



Intercultural Activities to Acquire English as a Second Language for my Sixth-grade Students in

PRONI

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Specialization in English Language and Teaching as a Foreign Language

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Introduction

This document includes my teaching philosophy describing the process of being a second language teacher and how I have developed my career through all these years. Besides, I include a lesson plan with activities designed to make my students be aware of intercultural aspects to communicate accurately with other English speakers of the world. I include 4 sessions integrating the four language skills this time focusing on historical events presenting Culture from Mexico and other countries.

In the first part of the document, I explain some approaches and theories, which are part of the Intercultural Communication Integration in the acquisition of the language, giving the reasons and the importance of Culture according to my point of view as a teacher of a foreign language and my teaching philosophy. In the second part, I present a lesson-plan including digital activities to support topics from the syllabus I am working with, which I considered the best resources for learning according to the objectives of my lesson plan. The use of Information and Communication Technologies (ICT) for educational purposes has helped me to develop my activities creatively my students are more interested and participative.

In the lesson plan, the activities chosen to use ICT's are Padlet and Wordwall. In the past, I had a course with many apps for educational purposes, so the padlet which I created is suitable for the cultural topics I am teaching with my students of sixth grade. The principal objectives to achieve according to the syllabus of Six Graders are exploring historical events, express similarities and differences of historical and cultural events between Mexico and other countries and at the end compare them. I chose the book Beats Unit 8 to develop the activities, which I considered suitable for the purposes of intercultural activities.

Later on, I present the Evaluation Model I chose and the Instruments of learning assessment, which I include, tests, observations guides and rubrics.

To complement the evidence of my job I will include a link of a video showing the activities planned and executed with my students presenting the process from the beginning to the end of the lesson plan. Finally, I present the theoretical foundations, the description and analysis of the results from the lesson plan giving a critical conclusion at the end of the document.

Body

Theoretical foundations

Theoretical basis about language, language learning and language teaching

My experience in learning English in a formal school begun, when I was fifteen years old. I was studying high school in the morning and in the afternoon I got a scholarship at CeLe Centro de Enseñanza de Lenguas from UAEM. I studied there for two years basic grammar and the teachers used to ask for an English Spanish dictionary at the beginners levels their approach was the Grammar Translation Method.

Then, for the advanced levels they told us to use English to English dictionary to reach a meaningful learning. I wasn't able to communicate orally, to speak English was embarrassing and I was nervous all the time.

Later, I moved to Los Angeles, CA, where I studied high school at Manual Arts High School. In the afternoon I had English Lessons my teacher's name was Miss Palominos, she explained the structures of the Sentences so similar to Spanish so, I understood everything.

I remember, she asked us to repeat aloud the conjunctions of the verbs, she applied the audiolingual method. I had US History and AP Math in English, the Direct Method helped me acquire the language because native speakers surrounded my environment.

Suddenly I was speaking English naturally; my social environment helped me a lot besides my motivation is intrinsic. I really love the sounds of the language British English for me is so elegant and formal.

I moved back to Morelia, where I studied again English basic courses, conversation, grammar, methods to teach English.

When I was 25 I got a bachelor's degree in Business administration. Moreover, I became an English teacher at the same time, most of the time I have taught elementary grades from

kindergarten and primary school. Through all this past 10 years, I had to take certifications like Cambridge, I got a B2 level, then an iTEP International Test of English Proficiency, I got a C1 level and then I took TKT test, until now that I am studying the Specialization at UPN. I have experience teaching on line to students from University at Universidad Abierta y a Distancia de México, elementary and kindergarten at public and private schools. I had the opportunity to be motivator and coordinator for many students in the University.

Teaching kids from ages 5 to 12 has been an honor they are like sponges willing to learn everything, English for them is like a game most of the time I really enjoy sharing a little knowledge to them.

My experience, as an English teacher has enriched my professional objectives, when I share something with my students they like the way I smile, sometimes I speak quickly. I have learned to be patient and I have learned that students are different and they acquire language in different perspectives, some love to sing, others like to speak a lot and they have a great pronunciation.

I used to live in Tarimbaro, where I was a teacher of third graders in kindergarten for 10 years. I moved last September to Morelia and my school is an elementary school with students of all grades from first to sixth, most of them never have had an English course before.

I truly believe that the context and environment set to teach, is a classroom with the proper light, and input with all the factors needed to reach the learning process. I am convinced that the principal input is the teacher who shares the knowhow.

If the activities, the materials, the content and the products are chosen according to the needs of the students, they will acquire the language.

The classroom management is very important, when the English class begins ask the students to switch their channel from their mother tongue language to the second language, start

speaking in English they comprehend immediately and their brain starts to work, connecting the sounds they are hearing and the words they are watching.

I teach with Communicative Language Teaching Approach, for my students at kindergarten my teaching approach is communication, they speak fluently the skills I develop more on those ages are speaking and listening, playing with puppets and storytelling.

I asked students why they enjoy English, and they told me that they liked the way the words sounded. Once I had a student at kindergarten who was able to pronounce English short words better than Spanish. The accent and intonation of the words for some young learners are more attractive than Spanish sounds.

My lessons plans are based in social practices according to the program in Mexico for basic education. The activities that I propose are adapted according to the context of the students and their social environment. There is a warm up at the beginning of each class, some ludic activities, I try to develop the four skills in each class for kids at elementary school.

Communication is the key to target the language. With an environment setting motivation and concrete experiences, thoughts and emotions are helpful to accomplish the communication process and the message sent is acquire correctly and totally understood by the receiver to have a feedback and complete the process. For example, I used to teach fruits with a real fruit salad at the classroom or on line class, students at home prepare their own fruit salad following instructions from a video I record dressed as a real Chef.

In regular classes I asked them to bring fruits. First I list the fruits as they show me. I asked them to repeat the fruit, after that I write down on the board the steps to follow and after that students in groups of four imitate my movements to prepare their own salad. The really experienced that class because they love to eat fruits. This kind of activity is based on the Active

Experimentation. Practice, fun and meaningful activities are the key to succeed in teaching the language.

According to the Communicative approach, teaching the language is based in developing communicative competences. (Specialization in English Language and Teaching as a Foreign Language, n.d.). The activities in the classroom are presented in a real life situation or as similar as possible to make the learning process meaningful. For example when I teach the classroom rules in a beginner level, I use commands and mandatory instructions acting them an making the movements myself, when I present the topic, later I make my students follow the rules only listening the command, close the door, open your book, keep social distance, wear a facemask all the time, and so on.

Stephen Krashen (1982) explained the natural way in which language is learned through exposure but with comprehensible messages, the word “comprehensible” is the key to understand the second language accurately.

He said that language is acquired being exposure to comprehensible input, that input must be at a superior level than the current level of L2 learners. Krashen’s theory is conclusive with the input, which are forms of language students are exposed to, those forms must be at an upper level to the current level the students have, L2 learners acquire the language through comprehensible input.

There are several points of view about the input message, one of them is the “intake” concept that describes the part students internalize and learn. The Interaction hypothesis includes modifications that are interactional, such as: recasts (error correction activities), reformulation (change the original message to make it clear) and confirmation checks (learners make sure the structures are correct). (Long, M. 1996)

Another concept is, the modified input, it is the use of grammatical structures that are simplified, speaking in a slowly manner and changing intonation patterns. The context has to be better, more information and challenging text to L2 learners. Children in elementary school have different interests in English, for example: first and second graders love to learn the language, they really enjoy the activities, coloring a worksheet, singing a song, guessing the word, rolling plays. Their motivation is real and natural. When I present new vocabulary, the input, they are able to produce the language in simple forms using a natural approach which characteristics are input, comprehension, and meaningful communication and puts less emphasis on grammar, teacher monologues, direct repetition and accuracy. (Terrell, T. 1983)

For children that are older from third to sixth grade of elementary their motivation is based on instrumental motivation because they want to pass the course or because they need to talk the language to play video games, when they grow up some of them would like to travel, get a job or if they have relatives in the states learning the language is important for them to communicate. (Gardner, R. 1972)

The concepts of input, intake, interaction and output are applied in the class when I present the topic to them. With a warmer that is the input when they listen to my voice and I say good morning, I present the topics of the class, new vocabulary, they interact with activities and produce the language that is the output. (Krashen, 1982)

Teaching Philosophy

My philosophy as a teacher is a process in which I learn all the time. I am a true believer that not only do students learn from us but I am also eager to learn something new from them. They have taught me that giving correct instructions in order to develop and to perform the activity is essential for the activity to be a success. If the message delivered is clearly understood their acquisition process in learning the language is completed. They love the way English teachers

bring a positive attitude into the classroom most of the time. I practice the Communicative Language Teaching methodology in my classes. If students are able to produce the language orally, I consider they have 90% of the goal achieved.

