate American Independence Day in the USA.</p> <p>3.- Compare and contrast how people celebrate Mexican Independence Day in Mexico and how Americans Celebrate American Independence Day in the USA.</p> |
| Communicative skills considered | Reading, listening, speaking and writing. |
| Grammar point | Simple present |
| Functions | Talk about how Mexican and American people Celebrate the Independence Day in their country. |
| Hours of the plan | 4 hours divided into 4 classes. |
| Contents require for the lesson. | Video related to the Mexican and the American independence. |
| Videos | <p>Video1: https://www.youtube.com/watch?v=UmyTalqKEKI</p> <p>Video 2: https://www.youtube.com/watch?v=XoNIsoqT5s0&t=4s</p> |
| Appendixes | <p>Appendix I: flashcards</p> <p>Appendix II: Mexican Independence Day</p> <p>Appendix III: Mexican Independence Day Drawing</p> <p>Appendix IV: jigsaw puzzle</p> <p>Appendix V: American Independence Day</p> <p>Appendix VI: The American flag</p> <p>Appendix VII: Mexican Independence Day and American Independence Day</p> <p>Appendix VIII: Venn Diagram</p> |

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| | Appendix IX: vocabulary list Appendix X: letter Appendix XI: test Appendix XII: rubric |
|--|---|

| Preparation before the class: Investigation | | |
|---|---|--|
| Step of the lesson | Teacher activities | Students activities |
| Activation before the lesson | <ul style="list-style-type: none"> - The teacher asks students for homework to look for the definition of these words in English and Spanish: 1.- independence 2.- freedom 3.- celebration 4.-fight 5.-typical food | -Students look for the meaning of these words, they can use the internet or a dictionary to do their homework and take the information to the class. |

| Lesson 1: Mexican Independence Day | | Communicative skill: Listening |
|------------------------------------|--|---|
| Step of the lesson | Teacher activities | Students activities |
| Activate Students' prior Knowledge | <ul style="list-style-type: none"> -The teacher welcomes students to the class. -The teacher checks that students brought the assignment requested in the previous lesson. - The teacher gives each student a piece of paper with written words in English and Spanish and some pictures, these words and pictures are related to the homework (appendix I) | <ul style="list-style-type: none"> -Students greet the class and express briefly, how they feel. -Students show the teacher their assignment to prove they did their homework. - Students are given a piece of paper with a word in English, Spanish or a picture. |

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| | <p>-The teacher explains to students that they have to match the words in English with the words in Spanish and the pictures. To do so, teacher divides the board into three categories:</p> <table border="1" data-bbox="428 506 922 562"> <tr> <td data-bbox="428 506 591 562">English</td> <td data-bbox="591 506 753 562">Spanish</td> <td data-bbox="753 506 922 562">Picture</td> </tr> </table> <p>-The teacher selects the student who has the word "independence"</p> <p>-The teacher says the word and asks students to repeat it orally for practicing pronunciation.</p> <p>-The teacher asks students to think what the word in Spanish is for "independence".</p> <p>-The teacher asks students to decide what picture is related to the words. *This process is done with all the words given from the homework.</p> | English | Spanish | Picture | <p>-The student passes to the front and pastes the word "independence" into the correct category.</p> <p>-Students listen to the teacher and repeat the word orally in order to practice pronunciation.</p> <p>-Students think about what the word in Spanish is for "independence" and the student who has the word passes to the front to paste it</p> <p>- The student who has the picture related to the word "independence" passes to the front to paste the word.</p> |
| English | Spanish | Picture | | | |
| Pre-activity Predicting | -The teacher asks students to look carefully at the words and the pictures and try to predict what the topic will be. | - Students observe the words and the pictures, then they must think about what the topic is. | | | |
| Set the objective of the lesson | -The teacher writes the learning purposes of the lesson and has students read it and comment. | Students read the learning purposes of the following lessons, clear their doubts, and express their opinions. | | | |
| Pre-listening | -The teacher explains what the Mexican Independence Day is by using the pictures from the previous activity. | -Students listen carefully to the teacher's explanation. | | | |

| | | |
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| While listening | <p>-The teacher gives students a photocopy with some sentences (appendix II) and gives instructions.</p> <p>- Before listening, the teacher selects some students to read aloud the sentences they must complete.</p> <p>--The teacher plays a video twice in order for students to complete the sentences. The first time it is played on a go and the second time the video is stopped for students to have time to write down the information.</p> | <p>-Students look at the photocopy and listen to the instructions.</p> <p>- Some students read aloud the sentences they must complete.</p> <p>-Students watch the video and write down the answer to complete the sentences.</p> |
| Post listening | <p>-The teacher chooses some students to read the sentences and check answers. At the same time the teacher writes students' answers on the board.</p> <p>- The teacher gives students a piece of colored paper and a picture related to the Independence Day (appendix III). She explains that they have to color it and then as a whole group write some sentences about the Independence Day. To do so, the teacher helps students by writing down their ideas on the board.</p> | <p>-Some students read the sentences aloud and give the correct answer. Meanwhile, students check their answers (self-evaluation)</p> <p>-Students paste the picture in the colored paper and color it. Then all of them give information about the Independence Day (date, main characters, purpose) and write it down on the board</p> |
| Closing | -The teacher asks students what they have learnt in the class. | -Some students give their opinion about what they learned in the class. |

| Lesson 2: American Independence Day | | Communicative skill: listening and reading |
|-------------------------------------|--|---|
| Step of the lesson | Teacher activities | Students activities |
| Warm up | -The teacher welcomes students to the class. | - Students greet the class and express briefly how they feel. |

