



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**"CONSTRUCCIÓN DE COMPETENCIAS
INTERCULTURALES SEGÚN EL PROGRAMA PRONI
EN ALUMNOS DE SEXTO GRADO"**

TRABAJO RECEPCIONAL

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

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México, DF. a 29 de junio de 2022.



UNIDAD AJUSCO

Specialization in English Language and Teaching as a Foreign Language

**Final Project for Obtaining the Diploma as a Specialist in
Teaching and Learning English as a Foreign Language**

“Building Intercultural Competencies According to PRONI Program in Sixth Graders”



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10th Generation

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México, DF. a 29 de junio de 2022.

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Introduction

The main aim of this final project is to reflect on my new acquired knowledge within my teaching practice by designing and implementing a pedagogical intervention project, which is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

In this document, I show my ability to create assessment and evaluating tools to identify the competencies that my sixth-grade students have developed in my lessons and in my teaching practice in general as well as to put my lesson plan into practice. The activities belong to the sixth-grade syllabus from the PRONI program. It is related to improving the social practice of the language “Explain customs based on pictures” and it entails students explore and select pictures that show customs of different cultures to explain as well as describe and contrast details shown in them.

The main purpose of my plan is to cover writing, reading, listening, and speaking skills as well as intercultural aspects in order to get a real intercultural competency that let my students communicate effectively in any context in the future. In addition, I guide the assessment task in a coherent manner, focusing on aspects of intercultural competency while at the same time I allow my students to work on language. The development of this assignment is presented as follows.

In chapter 1 titled “Philosophy and Theory” I state my teaching philosophy and identity taking as a base what I have done during the Modules of this specialty. I also discuss how my posture has been enriching and reshaping according to the knowledge I have acquired along the specialty in order to show my new teaching principles. To do so, I state all the theoretical foundations, principles, hypothesis, approaches, methods, and techniques that are part of my new teaching style that are implemented on this pedagogical intervention project.

In chapter 2 named “Methodology and Practice” I present my Lesson Plan with integrated and interrelated activities with an intercultural approach considering the best of my teaching practice. It includes the four basic skills of language and incorporates the concept of culture and interculturality within the framework of the PRONI program for sixth graders. After that, I

explain the rationale behind the developed activities and tasks that I planned as well as why I consider them meaningful for my students' learning. Regarding assessment, I describe the activities students developed as output by working in a collaborative way and how I guided this important stage in the learning process. I discuss the rationale behind each activity and how the institutional grading requirements help me to prioritize the achievements students are supposed to get at the end of the project. Furthermore, I present the assessment instruments I used for evaluating the activities students did in the class and the ones I left as homework. I include an explanation of the model that I used for evaluating my students and why I considered it important.

In chapter 3 "Experience Report" I show the results that my students gained for their learning processes and my own ones to improve my teaching practice. The purpose is to analyze my students' learning processes by considering specific comments in each English Language skill, in the light of the topics seen throughout the modules of this specialization regarding the approaches and activities that I have been working on in each module. I mention which ones were the most relevant and feasible for my own context, offering an analysis of my position.

In chapter 4 "Conclusion" I show my reflection and the importance I give to all the work done on this assignment as well as how I relate the theoretical foundation with the results I got, including my analysis of what I observed during the development of the lessons and how my students responded to each activity I proposed under determined methodology and media resource.

In the appendices section I include the links to see the complementary activities I created such as materials, charts, formats, PowerPoint presentations, reading lab, and videos I used to accomplish all the stages of my lesson plan and assessment.

1. Philosophy and Theory

I must confess that I never thought about the idea of being a teacher, I think I took the opportunity in the right moment, since the school's director where I studied a bilingual secretary career offered me the opportunity to work in her school as an English teacher. However, I was not prepared to do so. Consequently, I had a variety of experiences that has shaped my teaching practice, I was sure I loved working with people, and I made the decision to better prepare myself to offer a quality service. Here is a brief account of my first contact with English as a second language learner and the path I took to become an English teacher that now helps me to comprehend a little bit about my background, identify my weaknesses as well as my strengths to build and improve my teaching practice to respond to my students' needs and interests.

1.01 Teaching Identity and Philosophy

My name is Rosa María Moreno Zárate. I am 44 years old. I am married and I have a 21-year-old daughter. I am from Mexico City, and I live in Tlalpan. If I talk about my experience as a L2 learner I would say that the first contact with English was in a Middle school that belongs to the public system (1990-1993), I mainly experimented with behaviorism, where teaching was centered in conditioning and reinforcement. It was more important to have an "organized and silent class" than to let students talk or stand up to share ideas or interact. I mean noise was equal to lack of management in the class.

In addition, the Grammar Translation Method approach was adopted by teachers. I learned vocabulary and grammar contents at a very basic level without a connection to real life. On some occasions we listened to songs and completed the lyrics. Teachers were seen as the maximum authority, and they controlled everything in class, meanwhile students' role was as recipients of information.

Later, I studied the bilingual secretary career (1994-1997) in a private system, and I could say that I was exposed to the language in significant quantities since I had ten hours of classes per week. They were divided into conversational and secretarial English. I could say that I improved my English skills but not in a holistic way, it was separated and without enough interaction. I experimented with the Audiolingual and a little bit of the Grammar Translation Methods. I learned to write some letters and fill in documents related to the secretarial area. Teachers

centered their practice mainly in the textbooks, they did not make extra materials to extend contents and technology was not common on those days. They used to check understanding by a traditional output such as tests, match definitions, paragraph writing, and so on. I worked as a secretary for a brief period, and it was not necessary to use English; on some occasions I made hotel and flight reservations or answered the phone by using the language.

I started giving English classes without any preparation about *theories* that I understand as a deep study from research on how humans learn according to certain conditions in a period. *Approaches* that I identify like the guidelines to carry out the learning process. *Methods* that I would say are the steps I need to follow to introduce contents and achieve the target language and *techniques* that I recognize like the activities I apply in the class. So, I decided to validate my baccalaureate through CENEVAL (2004) and enroll in university. I got a degree in Pedagogy at UPN (2005-2009). I know that all I learned there was related to contents in Spanish, but it helped me a lot. The need to learn how to teach English as a second language and not as the subject where students learn vocabulary and translate some sentences as I used to do when I was a learner, was one of the reasons to enroll in this specialization.

Then I continued studying English (2010 onwards) and I had the opportunity to learn with different schools of thought that let me improve my competency. These opportunities were courses to get certifications such as TKT and CENNI that were offered by the English Coordination at SEP. Teachers from these courses adopted the Communicative approach and collaborative work activities as a technique, both inserted in the Socio-cultural learning based on Vygotsky's Social Development Theory that it could be described as follows:

“Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate the construction of meaning in students. Therefore, learning becomes a reciprocal experience for both the students and teacher” (ITESO, 2011)

I consider myself a shy student but not always like that. I remember when I studied elementary school, I was too social and a task-oriented student. I used to talk a lot, participate in any kind of activities, and get good marks. My classmates enjoyed working with me. Unfortunately, my mother got sick, and everything changed. In Middle school I assumed phantom and isolated roles in classes. I got good grades, but I was not interested in interacting since I was worried

about my mother's health. I adopted my mom's role and at home I was responsible for taking care of my three brothers and dad while my mom was in the hospital (She died in 1998). I developed a high sense of responsibility and stress for doing my things well that I did not leave much time to get distracted.

1.02 Theory underlying my teaching practice and identity

Being a teacher and having the opportunity to reflect on how I carry out my work with students lets me understand the way I adopt certain strategies in my class as it is described by Richards:

"Teachers' belief systems are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it." (Richards, 1996, pág. 30)

According to my experience and the aspects previously mentioned on how Richards conceived a teacher's belief system, I can describe my beliefs about teaching and learning as follows:

I need to learn all the time. I am a teacher, and it does not mean I am the one with all the answers. So, I have the responsibility of researching, asking, studying, and sharing with my peers and students. I know I could get it by assuming different roles in and out of the classroom.

I think it is better to provide opportunities to practice the language than to concentrate on grammar and vocabulary contents. Students find more attractive situations where they can express something than do tests about grammar, memorize lists of vocabulary or answer books since they belong to a traditional output. Of course, they are important, but I consider it is necessary to focus the output on activities where students develop projects in a collaborative way and show their skills through actions where they create something such as presentations or dialogues. When my students practice their oral skills, I can notice their processes as Stephen Krashen's model determines. Nowadays, I know that the mistakes or the difficulties I find in their productions are the result of how they acquire language. Firstly, they focus attention on meaning not on grammatical forms as the Acquisition / Learning Dichotomy states. Nevertheless, if I provide adequate input, they can overcome the three conditions the monitor hypothesis establishes (focus on form, knowledge of the rule and the time they need to be able to use them) and gain control and become a monitor of their language once they have produced it.

I reflect on the convenience of creating a learning environment where my students feel motivated, and parents participate actively as well. Children are so sensitive and identify a teacher with character but kind in her treatment. Also, it is important to promote good relations among them through values like respect, honesty, empathy and so on. Parents find it useful to know how their kids are working in the class and how they can support them at home. I confirmed that Affective Filter Hypothesis and Motivation help to engage students to improve their learning processes

As a teacher I know I cannot change my students' conditions at home but I can offer another kind of environment at school. I must take in consideration that the most important thing is the process not the outcomes. According to my experience as a L2 learner and my familiar context I would say I have developed an affiliative personality since I like to create close relationships with parents and students to make them feel motivated. I do not have the knowledge to offer my help beyond listening to them, but I try to give advice that will help them overcome their problems and guide them to work as much as possible. I wish I had had a teacher who would have listened to me during the most difficult times I went through while my mom was in the hospital for long periods of time.

My first experience as a teacher began in the private system in a school where girls between 15 to 23 years old studied to become bilingual secretaries. (2000-2003) I was in charge of the Secretarial and Conversational English subjects and eventually I worked on Saturdays to attend basic levels of English for teenagers. It was an important experience to take decisions about the responsibility of being a teacher. As I previously mentioned, I did not have any experience and even less training to perform it.

I had the assistance of a mentor; she gave me specific instructions on how to make my plans and tests, but all was oriented to achieve grammar and vocabulary domains related to the secretarial area. Although students had 10 hours of classes per week, they had four textbooks to cover, and it was a hard task to decide if I could extend the contents or fill in the textbooks due to the fact parents had made an inversion to buy them. During this period, I had my daughter, so my work was interrupted for one year.

If I tried to relate my teaching practice with theoretical concepts, I would say that I did not feel comfortable with my role as a teacher, most of the time I assumed a controller role since some students were my own age or older than me. That situation made me feel that I was losing

control. However, that fear was more based on my lack of knowledge and preparation in the field of teaching and language proficiency. I got to that job because of a phone call from the director who offered me the opportunity. I was newly married and had no job, so I thought I could make it. Nowadays, I understand the importance of having a language proficiency certification, an education-oriented degree, and certifications in English teaching methodologies as minimum requirements to work as an English teacher.

Out of the blue, the school closed, and the director helped me to get a Teacher's Course then she looked for a job for me and I started giving classes in a private school that offers services to kindergarten and elementary students (2003-2009). In this school the main aim was to follow the books and work well on notebooks, I mean my students had to show complete notebooks with all the grammar and vocabulary contents. My director checked my students' books and notebooks and made comments about that.

