



UNIVERSIDAD PEDAGÓGICA NACIONAL

**UNIDAD AJUSCO
PROPUESTA DE INTERVENCIÓN EDUCATIVA**

“Constructing Intercultural Awareness Through Children's Rights.”

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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Final Project:

“Constructing Intercultural Awareness Through Children's Rights.”

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ABSTRACT

This document is presented as an integration of the main learning points reviewed over the three modules of the Specialization in English Language Learning and Teaching (EEAILE) from Universidad Pedagógica Nacional (UPN). It is a result of combining theoretical concepts with my teaching practice over these three modules.

At first glance, we can find an upgraded teaching identity as well as a strong and polished philosophy statement. My teaching values have not changed, if not have been enriched by new elements incorporated into my new teaching practice formula. In this chapter, the theoretical foundations supporting my planning are also discussed, researchers such as Krashen, Vygotsky, and Hymes, among others play influential roles in this section due to their contributions to Second Language Acquisition, language learning, as well as communicative competence, respectively.

In order to apply and test the theoretical concepts learned throughout this specialization (which also covered interculturality, use of technology, and assessment), I integrated the project “Constructing Intercultural Awareness Through Children's Rights.” This project focuses its purpose on creating consciousness on the importance of Children’s rights and then focuses this matter on intercultural competence where space for reflection on the importance of this topic is being held. All of this, is guided through a sequence of 5 lesson plans: listening, speaking, reading, writing, and finally concluding on an intercultural session where all the elements are integrated into one. Another important aspect is that technology is included in the creation of digital brochures on different platforms. Students are being evaluated through a Performance Based Assessment model over each lesson with the use of rubrics. Moreover, a space is designed at the end of the fifth session in order for students to evaluate their own progress and monitor their learning.

Based on the information gathered, we can explore the findings and conclusions of students’ learning compared to the outcomes set, grade the effectiveness of the activities held, and reflect on the way things can be done differently in the future in order to obtain better results in my teaching practice.

Finally, I can conclude that some of the most meaningful aspects I have learned from this EEAILE experience are the theoretical concepts and applications, which result in a broader view of my teaching practice. Furthermore, I have discovered a colleague's network where I can share my experience, learn from them, and discuss teaching strategies to improve my day-to-day activities and professional development. Nevertheless, it is important to mention the challenges faced during this journey, factors such as time constraints and juggling among EEAILE, work, and family were mostly present this year. As I head towards the culmination of this cycle, I feel proud and grateful for the path traveled.

TABLE OF CONTENTS

Introduction

1. Chapter 1: Philosophy and Theory

- 1.01 My teaching identity and philosophy.....1
- 1.02 Theoretical Foundations Influencing my Practice 2

2. Chapter 2: Methodology and Practice

- 2.01 Teaching Context Description..... 3
- 2.02 Lesson Plans and Rationale Behind the Activities..... 4
- 2.03 Assessment Tools and Methodology 17
- 2.04 Evidences of the Assessment Instruments and Outcomes..... 18
- 2.05 Lesson Plan Video Application..... 20

3. Chapter 3: Experience Report

- 3.01 Analysis and Reflection 20

4. Chapter 4: Conclusions..... 21

5. Chapter 5: Appendixes and References

- 5.01 Appendixes..... 23
- 5.02 References..... 28

INTRODUCTION

"There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace."

-- Kofi Annan

The main objective of this final project titled "Constructing Intercultural Awareness Through Children's Rights" is to take students on a journey where they can explore their rights as a child and understand the importance of making them count, all of this while increasing their vocabulary, developing reading, speaking, and writing skills in L2, thus, awaking their intercultural and technological competence.

The first chapter explains how one's teaching philosophy has been reviewed, reflected on, and polished over the three modules of the Specialization in English Language Learning and Teaching (EEAILE). An honest and well-thought-out teaching philosophy statement is also displayed in this chapter, with elements such as values, context, and students' needs, as well as the teacher's commitments, are included in this statement which is intended to be followed day by day.

Another important consideration included in chapter one is the rationale influencing my planning. Contributions such as Krashen's theories The Input Hypothesis and The Affective Filter Hypothesis, as well as The Sociocultural Theory by Vygotsky are taken into account when designing my lessons, thus, methods such as The Direct Method and Task-Based Approach have been part of my teaching practice, and depending on the context, each one has its place. We also analyze the role that culture and technology play when making adjustments in my lessons, and the views on how students should be assessed according to one's convictions.

In the second chapter of this document, a detailed description of the teaching context being faced is included. This is a small group (5 students) that takes private online lessons three times a week. They can be placed in an A2 level according to the CEFR (1), which allows them

to produce basic structures, understand short- medium lengths text, and express personal information without any issues. The main concern, in this case, is their personalities since four out of the five students are introverts, which results in them having a hard time participating voluntarily, and taking classes online has not been beneficial for them.

Chapter two also provides a thorough explanation of the five lesson plans elaborated for this project with the rationale behind each of them. The description is organized according to the order of the session starting with the listening skill, followed by a speaking session, then a reading class, continuing with a writing session, and finally, an interculturality class where students present their final product. In this section, assessment and evaluation are included by the use of two rubrics to grade students' performance and a self-evaluation rubric created to help students reflect on their learning process and grade themselves on their performances.

The third chapter of this paper contains a deep analysis and reflection about the execution of the lesson plans, it is aimed to describe students' outcomes as well as to ponderate the performance of the activities organized. We also explore of the influence of students' personalities in the development of the exercises during the sessions as well as the study of actions or approaches that could be done differently to obtain better results.

In chapter four the general conclusions of both the final project and the finale of journey of the specialization are expressed. We go back to our beginnings in the month of August 2021 and reflect on how much we have grown as professionals of English Language Teaching and how our perspective as teachers has been enriched. Another essential thought is how all of the hard work that is put into the integration of this final project was explored. The different stages that go from understanding the main idea of the project, the thematic to be followed, the incorporation of interculturality and technology into the formula result in hours of researching, thinking, editing, adapting, and finally putting into practice.