Writing and reading is so important, of course, but if the students acquire the language through natural environments, they will learn it much more effectively. Lesson plans help me a lot because they are a guide for me; assessment is only a requirement to evaluate feedback for my students.

As teachers of a foreign language, it is mandatory to be aware of other's cultures and other ways of living. We are agents of change and our students are willing to know more about a global world reachable for everyone. In my personal experience, I had the opportunity as a student of a foreign language to take classes with native speakers in a country where English was the language spoken by everyone.

Some were Asians, Latins or Jewish—in fact, I had classmates from all over the world and most were migrants in the USA just like me. The diversity of cultures allowed me to learn more from others, such as the way they spoke. I try to share my experiences with my students here in Mexico so they understand that there is a world out there waiting for them to explore.

In my role as a student, I could live the experiential learning approach. For my students, I try to put them in situations similar to real life ones where native speakers talk to them in video sessions. I have a couple of friends who live in the States and they help me with interviews. It is also fundamental to be confronted with new and unknown situations to experience insecurity, fear, security, trust, sympathy and empathy.

The following lesson plan will show historical events integrating culture from other countries. The students whose syllabus I took from was Sixth grade from the book Beats! Unit 8. To introduce the topics I started with an interactive app called Padlet.

Is a board where students can share their likes about countries and main characteristics of the places such as food, clothing, crafts, architecture, art. The board is showing a map from the world with icons, where students can post a comment, a drawing for example the flag or Capital city from the country chosen. At the end of the document, I will post a screen shot from the Padlet I created.

The link to access is the following: <https://padlet.com/astridcruzproni/yttknvesom05wsk2>
It is important to mention that this app has helped me as a tool to teach all grades in Elementary I really like it.

Evaluation Model

The Models to assess my students include the Formative, Summative and Self-assessment Models.

The activities I designed in the lesson plan included formative assessment. The main goal is for the students to acquire the language through an engaging positive learning experience. The worksheet included a country fact sheet so students can summarize and list information of a specific country including cultural aspects. It also provides teachers with information related to their students' progress. This type of assessment requires the teacher to make regular decisions as the students progress through the lesson. It is through diagnostic assessments that the teacher can analyze the strengths and weaknesses of students. It is also a "self-reflective process that aims to provide feedback both for the teacher and the students in order to improve instruction and learning processes, and to seek knowledge and understanding rather than scores" (Brown,2004).

I also designed a test to evaluate the grammar for verbs in past tense. This kind of assessment includes collecting information as part of the Observation Process and is considered part of the summative assessment of the syllabus that it accomplishes the goals for basic grammar forms, syntax and written skills. Summative assessments are given periodically to determine at a

particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs.

A Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. (Specialization in English Language and Teaching as a Foreign Language, n.d.).

In listening exercises, teachers may track students' understanding of spoken language by collecting listening, quizzes, or other types of exercises where students can put their listening skills into practice. SELTFL. (n.d.) In speaking activities, the teacher and the students can keep track of recorded assignments so that progress may be interpreted at any time. The same is possible for the reading domain. The purpose of this set of readings is to review current practices in the testing and assessment of learner's receptive skills (Stimulus Format Response Format Listen to a story, write a summary, listen to a conversation, answer multiple-choice questions, read a passage, formulate questions, read a story and suggest a title. (SELTFL. n.d.)

In the lesson plan I included activities to develop the characteristics listed above in order to evaluate listening, writing, speaking and listening skills.

To develop the assessment in listening I proposed the Extensive Listening Method which requires the students' involvement with extended aural passages. Tasks may include responding to general comprehension questions of various formats during or after listening to extended conversations, or retelling a story (as with narratives). (SELTFL. n.d.).

To evaluate the speaking skill I presented a Rubric proposed in the teaching guide syllabus which I thought is an instrument that fulfilled the goals to set a grade. When students presented their role plays in front of the class which was more like a presentation and reading aloud.

Observation Rubric for Speaking skill retrieved from: <https://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric>

I included a self-assessment evaluation tool Rubric which the main objective was help students notice their own progress over the knowledge of reading discovering what the text would be about, predicting ideas, thinking about the lesson, sharing ideas speaking and practicing new vocabulary, listening and writing, in general integrating their four skills development.

Applications Lesson Planning 1. Lesson plan identification cell.	
Author	Astrid Yvonne Cruz Carmona
Educational stage	Sixth Grade elementary public school.
Title of your Lesson plan	My Country and its history comparing other countries.
Learning Objective of the plan/Competency	<p>Language purpose</p> <ul style="list-style-type: none"> • Develop in the student the ability of reading, listening, speaking and writing comprehension of historical and cultural events in the 1950's and the 1960's. • Post a note in the Padlet link to learn about the World, culture, Geographic aspects and important features of each country. • Retell the short story orally Life in the 1950's about milk with a role-play. • Listen and read the Monologue "Games played". Write Similarities and differences between games played in the 1950's from different countries. • Interact with the app Wordwall.
Social practice of the language.	<p>Formative-intercultural purpose</p> <ul style="list-style-type: none"> • Reflect on the imaginative power of reading and compare similarities and differences in needs, status, cultural references, values, and scenarios of one's own and those of other countries. • Explore short historical events. • Express similarities and differences of historical and cultural events between Mexico and other countries. • Compares historical and cultural events between Mexico and other countries.
Communicative skill considered	Reading, Writing, Listening and Speaking.
State of the following options	Recycling topic
Functions	Action verbs, name places, things and activities, writing a description,
Main Grammar structure	Simple past, Nouns, Adjectives and Adverbs.
Other Grammar structures	Wh questions, Simple Present.
Brief description of the plan	The stories proposed in Beats! textbook for sixth grade School Uniforms, Life in the 1950's and Games played were chosen to reach the learning objective of the plan. As a complement the products done in Padlet and Wordwall are to use them as ICT's taking advantage of the technological tools to acquire the language meaningfully.
Hours of the plan	4 – 6 hours

implementation	
Number of sessions	4 sessions 50 min each
Contents required for the lesson	Story School Uniforms, Vela walks again, Life in the 1950's, Games played, Padlet about countries and nationalities created by the teacher. Wordwall
Links of the content	https://padlet.com/astridcruzproni/yttknvesom05wsk2 https://wordwall.net/es/resource/15538547/countries-cultural-aspects
EEAILE tutor on line	Alma Delia García Salazar

Activities Session 1.

Beginning	Development	Closure
<p>Activation: Before the lesson the Teacher requests students to search for the meaning of the words "Culture", History" and "Events".</p> <p>Writing Skills:</p> <p>To introduce the topic of the story, ask students to describe what they see in the illustration. Give them a couple of minutes to write on their notebook as much as they can about it. Activity book page 80 Unit 8 Lesson 1. Ask them what they know about England and the USA.</p> <p>Speaking Skills:</p> <p>They could talk about the capital cities, language, and currency.</p>	<p>Start with a ball rolling and ask students if any of their family members were alive in the 1950s and 1960s. They could talk about things their grandparents have told them about when they were young.</p> <p>Listening , Writing, Speaking Skills:</p> <p>The teacher creates the context based on the assignment that the students did and go over the following questions:</p> <p>What do you think is the purpose of the text?</p> <p>Where could you find information about the 1950s and 1960s?</p>	<p>The Teacher ask students to open their activity book on page 80 -number 2 about School Uniforms. (See Figure 2. In appendixes).</p> <p>Reading Skills:</p> <p>Students read the story on page 80 about School Uniforms and answer page 81 number 4.</p> <p>Students identify the regular and irregular verbs from the story in past.</p> <p>Writing Skills:</p> <p>Rewrite in their own words the sentences from the text. Exercise 4.</p>