It was very common to present an Open Class at the end of the school term and in the last year I worked there I felt frustrated due to the fact I presented a board with squares (about 15), in each square my students practiced a social practice of the language like greetings, expressing likes and dislikes, presentations about a specific topic, some dialogues, etc. I included a song to start and another one to finish the class. I noticed that parents liked to see how their children talked in English. I believed I had done a good job, but I was wrong. My director asked me to perform more songs and use puppets to recreate them. Also, I had to make colorful posters to present the topics and give the class. I argued that my main purpose was to show the level of English that my students had achieved in the school year through interaction patterns, but she did not agree.

In terms of this stage as an English teacher in a private education system, I can identify the following:

My teaching practice was based in a mixture of Behaviorism since my students learned via positive and negative reinforcement and learning occurs as a result of input-response feedback and General Linguistics due to the fact that the underlying processes of language performance were focused on rules of Native Speakers' complex grammar. (Taken ideas from the materials the platform from this specialization offers in Unit 2)

I did not have an English Coordinator or the guide of a mentor, so I felt lost most of the time. At that time, I was studying at university, and I realized that I could work in different ways.

However, my practice was too delimited, due to the fact my director was a traditional teacher without enough updating. However, I tried to improve some techniques such as presentations where students personalized the information in order to extend the contents and give them more opportunities to use the language than only fill in their textbooks. I remembered a presentation where my second-grade students did a fashion show. The function of the language was to describe their outfits and explain when they wear them. Some showed their costumes, summer clothes, uniforms from their extracurricular activities, etc. I recreated the computer room as a real fashion show stage and pretended to be the host of the show to introduce each student. I think the principal liked that activity. This kind of output helped me to identify how well they achieved the target language and encourage students by doing something different in my classes.

I reflect on all I learned there, and I could say that I learned to do and deliver my plans on time. Also, I knew how all the logistics work in a school, for example: participation in ceremonies and festivals, working collaboratively with my peers, carrying out commissions such as the monthly school bulletin board, scholar cooperative, social action, how to talk with parents and so on.

When I finished my university studies, I thought it was time for a change and I left that school. I applied for getting a job at SEP (2010 onwards), and all was different since I had the opportunity to interchange experiences with other teachers, have constant training sessions by the authorities of the PRONI (Programa Nacional de Inglés) and work with more freedom to make decisions about how to carry out my classes. I currently teach elementary and middle school. I work 42 hours per week.

I would say that I have focused my teaching practice under the concepts of the communicative approach and the Sociocultural Theory of Vygotsky, since they are the guidelines that the NEPBE or currently known as PRONI has established. Kolb's teaching sequence is considered too because the Mexican curriculum is based on fostering competencies for interaction.

The work developed at SEP as an English teacher gives me the opportunity to create different conditions to achieve the target language in each lesson. I mean, I work with freedom, but it implies a high sense of responsibility of doing the best.

2. Methodology and Practice

My plan is aimed at sixth-grade students from an elementary school that belongs to the public system. The activities were designed to work with 6o “A” which is integrated for 28 students. I used the format that PRONI provides us to do so; it includes general information about the school, month, group, etc. Also, specific information about the social practice, communicative activities, final product, and achievements. In addition, it contains extra information such as the materials, resources, observations, and curricular adaptations. (SEP, National English Program in Basic Education Second Language: English, 2010)

The plan as well as the rationale behind the activities are presented as follows.

2.01 Lesson Plan.

School:	“Profr. Efrén Núñez Mata”	CCT:	09DPR3027P	Month:	May
Teacher's name:	Rosa María Moreno Zárate	Grade and group:	6o“A”		
Week 32-33		Period :	From May 02nd to May 20th.		
Environment:	Recreational and Literary	Communicative activity:	Recreational expression		
Social practice:	Explain customs based on pictures.	Final product:	Comparison of customs based on pictures.		
Achievements:	Explore and select pictures that show customs of different cultures. Explain customs shown in pictures Describe and contrast details.	Assessment instruments:	Rubrics Checklist Liveworksheets Co-evaluation Self-evaluation Portfolio		
Contents:	<u>Reading:</u> <ul style="list-style-type: none"> ● Predict the content based on previous knowledge, title, and illustrations. ● Identify questions about customs <u>Writing:</u> <ul style="list-style-type: none"> ● Write a text about how they celebrated Children's Day. ● Write their ideas about what culture is. ● Complete a comparative chart about important facts of different countries ● Write other ways to say Hello in different languages. <u>Listening</u>				

- Listen to and identify ways to say Hello in different languages.
- Listen to and express their thoughts about some songs and slides.

Oral

- Express how they celebrated Children's Day.
- Express what they know about different countries' culture.
- Express ways to say "Hello" according to different cultures.
- Express important aspects about a country they are interested in.

Activities in class

Session 1 at school.

- As a warm-up activity students will answer different questions about personal information.
- To start the class, I will ask them how they celebrated Children's Day, I will write some of their descriptions on the board. Then, I will show a text that they will personalize in order to create a new one. Then they will illustrate it and share it with the class.
- Students will listen to three texts about how Japanese, Mexican, and Thai people celebrate Children's Day. They will complete a comparative chart.
- I will display three texts students listened to previously (adapted from the website <https://thenewageparents.com/childrens-day-around-the-world/>) about how Japanese, Mexican, and Thai people celebrate Children's Day. Students will read them to complete or correct a comparative chart as well as express the similarities and differences they notice about Mexico, Japan, and Thailand Children's Day celebrations.
- They will compare and write some aspects about the date of celebration, how the celebration is called and what they do by changing one part of the statements.

Homework

- Make a collage that intends to describe how you conceive culture around the world.

- Complete the liveworksheet and print it or take a screenshot of your result. <https://es.liveworksheets.com/5-sa305900hn>

Session 2 at school.

- To start the class, we will review what we saw in the last session. I will show images that represent how Thai, Japanese and Mexican people celebrate Children's Day.
- I will ask them if they know how to say Hello in other languages and how they know it. Then they will listen to a song from YouTube titled "Hello around the world" <https://youtu.be/472AnCrHYVs> students will listen to the audio and take notes about the countries and greetings they identified.
- I will display the song again with images and subtitles, and students will compare and correct their answers. We will sing the song.
- Students will say what cultural aspects they identified in the song.
- I will display a text that talks about how people greet people in different countries (taken from google images website) students will read and notice that it is because of every country's culture. I will display some pictures that illustrate how they use non-verbal language when they are greeting.
- Students will act them out in front of the class.

Homework

- Research the cultural aspects you like to know about two countries mentioned in the song "Hello around the world" Illustrate your work.
- Complete the liveworksheet and print it or take a screenshot of your result <https://es.liveworksheets.com/5-ps306040eo>

Session 3 online.

- As a warm-up activity, students will watch, listen to, and sing the song "Hello around the world"
- I will display some flags that belong to the countries that are mentioned in the song "Hello around the world" volunteers will say how they use non-verbal language and the greeting as well as important facts they know about them.

- To introduce the topic of stereotypes, I will show some pictures, if they are related to them, they will turn their cameras on.
- In group, we will discuss how they felt during the activity, what they noticed, how we can assume the differences and similarities we found, what kinds of values we need to foster in order to live in peace and work collaboratively.
- I will display a children song from YouTube titled: “We are the world”, <https://youtu.be/dH6suPfBTt8> students will say their ideas about how they interpret the phrase “Do not put people in boxes” as well as how we can create a better world.
- Students will write their ideas in a collaborative document. https://docs.google.com/document/d/1SI0XF5BPK-ck9e58EAy_prYSnYP1nHjXfQuHS_4q5B4/edit?usp=sharing Meanwhile they write I will make corrections without point out anything. At the end, they will read them aloud and copy on their notebooks.

Homework

- You will work with your team in order to research a custom from another country. Think about their food, clothing, dancing and so on. You will write a small paragraph to describe it and then you will make an oral presentation of your results as well as act it out in class.

Session 4 at school.

- There will be a canvas next to the door. Before coming to the classroom, students will select a flag and practice with me a greeting they chose. I will follow the same guide we used to create their presentations on session 2. We will sing the songs “Hello around the world” and “We are the world”
- I will display some pictures that show some customs about the countries they worked on as homework and students will answer open and close questions as prompts to produce the language by practicing the simple continuous.
- Students will work in teams of six. I will give them three illustrations and sets of colored stripes (red-subject, blue-verb to be, green-verb, blue-complement) . They will arrange them and match the formed sentence with the correct picture.
- Students will copy the sentences and illustrate them with the correct picture.

Homework

Write and illustrate the phrases from the word bank.

Session 5 at school.	
<ul style="list-style-type: none"> ● Before coming into the classroom students will select a country that is displayed on the wall and say a fact about the country. ● We will play a board game; they will play by rows and answer questions that I read if their answer is correct, they will advance in the boxes. ● Students will play charades in order to put in practice vocabulary and descriptions of actions. ● Students will present their work they did in teams, about a cultural aspect around the world. ● I will give them a co-evaluation format with some indicators to evaluate their classmates' performance. 	
Session 6 at school.	
<ul style="list-style-type: none"> ● Due to the fact, there were few students connected to the online session, we will reflect on the message the song "We are the world" contains in order to say what they can do to make a better world. ● I will write the students' contributions on the board. Then, I will point out the aspects they need to take in consideration to create a poster or collage about the actions they can do to make a better world. ● Students will keep the evidence they get during the project in their portfolios and complete a self-evaluation format with some indicators that show the knowledge they acquired during the development of the project. ● In group we will discuss the importance of the developed work and how it can help for their lives the knowledge they acquired. ● To conclude, I will display a video with photos of their work on this unit. 	
Resources	Notebooks, pencil cases, speakers, and laptop, PPT presentation, flipcharts, flashcards, board games, canvas
Curricular adaptations:	I will share a Reading Lab with a series of materials that encourage students to continue learning about culture and at the same time, they can foster English skills. https://drive.google.com/file/d/1b3aPKh_CyXOR4mexYeHJaSpAAjogzIEv/view?usp=sharing
Observations:	To cover the contents of this plan, students will take one online session.

2.02 Description and the rationale behind the activities

The activities were intended to work with cultural aspects as well as the contents that lead the PRONI for sixth graders. At the beginning I worked with one section that came to school twice a week. Then the school offered 100% face to face service for all the scholar community. So, I created more opportunities to cover the planned activities and integrate the whole group into the previous work that the other half of the group had developed with me. In addition, the classroom furniture was replaced for chairs instead of tables, since they will be used for the program "Desayunos calientes" from DIF.

2.02.1 Activities in class

Session 1

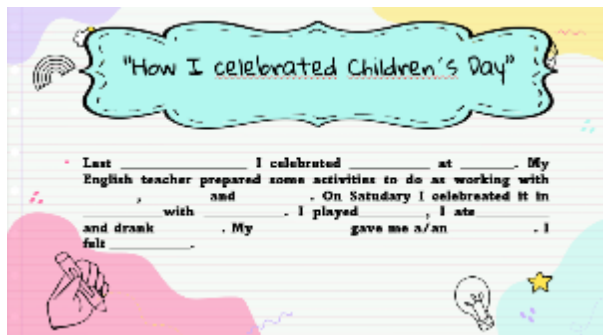
I proposed a warm-up activity in which students pointed to and said parts of the body as well as answered different questions about personal information.