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| | <p>-The teacher tells students that they are going to play hangman, also she explains that in case they do not guess the word they will have a challenge. The words they must discover are:</p> <ol style="list-style-type: none"> 1.- American Independence 2.- freedom 3.- celebration <p>-The teacher gives students a jigsaw puzzle (appendix IV) and explains that they must do the jigsaw puzzle.</p> <p>-The teacher asks students:</p> <ol style="list-style-type: none"> 1.- What image did you find in the puzzle? 2.-Do you know what is the relationship between the words from the hangman and the picture from the puzzle? " | <p>- Each student is asked a letter from the alphabet in order to discover what the word is.</p> <p>-Students work in teams to do the jigsaw puzzle.</p> <p>-Students reflect on the questions and give their opinion in English or Spanish.</p> |
| Listening | <p>-The teacher gives students a photocopy and explains that they are going to watch a video, while watching the video they have to put in order the pictures as they appear in the video (appendix V)</p> <p>-The teacher shows students the answers.</p> | <p>-Students see the pictures from the photocopy</p> <p>-Students listen and watch the video to number the pictures in the order they appear.</p> <p>-Students check their own answers according to the information given by the teacher.</p> |
| Post-listening | <p>-The teacher explains to students what the American Independence is by using the images in the photocopy.</p> <p>-The teacher shows students the American flag and asks students to compare it with the American flag that appears in the video.</p> | <p>-students listen carefully to the teacher's explanation.</p> <p>-Students look carefully at the flags and explain if they are different or similar.</p> |

| | | |
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| | <p>-The teacher gives them a photocopy (appendix VI). She asks the next questions:</p> <ol style="list-style-type: none"> 1.- What color is the American flag? 2.- How many stripes does it have? 3.- What color are the stripes? 4.- How many stars does it have? <p>-Teacher explains why there are 13 stripes in the flag and 50 stars.</p> | <p>-students highlight the similarities (color and stripes)</p> <p>-Students listen to the teacher and answer the questions.</p> <p>-Students listen and color the American flag.</p> |
| Closing | <p>-The teacher encourages students to say what they learned in the class and think about the similarities and differences between Mexican Independence and American Independence.</p> | <p>-Students explain what they have learned and the similarities and differences between the Mexican Independence and the American Independence.</p> |

| Lesson 3: Mexican and American Independence Day | | Communicative skill: reading |
|---|---|--|
| Step of the lesson | Teacher activities | Students activities |
| Activating students' schema | <p>-The teacher welcomes students to the class.</p> <p>-To identify students' knowledge, the teacher writes on the board the phrases:</p> <ul style="list-style-type: none"> * Mexican Independence Day *American Independence Day <p>Then, the teacher asks to tell her ideas about what they know about those</p> | <p>-- Students greet the class and express briefly how they feel.</p> <p>-Students think about the information they know about those days and tell their ideas to the teacher.</p> |

| | | |
|---------------|--|---|
| | days, and she writes students' ideas on the board. | |
| While reading | <ul style="list-style-type: none"> -The teacher hands out a photocopy in which there are two reading passages (appendix VII). -The teacher reads the information. -The teacher asks two students to read the page and checks pronunciation. -The teacher asks students to highlight the words they know from the text. - The teacher divides the board into two parts (Mexican independence and American independence) and asks students to tell her the next information: <ul style="list-style-type: none"> 1.- Date: 2.- Purpose: 3.- Main characters 4.- How to celebrate She writes students' answers. | <ul style="list-style-type: none"> -Students listen and follow the reading in silence. - Two students read aloud the text. -By using a highlighter, students underline the words they know then randomly they tell their classmates a word they underline and its meaning in Spanish. -Students think deeply and tell their answer. They are allowed to use their notes from the previous activities. |
| Post-reading | <ul style="list-style-type: none"> -The teacher explains what a Venn Diagram is and how to fulfil it., then she gives a handout with a Venn diagram (appendix VIII) and asks students to complete it with the information from the board (the whole group analyses the information and decide where to place it) -The teacher gives students a sheet of paper and explains that they have to | <ul style="list-style-type: none"> -Students listen carefully and complete the diagram with the information from the board, to do so, a student reads one piece of information from the Mexican Independence and decides if it is similar to the American independence or different. -Students make a drawing about how Mexican and American people |

| | | |
|---------|---|--|
| | make a drawing about how Mexican and American people celebrate the Independence Day in their country. | celebrate the Independence Day in their country. |
| Closing | -The teacher pastes students' work around the classroom and invites students to see their classmates' work. | - Students walk around the classroom in order to see their classmates' work. |

| | | |
|--|---|--|
| Lesson 4: How People Celebrate the Independence Day. | | Communicative skill: writing and speaking |
| Step of the lesson | Teacher activities | Students activities |
| Vocabulary Introduction | <p>-The teacher greets students and asks them how they feel.</p> <p>- The teacher asks students the following questions:</p> <p>1.- How do you celebrate The Independence Day?</p> <p>2.- What do you eat?</p> <p>-The teacher shows students a list (appendix IX) with different foods and activities they can do to celebrate the Independence Day.</p> <p>-The teacher selects some students to read the phrase and check if students understand the meaning.</p> <p>-The teacher introduces the phrase:</p> <p>* To celebrate the Mexican Independence Day, I like to ...</p> | <p>- Students greet the class and express briefly how they feel.</p> <p>- Students think about how they celebrate the Independence Day, then they share their opinion.</p> <p>-Students read the list and draw a <input checked="" type="checkbox"/> on the foods or activities they do to celebrate the Independence Day</p> <p>-Students repeat the phrase orally, then one by one says the phrase to share how they celebrate the Independence Day.</p> |
| Writing | -The teacher explains to students that they are going to write a letter to a classmate, in the letter they are going to write about how they celebrate the Independence Day. | -In a piece of paper (appendix X) students write a letter to a classmate explaining how they celebrate the Independence Day. |