<p>Ask students the following questions: What will the lesson be about? Do you think school uniforms are a good idea? Do you prefer not to have to wear one? Why? (Marshal, 2021, p.94).</p> <p>Writing Skills:</p> <p>The first day of the lesson. The teacher writes on the board: the date, the topic and the purpose of the class. Write some key words on the board so the group can keep going with the discussion for a while: Country, Language, Capital City, and Currency. Childhood. Grandparents.</p> <p>Students read the learning purposes of the lesson, clear doubts and express opinions briefly. (See Figure 1. Evidence of the job done in class)</p> <p>Session 2.</p> <p>Speaking Skills:</p>	<p>Who could tell you more about the 1950s and 1960s?</p> <p>How similar or different do you think countries were in the 1950s and 1960s?</p> <p>Students proof they did the assignment requested answering the questions first writing the answer and then reading aloud them.</p> <p>The teacher writes on the board: How important are grandparents in your family?, What activities do you do with your grandparents? To activate their knowledge in simple present sentences.</p> <p>Students talk about their finding about how life was when their grandparents were young and discuss their answers.</p> <p>Reading and Speaking skills:</p>	<p>The Teacher has students follow the instructions of exercise 5 from the book and compare similarities and differences about school life in the past and present</p> <p>For homework, bring a Flag from the Country students like the most. It could be printed or drawing. (See Figure 3. In appendixes).</p> <p>Writing Skills:</p>
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<p>Students present in front of the Class the Country, the Capital City and Nationalities.</p> <p>The Teacher Displays the link https://padlet.com/astridcruzproni/yttknvesom05wsk2 and Students start to post their own opinions about the Country they like the most.</p> <p>Reading and Writing skills:</p> <p>Students will mark the geographic location of England, United States and Mexico relating the story about School Uniforms.</p> <p>They can post a note, a gift, an image related to the country they chose.</p> <p>(See Figure 4. In appendixes)</p> <p>Session 3. Top down activity.</p> <p>Listening and Speaking skills:</p> <p>Ask students if they have drunk milk directly from a cow. Students open their books on</p>	<p>The Teacher writes on the board Do you think an image can tell a story? Why?. Review all the countries the Students wrote about and have them reading aloud each post.</p> <p>Students will make notes on their notebooks after finishing the interactive activity using ICT's. Students will describe if they like it or not. They will express similarities and differences of historical and cultural events between Mexico and other countries.</p> <p>Reading Skills:</p> <p>Students read the Story twice, they will write similarities and differences as they read the second time.</p>	<p>Students will write on their notebooks the posts they like the most from the Padlet answering the questions if an image can tell a story.</p> <p>Students will answer Country Fact Sheet including name of the Country, Flag, Map, Holidays and Traditions, Food, Famous people. (See Figure 5. In appendixes)</p> <p>This is part of the formative assessment.</p> <p>Writing Skills.</p> <p>Students retell the story in their own words following the sequence of the story.</p> <p>Oral and Written form</p>
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<p>page 82 and describe orally the images?</p> <p>The Teacher writes on the board again Do you think an image can tell you a story?</p> <p>Discuss with your students how much information a picture can give them in a story, What feelings they get from the picture, what noises they hear, pictures talk. (See Figure 6. In appendixes).</p>	<p>The Teacher ask them Where families buy milk these days.</p> <p>Why the way we get milk has changed. The Teacher suggest students to think about reasons to support their choices.</p> <p>The Teacher makes three groups for a role play. The Topic is How England, USA and Mexico delivered Milk in the 1950.</p> <p>Speaking skills:</p> <p>Students will act out and write a short script describing the history related to the previous reading. Example: Hello I am from Mexico, I deliver the milk riding my donkey or my motorcycle if you live in the city...</p> <p>Final product students will present in front of the whole class.</p>	<p>according the Role Play they acted out.</p> <p>(See Figure 7. In appendixes).</p>
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<p>Session 4.</p> <p>Speaking Skills:</p> <p>Play “Hot potato” the topic is Games and Toys to practice vocabulary for the following lesson on page 84 (See Figure 8. In appendixes).</p> <p>Integrating the Speaking, Writing, Listening and Writing skills:</p> <p>The Teacher displays the link on Wordwall https://wordwall.net/es/resource/15538547/countries-cultural-aspects and discuss with the students cultural aspects from the link. Students will solve the game. (See Figure 9. In appendixes)</p>	<p>Listening and Speaking Skills:</p> <p>The Teacher writes on the board What were your favorite toys when you were young? What do you enjoy playing around with now? Ask students what countries they think Mexico shares history with?</p> <p>Listening Skills:</p> <p>Students listen the monologue page 84 track 21 and track 22. Then they read the text. Students will write with their own words what they listened in track 22 about Billy’s grandpa.</p> <p>Reading Skills:</p> <p>Students will read the text from exercise 3 page 85.</p>	<p>Writing Skills:</p> <p>Students make a drawing from toys in the past in their notebook. (See Figure 10. In appendixes)</p> <p>Students write Similarities and differences between games played in the 1950’s from different countries in their notebooks.</p> <p>Students will answer exercise 4. Making a list of toys played now and then. (See Figure 11. In appendixes)</p> <p>Students will answer a test about Past tense. This is part of the summative assessment.</p>
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Instruments of learning assessment

The Instruments of learning assessment I applied to my students are the following:

Worksheet, test, observations guide, and rubrics

FORMATIVE ASSESSMENT.



Country Fact Sheet

Capital City: Population: Terrain: Climate: Natural Resources: Type of Government: Bordering Countries:	Map: <div style="border: 1px solid black; height: 80px; width: 100%;"></div> Flag: <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	
Holidays and Traditions:	Famous people:	Famous landmarks:
	Foods:	

Layers-of-Learning.com

KAREN AND MICHELLE. (2008). COUNTRY FACT SHEET. Retrieved from <https://layers-oflearning.com>

Test. Unit 8. FORMAL ASSESSMENT

Name: _____

Date: _____

Grade: _____

Instructions: You will see some verbs in past tense, and a glossary, that will help you understand the sentences below, then change the sentences to past tense.

"PAST TENSE"

VOCABULARY

present past spanish

go went Ir

eat ate comer

visit visited visitar

look looked observar -mirar

travel traveled viajar

have / has had tener

play played jugar

GLOSSARY

last summer = el verano pasado

peaches = duraznos (plural)

different = diferente

beach = playa

Activity 1

Example:

- I go to Australia last summer. I went to Australia last summer.

1. I eat delicious peaches. _____
2. I visit two different cities, Sidney and Canberra. _____
3. I go surfing to the beach. _____
4. I look at kangaroos and koalas in Australia. _____

Activity 2

Read and answer the questions based in the last sentences.

Example:

1. Where did you go last summer? I went to Australia
2. What cities did you visit? _____
3. What did you eat? _____
4. What animals did you look at? _____
5. Where did you go surfing? _____
6. What cities did you visit in Australia? _____

Activity 3. Change the next sentences to negative.

Example

1. I went to New York last year. I didn't go to New York las year.
2. I ate spaghetti in France. _____
3. I went to the beach with my family. _____
4. I looked at lions in the zoo. _____
5. I played in the pool with my friends. _____

Egypt Brazil México Italy France United States

Activity 4. Answer the sentences according to the correct country.

Egypt Brazil México Italy France United States

1. This is one of the best countries for playing soccer _____
2. They made all kinds of pizzas _____
3. If you want to listen to mariachi music you need to go to _____
4. If you want to see the Eiffel Tower you have to visit _____
5. This country has the Statue of Liberty in New York _____
6. If you love the pyramids you must travel to _____

Activity 5. Answer the questions.

1. What elements can you compare between Mexico and other Countries?
2. Write 5 examples of words that you can use to talk about the past?
3. Write 3 examples of questions that you can ask to find out information about a historical event?
4. Why is it important to write ideas using your own words?