<https://drive.google.com/file/d/1sDwH1hY-QF6Kj0mByiwbybZ8q02D7mefT/view?usp=sharing>

I consider it relevant to review parts of the body since it entails movement. This activity lets me activate my students as well as get their attention because they have 30 minutes for recess before the class. Besides, it provided opportunities to elicit oral language since they remembered and said a series of vocabulary words they have learned as well as understand the meaning of questions.

To start the class, I asked them how they celebrated Children's Day, I wrote some of their descriptions on the board. Then, I showed a text that they personalized in order to create a new one. Then they illustrated it and shared it with the class.

https://drive.google.com/file/d/1kYAsQIvHIU_Rpk4LGm9HocLqOj5vZqLF/view?usp=sharing



This activity was an attempt to introduce the topic by using communicative drills where students gave answers to open questions making a relation with their own experiences. This technique belongs to the communicative approach that Brown states it is a drilling technique that *“can be quite useful in helping students to establish structural patterns, rhythm, and certain pronunciation elements”* (Brown, 2000, pág. 133)

https://drive.google.com/file/d/1yLYdtQTpT76FE_hwyCCMHjtKmPXdqv50/view?usp=sharing

The activity was intended for students to express in a written way their experiences about Children's Day and recall what they did at school and on the weekend to celebrate it. Students wrote through the language structures approach under the controlled writing where students followed patterns and completed the ideas, in this case, with close information about their context.



I corrected their texts by using symbols to indicate mistakes. I circled the part of the written speech it needed to be correct following this guide of colors: red-capitalization mistake; blue-spelling error; yellow-punctuation. Students rewrote their texts taking in account the previous corrections.

I would say this activity helped them to increase and confirm knowledge related to content (vocabulary), formal (descriptions) and linguistic (verbs were written in past) schemata. In addition, they illustrated it to help them to relate words with images as well as read it aloud to foster their oral skills.

<https://drive.google.com/file/d/1kNbr1ahWrPlcMsNHpotPOXuzooZ2mfQN/view?usp=sharing>

I decided to talk about Children's Day to introduce a topic and trigger a series of activities to my main objective since it represented a close celebration to them as well as it was a previous experience since we did some activities in our class to celebrate it.



This is the evidence of the activities I designed to celebrate Children's Day at school. Classes were replaced for art activities in which they worked with plasticine, watercolors, drawings, and colored pencils.

Students listened to three texts about how Japanese, Mexican, and Thai people celebrated Children's Day. They completed a comparative chart.

https://drive.google.com/file/d/1MSRwZlc9I-Hm-DbBpy64KoE6AgtSs_k/view?usp=sharing

On this part, I included three audios with the reading of each text. They were recorded by three English teachers from Middle school with the intention of exposing them to other pronunciation, accent, and tone of voice different from mine. I asked them to write their answers with a pencil in order to get a first version of the activity.

To reduce difficulty in the process they activated contextual information and previous knowledge, and I made sure they understood what they needed to do. I got a first and a final version of their work which shows some advances in comprehension when they only listened to, however, it made clear that the transcriptions of the audios were useful to facilitate comprehension since they first listened to the audios and then they read the texts.

I displayed the three texts about the audios students had already listened to (adapted from the website <https://thenewageparents.com/childrens-day-around-the-world/>) about how Japanese, Mexican, and Thai people celebrate Children's Day. They read them to complete the comparative chart as well as express the similarities and differences they notice about Mexico, Japan, and Thailand Children's Day celebrations. I used helpful questioning techniques to test

their understanding of the information they wrote on the chart. To promote passive and impatient listeners participation, I introduced yes/no questions to check understanding.

The combination of audio and text helped them to comprehend and internalize contents since they explored all the facilities the materials provided to increase their schemata, understanding the nature of language and interpret messages. First, they listened for gist to identify the general idea when they answered about the country, it meant they did not need to understand every single word. Then, they listened for specific information to complete the following rows. A Richmond publication specifies that *“As with listening for gist, students do not have to understand every word. Possible activities include marking the topics or key words that are mentioned in a text”* (Richmond, 2014, pág. 132)

How Japanese, Mexican, and Thai celebrate Children's Day.

Japan 	Mexico 	Thailand 
<p>The Japanese people celebrate Children's Day or "Kodomo no hi" on May 5th. Families fly colorful carp kites called "koinobori flags" from their homes as carps represent determination and vigour in Japanese folklore. Children participate in events around the country like traditional Japanese plays. A "Kid's Olympics" is also held in Tokyo, attracting thousands of child competitions annually.</p> 	<p>In Mexico, Children's Day, also known as "El Día del Niño" is marked on April 30th. Schools, parks, and other organizations arrange a variety of special events for the children of Mexico. Classes in schools are replaced by large parties with food, games, and fun rides. Flying banners, piñatas, live music, and puppet shows are some common sights in their local fiestas.</p> 	<p>On the second Saturday of January each year, National Children's Day is observed in Thailand. Children are considered to be the most valuable resource of the nation. On this special day, Thai children are allowed free entrances on buses, to entertainment parks, zoos, government offices as well as to the Army, Navy, and Air Force bases.</p> 

The activity intended to elicit intercultural knowledge expressing their ideas in English. The activity was developed under the cultural criticism approach that suggests being sensitized to similarities and differences (taken ideas from Module 3, Unit 1, Lesson 3 from this specialization at: <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=4259&chapterid=9218>)

As a pre-reading stage, students had previously expressed different aspects about how they celebrated Children's Day. That means they knew the day of the celebration and what they did. It helped them to identify and compare the same information in each text. Besides, they predicted meaning by observing the images.

In the while-reading stage they knew in advance the purpose of the activity. They needed to identify differences in specific aspects such as country, day of celebration, how it is called, and activities they do. Thus, they practiced the reading strategy scanning, also called reading for specific information as a Richmond publication states as “when scanning, [students] keep the idea of what [they] want to find in [their] mind and look specifically only for that, ignoring the other content.” (Richmond, 2014, pág. 127)

To give general feedback, since it is a numerous group, I usually share the answers on the board or screen to make sure all of them can make corrections or complete their answers. After that, I reaffirmed the information by questioning techniques in which I formulate open and closed questions to students whose level of proficiency I know in advance. I mean, I made more elaborate questions to the strong ones and reduced the level of difficulty to the weak ones considering they need more wait time to answer.

https://drive.google.com/file/d/1SOABxhbf1h2ZUyhVzCxjPtu_9PQq_6A/view?usp=sharing

Complete the comparative chart.

Country:	Mexico	Thailand	Japan
Day of celebration			
How it is called			
Activities they do			

Monday May 2nd 2022
 Ana Noelia Lopez Garcia Madrid 2nd ESO

Country	Japan	Mexico	Thailand
Day of celebration	May 5th	3rd April	2nd October
How it is called	Kodomo no Hi	Children's Day	Children's Day
Activities they do	Play with balloons	Children play and go to the playground	Most children go around the city and play with balloons

Monday May 2nd 2022
 Ana Noelia Lopez Garcia Madrid 2nd ESO

Country	Japan	Mexico	Thailand
Day of celebration	May 5th	April 30th	Second Saturday of January
How it is called	Kodomo no Hi	El día del niño	National Children's Day
Activities they do	Children go to school and play with balloons	Parties in school and at home	Parties in school and at home

As a post-reading activity students wrote sentences through the language structures approach under controlled writing where students imitate model texts to make comparisons about how the Children’s Day is celebrated among the mentioned countries. Finally, they read aloud their sentences.



https://drive.google.com/file/d/1IBuRqGXY_np1Azxh_vjwiAeu38j8Us7l/view?usp=sharing



I usually ask my students to illustrate their written work in order to relate images to meaning. It works as a way I have explored to engage students with grammar and vocabulary more effectively.

Session 2

We started talking about what we saw in our last class. I showed images that represent how Thai, Japanese and Mexican people celebrate Children's Day.

https://drive.google.com/file/d/1NDOW7eE42Ra420J5Uv7YQ54RVQul3a_y/view?usp=sharing

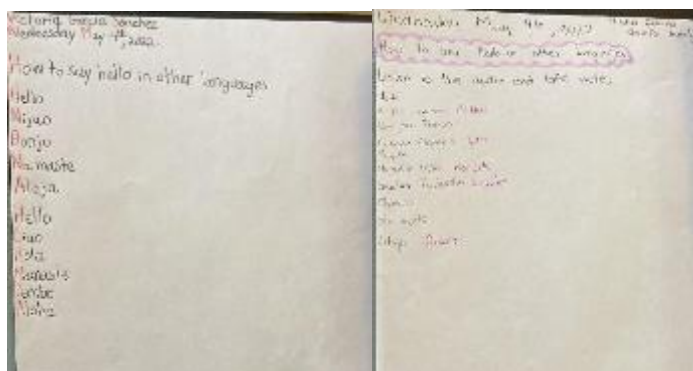
To check how well they have learned about the seen contents, I asked specific questions about what we saw the last session. I used images I got from google images as prompts for students to relate images with meaning as well as elicit oral language.



I asked them if they knew how to say Hello in other languages and how they knew it. Then they listened to a song from YouTube titled “Hello around the world” <https://youtu.be/472AnCrHYVs> students listened to the audio and took notes about the countries and greetings they identified.

<https://drive.google.com/file/d/1TTEPSJheEqWqSwssAKtJ7C8a9oRr8Wel/view?usp=sharing>

This activity helped me to introduce topics as well as activate their previous knowledge since we worked on a listening activity in which they discovered new things and reaffirmed what they already knew. I mean they increased their schemata.



We worked with a non-interactive listening situation since they listened to a song. Even though students do not have the opportunity to request for clarification, the repetition of the verses the song has will help them to comprehend meaning.

The selection of this multimedia technology resource is suitable for students because of the speed of delivery that is slow, it does not contain difficult vocabulary, the structures as well as the known and new expressions may help students to develop their listening comprehension by using content, formal and linguistic schemata. I consider it useful since the song shows more than ways of say hello in different languages. I mean, it also shows through images cultural aspects such as flags, important places or historical characters, skin colors, clothing, dancing,

and flora and fauna. The variety of these cultural aspects gives opportunities for students with low levels of English proficiency to participate and express something they identified in the song. Implicitly, I am using the Audiolingual Method since I am reinforcing pronunciation through the repetition of the song. Besides, I introduced listening and speaking activities.

I covered the listening stages as follows:

In the pre-listening stage, I introduced the topic by asking if they knew how to say “Hello” in other languages. So, students shared what they knew and how they knew it in order to recall and activate their previous knowledge. This helped them to create an idea of what they would listen to.

In the while-listening stage, students made a list of the words they identified. I displayed the song again with images and subtitles, students compared and corrected their answers. We sang the song.

<https://drive.google.com/file/d/1ITcXlssq71-2OJd39yrwE-556zaVu2y9/view?usp=sharing>

At this part of the session, we continued working on the while-listening stage. Listening is a receptive skill that by itself it is difficult to acquire since it represents a high level of cognitive effort from students in order to decode the information transmitted in oral way and consequently it signifies a domain of vocabulary, grammar, fluency, recognition, previous knowledge and so on to be able to comprehend what is transmitted. Thus, I used the combination of audio, video, and subtitles to help students to comprehend, correct and check what they did previously. This time they completed their work by using a different material. I mean another colored pen.

