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**DESARROLLANDO LA INTERCULTURALIDAD A TRAVÉS DEL
ANÁLISIS DE LOS HÁBITOS ALIMENTICIOS DE LAS FAMILIAS
EN MÉXICO E INGLATERRA**

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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**SPECIALIZATION IN ENGLISH TEACHING LANGUAGE AND
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INTRODUCTION

Foreign Language learning is seen not only as a tool for communication but as a key focus for the development of cognitive processes, identity, self-confidence and self-awareness.

Language is not the only aim of language teaching and learning. The standards define language goals in terms of communication, cultures, connections, comparisons and communities. Learners are expected to become contributors and participants in a linguistically and culturally diverse society. (Corbet,J. 2003) (Figure 1 p.2)

The present work pretends to make some contribution to this society and it is the result of the studies carried out in the Specialization in English Language Learning and Teaching over a year, including a Module of Theories, principles and approaches regarding learning and language acquisition; a second Module about Methodology for the four skills: reading, writing, listening and speaking, and Module 3 about Intercultural competences as well as assessment and testing tools.

Each Module broadened the panorama of what English language teaching entails, from the basis of second language acquisition to the diverse theories in teaching. Subsequently, the content focused on the methodologies applicable to the skills, the way to combine their development with new technologies and the basis to create, modify and identify authentic materials.

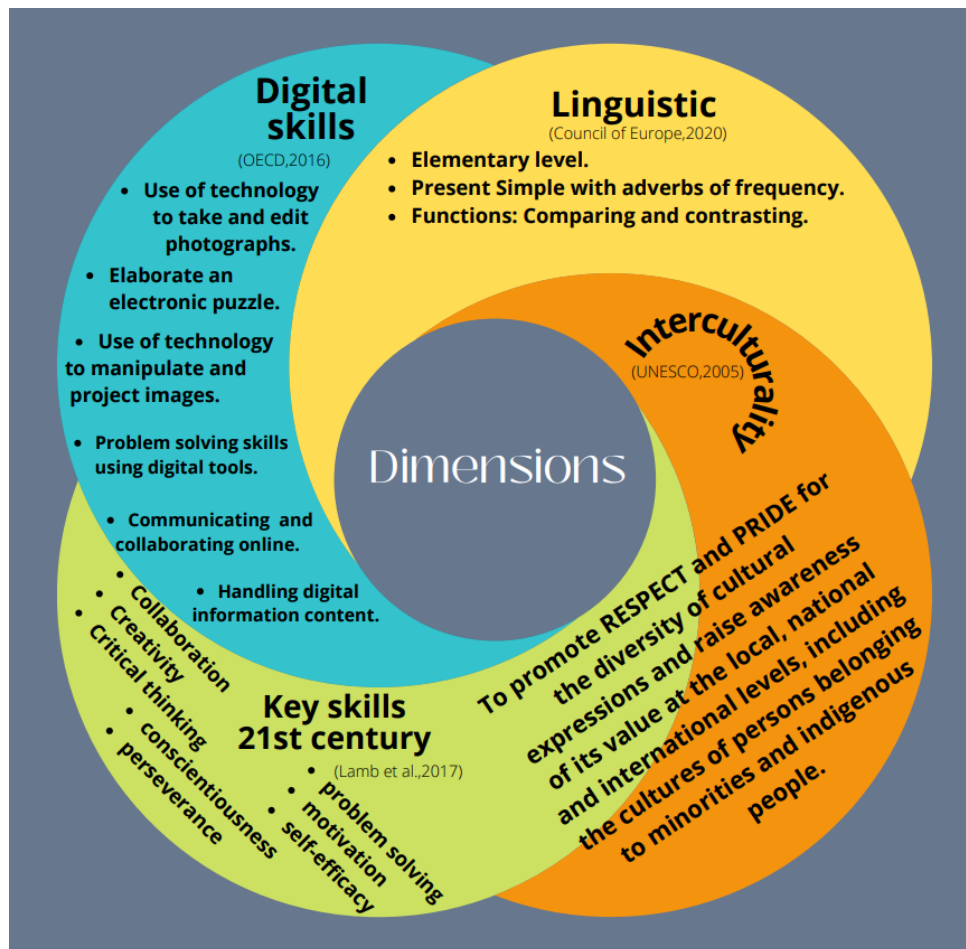
In Module 3 the previous knowledge was integrated into the cultural awareness process, regarded as an indispensable element in this project since an intercultural competent speaker of foreign language possesses both communicative competence in language, as well as particular skills, attitudes, values and knowledge about the culture.

To enhance that cultural vision, this work is focused rather on developing some proposals with an intercultural perspective that integrate the four skills in several sessions: listening, reading, writing and speaking, of course, supported by technology. The aim is to work on communicative and intercultural competence, going further than just working with the skills but rather getting a different perspective of our own culture and that of others with whom we as teachers and students live daily. (Figure 1 p.2)

The following diagram shows the main components of the present work.

Figure 1

Four Dimensions Integrating the Intervention Project.



Note. These 4 dimensions are the structure of the pedagogical proposal of the lesson planning. Taken from Lamb et al. (2017). - *Key Skills for the 21st Century: An evidence-based review*. Education Future Frontiers.

Corbet, J. (2003) *An Intercultural Approach to English Language Teaching*. Languages for Intercultural Communication and Education.

Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Council of Europe.

OECD (2016), *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264265097>

UNESCO (2005, October 21), *Convention on the protection and promotion of the Diversity of Cultural Expressions*,33rd session.

The main challenge during this process would be to shift from a traditional stance to an intercultural one to develop both linguistic and intercultural competences of learners. Learners should have the opportunity to appreciate the similarities and differences between their own

and cultures of the communities/countries where the target language is spoken and use this knowledge to develop a more objective view of their own circumstances and ways of thinking. It is expected that the student can understand and use familiar everyday expressions aimed at the satisfaction of needs of a concrete type, as well as interact in a simple way provided the other person talks slowly and clearly.

Through the use of digital skills learners will be enabled to create and share digital content, communicate, collaborate and solve problems for effective and creative self-fulfillment in life, learning, work and social activities in the classroom. (Corbet,J. 2003)

Being literate in the 21st century means that students have excellent academic skills, that they can think about and comprehend content, that they can work in a team and that they know how to use technology. In this proposal students will hopefully work and develop their creativity and critical thinking through collaborative work. (Lamb et al. 2017) (Figure 1 p.2)

Regarding collaboration among students they worked in pairs and together as a class throughout speaking , vocabulary activities, and describing their photos and images. They made use of creativity by taking the adequate and attractive photos which could exemplify their typical dishes.

Moreover, critical thinking took place when students compared and contrasted the video and their own family traditions; and afterwards analyzed all the ideas presented to get to a conclusion saying what they learnt and/or if they considered themselves to have preconceptions, stereotypes or prejudices, and whether or not these ones had changed throughout the sessions.

The present project took place in the military institution known as Universidad del Ejército y Fuerza Aérea (UDEFA), that belongs to the Secretaría de la Defensa Nacional (SEDENA), where students have all the resources and materials as well as the necessary facilities to carry out their learning processes. They live at their Military School and go out at very specific periods in order to visit their families. Something very particular about the military students is that many of them come from very varied linguistic and cultural backgrounds since they were born in different states of Mexico; some of them speak Spanish language as a mother tongue, and some others speak indigenous languages and have different customs. Despite of the fact that they are so different, all of them are admitted to the military school. This information is not

anecdotal; it is relevant because these factors affect the learning and teaching process with such diversity in students.

The proposal for this work was implemented in a class where language and culture were interrelated. (Figure 1 p.2) Assessment was established through the use of an integrated-skills check list for students' self-evaluation, as well as several rubrics designed for evaluating the different skills and intercultural objectives.

Personally, this project is of great importance to me as it can be the opportunity to contribute to community life, by promoting the learner's sense of uniqueness of his own culture and at the same time to accept the uniqueness of the cultures of others, as well as taking this language approach to my teaching practice.

The value of this project lies in its intention of guiding learners to use the language they learn freely, vividly and naturally, improving students' ability to express themselves and take greater risks in using the language, effectively increasing learning outcomes.

The present work will have as foundation the Constructivism perspective as well as the Connectivism theory.

As for Constructivism, Jean Piaget's theories indicate that humans create knowledge through interaction between their experiences and ideas. His view of constructivism states that the individual is at the centre of the knowledge creation and acquisition process.

Constructivism is a learning theory which assumes that students actively construct or make their own knowledge and learning is a dynamic process. Learning involves sensory input to construct meaning. The learner needs to do something in order to learn, it's not a passive activity. Learners need to engage in the world so they are actively involved in their own learning and development.

Education cannot remain static. This project seeks new aspects of knowledge in the theory of Connectivism which assumes that any learning process must be adapted to the new ways in which society communicates, stores and receives information from networks.

The incorporation of information and communication technologies (ICT) in the classroom is a process which is increasingly rapidly worldwide, is a global expression of education. Given this situation, it is necessary to bear in mind that its incorporation is not limited to the problem of having the tools that make up these technologies: computer equipment and programs, but the

most important thing is to build an educational and, in a strict sense, didactic use of them. (Díaz-Barriga, 2009).

Technologies have enabled people to learn and share information across the World Wide Web and among themselves in ways that were not possible before the digital age. In Connectivism, learning does not simply happen within an individual, but within and across the networks. Connectivism sees knowledge as a network, and learning as a process of pattern recognition.

According to George Siemens, the theory of Connectivism can fit well in the digital age. The use of Internet is no more confined to laboratory. It is now omnipresent, in the classroom, home, college campus and in our day-to-day activities. Its inevitable significance in our life has challenged us to learn the skills on how to work effectively in the dynamic environment. Therefore, this project will be devoted to integrate the above educational learning theories, pedagogy, and digital skills with an intercultural perspective to activate and practice listening, speaking, reading and writing and to promote critical thinking and collaborative work among students.

Now, we will go on to identify the sections of the body of this project. The first chapter contains The Philosophy and Teaching Identity where the author explains her values, beliefs and perspective on teaching and how she will apply that perspective to her teaching environment. Then we can find the Theoretical foundations which will be the support of this work and led to the elaboration of the session activities.

Later in the chapter 2 we will find the Methodology and practice which encompasses the lesson planning with the specific procedures to deliver the lecture, mentioning what the students and the teacher will be doing during the different stages of the session.

The rationale behind the activities, materials and assessment is stated after the lesson planning as well as the expected outcomes. Then we will present the rubrics and evaluating tools for the assessment process. Further, we can appreciate the attached evidence of the tools designed to assess students with its respective analysis on the level of success achieved during this process. The performing and recording activities can be found at the end of this chapter with the link of its video which includes the highlights of every step of the sessions.

Moreover, we will find chapter 3 with the experience report, analysis of the results and outcomes of the sessions.

Finally, we will present the Conclusions, which will consist of an exposition of the conceptual, methodology, observation, analysis and report on the learning gains for students during this process as well as some final considerations and views from the author regarding the cultural awareness and intercultural competence in the English teaching process.

1. Identity and Teaching Philosophy

"I strongly believe that all students are unique and have something special that they can bring to their own education. I will assist my students to express and accept themselves for who they are, as well embrace the differences of others. I would like to believe that I can contribute to take out the best of each one of my students. I will always treat them with dignity and as human beings; my students will never be just a number or one more in a group of people."

I have set myself, as a teacher, a firm commitment to promote respect for human dignity and equality of human rights as a democratic basis for social interaction, since I have learned that when **intercultural competence** is an integral part of the classroom, learners experience how to appropriately use language to build relationships and understandings with members of other cultures. They can examine their own beliefs and practices through a different lens, negotiate points of view that are different from their own and gain a deep perspective of "the other culture".

I have learned that the development of **identity** through intercultural understanding is a significant element. In order to recognize the commonality in aims, the development of intercultural competence needs to be seen as a deeply moral concern and central to personal growth and development, rather than simply a process of getting to know something about another country at a superficial level. It also needs to be seen as intrinsically related to language learning and not simply an additional aspect of the subject curriculum. Key aspects such as **openness, ability to de-centre**, willingness to engage with others are more akin to deep-seated attributes and personal characteristics and take further the more surface notion of becoming familiar with a foreign culture. (Corbet, J.2003) (Figure 1 p.2).

In my teaching practice I deal with students who have many differences among themselves, so I assume the responsibility of guiding them to create a comfortable learning community where students do not blame, scold, or humiliate their classmates but, rather, understand and respect others. Teachers may foster awareness to then understand new cultures and perspectives by

building a nice respectful learning community. Every classroom has its own unique community; my role as the teacher will be to assist each student in developing their own potential and learning styles.

I will put all my effort into adapting my roles and responsibilities to the new requirements, since teaching is a transformative process not only for the learner but for the teacher, and teachers need to be long-life learners as well. Therefore, we as teachers need to consider getting involved and mastering the range of possibilities that technology offers, and doing our best to take full advantage of it for our students' needs and circumstances. After all, technology is all around us and only continues to expand in its many uses.(OECD,2016) (Figure 1 p.2).

In my view **multimedia** represents a great deal of learning tools since it helps us simplify access to educational resources, improves the learning experience and students can learn at their own pace with the aid of text, audio and video. Also, there are many resources that can be used as part of the materials in class.

I am totally convinced that every single student has the right to be part of a stimulating educational environment where they can grow mentally, emotionally and socially. It is my desire to create this type of atmosphere where students can meet their full potential. I want to foster a safe environment by providing my students with a structure to work and where students are invited to share their ideas and take risks.

I must take into consideration the various factors that are bound to influence the learning process in both positive and negative ways. These include motivation, attitude, confidence, and anxiety. All these factors affect how we learn a L2 and are to lower or raise the students' **emotional filter**, according to **Krashen's Monitor Theory**.

For that reason, as a teacher I should make use of actions that can lower that affective filter like tapping into their prior knowledge, that is, getting to know my students' backgrounds, interests and strengths. This can not only help me form connections with them, it can also enable me to use their unique knowledge to boost their comfort level.

I consider **building rapport** with my students as essential, since it is a component that takes teaching to the next level. Rapport gives teachers leverage. It gives the teacher presence and the influence to change behaviour. It causes students to want to listen, learn, and behave for the teacher.

In my view, there are some strategies that are really helpful if you use them in your sessions. For instance, applying the **theory of zone of proximal development by Vygotsky**, through collaborative groups can help students learn from their peers' different backgrounds. These valuable partnerships can decrease fears and feelings of judgment, and give English learners a sense of belonging over time. Furthermore, I think the **Contrastive Analysis Hypothesis** is of great support as it helps me understand some of my students' difficulties in learning English, especially considering we share the same L1, as I can predict areas where learners would need additional support.