Finally, the fifth and last chapter displays the appendixes where the material used in the different lesson is shown, we can also learn about the different resources that were used in the elaboration of this document through the list of the references.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 My Teaching Identity and Philosophy

When we first began our journey on the Specialization in English Language Learning and Teaching (EEAILE) from Universidad Pedagógica Nacional (UPN), I can recall being asked on the very first lesson of Module 1 to reflect on our “beliefs as teachers”. This consisted mainly on answering “how” and “why” we do what we do in our daily practice. In this matter, I can state that over the modules and unit explored in the EEAILE, I have been able to shape and adjust this philosophy according to the knowledge acquired.

By doing so, I have written my teaching philosophy statement, which is defined by Natasha Kenny, cited in Espinoza, 2010, p.4 (2) “as a clear and logical statement that communicates what your fundamental values and beliefs are about teaching and learning, why you hold these values and beliefs, and how you translate these values and beliefs into your everyday teaching and learning experiences.” (Kenny, 2008, p. 6), which states as follows:

Teaching Philosophy Statement for ELT Grecia Campaña

“My philosophy of education is that all learners are presented with the opportunity of the best education possible. In my classroom, students can find a safe place to learn and be themselves, regardless of their personalities, learning styles, and struggles. Values such as empathy, respect, responsibility, and hard work are fostered permanently in order to bring the most and the best from everyone. As a teacher, I will bring an open mind, a positive attitude, and high expectations on each lesson in the aim of creating strong learning communities that inspire a better version of each one.”

A better version of my teaching identity and philosophy begins by sketching the elements and “must haves” into the formula. The first and foremost is passion and love for my profession and my mission in this field which is to empower children in my country. The second component is the word “empathy”, which can be linked to **the Affective Filter Hypothesis** by Krashen (3), the word empathy might sound as a cliché, but the pandemic due to Covid-19 and the side effects of lockdown made me realize how lucky I am and how it is essential to show sensitivity

for other people's situations. I know rather focus on having healthy, happy learners that are ready and willing to actually learn than just students who accomplish requirements in order to get a passing grade, where nothing positive grows from there and they move forward with a terrible experience in their English classes.

1.02 Theoretical Foundations Influencing my Practice

Regarding the different methodologies and approaches that I mostly implement in my teaching practice are in first instance The Communicative Language Teaching (4) approach since the Mexican education system in English language teaching and learning sets its focus around it and displays that our main goal as teachers (academically speaking) is to train our students to communicate ideas, feeling, preferences, and carry out problem solving situations in the best way possible. I acknowledge the purpose and will strive to achieve it in my day to day practice.

In the same matter, I plan my teaching practices following the principles of Krashen's theories The Input Hypothesis and The Affective Filter Hypothesis, as well as The Sociocultural Theory by Vygotsky. Some of the methods that have worked for me during my years as an educator are The Direct Method (particularly when working for private schools) as well as Task-Based Approach.

Culture awareness as well as interculturality are essential features inside my planning. Dell Hyme's theory about communicative competence has served as a guide to design activities to develop my students' intercultural competence. It's significant that my students become aware of their own culture as well as to welcome and reflect about other cultures (open mind), which is why Byram's model of intercultural competence has influence over my lessons.

The integration of technology inside the classroom to develop English communicative competence as well as other skills plays an important role since it motivates and encourages students' active participation.

In terms of evaluation and assessment methods Kuhlman's strategies, O'Malley and Valdez-Pierce are implemented and recycled due to their usefulness.

Finally, the inquiry raises the question of “how” things could be done in the best way possible. Integrating an accurate need analysis for groups, an appropriate combination of the methods, approaches, and techniques learned so far (depending on the objectives set), fostering situations that allow learners to practice the language could be the game changers that are needed to trigger students’ motivation and create a positive learning environment not just in our classrooms, if not, in our school and community.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 Teaching Context Description

The group of students which I chose to be part of this final project as well as past assignments is characterized by having 5 students among the ages of 11-13. They all attend Public Elementary/ Middle Schools, the youngest are currently studying sixth grade while the eldest attend second grade in Middle School. These pupils have been exposed to private English lessons for two school years now (this being their third). Lessons were originally delivered on Saturdays in a face to face modality (2019-2020), however, due to COVID-19 pandemic, we shifted to online lessons through the ZOOM® platform three times a week (Mondays, Wednesday, and Fridays) from 4:00 to 4:50 p.m. It is important to mention that all 5 students own technological devices and have access to internet connection which allows them to attend classes without any inconveniences.

Currently, this class is studying the last level of a six-level course designed for young learners, ranking in an A2 level (CEFR) (5). We are working with the textbook “Come on 6” by MM Publications editorial. They have been developing the four skills simultaneously, therefore, they are able to communicate ideas using basic structures in written and spoken form, interpret short- medium length texts and listen to short listening scripts for gist and detail.

2.02 Lesson Plans and Rationale Behind the Activities.

The activities designed in the following lesson plans are a consequence of several exercises that were held on the day where “Children’s Day” is celebrated in Mexico. Although most of the students from this class attend middle school, I found relevant to create awareness on Children’s rights and then focus this matter on intercultural competence where space for reflection on the importance of this thematic is being held.

Regarding the research that supports ideas applied in the lesson design, three theories have provided the guidelines for the development of the lesson displayed in this paperwork. The **Comprehensible Input Theory** explained by Krashen (1982), plays the main role in the first session because students are introduced to new information by connecting with knowledge they already had. By presenting vocabulary slightly above their current level, students are able to infer what is being taught.

Dell Hyme’s (6) theory about **Communicative Competence** where he establishes that competence in a language should include social knowledge of when and how to use them appropriately and not only sounds, words or grammar. Also, Byram, Gribkova, and Starkey’s (2002) intercultural competence model is applied in this lesson plan where teacher guide students through this process of intercultural competence and provide opportunities to experience by themselves to have the chance to reflect on cultural differences in order to deal with their own attitudes to open themselves up to accepting differences between other cultures and their own. Byram Nichols, & Stevens (7) affirm that it is not the role of the teacher to change learner’s values, but “to make them explicit and conscious in any evaluative response to others.”