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> Holds attention of entire audience with the use of direct eye contact, seldom looking at notes Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> Consistent use of direct eye contact with audience, but still returns to notes Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> Displays minimal eye contact with audience, while reading mostly from the notes Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> Holds no eye contact with audience, as entire report is read from notes Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> Demonstrates full knowledge by answering all class questions with explanations and elaboration Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> Is at ease with expected answers to all questions, without elaboration Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> Is uncomfortable with information and is able to answer only rudimentary questions Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> Does not have grasp of information and cannot answer questions about subject Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> Demonstrates strong enthusiasm about topic during entire presentation Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> Shows some enthusiastic feelings about topic Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> Shows little or mixed feelings about the topic being presented Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> Shows no interest in topic presented Fails to increase audience understanding of knowledge of topic
Comments				

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Observation Rubric for Speaking skill retrieved from: <https://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric>.

Feedback should be made based on the gathered information in the rubric.

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood.	S is very difficult to understand or responds in L1
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation
Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words
Usage	S makes minor errors in grammar and	S makes major or frequent mistakes in	S makes major or frequent mistakes in

	structure and can be understood	grammar and structure but it is possible to understand	grammar and structure making speech difficult to understand
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary.

Fig. 2.1 Rubric to assess speaking (3)

SELF ASSESSMENT

Name _____ Date _____ Unit _____
 Subject _____ Grade _____ Final grade _____

Assessment 5

I. Check the boxes that describe what and how you understood throughout the unit. Then, write some comments with ideas that you think can help you improve.

What?	How?		
	Very well	Well	Need more practice
Analyze images and their details			
Relate images to my personal life			
Create art from a image			
Ask and answer questions about an image			
Look at an image and say things to draw			
Create a image from an image			
Compare traditional events to my own culture			
Begin and end dialogue properly			

Comments:

Evaluation tool Rubric. Retrieved from Beats 6 Teacher’s Guide. (Marshall, S. 2020).

Materials and resources for learning

Using Information and Communication Technologies (ICT) for education keep students attention and interest. I ICT's I used are Padlet and Wordwall. I chose the book Beats Unit 8 to develop the activities, which I considered suitable for the purposes of intercultural activities, the Teachers Guide provided a CD for the listening activities I used with my students. Here are the links for Padlet and Wordwall: <https://padlet.com/astridcruzproni/yttknvesom05wsk2>
<https://wordwall.net/es/resource/15538547/countries-cultural-aspect>

Video

I will share two links for the video showing evidence of the job done. One link is in You tube, just the video and the other in Genially in which I included a presentation and the link of the video in You tube is basically the same. <https://view.genial.ly/627da47b1bbbf900117b600e/video-presentation-travel-video-presentation>. <https://youtu.be/WtCO-D8960M>

Description and Analysis

Report of the lesson given and critical analysis.

The results of the lesson plan where very satisfying, to talk about the world, their favorite artists, places students would like to visit, was an enriched experience for them. Choosing the correct materials to develop the activities in a lesson requires time, practice, experience and patience. Apply simple and easy activities for students is quite a challenge, I have a philosophy as a foreign language assessor, practice and practice is the key.

Designing and creating contents for educational purposes using a technological tool was an incredible challenge. In my experience, I consider myself an old fashion teacher; however, as an agent of change I adapt my lessons to these new generations to keep them motivated. If their input is meaningful, they will acquire the language easily and forever. Kids loved the Padlet activity and drawing the different flags of the countries helped them locate the Countries in the World.

The sequence-teaching template is really a guide to structure, time, activities, and products. I decided to combine activities from their Activity book combining ICT's. Culture from other countries gave my students another perspective about the importance of learning a second language for communicative purposes. The activity on Wordwall was fun for my students because is more a like a game and helped me assess their progress.

In the role play, students where shy and nervous because it was the first time someone recorded their presentations on video, they usually repeated what I say in perfect intonation, but when they have to do it by themselves is a little difficult for them. The activity they liked the most was drawing toys, making their flags and answering the country fact sheet that helped me assessed their progress in writing and reading.

The formal test was difficult for most of them, the last part questions was confused and complex, so I will consider for further test to elaborate them easily and clearly for their level, because the questions where so complex for advanced levels maybe high school students or adults, in general their participation was excellent. (See Figure 12.Test) The Rubrics for the self assessment and the speaking helped me to integrate a summative evaluation for the sessions in intercultural topics.

Conclusions

It is a lot of work planning, applying, observing, sharing knowledge the whole process to get our students attention and really transmit the language, however the results are worthy.

I think my teaching philosophy is still changing according my students needs, updating with technology. To achieve the learning acquisition of each student in the classroom is a task that teachers all the time have to re-invent themselves, for example on line teaching, be friends of changes technology, takes time and effort but the results are invaluable. Education is crucial for each human being.

Choosing the correct materials to develop the activities in a lesson requires time, practice, experience and patience. Apply simple and easy activities for students is quite a challenge, I have a philosophy as a foreign language assessor, practice and practice is the key.

Designing and creating contents for educational purposes using a technological tool was an incredible challenge. In my experience, I consider myself an old fashion teacher; however, as an agent of change I adapt my lessons to these new generations to keep them motivated. If their input is meaningful, they will acquire the language easily and forever. Kids loved the Padlet activity and drawing the different flags of the countries helped them locate the Countries in the World. The sequence-teaching template is really a guide to structure, time, activities, and products. I decided to combine activities from their Activity book combining ICT's. Culture from other countries gave my students another perspective about the importance of learning a second language for communicative purposes. The activity on Wordwall was fun for my students because is more a like a game and helped me assess their progress.

In this last part of the process including assessment with the instruments has given me another perspective, to develop the evaluation process in a professional and deeper manner. It has given me a different point of view not just apply a test and get a grade. Assessment is really

part of the whole process of the acquisition of a language it was easy for me to evaluate the skills with an instrument of evaluation designed specifically for each skill.

The test which I designed, was for a higher level I could noticed it with the answers. My students have never had English before. Even though I have worked with them for a year their level is still very basic. That has been a challenge for me, but I think they all are willing to learn and know more. That is a personal and very satisfying experience for me as a teacher, guide and tutor.

Finally, I can say choosing historical events to integrate intercultural activities was really good, of course the syllabus helped me with the searching of topics a lot to present activities related to intercultural awareness.

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Language assessment

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<http://eeaille.upnvirtual.edu.mx/mod/lesson/view.php?id=4272&pageid=48>

SELTFL. (n.d.) *Important Distinctions: Testing vs. Assessment in the Productive and Receptive Skills*

<http://eeaille.upnvirtual.edu.mx/mod/lesson/view.php?id=4278&pageid=82>

<https://wordwall.net/es/resource/15538547/countries-cultural-aspects>

<https://padlet.com/astridcruzproni/yttknvesom05wsk2>

Appendixes.