The teaching- learning process is successful when our students can communicate in English inside and outside the classroom. To achieve this objective, the **integrative language skills instruction** seems to be the most effective to use because it seeks to teach language as a means of communication to serve the purpose it was originally created for. I am in agreement with **Raines (1983)** who argued that to make language learning classes as close as possible to real-life communicative situations, activities that let students use all the language skills, that is, listening, reading, speaking and writing, must be organized .

I believe that all educational methodologies have perspectives, theories and techniques that are useful in the classroom. However, we as teachers have the responsibility to adhere to the methodology or methodologies that best suit our philosophy, our students' needs, contexts and the institution(s) we work for. Therefore, I have attached to **Constructivism** and Connectivism. Constructivism is a learning theory which assumes that students actively construct or make their own knowledge and learning is an active process. Learning involves sensory input to construct meaning. The learner needs to do something in order to learn, it's not a passive activity. Learners need to engage in the world so they are actively involved in their own learning and development.

Constructivism promotes the students' past knowledge to link it with the current learning process. It also places emphasis on hands-on problem solving to facilitate learning. Another important aspect of constructivism is that encourages educators to make connections between facts in order to foster new understanding among students. With the promotion of extensive dialogue, students tend to discuss and understand things better. However, the broad learning theories, like constructivism, will be losing their significance if the **technology** aspect is not imbibed with them (**Perrin et al. 2005**). Different views of learning give birth to different

perspectives on knowledge development. Therefore, I consider **Connectivism** as an appropriate alternative to complement Constructivism during my teaching practice as it supports the interactive acquisition and exchange of knowledge, due to the fact that learners in today's time are no more passive consumers of information. Rather, they participate in its production, and learning through social media has become one of the very popular and successful methodologies among students. Now, the point is to be able to integrate formal and informal learning and foster self-regulated learning in education contexts (Dabbagh and Kitsantas 2012).

Regarding **assessment**, its importance relies on the fact that it implies processes that enhance students learning and allows me as a teacher to measure my students' performance. In addition, assessment enables my students to identify areas for growth. In order for students to gain a true representation of their understanding, frequent assessment is critical and should be accompanied with feedback.

Formative assessment is crucial in my teaching practice since it helps me identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

My beliefs about teaching are a reflection of how I myself was taught, experience of what has worked best for my students through so many years of teaching, as well as everything I have learned from the studies related to teaching. I consider teachers must be part of a continuous personal growing and learning process; therefore, I suppose this teaching philosophy of mine will continue to change trying to adapt to the incessant changes and needs of my students and technology.

I am passionate about any knowledge which enables me to understand how people retain and recall information and stay intrinsically motivated and engaged in learning. In my view, developing **intrinsic motivation** in my students is crucial since a student who is intrinsically motivated is one that is highly engaged with a learning task and that their engagement is sustained.

At the same time, I believe that us teachers also possess different kinds of motivation to work, which leads to the amount of effort we put on our teaching practice. As for me, I think I have intrinsic motivation since I really love my mission of life, that is, "*teaching*", and one very important part of that mission is to plant a little seed of that love in every student I work with.

1.1 Theoretical Foundations

1.2 Theoretical basis about language, language learning and language teaching.

1.2.1 Language is a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the world and integrates him / herself into society.

Since the 70s, there has been an important shift in looking at language in language teaching, seeing it not merely as system, but primarily as an instrument for communicating with others, as well as for thinking and for analyzing what we think. That is what is meant by “cognitive” and “reflection purposes.”

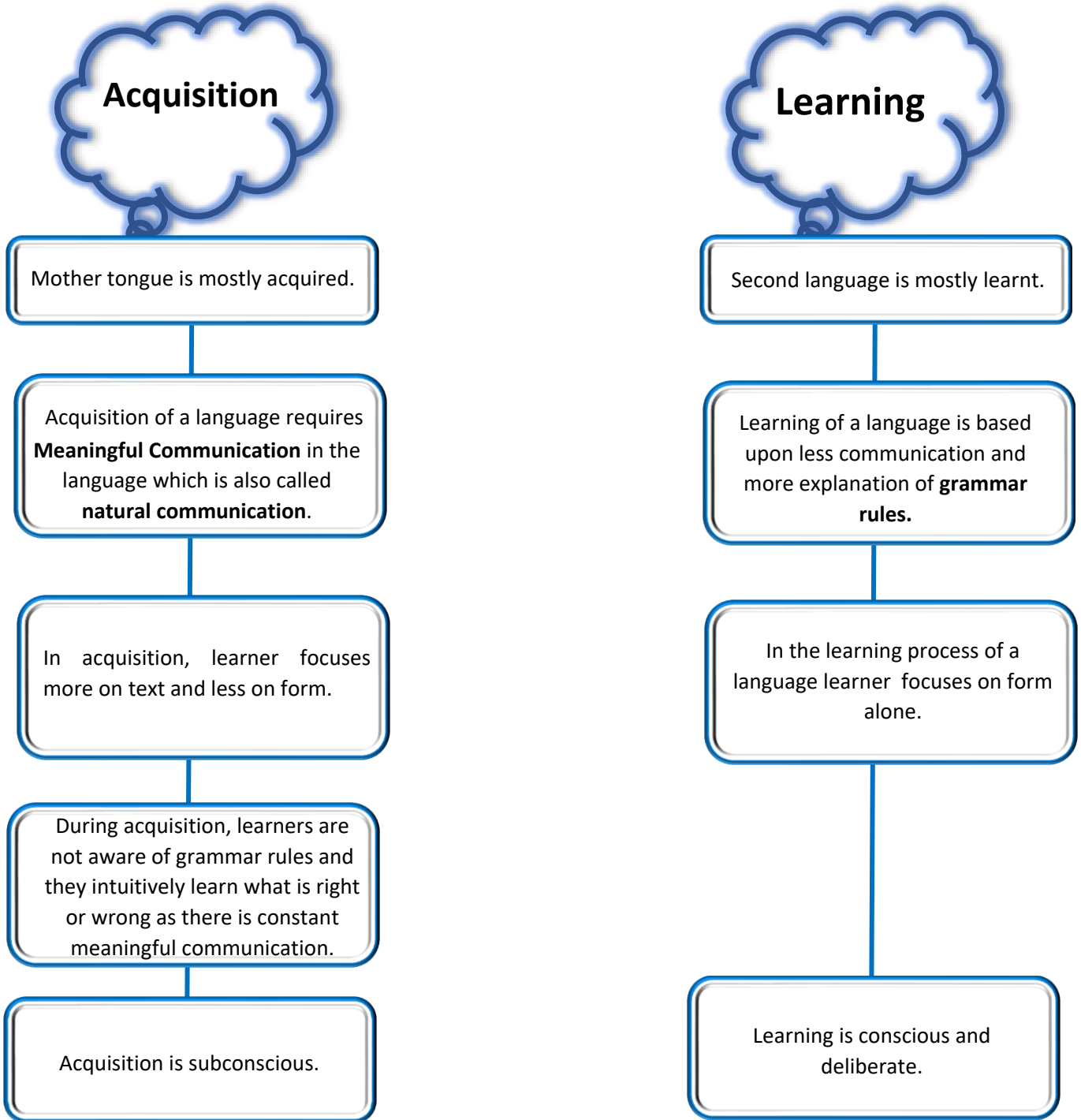
Since 2006, the English language curriculum in Mexico has centered on this notion of language as social practice, that is, on what people do with language in real life. This contrasts with the idea that the basic contents of a language course are pronunciation, vocabulary, and grammar rules. Taking this perspective does not mean that formal aspects of language are not important in a language course, but rather places an emphasis on the relevance of communication, thus making sure that aspects of the system are not learned in isolation but seen in their context of use, and, especially, that students are engaging in meaningful interactions using the target language. When we talk about “using the target language” we mean interpreting and producing oral and written texts in this language.

Second Language Acquisition refers to the learning of an additional language that is not the mother language or the dominant one. It is a phenomenon that has been understood by many theories with diverse epistemology resulting in different interpretations and comprehension of how people acquire language. Learning a second language can also give people an insight of other cultures

1.2.2

Figure 2

Differences between Acquisition and Learning

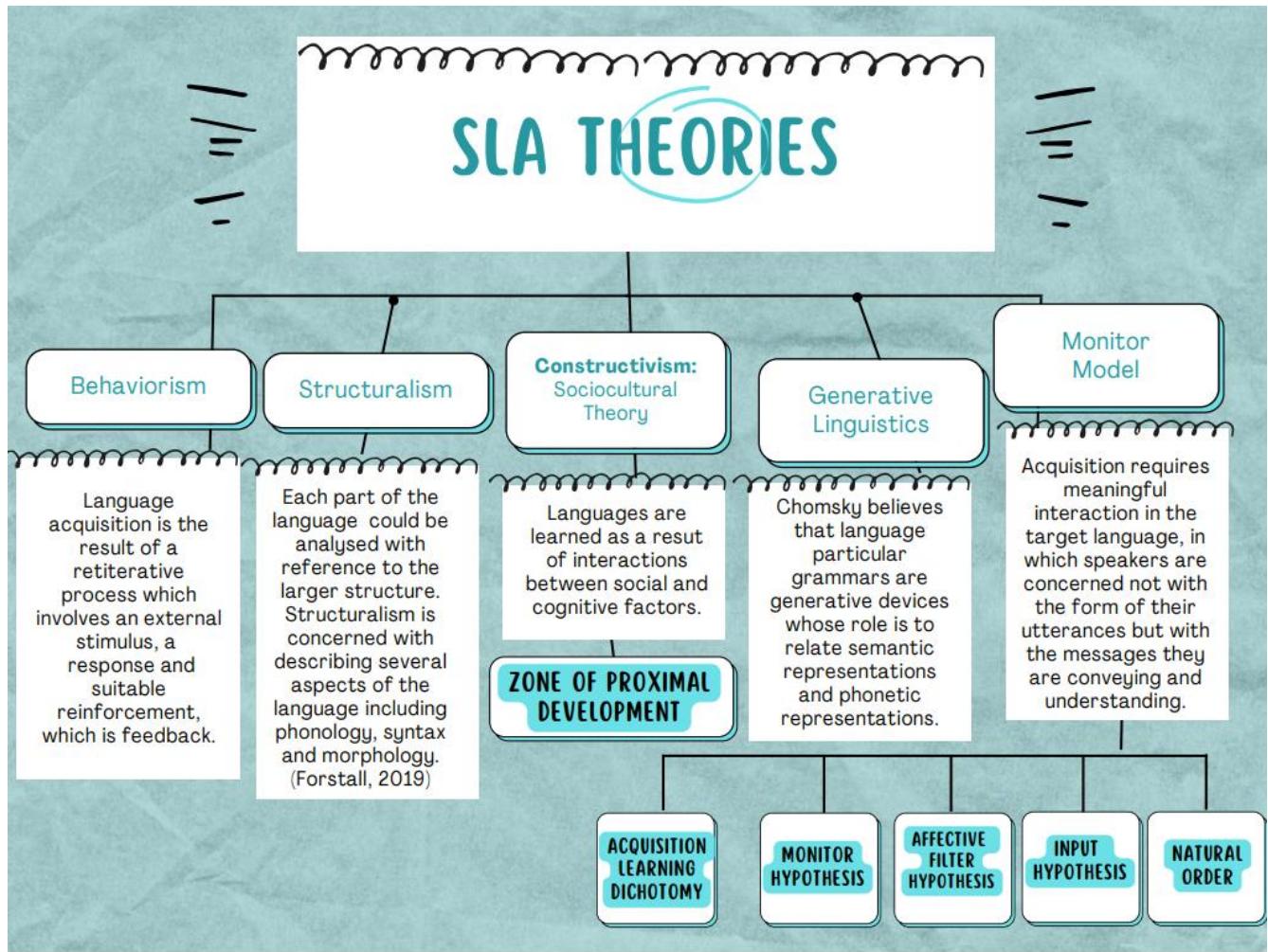


Adapted from Pedia.com, March 19,2022. (www.pedia.com)

1.2.3

Figure 3

Different Second Language Acquisition Theories.



Adapted from Career Cliff, February 22, 2022. (www.careercliff.com)

1.2.4

Figure 4

Language Methodologies.

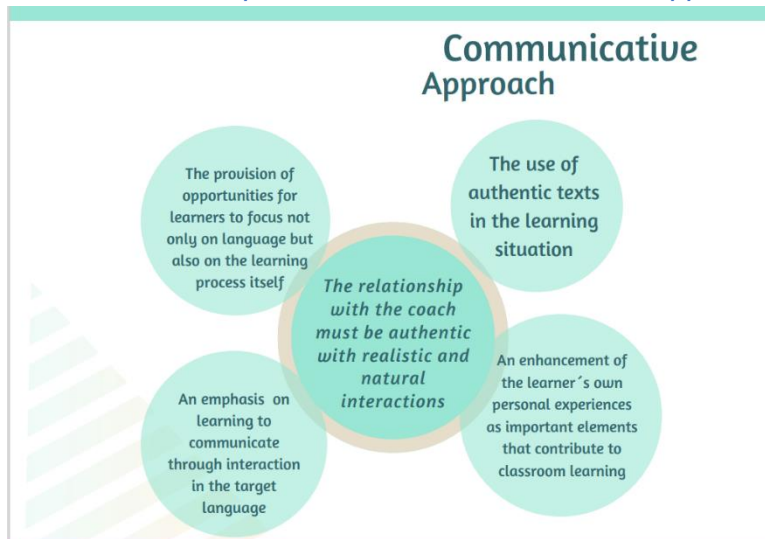


Taken from EnglishPost.org, January, 14, 2022. (www.englishpost.org)

1.2.5

Figure 5

Theoretical Perspectives of the Communicative Approach



Taken from EnglishPost.org, January, 14, 2022

1.2.6 Stephen Krashen's Theory Second Language Acquisition.

Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Acquisition requires meaningful interaction in the target language – natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. (Krashen, 2019)

“Comprehensible input” is the crucial and necessary ingredient for the acquisition of language.

The Acquisition / Learning Dichotomy Krashen believes that there are two ways of developing knowledge of a second language. He believes that acquisition is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it. Learning, on the other hand, is a conscious and intentional process.

Monitor Hypothesis Learners, on the other hand, also use their learned knowledge to test, verify or monitor the grammaticality of their language once they have produced it. When our learners produce utterances that are target-like (i.e. that conform to the rules of the L2), they show evidence of having learned that part of the linguistic system.

Natural Order It suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable.