As a post-listening activity, I promoted an interactive-listening situation where beyond their participation we kept a conversation in which we were alternately listening and speaking as well as reflecting on a topic of social relevance and meaning for everyone. They expressed the cultural aspects they had noticed in the video when they sang the song.

https://drive.google.com/file/d/13QzMwuHQft7QQIBnr7V_yGrHnyMy9IO_/view?usp=sharing

The purpose was to accomplish the established standards based on levels of competency and proficiency that the PRONI points out for comprehension on sixth grade that involves “*the ability to participate in communicative situations related to personal, routine, and familiar contexts*” (SEP, National English Program in Basic Education Second Language: English, 2010, pág. 21)

since greeting is a routinary action everybody does as a part of a normal rule to live together and interact with.

I displayed a text that talked about how people greet people in different countries (taken from google images). I read it aloud and focused on the notion that it was because of every country's culture. I displayed some pictures that illustrate how we use non-verbal language when we are greeting. Students acted them out in front of the class.

<https://drive.google.com/file/d/1N8OWAv13VM5SlrP2o1Koz5NBVwgQFpT5/view?usp=sharing>

https://drive.google.com/file/d/1N75bw0k3nvHXWdjsozUmnAxDMr_8LTPj/view?usp=sharing



I used the reading to promote a moment of discussion in which students noticed differences in the way people use non-verbal language to greet each other. In this part of the session, I considered one of the three relevant aspects that Brown suggests when we as teachers design a speaking task that is *“students and teachers should connect the speaking to other skills or activities; students may listen or read a short story and then talk about the passages or main ideas on it.”* (Cited in Module 3, Unit 2B, Lesson 7, Chapter 7.3 at <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=4283&chapterid=9262>)

Students worked in pairs and selected a country, its greeting as well as the non-verbal language they use to greet. The activity was intended to create a scenario to elicit intercultural oral language behavior where students could notice and appreciate the different variations within the cultural context such as greetings. So, students were able to produce more than grammatical sentences since they simulated that they lived in a foreign country and acted the greeting out. Besides, this role-play activity lets them use a familiar topic for them since greetings are an action that they do every day.

In addition, I created a student-to-student interaction in which “dialogues can provide meaningful contexts for filling in the blank exercises. The students can complete a dialogue by working in pairs and filling in blanks with the target structure [...] and then practice the dialogue with each other” (taken from <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=4115&chapterid=9076>)

Students had a word bank and the guide on the board to work as input, it was the first time they presented it to the class. In addition, my intention was to make them feel comfortable and aware of doing well.

<https://drive.google.com/file/d/1iUx1KEVxJWldBFc1E0MLXPHS7KqGEDHm/view?usp=sharing>

<https://drive.google.com/file/d/1cOomhoUlqsAKHBoF-NRAw9Sij7IGrt4/view?usp=sharing>

Oral activity

WORD BANK:

- Sticking out your tongue
- Rubbing noses
- Kissing both cheeks
- Shaking hands / feet / elbows
- Putting our hand on our heart
- Bowing
- Pressing hands together
- Making a shaka
- Hugging
- Smiling and waving hands

GUIDE FOR PRESENTATION:

Good afternoon we are _____ and _____. We live in _____ and we greet each other by _____

Session 3

As a warm-up activity, students watched, listened to, and sang the song “Hello around the world”

WELCOME TO OUR ONLINE SESSION!

Let's sing!
<https://youtu.be/472AnCpHYVs>

#GREETINGS CULTURE

EUROPE: CHEEK KISS
 INDIA: BOWING
 MONGOLIA: BOWING
 CHINA: TRADITIONAL
 JAPAN: BOWING

HOW DO PEOPLE GREET AROUND THE WORLD?



I considered this activity as a warm-up to practice English in a meaningful way since it represents an opportunity to build a listening fluency, notice pronunciation and at the same time it worked as a prompt to introduce culture on this project.

I displayed some flags that belong to the countries that are mentioned in the song “Hello around the world.” volunteers said how people from these places used non-verbal language and the greeting as well as important facts they knew about them.



https://drive.google.com/file/d/1t-mdASxfXJq_GIJhnWYpw5C-1Z95083q/view?usp=sharing

I recycled the seen contents in the last session to give opportunities to express the knowledge they had acquired when they made their presentations. In the presentations they used a guide (input) to do it and in this part of the session I wanted to check how much information they were able to internalize (intake) to present them again (output).

<https://drive.google.com/file/d/1L5RWSuxGV8A2lu8icE-9cQg0rjFY1K-2/view?usp=sharing>

To introduce the topic about stereotypes, I showed some pictures, and the instruction was to turn their cameras on if they were related to them.



https://drive.google.com/file/d/1WO_qk6kth67RJYw58IRaGOeLk5X74F0J/view?usp=sharing

I made questions that are related to their physical descriptions, preferences, abilities as well as to know if they had ever been hospitalized or bullied. I displayed images in order to help them understand meaning. The purpose was that they noticed differences and similarities they had among their classmates.

In groups, we discussed how they felt during the activity, what they noticed, how we could assume the differences and similarities we found, what kinds of values we need to foster in order to live in peace and work collaboratively

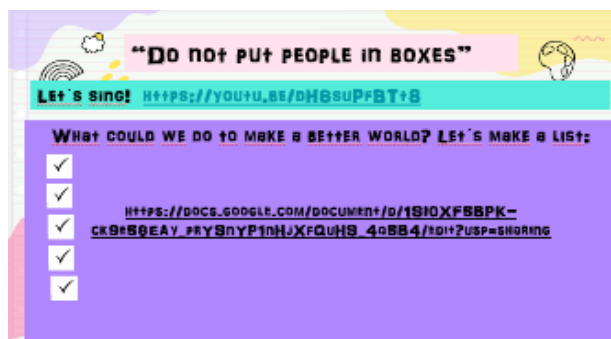
<https://drive.google.com/file/d/17I7972Tdh3Nad1CmnyBqcm8p0XCn7Uq/view?usp=sharing>

The activity was intended to foster their oral expression as well as reflect on how stereotypes can impact our lives. They identified what values should be developed to be inclusive and live in peace. At the end of the activity, they expressed how they felt, what they noticed, and said if it was good to classify people according to a specific criterion and so on.

I would say we combined listening, reading, and speaking skills in this pre-listening activity which had the purpose to activate previous knowledge, improve the competence of following instructions, anticipate the content as well as talk about topics of social relevance such as inclusion and values. They had to listen to the questions and turned their cameras on if they were related to them, then they reflected on the questions I made and shared their opinions

I displayed a children song from YouTube titled: "We are the world", <https://youtu.be/dH6suPfBTt8> students said their ideas about how they interpret the phrase "Do not put people in boxes" as well as how we could create a better world.

https://drive.google.com/file/d/1VDiCKaWBbTCVfwA4CyBq4PepokxTo_ii/view?usp=sharing



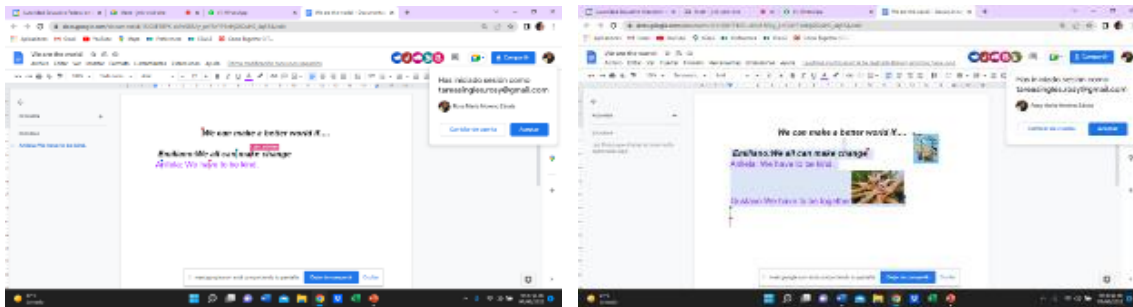
Even though songs are not guided activities, and these resources are not used for our students' learning purposes. I considered it relevant since it is related to the cultural contents they were learning. From my point of view, it talks about the importance of helping each other and not to wait until someone else can do it as well as consider children as the ones who can make that change. Besides, they worked with an important component of the listening comprehension process. I mean, identify sounds, as well as improve their pronunciation and fluency.

To extend the listening activity into a speaking one, I proposed a series of questions to create a chain of reactions that increased the opportunity for them to express their ideas using the language. In this activity I guided my students to the listening process as acquisition since the contents of the song were used as the basis for speaking activities.

<https://drive.google.com/file/d/1ukMkpOLK4-124NIJmWkwVIQfm210U5qQ/view?usp=sharing>

Students wrote their ideas in a collaborative document. Meanwhile they wrote I made corrections without pointing out anything. At the end, they read them aloud and copied them into their notebooks. At the end, each student noticed the final work. I asked to insert images to illustrate what they wrote in order to use the tools we have on a word document.

<https://drive.google.com/file/d/1toulv6bOc4ZwbGUBwG0ti-EVJPOkHHT3/view?usp=sharing>



https://docs.google.com/document/d/1SI0XF5BPK-ck9e58EAy_prYSnYP1nHjXfQuHS_4q5B4/edit?usp=sharing

This activity let them explore more tools that technology offers as well as work with writing, listening and oral skills. They understood the value of creating a collaborative work where everyone contributed with ideas in common. I explained the importance of developing an intercultural competence in which it is not enough to use the language perfectly but also, we need to learn to live together and help each other.

Session 4 at school

As a warm-up activity we used a canvas next to the door to practice ways to say hello around the world. Before coming to the classroom, students selected a flag and practiced with me a greeting they chose.

<https://drive.google.com/file/d/1BH7HebP6ErROYHTuqUf-ZpvMaZKpnuq7/view?usp=sharing>

The proposed warm-up activity intended to get their attention as well as recalled the contents they had learned in a ludic way in which they practiced the knowledge they had internalized as well as increased their schemata since they were practicing and listening to their classmates.

I tried to take into consideration some pointers that Brown suggests as nonverbal communication that we as teachers need to practice such as:

- *Let [my] body posture exhibit an air of confidence.*
- *[My] face should reflect optimism, brightness, and warmth.*
- *Use facial and hand gestures to enhance meaning of words and sentences that might otherwise be unclear. (Brown, 2000, pág. 195)*

In addition, this action contributes to create a positive classroom climate by establishing rapport that Brown defines as *“the relationship or connection [teachers] establish with [their] students, a relationship built on trust and respect that leads to students’ feeling capable, competent, and creative”* (Brown, 2000, pág. 202) I get it showing interest and respect on their performance in front of the group. It motivates them to participate and feel safe that their effort will be appreciated by their classmates.

I showed some pictures that illustrate customs about the countries they worked on as homework and students answered open and close questions as prompts to produce the language by practicing the simple continuous.



<https://drive.google.com/file/d/1NklqJIACvqgUeflmqSsQjEpzkiEh3WJy/view?usp=sharing>

The use of these images or flashcards helped me to elicit oral language. I recalled the seen vocabulary as well as introduced the social practice of the language that states *“Explain customs based on pictures”*, to do so students needed to know and apply the simple continuous.