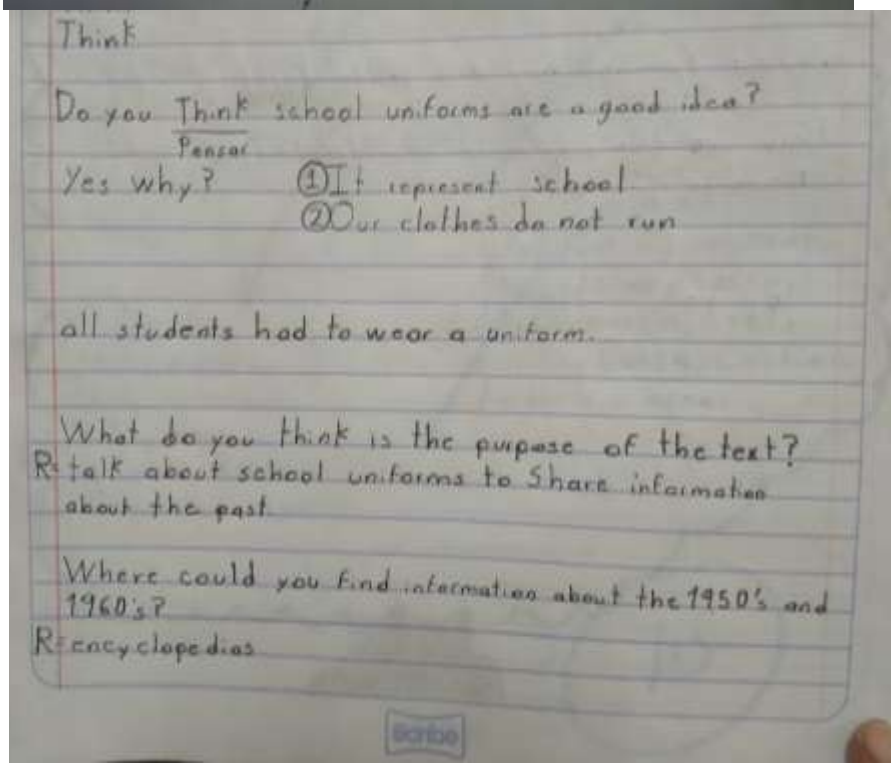
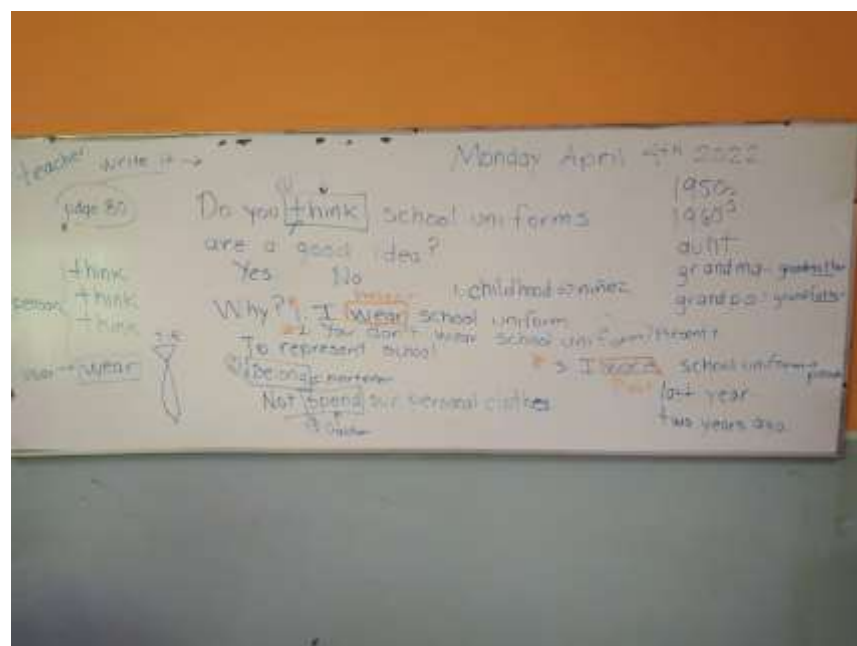
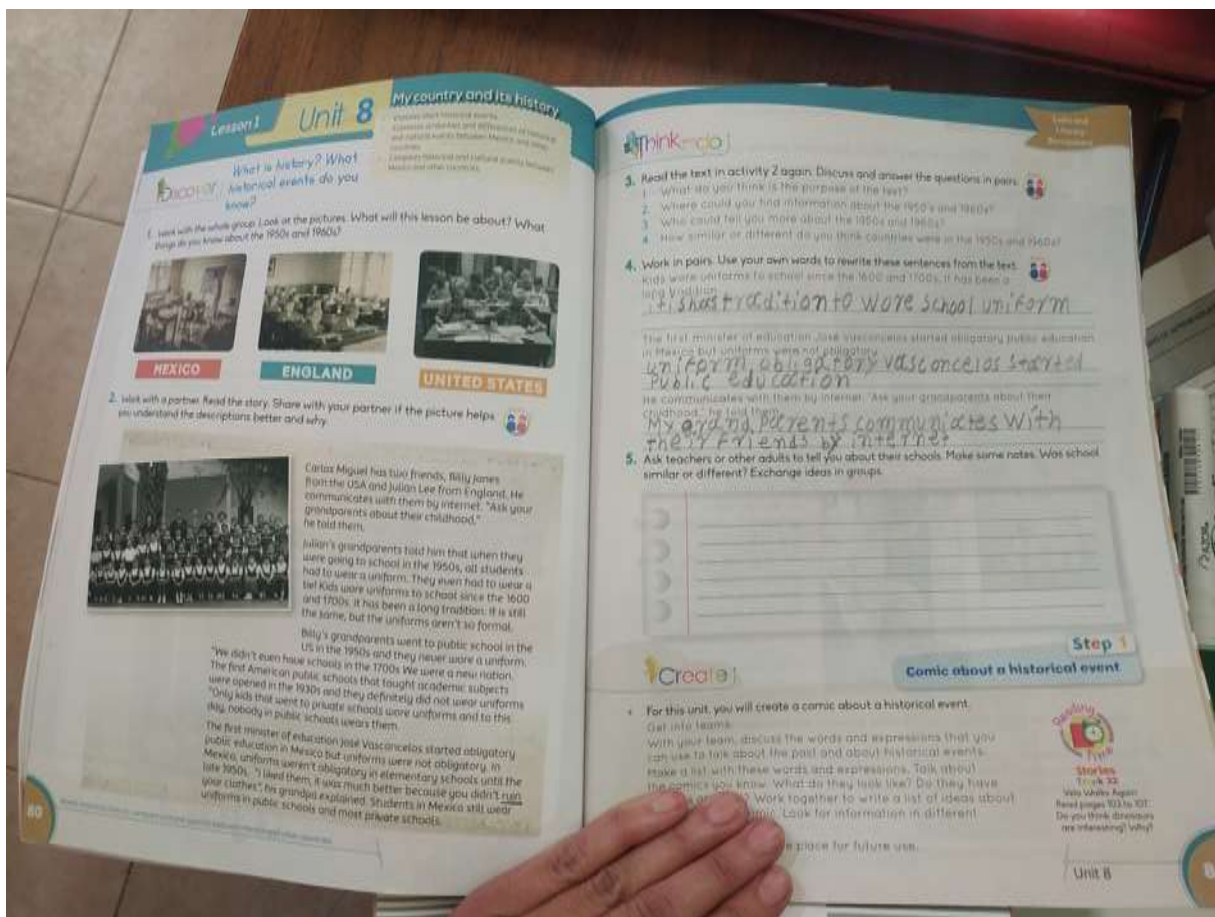


Figure 1. Evidence of the job done in the classroom.



Tuesday April 5th 2022

Do you prefer not to wear school uniforms (yes) I prefer not to wear school uniform

What school uniforms

2 Countries Mexico England USA

3 1930s 1950 1960s

In Mexico José Vasconcelos started obligatory public education

Classroom

Class

Figure 2. Text book. Unit 8 Lesson 2.