As learned in the first unit of module 3 of Specialization in English Language Learning and Teaching (EEAILE) from Universidad Pedagógica Nacional (UPN) we were able to explore the different components that integrate the theoretical concepts of interculturalism and the development of communicative competence in an EFL classroom. In this matter, the activities included in the lesson plan have been carefully planned for the purpose of evaluating in the coming sessions.

To begin with my teaching practice, I have decided to initiate the sequence of five lesson plans with the listening skill, followed by a speaking session, to then move on with the practice of the reading skill, continued by a writing class, and conclude with an interculturality lesson where the sum of the work done in the previous sessions will be displayed as described in the following paragraphs:

Listening Session

In order to generate interest and activate schemata, I decided to begin my session with a mini-challenge that gets students working from the first minute, after they have unscrambled the phrase correctly, the goal is to elicit *previous knowledge* and *inference questions* (Brown, 2001) by going back in time and remembering how they used to celebrate Children's day before the pandemic as well as to awaken their senses and feelings, and therefore create connections. I will also use *previewing (8)* to make inferences and predict what will be listened to in the video. These last mentioned strategies are part of the pre-listening stage which at the same time belongs to the top- bottom processing sequence (Richards, 2008). The while- listening stage is characterized by a non-interactive activity using a multimedia resource such as YouTube which has its focus set on processing meaning rather than sound (Fang, 2008). For the final part of this process (post- listening), we will go over the questions (True/ False quiz) that had to be answered while listening thus draw conclusions on the importance of Children's rights (general thematic).

Speaking Session

For this next session, I decided to set the focus on *fluency* (Richards, 1990) supported by semi-structured phrases (as conversation starter aids) and *functional communication activities (9)* since the general aim of the class is to have students analyze, classify, and share opinions about the importance of Children's rights as well as to distinguish the difference from something one needs versus something one wants. Another element that is present in this discussion is *intonation*, special attention will be paid while students are sharing their contributions as well to then provide feedback on the importance of getting messages across properly to express how we feel about certain things.

Reading Session

In the reading lesson plan, I designed an *information-gap* activity, in this case it constitutes a *skills-integration* task since students will be listening to each other read, they may ask for clarification if needed (interactive), and they will also be writing the information their peer provides in order to complete the task successfully.

We will begin our class by activating schemata about Children's rights (reviewed in the past lesson) by playing an online game as a class to then move on with our reading task. In terms of the reading activity, we also consider it being a *Whole Language Approach (10)* since the language is being taught through a Social Studies subject content. I will be monitoring while the activity is taking place and participate per team's request if requested. The self-evaluation strategy will also be present in this task since the post-reading activity will display a group discussion to draw general conclusions as well to serve as preparation for their coming project.

Regarding the strategies that as a teacher I have planned to execute, I am considering on applying some of the following introduced by Chamot and O'Malley (11):

- Activating the students' prior knowledge and cultural context: By associating Children's Day to Children's rights, their schema can be activated and therefore connections can be made between new and old information. Also, since students will be aware of the amount of knowledge they already have, motivation will be higher towards understanding the text.
- Emphasizing comprehension over pronunciation: In this case, students will be working in pairs in a "private" space. If, while monitoring I detect any pronunciations mistakes, no interruption will be made, at the end of the task, general pronunciation of the detected words will be reviewed.
- Teaching reading and writing together: This particular strategy works perfectly with the brochure project of the writing session coming up. Students can pick up phrases from the examples being read to use them later on in their writing task.

Writing Session

The writing session aims to guide students into making their Children's Rights brochure (which will be presented in the interculturality class, lesson 5). This lesson initiates with a review of the modal verbs learned throughout unit 8, this once again to activate schemata and direct students' attention towards the activity that will be held. The main writing activity constitutes the creation a digital brochure (use of technology) about the importance of children's rights. Students were give the instruction of reviewing the previous material worked with in class and choosing the rights they found the most important to write about. This constitutes a *free writing activity* (12) since students will use patterns they have already learned and create new messages with them. Another approach that will be used in this class but has also been present in the past lessons is an adaptation of process model of writing instruction (13), even though it does not follow the 10 steps as suggested by Hyland (2002) we will cover: selection of the topic, prewriting, composing, revising and proofreading (in this case by the teacher), publishing, and follow- up tasks.

We will also be working with the development of learners' micro-skills (Brown, 2007) by taking into consideration word patterns, expressing meanings in different grammatical forms, suiting the purpose, etc.

Interculturality

As learned in the first unit of module 3 of Specialization in English Language Learning and Teaching (EEAILE) from Universidad Pedagógica Nacional (UPN) we were able to explore the different components that integrate the theoretical concepts of interculturalism and the development of communicative competence in an EFL classroom. In this second unit, we were able to explore how testing and assessment can be applied in the learning classroom and both products and processes. In this matter, the activities included in the lesson plan have been carefully planned for the purpose of evaluating in the coming sessions.

In the beginning of this chapter, I mentioned that this idea of working with the theme of Children's rights originated from the celebration of Children's Day in our country (April 30th). In Mexico, this day is filled with celebrations at school where teachers and parents organize

parties, games, bring food and other amenities so children can have a good time and celebrate the fact that they are “children”. While planning a learning activity for my class related to this special date, I turned back to the Model of Intercultural Competence presented by Byram, Nichols, and Stevens (2001), specifically on points 3, 4, and 5 and decided to use this celebration to create awareness and have students discover 1) the origin of this celebration, 2) the importance of their rights as children, and 3) how Children’s rights are seen worldwide (since they are not respected in all of the countries).