Students worked in teams of five. I gave them five sets of illustrations as well as sets of colored stripes (red-subject, yellow-verb to be, green-verb with -ing ending, blue-complement) they arranged them and matched the formed sentence with the correct picture.



<https://drive.google.com/file/d/1mzuA-f3PAKgcPIbzil2sa3BbVeGdVnCs/view?usp=sharing>

This activity was intended to elicit oral and written language, students worked in a collaborative way to arrange the sentences and match them with the correct picture. They set the stripes on the table, and they passed to the other two teams to see and read aloud the sentences. The purpose of the activity was to identify parts of the speech and how they are arranged. I mean they noticed that the colors follow a pattern as well as they are represented by subject + verb to be + verb with -ing ending + a complement.

Students copied the sentences and illustrated them with the correct picture.



To conclude the session, I reminded them of the presentation for the next class. I read again (since it is included in classroom) the rubric to make them consider the aspects they needed to cover to be evaluated.

<https://drive.google.com/file/d/1cTcDAiK5t48LTEYlwjRc3vOFKch3cBK0/view?usp=sharing>

Session 5 at school

Before coming into the classroom students selected a country that was displayed on the wall and said a fact about the country.

<https://drive.google.com/file/d/1bjwEAVxzy40SzTrcV7wPPTjgGKUaQ6v/view?usp=sharing>

The proposed warm-up activity intended to get their attention as well as recalled the contents they have learned in a ludic way in which they decided what acquired knowledge want to share in an oral way and at the same time they can listen to their classmates´ ideas to increase their content and linguistic schemata

We played a board game, I organized them to play by rows and they answered questions related to the seen contents. I read them while they advanced in the boxes.



https://drive.google.com/file/d/17L6N_WbhAvZrP-_2y3PC9kNnzlQQ8juK/view?usp=sharing

The activity was intended to elicit oral language as well as remind the contents seen in a ludic way. Students put in practice social competences such as taking turns, raising their hands in order to participate, help each other, accept when another wins, be respectful and so on.

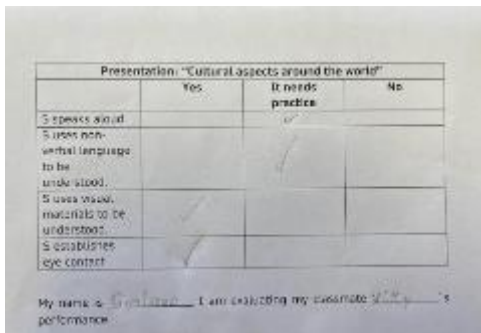
Students played charades to put in practice vocabulary and descriptions of actions. I asked volunteers to come to the front and I showed them a stripe with words from the vocabulary. The rest of the class did not see it. Next, the student acted it out.

https://drive.google.com/file/d/194_4A6PNtGpifpGST4hLRfwtReK3ANJ4/view?usp=sharing

The intention was that students elicit oral language and put in practice grammar and vocabulary in a ludic way that gives them the opportunity to avoid feeling nervous when they try to communicate their ideas using the language. I reformulated their answers and wrote the sentences on the board.

Before students presented their work, I gave them a co-evaluation format with some indicators that were related to the rubric in order to evaluate their classmates' performance.

https://drive.google.com/file/d/1HNXz8d7ykJLqqpCQQCaVZ77Q_vRVjZyV/view?usp=sharing



I could say my students were objective to give feedback through this format to their classmates. Many of them coincided with the evaluation I made about their performance. The main objective was to make them be aware about their weaknesses and strengths on their communicative skills.

Students presented the work they did about a cultural aspect around the world.

https://drive.google.com/file/d/1ANCygGKXkGxSkztngNiFHF5PkSgCo_wm/view?usp=sharing

<https://drive.google.com/file/d/1PgsiQaefF0UPgh0IHftGgPsUE8jsT9JA/view?usp=sharing>

<https://drive.google.com/file/d/1XUmcnn3BEhhYFMfW-UdwOloe4nIIETvM/view?usp=sharing>

<https://drive.google.com/file/d/1J4VNOZScnnEXRQbaOFqYBXV7a-qnmTk5/view?usp=sharing>

<https://drive.google.com/file/d/10ReUfzNXGK3ISQ2ksduaDcngi7MVVr6d/view?usp=sharing>

https://drive.google.com/file/d/1_h4aBm5MhFCyxLtm8_auFYAOI8FBGtZh/view?usp=sharing

<https://drive.google.com/file/d/1Wsfrf9TMBzuap1o1rsATcEh7OcX7UusB/view?usp=sharing>

The activity was intended to give more opportunities to use the language as well as promote a student-to-student interaction. I would say they developed social competencies since they needed to work collaboratively, took agreements, participated actively and so on. I have to say that some students preferred to work alone because they did not have time to work out of the classroom. I considered this option since my main point was to appreciate their performance as well as be flexible with their circumstances.

This activity was a kind of oral test in which I would say it accomplished the five principles of testing according to the following considerations:

Practicality since it is not expensive, the presentations lasted less than three minutes and they presented in teams or individually. It followed an appropriate and accurate scoring procedure through a rubric and a co-evaluation.

Reliability because I considered emotional factors as stress or fear to talk in front of the group to give options to present it in another moment or through a video in classroom, the real purpose of the test was to encourage students to use the language in a fictitious scenario and talking about a custom of the country there were interested in.

Validity for the reason that the criteria was based on the main purpose of the assessment: to work on an intercultural competency by expressing and acting a custom around the world in order to build attitudes of curiosity and openness to appreciate other cultures different from ours. I implemented a direct testing in which the intention was to evaluate pronunciation as well as non-verbal language to be understood.

Authenticity was covered since the discussions we held in class in which we agreed on the idea that is not enough to be linguistic competent to be understood and be able to interact with foreign people in any context but also, we need to build an intercultural competence that implies knowing about customs, traditions and social rules that help us to interact in a positive way to get our purposes.

Washback was accomplished when students were able to give feedback and receive it at the same time through the co-evaluation. Implicitly they made an auto-evaluation too since they had the opportunity to appreciate all their classmates' performance and compare it with their own. The results I get through the checklist will help me to focus on the skills I need to improve in my day-to-day practice.

Session 6 at school.

In our last online session, there were few students connected, so I retook some topics we saw on it. We reflected on the messages we could extract from the song "We are the world" to say what they can do to create a better world.

<https://drive.google.com/file/d/1wvIHPgwioS0SI5QmBXXmcs08PUuaffPG/view?usp=sharing>

I could relate the outcomes of this discussion in which each student reflected and said what they could do to make a better world to the notion of Byram when he points out the importance of getting an intercultural communicative competence "*a position which acknowledges respect for human dignity and equality as the democratic basis for social interaction*" (cited at <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=4246&chapterid=9177>).

Since my point of view, it is an ability to be developed in the educational field to promote respect, tolerance, openness, and interaction as well as avoiding discrimination, inequality, ethnocentrism and so on.

I wrote the students' contributions on the board. Then, I pointed out the aspects they need to take in consideration to create a poster or collage about the actions they can do to make a better world.

<https://drive.google.com/file/d/1nokCJRLiq7cSPNn2LV56bEHpS2N4XW4u/view?usp=sharing>

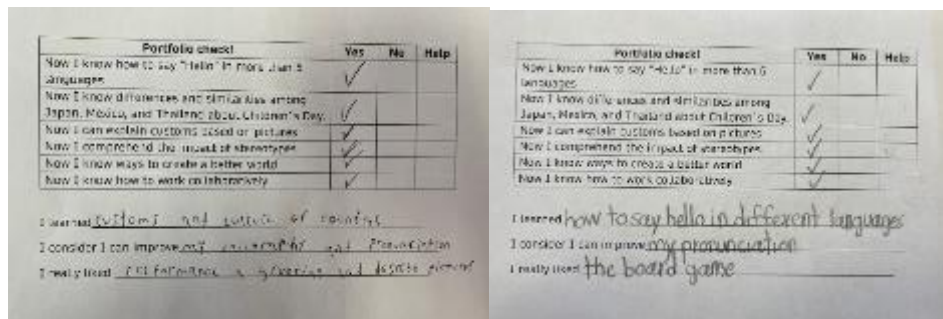


I noticed on the last written activity that some mistakes were repetitive related to the use of capital letters or punctuation marks. So, I found this idea in Facebook, and I adapted to English. It worked well! I would say this will be a permanent rubric I am going to use on each written activity my students do.

Students kept the evidence they got during the project in their portfolios and completed a self-evaluation format with some indicators that show the knowledge they acquired during the development of the project.

<https://drive.google.com/file/d/1ypufof6Y1Ws1clZ6MgMIL8AEDs15SqL1/view?usp=sharing>

<https://drive.google.com/file/d/1OY3M9Eu0QEtgXwdV9jUtlxD9z9WDZdmx/view?usp=sharing>



This activity was intended for students to be encouraged to measure their own progress through portfolio work. As a Richmond publication states about self-evaluation “*[they] answer questions to help them to see how they have improved over time. this visible progress check is especially important to promote student motivation.*” (Richmond, 2014, pág. 149)

In group we discussed the importance of the developed work and how it could help for their lives the knowledge they acquired. To conclude, I displayed a video with photos of their work on this unit.

The purpose of this activity was to recall the information students completed on their self-evaluation and made them be aware of the knowledge they have acquired as well as notice how they can improve the areas they identified as not acquired. I focused on the awareness that we need not only linguistic competences that could be seen as a series of grammar,

pronunciation, and vocabulary to communicate any idea in a second language, but also it is necessary to have a communicative competence that means the correct use of the language applying the sociolinguistic rules as well as knowing the culture of the target language.

2.02.2 Activities for homework.

Students worked on the following activities that were sent by classroom. To do so, I always write instructions for homework in Spanish since most of the parents do not have English knowledge and this helps them to guide their children.

Students made a collage that intended to describe how they conceived culture around the world.

The main aim of this individual assignment was to help students recognize all the elements of culture as well as identify the most relevant for them. Since culture is very difficult to define, however, it is easier to notice what aspects could be related to.



Students completed a liveworksheet and took a screenshot of their result to send it to my email.

<https://es.liveworksheets.com/5-sa305900hn>

Two screenshots of a liveworksheet titled '10/10' and '9/10' showing a quiz about Mexico, Japan, and Thailand. The first screenshot shows the quiz questions and a table with the correct answers. The second screenshot shows the same quiz with the user's answers and a comparison table.

10/10

10/10

1. Read and choose the correct option.

1. Mexico is located in Mexico.
2. Mexico is located in Mexico.
3. Mexico is located in Mexico.
4. Mexico is located in Mexico.
5. Mexico is located in Mexico.

Country	Flag	Capital	Language	Currency
Mexico		Mexico City	Spanish	Mexican Peso
Japan		Tokyo	Japanese	Japanese Yen
Thailand		Bangkok	Thai	Thai Baht

9/10

1. Read and choose the correct option.

1. Children's Day is known as 'Día del Niño' in Mexico.
2. Children's Day is celebrated on in Thailand.
3. Children's Day is celebrated on in Japan.
4. Families fly colorful kites on in Japan.
5. Children are allowed to eat sweets at parks and schools.
6. Classes in schools are stopped for eight days in .