The Input Hypothesis Krashen suggested that language is acquired through exposure to comprehensible input. Comprehensible input is written or spoken language which is either at or just beyond the speaker/hearer's current linguistic development. To capture this idea, Krashen defined the learner's current level of development as i and the level just beyond that as $i+1$. Comprehensible input, which is the kind that learners should be exposed to, is given by $i+1$. Anything below that level, the learner has already acquired, and anything above that is cognitively too demanding for the learner. (Krashen, 1982)

Affective Filter Hypothesis In addition to processing language structures, individual factors need to be accounted for which also affect our learners' degree of success acquiring an L2 as they impact how learners process language. These include motivation, attitude, confidence, and anxiety. All these factors affect how we learn an L2. He believed that when students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed

to cannot be acquired. On the other hand, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that your students receive can be readily learned.

1.2.7 Vigotsky's Zone of Proximal Development

Vigotsky (1986, p. 35) defines Zone of Proximal Development as *“the place at which a child's empirically rich but disorganized spontaneous concepts meet the systematicity and logic of adult reasoning.”* It means that any person can learn a language under the guidance of a more experienced peer. The process of learning is *“a result of the meeting, the weaknesses of spontaneous reasoning are compensated by the strengths of scientific logic.”* It means that people are able to learn a language first in the social level, or inter-mental plane, and after socializing it is internalized into the mind, or the intra-mental plane.

Guidance can determinate the success in learning since there is a difference in learning from the previous stage to the following stage in which the student could improve solving tasks with the guide's advice in the first stage and alone in the following stages. In the **Constructivism** the learned is conceived as a member of a part of a social space where his/her mind is modulated by the society, culture, human development and historical moments. These elements determinate language in the process of mediation, when an individual uses the symbolic tools to modulate his/her behavior through the Private Speech (the internalized language that every individual possess) it is possible to interact.

Figure 6

Zone of Proximal Development



Taken from bingimages, 2019 (www.bing.com) .

1.3 Approaches and Methodology for the four skills

1.3.1 Reading

Reading is a cognitive process that involves decoding symbols to arrive at meaning. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find meanings of new words. These processes mean decoding, making inferences and critical reading.

Bottom-up approach. Reading is a complex cognitive process and readers use different approaches to understand a text. In broad terms, bottom-up processing is the piecing together of smaller elements of language. Bottom-up decoding means looking at language at the lowest linguistic level, such as working first with letters, sounds, combinations of letters and sounds, then sentences. Comprehension will happen once all the smaller pieces of information available on the page have been put together. A widely accepted teaching program for reading that incorporates bottom-up principles is the phonics approach.

Top-down approach, on the other hand, consists essentially of moving from overall general meaning down to examining the written code. Top-down reading models suggest that processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. In other words, before interacting directly with the text, the reader activates what they already know about the topic (as a result of previous experiences) to facilitate the process. One approach to teaching reading which is based on top-down decoding is the whole language approach. **The whole language approach** emphasizes or highlights what the reader brings to the text. Teachers who use a top-down approach must work with the learners to activate their background knowledge about the topic.

The interactive reading model combines the characteristics from both bottom-up and top-down decoding. An interactive model is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary.

When we engage in reading activities the reader's ability and success with reading is influenced by the reader's prior knowledge, that is, **schema**, which is knowledge about the topic that

individuals have already acquired through various experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text. There are three types of schema knowledge: content schema, linguistic schema and formal schema.

Content schema refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. The background knowledge that readers bring to the task can include information, ideas, beliefs and values that a reader has.

Formal schema or rhetorical patterns refer to the knowledge we have about the different organizations of text (Meyer,1975). For instance, letters, essays, newspaper articles, and postcards all have different organization.

The third type of schema is **linguistic schema** which refers to readers' prior linguistic knowledge, including the knowledge about phonetics, grammar and vocabulary as traditionally recognized.

Consequently, activating schema is essential to the reading process. One of the best ways to teach students how important it is to activate schema all the time, is to help them see what it looks like to think about what they know before, during, and after they read.

Furthermore, students need to acquire cross cultural awareness for reading since students who learn about different cultures during their education feel more comfortable and safe with these differences later in life. This allows them to interact in a wider range of social groups and feel more confident in themselves as well as in their interactions with others.

1.3.2 Writing

As for writing, to build students' awareness of the L2 writing process, they should be included in a practical and experiential writing process. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts.

There are different approaches when teaching writing as well as writing processes. Students gain important insights by reading often, and reading a variety of texts.

There are four stages in the development of writing. (Hyland, K. 2002) :

Familiarization. Students are taught certain grammar and vocabulary items, usually through a text.

Controlled writing. Students practice writing following patterns, and they substitute some ideas Children's fairy tales, for instance, open with Once upon a time there was a, the protagonist makes two failed attempts which are followed by a successful third attempt, and closes with and they lived happily ever after.

Guided writing. Students imitate model texts.

Free writing. Students use the patterns they have already learned to write new messages.

Relevant Principles in Teaching Writing (Brown, H.D. 2007). Through the analysis of these principles, Brown basically provides a general idea of how writing requires specific competencies to be developed and how to organize information coherently. The main principles are as follows.

Learn and use the habits of 'good' writers: focusing on a goal or main idea, b) spending some time — but not much — planning to write, c) letting first ideas flow on the paper or the screen, d) soliciting and utilizing feedback from others, e) revising the work several times and making changes if necessary

Balance process and product. Effective writing requires multiple drafts, they will receive feedback during this process and then they will get a final product.

Connect reading and writing. Students gain important insights by reading often, and reading a variety of texts One way that students can learn to write is by observing what is already written; this includes patterns of language, vocabulary choices, and register, among others.

Provide opportunities for as much authentic writing as possible. Writing e-mails, recipes, commercials, personal information, small dialogues, for instance, are all examples of authentic writing. Even in classroom settings, find ways to make writing tasks as close to authentic as possible.

Strive. Activities that incorporate group collaboration, brainstorming, and critiquing are a successful part of many writing courses. Students should be given opportunities to exchange ideas in pairs or groups. Understanding what makes a good writer can be most effectively learned within a community of learners.

1.3.4 Listening Comprehension

As a receptive skill, listening comprehension is basically meant to help us understand everything we notice. For both our native language and a second/foreign language, there are two kinds of listening situations we encounter: Interactive and Non-Interactive.

Interactive listening situations include activities such as face-to-face/real conversations and telephone calls, in which we are alternately listening and speaking (also called turn-taking); as listeners we are likely to ask for clarification, repetition, or slower speech from the speaker.

Non-interactive listening situations, on the other hand, are much more one-sided, and can include activities like listening to the radio, music, TV programs, movies, or lectures. In these situations, we rarely have the opportunity to request clarification, slower speech or repetition.

Another element of listening comprehension is that it “is not only a function of the interplay between language on the one hand and what the brain does with on the other; it also requires the activation of contextual information and previous knowledge” (McDonough, J., 2003). In other words, external stimuli are required, as well as personal experiences and background knowledge (schema theory), and contextual situations that support the complex process of listening.

Listening Processes

The listener goes through certain processes in constructing a message out of information that he or she hears in the target language. This includes (McErlain, T, 1999) :

1. *Perception*. The process of identifying speech sounds the listener hears, trying to recognize the intonation and sounds, and turning this information into something meaningful for them.
2. *Decoding* The way that listeners create some kind of understanding of a message by taking in chunks and not just sentences.
3. *Prediction and selection*

Predicting, or making guesses about what comes next, allows the student to listen without needing to understand every word; selection is being able to filter information (make choices about what is important) and identify the relevant information. In addition to using these processes, students have other processes they use when trying to understand spoken English.

Listening Strategies

Good speakers also need good listening skills to become good communicators. As part of an interactive four-skill curriculum, teachers should consider when designing listening techniques not to overlook the importance of techniques that specifically improve comprehension using activities that develop top-down and bottom-down activities. Similarly, techniques should be intrinsically motivating as well as utilize language and context. Teachers should consider the form of listeners' responses, and encourage the development of listening strategies according to their own context. While multiple choice and gap-fill items, for example, have benefits (easy to grade, useful for large groups), there may be creative ways to add more open-ended activities. In addition, teachers should enhance their students' listening skills by using a wide variety of listening comprehension materials in their classrooms (Brown, D. 1994). Some examples could be: a telephone conversation, a song, the news, watching an episode from a famous sitcom.

1.3.4 Speaking

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate successfully.

When we speak we make use of grammar structures and the vocabulary we have assimilated. Likewise, speaking skills include some essential elements such as:

Fluency refers to have appropriate things to say in a wide range of contexts and to be creative and imaginative in language use.”(Richards, J. C. 1990). Discussing fluency implies “the assumption that speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication, [even though] this goal is often not met due to processing and production demands.” (Richards, J. C. 1990)

Accuracy and fluency are very closely related. Indeed, accuracy not only is not independent from fluency, but it actually is a component of fluency. (Brown, H. D. 2007).

Pronunciation Contemporary approaches to pronunciation instruction tend to focus on the development of intelligibility rather than on achieving native-like pronunciation, which, may not be neither practical nor desirable. Emphasis on intelligibility calls for a focus on suprasegmental features of pronunciation, namely stress, rhythm, and intonation.

Stress works at both word and sentence level in connected discourse. At word level it refers to that part (syllable) of the word which is both pronounced with and perceived as carrying relatively more emphasis or strength, for example BUsy, chameleONic, underSTAND. It has been found that correct lexical stress is more important to intelligibility than correct pronunciation of individual sounds (segmentals).

Manipulative vs. Communicative Activities/Techniques

One way of looking at activities and techniques in the classroom is as if they belonged in a continuum.

On one extreme of the continuum, labelled **manipulative**, are the techniques which are totally controlled by the teacher, and require a specific response from the students. Manipulative techniques include choral repetition, cued substitution drills, dictation, and reading aloud.

On the other extreme of the continuum, the **communicative** end, activities allow for open-ended, unpredictable responses. These activities include brainstorming, storytelling, role plays, and so on. Although we may feel attracted to suggest a lockstep relationship between manipulative techniques and low proficiency level classes as well as between communicative techniques and high proficiency level classes, this assumption is wrong. There is no reason why we should offer beginning learners only mechanical drills of isolated bits of language. “Communicative techniques for beginners involve appropriately small chunks of language and build in some repetitions of patterns for establishing fluency. On one of the first days of class, students can be taught to ask and respond questions such as, How are you? What’s your name? Where do you live?” etc. (Brown, 2007).

1.3.5 The Use of Authentic Materials

These are materials that have been produced to fulfill some social purpose in the language community and in EFL class helps students develop their communication skills; these materials give our students the opportunity to develop skills that are needed in real life, that is, in specific situations and contexts. When we are using traditional materials in class, they are almost always focused on a particular structure that we present to students, designed to raise our students’ awareness of certain important patterns or structures.

Authentic materials, on the other hand, are used to give students opportunities to encounter the language as native speakers do, students learn to distinguish the elements that are included in the language, such as: a natural rate of delivery and intonation, false starts, slang, reduced forms, abbreviations and other characteristics of spoken language that may represent a challenge for them. Students start listening for gist, that is, the main or core idea of the text, become aware of what is happening around the world.

1.3.6 Integrated Skills Approach in EFL Classrooms

In the integrative skills approach, the learning of skill leads to the learning of one or more other skill. For example, speaking may be pursued by related writing or reading in language teaching/learning process (Brown, 2001). Richards and Schmidt (2002) stated that “integrated approach is the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing” (p. 262). (Figure 1 p.2).

The philosophical basis of integrative skills approach is the concept based on the fact that in everyday life communication the four language skills are used together. Using a single skill is very rare because anytime people engage in a conversation, to interact with the person they are talking to, they are listening as well as speaking. Hersan (1998: 22) pointed out that in daily life the four language skills “are seen in integration ... So, in the classroom, the activities should be taught in integration in order to arrive at ease in communication.” Pysarchyk and Yamshynska (2015) added that “In the real life each person can’t use reading, listening, writing skills in isolation. All these skills serve as a bridge that connects a person with a society. ”In many forms of communication, people even involve all of the skills. Realizing this, to enable students to use the language they are learning in real communication, these skills should be learnt in an integrative approach.

The integrated skills approach emphasizes that interaction is both the means and the essential goal of language learning. Therefore, learning activities should be directed to enable the students to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. In relation to this, the students’ mastery of the language they are learning is evaluated in terms of how much they have developed their communicative abilities and competencies. To enable the students to develop their communicative abilities and competencies, the language components and skills must not be

separated. Hinkel (2010) accentuated that a language may need to be broken into parts to study it. However, to use the language, we need to integrate the skills and components.

Kebede (2013) listed seven advantages of integrated skills teaching. First, language skills integration provides more purposeful and meaningful learning at all proficiency levels. Second, it contributes to consistent teaching and to better communication. Third, it brings variety into the classroom, which enables teachers to enrich classroom instruction by integrating language skills cooperatively. Fourth, it makes language learning comes nearer to the way we do in real life. The language skills integration enables students to learn to manage the language and to easily transfer the acquired knowledge of the other areas. Thus, it promotes language learning and affects the new language knowledge of learners positively. Fifth, language skills integration helps students develop their communicative competence (grammatical/linguistic competence, strategic competence, sociolinguistic competence, and discourse competence). Sixth, it provides exposure to authentic language learning environment so that students can interact naturally with the intended language. Seventh, it assists students to develop their critical thinking so that they can analyze, synthesize and evaluate information better. This enables them to learn language skills in a better way and be successful academically. Seventh, it creates motivation in students by avoiding a routine practice of forms of the language that often creates dullness in students. Eighth, it provides student-centered and humanistic approach to language teaching in a classroom.

1.3.7 Key Skills for the 21st Century (Lamb et al. 2017) (Figure 1 p.2)

For this project, the term 'key skills' is used to refer to the skills identified in current thinking and policy as important for students to acquire in their schooling if they are to be successful. This success is not only in school but more importantly beyond school – in being able to build their careers, live fulfilling lives and participate effectively as citizens in their communities.

Nine skills or constructs are presented as crucial: critical thinking, creativity, metacognition, problem solving, collaboration, motivation, self-efficacy, conscientiousness, and grit or perseverance.

Critical Thinking

Critical thinking entails a judgement or evaluation for analyzing claims, arguments and evidence and for making inferences using deductive and inductive reasoning to solve a problem or make a decision (Lai,2011; Lai & Viering, 2012, p. 12). Critical thinking as a skill refers to the ability to assess the value of a claim or information and come to a conclusion about what to believe or to do about it.

Creativity

Creativity is often associated with critical thinking. It entails the production of something recognised as novel or useful in a given social context (Plucker et al., 2004). Another similarity with critical thinking is that creativity is generally seen as requiring more than technical skills (Sternberg, 2006a). Creativity is also seen as closely related with other cognitive skills such as problem identification or idea generation.