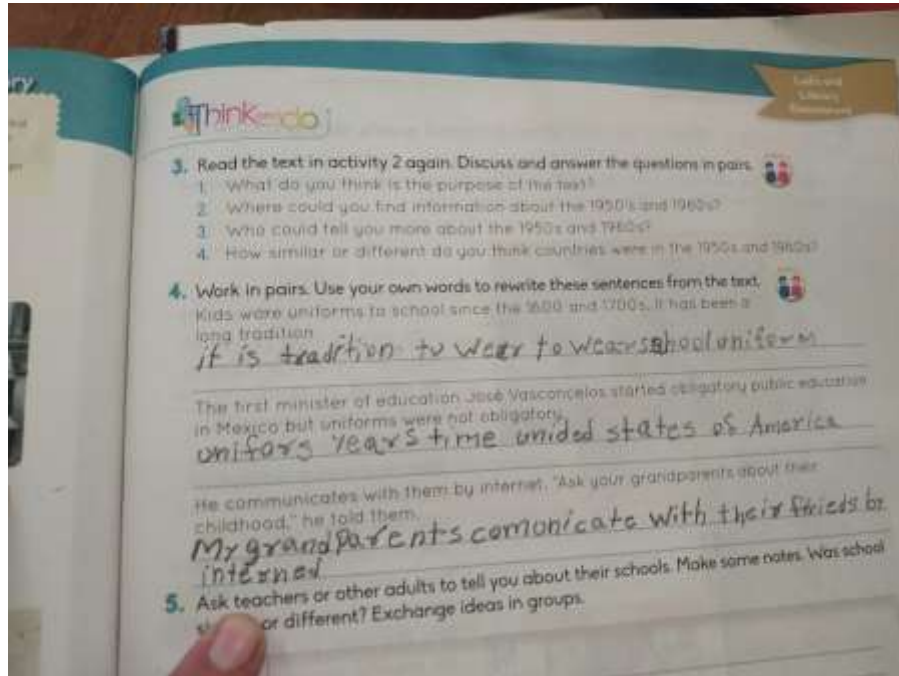
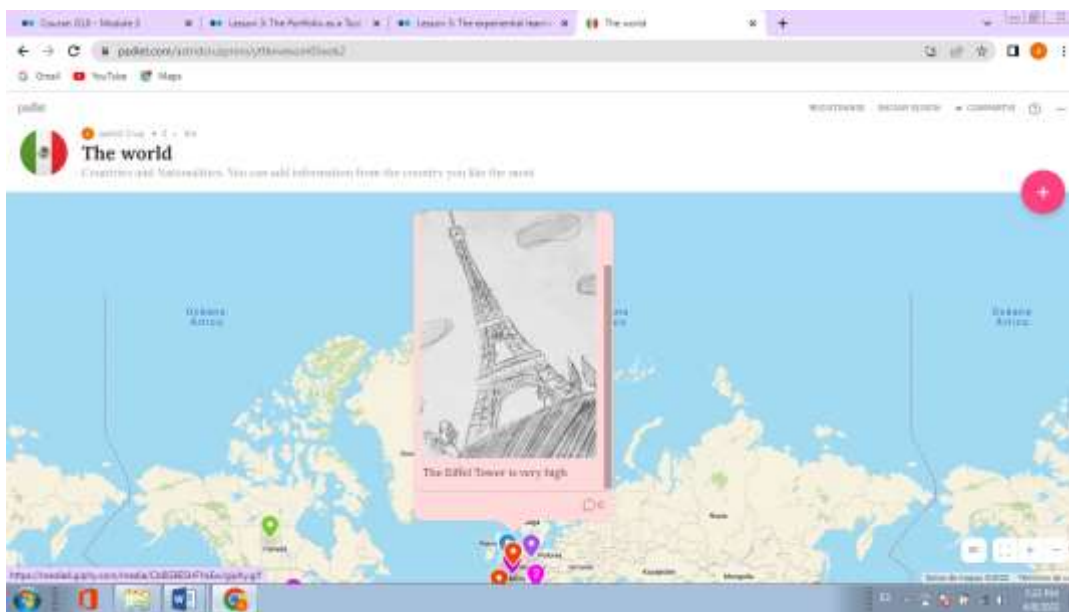
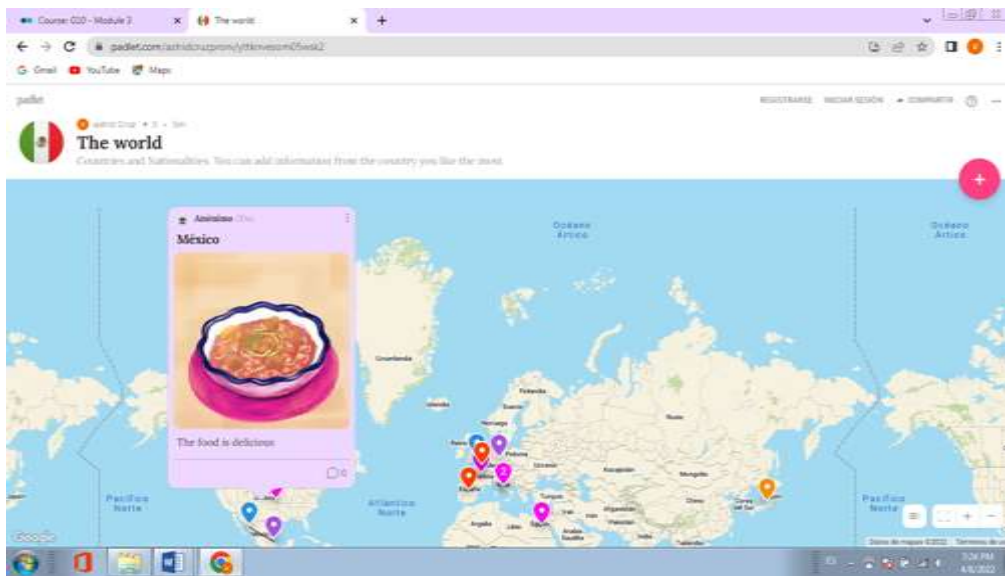
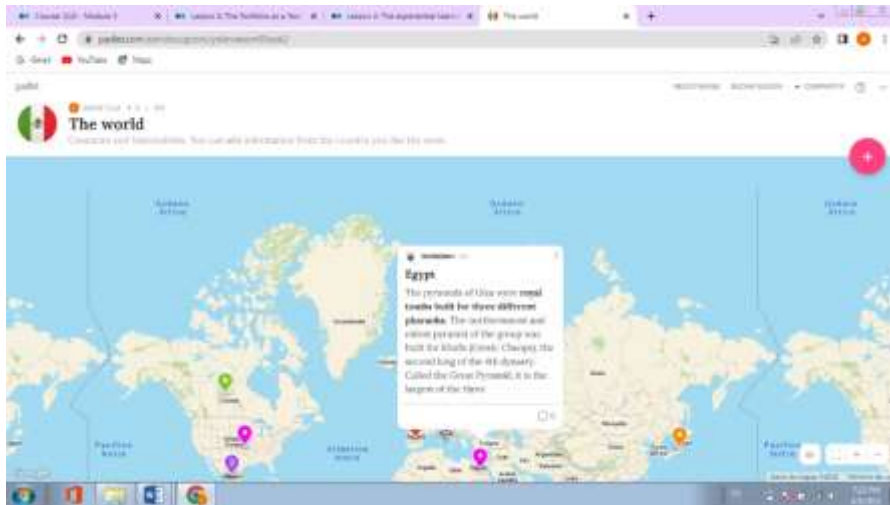