| | | |
|---------|---|--|
| | In order to write the letter students must follow the teacher's instruction and use the list to add ideas to the letter. | Students must follow teacher's instructions. |
| Closing | -The teacher collects all the letters and mixes them. Then she is going to give each classmate a different letter. -The teacher is going to ask some volunteers to read aloud the letter and think if he or she celebrates Independence Day in the same way. | -Students get a different letter and read it carefully. -Some volunteers read aloud the letter they received, then she or he explains if he or she celebrates it the same way or different. |

2.04 Application

This was a four-class lesson plan which was held from May 16th to May 19th, it was designed for 3rd graders aging 8-9 years old. In order to create this lesson, it was compulsory to consider many factors, such as, students' age and cognitive development, and English level. Their cognitive development stage is concrete operational, based on Piaget stages. At this stage learners are able to understand through logical thinking, classify objects and information according to their features, use symbols (images) to represent words, and the concepts of time and space can be understood. Considering all these factors, I can say that all the activities done by students were linked to their cognitive development.

To apply these activities, it was necessary to introduce some vocabulary related to the Independence Day before the first lesson. That is why my students needed to look for the definition of some words.

This lesson plan has as a main aim to make students culturally aware of how the Mexican and the American Independence is celebrated, that is why, the material used have an academic and educational value. The material must be significant to students if we want them to learn.

Two videos were selected. These videos were taken from YouTube, both of them provide basic information about the topics. The first one, explains what the Mexican Independence is. By watching this video students were able to find out some facts, such as when it happened, who participated in it, the reason why it was planned and how people celebrate this day. Likewise, the second video gives similar information except that this video

focuses on the American Independence. The use of authentic material was limited due to the fact that students English is basic.

This lesson plan was designed with the purpose to integrate the four skills of the language. Thus, the activities¹ had a combination of listening, reading, speaking, and writing. When designing the activities, I had in mind that my students had little knowledge about the topic, consequently, I chose the main ideas about the topic, and created some activities in which my students could easily recognize the information provided by the videos (appendices II and IV). Then to make students feel excited about the topic, I looked for some visual aids (appendix I) that were used as a mean to make students comprehend the meaning of the words.

2.05 Procedure and Evidence: Video

Lesson 1: Mexican Independence: during this lesson students gained some knowledge about the Mexican Independence Day. To start with, I identified students' previous knowledge by asking them the meaning of some words. They matched some words in English, Spanish and the pictures. Then, they watched a video in which they had to complete some sentences with information from the video. This information helped students to comprehend some important facts from the Mexican Independence, for instance, the date, why it happened, who took part in it and how Mexicans celebrate this day. To summarize what they learnt in the lesson, they colored a picture and wrote some information about the Mexican Independence Day.

Lesson 2: American Independence: in this lesson students discovered that Americans celebrate their Independence from the United Kingdom. First, they played hangman to find out the topic from the lesson, after that, they made a puzzle. Similarly, to the Mexican Independence lesson, students watched a video to identify some important facts. This time, they did not complete some sentences, instead, they put in order some pictures. Once the pictures were in order, the teacher explained what the American independence was and when it was held. After that, students colored a picture from the American flag and completed some sentences. To complete the sentences, students had to analyze the American flag.

Lesson 3: At this point, students were aware about the Mexican and the American independence, they knew when they occurred and the reason why they were held. During this lesson, students read two texts in which they learnt how people celebrate this day in

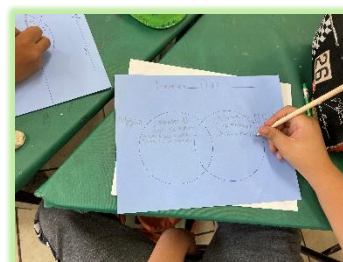
¹ The activities can be found in the Appendices section.

their own country. To compare and contrast the information they read, they completed a Venn diagram and later with the information gathered they drew a picture about the similarities and differences about how Mexicans and Americans celebrate the Independence Day.

Lesson 4: To conclude with the lesson plan, students shared their experiences with their classmates. To do so, the teacher provided students with a checklist. In the checklist students read a variety of sentences that provided them with information about how people could celebrate the Independence Day; they read the sentences, practiced their pronunciation, and selected four sentences that described how they celebrate the Independence Day.

Afterwards, they completed a letter in which they explained how they celebrate this day. They interchanged letters with a classmate and compared their own information with their classmate's information.

Video: https://drive.google.com/file/d/1vt4E_UZ3B6dd0k3Y1O4dgnQb5lXsQDdz/view?usp=sharing



Chapter 3. Design of Assessment

3.1 Rationale Behind the Testing Tools: Test and Rubric

Formative assessment " are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement " (Brown, 2004, p.6). Based on the explanation given before, we can understand that formative assessment provides us with information about what students have learned and if the purpose of the class has been achieved.

In order to know if students gained knowledge of the content seen in classes, it was compulsory to assess them. I determined to design a test to measure students' knowledge and a rubric to evaluate students' work (portfolio). These two tools are part of formative assessment.