Metacognition

The term 'metacognition' was used by Flavell to describe thinking about an individual's cognitive processes and activity (Flavell, 1979). This form of cognitive self-management (Kuhn & Dean, 2004) is a complex skill comprising both cognitive self-knowledge and active cognitive self-monitoring (Schraw et al., 2006; Schraw & Moshman, 1995). Metacognition is seen as involving both knowledge about cognitive processes and strategies for monitoring these processes (Serra & Metcalfe, 2009).

Problem solving

'An individual's capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious. It includes the willingness to engage with such situations in order to achieve one's potential as a constructive and reflective citizen'. (OECD, 2014, p. 30)

Collaboration and cooperation

Collaboration is often conceived of as a social skill, alongside assertiveness, responsibility and empathy (Malecki & Elliott, 2002). Most education is structured around individual learning and assessment, and the role of Collaboration and cooperation is only recognised at the margins of individual student learning. Compared to most other skills, social skills such as collaboration, empathy or responsibility tend to have a weak correlation with student grades (Farrington et al., 2012, p. 11). In fact, certain collaborative practices in the classroom can foster student learning (Bossert, 1988).

Motivation

Motivation is a field of research with a longer history than most other skills. It is often defined as the impetus to engage in purposive behaviour (Ryan & Deci, 2000). The literature has come to distinguish intrinsic motivation, where individuals are moved by personal interests and desires, from extrinsic motivation, where individuals' purposive behaviour is driven by external rewards or sanctions. In short, motivation is based on specific interests, preferences, and perceptions that drive individuals to engage or not engage in an activity.

Self-efficacy and locus of control

Self-efficacy can be defined as a belief in one's own ability to do or complete something and can be expressed with the statement 'I can do it' while locus of control is the sense of influence an individual feels over things and can be expressed with the statement 'Doing well is up to me, rather than others'. Both of these mindsets have been found to be consistently associated with student outcomes (Bandura, 1997; Cury et al., 2006; Pajares, 1996; Pajares & Graham, 1999).

Students who see success as a product of effort are more likely to engage and persevere in academic endeavours as opposed to those who see it more as a product of 'innate' ability (Yeager & Walton, 2011).

Conscientiousness

Conscientiousness can be defined as a form of self-discipline. Conscientiousness is expressed as a diligent behaviour based on self-control and application to a given problem, task or activity. Conscientiousness entertains complex relationships with various other skills, including motivation, locus of control and, above all, tenacity or grit. Conscientiousness is considered by personality psychologists as one of the big five personality traits, alongside openness to experience, extraversion, agreeableness and neuroticism. Interestingly, conscientiousness is the only one of the 'big five' personality traits that shows a consistent association with performance in school and higher education (Farrington et al., 2012, p. 24; Richardson & Abraham, 2009; Tackman et al., 2017). In schools, this can take the form of 'academic tenacity' (Dweck et al., 2014). Evidence suggests that personality traits can change over time. They also depend on life experiences (Roberts & DelVecchio, 2000).

Grit and perseverance

Perseverance can be conceptualised as a dimension of conscientiousness. In an academic context, grit can be defined as commitment and perseverance in learning tasks and activities (long-term goals) despite difficulties or obstacles. "Academic perseverance or tenacity generally relies on goal-setting and accepting delayed gratification" (Farrington et al., 2012, p. 9).

Evidence is strong to support that demonstrating persistence in one activity does not necessarily translate into a persistent behaviour in other contexts. The concept of grit, as defined by Duckworth and her colleagues, refers to a relatively stable characteristic or trait of displaying continuous application towards tasks or perseverance on tasks (Duckworth, 2016).

1.3 Intercultural Communicative Competence

Intercultural communicative competence is the ability to communicate effectively and appropriately with people from other language and cultural backgrounds, and describes the interaction between two or more individuals in such a way that neither is above the other favoring the harmonious coexistence of all of them (Corbet, J. 2003) (Figure 1 p.2). One of the most popular models of intercultural competence in language education has been developed by the British language educator, Michael Byram, and his colleagues.

1.4.1

Figure 7

Michael Byram's Model of Intercultural Competence.



Note. Developing the intercultural dimension in language teaching: a practical introduction for teachers. Taken from *Byram, M., Gribkova, B., & Starkey, H. (2002).*

What is important in intercultural communication is one's competency and willingness to understand what the other has to say, not the disposition to impose one's values and norms onto the other.

As Honnar (2005) stated, “With some degree of intercultural awareness, one is capable of understanding the other even if the two persons’ communication styles are different” (p. 80). It is clear that communicating effectively and appropriately involves both the speaker and the listener. In recent years, there have been more discussions and research focusing on the importance of intercultural communicative competence (Byram, 1997, 2009; Alptekin, 2002; Kohn, 2013). Intercultural communicative competence is the ability to communicate effectively and appropriately with people from other language and cultural backgrounds.

Effective intercultural communication requires:

- **empathy**: an understanding of other people’s behaviors and ways of thinking.
- **respect**: genuine admiration and appreciation of different ways of thinking and communication.
- **tolerance**: the ability and willingness to accept and acknowledge different behaviors and ways of thinking, the existence of opinions or behavior that one does not necessarily agree with ours.
- **sensitivity**: the awareness and responsiveness to other people’s behaviors and ways of thinking.
- **flexibility**: willingness to adapt and open to change and different ways of thinking.

Lippi-Green (1997) has emphasized the importance of “sharing the communicative burden.” She pointed out that oftentimes, “members of the dominant language group feel perfectly empowered to demand that a person with an accent carry the majority of responsibility in the communicative act. Conversely, when such a speaker comes in contact with another mainstream speaker who is nonetheless incoherent or unclear, the first response is usually not to reject a fair share of the communicative burden, but to take other factors into consideration”.

To achieve effective intercultural communication, she emphasizes that speakers from dominant cultures need to apply the same willingness to share the communicative burden when interacting with a person who speaks with an accent, i.e., nonnative English speakers and people from culturally and linguistically diverse backgrounds, and not to reject their fair share of the communicative burden. (Corbet, J. 2003) (Figure 1 p.2)

Finally, we could say that the willingness to share the communicative burden and apply empathy, respect, tolerance, sensitivity, flexibility, and openness in communicating with speakers from different culture and linguistic backgrounds is more important for successful intercultural communication than just imposing the native English speaker’s norms.

Intercultural communicative competence is the core competence, and this core evolves from three overlapping learning outcomes: cultural awareness, language awareness, and language skills, as depicted in the figure below.

1.4.2

Figure 8

Intercultural Communicative Competence Schema



Adapted from Bing.com, 2020 (bing.com)

1.4.3 Bloom's taxonomy of Learning Domains

In 1956, Benjamin Bloom and his team of collaborators published their book, "Taxonomy of Educational Objectives". Their framework soon became known as Bloom's Taxonomy, provides a way of categorizing educational goals.

A group of researchers, psychologists, and assessment specialists produced a revised version of Bloom's Taxonomy, "A Taxonomy for Teaching, Learning and Assessment" in 2001. Their main goal was to move the focus away from purely educational objectives and make it clearer for learners to understand specifically what was required of them at each stage. In place of static objectives and nouns used in the original Bloom's taxonomy, the revised version uses verbs and gerunds to describe the cognitive processes that students and learners are required to use.

Lower-Order Thinking:

Remembering: The student can recognize and recall relevant knowledge from long-term memory. *Understanding:* The student can construct meaning from oral, written and graphic messages.

Applying: The student can use information in a new way.

Higher- Order Thinking:

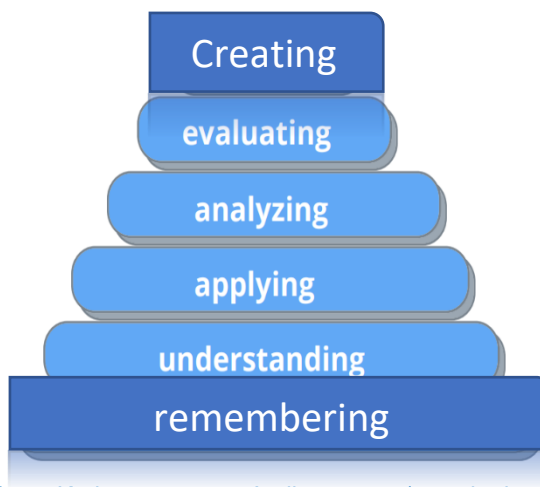
Analyzing: The student can distinguish between parts, how they relate to each other and to the overall structure and purpose.

Evaluating: The student can make judgments and justify decisions.

Creating: The student can put elements together to form a functional whole, create a new product or point of view.

Figure 9

Bloom's Taxonomy



Adapted from Kodosurvey.com, April 10,2019. (www.kodosurvey.com)

1.4.4 Assessment

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: Are we teaching what we think we are teaching? Are students learning what they are supposed to be learning? Is there a way to teach the subject better, thereby promoting better learning?(Wiggings, G., 2008)

Tests should provide consistently accurate measures of only those abilities we are trying to test; have a positive effect on teaching and be reasonable in terms of time and money for students, teachers, and institutions.

Why Test Students?

- To measure language proficiency.

- To discover how successful students have been in achieving the objectives of a course of study.
- To diagnose students' strengths and weaknesses, to identify what they know and what they don't know.
- To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability (Hughes, A. 2003).

We understand **testing** as a specific procedure, occurring on specific dates and at specific intervals, and **assessment** as an ongoing activity, of which testing is only one of many sources of input, Tests are a subset of assessment. Assessment is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher.

Assessment refers to the systematic use of different types of tests to gather information about our students' abilities and performance over time, and the inferences we derive through interpretation of that information.

Formative Assessment. This is an on-going process to provide learners with immediate feedback on how well they are learning.

Summative Assessment. This is used to measure whether learners have met the content and performance standards. The results of these assessments are used as bases for computing grades.

1.4.5 Rubrics

A rubric is an instrument developed to assess or provide feedback on student progress for a specific task. It lets students know the following things about an assignment:

- The overall expectations for the assignment
- The criteria, arranged in levels of quality from excellent to poor, that a student must meet
- The points or grades a student can earn based on the levels

Rubrics help coordinate instruction and assessment and they help students learn. To write or select rubrics, teachers need to focus on the criteria by which learning will be assessed. This focus on what you intend students to learn rather than what you intend to teach actually helps improve instruction. Without clarity on outcomes, it's hard to know how much of various aspects of the content to teach. Rubrics help with clarity of both content and outcomes.

2. Lesson Plan

2.1 Applications

2.2 Procedures

Lesson plan	
Author	Marina Judith Puebla Rodríguez
Educational stage	Higher Education, University. Elementary Level
Title of your Lesson plan	“Developing Interculturality through the analysis of Family Eating Habits in Mexico and England”
Learning Objective of the plan/Competency	<p>Purpose of Language</p> <ul style="list-style-type: none"> To help students develop basic language skills in listening, speaking, reading and writing beyond the basic level on to what students already know and can do. <p>Formative-Intercultural purpose</p> <ul style="list-style-type: none"> To make students aware of the importance of interacting with texts and people from other cultures, so as to be able to enrich their vision of the world, their sociocultural context and strengthen their own identity.
Communicative skill considered	Listening/Speaking/ Reading and Writing.
State of the following options	Recycling topic
Functions	Comparing and contrasting eating habits of my family and those of a British family
Main Grammar structure	-Present Simple: Structure: like to + do sth.
Other Grammar structures	-Present Simple with Adverbs of frequency: always, sometimes, never.
Brief description of the plan	This theme was selected in order for students to be part of an intercultural activity related to the theme of food which is part of their curriculum. Students are expected to become aware of the importance of valuing and respect of other human beings, for cultural difference and diversity, for other cultures, tolerance, self-awareness and self-knowledge.
Hours of the plan implementation	6 hours.
Number of sessions	2 sessions of 3 hours.
Contents required for the lesson:	
Digital Resources:	<ul style="list-style-type: none"> Video related to food habits in Cambridge electronic puzzle [Puzzlemaker]
Printed material:	<ul style="list-style-type: none"> questionnaire for personal reflection

Taken from Velasco, R. (2006) *Método de clase con Lectura de comprensión*. Curso “Estrategias de lectura formativa en inglés parasecundaria”. Cursos y Talleres en línea. <http://red.ilce.edu.mx/>

Step of the lesson	Teacher activities	Students activities
<p>Before the lesson</p> <p>ACTIVITY 1 “Family Food Habits”</p> <p>Warm-up [Activating Schema]</p> <p>READING LISTENING</p> <p>SPEAKING</p> <p>Intercultural process: Becoming aware of your own culture and that of others.</p>	<p>The teacher asks a volunteer to write on the board the date, topic and purpose of the class.</p> <p>*The Teacher welcomes students to the class.</p> <p>*The Teacher reviews briefly the topics seen the previous lesson.</p> <p>*The teacher creates the context based on typical food according to the diverse towns the students come from : Oaxaca, Guanajuato, Mexico city, Cuernavaca, etc.</p> <p>The Teacher sets up the video in a laptop connected to the classroom tv.</p> <ul style="list-style-type: none"> • The teacher plays the video called “Food” and is about Eating Habits of a family from Cambridge, United Kingdom. • The teacher motivates students to explain what they could observe in the video. • The teacher plays again the video and asks Ss to pay close attention to the way the people are dressed, whether or not that is a special day for them, where they buy the groceries for the meal, who cooks the meals, how they feel when they are together. 	<p>Students open their notebooks, and write the date, topic and purpose of the class.</p> <p>*Students greet the class and express briefly how they feel that day.</p> <p>*Students practise what they learned in the previous class.</p> <p>*Students participate voluntarily by naming their traditional town dish and explain how the food is prepared and served, as well as if they enjoy eating it or not and why.</p> <ul style="list-style-type: none"> • Ss first <u>watch, read and listen to the video</u> about a family from Cambridge which have their meals together on Sunday. • After watching the video Ss voluntarily <u>explain with their own words</u> what they understood from the video. <p>informal oral assessment A</p> <ul style="list-style-type: none"> • Ss watch the video again and pay attention to the details suggested by the teacher and afterwards they get in pairs and answer a questionnaire with questions about the video given by the teacher. <p>Before writing down any information, Ss discuss their opinions about the questions.</p>