Figure 3. Homework country Flags



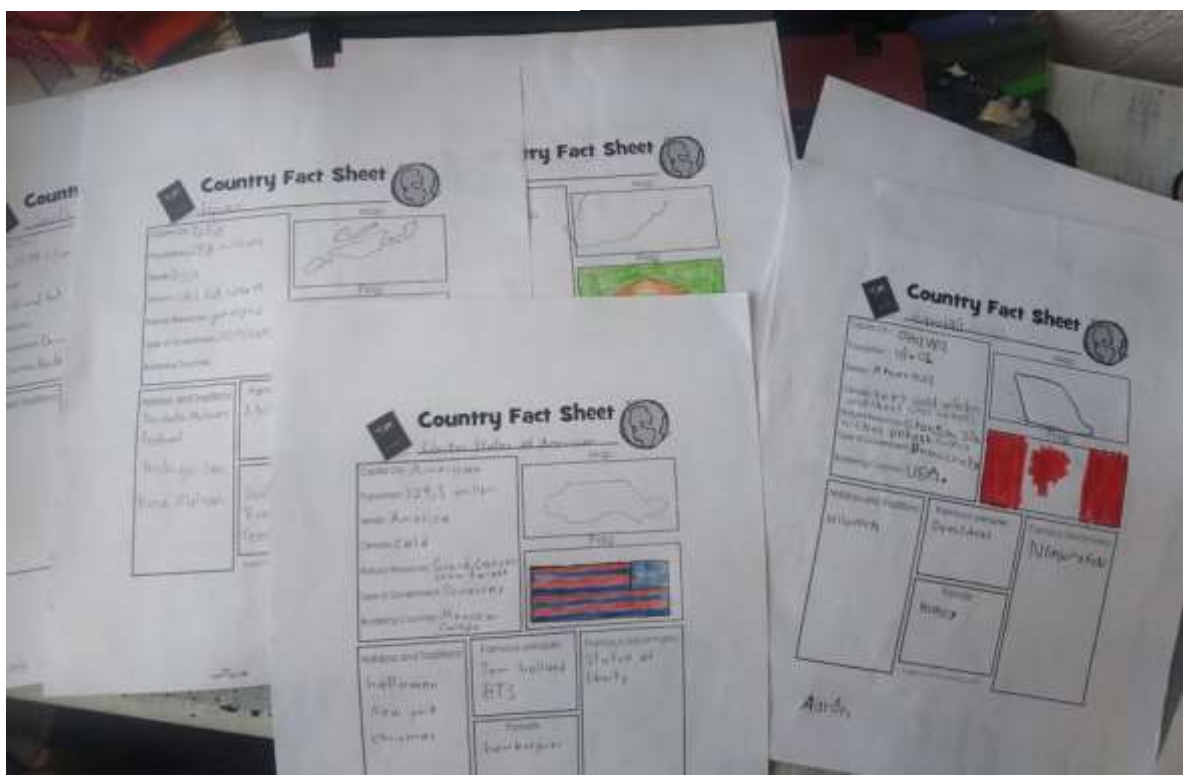


Figures 4. Padlet. Link <https://padlet.com/astridcruzproni/yttknvesom05wsk2>

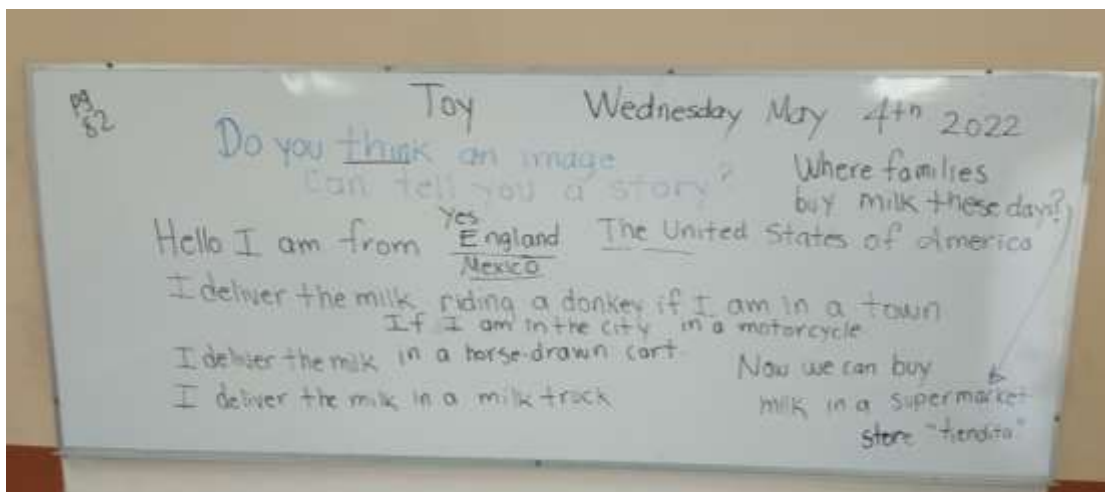
Country Fact Sheet

Capital City: Population: Terrain: Climate: Natural Resources: Type of Government: Bordering Countries:	Map: <div style="border: 1px solid black; height: 50px; width: 100%;"></div>
Holidays and Traditions:	Flag: <div style="border: 1px solid black; height: 50px; width: 100%;"></div>
Famous people:	Famous landmarks:
Foods:	

Layers-of-Learning.com



Figures 5. Country fact sheet Retrieved from <https://layers-oflearning.com>. Evidence of the student's job.




Lesson 2

Expressed differences
between Mexico and other countries.


Discover What is history? What historical events do you know?

1. Work with the whole group. Read what Carlos Miguel and his classmates have discovered about life in the 1950s and 1960s. Then, discuss the question.


MEXICO



ENGLAND



USA



They discovered that many things were similar in all three countries. People got their milk delivered by the **milkman**, for example, but the means of transportation might have been different. In the States it arrived in a **milk truck**. In England it came in a milk float or a horse-drawn cart. If you lived in a city in Mexico, you might have heard the **whistle** of the milkman on a motorcycle. If you lived in a town, you got it from the beautiful donkey. Today, you get your milk at the **supermarket** in all three countries. Well, you can still get milk at little grocery stores or "tienditas" in Mexico because some are still around, especially in small towns.

What similarities and differences are there between the three countries?

2. Work with a partner and discuss. Imagine that you live in the 1950s. How do you prefer to get your milk? Why? Why do you think the way we get milk changed? Share one statement each with the whole class.

82 Reads history or text to compare cultural aspects between Mexico and other countries.

Figure 6. Text book Lesson 2 Session 3.

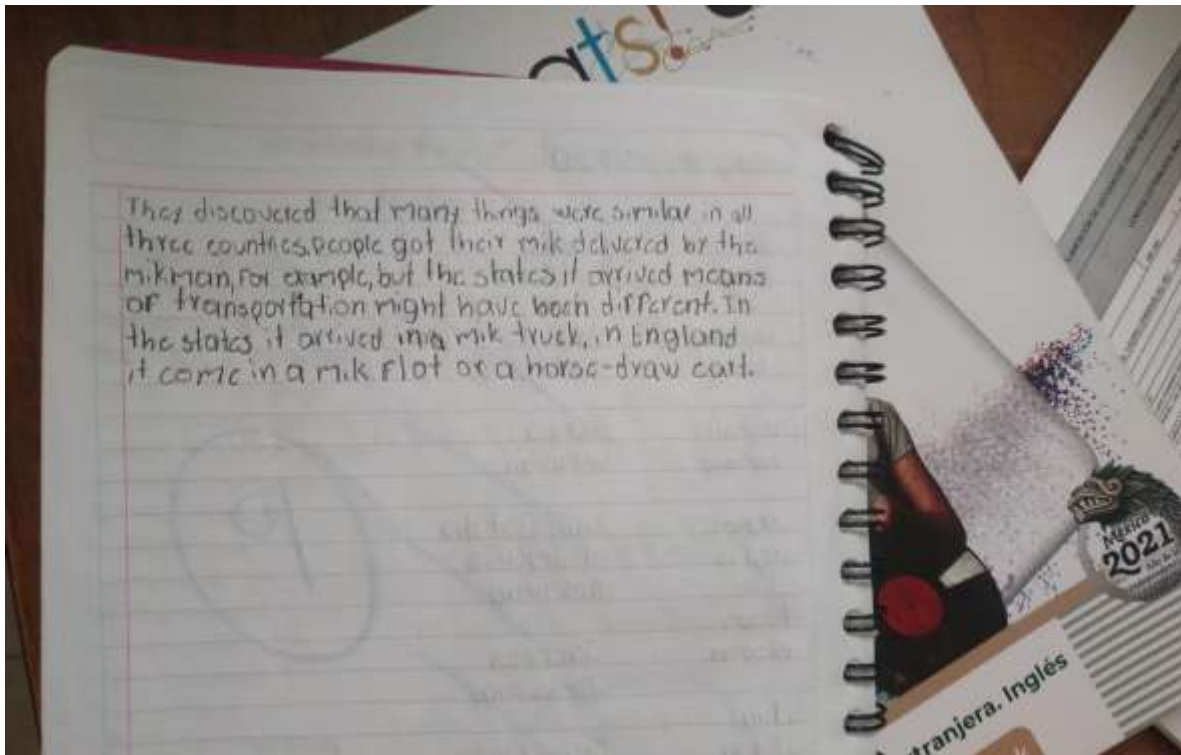



Figure 7. Written job from students.

1. Listen to and read the monologue. Then, come up with some questions about the country and discuss them with a partner.

Children of today and children in the 1950s and 1960s played with different and similar toys. Look at what the grandparents had to say about their childhood toys.



Carlos Miguel's Grandfather (Mexico): "High tech games weren't around, but our toys that we could even make ourselves like the spinning tops and slingshots. We all loved the yo-yos and had national competitions. Chutes and ladders and lottery were favorites for parties. There were lots of wooden toys like trucks and buses. The plastic wrestlers came out in the 1960s. Those were my favorite. My sister had a collection of plastic paper mache painted dolls and all girls had tea sets. I could go on forever but now these toys are considered **arts crafts** and don't get me started on the games we played. I declare war against..."

2. Listen to what Billy's grandpa says and use your own words to write some sentences about it.

There weren't complex games
Toys were inspired by TV shows
He had a toy that slingshots
His favorite toy was the paper truck.

3. Work with a partner. Read the paragraph and then come up with some questions you could ask your grandparents about the toys they played with.

Julian's Grandmother (England): "We don't have all those **gadgets** you have now when I was young. Times were changing but we still played with the same things from the past like dolls. My brother had cap guns and me regular play-doh. My favorite toys were the topograph and the view-master, with that I bet I could travel the world today you have virtual reality glasses."