An achievement test (appendix XI) was designed in order to know students' knowledge achievement. According to Brown (2004), this kind of test is related directly to classroom lessons, this can also work as diagnostic, because it can indicate what students need to keep on working. The test was divided into three sections:

- 1.- Vocabulary: matching words with the pictures.
- 2.- Intercultural knowledge: classify the words into the correct category.
3. Reading comprehension: True or false exercise

Escuela Primaria Esperanza Villaverde

Teacher Magaly Ruiz Acuña

Date: _____

Student's name: _____

1.- Match the words with the pictures. (2 points)

1.- celebration

2.- breakfast

3.- freedom

4.- Read the information, then classify the information into the correct category. (4 points)

| Country | Flag | Independence from | U.S.A. |
|---------|------|-------------------------|----------------------------|
| Mexico | | Independence from Spain | September 16 th |
| U.S.A. | | George Washington | September 16 th |

5.- Read the sentences and write TRUE or FALSE (4 points)

1.- The Mexican flag is green, white and red. _____

2.- The American flag is red, blue and yellow. _____

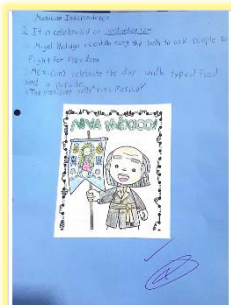
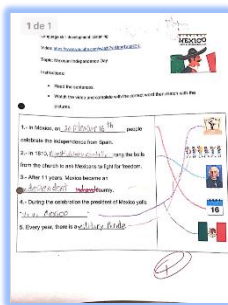
3.- To celebrate the American Independence, the president calls "Viva Mexico!" _____

4.- In the Mexican independence people fight for freedom. _____

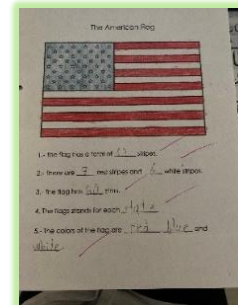
The test is criterion-based (appendix XI), throughout this tool, I could recognize my students' understanding about the topic seen during the four lessons. The exercises included in the test were similar to the ones they did during the classes. All the exercises were focused on the Mexican and the American Independence.

Another assessing tool that was chosen to assess learners' performance in the class was a portfolio. A portfolio "is a purposeful collection of student's work that demonstrates... their efforts, progress, and achievements in a given area"(Genesee and Upshur, 1996 as cited in Brown, 2004. P. 256). This portfolio served as evidence of learners' work in the classes. Students collected their pieces of work and organized all the information in the portfolio. They added their listening, reading and writing activities, additionally, they showed the products from the lesson, such as their Venn diagram, a drawing and a letter.

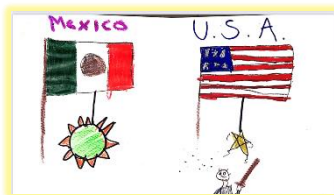
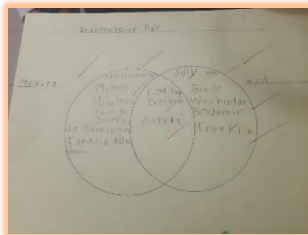
Lesson 1



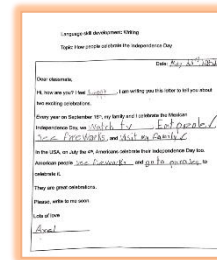
Lesson 2



Lesson 3



Lesson 4



To assess this portfolio, it was necessary to include a rubric (appendix XII). The rubric evaluated two main points:

- 1.- design and organization
- 2.- Content

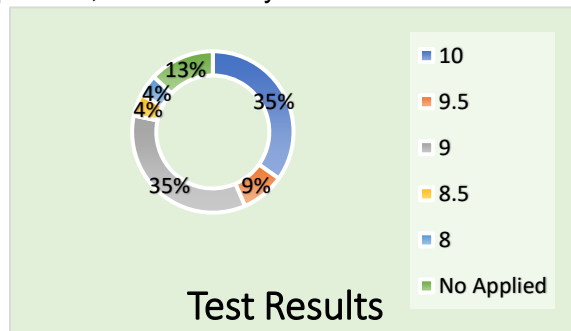
| Portfolio Rubric | | | |
|-------------------------|--|---|--|
| Criteria | Excellent (2) | Good (1) | Needs improvement (0.5) |
| Design and organization | It includes an attractive and well-organized cover page and includes "Student's name", "Title", "Subject". Student's handwriting is legible. | It includes a cover page but there is some missing information. Student's handwriting is barely legible. | There is no cover page. Student's handwriting is difficult to understand. |
| Content | It contains the eight activities done in the classroom. The Venn Diagram is well organized and includes 6 differences and 2 similarities about the Mexican and American independence. The drawing shows clearly how people celebrate the Mexican and the American Independence Day according to the information read and it is a colorful work. When writing the letter, the student expresses of their ideas in a clear and organized way. It is easy to figure out what the letter is about. | It contains six of the eight activities done in the classroom. The Venn Diagram includes 3 differences and 1 similarity about the Mexican and American independence. The drawing shows how people celebrate the Mexican and the American Independence Day, but it is not colored. When writing the letter, the student expresses their ideas in an organized way but not clear enough. It takes some time to figure out what the text is about. | It contains less than the activities done in the classroom. The Venn Diagram is not included. The drawing clearly shows how people celebrate the Mexican and the American Independence Day. When writing the letter, the student has difficulty in expressing their ideas. It is difficult to figure out what the text is about. |

The rubric designed was focused on one the quadrants (observation process) stated by Kuhlman. I decided to collect all students' work, assessed it and then gave it back to students. I gave them feedback about their performance by giving the rubric and highlighting some weak points they have to strengthen for improving their language skills.