In order to achieve this, students will go through the process of getting to know their rights, research and learn about their importance through listening and reading activities, be able to draw conclusions and voice their opinions on the subject by a group discussion, as well as to express their resolutions on a digital brochure that will be presented to their peers in this special session.

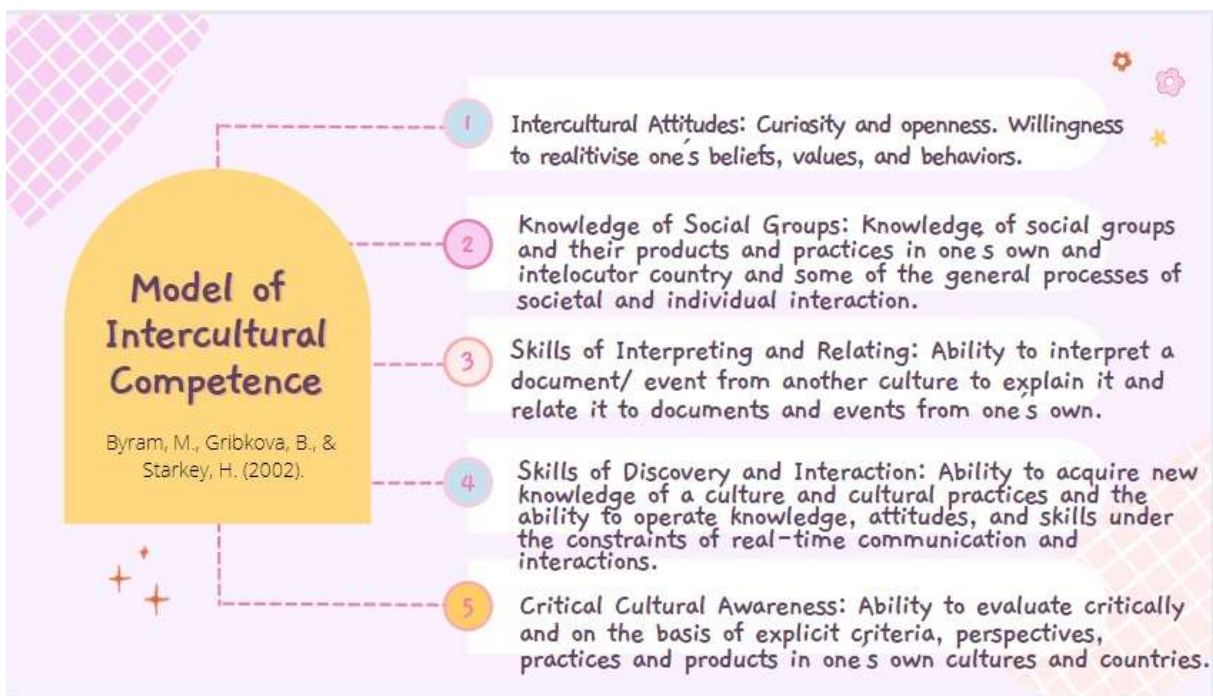



Image 1.1 Campaña, G. (2022). Model of Intercultural Competence by Byram.

Now, the five lesson plans are explained in detailed according the sequence planned:

Lesson Plan 1 (Listening)

DATE: May 2nd, 2022		WEEK: 31	UNIT: 8
GRADE: kids 6		THEME: Children´s Rights	
COMMUNICATIVE ACTIVITY: Playful and literary. Understanding of the self and other.			
EXPECTED LEARNING: To learn and reflect about Children´s rights ideally for the celebration of Children´s Day in Mexico developing the skill of listening.		Group Arrangement: Individual, group.	
		Resources: ZOOM, YouTube, online websites, .	
		Pages: N/A	
I N T R O D U C T I O N	DAILY ROUTINE:		TIME:
	Zoom session begins, greetings and a quick chat is held to reinforce rapport.		3min
	Ask students to unscramble the following letters to discover the secret phrase: "HDNILRE´CS_DYA" (CHILDREN´S DAY). In this part we will go over the celebration of Children´s Day in our country (ask about how they celebrated before and after the pandemic, how this made them feel, and whether or not they knew about the origin of this celebration.		7 min
Explain to students the concept of children´s rights by sharing an image of two children (one that has not eaten and another that works in a factory), elicit from students whether they believe if these actions are right. Direct students´ attention to a PowerPoint slide (pre-listening), read the following questions:			

C O N T E N T	<p>Ask Ss to look out for the answers while watching the video: https://www.youtube.com/watch?v=hOwB-EglPlo&t=35s</p> <p>After watching the video, as a class go over the answers and comment on students' thoughts, opinions, and previous knowledge on the subject (reviewing the rights children have).</p> <p>Explain to students that we are going to be working on this particular subject during the following classes, encourage them to research about their rights and bring any useful/ interesting information they might encounter in our next class.</p>	10 min 15 min
C L O S E - U P	<p>Turn students attention to the activity https://www.liveworksheets.com/uu1262419qg where taking turns, we will try to match the name of the 'right' to the correct image.</p> 	10 min
H	Research information about children's rights .	

Lesson Plan 2 (Speaking)

DATE: May 4th, 2022		WEEK: 31	UNIT: 8
GRADE: kids 6		THEME: Children's Rights	
COMMUNICATIVE ACTIVITY: Playful and literary. Understanding of the self and other.			
EXPECTED LEARNING: To learn and reflect about Children's rights, to make classifications, and share opinions.		Group Arrangement: Individual, group.	
		Resources: ZOOM, YouTube, online websites, .	
		Pages: N/A	
INTRODUCTION	DAILY ROUTINE:		TIME:
	Zoom session begins, greetings and a quick chat is held to reinforce rapport.		3min
	Brainstorm as a class about last session. What do students remember? Use the shared screen function to jot down any ideas students may provide.		7 min
CONTENT	Go over the difference between " needs " and " wants " by asking questions such as 'Does every child have the right to be safe?' (Yes. It's a right). 'Does every child have the right to get lots of money from their parents? Or toys whenever they want? (No. It's not a right. We want it, but we don't need it).		5 min
	Ask student to draw a "t" on their notebooks. On the left side they will write the word "rights" and on the right side the word "wants". Explain that they will see some images and classify them into the correct category. As I share each image (see appendixes), students will decide if each action corresponds to one category or another, e.g. "Have a name and identity". I will call on students to explain why this particular action is classified this way, i.e. "It is important to have a name because_____." Students will be classifying and writing down the different rights and wants taking turns contributing.		20 min
	To conclude the discussion, students will take turns answering the question 'Which rights are the most important, in your opinion? Encourage students to support their answers and give examples if possible.		5min