4. Make a list of toys played with in the 1950s and a list of toys played with today. Exchange ideas in groups.

1950's Toys	Today's Toys
yo-yo lottery wooden toys plastic wrestlers painted dolls	lottery spinning tops

5. Let's continue working with your product. Work in teams. Take out your work from the previous session. Now use all your information to make a chart that includes all the natural, historical and cultural aspects of the event you chose. If necessary, write more questions or look for information. Remember that you will use this information to make your comic, so include details that will help you. Plan how you are going to make your comic. You could begin write some ideas of what each square in your comic will contain (illustrations and sentences). Decide on the materials you'll need too. Remember to check grammar, spelling and punctuation. Keep your work in a safe place for the last session.

Comic about a historical event

Unit 8

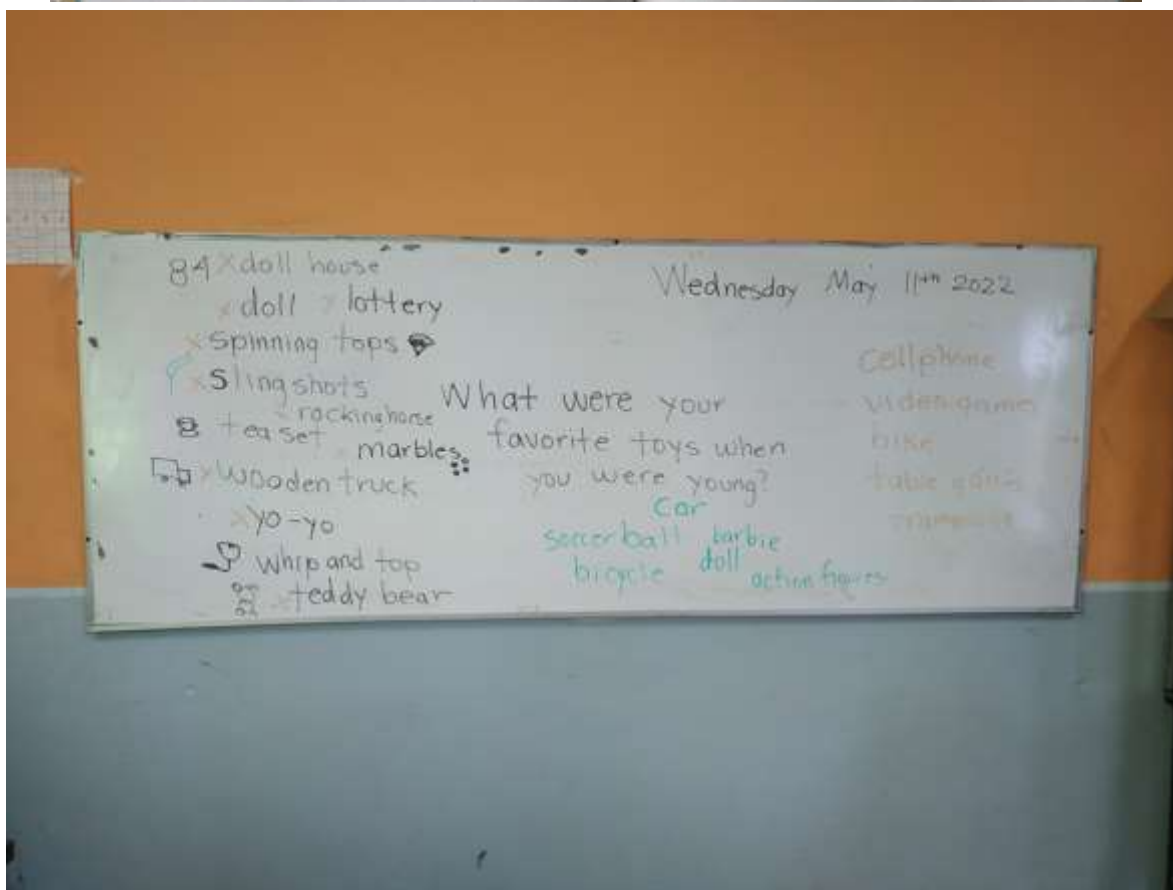


Figure 8. Toys from the present and the past.



Figure 9. Wordwall Link <https://wordwall.net/es/resource/15538547/countries-cultural-aspects>

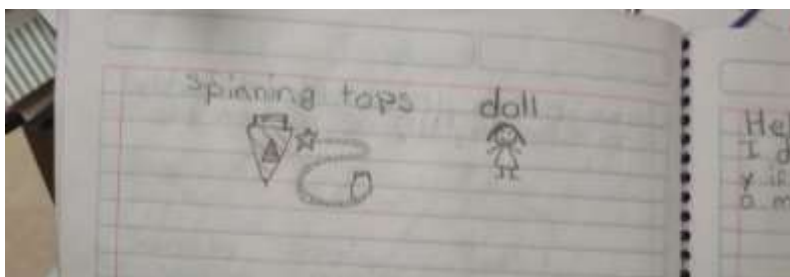


Figure 10. Drawings.

Today, you have virtual reality glasses.

4. Make a list of toys played with in the 1950s and a list of toys played with today. Exchange ideas in groups.

1950's Toys	Today's Toys
Yo-yo Lottery tea set yo-yo teddy bear wooden truck doll doll house	Lottery bicycle cell phone video games bill table games telephone cat soccer ball

Create

Step 3
Comic about a historical event

- Let's continue working with your product.
Work in teams.
Take out your work from the previous session.
Now, use all your information to make a chart that includes all the natural and cultural aspects of the event you chose. Ask more questions or look for information.
Remember to use the information to make your...

Reading Time
Stories
Track 32
Vela Walks Again
Read pages 113 to 116.
What historical moments...

Figure 11. List of Toys.

Unit 12: Writing Task 2: Argumentative Essay on the Internet
 Name Aaron Rodriguez Martinez Garcia Date Seneca School
 and 12/20/2022

Instructions: You will use notes to plan, write, and a glossary that will help you understand the notes below. Then change 100 words to past tense.

Notes:
 1. I go to school every day.
 2. I am a student.
 3. I have a school bag.
 4. I have a teacher.
 5. I have a class.
 6. I have a school.
 7. I have a school.
 8. I have a school.
 9. I have a school.
 10. I have a school.
 11. I have a school.
 12. I have a school.
 13. I have a school.
 14. I have a school.
 15. I have a school.
 16. I have a school.
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 58. I have a school.
 59. I have a school.
 60. I have a school.

Activity 1:
 Write and correct the sentences based on the text provided.

Exercises:
 1. Where did you go last summer? I went to Australia.
 2. What time did you wake up? I woke up at 7:00.
 3. What did you eat? I ate some food.
 4. What did you do? I went to the beach.
 5. Where did you go for lunch? I went to the school.
 6. What time did you get home? I got home at 5:00.
 7. How did you feel? I felt happy.
 8. What did you do last night? I went to bed.
 9. How did you sleep? I slept well.
 10. What did you do today? I went to school.
 11. How did you feel today? I felt tired.
 12. What did you do after school? I went home.
 13. How did you feel after school? I felt happy.
 14. What did you do on Saturday? I went to the beach.
 15. How did you feel on Saturday? I felt relaxed.

Activity 2: Answer the questions according to the correct country.

Country: Mexico

1. I am a student in Mexico. I didn't go to school in France.
 2. I went to the beach with my family. I didn't go to the beach with my family.
 3. I looked at him in the zoo. I didn't look at him in the zoo.
 4. I played in the park with my friends. I didn't play in the park with my friends.
 5. I went to the park with my friends. I didn't go to the park with my friends.

Country: Brazil

1. This is one of the best locations for playing soccer. Brazil
 2. They made all kinds of pizza. Italy
 3. If you want to visit to visit Mexico you need to go to Mexico
 4. If you want to see the Eiffel Tower you have to visit France
 5. The country has the Statue of Liberty in New York. United States
 6. If you love the pyramids you must travel to Egypt

Activity 3: Answer the questions.

1. What elements can you compare between Mexico and other countries?
 2. Write 3 examples of words that you can use to talk about the past?
 3. Write 3 resources of websites that you can use to find out information about a historical event?
 4. Why is it important to write ideas using your own words?

Figure 12. The test.

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