3.2 Assessing Results

In the graphic below, the results from the test can be observed. Learner's score is shown. 23 students participated in the lesson, that means that they attended at least 3 of the 4 classes. The day of the application of the test only 20 students attended the class. The other three students were not able to attend the class due to the fact they were sick. To assess those 3 students the tests were sent to them, but they did not return the answers to the teacher.

Once it was explained, we can analyze the results.



- 35% of the group got 10 in their test (8 students).
- 9% of the group got 9.5 in their test (2 students).
- 35% of the group got 9 in their test (8 students).
- 4% of the group got 8.4 in their test (1 student).
- 4% of the group got 8 in their test (1 student).

- 13% of the group did not apply for the exam (3 students).

As seen in the graphic, I can deduce that students grasp the topic, one of the objectives from the lesson plan was to make students culturally aware. The results from the test help me to acknowledge in what degree the objective was achieved. One of my weaknesses in the assessment process has to do with the attendance from the students, there were 23 students in the class; however, 3 students did not attend the class the day of the evaluation.

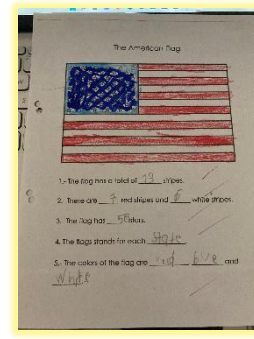
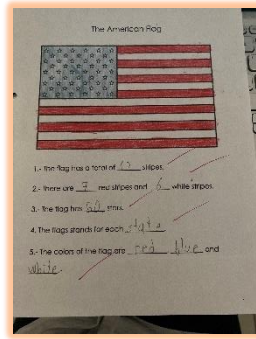
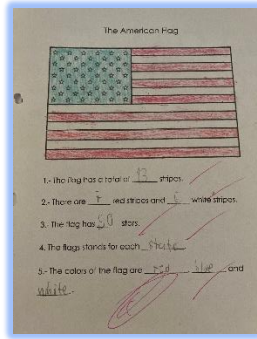
These two assessing tools provided information about students' progress, this information serves to identify students' strengths and weaknesses and to design techniques and activities to reinforce the topic.

Chapter 4. Experience Report

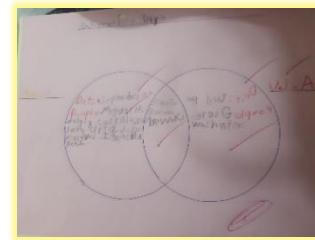
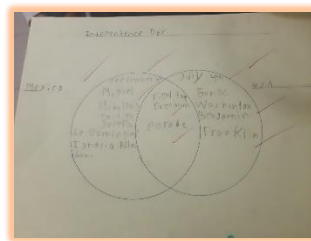
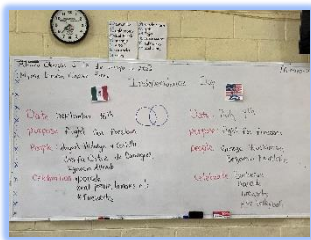
To start with, students found it easy to understand the words: independence, celebration, fight, food, fireworks, and freedom due to the fact that they did some previous homework. So, at the time they had to match the pictures with the words they did not have any difficulty.

When answering the first listening activity, I thought that learners would find it easy because they already knew the vocabulary, however, it was challenging for them to get all the information, for that reason, I had to stop the video in order for students to listen and read the information and write the answers on the board. At this point, I realized that I have to practice listening exercises because my students are not used to answering these kinds of exercises.

To complement the information about the American independence, students colored the American flag, afterwards, they had to answer a filling the gap exercise. To complete it they looked at the flag and analyzed it. I helped them to complete the first sentence to guide them, then, they did the exercise without any help. I noticed that students enjoyed this activity

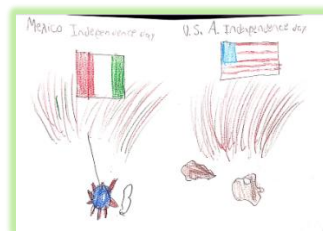
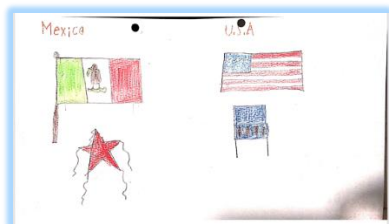


For explaining the Mexican and the American Independence I used images to make meaning significant. Then, students read two texts in which an explanation about how people celebrate these days was described. Students read the information and underlined words they were familiar with. I like to use this strategy because I have noticed that students use those words to deduce meaning.



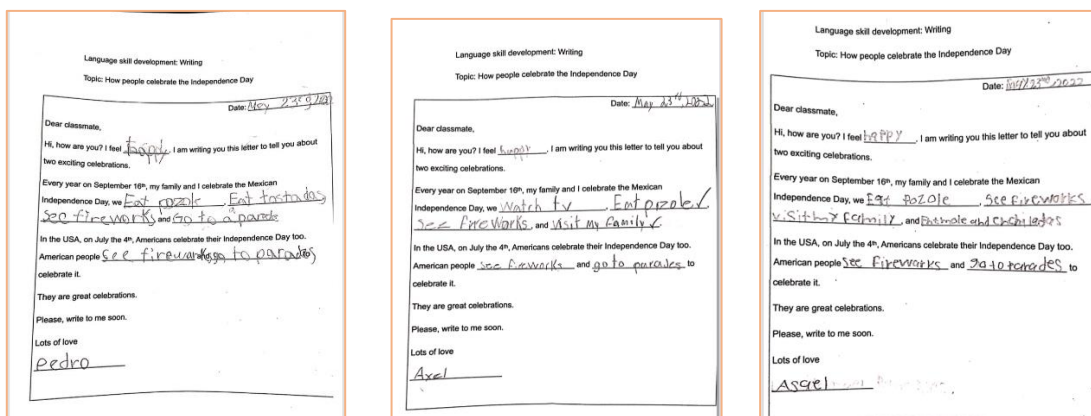
To differentiate between these two events, students gave ideas about the information they got while reading. It was necessary to write all my students' ideas on the board, this way students could classify the information and later contrast and compare it. Later, they used the information from the board to complete the Venn diagram. It was necessary to describe how to use the Venn diagram and its purpose because it was the first time students worked with this diagram. Once learners knew how to use it, they completed the diagram. My role in this activity was as a monitor, I provided help when necessary.