Country	Flag	Capital	Language	Currency
Mexico		Mexico City	Spanish	Mexican Peso
Japan		Tokyo	Japanese	Japanese Yen
Thailand		Bangkok	Thai	Thai Baht

This interactive activity helped them to remember the contents seen in class. The last part of the exercise entailed a higher knowledge about general culture, I mean it represented an opportunity for checking how much they know about these countries.

According to the liveworksheets website, the use of this interactive tool “allows [teachers] to transform [the] traditional printable worksheets (doc, pdf, jpg.) into interactive online exercise with self-correction, [...] Students can do the worksheets online and send their answers to the teacher. This is good for the students (it’s motivating), for the teacher (it saves time) and for the environment (it saves paper)” (Liveworksheets, s.f.)

Students researched the cultural aspects they liked to know about two countries mentioned in the song “Hello around the world” They illustrated their work.



This activity represented the previous work to develop a final project for the students. I did not give a specific aspect to research since I wanted to do it more meaningfully and do the task according to their interests. In addition, I intended to create an extensive reading in which students read for pleasure or curiosity in order to research for the information they wanted to know.

Students completed a liveworksheet and took a screenshot of their result to send it to my email.

<https://es.liveworksheets.com/5-ps306040eo>



This simple activity helped them to match flags, countries, and greetings. Even though it does not pursue an intercultural communicative competence that could be seen as an ability to be developed in the educational field in order to promote respect, tolerance, openness, and interaction as well as avoiding discrimination, inequality, ethnocentrism and so on. It could help to be aware of general knowledge about the world without memorizing long lists of countries.

Students wrote and illustrated phrases from the word bank. They added elements they learned in class as flags and greetings.



This activity was intended to work with new vocabulary to increase their content schema as well as make use of them in diverse activities such as role plays, discussions, and writing activities.

Students worked with their teams to research a custom from another country. The instruction was to think about their food, clothing, dancing and so on. They wrote a small paragraph to

describe it and then they made an oral presentation of their results as well as acted it out in class. The evidence of this oral activity was previously shown.



2.02.3. Project

The project was an integrated series of activities that were developed during the sessions, and they were described previously. I could say these activities helped us to create different fictitious scenarios where students elicited oral language, appreciated different customs, as well as contrasted similarities and differences with our own culture. It concluded with the presentations students made in teams or individually. They were shown in chapter 2.02.1

2.03 Assessment

The purpose of assessment for the PRONI is *“to register the degree of progress achieved in everyday work, as well as the changes and adaptations required by any of the components that play a part in the teaching practice”* (SEP, 2010, pág. 33) when the program ran in 2010 grades were not required. Currently, English teachers give a grade that is registered on their “boleta de calificaciones” and it is averaged with the other subjects to generate a final grade at the end of the school year.

The guidelines of the program give more importance to the process than the results and this situation involves promotion. I must see assessment as formative with the assumption of being *global* taking in account students’ capacity in English as a whole; *continuous* considering the students’ performance not only at the end of the project but also in all the stages they follow.

To assess all the work developed during the unit, I used different tools as rubric to guide the individual activities, liveworksheets as interactive activities to practice contents seen in class as well as foster reading comprehension and identify vocabulary, checklist to evaluate their individual and collaborative performance, self-evaluation and co-evaluation as a mean to be aware of what they learned as well as their weaknesses they need to improve and strengths they have acquired, and portfolio to make a compilation of the products got in each stage of the process.

Since I work with eight groups in the morning (elementary school) and six more in the afternoon (middle school) I must adapt the assessment process by using a general checklist where I registered the grade of proficiency, they got in each aspect using the traffic light strategy where red means they have not achieved it, yellow suggests they need practice and green indicates they have achieved it.

I just want to clarify that the information I get on this point is only for me, because it represents the areas in which I need to make adaptations, go deeper, or improve strategies in order to help them to be aware of what they are learning and how they can strength certain skills since I only report the final grade to my scholar authorities. If parents want to know how well their children are working in my class, I interpret my results to give them suggestions to adapt at home to reinforce certain contents.

2.03.1 Rubric

The following rubric was shared to students and parents with the purpose of knowing in advance what they were expected to do, the description of the components they needed to cover on their productions and how they were assessed. It was written in Spanish to help parents to understand meaning. I created it on the website: <http://rubistar.4teachers.org/index.php?skin=es&lang=es>

Presentación Oral: Cultural Aspects Around the World

Maestra: **Rosa María Moreno Zárate.**

Estudiante: _____

CATEGORY	4 Excelente 10	3 Bien 8-9	2 Regular 7-8	1 Requiere práctica 6
Volumen	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia a través de toda la presentación.	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia al menos 90% del tiempo.	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia al menos el 80% del tiempo.	El volumen con frecuencia es muy débil para ser escuchado por todos los miembros de la audiencia.
Postura del Cuerpo y Contacto Visual	Tiene buena postura, se ve relajado y seguro de sí mismo. Establece contacto visual con todos en el salón durante la presentación.	Tiene buena postura y establece contacto visual con todos en el salón durante la presentación.	Algunas veces tiene buena postura y establece contacto visual.	Tiene mala postura y/o no mira a las personas durante la presentación.
Apoyo	Los estudiantes usan varios apoyos (puede incluir vestuario) que demuestran considerable trabajo/creatividad y hacen la presentación mejor.	Los estudiantes usan 1-2 apoyos que demuestran considerable trabajo/creatividad y hacen la presentación mejor.	Los estudiantes usan 1-2 apoyos que hacen la presentación mejor.	El estudiante no usa apoyo o los apoyos escogidos restan valor a la presentación.
Contenido	Demuestra un completo entendimiento del tema.	Demuestra un buen entendimiento del tema.	Demuestra un buen entendimiento de partes del tema.	No parece entender muy bien el tema.

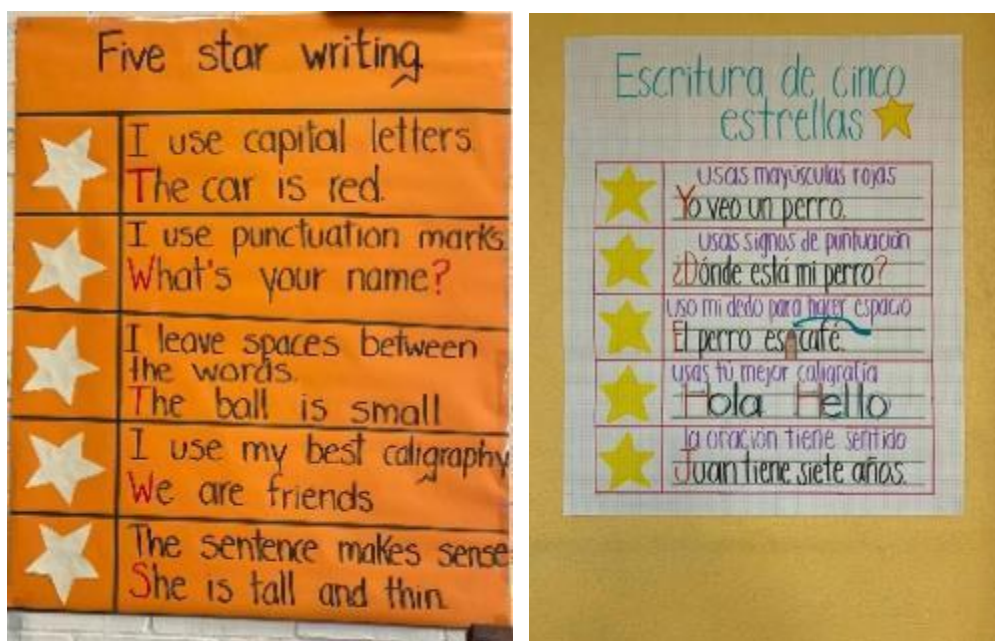
At the same time, I created a format in which I concentrated the outcomes included in the rubric, I added an extra column to register relevant observations on their performance related to the suggestions on how to assess speaking cited at <http://eeale.upnvirtual.edu.mx/mod/book/view.php?id=4283&chapterid=9251>) I focused on

the pronunciation aspect since it was a presentation that students previously researched and prepared. I must add that some students were afraid to present their work in front of their partners. I gave them the option to do it through a video in classroom. My real interest is that they practice the language and little by little they feel comfortable to do it in front of the class.

ESCUELA PRIMARIA PROF. EFRÉN NÚÑEZ MATA SIXTH GRADE UNIT 8 "Let's compare customs based on pictures"						
ROLL NUMBER	STUDENTS' NAME	SPEAK ALOUD	USE NON-VERBAL LANGUAGE	USE MATERIALS	ESTABLISH EYE CONTACT	OBSERVATIONS
1	ACOSTA LANDIN ARI ANTAR					Excellent attitude
2	AMAYA GONZALEZ JUAN PABLO					Restless in the presentations of his peers
3	BAUTISTA SOSA ADIAREN SOLEDAD					She has been sick
4	CAMACHO PESCADOR ESTHEFANIE					She is going to submit a video in classroom
5	CARRILLO MARTINEZ ULISES					He has participated in all the activities
6	ESQUIVEL MARTINEZ ELIZABETH					She has been absent
7	FERNANDEZ ORTIZ VALERIA					She submitted a video in classroom
8	FLORES JIMENEZ SANTIAGO					He is going to submit a video in classroom
9	GARCIA HIDALGO NADIA ZAMIRA					Very participative
10	GARCIA SANCHEZ VICTORIA					Little nervous in her presentation
11	GARFIAS ALVAREZ IKER A.					Little nervous in his presentation
12	GONZALEZ GOMEZ ANLLELA D.					Excellent attitude
13	HERNANDEZ EMIGDIO ERIK					He is going to submit a video in classroom
14	HERNANDEZ MACIEL DHAMAR					Good effort
15	HERNANDEZ ROSALES DORIAN					Excellent attitude
16	JOSE SALAZAR MAURICIO S.					He is going to submit a video in classroom
17	LINARES CASTILLO AXEL SANTIAGO					He did not come to school
18	LOPEZ SANTOS VALERIA MICHELLE					She is going to submit a video in classroom
19	MISS ESTRADA GUSTAVO					Excellent work and attitude
20	MONTES MIRANDA DIANA YUTZIL					She has changed her attitude towards the class.
21	PEREZ VAZQUEZ BRENDA					Little nervous in her presentation
22	PIÑA ESTRADA AMERICA A.					Excellent attitude and performance
23	RODRIGUEZ MARROQUIN JAVIER					He is going to submit a video in classroom
24	ROMAN RIOS EMILIANO					Excellent work and attitude
25	SANCHEZ LOPEZ SANTIAGO					Excellent work and attitude
26	SERRALDE CORONADO NOAH					He has changed his attitude towards the class.
27	TELLO PALOMINO MARIO					Excellent work and attitude
28	TORRALVA SALMORAN SOPHIE					She is going to submit a video in classroom

I would say that this format is a technique that helps me to elicit valid and reliable indicators that economize my time and effort since I do not fill in one per student and by using the traffic light strategy, I can easily identify the aspects I need to reinforce in class. I usually take notes that offer important situations I must consider when I need to transform the qualitative assessing to the numeric. I know in advance if there was a circumstance that my students had and offer options to validate the task in other forms or deadlines.