<p style="text-align: center;">WRITING</p> <p>Intercultural process: Interpretation, Explaining differences leading to critical awareness.</p>	<ul style="list-style-type: none"> The teacher hands out a questionnaire to the Ss and asks them to get into pairs and discuss the questions together and then write down the answers on the paper. 	
	<ul style="list-style-type: none"> The teacher will ask Ss to read the second part of the activity so they can individually compare the customs of the British people eating together with their own customs when sharing eating moments with their family at home. They have to find similarities and differences and <u>express in a written form</u> how they feel being part of their family. 	<p style="text-align: center;">rubric 1</p> <ul style="list-style-type: none"> Ss work individually in the second part of the intercultural activity by comparing and contrasting the way British people in the video eat together, and the way they behave, dress, feel when they are with their own family at home. <u>They will write down their ideas on the paper.</u> This phase will be divided into 2 parts: a <i>rough draft</i> which is checked by the teacher and a <i>final writing product</i> with the corrections suggested.
	<ul style="list-style-type: none"> The teacher asks Ss to draw a picture or find a photograph about the moment when they are eating with their family and the dish(es) they commonly eat in those occasions. 	<p style="text-align: center;">rubric 2</p> <ul style="list-style-type: none"> Ss will draw a picture or show a photograph of the moment when they eat with their family, emphasizing the dish or dishes they generally eat together.
<p style="text-align: center;">SPEAKING</p> <p>Intercultural process: Become aware of their own identity.</p>	<ul style="list-style-type: none"> The teacher asks Ss to explain in front of the class their similarities and differences with the British family and show their drawing or photograph and mention what kind of food they normally eat with their family. 	<ul style="list-style-type: none"> Ss will voluntarily <u>talk in front of the class about the differences and similarities</u> they could notice between the British family and their own customs. Then, they <u>explain their drawings or photographs by mentioning the typical food they eat with their families.</u>
		rubric 3

<p>Intercultural process: Critical awareness of self: Reflection on what has been learnt, what will change.</p>	<ul style="list-style-type: none"> • The teacher invites some volunteers to comment on what they learnt after listening to their classmates, what differences and similarities they noticed about themselves and their classmates, what preconceived ideas they changed about a specific group of people or place and how will their new understanding of themselves and others will affect their interaction with others in the future. 	<ul style="list-style-type: none"> • Ss will express what they learnt from other cultures or what stereotypes or preconceived ideas they had before listening to their peers and in what way those ideas changed after they heard their classmates' expositions.
<p>VOCABULARY</p>	<ul style="list-style-type: none"> • The teacher will ask Ss to come up with all the words they can remember from the video, write them on the board, and practice saying the meaning and the correct word pronunciation. If necessary, the teacher will explain the unknown meanings and correct the pronunciation. 	<p style="text-align: center;">rubric 4</p> <ul style="list-style-type: none"> • The students will participate voluntarily by mentioning and writing down on the board the vocabulary from the video. Then, they will reinforce its pronunciation and meaning.
	<ul style="list-style-type: none"> • The teacher asks Ss to choose a list of 5 -7 words they learnt in English from the video and the previous vocabulary review so they can prepare a puzzle (using Puzzlemaker) and afterwards they can interchange it with another classmate, who will answer it. 	<p style="text-align: center;">informal assessment B</p> <ul style="list-style-type: none"> • Ss elaborate a list of 5-7 words in English they learnt from the video and create a puzzle by using the app Puzzlemaker. <p>Afterwards, Ss will interchange their own puzzle with another classmate so he/she can solve it.</p>
<p>Closure</p>	<ul style="list-style-type: none"> • The teacher will ask Ss to answer individually the checklist. • The teacher shows the objectives of the lesson to the students, and asks them what they learnt during the session. 	<ul style="list-style-type: none"> • Each Ss will answer individually the checklist to analyse their performance during the listening, reading, speaking, writing activities. • Ss participate voluntarily to talk about their learning experience and make a brief reflection on what they

	Together they make a brief reflection.	learned, what they enjoyed and what problems they faced during the session.
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2.1.1 Expected Outcomes

First of all, these 2 sessions of 3 hours each, have the aim of building on their four skills: listening, reading, writing and speaking by giving learners opportunities to create contexts in which to use the language for exchanges of real information, evidence of their own ability and most important, confidence. They should get familiarised with authentic language in a real context as well as produce their own language according to their level after a significant input. Furthermore, it is expected that by fostering inclusion and awareness around multicultural education, all students get benefitted, as these actions will encourage acceptance and help prepare students to thrive in an exponentially diverse world. (Corbet, J. 2003) (Figure 1 p.2). As for the teacher, it is a great opportunity to learn how to create positive classroom environments and can serve as a foundation for understanding how to promote diversity in his classroom.

2.1.2 Rationale for Activities in the Lesson Plan

Constructivism and Connectivism were the main theoretical basis for this project. Connectivism shifts the learning responsibilities from the teacher to the student. It's up to the learner to create their own learning experience. According to the essential components to constructivist teaching established by (Baviskar, H. 2009), teachers must create cognitive dissonance, that is to say, assign problems and activities that will challenge students. Moreover, constructivism promotes encouraging students to evaluate new information and modify existing knowledge.

The activities proposed in this work begin activating previous knowledge, that is, **schema**. At this stage the activation of **lower mental processes** is generated, through activities that appeal to mental processes such as remembering, where the student can recognize and recall relevant knowledge from long-term memory.

The subsequent activities included in the lesson aim to challenge the student to find new interpretations of foreign culture (L2) and the different cultures existing within their country and scholar context, which promotes the activation of **higher psychological processes** such as **analyzing** since the student compares, contrasts, and differentiates his culture among his classmates' cultures. Then, the student goes to a higher mental process: **evaluating**, by making judgments when interchanging opinions with his classmates and justifies his decisions related

to his cultural activities (Lamb et al.2017) (Figure 1 p.2). Finally, the student moves to the highest psychological process, that is, **creating**, where the student can put elements together to create a new product or point of view, he is rearranging his perceptions of others and their cultures, he starts to show signs of openness, ability to de-centre, willingness to engage with others and take further the more surface notion of becoming familiar with a foreign culture. (Corbet,J.2003) (Figure 1 p.2).

The intercultural learning process is based on **Byram's model** and if we observe the lesson plan, different steps were included so that students could be guided little by little to assimilate, to understand and then to analyze whatever relevant features from the other culture and his own as well. The students were offered a multimedia content related to British people's customs in order for students to show intercultural attitudes like curiosity and openness while becoming aware of some aspects of a foreign culture (L2).

Then, students were asked to interpret, and explain differences between their own culture and their classmates' cultures expecting this process leads to critical awareness.

Finally, students are asked to make a reflection on what has been learnt, that is, what will change from their views of other people, and about themselves. (Lamb et al. 2017) (Figure 1 p.2).

This is an **integrated-skills session** since reading, listening, writing and speaking with a multicultural perspective are included at different moments of the class, of course, supported by the digital resources considered appropriate by the teacher and taking into account the ones suggested in the lessons (OECD,2016) (Figure 1 p.2). Likewise, a **multimedia authentic content** was presented to the students. This material was selected due to the fact that multimedia represents innumerable instructional possibilities for listening because "technology as a tool for listening skills development, includes a logical match of system characteristics - combining text, audio and video- and the goal of listening skills development in a second or foreign language" (Meskill, C 1996 pp.179-201).

2.1.3 Rationale for Materials

Use of Technology Digital material 1:

Likewise, digital media is used to transmit the cultural content,(OECD,2016) (Figure 1 p.2). that is, the input, through a **video** which is an authentic material since it was not created with educational purposes. This video content is British English and it was downloaded from internet

with the portal: **savefrom.net**, then it was **edited** with the **app videoshop**. A part of the video was **cut** from the original version since it did not have much to do with the purpose of the class.

Digital material 2:

Moreover, taking into account the suggested digital resources in previous lessons, the **app puzzlemaker** was used to create an **electronic puzzle** including the most relevant vocabulary learnt by the student during the lesson. The students created their own e- puzzle which could be answered online or could be printed and answered on paper. Later in this document, the evidence of this activity carried out by the student will be shown

2.3 Video that shows the application of the lesson plan

Link for the 10 minutes video

<https://drive.google.com/drive/folders/1dOPPYGZ3mnb4ZiTRVHppUUof4KztIz4R?usp=sharing>

IMPORTANT: The video could require to be downloaded before watching it.

<https://youtu.be/H-n8UpB-sAc>

3. Design of Assessment Tools





3.1 Testing tools for Activities

3.1.1

Figure 10

rubric 1

Listening and Reading

 <p>Good!</p>	 <p>Well done!!</p>	 <p>Not bad!!</p>	 <p>In Progress!!</p>
<p>The student shows an excellent general understanding of the multimedia element, the sequence of information, images, written words, vocabulary and context, with all the questions completed correctly in a coherent way.</p> <p>10 pts.</p>	<p>The student shows a good general understanding of the multimedia element, the sequence of information, images, written words, vocabulary and context, with most questions completed accurately.</p> <p>8-9 pts.</p>	<p>The student does not understand a lot of the multimedia element, the sequence of information, images, written words, vocabulary and context, and he/she is able to complete some of the questions.</p> <p>6-7 pts.</p>	<p>The student does not understand enough the sequence of information, images, written words, vocabulary included in the multimedia material and has difficulty in answering the questions.</p> <p>5 pts.</p>

Adapted from Rcampus(www.rcampus.com)

3.1.2

Figure 11

Writing

rubric 2

	1	2	3.33
Vocabulary	The Ss doesn't use the vocabulary learnt in class and has basic mistakes.	The Ss makes use of the vocabulary learnt but not in the appropriate way.	The Ss uses the vocabulary learnt in class appropriately
Grammar	The Ss doesn't have control of the grammatical structures and the message is misleading and confusing.	The Ss has moderate control of the grammatical structures. However, the message is clear.	The Ss has total control of the grammatical structures and the message is clear. There are no mistakes.
Cohesion and coherence	The ideas are not correctly structured. Absence of connectors. The information isn't relevant and not related to the topic.	The ideas are organized. However they are not connected. The text just relates partially with the topic.	The ideas are well connected. Good use of connectors to link sentences and paragraphs. The information is relevant and is related to the topic.

Adapted from Rcampus(www.rcampus.com)

3.1.3 Figure 12

Speaking

rubric 3

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student is easy to understand and makes few errors	Student makes many errors in pronunciation but can be understood.	Student is very difficult to understand or responds in L1
Fluency	Student can effectively communicate in different contexts	Student can generally communicate in most situations	Student cannot communicate effectively in any situation
Word choice	Student uses appropriate words to express meaning	Student uses words or phrases to express simple meanings	Student speaks using unrelated words
Usage	Student makes minor errors in grammar and structure and can be understood	Student makes major or frequent mistakes in grammar and structure but it is possible to understand	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	Student uses connected vocabulary and language to express ideas with few errors	Student uses limited vocabulary and language to express ideas with frequent errors	Unable to express ideas using English language vocabulary.

Taken and modified from Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

3.1.4 Figure 13

rubric 4

Intercultural Awareness

Criteria	Mastering	Achieving	Developing	Beginning
Cultural awareness and self-knowledge	<p>Defines culture in a complex manner and identifies many aspects of own culture. AND/OR Recognizes own unique qualities shaped by culture and how culture impacts their attitude, beliefs, and experiences AND/OR Articulates insights into own cultural rules and biases.</p>	<p>Defines culture as including multiple components and identifies aspects of own culture. AND/OR Identifies cultural factors that impact their perspective.</p>	<p>Defines culture in a simple way and identifies some aspects of own culture. AND/OR Demonstrates some understanding of how culture impacts them.</p>	<p>Defines culture in a simple way and struggles to identify own culture. AND/OR Believes that only other people possess culture.</p>
Acknowledgement of stereotypes and prejudice	<p>Acknowledges and challenges the stereotypes and prejudice they have regarding people who are different from them in the classroom. AND/OR Challenges past, present, and future impact of privilege and discrimination. AND/OR Actively demonstrates commitment to eliminate personal biases.</p>	<p>Recognizes stereotypes others may hold about them. AND/OR Acknowledges the stereotypes and prejudice they have regarding people who are different from them in the classroom. AND/OR Explores how stereotypes impact interactions. Considers whether stereotypes are correct and begins to adjust them.</p>	<p>Defines the meaning of stereotype and prejudice. AND/OR Begins to explore how stereotypes impact interactions. AND/OR Shows some willingness to explore whether their stereotypes or prejudices are correct.</p>	<p>Struggle to define the meaning of prejudice or stereotype. AND/OR Recognizes that they may hold stereotypes and prejudices but believes that they are not very harmful or that they do not influence interactions. AND/OR Shows little willingness to explore whether their stereotypes or prejudices are correct.</p>
Verbal and nonverbal communication	<p>Shows a working understanding of communication differences. AND/OR Is able to negotiate a shared understanding between individuals from different groups in the classroom.</p>	<p>Identifies cultural differences in verbal and nonverbal communication and their impact on interactions. AND/OR Works toward negotiating a shared understanding between individuals from different groups.</p>	<p>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences. AND/OR Works toward negotiating a shared understanding between individuals from different groups, but struggles at times.</p>	<p>Has a minimal level of understanding of cultural differences in communication. AND/OR Struggles to negotiate a shared understanding between individuals from different cultural groups in the classroom.</p>
Respect, engagement, and inquiry	<p>Carefully considers the impact of behavior and seeks to foster positive interaction. AND/OR Intentionally engages in cooperative discussions and activities to understand and address differences honestly and respectfully.</p>	<p>Considers impact of potentially offensive behavior and adjusts. AND/OR Engages in opportunities to develop understanding.</p>	<p>Recognizes behavior that might be considered offensive and is willing to adjust. AND/OR Works effectively with people who are different from them.</p>	<p>Struggles to recognize behavior that might be considered offensive. AND/OR Will work with people who are culturally different from them if assigned but does not volunteer.</p>

3.1.5 Figure 14

Integrated- skills checklist

Integrated- skills checklist	
Speaking	Yes No Sometimes
• Did I speak clearly and loudly enough?	
• Did I understand what my classmates said?	
• Did I ask questions in the discussion?	
• Did all group members feel free to talk?	
• Did all group members have opportunities to share their ideas?	
Writing	
• I answered the writing task accurately	
• My text is in order	
• I have a beginning, middle and ending	
• My spelling is correct	
Reading	Yes No Sometimes
• I looked at clues in the title and pictures	
• I predict what the text is about	
• I predict the meaning of new vocabulary	
• I understand the general idea	
• I understand specific information	
Listening	
• I listen for keywords to find specific information	
• I ask the speaker questions when I am confused	
• I wait until someone has finished before I share	
• I avoid distractions	

Adapted from Education.com (www.education.com)

3.2 Rationale behind the Assessment Process

For this important process, Informal and Formal Assessment took place during these 2 sessions of 3 hours each.

Informal assessment A. It was held after the students saw the video and they were asked to relate the video using their own words. Mainly, it was useful for the teacher to know whether or

not they had understood the general idea, the cue words used in the content of the multimedia material and if they could explain the context. This activity took part of their oral expression formative process.