To finish with the lesson, students drew a picture to represent how people celebrate these days. I think that this activity summarizes what they have grasped from the topic.



For the closing of the lesson plan, a writing activity was done because another of the main objectives of the lesson was to make students write a letter to explain how he or she celebrates the Independence Day. I think that this activity should have been modified. I decided to give them the letter and just asked them to complete it by filling some blanks with their own information. This activity was too easy for them. It took them some minutes to do it. I have always thought that we must provide students with input which is i+1, however this time I did not realize that it was too easy until they did the activity.

Students enjoyed sharing their letters and comparing their information, most of them agreed with their classmates about how they celebrate this day.



Now that I am reflecting on my performance in the classroom, I must admit that I need to pay more attention when designing the activities. Also, I must let students do the activities by themselves, sometimes I think that too much help can lead students to get bored.

Chapter 5. Conclusions and Reflection

Teaching the language involves not only teaching parts of speech and grammar, but it also includes knowledge about cultural events from other countries. I think that as teachers of languages, first we must understand our own traditions and history, and then teach about other people's. Thus, I determined to talk about the Mexican and the American independence. I prepared myself by reading and watching videos about these events. I did it because the material I designed must be accurate to my students' age and English level.

When designing the materials, I reflected a lot on my students' backgrounds, I bore in mind that my students liked drawing instead of copying long pieces of information from the board. As a result, I created the most suitable materials for the topic. I think that students felt comfortable with all the activities, they were able to fulfil all the exercises. I tried to include

images and some games to draw my students' attention. When students played hangman and made the puzzle, they got fun, and this led them to feel engaged with the topic.

Authentic materials were included in the lesson (the video of the American Independence), the video gave students a brief but concise explanation about the independence. I think that if I had created a filling the gap exercises, my students would not have completed the exercise as the video gave a lot of information. So, the activity I designed (ordering the pictures) was suitable for students, later with the explanation I gave, students could understand The American independence.

During this specialty, I have learnt that everything a teacher does in the classroom is based on theories and in methods, that having an aim not only helps you to guide your lesson but to have a clear objective about what to expect from students.

For assessing, the test and the rubric for the portfolio were very handy. With these both tools, students were able to show what they learnt during the lessons. The rubric evaluated students' development in the class, whereas the test measured their understanding about the topic.

My performance was good enough; however, I identified some weaknesses I have to reinforce. The first one is related to the help I provide to my students; I think that I need to give them freedom to answer all the exercises by themselves and try not to read everything for them. I must reduce my talking time and increase students' talking time. To do so, it is necessary to give my students the chance and the confidence to read out. Another point to strengthen is related to time. I must add in my teaching the time because during my lesson I was running out of time.

There are also good points about my teaching practice that I can highlight, such as the material I prepared and that I consider that the objectives from the lesson plan were achieved.

Conclusion

Teaching a language involves having knowledge of a variety of aspects, firstly about the language, it is essential to know how it works and how it is formed. Secondly, how it can be taught, that means understanding that there are a variety of methods, theories, hypotheses, and models that can serve as a guide to teach the language. Thirdly, the skills of the language and the strategies and techniques that can be used to foster them. Moreover, we must be aware that the linguistic and the communicative competence development are linked to the intercultural competences. They are developed at the same time as learning a language involves interacting with other cultures.

In this project, a representation of my work and experience was described in order to exemplify how intercultural competence can be fostered throughout the four language skills, and that working with them can lead to succeed in second language acquisition.

Interculturality plays a fundamental role in second language acquisitions as students are emerging themselves into a new culture, they must be able to sympathize not only with people who speak English but with people who surround them in the school, at the park or at home. The development of intercultural competence is learning and understanding that people come from different cultural backgrounds and that as learners they must show respect, tolerance, and openness to other people's ways of behaving and feeling.

In general, if our teaching is based on theories and methods, we can look for different ways to teach the language and help students to become culturally competent to interact with other people.

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Appendixes

Appendix I

Language skill development: speaking

Topic: Flashcard: Mexican Independence Day

| English | Spanish | picture |
|--------------|---------------|---|
| independence | independencia |  |
| freedom | libertad |  |
| fight | lucha |  |
| celebration | celebración |  |
| typical food | comida típica |  |
| parade | desfile |  |

Appendix II

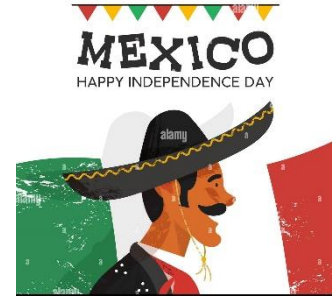
Language skill development: Listening

Video: <https://www.youtube.com/watch?v=UmyTalqKEKI>

Topic: Mexican Independence Day

Instructions:

- Read the sentences.
- Watch the video and complete with the correct word then match with the pictures.