CLOS	Students will rank the rights listed on the “+” chart from the most to the least important according to their beliefs. Compare and contrast the ranking in teams of 3.	10 min
H	Read the poster UN Convention on the Rights of the Child https://sites.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf	

Lesson Plan 3 (Reading)

DATE: May 6th, 2022	WEEK: 31	UNIT: 8
GRADE: kids 6	THEME: Children’s Rights	
COMMUNICATIVE ACTIVITY: Playful and literary. Understanding of the self and other.		
EXPECTED LEARNING: To learn and reflect about Children’s rights while developing the reading skill, to make classifications and categorize.	Group Arrangement: Individual, group.	
	Resources: ZOOM, YouTube, online websites, .	
	Pages: N/A	
INTRODUCTION	DAILY ROUTINE: Zoom session begins, greetings and a quick chat is held to reinforce rapport.	TIME: 3 m in
	Making reference to the homework from last class, play the following game on the wordwall website : https://wordwall.net/es/resource/18129247/childrens-rights-game	

Lesson Plan 4 (Writing)

DATE: May 11th, 2022		WEEK: 31	UNIT: 8
GRADE: kids 6		THEME: Children's Rights	
COMMUNICATIVE ACTIVITY: Playful and literary. Understanding of the self and other.			
EXPECTED LEARNING: SWAT use modals verbs (can't, should, shouldn't, must, mustn't, have to) to make a booklet about Children's rights.		Group Arrangement: Individual, group.	
		Resources: ZOOM, YouTube, online websites, .	
		Pages: N/A	
I N T R O D U C	DAILY ROUTINE:		TIME:
	Zoom session begins, greetings and a quick chat is held to reinforce rapport.		3min
	Review the use of modal verbs by playing the following game on the word wall website : https://wordwall.net/es/resource/7201618/modal-verbs		7 min

C O N T E N T	<p>After the review, each student will say a sentence using a modal verb referring to a right children have. I will begin by modeling a sample sentence: "Children must attend school and receive proper education".</p> <p><u>Planning the Booklet:</u> Go over the elements that need to be covered in the booklet that students will elaborate. Share on the screen the booklet shown last class (hw section) https://sites.unicef.org/rightsite/files/rightsforeverychild.pdf, Afterwards, share worksheet:</p>  <p>and go over the elements that need to be taken into account (this was homework for Ss in last class). Explain to Ss that instead of a booklet, we will make a digital brochure.</p> <p>Guide students on a tour on the Canva website (https://www.canva.com/es-us/), where we will go over the process of making a brochure on this platform. Students are to make their brochure using this or any other digital platform of their election.</p>	5 min 20 min 10 min
C L O S E	<p>General review of the steps and element students need to follow and take in to consideration in order to make their brochure.</p>	5min
H W	<p>Ss are to make their brochure and prepare to share it with the class in our next session.</p>	

Lesson Plan 5 (Interculturality)

DATE: May 16th, 2022		WEEK: 32	UNIT: 8
GRADE: kids 6		THEME: Children´s Rights	
COMMUNICATIVE ACTIVITY: Playful and literary. Understanding of the self and other.			
EXPECTED LEARNING: SWAT use modals verbs (can't, should, shouldn't, must, mustn't, have to) to make a booklet about Children´s rights.		Group Arrangement: Individual, group.	
		Resources: ZOOM, YouTube, online websites, .	
		Pages: N/A	
I N T R O	<p>DAILY ROUTINE:</p> <p>Zoom session begins, greetings and a quick chat is held to reinforce rapport.</p> <p>A raffle will be drawn (https://wheelofnames.com/es/) using an on-line spinning wheel)in order to determine the order of the presentations.</p>		TIME : 5m.
C O N T E N T	<p>A special message regarding the topic of Children´s rights will be given by the teacher highlighting the importance and significance of the development of the presentations.</p> <p>Students will take turns presenting their brochures, while the others listen and take notes on information they find relevant.</p>		35
C L O S E	Self- evaluations, group feedback, and conclusions will be made.		10 min
H	No homework for today!		

2.03 Assessment Tools and Methodology

In terms of assessment, I have chosen to use **Performance Based Assessment (PBA)** the since as defined by O'Malley and Pierce (14), it "consists of any form of assessment in which the student constructs a response orally or in writing". By being this a project which integrates the four skills plus the concept of interculturality, PBA covers the guidelines on assessing both productive and receptive skills due to its six characteristics: 1) Constructed response 2) Higher order thinking, 3) Authentic assessment, 4) Integrative assessment, 5) Process and product, and 6) Depth over breadth. This last characteristic is the one playing the main role for this assignment since we are taking Kuhlman's (15), recommendation on quadrants for collecting information (assessment), these quadrants can be used from the four language domains.

Quadrants for collecting information (assessment)	
Observation of Process	Observation of Product
Classroom Measures	Decontextualized Measures

Based on these quadrants for collecting information I set the focus of the lesson plans in the following 3 quadrants:

Observation of Process: In this part, I collect information of students' language achievement of performance during each lesson (since the class is held in ZOOM platform, I have the advantage of recording the entire class) focusing attention to the learning process my students are going through.

Observation of Product: In this particular case, the product refers to the final presentation where students present their digital brochures on Children's rights. This speaking presentation will be graded using a rubric and for writing we will be using an analytic rubric taking into

consideration O'Malley and Pierce's criteria (see appendixes). They will also reflect on their learning outcomes and skills by answering a self-evaluation.