This assessment was important due to the fact that it gives the teacher and the students a quick glimpse for making immediate decisions. They don't take much preparation, planning, or classroom time. These methods are helpful in my teaching context to decide which students will need more support and which ones will work independently.

Rubric1 [Listening and Reading]. This rubric links listening to reading. Its main purpose is to reinforce the previous informal assessment to check the student's general understanding of the video about food habits in Britain.

The students received an input through sound, text and images and they were asked to answer some specific written questions related to the video. Through this rubric the level of understanding of the students in listening and reading will be evaluated.

Pearson and Fielding (1983), among others, link listening skills to reading skills. They feel that reading and listening make use of similar language comprehension processes. As does reading, they maintain, listening involves the simultaneous orchestration of skills in phonology, syntax, semantics, and knowledge of text structure, all of which seem to be controlled by the same set of cognitive processes.

This type of rubric is a flexible way to give space to reflect on both strengths and weaknesses in student work related to listening and reading skills included in the multimedia material. Each category invites teachers to meaningfully share with students what they did really well and where they might want to consider making some adjustments.

Rubric 2 [writing] This rubric was used to assess the way students compare and contrast the English family's food habits with their own family's habits. The criteria of assessment was based on cohesion and coherence, grammar and vocabulary used in their written text. (Figure 1 p.2). Each student receives unique feedback that is specific to them and their work, especially because the student elaborates a draft which is evaluated by the teacher so that he has the opportunity to correct to get a final writing product taking into account the specific aspects included in the rubric. This whole process allows students to be free and creative to express

their ideas and thoughts and later improve their writing skill when getting the teacher's personalized comments. (Lamb et al.2017) (Figure 1 p.2).

Rubric 3 [speaking] This rubric contains little descriptions related to pronunciation/diction, fluency, word choice, usage and ideas to evaluate the students' performance when talking about the differences and similarities between the foreign food traditions and their own. (Figure 1 p.2).

The information this type of rubric provides is essential to improve the students' speaking performance in the classroom and in real life, as it is giving students an explanation of what they are doing correctly and incorrectly, with the focus on the feedback on what the students are doing right, so as to motivate them to improve this skill instead of feeling defeated after the assessment.

Rubric 4 [Intercultural awareness] This rubric aims to evaluate cultural awareness and self-knowledge, stereotypes, prejudice and respect engagement through verbal and nonverbal communication. (Corbet,J.2003) (Figure 1 p.2).

This rubric will give the students more tools to be better equipped to function effectively in a diverse environment since mixing, communicating and living with people from different cultures involves a certain amount of preparation and competence from the fact of knowing the very basic concepts involved in the rubric, until being able to analyze their own behavior and changing one's personal stance after becoming aware that one's own attitude is harmful to others. (Lamb et al. 2017) (Figure 1 p.2).

Informal Assessment B [Vocabulary] The teacher will evaluate and reinforce the students' understanding of the words and expressions offered in the video, its meaning and pronunciation as well. Brainstorming and activating students' participation by writing and pronouncing the words will be required. This informal assessment process is key to support the 4 skills, that is, speaking, listening, reading and writing, since if the students' vocabulary increases, the process of describing ideas, thoughts, understanding texts, talks, becomes easier to the student and therefore more accurate products will be achieved. (Figure 1 p.2).

Integrated- skills checklist: Its main objective is for students to have the opportunity to gauge their skill development or progress because this assessment will help them develop awareness of what their strengths and weaknesses are in listening, reading, writing and speaking.

This kind of integrated-skills feedback provided by themselves promotes becoming aware of personal areas of improvement as well as the qualities that can be exploited of oneself, making the student more responsible with himself and his learning process. (Figure 1 p.2).

3.3 Evidence

3.3.1 Digital Material 1: Video



Downloaded from youtube by Judith Puebla with [savefrom.net](#).
Edited and adapted by Judith Puebla with [videoshop app](#)

3.3.2 Digital Material 2: Electronic puzzle

PUZZLEMAKER FREE UN AR N
CREATE YOUR OWN PUZZLES

Puzzlemaker is a puzzle generation tool for teachers, students and parents. It can create customized word search, criss-cross, math puzzles, and more.

Eating Habits

Show Answer Print Puzzle Copy Puzzle Copy Answer Rebuild Puzzle

w s m d i y f g y q b r w v d
d l r t e f n r d z i u a j n
k v w r u i k n y f m e x b q
j v u n d s x s o q n u x f l
t h g d g y l o i x j t t e u
l t u z i l d e z m e h e e r
o p v k t o h l s x n k h b j
x s f i b b z c o e o y q t c
j c k r x y t o s r e b b s g
l x u b b p t f g l s h e a b
r b a j f y n w j f h l c o c
t s i l g n i p p o h s w r t
u p h x m k a o w b y l e i l
k s t a r j q m g j h q i p p
d o i n l c o c o t i y s v s

cheese food pudding
roastbeef shoppinglist

PUZZLEMAKER FREE UN AR N
CREATE YOUR OWN PUZZLES

Puzzlemaker is a p customized word s

Eating Habits

Hide Answer Print Puzzle Copy Puzzle Copy Answer Rebuild Puzzle

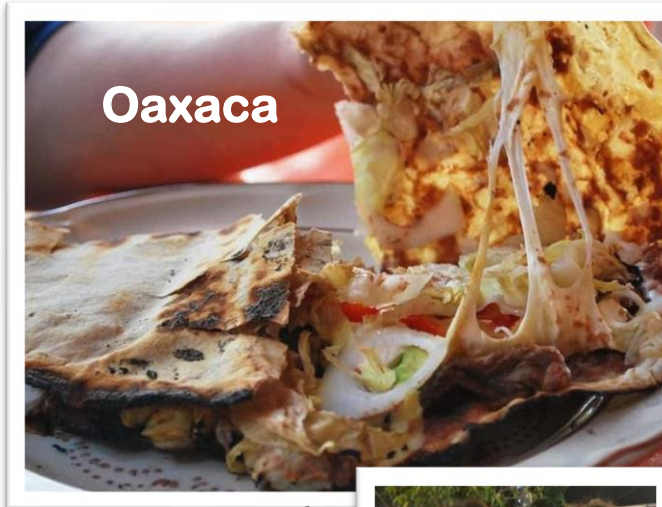
w s m d i y f g y q b r w v d
d l r t e f n r d z i u a j n
k v w r u i k n y f m e x b q
j v u n d s x s o q n u x f l
t h g d g y l o i x j t t e u
l t u z i l d e z m e h e e r
o p v k t o h l s x n k h b j
x s f i b b z c o e o y q t c
j c k r x y t o s r e b b s g
l x u b b p t f g l s h e a b
r b a j f y n w j f h l c o c
t s i l g n i p p o h s w r t
u p h x m k a o w b y l e i l
k s t a r j q m g j h q i p p
d o i n l c o c o t i y s v s

cheese food
roastbeef shoppinglist

Created by Melina Bobadilla Gómez. Student of Military School of Odontology .
with [Puzzlemaker app](#) [Digital resource suggested by UPN]

3.3.3 Cultural Materials

Eating Habits in different states of Mexico



Oaxaca

Tlayuda



Student: Bobadilla Emma Karla Melira * Photo
Grade and group: 11B
Oaxaca. "Eating Habits with my family"

Watch the video again and pay lots of attention to the food, their activities, how they are dressed, where they buy the food, etc.

Now, in pairs discuss and answer the following questions:

- 1) What do they have for dinner? They have roast beef, Yorkshire, carrots, potatoes, broccoli, gravy
- 2) Is that a special day? Yes, it is Sunday Roast
- 3) How many people are eating together? Four people, father, mom, daughter and son
- 4) What are they wearing? They are wearing sweater, jeans, t-shirts, sneakers
- 5) Who cooked the meal? Nick's dad
- 6) Are they happy? Yes, cause they are going to eat together
- 7) Where do they buy the groceries to prepare food? They bought the groceries in the supermarket

What do you think?
Make a comparison of the way British people eat together and your family meals. What is similar? What is different? How do you see yourself?
It's similar, cause we also buy in the supermarket but we used to use crockery and we eat spicy and delicious food.
We like to eat tlayudas together it's a sauce prepared with asiento, refried beans, meat, lettuce into a big tortilla, the meal is always prepared by the women.
Also we dressed in a typical costume called enaguá

Photographs taken by Lucia Bobadilla Gómez

"Eating Habits in Huixquilucan, Edo. de Mex"

Student: González Zamorano Victor Hugo Grade and group: 10-13

"Eating Habits with my family"

Watch the video again and pay lots of attention to the food, their activities, how they are dressed, where they buy the food, etc.

Now, in pairs discuss and answer the following questions:

- 1) What do they have for dinner? They prepare Roast Beef and Yorkshire pudding, apple crumble and custard for dessert.
- 2) Is that a special day? They only prepare the family dinner
- 3) How many people are eating together? They are four persons.
- 4) What are they wearing? Cheese, milk, vegetables, meat
- 5) Who cooked the meal? The father made the food and the children helped
- 6) Are they happy? Yes, they are a family so happy.
- 7) Where do they buy the groceries to prepare food? They buy the groceries at the supermarket

What do you think?
Make a comparison of the way British people eat together and your family meals. What is similar? What is different? How do you see yourself?
My family and I only get together on weekends, since my dad works all week and I can only go on the days I go out. Normally my mom is the one who prepares the food, but I like to help her so that it's faster and I can learn. Since I can only visit them on weekends, my mom prepares what I like, usually rice, meat, and salad.

Photographs taken by Cadet Victor González Zamorano



Roast beef in tacos

Every photo, drawing, reading package and dialogue is the subject not just of linguistic exploitation but of cultural discussion and debate..(Randal, 1989)

Student: Iván Hernández Martínez Grade and group: 1B

"Eating Habits with my family"

Watch the video again and pay lots of attention to the food, their activities, how they are dressed, where they buy the food, etc.

Now, in pairs discuss and answer the following questions:

- 1) What do they have for dinner?
Roast beef, apple crumble and custard for dessert
- 2) Is that a special day?
No, it is not.
- 3) How many people are eating together? There's 4 people eating together
- 4) What are they wearing? They are wearing normal clothes. Something you'd wear when it's 24° outside
- 5) Who cooked the meal?
The father of the boy
- 6) Are they happy?
Yes, they are very happy
- 7) Where do they buy the groceries to prepare food? In the mall

What do you think?

Make a comparison of the way British people eat together and your family meals. What is similar? What is different? How do you see yourself?

I'm from Michoacán, Veracruz. There I lived my whole life. Gastronomy was a lot from UK. Dinner used to be cooked by my mom, but everyone helped her. We were really happy she used to make a lot of *anchojitas*.

Tacos de Cochinita vs A sandwich

"Eating Habits in Veracruz"



Tacos de Cochinita Pibil

Photograph taken by Cadet Iván Hernández Martínez

"Eating Habits in Michoacan"



Carnitas

Photograph taken by Cadet Vianey Salguero Ambriz

Student: Cadete Ier ano Vianey Salguero Ambriz Grade and group: 1B

"Eating Habits with my family"

Watch the video again and pay lots of attention to the food, their activities, how they are dressed, where they buy the food, etc.

Now, in pairs discuss and answer the following questions:

- 1) What do they have for dinner?
Apple crumble and custard the dessert
- 2) Is that a special day?
No, that is a normal day ☺
- 3) How many people are eating together? They are 4
- 4) What are they wearing? Cereal, Milk, Vegetables
- 5) Who cooked the meal? Father cooked the meat
- 6) Are they happy? Yes, They are happy, Family are happy
- 7) Where do they buy the groceries to prepare food? At the food market

What do you think?

Make a comparison of the way British people eat together and your family meals. What is similar? What is different? How do you see yourself?

I'm from Michoacan. Michoacan has a big volcano. We eat carnitas for dinner every Sunday. My family always eat carnitas. In my family every cooks and is funny and sometimes go to volcano. We are five ☺

"Eating Habits in Michoacan"



Photograph taken by Cadet Alejandra Abarca Santos

Student: Alejandra Sofia Abarca Santos Grade and group: 1º B

"Eating Habits with my family"

Watch the video again and pay lots of attention to the food, their activities, how they are dressed, where they buy the food, etc.

Now, in pairs discuss and answer the following questions:

- 1) What do they have for dinner?
Roast beef and Yorkshire pudding, apple crumble and custard for dessert
- 2) Is that a special day?
NO
- 3) How many people are eating together? 4 persons eating
- 4) What are they wearing?
Nick wearing a sweater and jeans and Nick's mother use the jeans and jacket.
- 5) Who cooked the meal?
Are cooked in family and use the electrodomestic
- 5) Are they happy?
Yes, they are happy
- 7) Where do they buy the groceries to prepare food?
They did buy the groceries in the Super Market.

What do you think?

Make a comparison of the way British people eat together and your family meals. What is similar? What is different? How do you see yourself?

The traditional food in my city is the Sea food the weekend with my family cook different seafood my favorite is "camarones Anapados" is very delicious and we are go to the beach or cook in my house in this moment I am very happy because eat my favorite food and eat with my family my family is the most important for me.

I share the mess hall with my Father's and my 2 sisters and grand Father's →

"Eating Habits in Oaxaca"



Photograph taken by Cadet Romina Ríos López

Student: Ríos López Romina

Grade and group:

"Eating Habits with my family"

Watch the video again and pay lots of attention to the food, their activities, how they are dressed, where they buy the food, etc.

Now, in pairs discuss and answer the following questions:

- 1) What do they have for dinner?
Roast, beef, apple crumble, custard for dessert
- 2) Is that a special day? No, it is not.
- 3) How many people are eating together? There's 4 people eating together
- 4) What are they wearing? They are wearing normal clothes, something you'd wear when it's a bit outside
- 5) Who cooked the meal? The mom of the boy
- 6) Are they happy?
Yes, they are very happy
- 7) Where do they buy the groceries to prepare food? In the mall

What do you think?

Make a comparison of the way British people eat together and your family meals. What is similar? What is different? How do you see yourself?

I'm from Oaxaca, my family and me love eat tamales of mole negro, my grandma usually cook tamales in birthdays, especially in my birthday, we are really happy when my mom cooked, I love her so much.



Student: *Calle Ter dno Gomez Villanar Payan Enriquez*

Grade and group: *10 años 1B*

"Eating Habits with my family"

Watch the video again and pay lots of attention to the food, their activities, how they are dressed, where they buy the food, etc.