1.- In Mexico, on [September 16th](#) people celebrate the independence from Spain.



2.- In 1810, [Miguel Hidalgo y Costilla](#) rang the bells from the church to ask Mexicans to fight for freedom.



3.- After 11 years, Mexico became an [Independent](#) country.

4.- During the celebration the president of Mexico yells " [Viva México](#) "



5. Every year, there is a [parade](#)



Appendix III

Topic: Mexican Independence Day



Appendix IV

Topic: American Independence Day

Jigsaw puzzle



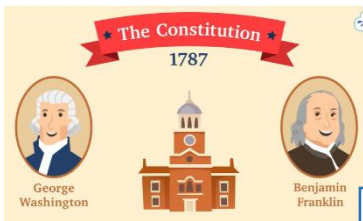
Appendix V

Language skill development: Listening

Video: <https://www.youtube.com/watch?v=XoNIsogT5s0&t=4s>

Topic: Independence Day

Instructions: Watch the video and number the pictures in the order you listen to the information.



5



7



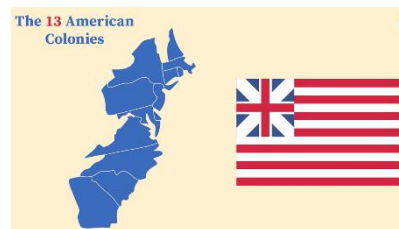
6



3



4



2



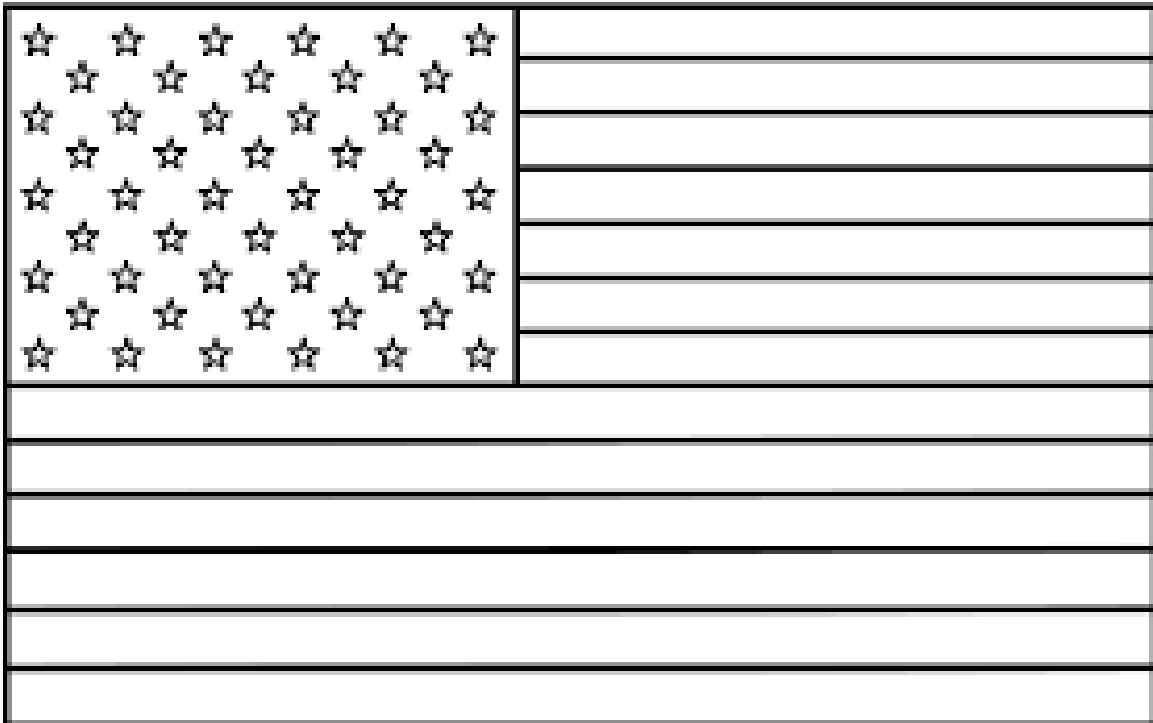
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Appendix VI

Language skill development: reading

Topic: The American flag

The American Flag



- 1.- The flag has a total of 13 stripes.
- 2.- There are 7 red stripes and 6 white stripes.
- 3.- The flag has 50 stars.
4. The stars stand for each state.
- 5.- The colors of the flag are blue, red and white.

Appendix VII

Language skill development: reading

Topic: Mexican Independence Day and American Independence Day

Instructions:

- Paste the photocopy in your notebook
- Read the texts.

Mexican Independence Day

Mexican Independence Day is celebrated on September 16th. People decorate their homes with ornaments which represents Mexico such as Mexican flags, bells, images from the national emblem and characters like Miguel Hidalgo y Costilla, Josefa Ortiz de Domínguez and Ignacio Allende. Every year, families gather to have a party. They eat special food, for instance, tamales, pozole and tostadas. At night, fireworks fill the sky and the next day people attend the zocalo to see the military parade.