Classroom Measures (CM): This quadrant refers to every language product that a teacher collects in the classroom setting. In this matter, over the sessions aspects such as formative and informal assessment, the use of technology to create their brochures, and even true or false quizzes (traditional assessment) are present.

2.04 Evidences of the Assessment Instruments and Outcomes.

This project integrated several forms of assessment throughout the five sessions. Diagnostic assessment was applied at the beginning of each lesson in order to find out how much they could recall from past sessions. Formative assessment was displayed in true/false quizzes, classifications, giving opinion, drawing conclusions as well.

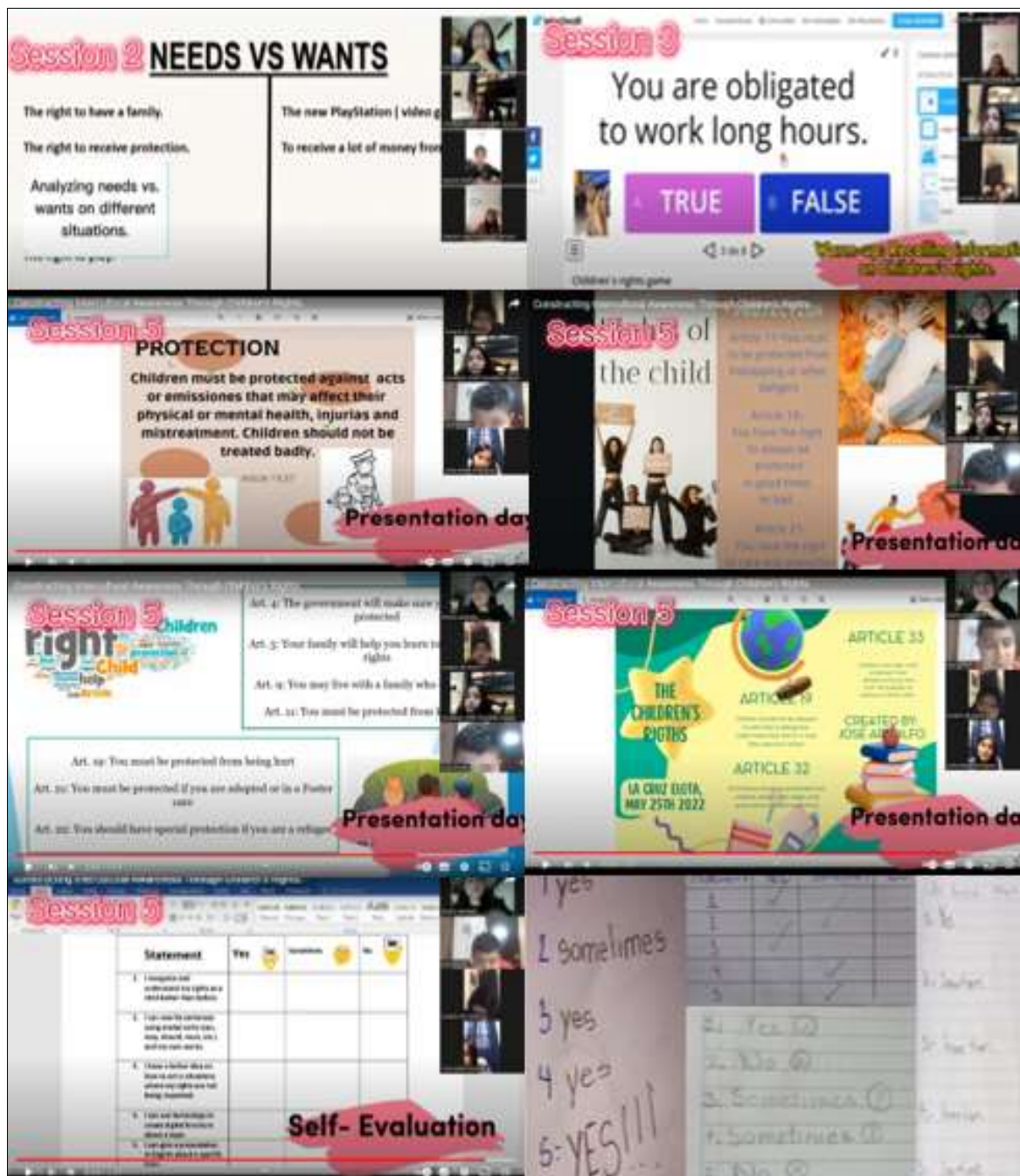
Following the contributions made by O'Malley and Pierce, these two rubrics were designed (one for speaking and the other for writing):

Using these rubrics, students were able to be assessed in both skills at the same time. I found them completely useful and objective, since they were based on what students were asked for since the beginning of the project, and in the case of writing, micro-skills were able to be put into practice and evaluated.

SPEAKING PRESENTATION PROJECT ON CHILDREN'S RIGHTS					RUBRIC ON ANALYTIC ASPECTS OF WRITING				
Criteria	1 Needs Improvement	2 Regular	3 Very Good	4 Excellent	Criteria	1 Needs Improvement	2 Regular	3 Very Good	4 Excellent
Ability to communicate ideas.	Cannot answer questions or express ideas.	Communicates ideas in a limited way.	Is able to communicate ideas with few errors.	Is able to communicate clear ideas, opinions, and conclusions effectively.	Spelling	Many spelling mistakes that detract from meaning.	Some spelling mistakes are made that do not detract from meaning.	Few spelling mistakes are made.	No spelling mistakes are made.
Fluency	Is reading the presentation, sounds forced and insecure.	Made use of reading at times, difficulty while speaking.	Read very few, makes proper use of visual aids.	Is able to present the topic without reading. Makes uses of visual aids properly to explain.	Use of modals verbs (grammar)	No use of modal verbs to rewrite texts.	Little usage of modal verbs is made.	Modal verbs are present in the text. Message is not compromised.	Proper use of modal verbs is made, message is clear and understandable.
Pronunciation	Puzzling to understand, makes use of L1.	Needs more practice.	Mostly easy to understand.	Very easy to understand.	Punctuation signs and Capitalization.	Lack of punctuation signs and no capitalization.	Some punctuation and capitalization errors are made.	Few punctuation and capitalization errors are made.	No punctuation and capitalization errors are made.
Grammar/ Word Usage	Major mistakes are present, difficulty to understand the message.	Some errors are made, the message gets across.	Makes few errors without affecting the message.	Limited amount of errors.	<small>Adapted from O'Malley, M. & Valdez Pierce, J. (2006). Authentic assessment for English language learners: Practical approaches for teachers. In Kuhlman, W. (Ed.) An Introduction to Language Assessment in the K-12 Classroom. [2] Advantage modules.</small>				