Now, in pairs discuss and answer the following questions:

- 1) What do they have for dinner?
Roast Beef and Yorkshire Pudding.
- 2) Is that a special day?
Yes, because it is a family meal.
- 3) How many people are eating together? *Four people.*
- 4) What are they wearing?
They are just wearing some jeans and or some old worn shirts.
- 5) Who cooked the meal?
They all cooked to make the meal.
- 6) Are they happy?
Yes, they are.
- 7) Where do they buy the groceries to prepare food? *At the Food Market.*

What do you think?

Make a comparison of the way British people eat together and your family meals. What is similar? What is different? How do you see yourself?

I can find similarities in the way they get together to make the dinner meal, but a difference is that in my family it's usually just the girls of the family that take that role.

The men buy the groceries that we need in the moment or they help with the outside cleaning. My family gets together with no special occasion, every now and then.

Once the dinner is ready we prepare the table outside, so then get together serve the food and proceed to have a happy family meal.

The food that we have with the family it's usually Roast Beef tacos, and my uncle likes to prepare the beverages (cajete limeca/hachuki).

I am from La Paz B.C.S. this is a desert place so people prefer to eat outside food or go to the beach and eat ceviche.

I feel happy because that are the most important thing. The clothes we wear is just casual clothes.

Draw a picture or show a photograph of a special family event. Talk about your community. I feel happy when you are with your family.

"Eating Habits in Baja California Sur"



Photograph taken by Cadet **Gema Payan Enriquez**

"Eating Habits in Guerrero"



Taken from google images

Student: *Mosso Robles Cimbia Reald.*

Grade and group:

"Eating Habits with my family"

Watch the video again and pay lots of attention to the food, their activities, how they are dressed, where they buy the food, etc.

Now, in pairs discuss and answer the following questions:

- 1) What do they have for dinner? *Roast beef and Yorkshire pudding*
- 2) Is that a special day? *Apple crumble*
- 3) How many people are eating together? *three people*
- 4) What are they wearing? *Sweaters, jeans, sneakers*
- 5) Who cooked the meal? *Nick's father*
- 6) Are they happy? *yes, they are very happy*
- 7) Where do they buy the groceries to prepare food? *in the grocery store*

What do you think?

Make a comparison of the way British people eat together and your family meals. What is similar? What is different? How do you see yourself?

In my family cooked together and my sisters and I cleaning the cook.

For the dinner we eat tamales and atole

My father goes to the market

My grandma is who cook the tamales because she cook very delicious and my aunt is who make the atole. Our favorite atole is of rice with milk. This dish is my favorite. I'm very happy when my family is with me and talking about what we did during the day.

Draw a picture or show a photograph of a special family event. Talk about your community.

3.4 Evidence of the designed tool to assess the students

3.4.1 Assessing Listening and Reading

Bobadilla				Gomez Karla Melina			
Good!	Well done!	Not bad!	In Progress!	Good!	Well done!	Not bad!	In Progress!
The student shows an excellent general understanding of the multimedia element, the sequence of information, images, written words, vocabulary and context, with all the questions completed correctly in a coherent way.	The student shows a good general understanding of the multimedia element, the sequence of information, images, written words, vocabulary and context, with most questions completed accurately.	The student does not understand a lot of the multimedia element, the sequence of information, images, written words, vocabulary and context, and he/she is able to complete some of the questions.	The student does not understand enough the sequence of information, images, written words, vocabulary included in the multimedia material and has difficulty in answering the questions.	The student shows an excellent general understanding of the multimedia element, the sequence of information, images, written words, vocabulary and context, with all the questions completed correctly in a coherent way.	The student shows a good general understanding of the multimedia element, the sequence of information, images, written words, vocabulary and context, with most questions completed accurately.	The student does not understand a lot of the multimedia element, the sequence of information, images, written words, vocabulary and context, and he/she is able to complete some of the questions.	The student does not understand enough the sequence of information, images, written words, vocabulary included in the multimedia material and has difficulty in answering the questions.
10 pts.	8-9 pts.	6-7 pts.	5 pts.	10 pts.	8-9 pts.	6-7 pts.	5 pts.

This rubric was used to analyse Ss's understanding of the multimedia material. The student Melina Bobadilla understood perfectly well the video and was able to report with her own words its content as she got the general idea when she heard and read the phrases on the screen. On the other hand, the student Vianney had more difficulty to understand the general message since she did not know several words and she asked to watch the video one more time. In the end she could understand the idea after receiving some support from her classmates and teacher.

3.4.2 Assessing Writing

Melina Bobadilla			Vianney Salguero			
	1	2	3.33	1	2	3.33
Vocabulary	The Ss doesn't use the vocabulary learnt in class and has basic mistakes.	The Ss makes use of the vocabulary learnt but not in the appropriate way.	The Ss uses the vocabulary learnt in class appropriately. 3pts	The Ss doesn't use the vocabulary learnt in class and has basic mistakes.	The Ss makes use of the vocabulary learnt but not in the appropriate way.	The Ss uses the vocabulary learnt in class appropriately.
Grammar	The Ss doesn't have control of the grammatical structures and the message is misleading and confusing.	The Ss has moderate control of the grammatical structures. However, the message is clear.	The Ss has total control of the grammatical structures and the message is clear. There are no mistakes.	The Ss doesn't have control of the grammatical structures and the message is misleading and confusing.	The Ss has moderate control of the grammatical structures. However, the message is clear.	The Ss has total control of the grammatical structures and the message is clear. There are no mistakes.
Cohesion and coherence	The ideas are not correctly structured. Absence of connectors. The information isn't relevant and not related to the topic.	The ideas are organized. However they are not connected. The text just relates partially with the topic.	The ideas are well connected. Good use of connectors to link sentences and paragraphs. The information is relevant and is related to the topic.	The ideas are not correctly structured. Absence of connectors. The information isn't relevant and not related to the topic.	The ideas are organized. However they are not connected. The text just relates partially with the topic.	The ideas are well connected. Good use of connectors to link sentences and paragraphs. The information is relevant and is related to the topic.
			8pts			6pts

The students had to express in a written way some specific points related to the content of the video and about their own traditions. The student Melina could state in a coherent form some aspects of their food traditions making a general comparison with the British traditions from the video. Her text is coherent and intelligible. On the other hand, Vianney needed more feedback in her first draft and corrected several aspects in her text since she had not answered the task, and she found it difficult to compare and contrast both cultures. (Figure 1 p.2). However, in her final writing product she could perform the task in a simple form and her text was clear.

3.4.3 Assessing Speaking

This Speaking rubric was used to evaluate the Ss' performance when explaining in front of their classmates the similarities and differences between both cultures, as well as describing their drawings/photos about their typical food. (Figure 1 p.2).

Melina Bobadilla			
Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student is easy to understand and makes few errors	Student makes many errors in pronunciation but can be understood.	Student is very difficult to understand or responds in L1
Fluency	Student can effectively communicate in different contexts	Student can generally communicate in most situations	Student cannot communicate effectively in any situation
Word choice	Student uses appropriate words to express meaning	Student uses words or phrases to express simple meanings	Student speaks using unrelated words
Usage	Student makes minor errors in grammar and structure and can be understood	Student makes major or frequent mistakes in grammar and structure but it is possible to understand	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	Student uses connected vocabulary and language to express ideas with few errors	Student uses limited vocabulary and language to express ideas with frequent errors	Unable to express ideas using English language vocabulary.
Total: 21 pts			

Melina Bobadilla got nervous and forgot some words at the beginning but little by little she became very confident and fluent and could communicate her ideas correctly.

Salguero Ambriz Vianney

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student is easy to understand and makes few errors	Student makes many errors in pronunciation but can be understood.	Student is very difficult to understand or responds in L1
Fluency	Student can effectively communicate in different contexts	Student can generally communicate in most situations	Student cannot communicate effectively in any situation
Word choice	Student uses appropriate words to express meaning	Student uses words or phrases to express simple meanings	Student speaks using unrelated words
Usage	Student makes minor errors in grammar and structure and can be understood	Student makes major or frequent mistakes in grammar and structure but it is possible to understand	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	Student uses connected vocabulary and language to express ideas with few errors	Student uses limited vocabulary and language to express ideas with frequent errors	Unable to express ideas using English language vocabulary.

13 pts.

Vianney, on the other hand, **was very proud and happy to speak about her culture and traditions**. She had some problems with the vocabulary and the way she structured her ideas since she sometimes did not use any connectors to link her phrases. She took more time than intended but she finally could perform the task. (Corbet, J.2003) (Figure 1 p.2).

3.4.4 Assessing Intercultural Awareness

Kawu Melua P. P. Arinika

Criteria	Mastering	Achieving	Developing	Beginning
Cultural awareness and self-knowledge	Defines culture in a complex manner and identifies many aspects of own culture. AND/OR Recognizes own unique qualities shaped by culture and how culture impacts their attitude, beliefs, and experiences AND/OR Articulates insights into own cultural rules and biases.	Defines culture as including multiple components and identifies aspects of own culture. AND/OR Identifies cultural factors that impact their perspective.	Defines culture in a simple way and identifies some aspects of own culture. AND/OR Demonstrates some understanding of how culture impacts them.	Defines culture in a simple way and struggles to identify own culture. AND/OR Believes that only other people possess culture.
Acknowledgement of stereotypes and prejudice	Acknowledges and challenges the stereotypes they have regarding people who are different from them in the classroom. AND/OR Challenges past, present, and future impact of privilege and discrimination. AND/OR Actively demonstrates commitment to eliminate personal biases.	Recognizes stereotypes others may hold about them. AND/OR Acknowledges the stereotypes and prejudice they have regarding people who are different from them in the classroom. AND/OR Explores how stereotypes impact interactions. AND/OR Shows little willingness to explore whether their stereotypes or prejudices are correct. AND/OR Shows willingness to explore whether their stereotypes or prejudices are correct.	Defines the meaning of stereotype and prejudice. AND/OR Begins to explore how stereotypes impact interactions. AND/OR Shows some willingness to explore whether their stereotypes or prejudices are correct.	Struggle to define the meaning of prejudice or stereotype. AND/OR Recognizes that they may hold stereotypes and prejudices but believes that they are not very harmful or that they do not influence interactions. AND/OR Shows little willingness to explore whether their stereotypes or prejudices are correct.
Verbal and nonverbal communication	Shows a working understanding of communication differences. AND/OR Is able to negotiate a shared understanding between individuals from different groups in the classroom.	Identifies cultural differences in verbal and nonverbal communication and their impact on interactions. AND/OR Works toward negotiating a shared understanding between individuals from different groups.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences. AND/OR Works toward negotiating a shared understanding between individuals from different groups, but struggles at times.	Has a minimal level of understanding of cultural differences in communication. AND/OR Struggles to negotiate a shared understanding between individuals from different cultural groups in the classroom.
Respect, engagement, and inquiry	Carefully considers the impact of behavior and seeks to foster positive interaction. AND/OR Intentionally engages in cooperative discussions and activities to understand and address differences honestly and respectfully.	Considers impact of potentially offensive behavior and adjusts. AND/OR Engages in opportunities to develop understanding.	Recognizes behavior that might be considered offensive and is willing to adjust. AND/OR Works effectively with people who are different from them.	Struggles to recognize behavior that might be considered offensive. AND/OR Will work with people who are culturally different from them if assigned but does not volunteer.

Salguero Ambriz Vianney

Criteria	Mastering	Achieving	Developing	Beginning
Cultural awareness and self-knowledge	Defines culture in a complex manner and identifies many aspects of own culture. AND/OR Recognizes own unique qualities shaped by culture and how culture impacts their attitude, beliefs, and experiences AND/OR Articulates insights into own cultural rules and biases.	Defines culture as including multiple components and identifies aspects of own culture. AND/OR Identifies cultural factors that impact their perspective.	Defines culture in a simple way and identifies some aspects of own culture. AND/OR Demonstrates some understanding of how culture impacts them.	Defines culture in a simple way and struggles to identify own culture. AND/OR Believes that only other people possess culture.
Acknowledgement of stereotypes and prejudice	Acknowledges and challenges the stereotypes they have regarding people who are different from them in the classroom. AND/OR Challenges past, present, and future impact of privilege and discrimination. AND/OR Actively demonstrates commitment to eliminate personal biases.	Recognizes stereotypes others may hold about them. AND/OR Acknowledges the stereotypes and prejudice they have regarding people who are different from them in the classroom. AND/OR Explores how stereotypes impact interactions. AND/OR Shows willingness to explore whether their stereotypes or prejudices are correct. AND/OR Shows little willingness to explore whether their stereotypes or prejudices are correct.	Defines the meaning of stereotype and prejudice. AND/OR Begins to explore how stereotypes impact interactions. AND/OR Shows some willingness to explore whether their stereotypes or prejudices are correct.	Struggle to define the meaning of prejudice or stereotype. AND/OR Recognizes that they may hold stereotypes and prejudices but believes that they are not very harmful or that they do not influence interactions. AND/OR Shows little willingness to explore whether their stereotypes or prejudices are correct.
Verbal and nonverbal communication	Shows a working understanding of communication differences. AND/OR Is able to negotiate a shared understanding between individuals from different groups in the classroom.	Identifies cultural differences in verbal and nonverbal communication and their impact on interactions. AND/OR Works toward negotiating a shared understanding between individuals from different groups.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences. AND/OR Works toward negotiating a shared understanding between individuals from different groups, but struggles at times.	Has a minimal level of understanding of cultural differences in communication. AND/OR Struggles to negotiate a shared understanding between individuals from different cultural groups in the classroom.
Respect, engagement, and inquiry	Carefully considers the impact of behavior and seeks to foster positive interaction. AND/OR Intentionally engages in cooperative discussions and activities to understand and address differences honestly and respectfully.	Considers impact of potentially offensive behavior and adjusts. AND/OR Engages in opportunities to develop understanding.	Recognizes behavior that might be considered offensive and is willing to adjust. AND/OR Works effectively with people who are different from them.	Struggles to recognize behavior that might be considered offensive. AND/OR Will work with people who are culturally different from them if assigned but does not volunteer.

Both students had difficulty to define and understand basic cultural concepts such as stereotype, prejudices, preconceptions; therefore, the teacher explained all of those concepts in Spanish, as they are in an elementary level, and then they could state in English their point of view. Both students' views and conclusions were very basic, not deep at all, but that was the expected result as these students had never performed an activity to develop interculturality and they are in a basic stage of their foreign language learning. (Corbet, J. 2003) (Figure 1 p.2).