As I mentioned previously, to assess writing, I followed the guidelines that chapter 7.3 from Module 3 of this specialization offers and I implemented a kind of rubric I adapted from an image shared in Facebook that will help me *“to raise students awareness about several details of the writing domain”* (cited at <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=4283&chapterid=9257>). It is intended to check if they are using capital letters or the correct punctuation mark, if they are separating the words and writing with their best calligraphy as well as if their sentences make sense. The intention is to have it permanently in the classroom and work it with groups from different levels to improve their written productions.



2.03.2 Liveworksheets

The use of this media resource that I adopted as a tool to test their level of domain in vocabulary, reading comprehension and general culture about three countries, let me get a

general overview of their performance since it is graded automatically, and students can notice their grades as well. In such a way, they make a self-evaluation that encourages them to improve their knowledge in real time. On this kind of test, I include activities such as select an option, match columns and complete columns.

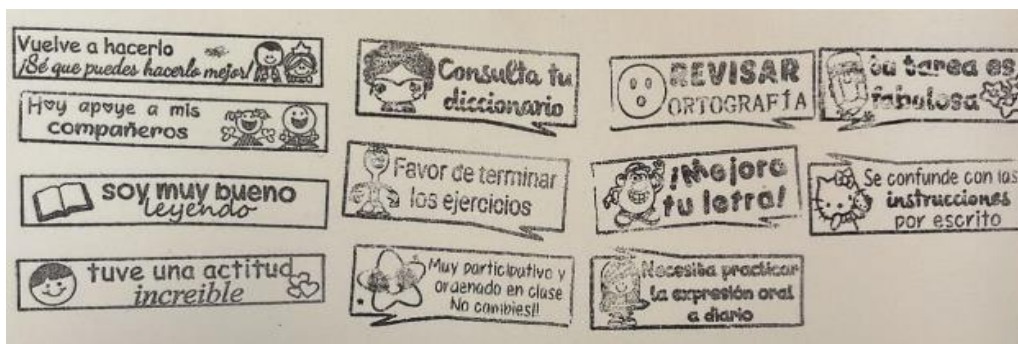
2.03.3 Self-evaluation and Co-evaluation

I gave great importance to these kinds of evaluations since students could notice their progress as well as recall the knowledge they had acquired. The results they got encourage them to recognize the strength areas they have and how they can work to overcome the weaknesses. Also, they helped them to keep a record of their performance and appreciate their process they follow to acquire new knowledge.

I took in consideration the guidelines the readings from Module 3, Unit 9, Chapter 9.2 suggest related to *“create the habit of self-assessment in our students, [...] this will help them monitor academic progress in our subject. It is also advisable to have them compare results”* (cited at <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=4300&chapterid=9301>)

2.03.4 Portfolios

I used the portfolios as a tool to assess my students due to the fact it keeps a compilation of evidence that shows how students are improving in their language learning process. I divided the evidence in the following categories: reading, writing, speaking, listening, evaluation in order to provide a better overview of the skills we improved during the development of the project. To give feedback I used some stamps with phrases in Spanish since they help students and parents to know what they have done well and what they could improve.



2.03.5 Checklist

It is important to say that PRONI not only considers the four skills in the language but also considers relevant attitudes towards language and communication. So, I considered them. The evidence I got to assign the values was based on their performance and participation in the sessions, the information I got through the liveworksheets, the final project, their presentations, the work developed on their notebooks as well as the assignments they upload in classroom. The values I gave for the work they developed during the project are from 8 to 10. In the cases in which I did not have any kind of contact with the students because they did not come to school during the period I am evaluating and parents did not report anything either, I follow the guidelines for assessment from SEP and I assign 6.

To economize time, I usually fill in the blanks in certain moments of the class when I notice their progress, for example in the interaction student-to-student, when they participated actively, or I nominated them. I mean I make use of the informal evaluation in the routinary actions we developed in the class to notice how well they are progressing.

I do not need to design a certain test to check if they acquired the achievements since I offer a variety of opportunities for them to practice the language. It is clear that they are better in certain skills and my job is to identify which they are and motivate them to improve the ones they have not got at all. I must confess that before enrolling to this specialization I used to assign grades based on the quantity of activities done during each period, now I comprehend the importance of going deeper on my analysis and the interpretation I made on each stage. I mean, I give more importance to the quality of the work done in which I can evaluate the progress they are acquiring.

The following is a checklist with a general overview of my students' performance. It is based on the outcomes they got in all the proposed activities in class. It includes a general comment about their performance, I tried to focus on positive comments that let me appreciate their effort.

Achievements Checklist

School's name: Profr. Efrén Núñez Mata							Date: May Grade: Sixth	
Teacher's name: Rosa María Moreno Zárate							Social Practice: Exchange suggestions to buy or sell a product	
Unit: 8								
Achievements								
1.- Identify how to say "Hello" in different languages								
2.- Express in oral and written ways differences and similarities about Children's Day in Japan, Mexico and Thailand.								
3.- Explain customs based in pictures								
4.- Comprehend the impact of stereotypes, prejudice, and discrimination.								
5.- Interact and respond positively								
6.- Appreciate teamwork and attainment of agreement focused on common benefit.								
Student's name	1	2	3	4	5	6	Score	Observations
1.- ACOSTA LANDIN ARI ANTAR	█	█	█	█	█	█	10	ALWAYS WORKING
2.- AMAYA GONZALEZ JUAN P.	█	█	█	█	█	█	9	NEEDS TO IMPROVE ATTITUDES.
3.- BAUTISTA SOSA ADIAREN S.	█	█	█	█	█	█	8	OFTEN MISSED CLASSES
4.- CAMACHO PESCADOR ESTEFHANIE	█	█	█	█	█	█	9	NEEDS PRACTICE, GOOD ATTITUDE
5.- CARRILLO MARTINEZ ULISES	█	█	█	█	█	█	9	ALWAYS WORKING
6.- ESQUIVEL MARTINEZ ELIZABETH J.	█	█	█	█	█	█	6	SHE HAS NOT COME TO SCHOOL
7.- FERNANDEZ ORTIZ VALERIA	█	█	█	█	█	█	9	NEEDS PRACTICE, GOOD ATTITUDE
8.- FLORES JIMENEZ SANTIAGO D.	█	█	█	█	█	█	9	NEEDS PRACTICE, GOOD ATTITUDE
9.- GARCIA HIDALGO NADIA ZAMIRA	█	█	█	█	█	█	10	GOOD JOB
10.- GARCIA SANCHEZ VICTORIA	█	█	█	█	█	█	10	PARTICIPATE ACTIVELY
11.- GARFIAS ALVAREZ IKER A.	█	█	█	█	█	█	10	GOOD JOB
12.- GONZALEZ GOMEZ ANLLELA D.	█	█	█	█	█	█	10	PARTICIPATE ACTIVELY
13.- HERNANDEZ EMIGDIO ERIK	█	█	█	█	█	█	8	NEEDS PRACTICE, GOOD ATTITUDE
14.- HERNANDEZ MACIEL DHAMAR	█	█	█	█	█	█	10	GOOD JOB
15.- HERNANDEZ ROSALES DORIAN A.	█	█	█	█	█	█	10	PARTICIPATE ACTIVELY
16.- JOSE SALAZAR MAURICIO S.	█	█	█	█	█	█	9	PARTICIPATE ACTIVELY
17.- LINARES CASTILLO AXEL S.	█	█	█	█	█	█	6	HE HAS NOT COME TO SCHOOL
18.- LOPEZ SANTOS VALERIA M.	█	█	█	█	█	█	10	GOOD ATTITUDE
19.- MISS ESTRADA GUSTAVO	█	█	█	█	█	█	10	EXCELLENT WORK, EMPATHETIC
20.- MONTES MIRANDA DIANA Y.	█	█	█	█	█	█	9	NEEDS PRACTICE, GOOD ATTITUDE
21.- PEREZ VAZQUEZ BRENDA	█	█	█	█	█	█	10	GOOD JOB
22.- PIÑA ESTRADA AMERICA A.	█	█	█	█	█	█	10	GOOD JOB, ENJOYS THE CLASS
23.- RODRIGUEZ MARROQUIN J.	█	█	█	█	█	█	8	NEEDS PRACTICE, GOOD ATTITUDE
24.- ROMAN RIOS EMILIANO	█	█	█	█	█	█	10	NEEDS TO IMPROVE ORTOGRAPHY
25.- SANCHEZ LOPEZ SANTIAGO	█	█	█	█	█	█	10	GOOD JOB, PARTICIPATE ACTIVELY
26.- SERRALDE CORONADO NOAH	█	█	█	█	█	█	10	HE HAS IMPROVED HIS WORK
27.- TELLO PALOMINO MARIO A.	█	█	█	█	█	█	10	PARTICIPATE ACTIVELY
28.- TORRALVA SALMORAN SOPHIE	█	█	█	█	█	█	9	NEEDS PRACTICE

3. Experience Report

To give general comments about my students' progress as well as identify the strategies I can improve to strengthen their skills, I present the actions I implemented to get their attention and effective work.

- I nominated the isolated students who are the ones that set themselves apart from others, to give answers that entail a level of difficulty they could afford or to read some sentences.
- In the activities in which they needed a high level of proficiency I let the task-oriented students who enjoy school and learning as well as completing tasks with a high degree of accuracy participate freely and of course I tried to balance their participations to permit that other talked too.
- I ensured that my dependent and social students who needed my support or guidance had understood the instructions. Also, I provided opportunities to reduce the difficulty of the activities as well as asked them to read aloud the answers they had written on their notebooks to check if they had comprehended the activity and had the correct answers.
- I made the teams take in account their role to create a balance that let them work collaboratively and learn from each other.

To be clear on how my students have learned and offer more detailed information about their learning processes I am presenting the results according to each skill.

3.01 Interculturality

To communicate effectively in a second language, it is necessary to learn the language itself and take the type of culture into consideration. English is seen as the lingua franca that means it is used for communicative purposes around the world. It indicates that people from different countries are learning English and culture from other places; this takes us to another concept: Intercultural competence that entails communicating effectively in a range of cross-cultural contexts. This notion does not mean we as teachers are going to change learners' values, however, we can guide them to be conscious of the impact their attitudes towards differences can create on others.

I would say I worked under the precepts that Michael Byram and his colleagues called the Model of Intercultural Competence that establishes the necessity of making our students conscious of the diversity and accept difference.

I foster intercultural attitudes when they shared some greetings they knew and watched the video that displayed the song “Hello around the world” since the activity was intended to focus on the attitudes of curiosity and openness. They were ready to learn about different cultures and I guided them to contrast these to our own ones.

I guided them to get the knowledge of social groups once they interacted among them. I tried to make a balance to form the teams or couples to make the presentations or role-plays with the purpose of working under the precepts of Zone of Proximal Development that Vygotsky defined as “*the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*” (cited at <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=3911&chapterid=8320>). This theory suggests the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality.

In addition, they became aware of cultural differences when they learned more about specific aspects we compared during the sessions as how Children’s Day is celebrated in Mexico, Japan and Thailand, how we can say hello in different languages and how non-verbal language plays a fundamental role on them, the research they did about specific customs of the countries they were interested in. It was practiced through different strategies and techniques to elicit the language such as discussions, questioning, completing a comparative chart, describing pictures, and acting greetings out in fictitious scenarios.