As a result of these presentations, students were able to display the knowledge learned about their rights according to the categories chosen. They could express ability to rewrite

sentences using modal verbs, choose and classify accurate information about their rights, and finally evaluate themselves on their performance. Using a self- evaluation rubric, students had the opportunity to reflect on the learning process of this project by sharing how strong they felt about their knowledge in children’s rights, their ability to use modal verbs and the use of technological platforms to make their materials, and finally, whether they felt safe giving a presentation in English or not.



2.05 Lesson Plan Video Application

As part of assignment 2B, a video was created displaying the procedure that was followed throughout the five sessions described earlier. The video explains the main objectives of the project, the skills which were considered in the design of the five lessons plans executed, as well as the teaching context involved.

Another important part of the video is the rationale description that was considered for each lesson. Authors, approaches, methods, strategies, etc. are included in this part. The rest of the video shows a demonstration of the main parts of each session (five in total), students' brochure presentations, their self-assessments, and finally the rubrics used to assess their general performance (speaking and writing).

In order to access the video uploaded in the YouTube website, please copy and paste the following link into your browser:

<https://www.youtube.com/watch?v=g9U2XEoPhys>

CHAPTER 3: EXPERIENCE REPORT

3.01 Analysis and Reflection

My lesson plan for this project contains 5 sessions of 50 minutes each one, all developed on time and date without complications. Students were participating as they normally do, the student that is an extrovert was mainly giving opinions and answering questions, in order to balance student talking time, I applied strategies such as name calling, wheel of names, assigning participations, etc. As mentioned in my teaching context description, most students are not fond of participation, therefore, I feared the final presentation didn't come out well, luckily, that did not happen and 4 students carried out the tasks well. The one student that did

not participate on the fifth session had not shown signs of problems with the activity, he finished the pre-writing and revision stages, but on the day where he had to present, he simply did not show up. When I contacted his mother on the matter, she mentioned she got nervous and did not want to do the activity. On the subject of student motivation and participation, a link can be established between online modality to students' participation and motivation. I feel that a face to face modality would be a better option for my students based on their performance.

On a second matter, after analyzing the main objectives and the outcomes of the lesson plans, it can be concluded that they were all accomplished. Students show comprehension of their rights, they were able to classify the articles into categories, thus, show an understanding of the difference between *needs* and *wants*. Referring to the grammar section of the project, students showed general knowledge of how to rewrite modal verbs, however, I noticed they struggled when trying to give the sentences the same meaning as the original one. In this particular case, it is safe to say that more practice should have been done, in order for students to reinforce this grammar structure.

CHAPTER 4: CONCLUSIONS

As we reach the end of this assignment and the journey of the specialization, I can look back and reflect on all of the hard work done to accomplish this final project preceded by assignments 2A and 2B. It began with focusing on the aspect of interculturality and integrating technology at the same time. With that in mind I started thinking about the topic, the main objectives and the activities to be implemented in the classroom with the students in order to develop the four skills and construct meaningful knowledge. Then, assessment was integrated into the formula and each activity needed to be analyzed to determine its suitability.

The idea of the topic of "Children's Rights" came up since we were asked to begin thinking about our final projects late in April. I found a way to connect the festivities of Children's Day in our country with children's rights by linking the origin of this day with the dates and reasons behind it. As we began to explore this topic with information research on the UNICEF website, it became more and more easier to connect the ideas and start designing the lessons plans

that would take students from point A to end in point B with a better development of the skills, abilities, knowledge and management in the target language.

Another important part of the design of the lesson plans was taking into account the theories and methods that were suitable for each session. In order to do so, I reflected on my teaching philosophy and values, at first glance Krashen's Input hypothesis appeared, then Hyme's Communicative Competence proposal. I couldn't leave behind Byram's Model of Intercultural Competence since it was an essential part of the project. As I was planning and making adjustments to each activity, more and more strategies and activities to apply came into my mind. As a result, I feel the sequence of the lessons, were well thought out taking into consideration my student's context and needs.

The methodological aspect of this specialization is one of the most significant learning outcomes I can take away with me. Over the three modules of the EEAIL, I was able to review authors and theories I had learned about in the past, thus expanding my knowledge in the subject of English Language Teaching. I firmly believe that after this school year, I have grown into a better teacher in many ways. I have challenged myself on reflecting on my beliefs as a teacher and how I deliver my lessons. I have spent many hours typing, researching, and thinking of different ways to express my thoughts and feelings (writing is my weakest skill), as well as to connect theory to practice, and to be honest, I am content with the results, knowing that my goals and dreams can be achieved as long as they are worked for and taking into account that learning never stops when one becomes a teacher.

CHAPTER 5: APPENDIXES AND REFERENCES

5.01 Appendixes

Appendix 5.01.1 Letter of Originality

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Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización en la <u>psicología</u>	Tutor(a), Asesor(a) o Director(a):	Gabriela Ruiz De la Rosa
Nombre completo del(la) autor(a):	Grecia Nataly Campaña Martinez		
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Ciudad de México a 19 de JUNIO de 2022.