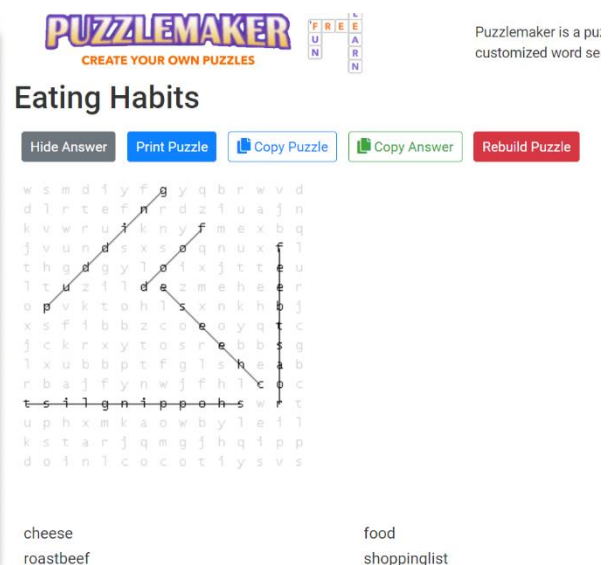
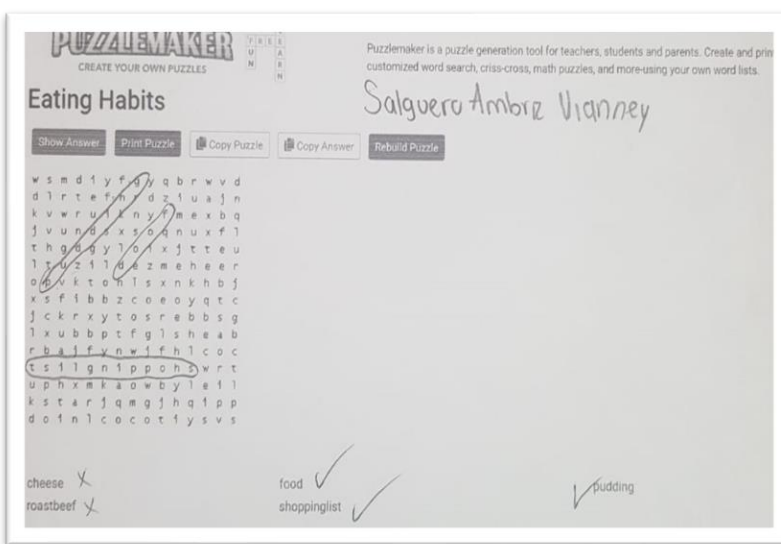
3.4.4.1 Proposal of Improvement for Rubric 4

In my view this tool was not as successful as the previous ones, as the descriptions did not match with the real students' performance. On the other hand, rubrics for listening, reading, speaking and writing were simple and not very ambitious since the students' level is elementary and they were created/modified according to this fact. However, the rubric for Intercultural awareness evaluates aspects too complicated to be achieved by the students. Accordingly, the changes for this rubric would consist of describing the expected performance in a more basic level and eliminating the complicated descriptions so the students can understand them easily.

3.4.5 Follow up activities : Assessing Vocabulary

The teacher verifies the students' understanding about vocabulary presented in the class and materials through the review of words and phrases with all the group and based on that the students elaborate an electronic puzzle using the [app PUZZLE MAKER](#). The students create their puzzle and share it with their classmates by printing it or via internet.

Some students can find all the words and just a few of them missed 2 or 3 words which they could not find in the puzzle.



4. *Report and Analysis*

4.1 Analysis of the Results

Fortunately, the expectations of these 2 sessions could be met, since the awaited outcomes were very realistic and in one or another way they had to take place. To begin with, the students developed their skills, obviously there were different levels of development, since the students are at different stages in their learning process; some of them struggled more to express their opinions, views and feelings. However, everyone was able to carry out all the required activities satisfactorily and exceeding the level they had achieved so far. On the other hand, the teacher acquired a great learning regarding the intercultural activities within the classroom and surely the next time this type of dynamics is developed in a session, they will be done more accurately using the experiences of these activities. (Corbet, J. 2003) (Figure 1 p.2).

Developing listening skills for beginner students can be difficult and may become a problem due to the fact that, when hearing authentic language, there are so many unfamiliar words that are blended together and spoken quickly. As a result, the problem with listening comprehension for L2 learners is that when they listen to an English native speaker, they not only have to recognize words by hearing them instead of by reading them, but they also have to recognize words very quickly; otherwise, they will misunderstand what is being said.

To address this problem I played two or three times the video and explained the words or expressions they didn't understand.

Little by little everybody became more familiar with the dynamic of the class and enjoyed the video a lot, despite it was a challenge for some of them since it was authentic language.

When they had to answer the questions related to the video, they did it very quickly, but when they had to compare and contrast the foreign culture with their own, they found it difficult to explain themselves. (Corbet, J. 2003) (Figure 1 p.2).

Personal feedback was given to their writings which had lots of corrections to make, since they struggled to understand the concepts of stereotype, prejudice, preconception, etc. Despite of the inconvenients during the sessions, I must say that there was lots of learning and the following results.

4.2 Outcomes:

- By doing these activities, students built "listening fluency"; that is to say, the ability to recognize and understand English words and phrases as they are being said. Clearly, this is a skill that is built mainly through practice. They had lots of listening practice during these sessions, from the video and from the little expositions they shared with their classmates.
- My students realized that effective writing requires several drafts and that they receive feedback during the process. When this is done well, both the teacher and student should feel confident that the Final product was worth the effort.
- As for the teacher, it was learnt that errors do not always need to be corrected for the student; instead, the teacher tried to comment on the degree of clarity of the main ideas. A focus on how effectively the student is performing the function of any writing or speaking task can keep students from becoming overwhelmed by negatively perceived comments.
- The students felt satisfied with their writings, speaking and general performance because they could connect with their personal experiences and opinions.
- During the speaking activities the students not just communicated their ideas through their words, they also made use of gestures, facial expressions, tone of voice, and the circumstances of the conversation contributed to the comprehension of what they as speakers were saying and their classmates could get the message.
- The principal skills which the students must develop first if they are required to participate successfully in conversations is the ability to identify the topic of conversation -instead of trying to understand word by word - so they can make a significant response.
- Moreover, students need to know how to negotiate meaning, that is, to ask for clarification, to maintain a topic so the process of comprehending can be complete and to give feedback.
- The teacher learnt to have realistic expectations of the students because although he wants to see their progress in terms of them knowing how to express their ideas, thoughts, and understanding the audios, it is clear that they are at the beginning of their learning process and this process must flow, so little by little everybody will be able to see the results.

Finally, the teacher realized that prior to this session, the students had not had any school activity or in their daily lives that allowed them to deeply analyse their conceptions about their own culture and that of others, the prejudices everybody has about people who are different

from them, nor how harmful it can be to be prejudiced towards others. It is assumed that students and teacher learned something new and these activities were very enriching for everyone who participated. In the future, the teacher will definitely include activities related to culture and interculturality since these tasks help both students and teachers to grow as human beings, Mexicans, and appreciate more the knowledge received when learning a foreign language.(Corbet, J.2003) (Figure 1 p.2).

5. *Conclusions*

5.1 Conceptual

School systems are expected to do more for students than just focus on preparing them for academic tests and improving their test scores. From a holistic point of view, schooling should be helping to equip students with the tools they need to become engaged thinkers, resilient and resourceful learners, creative problem solvers and active members of their communities.

It is imperative that the skills or constructs such as critical thinking, creativity, metacognition, problem solving, collaboration, motivation, self-efficacy, conscientiousness, and grit or perseverance become part of the heritage of the student, since the world is constantly changing and that is the best guarantee that they will know how to be resilient to such transformations and will be able to break through and reinvent new paths and solutions for the problems to be solved in their future, not only as professionals but also as human beings. (Lamb et al., 2017) (Figure 1 p.2).

Our students are expected to adapt to an ever-changing environment. This life-long learning process requires one to be curious about the world and the way it works. Teachers must work on the develop of the ability to see things in their entirety and the ability to learn.“ Reasoning enables students to plan, create, realise and assess different solutions. These processes are often more efficiently carried out when technological tools are used. (OECD,2016) (Figure 1 p.2).

In the current information era it is imminent to include information and communication technology (ICT) in the classroom. This process makes it necessary to review its educational use and the didactic sense with which it is implemented. It must be clear that ICT provides us with access to information; however, that it does not generate knowledge. This large amount of information implies the

development of cognitive processes, which allow the student to identify, to classify and to prioritize the academic value of references, as well as to obtain a personal construction of the answer. (Díaz-Barriga, 2009).

Teachers must prepare students to engage and collaborate in a global society by discovering appropriate ways to interact with people from other cultures.

One of the main challenges facing many countries is how to maintain their identity in the face of globalization and growing multilingualism. There is a case for regulating the status of English but ways need to be found of reinventing national identity around a distinctive mix rather than a single language which is kept pure. **Interculturalism** might be the solution. (Corbet,J.2003) (Figure 1 p.2)

5.2 Methodology

Although the present work was based on constructivism and connectivism as an instructional methodology used to maximize learning through digital education, it cannot be said that there is a pure methodology applied to the activities included in the integrated- skills sessions since the teacher had to adapt the processes to the context, the cognitive level, the students' language learning stage, and their specific needs. (Figure 1 p.2)

There is a real necessity to take into consideration every element that is involved in communication, and this need can be covered by Hymes' Model of Communication (Johnstone, 2010). This model is not only helpful for navigating cross-cultural communications and thusly improving students' communicative competence in a specific language, but it is also a great tool to facilitate their ability to speak up in any social situation. By using this model, students could interpret the input received changing its mechanical conception since the message goes through a channel to activate people to negotiate meaning all the time instead of receiving an intact message. Students are transforming meaning constantly since they are asking for clarification, rephrasing and confirming understood sense in the whole process because the change of an element can change the meaning of the message. It was very enriching for the students to use these resources when they interacted with their peers and talked about their eating habits and customs related to food and family.(Corbet, J. 2003) (Figure 1 p.2) It could be more interesting if they had experience outside the classroom or even with native English speakers.

The zone of proximal development was outstanding in this project as it meant that the learning

tasks were not confined to solely a learner and instructor. Following Vygotsky's perspective, students were encouraged to work in pairs allowing this for the less competent ones to learn from those who already had mastered a specific skillset. In the end all of them were able to carry out the indicated tasks and reach the objectives of the class.

Likewise, at the beginning of the class when the schema of the students was activated with the brainstorming and alluding to a topic of interest to them, it was possible to lower the emotional filter that could have hindered the realization of the activities. Therefore, students were able to engage in meaningful activities for them since those tasks were directly related to their lives, so most of them were really motivated and significant learning took place in the classroom.

5.3 Observation

Students need to socialize learning using Language in Use Perspectives emphasizing on language functions; that is, students have a need to socialize the language they are learning. Teachers can take advantage of students' context to create a purpose of communication more approximate to real life and use specific functions to teach (Bardovi-Harlig, 2005). In this case, the general function was to talk about the description of current events in the students' family context.

It is essential not to be limited only to the book's activities since they are a guide that can be complemented by the theories studied in the course that help teachers to complete lacks in teaching provoked by books printed with excellent basis and resources but low in knowledge about the specific context where the students are situated. Theories do not say explicitly the steps to follow; however, they provide cues to evaluate if the procedure is complete or need to be completed. Any person can follow the steps to teach and to learn a language but only language teachers have to evaluate students, books, theories, methods, contexts and mainly themselves to succeed in teaching and learning.

5.4 Analysis

It can be said that throughout these sessions the students really had an experiential learning in which although they struggled to comprehend the general idea of the authentic material, and faced the necessity to understand their own beliefs, values and preconceptions to later elaborate a concrete opinion related to the different cultures existing in their classroom, they were really involved in these processes and had a different learning experience that enriched

their knowledge about meaning and form of foreign language.

At the same time, they could get a different perspective of what culture really means, the importance of valuing their own culture and that of their classmates and the notion that together in the classroom all the students conform a mixed culture, in which all its members should respect, value and learn from each other. (Corbet,J.2003) (Figure 1 p.2)

The mistakes made during the process of carrying out the activities were significant to lay a basis in improving the use of students' skills in real contexts and generally in the use and production of the foreign language.

5.5 Report

The present work is permeated by an intercultural vision that seeks to integrate the four skills in various sessions to provoke a change of perspective in the student, in his vision of himself, his culture and the other cultures that directly or indirectly are part of his life, including the English culture (L2). In this work we kept the integrated- skills classroom mode, combining listening and reading with writing and speaking practices, but this time from an intercultural perspective and making use of authentic material which was really appealing to the students since it was multimedia content, that is, audio, image and text. The students performed the different activities enthusiastically and did their best to find the similarities and differences between their own culture and the second language culture, English in this case, and later on, between them and their classmates who come from very diverse towns of Mexico. (Corbet, J. 2003) (Figure 1 p.2)

Moreover, throughout the session, there was a change in student and teaching roles in exposing their ideas, perceptions and preconceptions from other cultures. Therefore, they increased their motivation by accomplishing more complex tasks than the ones they are used to doing. There was more collaboration with peers and improved their attention to audience. (Lamb et al. 2017) (Figure 1 p.2)

Furthermore, making use of digital resources, the students worked with the vocabulary of the lesson that they found interesting or that they did not know, elaborating a digital puzzle, in order that this knowledge would be useful in the subsequent communicative activities. (OECD, 2016) (Figure 1 p.2).

The students of the Military School of Odontology come from different socioeconomic strata and indigenous backgrounds; many of them have learnt Spanish as a second language. In this scenario, getting familiar with suitable educational approaches and coherent activities and materials is critical to provide learners with the means to access and analyze different and diverse cultural practices and meanings, whatever their origin. Students should be given opportunities to analyze and reflect on their encounters, to identify and describe conflict areas and, in the light of this, find opportunities to build stronger relationships, or change their own behavior. During this project the students collaborated together to achieve a common goal which in most cases is some sort of intellectual and creative effort. To achieve their common goal, the collaborators share their knowledge, they learn from each other and they reach an agreement. (Lamb et al. 2017) (Figure 1 p.2)

If teachers want to develop intercultural communication in their classrooms and avoid perpetuating the alienation, attitude of superiority, discrimination, ethnocentrism, intolerance, prejudice, racism, scapegoat, traits, and xenophobia, among their students and the new generations, intercultural competence must form an integral part of the foreign curriculum.

When intercultural competence is an integral part of the classroom, learners experience how to appropriately use language to build relationships and understandings with members of other cultures. They can examine their own beliefs and practices through a different lens, negotiate points of view that are different from their own and gain a deep perspective of other culture.

As teachers we should never forget that language teaching must promote respect to human dignity and equality of human rights as a democratic basis for social interaction.

It is hoped that after having implemented the activities proposed in this project, an increased awareness of the importance culture plays in shaping the attitudes and values of the participants; and practices can lead to more culturally appropriate community outreach and culturally sensitive teaching. (Corbet,J. 2003) (Figure 1 p.2)

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