American Independence Day

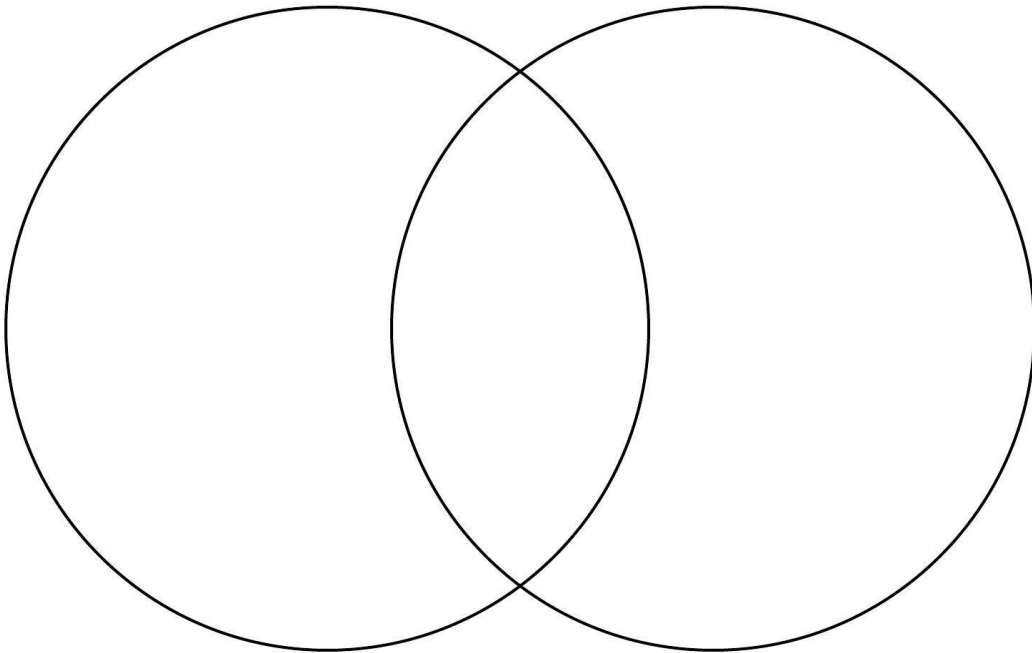
The 4th of July the Independence Day is celebrated in U.S.A. There are parades with marching bands in most of the towns, people at the parades wave their American flags. In the afternoon people usually have a barbecue and play volleyball with friends and family. People wear red, white, and blue clothes. At night, fireworks fill the sky.



Appendix VIII

Language skill: writing

Topic: Mexican Independence day vs American Independence Day



Appendix IX

Language skill development: speaking

Topic: How Mexican people celebrate the Independence Day



Independence Day List

- Eat pozole
- Eat tostadas and quesadillas
- Eat mole y enchiladas
- See fireworks
- Visit my family
- Go to a parade
- Travel to another state
- Watch tv
- Have a party
- Give presents

MEXICO
HAPPY INDEPENDENCE DAY



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Appendix X

Language skill development: Writing

Topic: How people celebrate the Independence Day

Date: _____

Dear classmate,

Hi, how are you? I'm _____. I am writing you this letter to tell you about two exciting celebrations.

Every year on September 16th, my family and I celebrate the Mexican Independence Day, we _____, _____, _____, and _____.

In the USA, on July the 4th, Americans celebrate their Independence Day too. American people _____ and _____ to celebrate it.

They are great celebrations.

Please, write to me soon.

Lots of love

Appendix XI

Escuela Primaria Esperanza Villasana Heredia

Teacher Magaly Rubi Avila

Date: _____

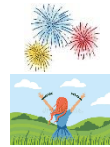
Student's name: _____

I.- Match the words with the picture. (2 points)

1.- celebration

2.- fireworks

3.-freedom



II.- Read the information, then classify the information into the correct category. (4 points)

| | | | |
|----------------------|---------------------------|----------------------|----------------------------|
| July 4 th | Miguel Hidalgo y Costilla | Independence from UK | U.S.A |
| Mexico | Independence from Spain | George Washington | September 16 th |



* _____
* _____
* _____
* _____
* _____



* _____
* _____
* _____
* _____
* _____

III. Read the sentences and write TRUE or FALSE (4 points)

1.- The Mexican flag is green, white and red. _____

2.- The American flag is red, blue, and yellow. _____

3.- To celebrate the American Independence, the president yells "Viva Mexico". _____

4.- In the Mexican independence people fight for freedom. _____

Appendix XII

Portafolio Rubric

| Criteria | Excellent (2) | Good (1) | Needs improvement (.5) |
|-------------------------|---|--|--|
| Design and organization | It includes an attractive and well-organized cover page and indicates *Student's name *Teacher's name *Title *Illustrations | It includes a cover page but there is some missing information. | There is no cover page. |
| | Student's handwriting is legible. | Student's handwriting is barely legible. | Student's handwriting is difficult to understand. |
| Content | It contains the eight activities done in the classroom. | It contains six of the eight activities done in the classroom. | It contains less than five activities done in the classroom. |
| | The Venn Diagram is well organized and includes 6 differences and 2 similarities about the Mexican and American Independence. | The Venn Diagram includes 3 differences and 1 similarity about the Mexican and American Independence. | The Venn Diagram is not included. |
| | The drawing shows clearly how people celebrate the Mexican and the American Independence Day according to the information read and it is a colorful work. | The drawing shows how people celebrate the Mexican and the American Independence Day, but it is not colored. | The drawing poorly shows how people celebrate the Mexican and the American Independence Day. |
| | When writing the letter, the student expresses all their | When writing the letter, the student | When writing the letter, the student |

| | | | |
|--|--|--|---|
| | ideas in a clear and organized way. It is easy to figure out what the letter is about. | expresses their ideas in an organized way but not clear enough. It takes some time to figure out what the text is about. | has difficulty in expressing their ideas. It is difficult to figure out what the text is about. |
|--|--|--|---|

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Atentamente

Ciudad de México, 25 de junio del 2022

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