Grecia Nataly Campaña Martinez
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Gabriela Ruiz De la Rosa
Coordinación de Posgrado UPN
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Appendix 1.2. (Worksheets to be used)

Screenshot of video on Children's Rights



<https://www.liveworksheets.com/uu1262419aq>

<https://sites.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf>


Children's Rights

Read and match the word with the picture.

Life Name Education Health Protection
Recreation Food House To be taken

UN Convention on the Rights of the Child In Child Friendly Language

Reading worksheets A & B

 **TeachingEnglish**

Worksheet A Child rights

Student A

Look at the text below. You have half the text and your partner has the other half.

Take turns with your partner to read and write the missing words.

UN Convention on the Rights of the Child
 'Rights' are things every child should have or be able to do. All children have the same rights. Everyone under 18 has these rights, according to the United Nations.

Article 7: You have the right to a _____.

Article 8: You have the right to an identity.

Article 13: You have the right to _____.

Article 14: Your parents should help you decide what is right and wrong.

Article 19: You have the right to be protected from _____.

Article 24: You have the right to the best health care possible, safe water to drink, healthy food and a clean environment, to help you _____.


Article 27: You have the right to a _____.

Article 28: You have the right to a good-quality education.

Article 31: You have the right to _____.

Article 33: You have a right to be protected from _____.

Adapted from: <https://www.unicef.org/rightsite/files/unconrochildfriendlylanguage.pdf>

 **TeachingEnglish**

Worksheet B Child rights

Student B

Look at the text below. You have half the text and your partner has the other half.

Take turns with your partner to read and write the missing words.

UN Convention on the Rights of the Child
 'Rights' are things every child should have or be able to do. All children have the same rights. Everyone under 18 has these rights, according to the United Nations.

Article 7: You have the right to a name.

Article 8: You have the right to _____.

Article 13: You have the right to find out information.

Article 14: Your _____ decide what is right and wrong.

Article 19: You have the right to be protected from being hurt.

Article 24: You have the right to the _____ possible, _____ to drink, healthy food and _____, to help you stay well.


Article 27: You have the right to a safe place to live.

Article 28: You have the right to a _____.

Article 31: You have the right to play and rest.

Article 33: You have a right to _____ dangerous drugs.

Pre- Writing worksheet

 **TeachingEnglish**

Worksheet C – Plan and make your booklet on child rights

1. Plan your booklet on child rights.
 Read the rights again. Choose some rights that you want to include in a booklet.

1) The right to be SAFE
 Article 19: You have the right to be protected from being hurt.
 Article 27: You have the right to a safe place to live.
 Article 33: You have a right to be protected from dangerous drugs.

2) The right to be HAPPY and HEALTHY
 Article 31: You have the right to play and rest.
 Article 24: You have the right to the best health care possible, safe water to drink, healthy food and a clean environment, to help you stay well.

3) The right to DEVELOP and LEARN
 Article 28: You have the right to a good-quality education.
 Article 13: You have the right to find out information.
 Article 14: Your parents should help you decide what is right and wrong.

4) The right to be YOU
 Article 7: You have the right to a name.
 Article 8: You have the right to an identity.

Adapted from: <https://www.unicef.org/rightsite/files/unconrochildfriendlylanguage.pdf>

2. Complete the form. Then make the booklet.

Title of our booklet	
The child rights we want to include	
Ideas of words or sentences for our booklet	
Ideas of pictures we want to illustrate	
Other information for our booklet	

Appendix 1.3 Rubric for Speaking and Writing (Presentation)




SPEAKING PRESENTATION PROJECT ON CHILDREN'S RIGHTS				
Criteria	1 Needs Improvement	2 Regular	3 Very Good	4 Excellent
Ability to communicate ideas.	Cannot answer questions or express ideas.	Communicates ideas in a limited way.	Is able to communicate ideas with few errors.	Is able to communicate clear ideas, opinions, and conclusions effectively.
Fluency	S was reading the presentation, sounds forced and insecure.	Made use of reading at times, difficulty while speaking.	Read very few, makes proper use of visual aids.	Is able to present the topic without reading. Makes uses of visual aids properly to explain.
Pronunciation	Puzzling to understand, makes use of L1	Needs more practice	mostly easy to understand	very easy to understand
Grammar/ Word Usage	Major mistakes are present, difficulty to understand the message	Some errors are made, the message gets across.	Makes few errors without affecting the message.	Limited amount of errors.
RUBRIC ON ANALYTIC ASPECTS OF WRITING				
Criteria	1 Needs Improvement	2 Regular	3 Very Good	4 Excellent
Spelling	Many spelling mistakes that detract from meaning.	Some spelling mistakes are made that do not detract from meaning.	Few spelling mistakes are made.	No spelling mistakes are made.
Use of modals verbs (grammar)	No use of modal verbs to rewrite texts.	Little usage of modal verbs is made.	Modal verbs are present in the text. Message is not compromised.	Proper use of modal verbs is made, message is clear and understandable.
Punctuation signs and Capitalization.	Lack of punctuation signs and no capitalization.	Some punctuation and capitalization errors are made.	Few punctuation and capitalization errors are made.	No punctuation and capitalization errors are made.

Adapted from O'Malley, M. & Valdez Pierce, L. (1996). Authentic assessment for English language learners: Practical approaches for teachers. In Kuhlman, N. (Ed.) An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules.

Appendix 1.4. Self- Evaluation Format

“CHILDREN’S RIGHTS PROJECT” SELF- EVALUATION

Instructions: Write an “x” on the appropriate box for you on each statement.

Statement	Yes 	Sometimes 	No 
1. I recognize and understand my rights as a child better than before.			
2. I can rewrite sentences using modal verbs (can, may, should, must, etc.) and my own words.			
3. I have a better idea on how to act in situations where my rights are not being respected.			
4. I can use technology to create digital brochure about a topic.			
5. I can give a presentation in English about a specific topic.			

5.02 References

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