The skills of interpreting and relating were covered through the discussions we held and were linked to the use of non-verbal language to say hello as well as how they acted them out. I am proud to say they were respectful so they could develop an objective point of view to avoid judging them and accept differences. Some of them have an idea of certain customs due to the fact they watch foreign movies or series that let them appreciate differences.

In my opinion, my students have acquired some new knowledge of cultures and cultural practices that let them to develop skills of discovery and interaction in the future. The development of this project could encourage them read for pleasure or real interest for knowing more about life in different countries in order to interact with foreign people and put in practice their linguistic competence.

From my point of view, the critical cultural awareness was covered through the messages we could extract from the song “We are the world”. The activity was intended to reflect on the idea that we come from different customs and traditions, however, at the end we belong to the same human race for that reason it is necessary to help each other to take care of our lives and world. Even though they are so young to make a change they could evaluate their own perspectives to become aware of their own values as well the positive or negative effect they can create.

3.02 Reading

The National English Program known as PRONI considers that *“reading comprehension involves understanding both personal and everyday life texts, as well as finding specific information in simple literary and academic texts”* (SEP, 2010, pág. 22) to get this purpose in sixth graders students I would say that they make use of the interactive reading model in which they combine characteristics from the bottom-up (comprehension will happen once all the smaller pieces of information available on the page have been put together) and top-down (readers extract meaning from the context) approaches when they read. (Taken ideas from M2, U1, L1 from this specialization at <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=4089&chapterid=8804>

Sixth graders do not present difficulty to decode the letters in order to read a single word, however, they use other strategies to understand the whole text such as reading a complete sentence, interacting with their peers, paying attention to the context and images as well as activating their previous knowledge and experience. When they read aloud their written productions, I noticed some pronunciation mistakes. I realized I need to include more opportunities to improve stress and intonation to accomplish the intelligibility needed to express themselves and be understood.

As far as I am concerned, reading is not only the action of decoding words, but also it entails comprehending what is being read. At this point I could say my students can read and easily get the general idea, however, they presented difficulty with the implied meanings. I understood they needed more practice, so I created a Reading Lab with different kinds of materials to encourage them to read at least 10 minutes per day.

3.03 Writing

The PRONI considers that writing *“involves producing short and simple texts related to everyday and routine information, immediate needs and simple descriptions, based on a repertoire of known words”* (SEP, 2010, pág. 23) I consider my students have developed different strategies to accomplish this skill, they are described as follows.

They create their productions following the approach of language structures since they get familiarized with pieces of grammar and vocabulary through a text. They can write small paragraphs in controlled writing if they follow patterns, and they have lots of attempts in real writing when they express their ideas on how they can create new messages if they change a part of a statement.

From my point of view, my students worked with micro-skills where they learned and identified how words are formed and arranged to transmit a message. In this case, they arranged words to create sentences that described a picture. It does not mean that in elementary school, students are not able to deal with macro-skills, I believe that they learned how they can write a dialog as well as their own messages following patterns. The relevance of this practice is that they identify their format and learn ways to write according to the purpose, that later they are going to improve.

3.04 Listening

The PRONI establishes that *“listening comprehension involves both the ability to understand and participate in the general meaning of exchanges and short oral texts used in different social environments, such as the identification of the main idea brief announcements and messages”* (SEP, 2010, pág. 22) to carry out this skill students are exposed to interactive and non-

interactive situations that help them to process listening in two directions as meaning and as sound.

From my point of view, my students have developed a certain level of comprehension to get the general idea, because they are accustomed to the sounds of the language, and they identify known words. Besides, they have developed implicit meanings that emerge in a conversation such as intonation, non-verbal language, attitudes and so on.

I would say my students have gained abilities to use listening as comprehension when they identify pieces of vocabulary or functions of the language as well as acquisition since this information represents the input, they need to express something, answer questions or interact in a conversation. However, they need the support of images, videos, and subtitles to confirm if they got the correct idea of the proposed activity.

3.05 Speaking

Speaking is seen in the PRONI as *“the ability to participate as a speaker in short and common oral exchanges in different social environments”* (SEP, 2010, pág. 23) as a productive skill of the language, it involves the opportunity to me as a teacher for evaluating how well my students have learned and how I can help to improve their knowledge.

The activity I proposed through the project in which they performed a greeting, as well as the presentations about different customs around the world represented the kind of output to promote their speaking. On the first activity they needed to interact among them paying attention on non-verbal language that represent a key point to be understood as well to provide audience’s comprehension, meanwhile, on the second one they practiced social abilities to take agreements and decision on the custom they presented in the class, taking in account the aspects established on the rubric. I emphasized the importance of speaking aloud as well as their body language to get the intelligibility needed to be understood.

When they participated in the oral activities in which they had to give their opinions, I could notice they were focused on the message and presented limited abilities to notice or pay attention to specific grammatical features. It is a characteristic of speaking since it is spontaneous, and it does not let time to check if the information we want to transmit will be

according to the required intelligibility to be understood. It is a clear example of the process my students are following to get awareness of what they are saying. After more practice they will be able to focus on form because they will have internalized certain rules as Krashen suggests on his Monitor Hypothesis (taken ideas from Module 1, Unit 2, Lesson 5 from this specialization at <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=3892&chapterid=8251>)

Students worked these activities under the concepts of the Task-Based Language Teaching (TBLT) because their presentations were focused on functions of the language that is to describe customs. Brown suggests that *“[these] tasks [made me to] organize [my] classroom around those practical tasks that language users engage in “out-there” in the real world”* (Brown, 2000, pág. 244)

4. Conclusion

The development of this assignment made me reflect on the importance of knowing exactly what I need to consider in order to foster a real intercultural communicative competence in which students acquire a second language and appreciate differences in thoughts, beliefs, customs and so on, that exist around the world to develop attitudes that entail respect, tolerance and acceptance among people from other cultures. It was great to think that not all is lost in our world. We as teachers are agents of change and it does not mean we are going to change our students' values or beliefs, however, we can make them aware that the impact of their attitudes has a positive or negative consequence.

Certainly, all the time I am teaching combining the four skills. The big difference is that I could do it thinking about how my students follow these processes and how they could be assessed by using different tools and techniques to appreciate their performance. I took in consideration the strategies needed to strengthen these skills and I understood what difficulties they face and how I can anticipate them as well. As the PRONI suggests it is a process and I can confirm that practice will help my students to acquire more knowledge.

I could relate the Model of Intercultural Competence suggested by Michael Byram to some principles established in the curricular foundations of the PRONI mainly to the one that convey with the consideration that Unesco has indicated as purposes of the education when it points to *“educational systems are to prepare students in order to face the new challenges of a globalized world, in which the contact among multiple languages and cultures becomes more and more common every day”*. (SEP, National English Program in Basic Education. Curricular foundations., 2011, pág. 6)

Before enrolling in this specialization, I believed it was enough to read or listen to some facts about culture around the world to cover the intercultural competence. Currently I realized that students need to live the experience in a fictitious scenario that let them put in practice some aspects of the culture around the world as greetings, dancing, traditions, and so on, this ludic way can help them to explore, reflect and contrast their culture as well as notice differences and similarities to build a real intercultural competence that offers them opportunities to acquire new knowledge about other cultures and avoid stereotyping or prejudice.

I really enjoyed exploiting my creativity in order to create a chain of activities derived from a song to cover cultural aspects as well as the contents that the syllabus for sixth graders include. I considered ways that involve my students' reflections to improve reading, writing, listening and speaking skills.

Fortunately, I have an English classroom and I conceive it as the readings from this specialization name "the third culture" since I have adapted it to be a place where my students can learn the language as well as explore and contrast Mexican culture with the culture of the United States since it is the closest reference most of my students have, due to the fact some of their relatives have emigrated to this country and they keep in touch through video calls. My commitment is to incorporate more knowledge about other countries' culture.

I could proudly say that I have carried out different techniques the readings and guidelines from this specialization have offered. I have applied some tips and strategies my colleagues have shared on the academic discussions and videoconferences. Of course, I have adapted them to my context and facilities since I work in an elementary school that belongs to the public system.

Technology in sixth graders could be a risk if they are not supervised by adults. It is easy to access any kind of information that may be dangerous or not appropriate for them. So, I frequently talk to my students about the importance of its usage, and I invite them to act ethically, and be respectful when they interact with their partners in social networks. I make them reflect on how they can take advantage of the resources they can explore for educational purposes, especially in the ones that could improve their English learning.

I would add that my students and I had the opportunity to explore more technological resources than I used to present in my face-to-face sessions. I got audios from Middle school English teachers to improve their listening skills. They completed two liveworksheets, they worked on collaborative work through Google documents in our online session and got a Reading Lab. I consider that all of this represents a variety of activities to engage students to learn and practice English.

5. Bibliography.

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- <https://es.liveworksheets.com/>
- <http://rubistar.4teachers.org/index.php?skin=es&lang=es>
- <https://thenewageparents.com/childrens-day-around-the-world/>
- Readings from Modules I, II, and III provided for this specialization at:
<http://eeale.upnvirtual.edu.mx/my/>

6. Appendices

Power Point Presentation to display contents in the class.

<https://docs.google.com/presentation/d/15xiPrzLq6Ot59enNIP0tNXBihZjyOrO/edit?usp=sharing&oid=114904827256551253654&rtpof=true&sd=true>

Power Point Presentation to praise students for their good job.

<https://docs.google.com/presentation/d/1Q5v-zpWazysC5fIEsiLvV34fN-pWAap/edit?usp=sharing&oid=114904827256551253654&rtpof=true&sd=true>

Graphic resources

<https://docs.google.com/document/d/17uk8u2OpsylGqu9VtiY7C4kxm9HI38jh/edit?usp=sharing&oid=114904827256551253654&rtpof=true&sd=true>

https://drive.google.com/file/d/1N-Nkr4T6ZDubO6_1QseSkAXkb5ZrvCjr/view?usp=sharing

Readings

https://drive.google.com/file/d/1h_D0H6QCwLKYeod8lgK94YfDpOH30jTh/view?usp=sharing

Listening resources

<https://youtu.be/472AnCrHYVs>

<https://youtu.be/dH6suPfBTt8>

Liveworksheets

<https://es.liveworksheets.com/5-ps306040eo>

<https://es.liveworksheets.com/5-sa305900hn>

Collaborative document of Google

https://docs.google.com/document/d/1SI0XF5BPK-ck9e58EAy_prYSnYP1nHjXfQuHS_4q5B4/edit?usp=sharing

Rubrics

[Rubrics.docx](#)

Board game:

https://drive.google.com/file/d/1xYfCnMzcPWc640tKzXOOwyNrH7ETA_VS/view?usp=sharing

Self-evaluation and Co-evaluation formats

<https://docs.google.com/document/d/1IePAVyp1qTdi0RpnDxMQAGADG5vM7ryN/edit?usp=sharing&oid=114904827256551253654&rtpof=true&sd=true>

Checklist

https://docs.google.com/document/d/1gpGZgFKy4t_uS5fXrcN2MRsFK7S6YrfX/edit?usp=sharing&oid=114904827256551253654&rtpof=true&sd=true

Reading Lab

https://drive.google.com/file/d/1b3aPKh_CyXOR4mexYeHJaSpAAjogzIEv/view?usp=sharing